

WEBVTT

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00:00:00.040 --> 00:00:02.410

Kelly McGuire: So I'm starting the recording now.

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00:00:02.950 --> 00:00:11.289

Kelly McGuire: And do you mind if we just start by going around and just doing some quick introductions since we have some new folks and

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00:00:12.300 --> 00:00:22.240

Kelly McGuire: yeah, I don't know Caitlin or Davon. If you wanna go ahead and start not to put you on the spot. But since you're seated and and and new, we'd love to love to hear from you.

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00:00:23.020 --> 00:00:42.889

Dayvonne Smith: Sure I'll rip the Band-aid off. Good morning, everyone. I hope you had a wonderful weekend. We get to enjoy some lovely sun here in New York. My name is Davon Anderson Smith. I am currently serving as the Board Secretary on the Manhattan High Schools President's Council, and for this call the President's designee.

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00:00:42.940 --> 00:00:49.229

Dayvonne Smith: And my role for joining that council is I'm the PA president for Manhattan Village Academy High School.

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00:00:49.619 --> 00:00:55.870

Dayvonne Smith: I've been in that role for the past 4 years. I'm having my second student graduate from the school.

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00:00:56.050 --> 00:01:09.250

Dayvonne Smith: and I love being a parent leader, supporting our pas and ptas, and really looking forward to learning more, and how I can support the district and bring that information back to my community. So thank you for having me join today.

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00:01:11.320 --> 00:01:12.320

Kelly McGuire: Great to meet you.

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00:01:15.918 --> 00:01:31.020

Caitlin Canfield: Alright, I can go next. So I'm Caitlin Canfield. I am the co-president for the Elementary School and Middle School President's Council, and I am the Pta President at Ps. 1, 11, in Hell's Kitchen.

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00:01:31.404 --> 00:01:38.320

Caitlin Canfield: and this is my second year as president, I was secretary for 2 years on the Pta before that.

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00:01:38.688 --> 00:01:41.669

Caitlin Canfield: And my son is a 4th grader in the school.

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00:01:44.990 --> 00:01:45.600

Leslie Hurdle: No.

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00:01:45.600 --> 00:01:50.900

Kelly McGuire: Alright. So now we'll open it up to anybody who's interested in this sharing.

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00:01:54.080 --> 00:01:57.570

Leslie Hurdle: I'm gonna manage. Hi! I'm Leslie Hurdle.

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00:01:57.700 --> 00:02:04.299

Leslie Hurdle: I am the district 2 manager of operations and special projects.

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00:02:04.720 --> 00:02:07.029

Leslie Hurdle: And I also do the minutes for this meeting.

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00:02:09.970 --> 00:02:14.617

Tina Sibulkin Yacker: Hi! I'm Tina Yakker. I am the district's family support Coordinator.

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00:02:15.100 --> 00:02:27.540

Tina Sibulkin Yacker: We're closely with Kelly, and they're all our team members here, and on anything parent related parent issues, parent engagement. Parent points so happy to be here, and to meet some of you for the 1st time, Dave, on.

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00:02:29.662 --> 00:02:40.020

Craig Slutzkin: I'll go next. My name is Craig Slutzkin. I'm the President of Community Education Council 2. I am the parent of a 3rd grader at Ps. 340. I was the Pta. President for 2 years, and

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00:02:40.120 --> 00:02:53.419

Craig Slutzkin: thank God for term limits. I'm no longer the Pta President, but but they didn't let me leave, so I'm now the Pta. Vice President at Ps. 340. So and I was on the slt for a couple of years as well. So pleasure to be here this morning.

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00:02:56.200 --> 00:03:06.460

Jennifer Stone - she/her: Happy Monday. Everybody. My name is Jennifer Stone. I'm the representative from the Monaghan High School district under Superintendent Finalman, and I am the Ope lead, which basically is

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00:03:06.550 --> 00:03:12.309

Jennifer Stone - she/her: jack of all trades, academic policy systems, etc. So happy to be here, thanks.

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00:03:14.290 --> 00:03:20.074

Kelly McGuire: And I'm Helen McGuire. I'm the superintendent for District 2 and Craig just to your

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00:03:20.900 --> 00:03:28.510

Kelly McGuire: you know, moving from one position to another. Continuity is a very, very good thing, and so I try to like.

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00:03:28.560 --> 00:03:34.560

Kelly McGuire: Think of that a little bit from, you know, being in my position, somebody said. Told me the other day that I am the

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00:03:34.760 --> 00:03:45.639

Kelly McGuire: in the last like decade, the longest, maybe 12 years, like the longest standing superintendent in District 2, and I've only been here for 4 years. So that's a scary thing.

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00:03:45.640 --> 00:03:48.100

Kelly McGuire: Question is, what does that say about District 2.

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00:03:49.841 --> 00:03:54.300

Kelly McGuire: How we treat our superintendents

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00:03:54.300 --> 00:04:02.728

Kelly McGuire: that, you know, being a principal in the district for 14 years, was it? It trained me well for? For the work and

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00:04:03.380 --> 00:04:09.470

Kelly McGuire: no, I mean it's i i love our district. It is like it is incredibly vibrant.

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00:04:10.810 --> 00:04:24.719

Kelly McGuire: it is incredibly challenging. But you know, I get the opportunity to work with some really really smart people, both in our district team. I hear other superintendents, you know.

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00:04:24.990 --> 00:04:36.304

Kelly McGuire: being frustrated about the folks that they work with on their district teams or being frustrated with principals, and of course, like people, you know, frustrate you here and then. But we just have a really

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00:04:36.800 --> 00:04:45.199

Kelly McGuire: strong group of school leaders and a strong group of teachers in our district, and I think that that, you know, makes it

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00:04:45.810 --> 00:04:46.890

Kelly McGuire: very

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00:04:47.254 --> 00:05:06.759

Kelly McGuire: interesting. And you know, makes it feel like almost anything is possible. So that's a good way to live, you know, knowing that. You know who I learned a lot of that from and making a quick connection. Hector Jaeger from Manhattan village Academy. Yep, he I remember, like maybe

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00:05:06.890 --> 00:05:08.652

Kelly McGuire: 10 years ago,

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00:05:09.670 --> 00:05:27.129

Kelly McGuire: I was talking with him about some of our students that were attending Manhattan village Academy, and we started this like intervisitation. He'd come to my school. I'd go to his school, and, you know, learned a lot from from each other. So it was. It was great.

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00:05:27.230 --> 00:05:27.855

Kelly McGuire: So

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00:05:29.140 --> 00:05:51.819

Kelly McGuire: But I I think I'll start with just a and if I if you haven't done it yet, please also just sign in via this form that is in the chat just to get everybody on board. I will say that there's, I think there's really only one other person that we were expecting to attend. Who is Bill Doyle, who is our.

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00:05:52.840 --> 00:06:19.940

Kelly McGuire: I can't remember what he actually federal programs. He's that guy who I was talking about, who does the work between like navigating district to State. And so we do expect him to attend, probably at some point. But I do know that we usually have participation from our 3 main labor partners, a DC. 37 representative, a uft representative, and a Csa representative.

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00:06:20.270 --> 00:06:26.819

Kelly McGuire: and the Csa. Has not yet our our old representative.

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00:06:26.890 --> 00:06:34.389

Kelly McGuire: From previous years she retired. The Csa. Has not yet appointed a new representative to District 2.

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00:06:34.420 --> 00:06:39.650

Kelly McGuire: Our uft representative is on jury duty and actually was called into a case.

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00:06:40.435 --> 00:06:58.070

Kelly McGuire: So I'm gonna take full advantage of that. No, I'm just kidding just kidding, Jessica. If you're watching this recording, we miss you so and then our DC, 37. Representative. She is did accept this invitation, so I expect that she'll probably join as well.

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00:06:58.744 --> 00:07:02.220

Kelly McGuire: But I'm just gonna start with a little

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00:07:03.970 --> 00:07:17.209

Kelly McGuire: presentation of just some things here. And Craig, I apologize because some of this is going to be repeated during this week's cec meeting but as we're yeah.

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00:07:17.210 --> 00:07:22.505

Craig Slutzkin: At every meeting. You don't have to apologize. It's fine I expected at this point. It's totally fine.

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00:07:22.800 --> 00:07:25.090

Kelly McGuire: Alright! Alright! I'm I'm trying to hit multiple birds.

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00:07:25.383 --> 00:07:29.789

Craig Slutzkin: It's fine. I know things are gonna be repeated. It's fine. I totally get it.

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00:07:29.790 --> 00:07:35.034

Kelly McGuire: I do have some other things that I'll I'll I'll tell you where it's where it should divert. But

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00:07:35.950 --> 00:07:46.939

Kelly McGuire: But yeah, so here's like a couple of things, and I think that this, you know, I was just reading in Chalkbeat this morning about how the population of New York City public schools has leveled off

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00:07:47.130 --> 00:07:57.979

Kelly McGuire: in District 2. Our population has actually increased by 1,260 kids since last year.

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00:07:58.130 --> 00:08:16.250

Kelly McGuire: And we so we have just over 22,000 kids, plus 556 kids who are in our district, 2, 3 K and pre-k centers. And I know. People will, you know, often go to a thought that this is.

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00:08:16.250 --> 00:08:29.319

Kelly McGuire: There are a lot of students who are seeking asylum, who are in our district, but the. And it's hard to measure this exactly. We're digging into it a little bit more to see

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00:08:29.410 --> 00:08:42.550

Kelly McGuire: where this increase of 1,200 kids is actually coming from. I will say that the number of students who are in temporary housing in the district has actually dropped from last year by about 100 kids.

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00:08:42.640 --> 00:09:07.380

Kelly McGuire: So you know, some of the families may be remaining in some families who may be seeking asylum are remaining in our New York City public schools. I know. Ps. 1, 11 knows that very, very well where they're continuing to support a lot of kids and families seeking asylum. But and it may be that you know, families who came seeking asylum are no longer

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00:09:07.570 --> 00:09:22.940

Kelly McGuire: staying in temporary housing, but have found some different housing arrangements, or have moved out. But those this is where our numbers stand, and we'll try to to dig into that a little bit more.

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00:09:22.950 --> 00:09:42.370

Kelly McGuire: Our attendance rate is still a bit under what it was prior to the pandemic and also prior to the large influx of kids and families seeking asylum. Prior to this, we're about a point higher 95 and a half percent was

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00:09:42.610 --> 00:09:43.920

Kelly McGuire: about average.

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00:09:44.522 --> 00:09:49.150

Kelly McGuire: So we know that continuing to support, especially our students

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00:09:49.370 --> 00:10:17.480

Kelly McGuire: who are chronically absent is a real need. And we know that families who are living temporary housing are experiencing some challenges that are different from those of kids who have permanent housing, and you know that number, again, is quite a bit larger than before. We started supporting lots of kids and families who are seeking asylum about

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00:10:17.510 --> 00:10:21.890

Kelly McGuire: 1,700 kids larger.

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00:10:22.200 --> 00:10:25.519

Kelly McGuire: Oh, looks like Bill is joining us now.

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00:10:26.910 --> 00:10:31.099

Kelly McGuire: And I see Craig. You have your hand up. But yeah, do you wanna just ask now, Craig.

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00:10:31.100 --> 00:10:46.009

Craig Slutzkin: Yeah, sure. So I appreciate the the comments you make on on the students in temporary housing and the asylum seekers. But just in terms of the numbers of the increase or decrease of overall students. That's obviously a net. I believe that would be a net number.

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00:10:46.010 --> 00:10:46.690

Kelly McGuire: A net number, yeah.

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00:10:46.690 --> 00:10:58.830

Craig Slutzkin: You have a sense as to the gross number. How many people have come irrespective of whether they're asylum seekers, just the number of new students versus the number of students that have left, because it just goes to.

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00:10:58.830 --> 00:11:23.300

Craig Slutzkin: I guess, to some extent housing patterns of just, you know, are people leaving our schools. It's great that we're getting new

students, but are still. Is there a large people that are leaving? And do we know? Because I know, I think that I think district planning does some type of a survey. Why they're leaving. Are they leaving for other districts? Are they leaving for the suburbs? Are they leaving for private? Do we have a sense? And you may not, and I don't mean to put you on the spot, because.

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00:11:23.300 --> 00:11:24.240

Kelly McGuire: No, no, it's okay.

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00:11:24.240 --> 00:11:33.970

Craig Slutzkin: Discussion next month. If you have, if you want to get the the facts. But do we have a sense as to what the gross numbers are, and some appreciation as to why those numbers are what they are.

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00:11:35.000 --> 00:11:48.290

Kelly McGuire: Yeah, it's I. I will say it's I'm not trying to punt. But it is like, you know, obviously a very complex issue. And when I have engaged in you know these kinds of conversations with

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00:11:49.170 --> 00:11:58.839

Kelly McGuire: folks from enrollment in the past or district planning in the past, you know there's always been a large number of families that you know as kids leave

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00:11:58.870 --> 00:12:08.100

Kelly McGuire: elementary school, that they begin to think about moving out of the city to raise kids seeking additional space.

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00:12:08.551 --> 00:12:14.028

Kelly McGuire: That's like one factor. But obviously that can't be all of it. Because,

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00:12:14.920 --> 00:12:21.409

Kelly McGuire: you know, we used to have, you know maybe 3,000 more kids in the district than we currently have.

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00:12:21.420 --> 00:12:28.760

Kelly McGuire: What I can say is that we can look at some individual schools.

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00:12:29.090 --> 00:12:35.880

Kelly McGuire: and that might give us a little bit more information about you know what's happening. Another thing is that

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00:12:35.940 --> 00:12:39.865

Kelly McGuire: the neighborhood that has continued to

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00:12:41.560 --> 00:12:48.050

Kelly McGuire: have far fewer kids than we used to have is Chinatown.

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00:12:48.060 --> 00:13:05.119

Kelly McGuire: Chinatown, used to all of our schools in Chinatown, used to be quite full, and now all of them have quite a bit of space, and I recall, like one demographic bit of information that was shared with us.

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00:13:05.120 --> 00:13:22.810

Kelly McGuire: Ps. 2, which is a school in Chinatown. They did a look at the they did a census grab, and for the current year there were only 56 kids born into that zone of Ps. 2.

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00:13:22.840 --> 00:13:50.269

Kelly McGuire: And you know, assuming that all of the this is a school that used to have, you know, 4 or 5 sections of kindergarten. If every single one of those kindergartners came to Ps. 2 were living in the zone. Then we would just have 2 sections. So there are some real demographic changes and population changes that have happened in Chinatown. That's where we've seen the largest number of

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00:13:50.290 --> 00:13:53.900

Kelly McGuire: of students lost, and they're not leaving New York City public schools.

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00:13:54.170 --> 00:14:19.259

Kelly McGuire: But they are moving further out into other boroughs, or families that used to travel into Chinatown to attend school are staying in their home district as well, so more to look into in regard to that, for sure. But this is some of the information that we're getting on this issue.

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00:14:21.760 --> 00:14:23.982

Kelly McGuire: But we could definitely come back to

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00:14:24.650 --> 00:14:26.430

Kelly McGuire: And

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00:14:26.720 --> 00:14:51.086

Kelly McGuire: we're we are also like very excited to see this reduction in suspensions by 36%. 18. We have 18 fewer level, 4 or 5 incidences that

have been recorded. This is not just you know, principals, kids doing the same kind of naughty things, and then principals not suspending them. We have fewer incidences in which, right now in which

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00:14:51.820 --> 00:15:00.089

Kelly McGuire: that might warrant a suspension, or might have, like the type of behavior in which for which a student might receive a suspension. So

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00:15:00.100 --> 00:15:02.280

Kelly McGuire: we're excited about that as well.

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00:15:02.860 --> 00:15:17.080

Kelly McGuire: And we have about 94% of our students fully receiving special education services. We note that staffing issues, we continue to work to

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00:15:17.190 --> 00:15:32.879

Kelly McGuire: hire more special education teachers in the district as well as special education teachers who are bilingual. We have some bilingual Spanish and some bilingual Chinese special education programs in the district, and those are.

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00:15:33.438 --> 00:15:50.049

Kelly McGuire: you know, difficult positions for which to hire, but I think that with some additional planning for the second semester and for the coming year, we will be able to address that more fully.

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00:15:53.290 --> 00:16:12.950

Kelly McGuire: We did do our second spotlight visit of the year at Simon Baruch Middle School. It's just a really fantastic visit. They highlighted a couple of things. Both their work in science and their arts program, their comprehensive arts program for the school.

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00:16:12.970 --> 00:16:26.330

Kelly McGuire: And this is a school that has adopted in science the transition to regents biology. So their students are taking a second regents

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00:16:26.620 --> 00:16:33.710

Kelly McGuire: or the school is offering a second regents in biology in addition to algebra.

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00:16:34.240 --> 00:16:42.666

Kelly McGuire: And then we have another spotlight visit coming up next month at 75 Morton, which we're really excited about as well.

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00:16:43.980 --> 00:16:52.269

Kelly McGuire: Just a couple of like little blips about our 2 big initiatives here in the city, new York City reads, and New York City solves.

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00:16:52.762 --> 00:17:10.059

Kelly McGuire: We are coming up on the completion of like the 1st unit in reading elementary school reading. Some schools may just be finishing it right now, and some schools are looking to go on to. We'll we'll be taking a couple more weeks.

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00:17:10.060 --> 00:17:32.120

Kelly McGuire: We had a very successful election day, professional learning, that was conducted virtually, and had all of these different moving parts. We had every single one of our elementary school teachers come on to a common zoom, and then they broke out by 6 different grade levels, kindergarten, first, st second, 3rd through 5, th

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00:17:32.880 --> 00:17:41.050

Kelly McGuire: and then they broke out again into grade level specific teams that were specific to their schools.

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00:17:41.220 --> 00:17:59.930

Kelly McGuire: and we layered over all of this, the many coaches that we have working with us from great minds. And so it was just really, really fantastic. This is something that I'm hoping to share at Wednesday night, Cec. Because they

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00:18:00.040 --> 00:18:14.419

Kelly McGuire: all of these teachers put tons of evidence of their work photos and short videos and examples of student work that are going on in their classrooms. So we're hoping to share more of that starting on Wednesday night.

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00:18:14.420 --> 00:18:38.839

Kelly McGuire: But a great sample of work that's happening. Parent teacher conferences. Some schools are pushing this to December, but some of those already happened. I was just at Ps. 183 last week, and they talked a lot about how excited parents were about what their kids are talking about when they come home, and that they're really interested and engaged in talking about the content they're learning in school.

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00:18:39.550 --> 00:18:43.210

Kelly McGuire: As a part of the New York City reads initiative. We have

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00:18:43.340 --> 00:19:11.559

Kelly McGuire: 2 groups of coaches that are actually working with our schools. As I mentioned the great minds, coaches that are specifically there to help to support the implementation of wit and wisdom. But then there is another set of coaches that are working just a few days in every school to make sure that the foundational literacy portion of the school day is strong, that foundational literacy portion is really the phonics portion of the

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00:19:11.560 --> 00:19:23.570

Kelly McGuire: of the literacy curriculum that, or of the literacy work that kids do in school. So there's a foundational literacy focus on phonics, and then support for the implementation of great minds.

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00:19:24.215 --> 00:19:31.319

Kelly McGuire: I think I mentioned it at the last meeting, but letting everybody know that we are in the process of

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00:19:31.720 --> 00:19:55.920

Kelly McGuire: conducting implementation walkthroughs. That's for both Nyc reads and Nyc solves. Basically, all of us district team members are going out into schools in pairs for the most part, sometimes groups of 3, to complete a little checklist as to how things are going with the implementation of these new curricula

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00:19:55.920 --> 00:20:14.169

Kelly McGuire: and the shifts in both literacy and mathematics. We're taking that data back so that we can coach principals, principals can coach teachers. We can get like a good snapshot of what's happening in our district in relationship to what's what this might look like when fully implemented.

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00:20:14.270 --> 00:20:44.129

Kelly McGuire: and then also just like very happy and excited to announce that on December 13th we're going to have the 1st of parent learning series that we're going to be conducting in partnership with great minds along with our Community Education Council. So that should be a good opportunity for us to begin to share more information with with families and have the chance for

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00:20:44.200 --> 00:20:49.580

Kelly McGuire: for us to answer some of the questions that have been coming up most for families.

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00:20:50.545 --> 00:21:04.980

Kelly McGuire: Some similar things happening with Nyc solves. There's a couple of areas of focus that we're really zooming in on one is making sure that our middle school math teachers are

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00:21:05.200 --> 00:21:10.070

Kelly McGuire: sticking with the pace of the curriculum. What we've noticed happening

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00:21:10.200 --> 00:21:17.419

Kelly McGuire: with both. Our reading curriculum and our math curriculum are are kind of like 2 things, one that might sound better than the other.

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00:21:17.944 --> 00:21:19.679

Kelly McGuire: Is one. Of course

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00:21:19.740 --> 00:21:32.460

Kelly McGuire: people are learning this curriculum for the 1st time, and in doing so they're figuring out how to navigate that and so maintaining a strong pace for teaching is really really important.

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00:21:32.560 --> 00:21:53.999

Kelly McGuire: We're also finding that sometimes in a lot of the classes, kids are getting excited about the content that they are learning, and they want to build on discussion that's happening both in math and in literacy. And you know, as a teacher, it's exciting to hear kids be excited about the curriculum.

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00:21:54.345 --> 00:22:04.030

Kelly McGuire: We just can't spend all day in that excitement, because one or 2 kids who might be excited might not mean that everybody's excited. So we're having to.

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00:22:04.030 --> 00:22:30.649

Kelly McGuire: Our teachers are are really learning to navigate that and and pace their lessons in a way that both like captures that excitement and helps to move forward because there's more to be learned throughout the course of a lesson. We're also looking at learning how to adapt and scaffold the math curriculum, both for kids who are working above grade level, and kids who are not yet working at grade level

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00:22:30.720 --> 00:22:33.549

Kelly McGuire: and learning how to relate a scaffold.

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00:22:33.590 --> 00:22:43.759

Kelly McGuire: that curriculum. And then the last thing that I'll add in regard to this is that the city has allocated an additional source of funding for our middle schools.

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00:22:43.760 --> 00:23:09.730

Kelly McGuire: It's not a ton of money, but what we are doing is, you know, we're taking teachers out of the schools once a month to engage in professional learning, and that is costly to a school to pay for a substitute, or to pay a teacher an extra period to cover a class. So they have received some additional funding to help to cover, so that their teachers can fully participate in that professional learning.

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00:23:10.420 --> 00:23:20.710

Kelly McGuire: And then the last thing I'll just end with is, tomorrow night we have Chancellor Avilas Ramos is going to be conducting the 1st of her Town Hall visits.

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00:23:20.750 --> 00:23:48.599

Kelly McGuire: This is at graphics communication, and I think it's going to be a series of both whole group discussion and sharing. But then I've heard that there are some smaller discussions that are happening as well, so we hope to see a bunch of people there tomorrow evening. This is grades K. Through 12 open to everybody, and it should be should be a good night.

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00:23:48.730 --> 00:23:50.660

Kelly McGuire: So with that

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00:23:51.180 --> 00:23:59.870

Kelly McGuire: I'll stop and if there are any questions that people would like to ask happy to field a couple more, and then we'll

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00:24:00.185 --> 00:24:09.649

Kelly McGuire: move on with the agenda, and I'll also just drop the sign in sheet again in the chat, in case you haven't had a chance to access that. But

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00:24:10.390 --> 00:24:12.780

Kelly McGuire: we can take a few minutes if people have questions.

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00:24:37.660 --> 00:24:41.780

Kelly McGuire: Yeah. So just like looking at our

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00:24:42.030 --> 00:24:45.909

Kelly McGuire: next couple things we did. Just we just did this report here.

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00:24:46.412 --> 00:24:49.720

Kelly McGuire: We do have a review of minutes.

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00:24:50.176 --> 00:25:00.440

Kelly McGuire: Leslie, do you? Wanna and I I don't think we can actually officially approve these minutes, because they can only be approved if we have our

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00:25:00.700 --> 00:25:08.820

Kelly McGuire: uft and Csa rep here. But I did talk to Bill, who suggested that

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00:25:09.080 --> 00:25:11.289

Kelly McGuire: we still take a look at these meds.

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00:25:11.632 --> 00:25:14.787

Kelly McGuire: And see if there's anything that we want to add to that

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00:25:15.230 --> 00:25:19.570

Kelly McGuire: Anything other than that, Bill Leslie, that you wanna set us up for.

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00:25:21.321 --> 00:25:23.670

Leslie Hurdle: No. Do people want to take

138

00:25:23.700 --> 00:25:25.969

Leslie Hurdle: a couple minutes to review the minutes.

139

00:25:26.110 --> 00:25:26.680

Kelly McGuire: Sure.

140

00:25:28.800 --> 00:25:32.079

Leslie Hurdle: Okay, this is from the September meeting. That's what we're looking at.

141

00:25:35.082 --> 00:25:41.120

Kelly McGuire: And I'll drop it in the chat in case it's easier for you all to just read it. There. This is the minutes.

142

00:25:41.120 --> 00:25:45.390

Leslie Hurdle: Or I can share my screen, whatever works. Well, you're sharing your screens.

143

00:25:45.390 --> 00:25:46.430

Kelly McGuire: Yeah, yeah.

144

00:25:46.430 --> 00:25:46.750

Leslie Hurdle: So.

145

00:25:46.750 --> 00:25:48.155

Kelly McGuire: I can. I can do that.

146

00:25:48.390 --> 00:25:53.709

Wdoyle: I I do have a question. Are the minutes available to all the Dlt members.

147

00:25:54.960 --> 00:25:59.009

Kelly McGuire: They are in the shared drive.

148

00:25:59.010 --> 00:26:01.280

Wdoyle: Got it all right. That's perfect.

149

00:26:01.530 --> 00:26:08.869

Kelly McGuire: Which Caitlin and Davon, I just wanna make sure that we've shared that

150

00:26:09.090 --> 00:26:10.681

Kelly McGuire: shared drive with you.

151

00:26:11.570 --> 00:26:14.469

Kelly McGuire: I'll do that right after we're done here

152

00:26:28.140 --> 00:26:32.059

Kelly McGuire: I'll just scroll through here a little bit slowly and.

153

00:26:36.460 --> 00:26:39.990

Leslie Hurdle: Did anybody get a chance to to review them yet?

154

00:26:40.140 --> 00:26:42.310

Leslie Hurdle: Or is this the 1st time for all of us.

155

00:26:42.490 --> 00:26:43.510

Kelly McGuire: 1st time, I think.

156

00:26:50.260 --> 00:26:51.800

Leslie Hurdle: And so if.

157

00:26:52.410 --> 00:26:58.180

Leslie Hurdle: after your review, if you want to go back and review after the meeting, if you have any changes

158

00:26:58.430 --> 00:27:02.220

Leslie Hurdle: or questions.

159

00:27:03.880 --> 00:27:05.230

Leslie Hurdle: You should let me know.

160

00:28:14.850 --> 00:28:17.640

Kelly McGuire: I'll share for just one more minute. But the

161

00:28:17.790 --> 00:28:23.170

Kelly McGuire: minutes are also in the chat in case anybody wants to look a little more deeply.

162

00:28:26.020 --> 00:28:30.730

Leslie Hurdle: I'll just mention that Bill shared that the State is

163

00:28:33.560 --> 00:28:36.620

Leslie Hurdle: preferring that we have minutes, that

164

00:28:38.720 --> 00:28:42.930

Leslie Hurdle: summarize what each person said like in the order that they said it.

165

00:28:43.020 --> 00:28:44.300

Leslie Hurdle: So

166

00:28:44.420 --> 00:28:51.659

Leslie Hurdle: these minutes are not going to be changed. But the October and the minutes from this meeting will be in that format.

167

00:28:52.100 --> 00:29:00.400

Leslie Hurdle: so that we're compliant with what the State is hoping for from us.

168

00:29:04.420 --> 00:29:05.070

Kelly McGuire: Okay?

169

00:29:05.260 --> 00:29:09.329

Kelly McGuire: Well, I will slip back over to our agenda here.

170

00:29:13.410 --> 00:29:20.120

Kelly McGuire: So our next item up is a look at the bylaws, which

171

00:29:20.310 --> 00:29:24.770

Kelly McGuire: I feel like we've looked at the bylaws a few times. But

172

00:29:24.890 --> 00:29:31.501

Kelly McGuire: again, this is one of those things that only gets approved once we have a full dlt

173

00:29:32.010 --> 00:29:40.129

Kelly McGuire: Bill, do you want to say anything about the bylaws, or you suggest we just take a look at them again, since we also have 2 new members.

174

00:29:40.160 --> 00:29:43.970

Kelly McGuire: Davon and Caitlin, are new to our dlt this month.

175

00:29:44.676 --> 00:30:01.279

Wdoyle: It may be worthwhile at this point for the new members if they're unfamiliar with really, the main objective of the dlt to kind of review. So those members are. Are. Have you ever been on a dlt before

176

00:30:01.940 --> 00:30:03.739

Wdoyle: you can come off? Mic? Now.

177

00:30:03.930 --> 00:30:05.200

Caitlin Canfield: No. Okay.

178

00:30:05.200 --> 00:30:14.244

Wdoyle: So so the basically the dlt is district leadership team meeting. This is a superintendent's meeting, and essentially

179

00:30:16.050 --> 00:30:39.650

Wdoyle: the real driving force of this is the Dceep, which is the district comprehensive educational plan, which is essentially the Chancellor's vision. The Chancellor's goals filtered down to the superintendent and the superintendent's caseload of schools, and how he or she is going to go about effectively changing schools, improving education for all students.

180

00:30:39.650 --> 00:31:02.810

Wdoyle: And so it's a really a giant document that the team has an opportunity to look out throughout the course of the year, and looking at the goals, looking at the objectives, looking at data. So really, the main objective of the dlt is to have these conversations. So when Leslie was saying that the State is requiring or asking for

181

00:31:03.489 --> 00:31:26.609

Wdoyle: specific people voicing in the the notes in the minutes of our of our of our sessions. Oftentimes a lot of what has happened in the past is that parents have, let's say, had a lip service, and or not always had an opportunity to chime in and and have a voice on these meetings, or they've done it in like a cursory way

182

00:31:26.939 --> 00:31:33.860

Wdoyle: so part of that is going over the bylaws, which is basically the rules of how the Dlt conducts business.

183

00:31:33.860 --> 00:31:56.800

Wdoyle: And so for these particular bylaws, a lot of what you're going to see in many of these documents through the DOE is legal language that really cannot be changed but for the view of transparency, and to bring parents into the fold, we're always asking for different points of view.

184

00:31:56.800 --> 00:32:07.509

Wdoyle: and trying to get more constituents on the dlt, to voice their opinions on how to make the district even stronger. So I think that kind of encapsulates

185

00:32:07.848 --> 00:32:26.109

Wdoyle: part of you know the the rationale for having more of those voices, and and the minutes to be very strong, as far as showing different constituents and and their viewpoints on what's happening within the district. And really kind of our our goal for the for the dlt for the year.

186

00:32:26.410 --> 00:32:28.509

Wdoyle: Does anyone have any questions on that?

187

00:32:31.600 --> 00:32:36.030

Wdoyle: All right, I'm gonna turn it back to you. Superintendent McGuire.

188

00:32:39.330 --> 00:32:44.910

Kelly McGuire: I'd also just like to welcome Pamela Rodriguez, who just joined us.

189

00:32:46.030 --> 00:32:51.399

Kelly McGuire: Pamela, do you mind just introducing yourself to the to the group, this of you.

190

00:33:03.370 --> 00:33:05.099

Kelly McGuire: Hi, Pamela, can you hear me? Okay.

191

00:33:05.410 --> 00:33:09.280

Kelly McGuire: yeah. Do you? Wanna just do a quick little intro. Happy to have you.

192

00:33:33.960 --> 00:33:36.669

Kelly McGuire: Pamela, are you okay? If we go on with the

193

00:33:37.220 --> 00:33:42.770

Kelly McGuire: review of the bylaws, and then we'll come back to you all right. Thanks so much. Thank you. No problem.

194

00:33:44.640 --> 00:33:48.008

Kelly McGuire: So just going back to these bylaws here.

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00:33:48.630 --> 00:33:53.775

Kelly McGuire: we'll just again scroll down. They're not super extensive, but

196

00:33:54.950 --> 00:33:59.310

Kelly McGuire: this is the mandatory members, I think is important to note

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00:33:59.600 --> 00:34:07.470

Kelly McGuire: community superintendent, high school superintendent, or designee which Jennifer is playing here. I mentioned that the role she's playing.

198

00:34:08.760 --> 00:34:20.850

Kelly McGuire: I mentioned that we don't currently have a Csa representative, and our uft representative is on jury duty. Welcome, Pamela, as our DC. 37. Representative welcome Caitlin

199

00:34:20.989 --> 00:34:23.319

Kelly McGuire: as our President's Council, President.

200

00:34:23.933 --> 00:34:40.370

Kelly McGuire: welcome, Devon as our president of the Borough High School, President's Council or Designee, and then a title, one Parent Advisory Council, title, one staff which we we don't currently have that position.

201

00:34:41.639 --> 00:34:44.160

Kelly McGuire: And we're working with

202

00:34:45.040 --> 00:34:54.853

Kelly McGuire: with Bill and the team to fill out and and and and see how it is that maybe members of the the team here can play that that role. But

203

00:34:55.320 --> 00:35:03.290

Kelly McGuire: tbd, so I'll just go through again. Scroll through here, quick to

204

00:35:03.330 --> 00:35:06.170

Kelly McGuire: give everybody a chance to look at some of the bylaws.

205

00:35:14.540 --> 00:35:20.959

Pamela Rodriguez DC37 Union Representative: Can anybody hear me now? I'm sorry I had 2 screens open. I didn't realize that it was open on both sides.

206

00:35:20.960 --> 00:35:21.609

Pamela Rodriguez DC37 Union Representative: No problem.

207

00:35:21.610 --> 00:35:22.180

Pamela Rodriguez DC37 Union Representative: Hear me right.

208

00:35:22.180 --> 00:35:23.020

Kelly McGuire: Yeah. Yeah. Yeah.

209

00:35:23.020 --> 00:35:23.410

Kelly McGuire: Great.

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00:35:23.410 --> 00:35:25.869

Kelly McGuire: Thank you. Great day. Do you want to do a little? Intro?
Pamela?

211

00:35:26.020 --> 00:35:35.389

Pamela Rodriguez DC37 Union Representative: Sure. Sure. Yes. Hi! Good morning, everyone. I apologize for my coming in a little bit late. I was in transit, but I am the

212

00:35:35.820 --> 00:35:42.129

Pamela Rodriguez DC37 Union Representative: I am the district 2 Union representative. I'm covering both sides, the East and the West Side

213

00:35:42.180 --> 00:35:47.850

Pamela Rodriguez DC37 Union Representative: and I'm proud to be here in this part of this dlt team meeting.

214

00:35:47.970 --> 00:35:52.189

Pamela Rodriguez DC37 Union Representative: and I will provide my information on the chat. My contact information.

215

00:35:52.190 --> 00:35:58.199

Kelly McGuire: Great. Thank you. And we'll make sure that you get a chance to sign into today's meeting as well.

216

00:36:39.060 --> 00:36:48.679

Kelly McGuire: So just so people are aware. I'm currently serving as the chairperson and my colleague here. Leslie Hurdle is serving as the secretary.

217

00:37:36.110 --> 00:37:40.199

Kelly McGuire: We have been holding our meetings virtually rather than here at the district office.

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00:37:49.270 --> 00:37:52.520

Craig Slutzkin: So we're not subject to the open meetings. Law, right? That's why we can meet virtually.

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00:37:52.520 --> 00:37:54.149

Kelly McGuire: That's correct. Yep, that's right. Yep.

220

00:38:01.140 --> 00:38:10.249

Craig Slutzkin: Can anybody join? Because we're not subject to the open meetings? Law? Does that mean that if some random person want I mean, I don't know why they would want to, but if somewhat random person wanted to

221

00:38:10.440 --> 00:38:14.270

Craig Slutzkin: join the Dlt meetings and and view they can't. Is that correct?

222

00:38:14.270 --> 00:38:16.650

Kelly McGuire: No, they can. They can join as an observer.

223

00:38:16.650 --> 00:38:17.799

Craig Slutzkin: Oh, they can. Okay.

224

00:38:18.890 --> 00:38:23.989

Craig Slutzkin: and that's not. There's no hidden meeting that meaning there. Nobody has approached me to join.

225

00:38:23.990 --> 00:38:25.269

Kelly McGuire: No, no, no, it's okay.

226

00:38:25.270 --> 00:38:25.840

Craig Slutzkin: Just curious.

227

00:38:25.840 --> 00:38:27.400

Kelly McGuire: We've had people in the past.

228

00:38:42.950 --> 00:38:46.770

Kelly McGuire: I think an important thing that has come up in the past here is that

229

00:38:46.780 --> 00:38:51.820

Kelly McGuire: decisions in the dlt are made by consensus and not not by vote.

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00:38:57.510 --> 00:39:04.506

Kelly McGuire: So I'll stop sharing my screen. Well, actually, I'll just review the next item that's coming up, because I think that's on to you.

231

00:39:05.710 --> 00:39:06.990

Kelly McGuire: Bill. But

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00:39:08.070 --> 00:39:15.529

Kelly McGuire: this some work around family engagement policy. But does anybody have any questions that they might like to ask about the

233

00:39:17.247 --> 00:39:20.170

Kelly McGuire: the bylaws, or or minutes, or anything.

234

00:39:26.420 --> 00:39:27.310

Kelly McGuire: Okay?

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00:39:27.540 --> 00:39:31.129

Kelly McGuire: So I think we're on to you, Mr. Doyle.

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00:39:32.280 --> 00:39:32.950

Wdoyle: Great.

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00:39:32.970 --> 00:39:57.039

Wdoyle: So so one thing I would say to the dlt and it's it's great that we went over the bylaws just so that everyone on this panel is aware the Chancellor and her group are looking at the state regulations for a 655, which basically constitutes how the

238

00:39:57.040 --> 00:40:07.270

Wdoyle: the bylaws are created that is actually going to be revised. So as soon as we have a new version of that. it'll be.

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00:40:07.270 --> 00:40:27.479

Wdoyle: you know, pushed out to the entire system. But just know that that that piece that we that we just went over will be revised and and changed. There will be some some edits to that. And our office is currently working on that now. So so one of the things that the district the dlt

240

00:40:28.220 --> 00:40:43.699

Wdoyle: has to look at is the I plan portal and the the family policy, the family engagement policy. So I'm gonna share my screen. And hopefully, this will work. I've been having some

241

00:40:43.790 --> 00:40:53.910

Wdoyle: issues here. So let me just see where the heck's the share button. Here we go. Share ish

242

00:40:59.210 --> 00:41:00.530

Wdoyle: share.

243

00:41:01.420 --> 00:41:03.430

Wdoyle: Does everyone see my screen?

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00:41:04.570 --> 00:41:06.440

Kelly McGuire: It's coming along.

245

00:41:06.440 --> 00:41:07.980

Wdoyle: Okay? Oh, I see it

246

00:41:08.500 --> 00:41:22.850

Wdoyle: alright. So you see it now. Alright. So so part of the agenda right is to look at the parent family engagement policy. So I'm going to share that with you. Now, hopefully, you're seeing that

247

00:41:23.350 --> 00:41:25.790

Wdoyle: I think it's gonna take a minute to pop up.

248

00:41:26.590 --> 00:41:27.900

Kelly McGuire: Looks like we see it.

249

00:41:27.900 --> 00:41:31.508

Wdoyle: Oh, you do see it. Okay. So

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00:41:33.180 --> 00:41:58.109

Wdoyle: everyone should have access to this. This is in the Google drive. It is also located in Section 7 of the dceep. But really, what what we want to do. I don't want to be a talking head, and I want to hear from the constituents, from the dlt. So the the what I want to do if you see here questions for

251

00:41:58.110 --> 00:42:04.219

Wdoyle: revision. What I'd like to do is take a couple minutes to have us kind of

252

00:42:04.220 --> 00:42:07.870

Wdoyle: answer each one of these questions. And

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00:42:07.870 --> 00:42:35.089

Wdoyle: right? So I'm new to to this district. And I don't really know a whole lot of what has happened in the past or what's happening currently.

So I think it's great for members of the team to try to answer these questions. So the 1st thing I'm going to ask is, what are some of the barriers? To greater participation by parents in district related activities.

254

00:42:42.650 --> 00:42:47.249

Wdoyle: and I'm asking the dlt here, anyone can come off mic

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00:42:47.270 --> 00:42:52.729

Wdoyle: and just chime in. And just so everyone's aware part of the minutes

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00:42:53.266 --> 00:42:59.509

Wdoyle: they're going to want to see that there was active engagement in these questions.

257

00:43:00.530 --> 00:43:02.530

Craig Slutzkin: So, Ca, can I start off.

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00:43:02.530 --> 00:43:03.090

Wdoyle: Please.

259

00:43:03.490 --> 00:43:04.780

Craig Slutzkin: So I think

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00:43:05.020 --> 00:43:10.830

Craig Slutzkin: 2 things that I mean there's a there's always barriers. But 2 things that come in my come into to my mind are

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00:43:11.030 --> 00:43:14.900

Craig Slutzkin: number one. We have a significant amount of parents who

262

00:43:14.960 --> 00:43:31.790

Craig Slutzkin: or if it's single, parents, married parents, parents who are just co-parenting, they're both working, and it's hard for working parent a lot of times working parents who are working during the day to engage, and then they come home at night.

263

00:43:32.110 --> 00:43:41.509

Craig Slutzkin: They're working all day. They're they can't really engage because they're working. They come home at night. They're taking care of their kids. They're spending time with their children. So it's it's just an issue of

264

00:43:41.570 --> 00:43:59.909

Craig Slutzkin: time. Wise. It's a hard thing to navigate when you know you're up at 7, 6 o'clock in the morning, and you're going to bed at 10 o'clock. You're working, or with your kids, one or the other, and it's hard to to navigate anything further. And that's a challenge. We as parent leaders, you know. I know we have a bunch of them. Caitlin is on.

265

00:43:59.930 --> 00:44:09.999

Craig Slutzkin: We somehow navigate it, but not everybody. And most people can't navigate that so easily. And it's it's a big challenge. The other. The other thing that keeps comes to mind is, we do have

266

00:44:10.130 --> 00:44:23.085

Craig Slutzkin: a number of families that English is they're not, is not. Their native language. Is that their primary language? And while we do have translation, service, interpretation services and translation services,

267

00:44:23.820 --> 00:44:37.880

Craig Slutzkin: That's not always utilized, and I think that people who may not have English as their primary language just either don't know about those services, or are intimidated to use those services. So I think that's also a challenge, because we do have.

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00:44:38.030 --> 00:44:42.680

Craig Slutzkin: People don't always think of District 2 as diverse. But actually, District 2 is a pretty diverse

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00:44:43.002 --> 00:44:51.779

Craig Slutzkin: district in terms of backgrounds and languages spoken. So I think that's a barrier also, and it and it's a and that's a big challenge to to to overcome.

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00:45:02.900 --> 00:45:03.840

Wdoyle: Thank you, Craig.

271

00:45:06.140 --> 00:45:08.410

Wdoyle: Other voices, other ideas.

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00:45:12.640 --> 00:45:16.749

Dayvonne Smith: Hi, there! I agree with Craig's

273

00:45:16.770 --> 00:45:22.330

Dayvonne Smith: point specifically, the second point about English

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00:45:22.370 --> 00:45:42.030

Dayvonne Smith: not being the primary language. I know that we struggle with that in our school, also from a high school lens. We're a citywide school, so we have families that are attending from all over the boroughs, and aside from just the cascading down of information.

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00:45:42.140 --> 00:45:50.860

Dayvonne Smith: of not knowing you know what's available to participate in it does become a challenge when everyone isn't in Manhattan

276

00:45:51.070 --> 00:46:06.679

Dayvonne Smith: right and so that we're we're faced with, while it's a wonderful way for us to have diversity of voices. And just a lot of community. It does put some barriers on just how many of our families can get together.

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00:46:07.980 --> 00:46:09.050

Wdoyle: Thank you.

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00:46:10.640 --> 00:46:13.694

Tina Sibulkin Yacker: I would probably just add to that, I think. Craig,

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00:46:14.640 --> 00:46:31.669

Tina Sibulkin Yacker: you know, hit the nail on the head. It's sometimes it's a matter of prioritizing. So whether it's a timing issue, whether it's cascading, as Davon said, a lot of information coming down, whether it's being aware, I think sometimes there is a lot of information for families. So it's

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00:46:32.040 --> 00:46:42.799

Tina Sibulkin Yacker: being able to prioritize for them to be able to prioritize or the school to be able to system prioritize what might be most important. First, st in order to, you know.

281

00:46:43.340 --> 00:46:46.930

Tina Sibulkin Yacker: somewhat involve both of those challenges, timing.

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00:46:47.080 --> 00:46:50.330

Tina Sibulkin Yacker: maybe sometimes feeling intimidated, just being aware.

283

00:46:50.793 --> 00:46:54.529

Tina Sibulkin Yacker: I think that might be one possibility to look into.

284

00:46:58.260 --> 00:47:03.689

Kelly McGuire: I think that I'll also just add that the contents of

285

00:47:04.120 --> 00:47:09.149

Kelly McGuire: in meetings and engagement and activities are not always

286

00:47:09.260 --> 00:47:15.919

Kelly McGuire: important to the families of kids that we're serving.

287

00:47:15.990 --> 00:47:18.019

Kelly McGuire: I know, you know, when we

288

00:47:18.480 --> 00:47:40.919

Kelly McGuire: like hold the like Wednesday night we'll have a Cec. Meeting. The majority of people who we expect to attend are, you know, like 20 year olds coming from the neighborhood, who have you know, like opinions about the the contents of the meeting we get, like, maybe, like 3 parents to show up. So you know, I think that when we have activities that are.

289

00:47:40.930 --> 00:47:44.259

Kelly McGuire: I always use like the example of, you know,

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00:47:44.680 --> 00:47:55.949

Kelly McGuire: student activities in schools, right? Like parents turn out in full force when it's an activity that happens in their child's school and

291

00:47:56.820 --> 00:48:05.654

Kelly McGuire: So you know, we're those of us who sit on meetings like Dlt are include, you know, and parents who are are like this is kind of like,

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00:48:06.250 --> 00:48:15.700

Kelly McGuire: this, this is work that's really interesting to families. You know, they're interested in policy and thinking about that. That's, you know, one of the

293

00:48:16.560 --> 00:48:20.369

Kelly McGuire: yeah. One of something that they like to study.

294

00:48:21.080 --> 00:48:23.671

Kelly McGuire: but not every parent

295

00:48:24.410 --> 00:48:26.861

Kelly McGuire: wants to to do that. So

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00:48:28.700 --> 00:48:31.780

Kelly McGuire: yeah, I think the contents of a meeting meetings are important.

297

00:48:32.000 --> 00:48:39.730

Craig Slutzkin: Yeah, just to stay with, just to touch upon with. Kelly just said, if parents are happy, they're quiet, right?

298

00:48:39.750 --> 00:48:59.919

Craig Slutzkin: I don't know how many parents have actually spoken up about the literacy program up until this year, when we changed the literacy program. And now parents have strong feelings about it one way or the other. And now we're hearing about from parents, about the new literacy program. But until then, for the past 20 years, Kelly, how many

299

00:49:00.310 --> 00:49:21.330

Craig Slutzkin: engagements from parents, have you? How many times have parents actually said something to you about the literacy program? I would gather not too much, not too many times, but now that we've changed it, and people have strong feelings. If I look at most of the parents in my a lot of the parents in my school, and they're happy. They like the principal. They like the teachers. Their their kids are happy.

300

00:49:21.330 --> 00:49:39.979

Craig Slutzkin: They're not going to come to district meetings, or or because there's nothing for them to say. There's nothing for them to complain about. It's human nature. So I think that when there are topics that are interesting. And there are topics that have been challenging for their own kid. That's when they get engaged. So.

301

00:49:43.670 --> 00:50:07.250

Wdoyle: So I want to direct everyone's attention. To the second question, which I think is really a natural flow from from what I've heard everyone kind of discussing here, so what could be additional activities that the district should engage in to address the needs of parents, family members that will assist with supporting the academics of their children, including engaging with school personnel and teachers.

302

00:50:07.400 --> 00:50:26.690

Wdoyle: And then the the next question, what additional strategies should be included. So that's really making the connection between our

conversation here and what I've been doing like the Star Wars scroll for the this particular you know document that, again is, lives on the Iplan portal.

303

00:50:28.060 --> 00:50:31.860

Wdoyle: So what? What could be additional strategies or activities.

304

00:50:35.930 --> 00:50:47.639

Craig Slutzkin: I think 1 1 thing that would be helpful, and there's a fine line here, and I'll explain what the fine line is, but making sure that parents actually know there is a district team. Now, the fine line. What I'm talking about is

305

00:50:47.650 --> 00:50:57.140

Craig Slutzkin: you don't want everybody all of a sudden calling Tina with every one of their problems, because she's her title is with family services.

306

00:50:57.290 --> 00:51:01.239

Craig Slutzkin: Coordinator, or some some. I don't. I apologize. I don't know your exact title, but it's.

307

00:51:01.450 --> 00:51:02.560

Tina Sibulkin Yacker: Family support.

308

00:51:02.900 --> 00:51:14.669

Craig Slutzkin: Right. So you don't want everybody to go to Tina with every little problem you want them to 1st go to their parent coordinator or their school, their teacher, or their principal. But at the same time the district does have

309

00:51:14.720 --> 00:51:36.650

Craig Slutzkin: support teams for parents that that if they're not happy if they're not getting. That's I think that's that's exactly right. Build the chain of command. If for whatever reason, they're not getting anywhere with their school, and it's really become a problem. Tina is a resource, and she's a very good resource. Jennifer was, you know, a fantastic resource. So I think educating people as to what

310

00:51:36.880 --> 00:51:45.649

Craig Slutzkin: the what services the district provides, I think, is helpful, but just understanding when when to go to them and explaining when when to go to people again. I don't want

311

00:51:45.670 --> 00:51:57.462

Craig Slutzkin: 700 people a day calling Tina. She's that's not really what her job is for. They can call Kelly 7. I don't have a problem with 700 people calling Kelly, though. Just so.

312

00:51:58.100 --> 00:52:27.870

Wdoyle: I'm I'm really glad that you brought that up about Tina and the chain of command, and I think it's important to note that that's also one of the functions of the Dlt to help schools. If the slt of that particular school is having a challenge. Now, in my, you know, 20 something years working with the with the DOE. I've never really seen that occur, because generally the principals are able to figure out those challenges at the school level, but sometimes that could could happen.

313

00:52:28.080 --> 00:52:40.080

Craig Slutzkin: But there are times that's exactly right. And we've seen on the Cec. People who have requirements for safety transfers, and and they don't know where to go, and if they go to the principal, the principal may not be helpful, because that's not in the best interest of necessarily in the best.

314

00:52:40.080 --> 00:52:40.680

Wdoyle: True.

315

00:52:40.820 --> 00:52:57.539

Craig Slutzkin: The principal to say, I have safety problems in my school. So, understanding that there are other people to go to, there's a family welcome center if they're having serious problems and not getting information about middle school admissions or things like that, you know. I think that that's helpful to have

316

00:52:57.985 --> 00:53:08.359

Craig Slutzkin: you know. I also think that more information on the translation interpretation services I think is also help helpful. I don't think most.

317

00:53:08.440 --> 00:53:26.720

Craig Slutzkin: I can't say if most parents who need it know it, because that's not me, and you know I'm a native English speaker, but I think that that, putting myself, if I was, I would think that that would be something that would be very helpful and getting that information out and targeting it. Also. I mean, you want to get it out to everybody. But

318

00:53:26.720 --> 00:53:47.219

Craig Slutzkin: take a school like mine. I don't think that's a bit. Most people are native English speakers, but there are schools in the district where that's not the case, or where we have a significant amount of asylum seeking families. You know, we should be targeting that as well,

and I think that would be a helpful thing to do, and we have been doing it. I don't want to say it hasn't been done, but I think, continuing to do that would be helpful.

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00:53:51.560 --> 00:53:56.290

Tina Sibulkin Yacker: I was just. Gonna I'm sorry. Didn't know I was on. I'm just gonna add, though I I still think and

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00:53:56.430 --> 00:54:05.990

Tina Sibulkin Yacker: in in live what Craig said, but it's also very important that we work in close collaboration with our parent liaisons at the school level, and that.

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00:54:06.190 --> 00:54:24.529

Tina Sibulkin Yacker: in my opinion, is how we can be most effective sometimes, for you know, with our parent coordinators, because they're able to turnkey and be able to support a lot of the families. And part of my role I always think of is really supporting our parent coordinators, because I know they know their families well, and it's also being able to

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00:54:24.854 --> 00:54:39.790

Tina Sibulkin Yacker: provide information of what is what is important, what is a priority to our parent coordinators? So that they can also do more. You know, for example, to say for college program. It's a, you know, while it's not academic, it's a it's a

323

00:54:39.790 --> 00:55:00.205

Tina Sibulkin Yacker: scholarship program that was implemented for kindergarten that's starting right now through kindergarten to 3rd graders. It's a fairly new program couple of years old that was implemented for District 2 was in Pilot before. I'm just learning. There are a lot of opportunities for schools, parent coordinators, liaisons be able to do more to bring awareness to their families. They have, you know,

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00:55:00.520 --> 00:55:10.469

Tina Sibulkin Yacker: that the program itself will support. So in these ways, I think it's really important for us to be able to collaborate closely. So we are, you know.

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00:55:10.630 --> 00:55:15.569

Tina Sibulkin Yacker: supporting all the individual families, and being able to gauge specifically what their needs are.

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00:55:20.290 --> 00:55:29.948

Kelly McGuire: Just wanna echo that, too. Just. And I do think that it is additional activities and strategies. You know, one of the things that

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00:55:30.630 --> 00:55:40.569

Kelly McGuire: I really learned when I moved from being a principal to being a superintendent, and I learned it a lot. I, Jennifer, and Tina, were like my

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00:55:40.620 --> 00:55:47.399

Kelly McGuire: teachers here is, this is a principal. I you know anything. A problem would come to me, and I would want to

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00:55:47.650 --> 00:55:52.261

Kelly McGuire: immediately and directly solve that problem.

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00:55:53.090 --> 00:55:56.590

Kelly McGuire: and whenever problems come to us, we absolutely.

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00:55:56.770 --> 00:56:02.590

Kelly McGuire: And I, I just think that we're we do a spectacular job of like responding to parents.

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00:56:02.780 --> 00:56:12.359

Kelly McGuire: requests and needs and concerns, but it always does involve the school, and you know the school is the one

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00:56:12.600 --> 00:56:13.500

Kelly McGuire: you know. We

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00:56:13.650 --> 00:56:30.950

Kelly McGuire: might have like a a growing district team. But we're still, you know, relatively small in relationship to the number of supports that can be provided directly at a school. We don't have the relationships. We don't have the nuance. So we definitely can be there to help the support issues. But

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00:56:31.120 --> 00:56:36.550

Kelly McGuire: I think it was like a part of a strategy is like, it's often, you know, like, what are

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00:56:36.570 --> 00:56:42.259

Kelly McGuire: events that happen at schools that we can kind of like connect to in order to to

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00:56:42.978 --> 00:56:51.081

Kelly McGuire: either get feedback from families or help to provide more information for people at schools to deliver that directly to families. It's

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00:56:51.680 --> 00:57:01.410

Kelly McGuire: yeah, it is. It is tricky. And and as you mentioned, Craig, like, we have to be there. When you know real problems arise for families.

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00:57:01.620 --> 00:57:14.981

Kelly McGuire: The New York City, 3, 1. 1 program is Tina is 3, 1 1, just to let you know. Like when there are, you know, if anybody calls and complains about a school. It comes directly to Tina. And

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00:57:15.420 --> 00:57:19.499

Kelly McGuire: maybe that's a secret that we shouldn't have let out, not to you.

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00:57:19.500 --> 00:57:23.080

Tina Sibulkin Yacker: But but you know, yeah. But hopefully, you know, it's

342

00:57:23.180 --> 00:57:26.750

Tina Sibulkin Yacker: I look at it as turning it around. How can we preempt?

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00:57:27.260 --> 00:57:30.709

Tina Sibulkin Yacker: How can we preempt the 3, 1 ones, and the questions.

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00:57:30.710 --> 00:57:31.360

Kelly McGuire: Of course. Yeah, we don't.

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00:57:31.360 --> 00:57:37.909

Tina Sibulkin Yacker: And a lot. Yeah, and a lot. Sometimes I think that you know, one strategy would be surveys surveying our.

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00:57:37.960 --> 00:57:53.550

Tina Sibulkin Yacker: our our parent coordinators and others who are at the school level, so that we aren't guessing or assuming what the what parent communities want to hear, what they need to hear. And sometimes it varies per school or per area. So I think that it would be a very helpful strategy.

347

00:57:53.790 --> 00:58:02.050

Tina Sibulkin Yacker: So we can understand what other activities. Maybe there's an activity that already exists that we can just add to. Or maybe it's something we have to think about.

348

00:58:02.060 --> 00:58:03.600

Tina Sibulkin Yacker: you know, creating.

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00:58:06.310 --> 00:58:20.020

Wdoyle: I wanna thank the team for engaging in this process. I think this is really important. The next step would be for us to probably take a look at the

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00:58:20.448 --> 00:58:39.290

Wdoyle: the minutes next month for what's happening now? And we could either try to instill and revise the policy, or leave it as it is, because, as I, you know, as you can see here the adoption, it's a 2 year effect.

351

00:58:39.290 --> 00:59:04.230

Wdoyle: So this was in effect, from November 2023. So that'd be the for the 2324, 2425 school year. So this really would be you know, up revised for next year. But I think that these are you know, really excellent conversations, really good ideas. And I want to thank everyone for doing that. The second thing I have to review with everyone.

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00:59:04.803 --> 00:59:10.540

Wdoyle: Is the title, one pack and deepak chairperson alternate.

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00:59:10.540 --> 00:59:16.800

Wdoyle: So does the district have a title, one Dpac. Chairperson, and an alternate.

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00:59:23.180 --> 00:59:25.229

Kelly McGuire: That would be a parent. I'm assuming right, Phil.

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00:59:25.800 --> 00:59:26.370

Wdoyle: Yes.

356

00:59:32.490 --> 00:59:39.880

Kelly McGuire: I can't say definitively on this issue on this. I mean, we haven't really discussed it to be honest with you, and I think that I'd love to get some more

357

00:59:40.210 --> 00:59:43.439

Kelly McGuire: guidance from you on. How have handled this in the past so.

358

00:59:43.440 --> 00:59:47.700

Wdoyle: Got it. So so basically,

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00:59:48.870 --> 00:59:57.560

Wdoyle: part of a title one, and let me see if I can find another doc here that can kind of help us with this. So so this is

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00:59:58.010 --> 01:00:01.579

Wdoyle: part and parcel. Can everyone see this document here?

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01:00:01.590 --> 01:00:28.440

Wdoyle: So this is kind of part and parcel the protocols and timeline for the title, one parent and family engagement activities. So you'll know that right title, one funding comes from the Federal Government trickles down to the schools part of what the district needs to do every year, and I know that superintendent is involved in creating a date for us to have a conversation. Essentially, it's going to be myself and a few colleagues where we'll discuss

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01:00:28.780 --> 01:00:39.180

Wdoyle: how that funding goes from the Federal Government and then trickles down to the schools. Parents have the opportunity for 1%

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01:00:39.490 --> 01:00:55.669

Wdoyle: of that title, one funding they're able to use at the school level. So that's really important that the parents are involved, and know that they have that amount of money to do. What they feel is important in their particular school.

364

01:00:58.021 --> 01:01:16.629

Wdoyle: so let me see here. So so basically, let me just review my notes here. The technically, the title. One meeting should have occurred by October 24, th we know that so many things are happening at the beginning of the year. This oftentimes doesn't happen until even term 2

365

01:01:16.941 --> 01:01:28.149

Wdoyle: after January. so so you know many of the districts that I'm working with. This is still something that we're trying to, you know. Figure out and and get on the calendar.

366

01:01:28.496 --> 01:01:45.839

Wdoyle: But but that's going to happen. And I think that's going to be a good opportunity for parents and school leaders, teachers, parents, anyone that wants to learn about that is welcome to join that meeting the other thing right? So there's consultation for the 1% set aside funding

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01:01:46.245 --> 01:02:09.750

Wdoyle: and that provides support as needed for schools. It also, I can share another document here. Where is it? Here? I think it's this one. So this is actually the document that schools would use to show how that 1% set aside. Funding is utilized and schools will have to do this. They'll have to complete this.

368

01:02:10.614 --> 01:02:36.767

Wdoyle: the other thing is that just as we're doing this with the with the dlt reviewing the parent family engagement policy slts should also be doing this with their schools and reviewing their parent engagement policy because they have one in their cep, and remember the Cep kind of mirrors the dceep and then the last piece. There is, or there are.

369

01:02:37.800 --> 01:03:03.529

Wdoyle: All these are. These are additional questions that we could have used for the family engagement policy. And again, I can, you know, forward these to Leslie or to Kelly and these could be used for schools as well, even though it's probably more district facing than school facing. But they're questions that can be used either way. So so that kind of

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01:03:03.980 --> 01:03:07.399

Wdoyle: encapsulates title one.

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01:03:07.942 --> 01:03:13.529

Wdoyle: Are there questions on that? Because I'm I'm sure that there are questions on that.

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01:03:23.550 --> 01:03:26.939

Kelly McGuire: I'm just making a note that I will certainly come back to this in December.

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01:03:26.940 --> 01:03:27.530

Wdoyle: Yeah.

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01:03:30.240 --> 01:03:51.589

Dayvonne Smith: Yeah, there's no questions from me. Our Slt really just had a very exhaustive meeting around title one and a lot of the elements

that you just outlined in October. So this is fresh in my head. So thank you for reviewing it again.

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01:03:51.950 --> 01:03:55.479

Wdoyle: No, that that's excellent. That's that's good to hear. That's excellent.

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01:03:55.983 --> 01:03:59.410

Wdoyle: Cause a lot of times it didn't happen, or it did not occur

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01:03:59.660 --> 01:04:02.970

Wdoyle: or was, you know, given, you know, short shrift.

378

01:04:03.210 --> 01:04:06.830

Wdoyle: So so I'm gonna stop sharing

379

01:04:07.860 --> 01:04:12.850

Wdoyle: and let me go back to the oops.

380

01:04:15.270 --> 01:04:16.639

Wdoyle: Where are we here?

381

01:04:18.720 --> 01:04:21.059

Wdoyle: What's next? On the agenda?

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01:04:21.060 --> 01:04:22.640

Leslie Hurdle: Oh, wait before you do that.

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01:04:22.640 --> 01:04:23.340

Wdoyle: Yeah.

384

01:04:23.340 --> 01:04:23.970

Leslie Hurdle: Well.

385

01:04:23.970 --> 01:04:24.510

Wdoyle: Yeah.

386

01:04:24.510 --> 01:04:32.259

Leslie Hurdle: There's a Parent Advisory Council for the District one funding. Am I saying that right.

387

01:04:33.045 --> 01:04:37.059

Wdoyle: So well. So the title one funding is for the schools.

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01:04:37.610 --> 01:04:38.500

Leslie Hurdle: Right.

389

01:04:38.500 --> 01:04:40.020

Wdoyle: At at the school level.

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01:04:41.440 --> 01:04:43.649

Leslie Hurdle: So I'm not clear, like, kind of who's

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01:04:43.700 --> 01:04:47.190

Leslie Hurdle: making decisions about that. So there's something called that

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01:04:48.150 --> 01:04:55.079

Leslie Hurdle: Parent Advisory Council that I saw. And then there's the slt. I'm not sure how they work together, or.

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01:04:55.080 --> 01:05:10.409

Wdoyle: So so the so at the school level and the district level it, it's often kind of the the the same organizations just different folks. So you'll have the slt at the school level.

394

01:05:10.500 --> 01:05:34.649

Wdoyle: and what they'll do is they will have a title, one representative, which is usually a parent, and they're elected, and they would be conducting that meeting. And if there's not a person to do that, then the principal is supposed to hold the title, one meeting, and and instruct all the parents to know that they have that 1% funding available.

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01:05:34.650 --> 01:05:42.630

Wdoyle: And the parents of this of the children in that school should figure out how they want to utilize those funds.

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01:05:43.081 --> 01:05:47.278

Wdoyle: And and so, yeah, so that's really what what that's about.

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01:05:47.660 --> 01:05:48.920

Leslie Hurdle: Through the slt.

398

01:05:48.920 --> 01:05:50.440
Wdoyle: It's done through the Sltj.

399
01:05:50.440 --> 01:05:55.270
Leslie Hurdle: With one member. That's a designee for the.

400
01:05:56.080 --> 01:05:59.169
Wdoyle: For the parents. Yes, it's kind of like they call it the title one.

401
01:05:59.760 --> 01:06:16.969
Wdoyle: and generally the title. One parent is the one that would inform all the other parents, and they would generally have meetings, and they would have these meetings and talk to parents to find out what you know. What could, what would, what would the school, what would benefit the students in that school.

402
01:06:17.601 --> 01:06:34.170
Wdoyle: you know. And and so a lot of times they'll ask our office for. Well, what can those funds be utilized for? And that's when I have to default to the Senior Grants officer and the financial folks to say, you know legally, what can these funds be used for?

403
01:06:34.544 --> 01:06:44.269
Wdoyle: Because, right, some some schools that have large budgets budgets will have, you know, a large 1% set aside, whereas others it's it's not as significant. Let's say.

404
01:06:48.470 --> 01:06:52.970
Leslie Hurdle: I understand what has to be done. I just I still don't understand structure. I guess.

405
01:06:54.820 --> 01:07:01.480
Leslie Hurdle: I'm just was reading, remembering what I was reading that you shared with us. And so it's it said.

406
01:07:01.620 --> 01:07:06.380
Leslie Hurdle: like parent advisory committee or pac. I don't know if that's what the right

407
01:07:06.860 --> 01:07:09.439
Leslie Hurdle: words for that acronym or not.

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01:07:09.720 --> 01:07:15.139

Leslie Hurdle: So it made me think that's a separate group that's different from the Slt.

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01:07:15.270 --> 01:07:25.470

Leslie Hurdle: but it's really the Slt with one member whose responsibility is to kind of check on people's understanding of

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01:07:25.690 --> 01:07:31.010

Leslie Hurdle: how the title one money should be spent or has been spent.

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01:07:31.210 --> 01:07:33.279

Leslie Hurdle: Yes, I see that in a way that's right.

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01:07:33.340 --> 01:07:37.274

Wdoyle: Yes, and generally in schools you would have the parent.

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01:07:40.530 --> 01:07:47.679

Wdoyle: What are they called? The the. You'd have the parent member, and you'd have a separate person that's doing the title one.

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01:07:47.710 --> 01:08:09.020

Wdoyle: So you it's generally separated and then they would hold a meeting, and they would, you know. Ask the parents, you know this is the funding that we have for title one they would kind of explain how how that money came came about, and then they would ask from the constituents, from the parents, you know, how, how should we utilize these funds?

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01:08:09.020 --> 01:08:11.159

Wdoyle: And often oftentimes.

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01:08:11.590 --> 01:08:13.410

Leslie Hurdle: Who makes the decision?

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01:08:13.490 --> 01:08:16.270

Leslie Hurdle: Is it the slt that's going to make that decision?

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01:08:16.279 --> 01:08:18.629

Wdoyle: It's the parents. It's the parents.

419

01:08:18.630 --> 01:08:22.990

Leslie Hurdle: That's the kind of an amorphous group the Pta, the what parents.

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01:08:22.990 --> 01:08:31.490

Wdoyle: It so it could be the Pta with the title, one parent that's elected by the parents essentially.

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01:08:31.939 --> 01:08:39.659

Leslie Hurdle: But the school figures out what the body is that's gonna approve. Whatever the plans are for the title, one money. Is that right?

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01:08:39.770 --> 01:08:47.220

Wdoyle: Yes, and and so so the the real goal. And what has happened in the past is that principals will not consult.

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01:08:47.279 --> 01:09:03.260

Wdoyle: or we'll just say, we need this for the school. You know. Title one parent. Is it okay that we use this money for this? And usually the parents will say, Yes, that's fine. And again, that the whole idea of transparency, and having more voices being

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01:09:03.260 --> 01:09:25.039

Wdoyle: heard, and really having the parents have a voice and saying, You know this is our money for the parents. What do we feel is important for our school? But again, right? You want to have the you know the principal and usually the leadership of the school chime in and say, You know, this is where we are on our trajectory. These are the things that would, you know, best support us on our mission and our vision for the school.

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01:09:27.439 --> 01:09:28.420

Leslie Hurdle: Thank you.

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01:09:29.029 --> 01:09:29.899

Wdoyle: Sure.

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01:09:30.585 --> 01:09:34.959

Wdoyle: So so with that being said under part B

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01:09:35.398 --> 01:09:59.879

Wdoyle: on the agenda, I'm gonna go to part C, and this is really just a reminder. So in the past. We reviewed the con app, and we also reviewed that really long 85 plus page document, the dcip. So folks that have already gotten email reminders to docuSign. Great, thank you for doing that. If you have not yet

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01:09:59.879 --> 01:10:06.579

Wdoyle: you signed. Please do. And I'll probably send another reminder maybe in in early December.

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01:10:06.579 --> 01:10:34.979

Wdoyle: and then the last piece there is, and I know that the district is going to start to do this again, to make this more transparent for everyone. And this kind of speaks to what we were talking about with parent, family engagement policy. And, Craig, you're going to like to hear this. The recommendation is that all districts are having a tile on their district web page to show what the dlt is up to.

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01:10:34.999 --> 01:10:51.869

Wdoyle: so it should show the dlt. It should show our a link to the ddeep, which right a lot of people are never going to log on to Iplan, but to make that available to them they'll be able to see the minutes, and they'll also be able to see the parent family engagement policy there as well.

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01:10:52.246 --> 01:10:55.019

Wdoyle: So yeah. So that's making it more transparent.

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01:10:56.952 --> 01:11:04.929

Wdoyle: And it's 9 47. I know that I'm a little over here. I'm gonna turn it back over to Superintendent McGuire.

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01:11:06.660 --> 01:11:14.129

Kelly McGuire: Thanks, Bill. It's good. You're bringing us bringing us up to code. I appreciate that we'll be built to last now.

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01:11:15.440 --> 01:11:25.869

Kelly McGuire: I did. Just wanna if there are a few we have a few minutes just to. If there are any announcements that people would like to make just for the good of the group to pass on. I I think we can

436

01:11:25.980 --> 01:11:31.530

Kelly McGuire: take a 3 min to to do that before moving on to our next part of the day.

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01:11:51.700 --> 01:11:52.580

Kelly McGuire: Great

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01:11:55.010 --> 01:11:58.980

Kelly McGuire: Our next dlt meeting is scheduled for

439

01:11:59.050 --> 01:12:03.749

Kelly McGuire: Monday, December 16.th We'll send out.

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01:12:03.840 --> 01:12:13.500

Kelly McGuire: I notice for that. But I appreciate seeing everybody today and for your contributions, and I hope you have a great rest of your day.

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01:12:15.260 --> 01:12:16.010

Kelly McGuire: Thank you.

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01:12:16.570 --> 01:12:17.580

Dayvonne Smith: Thank you.

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01:12:17.900 --> 01:12:18.670

Leslie Hurdle: Thanks. Everyone.

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01:12:18.670 --> 01:12:19.270

Tina Sibulkin Yacker: When.

445

01:12:19.580 --> 01:12:20.880

Wdoyle: Have a great day. Everyone.

446

01:12:21.070 --> 01:12:23.359

Kelly McGuire: Craig, do you want to stay on for one second? Okay.

447

01:12:31.940 --> 01:12:33.850

Wdoyle: Do you want me to stay, Kelly or no?

448

01:12:33.850 --> 01:12:37.369

Kelly McGuire: No, it's okay. We're talking about some other business. But thank you so much, Bill, appreciate it.

449

01:12:37.370 --> 01:12:39.719

Wdoyle: And no worries. Sorry I was late.

450

01:12:39.720 --> 01:12:42.750

Kelly McGuire: No, no problem, thanks.

451

01:12:44.400 --> 01:12:48.599

Kelly McGuire: Leslie. Feel free to stay on or or not. But oh, I should stop the recording.