

WEBVTT

1

00:00:00.000 --> 00:00:01.820

Leslie Hurdle: Able to.

2

00:00:02.410 --> 00:00:04.080

Leslie Hurdle: Okay, you should want.

3

00:00:04.080 --> 00:00:09.840

Tina Sibulkin Yacker: Hang on, Rennie, you couldn't open the agenda. Anyone. Is anyone else having that problem?

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00:00:12.250 --> 00:00:15.249

Tina Sibulkin Yacker: Let me see. Jenna.

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00:00:15.620 --> 00:00:16.970

Leslie Hurdle: Jessica is.

6

00:00:18.420 --> 00:00:21.230

Tina Sibulkin Yacker: That's why about the sharing. Let's see.

7

00:00:22.860 --> 00:00:26.909

Leslie Hurdle: Jen, did you sign in, and can you access the agenda.

8

00:00:33.590 --> 00:00:35.780

Tina Sibulkin Yacker: Jessica, you aren't able to open the agenda.

9

00:00:36.940 --> 00:00:37.610

Tina Sibulkin Yacker: Maybe we could just.

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00:00:37.610 --> 00:00:37.929

jessica harvey: In, your.

11

00:00:37.930 --> 00:00:38.450

Tina Sibulkin Yacker: Correct.

12

00:00:38.936 --> 00:00:42.399

jessica harvey: I don't see it. Here. Are you able to hear me now?

13

00:00:42.630 --> 00:00:44.450

Tina Sibulkin Yacker: Yeah, let me drop it again.

14

00:00:44.450 --> 00:00:50.139

Caitlin Canfield: I think if she joined after you put it in the chat you have to re-add it. You can't see the old chat when you come in.

15

00:00:51.230 --> 00:00:56.069

Tina Sibulkin Yacker: Let me try. But I know, Jessica, you're on the to share, so hang on a second.

16

00:00:58.710 --> 00:01:04.050

Tina Sibulkin Yacker: and, Rennie, if I can share

17

00:01:12.060 --> 00:01:13.429

Tina Sibulkin Yacker: Randy, try again

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00:01:17.770 --> 00:01:20.140

Tina Sibulkin Yacker: with your DOE email.

19

00:01:31.450 --> 00:01:31.805

jessica harvey: Hmm.

20

00:01:32.160 --> 00:01:38.789

Kelly Shannon: Can you? Can you drop the sign in link again? I see you put the agenda in. But Jessica probably needs the sign in link.

21

00:02:03.950 --> 00:02:06.489

Renny Fong: Yeah, I wasn't able to access it, Tina, under.

22

00:02:06.490 --> 00:02:07.659

Tina Sibulkin Yacker: I just gave you permission.

23

00:02:07.660 --> 00:02:08.750

Renny Fong: Either. One. Okay.

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00:02:08.750 --> 00:02:09.220

Tina Sibulkin Yacker: Okay.

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00:02:09.229 --> 00:02:10.019

Renny Fong: That's okay.

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00:02:10.169 --> 00:02:11.169

Tina Sibulkin Yacker: That. Yeah.

27

00:02:26.239 --> 00:02:28.549

Tina Sibulkin Yacker: Here, no.

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00:02:34.050 --> 00:02:38.490

jessica harvey: I'm laughing because I nearly put 2024.

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00:02:38.740 --> 00:02:39.400

Leslie Hurdle: Hmm.

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00:02:40.350 --> 00:02:41.260

jessica harvey: Sorry.

31

00:02:42.060 --> 00:02:43.180

Leslie Hurdle: Hi, Craig.

32

00:02:44.780 --> 00:02:46.160

Craig Slutzkin: Morning. Sorry I'm late.

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00:02:48.560 --> 00:02:49.880

Leslie Hurdle: No worries.

34

00:02:51.571 --> 00:02:54.279

Tina Sibulkin Yacker: If you can sign up, it's right now.

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00:02:54.280 --> 00:03:00.169

Tina Sibulkin Yacker: I don't know. We're having some trouble with them, everyone accessing the agenda. But maybe we can share the agenda on the screen.

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00:03:17.830 --> 00:03:20.019

Leslie Hurdle: What that we want to start.

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00:03:20.940 --> 00:03:21.590

Kelly Shannon: Sure.

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00:03:22.050 --> 00:03:46.609

Kelly Shannon: Good morning, everyone. It's a pleasure to be here with all of you. As you can see. I am stepping in for Superintendent Mcguire, who is not able to join this meeting. I'm Kelly Shannon. I'm 1 of the 2, 1 of the 2 deputy superintendents for District 2 pleasure to be here with each of you if you. We could just go around and say your name and what our role is, since I don't know everyone that would be really helpful. Thank you.

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00:03:51.268 --> 00:03:55.669

Leslie Hurdle: I'm Leslie Hurdle. I'm the manager of

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00:03:55.890 --> 00:03:59.089

Leslie Hurdle: operations and special projects for District 2.

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00:04:00.410 --> 00:04:03.619

Tina Sibulkin Yacker: Tina Yakker. The family support Coordinator for District 2.

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00:04:08.030 --> 00:04:15.119

WDoyle: Bill Doyle, Dsfp. I work with districts 1, 2, and 3, as well as Manhattan high schools.

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00:04:17.470 --> 00:04:19.529

Craig Slutzkin: Greg. Slutzkin, CC. 2 President.

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00:04:21.899 --> 00:04:26.969

Renny Fong: Hi, Randy Fong, principal of Ps. 1, 30, and Csa. Chair.

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00:04:31.630 --> 00:04:39.419

Dayvonne Smith: Good morning. I'm Davon Smith. I am the Manhattan High School's President's Council's designee and board secretary.

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00:04:42.430 --> 00:04:48.309

Jennifer Stone - she/her: Morning, Jennifer Stone, High School, Manhattan High School, Opal and High School Representative.

47

00:04:50.850 --> 00:04:56.049

Caitlin Canfield: Yeah. Hi, Caitlin Camfield, I'm the Pta. President's Council representative.

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00:04:58.200 --> 00:05:06.600

Kelly Shannon: Great morning, everyone. Thank you. Tina. Would it be helpful? It's a pleasure to meet everyone. Tina would be helpful if I share my screen with the agenda, or does everyone have it now?

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00:05:07.340 --> 00:05:15.550

Tina Sibulkin Yacker: Might be. I think I will just go over and share quickly, because I think I know Rennie doesn't have access. I don't know if anyone else.

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00:05:16.080 --> 00:05:17.450

Renny Fong: I haven't. No, yeah. I've refreshed.

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00:05:17.450 --> 00:05:20.090

Tina Sibulkin Yacker: Got it. Okay? Alright. Then we're good.

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00:05:20.560 --> 00:05:21.100

Kelly Shannon: 8.

53

00:05:21.330 --> 00:05:33.049

jessica harvey: Sorry about that, Jessica Harvey. I just got bumped and got back in. Sorry I'm the uft district representative for District 2. Thanks.

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00:05:33.410 --> 00:05:34.999

Kelly Shannon: Thanks so much, Jessica.

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00:05:35.230 --> 00:05:41.019

Kelly Shannon: I am covering Superintendent McGuire's report for this month. So I'm going to share my screen

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00:05:41.880 --> 00:05:43.910

Kelly Shannon: this way. Everyone can see.

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00:05:44.800 --> 00:05:47.129

Kelly Shannon: Okay. Can you just let me know, Tina? Do you see my screen.

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00:05:47.130 --> 00:05:47.650

Tina Sibulkin Yacker: Yeah.

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00:05:48.090 --> 00:05:53.928

Kelly Shannon: Great excellent. So the 1st thing I wanted to start off with is, we have been

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00:05:54.450 --> 00:06:00.800

Kelly Shannon: going to school spotlight visits this year, and we just had one at Lab Middle School on January 16.th

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00:06:00.810 --> 00:06:22.210

Kelly Shannon: I know Craig was with us, and Tina, and I think Leslie might have been there, and it was an opportunity to really unpack at Lab Middle School the ways in which they're

supporting diverse groups of learners and keeping to the mission and vision of their school, and so Principal Adams and her 2 assistant principals and her team

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00:06:22.210 --> 00:06:37.819

Kelly Shannon: really helped us understand the comprehensive approach that they have to supporting the range of student needs. And so we were specifically looking at both within ICT and Asd programs as well as their

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00:06:38.429 --> 00:06:58.010

Kelly Shannon: classrooms across 6 through 8, the types of programs that they're offering both that are core programs, which is daily instruction and then tiered support tier 2 and tier 3 with tier. 3 supports generally are the most intensive and the most frequent, and they happen outside and in addition to core instruction.

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00:06:58.080 --> 00:07:25.569

Kelly Shannon: And so they walked us through some of the programs that they're utilizing. I know that one of the programs you'll see here. Rewards is something that has only come in in the last 2 years, and that is specifically for students who are really struggling with phonics and decoding, and it greatly affects their comprehension as well as being able to meet grade level standards in literacy. And so along with other work with bridges, Delta math, and some internally created programs.

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00:07:26.015 --> 00:07:39.190

Kelly Shannon: They wanted to showcase and share the many ways in which students are offered supports in service of making sure they're still provided with academically rigorous program and with the social, emotional support that students need

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00:07:39.190 --> 00:08:07.480

Kelly Shannon: in terms of rewards. The reason I'm queuing in on there is as someone who works a lot with elementary schools. So much of our last 2 years work. Almost 3 years has been around building foundational literacy skills. And it is for this exact reason that we should have less students going into middle school who have not had, who have had the opportunity to have access to that kind of skill building, and so that they are as ready as possible, so that we can reduce the number of students who need tier, 3 support

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00:08:07.670 --> 00:08:26.550

Kelly Shannon: and bridges, you'll see, is a mathematics program, and several of our schools use that not just middle school, but also several of our elementary schools have brought that in

as a way to bridge potential skills that still need to be developed in students so that they can access full core math instruction.

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00:08:27.110 --> 00:08:37.989

Kelly Shannon: There's a repeat on the slide. Principal Adam shared with us her regions, data, and what the pass rate was. And so, as you can see, it's holding fairly consistent.

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00:08:38.130 --> 00:08:50.640

Kelly Shannon: I would say, very consistent. And this is why they think very comprehensively about the kinds of supports, because they want all students to have access to the regions. They want all students to be able to pass the regions.

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00:08:52.200 --> 00:09:19.179

Kelly Shannon: Something. Superintendent McGuire asked me to share today is this is the time of year where the district leadership team, much like our school leaders, are doing within their own school buildings with their slts, are thinking about the kinds of progress monitoring towards the goals we've set for the school year, and so we certainly, as a district team have been doing the same thing. And, as you may be aware, there's 5 priorities plus attendance as an area of improvement for each district.

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00:09:19.250 --> 00:09:24.920

Kelly Shannon: So all students will learn to read well. All students will be physically and emotionally safe.

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00:09:25.090 --> 00:09:53.380

Kelly Shannon: Students will have a high quality, academic experience. They will graduate college and career ready and have a plan for economic security, and all districts will create a more inclusive and be more responsive for families, including having more families. Choose New York City public schools and overarching all of this has been an ongoing goal for New York City and for our district, which is improving. Attendance rates particularly long term attendance rates.

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00:09:53.980 --> 00:10:00.900

Kelly Shannon: And so for us as a team, when we think about our priority area one and the work we're doing in literacy, all students will read well.

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00:10:00.940 --> 00:10:28.270



Kelly Shannon: as you all may know, we have both a new core curriculum. So we have both foundational literacy, which is many of the programs that you may have heard of are things like really great reading foundations. Hegarty, you fly. Those are our foundational literacy skills program. And then our core literacy instruction. This year we've adopted wit and wisdom, and that is part of core instruction, as we think about a comprehensive literacy block.

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00:10:28.610 --> 00:10:48.319

Kelly Shannon: So some of the ways in which we set goals, and we we progress. Monitor ourselves is we looked at coaching logs for each of our schools. They have a coach that works with them from great minds. The coaching logs help us understand how often the coach has been there, but also the types of experiences our our teachers and our school leaders are having.

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00:10:48.320 --> 00:11:01.169

Kelly Shannon: And so our goal was to have at least every school visited 4 times by the time we got to the New Year, and with the exception of one school that has happened, and that school actually met with their coach the 1st week that they were back

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00:11:01.170 --> 00:11:28.959

Kelly Shannon: in the New year. We look at advanced observation reports and advanced observation reports. I know, for some of you know this very well. It's an opportunity for school leaders to provide feedback to teachers. And what we're looking for is feedback aligned to the work we're doing in core instruction. Both New York City reads the shifts in practice. Right? That's our actual pedagogy, the kinds of teaching that we're doing. And then is it related to and anchored within the curriculum.

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00:11:29.180 --> 00:11:32.199

Kelly Shannon: But it could be foundational literacy. It may be

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00:11:32.671 --> 00:11:43.509

Kelly Shannon: core instruction with Clinton wisdom. And for our middle schools we're specifically looking at, even though this is literacy. I think it bears saying is that we're looking at our work with New York City solves.

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00:11:43.730 --> 00:12:04.749

Kelly Shannon: In addition to the advanced observation reports, we're looking for something else. And we're thinking about feedback that when school leaders are having with their teachers, and they're having conversations as well as written feedback around how to support

key instructional priorities and specifically looking at how we're supporting our students with disabilities and our English language learners.

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00:12:05.790 --> 00:12:31.909

Kelly Shannon: And so at our principals Conference, which we just held last week. It was wonderful to be with all of our school leaders. We shared with them our compliance rate. And so I think this shows like 98% of our schools in the fall had implementation walkthroughs. So they had one to 2. People visit at least 2 classrooms, per grade level, and have an opportunity to see what is taking hold as we implement new curricula

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00:12:32.443 --> 00:12:43.670

Kelly Shannon: and we are actually now at a hundred percent. We have one school that only has one grade per class, and so we automatically does. It flags it. But we visited every class in that building.

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00:12:44.963 --> 00:13:14.080

Kelly Shannon: This is another opportunity. We look at data points provided by both the central office and great minds, and you can see from here the total number of schools we have, and then the total number of visits and per grade level, and something that that helps us think about. And school leaders. Also, you're not necessarily going to be able to work as a coach with every grade every single time you're in the building. But we're looking for that comprehensive approach of all teachers had access to coaching opportunities, which is a commitment from

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00:13:14.080 --> 00:13:17.390

Kelly Shannon: for us and from the Department of Education from Central.

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00:13:18.770 --> 00:13:46.550

Kelly Shannon: And then, when we think about the last 2 items, they are more qualitative when we talk about feedback. And so we look both within the Danielson framework. For where alignment is happening, and in so many ways this year beginning work when we're talking about scaling up our work with wit and wisdom and implementation is really around lesson design. And so we're looking for opportunities to see where our principles are providing that feedback. And so this is directly from one of the observation reports that we've pulled.

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00:13:46.790 --> 00:13:54.739

Kelly Shannon: And as you can see, the learning activities were aligned with the instructional outcomes and followed the wit and wisdom progression. So we're looking for both.

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00:13:55.186 --> 00:14:07.969

Kelly Shannon: We use this word fidelity a lot, but like commitment to the actual design and components of the lesson. But then also the instructional strategies or routines, you being utilized within the curriculum that really support learning.

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00:14:08.910 --> 00:14:30.110

Kelly Shannon: And then within that, we're also looking to see the additional feedback principles may lean into depending on what grade level it is. And the students in front of the teacher. But how are they ensuring that teachers are supporting a range of learners, particularly our students with disabilities, and our students, who are English language learners.

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00:14:31.710 --> 00:14:49.210

Kelly Shannon: One of the next priorities for us as a district and on the dceep is that all our students will be physically and emotionally safe. And so we have been really focused on. Are we decreasing the number of students suspensions overall, but also by racial subgroup? When we think about disproportionality data?

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00:14:49.370 --> 00:15:02.299

Kelly Shannon: Are we decreasing the number of bullying incidents? And are we decreasing bullying based on gender gender identity or perceived sexual orientation? And there's so many ways in which schools address these issues

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00:15:03.020 --> 00:15:22.959

Kelly Shannon: and so overall for us as a district, we are seeing a decrease across our subgroups when we look specifically, or the Hispanic students or Latinx students. You will see that overall. It actually turns out to be a 2% reduction. But we have a larger increase of students, but still an area to work on.

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00:15:23.060 --> 00:15:42.080

Kelly Shannon: So this is an ongoing process. You never, never quite arrived. You have to keep thinking about the systems and structures that you build in to ensure that there is a complete understanding of how to support students, and both decrease any of these incidences as well as build the kind of school culture and climate that allows students to thrive.

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00:15:44.080 --> 00:15:58.030

Kelly Shannon: And then one of the ways in which we're increasing family engagement have been our parent webinars. And so this year, as we support implementation of wit and wisdom, and all our school leaders and amazing teachers who are doing such incredible work.

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00:15:58.040 --> 00:16:14.409

Kelly Shannon: we wanted to have a touch point outside of what schools provide to families where we could anchor them in this work that we're doing both as a district team and then connect them to direct experiences with both teachers and principals. And so we've had 2 sessions. Our last one was last week

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00:16:14.410 --> 00:16:39.269

Kelly Shannon: and based on the feedback we received through the survey that Superintendent McGuire, sent out, based on feedback from our school leaders and teachers themselves, and coaching sessions, and what families are asking schools for more information on. We try to center our meetings around, answering some of those big questions and giving families a glimpse into what does this curriculum really entail? What does teaching look like? Because in many ways there's

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00:16:39.270 --> 00:16:54.219

Kelly Shannon: many similarities to strong practice that's already in existence in our schools. And then there's new practice that's building upon the current the past successes that we've had. These meetings are recorded. So we know that every family can have access to these sessions.

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00:16:54.220 --> 00:17:05.810

Kelly Shannon: And then there is a QR code and a link, so that families can continue to give us ongoing feedback. I want to really point out that something that's been powerful in these sessions for us as a district team.

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00:17:05.810 --> 00:17:30.779

Kelly Shannon: but for families who have really provided this feedback, really hearing and the transparency around teachers unpacking their classroom. And what this looks like with students, and for our school leaders sharing the kinds of decision making that they're doing and the ways in which they're supporting their teachers. Because families want to know. Are we supporting our teachers and being able to implement this new curriculum? It's been very, very powerful and really concrete examples, also

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00:17:30.920 --> 00:17:38.110

Kelly Shannon: how to bridge families with the work we do in schools and in our classrooms, because families are our greatest partners in the work that we do.

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00:17:38.540 --> 00:17:42.010

Kelly Shannon: We will have another session coming up in February.

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00:17:42.170 --> 00:17:56.650

Kelly Shannon: And so we're looking forward to that this last session. So you know, had a primary focus on assessments and the many ways in which we get to know our children, both formatively, summatively, informally, and formally.

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00:17:56.810 --> 00:18:16.929

Kelly Shannon: Some key dates that are coming up. We have the candidates application period for Cec. Applications. They are now open, and we want to encourage all of our families to know that we would, if they are interested in running for Cec. That we would love to see them apply and to become part of this process. There will be a candidate forum on April 9.th

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00:18:16.930 --> 00:18:32.469

Kelly Shannon: I know Tina can speak much more to that. Families can vote online April 25, th through May 13.th If there is runoff, elections necessary. That would be May 14th or June second, and then in June, at some point the election results will be announced.

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00:18:32.470 --> 00:18:57.940

Kelly Shannon: and any new Cec. Members. Those who are elected will take office on July first, st and so that is the report on behalf of the superintendent and myself. A few other key dates. We are closed for lunar New Year this week, January 29.th Our schools are closed. The district team will be many of the district team members will be working. We have winter recess coming up.

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00:18:58.100 --> 00:19:11.870

Kelly Shannon: and then our next District leadership team meeting will be on February 24.th I hope I will have an opportunity to collaborate and work with you again with Superintendent McGuire, who, I know, plans on being at that meeting.

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00:19:12.280 --> 00:19:15.299

Kelly Shannon: I'm going to stop sharing my screen. So thank you so much.

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00:19:20.090 --> 00:19:25.580

Kelly Shannon: There are questions, or I'm not quite sure what you normally move on to next.

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00:19:29.310 --> 00:19:32.520

WDoyle: Okay, that they emailed everyone.

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00:19:32.520 --> 00:19:34.600

Leslie Hurdle: I'm gonna jump in

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00:19:35.370 --> 00:19:45.990

Leslie Hurdle: just to talk about the minutes and sorry. But I don't have the minutes from the prior meetings that we still need to review and approve.

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00:19:46.644 --> 00:20:07.570

Leslie Hurdle: I'll have them for the next meeting. But we will have the transcript and the recording of this meeting that I'll have posted to the website today. The transcript and recordings for all the prior meetings are already on our website. So you're free to access

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00:20:07.740 --> 00:20:15.170

Leslie Hurdle: whenever you want so again. Sorry about the minutes, but they'll be they'll be back.

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00:20:17.830 --> 00:20:18.980

Kelly Shannon: Thank you, Leslie.

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00:20:23.530 --> 00:20:27.630

Kelly Shannon: I see on the agenda that Bill is next.

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00:20:27.630 --> 00:20:28.850

WDoyle: Sure.

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00:20:28.980 --> 00:20:37.249

WDoyle: So I'm going to share my screen and just kind of walk the team through some of the things that we've done in the past.

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00:20:38.430 --> 00:20:40.999

WDoyle: Give me one second here.

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00:20:44.910 --> 00:20:47.060

WDoyle: Does everyone see my screen?

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00:20:49.250 --> 00:20:51.440

WDoyle: Alright? So

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00:20:51.820 --> 00:20:57.050

WDoyle: this is kind of a 2 pager, and what I like to do here is just kind of

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00:20:59.040 --> 00:21:00.109

WDoyle: Show it

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00:21:01.150 --> 00:21:07.939

WDoyle: to kind of highlight a lot of the work that the dlt has already accomplished throughout this school year.

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00:21:08.110 --> 00:21:29.350

WDoyle: And this is really like a month over month checklist for myself and for the dlt for the different things that need to happen. So in September we had the review of the Chances regulations, a 655. We reviewed the roles and responsibilities of the Dlt members.

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00:21:29.730 --> 00:21:40.780

WDoyle: We also Updated and revised the 2425 bylaws, and those are the rules in which the Dlt abides by and conducts business.

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00:21:41.310 --> 00:21:45.760

WDoyle: We supported slts.

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00:21:46.060 --> 00:22:07.790

WDoyle: That's another primary objective and role of the dlt and reviewed the various slt and dlt monthly calendars, and that was pushed out to all school principals as a support and to all slts. So if they needed additional guidance, that would be something that they could absolutely access

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00:22:07.990 --> 00:22:09.330

WDoyle: and utilize.

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00:22:09.460 --> 00:22:24.710

WDoyle: We also reviewed the Draft Consolidated Application plan for the Essa funded programs, and you'll remember that I was always sending out reminders for those folks to do the docusign.

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00:22:25.030 --> 00:22:37.886

WDoyle: In October we reviewed the Dcip, and you'll remember that there was the connection between the dcip, the dceep, and the con app, that all those documents kind of

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00:22:38.570 --> 00:22:47.889

WDoyle: come together to to formalize the State and the Federal connections with over overall planning

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00:22:48.230 --> 00:22:59.359

WDoyle: we conducted falls needs assessment. That's mostly the district is doing that. And there was also a joint development and review of the district parent and family engagement plan.

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00:23:00.320 --> 00:23:06.979

WDoyle: In November we updated the Dcp. Based on current data.

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00:23:07.010 --> 00:23:34.649

WDoyle: and, as you know, there are progress checks that the schools need to engage with as well as the district for progress monitoring. And that's really what the deputy soup just kind of engaged with. And at another point. I will speak with Superintendent Mcguire to see how he wants to update the actual dceep document to to show that alignment

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00:23:34.770 --> 00:23:48.340



WDoyle: we reviewed and Updated the family engagement policy. We reviewed the title one updates and the school support. And I know that we're currently in the throes of

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00:23:48.340 --> 00:24:05.359

WDoyle: designing, developing, and hosting a title one parent evening for parent coordinators, so they have a better understanding of the SlT requirements as well as the budget alignment with title one.

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00:24:05.410 --> 00:24:11.330

WDoyle: and we're going to try to have our budget directors on that call as well to support us.

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00:24:11.510 --> 00:24:41.110

WDoyle: And in December, right, there was additional feedback for the Dcp. The Dpfep, the family engagement policy. There was a signing of the dceep, which again, when you think of a school lens, all the schools should have their slts signed for their cep as well. So you'll see that there's always whatever the dlt is doing. The SlT should be doing something very similar.

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00:24:41.570 --> 00:24:50.999

WDoyle: And then the Dcp. The implementation progress checks, which is what we're really doing now. So I'm going to stop sharing that.

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00:24:51.230 --> 00:25:18.430

WDoyle: And what I do want to do now is just kind of talk a little bit about setting those progress measures. So there is a difference between the for schools. Now, this is not the district for the schools. There is an lpc and a Prt, the progress reporting tool. And so all schools really need to complete both of those functions.

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00:25:18.510 --> 00:25:21.440

WDoyle: The other thing that's really important to note

141

00:25:21.530 --> 00:25:37.250

WDoyle: for the progress reporting tool is that it aligns with the academic screeners for all schools, and that they are required to self. Reflect on that on their progress towards meeting those goals.

142

00:25:37.430 --> 00:25:45.529

WDoyle: And there are specific windows. The 1st period was September 16th to October 25, th

143

00:25:45.630 --> 00:26:09.369

WDoyle: and schools should have input that data onto the lplan portal by November 20 second, we're currently in the second period now, and that's from January second to February 7.th And schools should be inputting that data on February 28, th and then the last window is a June window.

144

00:26:09.440 --> 00:26:20.440

WDoyle: So again, as I was saying before, in addition to the Progress reporting tool schools have to complete an lpc and the lpc

145

00:26:22.656 --> 00:26:29.980

WDoyle: let me read this here the lpc

146

00:26:30.670 --> 00:26:40.239

WDoyle: for the Cep is to assess whether the implementation of key strategies, the action steps, whether that is on track or not.

147

00:26:40.550 --> 00:26:57.060

WDoyle: and schools should adjust those action plans accordingly, and what we normally tell schools is that they should not be changing their overall goals. But it's absolutely acceptable to change those action plans if they need to do that

148

00:26:57.583 --> 00:27:22.270

WDoyle: the other piece is the SlT signature page so at this point in time all SlT members are expected to sign the SlT signature page to confirm their participation. Again, this is not signing that you are completely agreeing. It's stating that you are part of that consultation, part of that review and refinement.

149

00:27:22.680 --> 00:27:29.039

WDoyle: So the other piece that I want to talk about is the title one updates.

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00:27:29.210 --> 00:27:45.379

WDoyle: So at this point in time, all title I schools are required to complete the school plan for the expenditure of title, I set aside funding and upload the completed spending plan in lplan.

151

00:27:45.500 --> 00:27:48.479

WDoyle: The document must be signed by the principal

152

00:27:48.600 --> 00:27:59.129

WDoyle: and the title, one pac person, title, one. Schools enter the title, one Pac. Election information into Iplan, and they conduct the annual title, one meeting

153

00:27:59.270 --> 00:28:10.690

WDoyle: title, one schools, complete attestation and upload of supporting documents on Iplan, and lastly, all title one schools upload that information

154

00:28:11.450 --> 00:28:15.599

WDoyle: that pretty much concludes my report at this point in time.

155

00:28:18.830 --> 00:28:19.890

Kelly Shannon: Thank you. Bill.

156

00:28:20.210 --> 00:28:20.970

WDoyle: You're welcome.

157

00:28:23.480 --> 00:28:24.624

Kelly Shannon: I'm not sure if

158

00:28:25.110 --> 00:28:29.300

Kelly Shannon: any questions. I'm just trying to give space. I don't know how you normally

159

00:28:30.110 --> 00:28:33.329

Kelly Shannon: there's any clarification needed of anything being presented.

160

00:28:33.480 --> 00:28:53.250

WDoyle: So what I wanted to do is actually show in the Iplan portal where some of these things live. But I didn't want to go into any particular school. Normally, we have like a a test sample Cep website. It's like a dummy school, but I can't seem to access that for now, so I'll

161

00:28:53.690 --> 00:29:20.829

WDoyle: check with my team and see if I can access that at another time. But for the district, if there are any principals that are having challenges or trouble with any of these. And the reason, I say this is that superintendent receives reports on which schools have completed this, and which schools have not, so part of that would be month over month. Schools should also be on the Iplan portal, uploading their slt documentation

162

00:29:20.830 --> 00:29:33.660

WDoyle: so that would include their agendas, their attendance, their minutes, just like we do for the Dlt schools should be doing that, and they have to do that month over month. And again. Those reports are coming to the superintendent.

163

00:29:35.630 --> 00:29:36.790

WDoyle: Thanks so much, Bill.

164

00:29:36.790 --> 00:29:37.779

WDoyle: You're very welcome.

165

00:29:39.280 --> 00:29:49.570

Kelly Shannon: Next on our agenda are announcements for the different constituent groups. So, parent leaders, Tina, do you want to start us off with any announcements you have? Please.

166

00:29:50.210 --> 00:30:01.640

Tina Sibulkin Yacker: I don't have too much as really right now the focus which you already mentioned, Kelly, was Cec. Elections. There's a lot of information going out to schools and various different avenues.

167

00:30:02.012 --> 00:30:23.019

Tina Sibulkin Yacker: From face from our district office. There are things going to family. So there's a lot of information going out. I thought I would just share the a little bit of data I received for our District 2 office. This was as of last week. They showed that there were 35 total applicants for all of Manhattan

168

00:30:23.470 --> 00:30:28.100

Tina Sibulkin Yacker: For District 2 community schools. 11 of those are from art.

169

00:30:28.210 --> 00:30:33.409

Tina Sibulkin Yacker: from our community school. So I think that's pretty good. When you 1st see the number 11, it doesn't sound

170

00:30:33.979 --> 00:30:53.150

Tina Sibulkin Yacker: it sounds seems like a very small number, but in light of the total number of Manhattan, 35, 11 out of 35, I think, is is decent. So we're still promoting and trying to push that there's a lot, but also streamline, so that families are completely inundated. But the next thing is, Kelly mentioned is to promote the

171

00:30:53.470 --> 00:31:05.929

Tina Sibulkin Yacker: second prospective candidate, Webinar of every 4th at 6 pm. And I can also drop that link. I will do that in case anyone cares to join and just find out about that. It's good. They present an overview

172

00:31:06.361 --> 00:31:14.680

Tina Sibulkin Yacker: on the elections. Not just if someone is interested in running other than that, we're just right now. Focus is trying to

173

00:31:15.325 --> 00:31:24.374

Tina Sibulkin Yacker: bill had mentioned a training for title, one Sf. For Pcs. And and we'll probably do that separately for SlT members. We've yet to sort of

174

00:31:24.940 --> 00:31:42.169

Tina Sibulkin Yacker: finish that plan, that and the other is just trying to gather resources for parent coordinators, perhaps parent leaders on what's happening, currently, how to support our immigrant families. Newly arrived families. There seems to be requests for that, so

175

00:31:42.330 --> 00:31:53.710

Tina Sibulkin Yacker: I'll be going to, I think, a session right after this, and whatever we can find out and share to our schools and parent coordinators and parent leaders, I think, is is appreciated right now.

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00:31:54.030 --> 00:31:54.930

Tina Sibulkin Yacker: That's all.

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00:31:56.220 --> 00:32:01.890

Kelly Shannon: Thank you, Tina. I wanted to open it up to any of our parent leaders who have anything they'd like to share.

178

00:32:04.707 --> 00:32:23.039

Craig Slutzkin: I don't have a ton on the Cec. Updates, because a lot of it has already been covered under other reports. Our next meeting is Wednesday, February 26.th It was pushed back a week, because the 19th is a is. The week off is the midweek break is the mid February break. So we don't. We don't do meetings that week.

179

00:32:23.060 --> 00:32:40.259

Craig Slutzkin: So our next meeting is at PI believe, at Ps. 1 30. Nie, right? It's it's at your school. Yep. Ps. 1, 30. Rennie. Thank you for hosting yet again. Rennie has hosted a lot of meetings for us, so I appreciate it. Come through for us this year at 6 o'clock, as I said, Wednesday, February 26.th Hope to see you there.

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00:32:43.800 --> 00:32:44.839

Kelly Shannon: Thank you, Craig.

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00:32:45.360 --> 00:33:04.430

Craig Slutzkin: And I just a little shout out, Kelly, the the wit and wisdom workshop on Friday was yet again really really helpful. It was it was it was. I got good feedback on it. Friday afternoon I I spoke to some parents. These workshops have been very helpful especially the parts where the teachers and principals come in. You know

182

00:33:04.520 --> 00:33:25.540

Craig Slutzkin: great minds does a great job when they're explaining it. But but hearing real world examples, from the various principals and teachers have been really helpful. I think last time you had someone from 11, you know, your teachers from 11 and and a couple of other schools coming in, and you did it in the 1st session as well. So kudos for that. And and hopefully you'll do that again on the on the 3rd session.

183

00:33:26.400 --> 00:33:27.459

Kelly Shannon: Thank you, Craig.

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00:33:35.480 --> 00:33:46.449

Caitlin Canfield: So from the President's Council. There's not too many updates, but we have been having conversations similar to what Tina was saying.

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00:33:46.660 --> 00:34:08.339

Caitlin Canfield: you know, concerns for our immigrant families, particularly with, you know, announcements that ice will be able to go into schools, and so I don't know if, after this meeting, if the district is planning to put out any guidance, but I think it would be helpful for our Pta Presidents to hear whatever

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00:34:08.958 --> 00:34:14.159

Caitlin Canfield: the district is is going to put out, so we can relay that information to parents as well.

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00:34:14.840 --> 00:34:40.900

Kelly Shannon: Great thanks, so much, Caitlin. And so, you know, currently, we've been working with legal to make sure our principals have the most up to date information on the ways in which they can approach any situation that may come up in in a school. So we're offering that kind of clarification, and any. If anything changes, we'll keep meeting with our school leaders, and then I will bring this back to the team to make sure. We're also communicating this to our Ptas

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00:34:41.120 --> 00:34:43.780

Kelly Shannon: pta co-presidents. So thank you.

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00:34:45.270 --> 00:34:46.359

Caitlin Canfield: Great. Thank you.

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00:34:50.280 --> 00:34:52.970

Kelly Shannon: Any other parent leader, feedback.

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00:34:55.050 --> 00:35:03.280

Kelly Shannon: and I am going to move to Jessica, do you have anything on behalf of the uft you'd like to share.

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00:35:06.720 --> 00:35:10.666

jessica harvey: Sure. I just kind of want to jump on that and say that

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00:35:11.590 --> 00:35:38.279

jessica harvey: that the uft membership is also highly concerned for the plight at this point of the immigrant families who are coming into the classrooms, or at this point, who are not coming into the classrooms, and that we all should be, especially in this district, where we're looking at one of our major pieces being attendance

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00:35:38.680 --> 00:35:44.000

jessica harvey: and long-term attendance, because families are afraid

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00:35:44.170 --> 00:36:03.749

jessica harvey: to actually come to school, and they're becoming more and more afraid of that. But we are supporting the work that's being done by the DOE and the legal and shifting to legal and developing protocols within each school.

196

00:36:04.220 --> 00:36:07.811

jessica harvey: and a common protocol and

197

00:36:09.280 --> 00:36:14.270

jessica harvey: that we are standing by to help communicate that to all members.

198

00:36:15.830 --> 00:36:21.810

jessica harvey: and then on a more pleasant note, we will have a lunar New Year banquet coming up.

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00:36:21.960 --> 00:36:27.319

jessica harvey: It's not on the day itself, but it's in early February. I believe it's

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00:36:27.740 --> 00:36:31.649

jessica harvey: February 9, th but I'll double check and get back to you.

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00:36:31.960 --> 00:36:32.660

Kelly Shannon: Cool.

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00:36:32.660 --> 00:36:37.399

jessica harvey: And if anyone would like to come we would love your. We would love you to come with us.

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00:36:38.300 --> 00:37:00.430

Kelly Shannon: Thanks so much, Jessica, really appreciate it. And please know, we have been working daily with school leaders who have been reaching out to us if they've seen any concerns over attendance and the worry that is out there. And so we're working school by school to make sure we're offering support and communicating everything we can to families, so that they know what their rights are and what resources are available.

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00:37:00.680 --> 00:37:02.459

Kelly Shannon: and we'll continue to do so.

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00:37:03.830 --> 00:37:04.760

jessica harvey: Thank you.

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00:37:09.690 --> 00:37:13.459

Kelly Shannon: Rennie, do you have anything you want to share on behalf of Csa.

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00:37:14.113 --> 00:37:27.716

Renny Fong: No, just grateful to be here. This is my 1st dlt. You guys are amazing support from all all fields. So I'm really appreciative. Anything you guys need. Just let us know. Yeah, in terms of the training.

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00:37:28.250 --> 00:37:48.530

Renny Fong: as Kelly said, we have senior field council. So we know if if you know any non local law enforcement comes to our schools, we don't just let them, you know, come up or come in. We are respectful, and you know, do our best to say, Okay, we're willing to cooperate, but we have to speak to our senior field council first, st

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00:37:48.530 --> 00:38:01.260

Renny Fong: and so, you know, and then take it from there. So yeah, like, Jessica said. We'll look closely at attendance, too, and each school will, you know, see what we can do to help support our families.

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00:38:01.758 --> 00:38:09.210

Renny Fong: Kelly McGuire, let us know that a lot of the principals also applied for smaller class sizes.

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00:38:09.210 --> 00:38:19.759

Renny Fong: So hopefully, we'll find out in February, March. You know, whether we get that for next the next school year, because that would be greatly beneficial.

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00:38:19.760 --> 00:38:42.220

Renny Fong: And yeah, this Wednesday. No school for the lunar New Year. That's the 1st time, I think, because it's always falling on a weekend or during the break. So it's, I think, our 1st one where we actually get a school day off. So everyone's happy about that. I'm sorry the central still has to work. So supporting you guys anything we can do but Happy New Year to all. And I appreciate all of you.

213

00:38:43.920 --> 00:38:45.990

Kelly Shannon: Thanks so much, Rennie. Same to you.

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00:38:47.840 --> 00:38:50.599

Kelly Shannon: Davon, do you have anything that you want to share.

215

00:38:52.334 --> 00:39:08.530

Dayvonne Smith: I think everything has been covered for the Manhattan High Schools. The Cec. Has been a key topic for the past few meetings. Our meeting coincides on the same day as our Dlt meeting. So we have that later today

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00:39:08.680 --> 00:39:09.420

Dayvonne Smith: and

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00:39:10.290 --> 00:39:30.269

Dayvonne Smith: definitely are concerned in supporting our our immigrant families. That'll be on the topic of our agenda today, as I was just reviewing as well as preparing our Manhattan parent leaders around college and financial aid readiness as that is a key topic.

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00:39:30.490 --> 00:39:40.109

Dayvonne Smith: considering some of the changes that we might see. But we're having some speakers and guests today. Talk to us about those processes from

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00:39:41.390 --> 00:39:46.160

Dayvonne Smith: Suny welcome center and from for Fafsa and tap.

220

00:39:47.070 --> 00:39:50.879

Kelly Shannon: Great thanks. So much for sharing that. Appreciate it.

221

00:39:51.536 --> 00:39:55.779

Kelly Shannon: Jennifer, do you have anything that you want to address? You're good. Okay.

222

00:39:56.381 --> 00:40:07.510

Kelly Shannon: Well, I'd like to thank everyone for being here with us today and for allowing me to be part of this conversation. As I shared, I hope in the future I'll get to join some more of them and

223

00:40:07.510 --> 00:40:27.990

Kelly Shannon: be able to share more about the work we're doing as a district, but also how we partner together, having been in this district for 30 years. Now, partnerships in any district you work in are at the heart of what we do and so appreciate your time, effort, and energy. I know the next dlit meeting. Just a reminder is on February 24th

224

00:40:28.391 --> 00:40:36.419

Kelly Shannon: bill in terms of next steps. Is there anything specific that you need this team to consider or do in preparation for the next meeting?

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00:40:37.629 --> 00:40:47.470

WDoyle: Not necessarily. What I'm probably going to do is speak with Superintendent Mcguire and see how he just wants to have the Dcp kind of filled out.

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00:40:47.470 --> 00:41:11.249

WDoyle: And just so that this board is aware when that is input into the lplan portal, it is not that is not a public facing piece. That's just internal. So it's really just for central and for the team to to see that data. But that is different from the schools when the schools input their Prt data that is public facing.

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00:41:11.450 --> 00:41:13.229

WDoyle: So that is a distinction. There.

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00:41:14.020 --> 00:41:14.710

Kelly Shannon: Thanks.

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00:41:14.920 --> 00:41:37.500

Kelly Shannon: and something just to add on to what you shared, Rennie. I didn't get to say it before is that we read through all of the applications for small class size. And so we know that part of that process was schools had to meet with their school leadership teams. And so those minutes were attached, and we were able to see those conversations taking place, so that there was consensus building, and families were aware of the plan that was being submitted.

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00:41:38.040 --> 00:41:38.730

Kelly Shannon: Okay.

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00:41:39.840 --> 00:41:45.960

Kelly Shannon: well, I'm wishing everyone a wonderful day for everyone celebrating Happy New Year. And I hope you all have a wonderful week.

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00:41:47.010 --> 00:41:49.179

Kelly Shannon: Have a great day. Okay, thank you. Everyone.

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00:41:49.180 --> 00:41:49.680

Dayvonne Smith: Thank you.

234

00:41:50.190 --> 00:41:51.210

Caitlin Canfield: Thank you.

235

00:41:51.920 --> 00:41:52.790

Kelly Shannon: Take care!

236

00:41:54.370 --> 00:41:56.319

WDoyle: Thank you. Bye-bye. Thank you.

237

00:42:00.340 --> 00:42:01.110

Tina Sibulkin Yacker: Mostly

238

00:42:04.170 --> 00:42:05.149

Tina Sibulkin Yacker: going off.