

WEBVTT

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00:00:01.240 --> 00:00:02.100

Leslie Hurdle: Thank you.

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00:00:02.100 --> 00:00:03.145

Kelly McGuire: Yep.

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00:00:04.450 --> 00:00:06.209

Leslie Hurdle: Can't live without the recording. Sorry.

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00:00:06.210 --> 00:00:15.608

Kelly McGuire: I appreciate it so welcome, everybody. So thanks again for signing, and if you have not yet done that I'll drop the

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00:00:16.170 --> 00:00:19.100

Kelly McGuire: the sign in into the chat again.

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00:00:20.750 --> 00:00:29.923

Kelly McGuire: but just going back to the agenda. The next item up is A short report from myself, including a

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00:00:30.710 --> 00:00:36.812

Kelly McGuire: brief review of our deep goals, which?

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00:00:37.880 --> 00:00:54.719

Kelly McGuire: I think maybe I will, Bill, I'll ask. Maybe you to get started on your section. I I have an annotated Pdf. On my laptop, which I need to get over onto my desktop here, so I'll send that over, and then I can. I know you have a.

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00:00:55.050 --> 00:00:58.179

Wdoyle: Talk about the district, parent, family engagement, policy.

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00:00:58.823 --> 00:00:59.710

Kelly McGuire: Sure? Sure.

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00:00:59.710 --> 00:01:00.160

Kelly McGuire: Okay.

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00:01:00.580 --> 00:01:06.880

Kelly McGuire: I can start with the with the the a short report here.

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00:01:07.300 --> 00:01:07.790

Wdoyle: Sure.

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00:01:07.790 --> 00:01:11.170

Kelly McGuire: Just from the superintendent. And

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00:01:11.430 --> 00:01:27.750

Kelly McGuire: poor Craig is gonna poor Craig is. Gonna see a good amount of this stuff again at the Cec. Meeting on Wednesday. But just to give you an exciting preview ahead what that is.

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00:01:28.160 --> 00:01:39.319

Kelly McGuire: So actually, we'll just go ahead. And we did have our next school spotlight visit. We visited 75, Morton last week.

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00:01:40.313 --> 00:01:40.996

Kelly McGuire: And

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00:01:42.860 --> 00:02:05.390

Kelly McGuire: we had a nice visit that the visit was focused on 2 different things, both on building the school, climate and culture, as some people know, 75. Morton did have a bunch of incidents several years ago that were quite concerning around climate and culture. We have a new principal in place, Claudia Rivera wisdom. Kofi is now the principal.

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00:02:05.620 --> 00:02:11.889

Kelly McGuire: At 75, Morton. She had been the principal in the Bronx of a small school for a couple of years.

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00:02:12.010 --> 00:02:37.490

Kelly McGuire: and is now about a 3rd into her second year as principal at 75, Morton. So she really focused on work that they were doing around school culture and also wove in work that they were doing around teaming, including teaming with some students to build peer mediators and build broader teacher leadership.

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00:02:37.944 --> 00:02:41.039

Kelly McGuire: I don't know if anybody who was at the

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00:02:41.180 --> 00:02:46.649

Kelly McGuire: spotlight visit would care to to comment at all or share anything in regard to that visit.

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00:02:54.820 --> 00:03:07.589

Kelly McGuire: We do have another one coming up at Lab Middle School in January, January 16, th and so you will all be invited again to that visit to Lab on January 16.th

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00:03:08.250 --> 00:03:09.660

Craig Slutzkin: I'll just say.

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00:03:09.660 --> 00:03:10.100

Kelly McGuire: Oh, sure!

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00:03:10.100 --> 00:03:37.770

Craig Slutzkin: I was there. It's it's a very. It's a remarkable comeback, I would say. She she's definitely built up a a very interesting culture. The kids who were there. They were, I think, 3 kids or 4 kids, I think, married, and 4 kids who were talking about the the peer counseling and the peer discussions they were having, and they were very impressive. I think the challenge is going to be getting the district

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00:03:38.230 --> 00:03:52.099

Craig Slutzkin: to know about this, the comeback, so to speak. But I think the comeback is definitely there. I don't know if that's the right word. Come back. But definitely definitely very impressed by the presentation there and and by the kids.

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00:03:52.840 --> 00:03:53.710

Kelly McGuire: Thanks.

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00:03:54.970 --> 00:03:56.162

Kelly McGuire: Yeah. It was

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00:03:57.270 --> 00:04:03.022

Kelly McGuire: It was a a big conversation that I had had with Claudia when she came in. As principal, that

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00:04:03.420 --> 00:04:15.129

Kelly McGuire: We needed to begin to change the narrative because for a couple of years the narrative was not not good, so we're working on that, and we'll continue to work on that.

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00:04:16.420 --> 00:04:39.479

Kelly McGuire: A couple of other nice things that have come up is the Clinton School is the Clinton school has been named their Middle Years program. They had been an Ib program in high school, but they were just accepted into the international baccalaureate Middle Middle Years program. So their Ib program now starts in 6th grade.

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00:04:40.258 --> 00:05:08.230

Kelly McGuire: And you know, this is the Ib program does enter in a certain level of rigor and standards that are not just evaluated, you know, like once at the end of the year, like the state exam. But really there are criteria that the school needs to meet and students need to meet if they are going to graduate with Ib diploma. The nice thing about the Ib program also is that

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00:05:08.560 --> 00:05:23.979

Kelly McGuire: there are a bunch of different ways that kids can show their skills and knowledge. And also that that curriculum is has a big focus on globalization, international relations.

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00:05:23.980 --> 00:05:42.470

Kelly McGuire: foreign languages, culture. And so it's a nice holistic way of evaluating student growth and really looking for the school to meet the standards that are evident in Ib schools across the world.

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00:05:43.203 --> 00:05:45.296

Kelly McGuire: So congrats to them.

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00:05:45.980 --> 00:06:03.500

Kelly McGuire: We also had a our 1st witten wisdom. Nyc. Reads parent workshop last Friday last Friday morning. We have a recording of that for families that didn't get the chance to participate in that workshop. We had

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00:06:03.670 --> 00:06:11.099

Kelly McGuire: both folks, a bunch of people from our district team who presented principals and teachers from around the district.

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00:06:11.560 --> 00:06:33.210

Kelly McGuire: And we're gonna do another one. We have another workshop scheduled for January. And that's January 24th in the morning. We're really looking at focusing that one on assessment and then we're gonna do a 3rd one in February. So we're trying to. There are a lot of different. This is our 1st one. So we tried to cover

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00:06:33.570 --> 00:06:36.100

Kelly McGuire: kind of an overall. Look at the curriculum.

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00:06:36.958 --> 00:06:59.021

Kelly McGuire: And then, we're gonna try to cater the next 2 to some specific topics that came up during both in during the the workshop. And then after the workshop, or from from families and teachers, and also topics that we know that teachers are working on as well.

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00:06:59.650 --> 00:07:16.929

Kelly McGuire: we had a. Offered a QR. Code, and also a way for families to continue to provide their thoughts and feedback on this. So again, I don't know if anybody who attended that workshop would like to comment or share anything about it, but happy to hear, to hold the space for a minute.

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00:07:19.630 --> 00:07:25.779

Craig Slutzkin: Yeah, I I was on it as as well, Kelly, and I apologize. I meant to. I meant it to respond to your your text to me.

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00:07:25.780 --> 00:07:26.690

Kelly McGuire: It's okay.

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00:07:27.190 --> 00:07:52.469

Craig Slutzkin: I thought it was very good. I think it was helpful for for parents to see, or parents and guardians to see what we're trying to accomplish, I think, was very helpful to have the principals and the teachers on a couple of people that I spoke with since then. So thought that that was much more helpful than than the great minds folks. Not that they were bad, but it's just sort of real world practice, and and seeing how it's done.

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00:07:52.775 --> 00:07:59.790

Craig Slutzkin: In the classroom definitely. Still, some open questions. And we saw we saw some of the questions coming into the meeting so

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00:07:59.790 --> 00:08:24.969

Craig Slutzkin: hopefully. That could be answered combination of maybe even talking a little bit about it on Wednesday night, but but certainly at the next meeting. But I think it was a good 1st step, and I think it was a necessary 1st step, because, as you've seen in in some of the Facebook blogs for the district. For the neighborhoods in the district, you know, there have been some concerns, so I think it's good for for us to talk about it with all with with our families in the district.

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00:08:27.300 --> 00:08:29.000

Kelly McGuire: I don't know if anybody else was there or not.

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00:08:29.430 --> 00:08:33.550

Kelly McGuire: But thank you, Craig, and thanks for responding to my text, because, you know

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00:08:34.250 --> 00:08:36.590

Kelly McGuire: that just had me nervous all weekend. So

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00:08:38.913 --> 00:08:44.229

Kelly McGuire: no, but I I do appreciate hearing from you, and it was good to do this in partnership for real.

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00:08:45.570 --> 00:08:58.119

Jessica Harvey: Kelly. I was not there, but I do have a quick question about it. I'm just wondering. Did it incorporate the new agreements between the DOE csa and uft.

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00:08:58.560 --> 00:09:00.129

Kelly McGuire: We did not talk about that.

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00:09:09.280 --> 00:09:37.890

Kelly McGuire: we also are doing a we did a workshop for our middle school teachers and principals around teaching the illustrative math curriculum, and as a part of the Nyc. Solves initiative. And this next series was really on using co-teaching models. So we know that in District 2, we have a lot of classes that are integrated co-teaching. And so how is it that

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00:09:38.220 --> 00:09:42.930

Kelly McGuire: teachers make the most out of using 2 teachers in the classroom to meet the needs of all kids.

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00:09:43.170 --> 00:09:51.259

Kelly McGuire: And so we did a workshop for each of our teacher cohorts. And then also our school leaders.

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00:09:51.430 --> 00:09:57.524

Kelly McGuire: we really focused on these 3. So if you're not familiar with this

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00:09:59.420 --> 00:10:26.699

Kelly McGuire: diagram here. So in the research behind co-teaching, there is really like that. Research is kind of turned into practical implementation of how 2 teachers are used. And so they break out into these 6 different ways, and so of use of co-teaching. So one teach one. Observe station teaching, parallel teaching, alternative teaching, teaming, and one teach one assist.

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00:10:27.350 --> 00:10:35.719

Kelly McGuire: Those are like the names of the 6 co-teaching models. And we focused on these 3. So station teaching

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00:10:36.320 --> 00:10:56.100

Kelly McGuire: you know, for the 2 teachers to plan out different activities for students at

different stations around the classroom. This is something that is more common in elementary school, but it's a great practice for middle and high school as well. We just don't see it happen that often, and we need to see it more often.

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00:10:56.390 --> 00:11:04.649

Kelly McGuire: So we looked at that parallel teaching which is really conducting 2,

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00:11:04.930 --> 00:11:14.509

Kelly McGuire: each teacher conducting the lesson with their own group of students. And those groups can be configured in whatever way makes sense for the lesson.

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00:11:14.700 --> 00:11:29.639

Kelly McGuire: And then alternative teaching where one teacher is working with the vast majority of kids, and another teacher is teaching the lesson with a small group of kids. So those were the 3 co-teaching models that we really centered our workshop on.

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00:11:32.180 --> 00:11:36.720

Kelly McGuire: And then we've got some key dates coming up, and

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00:11:37.720 --> 00:11:41.439

Kelly McGuire: this our middle school applications close the end of this week, and then we're

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00:11:41.620 --> 00:11:45.442

Kelly McGuire: heading out on winter recess. So

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00:11:47.230 --> 00:11:54.200

Kelly McGuire: And with that I will stop, and I will turn it over to Bill.

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00:11:56.220 --> 00:12:19.409

Wdoyle: Good morning, everyone. So as a part of the key functions of the dlt major part of our our work should really be around the dceep. So I'm going to share my screen and then let me know if you guys are able to see what I see.

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00:12:20.530 --> 00:12:22.710

Wdoyle: Do you see what I see?



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00:12:22.940 --> 00:12:29.770

Wdoyle: Does everyone see the dceep bear with me? It's an older computer. You should see it now.

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00:12:29.770 --> 00:12:30.670

Kelly McGuire: Yes.

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00:12:30.670 --> 00:12:48.159

Wdoyle: Alright. So hopefully, everyone on the dlt has access and is able to navigate to the lplan portal once you're in the lplan portal. You're going to scroll down.

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00:12:48.160 --> 00:13:01.000

Wdoyle: and you can do this on your own, but I'll be doing it just so that you can see it, and we're doing it in real time. The section 7. The district parent and family engagement policy

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00:13:02.330 --> 00:13:06.884

Wdoyle: which we've worked on over the last few weeks or a few months rather.

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00:13:07.250 --> 00:13:33.730

Wdoyle: And I think the really key point here is that year over year. This policy is updated and reviewed so you can see here that we placed that. We reviewed this and updated it on December 23rd of 24. And I'm just going to kind of let you read and review this one last time.

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00:13:36.790 --> 00:13:40.649

Wdoyle: and then and then we'll vote on it.

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00:13:45.950 --> 00:13:54.350

Wdoyle: And, as I have stated in previous sessions. A lot of this is legal and a language that needs to be included.

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00:13:54.570 --> 00:14:11.660

Wdoyle: But the key is that the actions are flowing throughout the document which which they are, so that there's alignment between what is written here and then what is included in the actual dceep, which again, everyone on the team should have access to.

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00:14:29.990 --> 00:14:31.949

Leslie Hurdle: Bill, are we voting on this today.

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00:14:33.176 --> 00:14:56.080

Wdoyle: That would be ideal. I do realize that we really don't have enough folks, right? Because we're missing certain constituent groups. But it would be great to just have a like a a nod, so that we can kind of put this to bed, so we don't have to keep coming back to it and back to it. And then I'm I'm guessing that once we do have I believe we're just missing the Cec. President.

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00:14:56.876 --> 00:14:59.509

Leslie Hurdle: Once we have all considered.

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00:14:59.700 --> 00:15:09.109

Wdoyle: Oh, Csa, so once we have the Csa person in place, then we could like legitimately vote on all these things.

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00:15:09.290 --> 00:15:09.860

Leslie Hurdle: Hmm.

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00:15:10.430 --> 00:15:16.909

Kelly McGuire: Our DC. 37 person also emailed to say that she couldn't make it this morning, so she's another required member.

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00:17:47.290 --> 00:17:53.880

Wdoyle: And so I do want us to take note of the last section, the adoption, so

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00:17:54.530 --> 00:18:01.139

Wdoyle: it says here, district 2, on November 10, th 2023. That will be, in effect, for 2 years.

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00:18:01.610 --> 00:18:12.179

Wdoyle: So really the the over complete overhaul would be next year the district reviews the policy year over year, and updates December 16th

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00:18:12.557 --> 00:18:34.969

Wdoyle: the school district will distribute this policy to all parents of participating title, one part a children in the dominant languages. So it should be translated for d 2 schools receiving those funds. And again, I just put in here as a placeholder. January 31, st knowing that we probably wouldn't have everyone ready to vote on this.

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00:18:38.490 --> 00:18:42.939

Wdoyle: Does anyone have any questions or comments on this before I move on to the next section.

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00:18:46.170 --> 00:18:50.349

Wdoyle: Okay, so the other part of the

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00:18:50.660 --> 00:18:55.910

Wdoyle: of this particular DIt session.

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00:18:56.110 --> 00:18:59.969

Wdoyle: we really should be looking a little bit closer at

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00:19:01.800 --> 00:19:07.730

Wdoyle: the Progress monitoring, which is again a big piece of of the DIt work.

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00:19:07.910 --> 00:19:16.999

Wdoyle: and for that we would essentially go into each section of the dceep.

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00:19:17.130 --> 00:19:20.759

Kelly McGuire: And I can actually pull that out, Bill, if you want me to. I am.

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00:19:20.960 --> 00:19:24.599

Kelly McGuire: I downloaded a Pdf. And highlighted some things to share with the team.

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00:19:25.132 --> 00:19:29.579

Wdoyle: Sure, if you want to. So yeah, so let me stop sharing.

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00:19:32.690 --> 00:19:35.580

Wdoyle: And yeah, you can talk a little bit about that.

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00:19:36.710 --> 00:19:43.759

Kelly McGuire: Yeah. So this is a copy of the Dceep. And

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00:19:44.100 --> 00:19:52.130

Kelly McGuire: so you know, the Dcp in general is that there's some overarching sections, including some background about our district.

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00:19:52.470 --> 00:20:05.519

Kelly McGuire: And then we really get into a goals section that are built around the Chancellor's priorities, and Chancellor Viles Ramos may change these priorities for next year. But right now.

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00:20:06.041 --> 00:20:34.880

Kelly McGuire: we're using the goals that were set at the beginning of the year and priority set at the beginning of the year. So all of our goals and progress monitoring are built into that. So you know, in practical sense. You know, for teachers and parents who are familiar with the different screener assessments that we excuse me, the different screeners that we use across our district.

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00:20:35.803 --> 00:20:57.780

Kelly McGuire: We are building a lot of the goals for reading and for priority. 3. Which is that all students will have a high quality, learning, experience, which most districts just use to highlight math goals and priorities.

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00:20:58.050 --> 00:21:10.230

Kelly McGuire: So the screeners are a big part of that. So in just looking at this 1st one, all students will learn to read. Well, we can scroll down. We're asked to do a couple of things in terms of

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00:21:10.350 --> 00:21:20.850

Kelly McGuire: looking at what the needs are and what the root cause might be for students who are not yet learning to read well.

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00:21:21.422 --> 00:21:26.497

Kelly McGuire: And so a couple of things that we really have highlighted are

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00:21:27.290 --> 00:21:37.430

Kelly McGuire: making sure that our schools are using a high quality curriculum, that our teachers are trained well, and that we have really the programming in place

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00:21:37.810 --> 00:21:42.060

Kelly McGuire: to support small group and intervention work.

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00:21:42.190 --> 00:22:03.519

Kelly McGuire: If we scroll down here to the goals that are specifically connected to this priority one, we're using this Acadians screener and also the map and Iready screener and a assessment that is used for our multilingual learners

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00:22:03.720 --> 00:22:14.389

Kelly McGuire: as the data source and then building our goals out from those different screeners and assessments.

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00:22:15.322 --> 00:22:19.550

Kelly McGuire: And then just going on to kind of like show

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00:22:20.588 --> 00:22:23.871

Kelly McGuire: what we need to do next with it is that

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00:22:24.340 --> 00:22:39.119

Kelly McGuire: We have entered all of our baseline data from the initial set of screeners and assessments. But then our progress monitoring period is going to come up now in January, because most of the goals are built on

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00:22:39.822 --> 00:22:51.937

Kelly McGuire: the 2 step process of identifying the baseline and then setting a goal for the middle of year. And I guess then the 3rd goal. The 3rd step is gonna be setting a goal for the end of the year.

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00:22:52.630 --> 00:23:01.077

Kelly McGuire: We're looking at the middle of year progress, monitoring to see if our students are meeting the

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00:23:01.810 --> 00:23:04.689

Kelly McGuire: the criteria that we have set in these goals.

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00:23:04.930 --> 00:23:19.126

Kelly McGuire: and then we have to enter. We have to use the dcep. This is like a relatively new thing that both are done for the dcep and the school-based cep

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00:23:20.230 --> 00:23:22.870

Kelly McGuire: building out an action plan. And then

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00:23:23.502 --> 00:23:27.427

Kelly McGuire: right here, where I read, put into the red box

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00:23:28.700 --> 00:23:34.369

Kelly McGuire: reporting out on how our students are doing in relationship to the goals. So

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00:23:34.480 --> 00:23:44.180

Kelly McGuire: we have to report out on how our students are making progress or not making progress in relationship to those goals.

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00:23:44.420 --> 00:24:00.229

Kelly McGuire: I can move on to another one. But before we do, I just stop and see if anybody had any questions about that, it should also be work that is being done in your schools with your Cep, and so just checking in on that

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00:24:09.760 --> 00:24:13.160

Kelly McGuire: bill. Is there anything else you want to add to that exhibition, or.

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00:24:13.983 --> 00:24:26.130

Wdoyle: But just that the team be, I guess. Look at the data so that they can. Or the next step would be out that monitoring section

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00:24:26.594 --> 00:24:44.840

Wdoyle: for each particular priority. And so progress check number one was from September to November and then right anytime after November. That's when that section could be completed, and the next actual process check is starting now. December, February.

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00:24:45.424 --> 00:25:12.370

Wdoyle: So no, that's definitely just the next thing that I would want to talk about. And of course, the last thing I really need to cover is actually signing off on the DC. With the conclusion of today's session, sending the d 2D members docusign document that you'll sign off on. And I just want everyone to know this is not a legal document.

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00:25:12.430 --> 00:25:31.619

Wdoyle: This is not stated that you every that's in the document. It's just stated that you were able to, and had opportunities to provide feedback, and that the actual team reviewed these documents with you, which we absolutely did. So I just wanted to make that clear for everyone.

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00:25:33.020 --> 00:25:37.690

Wdoyle: Was there anything else on? For my part of the agenda, Kelly.

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00:25:40.900 --> 00:25:53.649

Kelly McGuire: I I don't. I don't know. Up to you. I don't I don't. I? I wasn't sure like if we covered all the different things that some of the technical language I wasn't quite sure of. What if it if you had covered it all? But.

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00:25:54.305 --> 00:26:13.529

Wdoyle: I think really, it's the the Progress Monitoring section. If you wanted to go deeper into that now, or do you want to have more data so that the team, or either, you know, we could complete it on the side or do with the team actually in the in the Dcp, that's kind of whether you want to do that now or later.

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00:26:13.850 --> 00:26:22.759

Wdoyle: because a lot of the superintendents may not have all that data in order to put in, because I know that some of the schools are just kind of getting that screener data in. Now.

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00:26:24.551 --> 00:26:33.848

Kelly McGuire: I think that it makes sense for us to present the the midyear data after we have

that in January, at the January meeting.

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00:26:35.520 --> 00:26:46.819

Kelly McGuire: I can go over also how one of the priorities, the another non non academic priority is measured as well. I see. Jessica came off mute. Maybe Jessica has something she'd like to share.

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00:26:46.820 --> 00:26:56.815

Jessica Harvey: Yeah, I just wanted to ask about the screeners, what? What? Specifically, are you using as your data? Are you adding additional

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00:26:57.770 --> 00:27:11.559

Jessica Harvey: assessment into the school year in order to create this data? Or are you using things that are readily available in the assessments that are currently used.

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00:27:12.100 --> 00:27:19.550

Kelly McGuire: Yeah, thanks for that. We are not adding anything in to the assessments that are used citywide.

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00:27:19.720 --> 00:27:40.129

Kelly McGuire: And these are just. Each school is required to select both a literacy and a math based assessment, not assessment. The Iready and map is more of an assessment. But the Acadians tool is really just a screener. And by that we just mean that that's a

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00:27:40.460 --> 00:28:03.329

Kelly McGuire: a quick look to kind of like group kids into buckets rather than use it as a diagnostic to see what it is that they, the skills that they really need to work on in order to understand the skills that kids really need to work on. You need to do a little bit more with some of those individual students. But these goals are based on the screeners themselves and the map and Iready assessment.

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00:28:03.500 --> 00:28:14.619

Jessica Harvey: Okay? And then, so could you just give an example of how long it might take to complete the screener. The Acadian screener for one student.

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00:28:15.410 --> 00:28:28.370



Kelly McGuire: Yeah, it can take up to probably 10 min. Per student. And schools do it differently. I was in most schools. The classroom teachers

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00:28:29.338 --> 00:28:33.601

Kelly McGuire: complete their screeners for students. They

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00:28:34.520 --> 00:28:37.799

Kelly McGuire: an ICT pair of students, teachers

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00:28:38.040 --> 00:28:56.099

Kelly McGuire: could complete screeners during a literacy class in other schools they have. There are not as many people who are trained on how to administer that screener. And so the administration and leadership team has decided that.

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00:28:56.220 --> 00:29:18.220

Kelly McGuire: you know, maybe a special education teacher and the Enl. Provider are going to screen the entire school. And you know there's something good that is, comes from that. In that you have, you know, 2 people who are, you know, quote unquote, like objectively administering the screener. But the Acadian screener is very hard to

145

00:29:18.350 --> 00:29:24.400

Kelly McGuire: fudge in any kind of way or to misinterpret. It's pretty objective, and so

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00:29:24.670 --> 00:29:51.459

Kelly McGuire: I think that it is best. If a school is able to facilitate each teacher administering the screeners for their own students. It's probably the best opportunity for students to put forth their very best on this on this screener, but they can be very, very short just a couple of minutes, or they might take up to 10 min again. This is a

147

00:29:51.810 --> 00:29:59.200

Kelly McGuire: by by nature of its name. A screener is meant to be done quickly and to just

148

00:29:59.400 --> 00:30:02.489

Kelly McGuire: pull kids aside who might need

149

00:30:02.740 --> 00:30:17.799

Kelly McGuire: a further investigation of their literacy skills, but also to group kids together who are doing just doing work that is on or above grade levels.

150

00:30:21.050 --> 00:30:22.270

Jessica Harvey: Thank you.

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00:30:22.270 --> 00:30:22.990

Kelly McGuire: Sure

152

00:30:27.390 --> 00:30:42.839

Wdoyle: Kelly, could I also just mention something? So I think it's important for the Dlt members to know that. For the dceep, the Progress check sections are not something that will be publicly posted.

153

00:30:43.449 --> 00:31:02.759

Wdoyle: I think that's a you know, very important piece, however, for schools on their Cep those progress checks. The Prt sections will be available for folks to see. So just so that there's the that distinction between the dceep and the Ceps for schools.

154

00:31:03.520 --> 00:31:05.759

Kelly McGuire: I'm sorry. Can you just clarify? That is the

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00:31:05.990 --> 00:31:15.430

Kelly McGuire: the I thought that the progress checks were a part of the public dceep. And so you know, we could share what these numbers look like. District wide.

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00:31:15.430 --> 00:31:33.019

Wdoyle: That that was not my that's not what I was told from from our office that it would only be the Cep Prts, the progress reporting sections that would be public facing, and that the progress checks for the Dceep are in an internal check.

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00:31:33.590 --> 00:31:37.730

Wdoyle: and that it would only be accessible or available for central.

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00:31:39.610 --> 00:31:55.089

Kelly McGuire: Well in the vast scope of exciting things that we discuss here during the DIt meetings. To me it seems like maybe people might like hearing about the progress of students in the district. And so I, whether it's in the dceep or not, I'll

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00:31:55.330 --> 00:31:59.900

Kelly McGuire: plan to have those data for us to look at in January.

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00:31:59.900 --> 00:32:04.449

Kelly McGuire: And that would be for groups of students, right not individual students, i'm just making sure.

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00:32:04.450 --> 00:32:07.880

Kelly McGuire: oh, yeah, yeah, right yep yes, for sure.

162

00:32:13.082 --> 00:32:18.309

Kelly McGuire: Anything else on this topic of Dcp. Or Progress monitoring

163

00:32:23.171 --> 00:32:24.890

Kelly McGuire: Bill, do you want to share anything else? Yeah.

164

00:32:25.262 --> 00:32:44.280

Wdoyle: Just that. The the deadline for superintendents to technically sign off that docuSign is December 23rd. So I'm requesting that folks take a look at this and sign off on the 20, th because no one's really going to be around on the 23rd. So yeah.

165

00:32:44.670 --> 00:32:48.890

Wdoyle: again, the the DOE. And they they changed that date. So

166

00:32:49.020 --> 00:32:57.789

Wdoyle: yeah, so the 20th is, when I'll I'll have it out later today so that you guys should have it in your in your email to sign off on

167

00:33:10.070 --> 00:33:11.510

Wdoyle: Kelly. You're muted.

168

00:33:12.888 --> 00:33:17.619

Kelly McGuire: I think, just for ease of review. I'm just. I'm sending you all

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00:33:18.190 --> 00:33:28.689

Kelly McGuire: a copy of the dceep. It's just a downloaded Pdf, it's in the chat now, so that'll save you. The. It's the same thing that's in lplan. It's just a little easier to access.

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00:33:31.240 --> 00:33:32.700

Kelly McGuire: And then

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00:33:34.110 --> 00:33:38.732

Kelly McGuire: When Bill sends out the docusign, you'll at least have had it.

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00:33:39.720 --> 00:33:52.231

Kelly McGuire: but I think just looking at the agenda and the time. I also want to say, Tina Yakker, who is our family, support Coordinator, who's usually a part of these meetings.

173

00:33:52.790 --> 00:34:11.809

Kelly McGuire: She has worked with the ballet tech school, and all of the parent coordinators from District 2 are actually being hosted at Ballet Tech today. Leslie and her multi pronged role here in the district is helping to facilitate that as well.

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00:34:11.810 --> 00:34:24.979

Kelly McGuire: So it's kind of like a little thank you, and celebration for all of the different work that is going on in the district, and all the different ways that the parent coordinators have contributed to the district. So

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00:34:25.370 --> 00:34:40.100

Kelly McGuire: we're going to Ballet Tech this morning and having a little snack and some celebration, and then it's a beautiful thing to be able to see the students at ballet tech perform, and so that'll be a little

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00:34:40.210 --> 00:34:51.540

Kelly McGuire: part of their the morning as well. Getting to see their holiday show portions of

their holiday show show performed for the parent coordinators, which is, which is great

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00:34:52.375 --> 00:34:55.409

Kelly McGuire: I see. Pamela joined us. Hi, Pamela! Nice to see you.

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00:34:56.020 --> 00:35:00.127

Pamela Rodriguez: Hi! Good morning, everyone. I'm sorry. Just running a little bit behind.

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00:35:00.470 --> 00:35:01.770

Kelly McGuire: Great great to have you.

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00:35:01.770 --> 00:35:02.680

Pamela Rodriguez: I'm here. Yeah.

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00:35:02.680 --> 00:35:04.094

Kelly McGuire: Yeah, yeah. Great to have you?

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00:35:04.890 --> 00:35:07.589

Kelly McGuire: I think we're actually on to

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00:35:08.541 --> 00:35:27.139

Kelly McGuire: Reports from different members. So always start with parents. So Caitlin or Craig, if you would like to share anything out with the dlt this morning. Love to give you a little space to make any announcements, or share anything, or ask any questions.

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00:35:30.530 --> 00:35:33.399

Craig Slutzkin: Caitlin. I'll let you go first.st If you have anything you don't. That's okay.

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00:35:33.400 --> 00:35:35.956

Caitlin Canfield: No, yeah, I don't have anything, so go ahead.

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00:35:36.567 --> 00:35:54.579

Craig Slutzkin: That's okay. We have our Cec. Meeting this week on Wednesday, Wednesday evening. It's at the Spruce Street School at 6 o'clock it happens to be the same night as the pet

meeting. For those of you don't know. The pet meeting, I suspect, will be a fairly well attended one

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00:35:54.936 --> 00:36:22.049

Craig Slutzkin: as they are supposed to be voting on the contract with Pearson for the Chassat. There's obviously a controversy around that whole exam. So 2 meetings on Wednesday night one cec, one pep for anybody who is interested. And we are also starting to gather all of our annual capital requests for Sca. We will vote on that next month, and then submit our priorities. The Cec's priorities in January.

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00:36:28.300 --> 00:36:31.029

Kelly McGuire: Jessica or Pamela, would you like to share.

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00:36:34.560 --> 00:36:55.609

Pamela Rodriguez: Yes. Hi, good morning. So the only news that we have for DC. 37 that I would like to report is that we will be conducting new Member orientations. We will continue to conduct those orientations. La! We had one in November 7, th

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00:36:55.610 --> 00:37:23.790

Pamela Rodriguez: at the 333 7th Avenue. We had a good turnout there with the new Member orientation, so we have been reaching out to Hr. Directors, letting them informing them of the upcoming dates. Usually it would be either on a Chancellor's day or a Staff Development day. So we are looking into continuing to conduct those new member orientations at the buildings.

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00:37:24.206 --> 00:37:53.159

Pamela Rodriguez: Rather than the schools building. So that's gonna be happening. And also you know, the Union reps are continuing to conduct site meetings where we are in contact with the principal providing them available dates. And what times that are feasible! So we can all the reps can meet with all DC. 37 members in the building, just to provide information just to be more visible. That has been working out very well.

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00:37:53.380 --> 00:38:17.509

Pamela Rodriguez: and we're still looking school food is still in the hiring. I'm not sure if I provided you the list of the hiring dates. If I haven't. I do apologize. I will send up an updated flyer, and it would be great if you know it should be shared within the community. We are understaffed with the school food.

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00:38:17.530 --> 00:38:24.590

Pamela Rodriguez: So as well as now, we're doing hiring process for schools school crossing guards as well.

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00:38:25.790 --> 00:38:27.340

Pamela Rodriguez: Okay, thank you.

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00:38:28.240 --> 00:38:40.939

Kelly McGuire: Thank you. And and, Pamela, is there any? I heard this heartbreaking story, and I'm not sure if policy and practice have changed since this person started in the New York City public schools

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00:38:41.440 --> 00:38:54.565

Kelly McGuire: 2025 years ago. But I heard this terrible story about one of the school aid who was working in one of our schools, who retired last year, but had not opted into the

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00:38:55.633 --> 00:39:03.796

Kelly McGuire: retirement system, and thus, you know, retired and was without a pension. And you know, this is

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00:39:04.560 --> 00:39:08.390

Kelly McGuire: was really really heartbreaking to hear that, and

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00:39:09.300 --> 00:39:13.499

Kelly McGuire: that, you know, at the time of her hiring she had needed to

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00:39:13.730 --> 00:39:38.840

Kelly McGuire: opt in and didn't. And so I know that that's you know, making sure that your members are getting all the information they need. I'm very happy to help distribute anything that you might have. In order to make sure that the DC. 37 staff are fully aware of everything that they have available to them.

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00:39:39.180 --> 00:40:02.709

Pamela Rodriguez: Yes, definitely. And just to add to that is that, as of you know, when we're out in the field visiting the sites, we are providing information to the members, letting them know how important it is with the pension and the retirement. What's good is that now they are all

automatically enrolled as though, yeah. Believe as of September.

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00:40:02.710 --> 00:40:10.840

Pamela Rodriguez: Of this 2024, or new hires, and those who have not enrolled in the pension are automatically enrolled.

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00:40:11.249 --> 00:40:22.390

Pamela Rodriguez: But yes, definitely. I do see, we do run into a lot of those who had, you know, prior years 20 years and plus never enrolled in the retirement system.

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00:40:22.510 --> 00:40:30.040

Pamela Rodriguez: And you know, so that that isn't the voice. But definitely all the whatever information I have, I will share it

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00:40:30.300 --> 00:40:32.130

Pamela Rodriguez: as well. Thank you.

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00:40:32.130 --> 00:40:34.860

Kelly McGuire: Thank you. And it's great, great update to the policy.

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00:40:37.917 --> 00:40:39.720

Kelly McGuire: Jessica, do you want to share anything.

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00:40:39.720 --> 00:41:08.207

Jessica Harvey: Sure I'll go ahead. Let's see for us. The word of the day is workshops. We're doing workshops on a number of different levels at the uft. And one of the things we're working on is a collaboration with with you, Kelly, with workshops for members who are up for tenure this year to help them know what what

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00:41:08.990 --> 00:41:20.638

Jessica Harvey: to do to apply for tenure, and what getting tenure is about. Another set of workshops that we're doing are for parents in school communities to help

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00:41:21.550 --> 00:41:27.090

Jessica Harvey: them to sign up so that they can.



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00:41:27.440 --> 00:41:37.320

Jessica Harvey: They can engage in their their students their child's learning in a deeper way. And then

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00:41:37.530 --> 00:41:51.296

Jessica Harvey: we're also working on workshops throughout the city that are hiring workshops for paraprofessionals, because, as you know, we have a very deep

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00:41:52.460 --> 00:42:07.080

Jessica Harvey: hole in the number of paraprofessionals we have compared with the number of paraprofessionals we need throughout the city. So we have. You know, we have no one to choose from in terms of hiring because of the

214

00:42:08.410 --> 00:42:33.959

Jessica Harvey: because of that. We're having trouble getting people in there. So we're doing a lot of hiring workshops throughout the city, and that might be something we want to do right here in District 2 also. But we're doing that generally throughout the city. So that's that's my thing. But also I'm just on retirement accounts. We recently

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00:42:34.270 --> 00:42:37.210

Jessica Harvey: we're able to shift over

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00:42:37.920 --> 00:42:59.029

Jessica Harvey: so that the OTS and Pts are no longer in the burs system, and they've now moved to the Trs system, which is the system that all of the rest of our members are in basically. So now we're all in one space, which is, I think, a lot better

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00:42:59.908 --> 00:43:02.891

Jessica Harvey: and a lot easier for the group. Okay, that's it.

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00:43:03.530 --> 00:43:04.270

Kelly McGuire: Great

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00:43:04.950 --> 00:43:12.180

Kelly McGuire: thanks, Jessica, and I'm happy to also support anything with parent nominations and recruitment as well. For sure.

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00:43:12.180 --> 00:43:13.240

Jessica Harvey: Great. Okay.

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00:43:15.225 --> 00:43:18.439

Kelly McGuire: Alright any final announcements from anyone.

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00:43:22.290 --> 00:43:26.179

Kelly McGuire: Our next meeting is January 27th

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00:43:26.540 --> 00:43:29.660

Kelly McGuire: and at that time we'll

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00:43:30.580 --> 00:43:43.869

Kelly McGuire: hopefully have some juicy information about progress monitoring here in in the district in relationship to the Dce peoples. But with that I hope you all have a great break from school.

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00:43:43.990 --> 00:43:48.319

Kelly McGuire: Get through the rainy week and we'll see you all soon.

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00:43:49.970 --> 00:43:50.700

Kelly McGuire: Thanks.

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00:43:50.700 --> 00:43:53.960

Leslie Hurdle: Happy holidays, everyone, holidays, everyone.

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00:43:53.960 --> 00:43:56.630

Jessica Harvey: Thank you. Happy holidays to everybody.