

WEBVTT

1

00:00:00.890 --> 00:00:01.850

Kelly McGuire: Okay.

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00:00:02.220 --> 00:00:17.579

Kelly McGuire: All right, welcome everybody, to the October DLT meeting. So I just dropped the chat in, or the, the link to, record your attendance for, today's DL... October.

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00:00:17.580 --> 00:00:33.680

Kelly McGuire: 10th DLT meeting, and we are very happy to be joined by our President's Council President, Anthony Taylor. Anthony, we'd love to just hear a little bit about you to start before we go into our agenda more in depth, but...

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00:00:33.690 --> 00:00:34.220

Kelly McGuire: Turn it over.

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00:00:34.220 --> 00:00:34.740

Anthony Taylor: Great.

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00:00:35.250 --> 00:00:43.400

Anthony Taylor: I'm a Pisces. I, I've been at PS198,

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00:00:43.400 --> 00:00:53.129

Anthony Taylor: since my oldest son went in there in the first grade, and now he's in fifth grade, and before that, we were at the pre-K center, literally catty corner across the street at 95th and...

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00:00:53.130 --> 00:01:06.360

Anthony Taylor: Third, so I have... I hesitate to tell other parents that I can see my child in the yard. Like, I'm actually looking... I live across the street, so I'm looking into the yard, so if I put them in a bright-colored jacket, I can watch them at recess, and...

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00:01:06.860 --> 00:01:20.500

Anthony Taylor: say things like, what were you doing with Evan and Ismael behind the backstop the entire recess period? And say something like, we were just imagining, and I'll be like, man, if you knew how that would get you out of all kinds of trouble with me, you would be...

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00:01:20.500 --> 00:01:27.970

Anthony Taylor: astounded. So I have a fifth grader and a 2nd grader at, PS188. I was just saying before, I love that school.

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00:01:28.100 --> 00:01:44.220

Anthony Taylor: very passionate about that school, fiercely loyal to that school. I had another parent one time say that they thought they had heard some bad things about that school and found myself becoming enraged, and that was a strange feeling.

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00:01:44.280 --> 00:01:56.289

Anthony Taylor: And so, yeah, I've been on the PTA since the... since the first year I joined PS188. I did the whole thing where I... it was, you know, during COVID, so I had a lot of time. I was working from home, I work in advertising, and

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00:01:56.290 --> 00:02:07.640

Anthony Taylor: I said, well, if there's ever a time I'm gonna be able to get involved in my kid's school, it's when I'm working from home. So, I went full on. First year, class parent, PTA delegate, SLT.

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00:02:07.790 --> 00:02:19.079

Kelly McGuire: I don't recommend that, by the way. That's, that's maybe not the best move, but it did give me a really good understanding of, like, kind of, like, what each of those organizations does, and, like, what each of those roles are, and so it's helped me...

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00:02:19.080 --> 00:02:35.819

Anthony Taylor: when I meet parents that want to get involved, I can kind of triage, what kind of involvement are we talking about here? Like, and normally can help them find a spot. This is my first year as co-president in the PTA here.

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00:02:36.100 --> 00:02:48.340

Anthony Taylor: And, I'm really excited about it. I think, you know, I think we have a really good PTA group at the school. You know, my main mission this year is to grow participation outside of the eBoard.

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00:02:48.340 --> 00:02:56.449

Anthony Taylor: We do have a PTA a little bit where, you know, when you look at the attendance from the eBoard and from the PTA, they're really similar.

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00:02:56.450 --> 00:03:11.569

Anthony Taylor: And so, want to definitely try and expand that this year, and that's, you know, mainly my focus, and my co-president, Tori, also has a really big handle on, like, how things operate, so I think we're a really good, really, really good team in that way. And,

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00:03:11.700 --> 00:03:26.420

Anthony Taylor: I'm excited to be here. I'm excited to learn more, like, I, at my fraternity in college, I was a parliamentarian, so there's a part of me that really loves, these types of meetings and, like, how they function and what they're able to accomplish. I was in a CPAC meeting yesterday.

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00:03:26.740 --> 00:03:28.720

Anthony Taylor: Which was wild.

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00:03:28.830 --> 00:03:29.380

Anthony Taylor: Guys.

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00:03:29.380 --> 00:03:29.880

Kelly McGuire: Just...

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00:03:30.050 --> 00:03:42.710

Anthony Taylor: wild, and so I'm very excited. I told my... I had also an executive board meeting last night. I said, I'm so grateful for this group, and I can already tell I'm very grateful to be in this group, too, and meeting with you guys today.

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00:03:44.390 --> 00:03:48.060

Kelly McGuire: Thanks so much, yeah, and we'll... we'll try to keep it,

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00:03:48.090 --> 00:04:00.010

Kelly McGuire: relevant, you know, we always, include as a part of the meeting, a report from myself and, you know, our district team.

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00:04:00.010 --> 00:04:18.740

Kelly McGuire: But, we do try to keep it open so that there are opportunities to, you know, talk about things that are just on the minds of different, DLT members. And, that's a... that's an important, part of, you know, building community and building communication across the different groups here.

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00:04:18.750 --> 00:04:29.979

Kelly McGuire: So, we do now have a quorum, so great to have you, and, welcome, Rennie, great to see you. Rennie Fong is one of our,

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00:04:30.090 --> 00:04:43.260

Kelly McGuire: most famous principles, PS130. Rennie, I'm just dropping the, sign-in form in the chat, if you could please just sign in, and anybody else who hasn't, signed in yet.

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00:04:43.260 --> 00:05:01.599

Kelly McGuire: We are gonna, look at the September, minutes. I'm just gonna start with September. I don't know if, Bill, you have any opinion about, minutes from the previous term, and whether or not we should...

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00:05:01.600 --> 00:05:15.120

Kelly McGuire: work to approve those at this time as well, but I thought I'd just start with September. I just dropped those into the chat, and everybody should have access, to them. But Bill, do you, have a sense of that?

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00:05:15.120 --> 00:05:34.859

WDoyle: I mean, I think it would be great if the DLT members had access to the main folder, so that if they wanted to take a look at those meetings or any of the documents from the DLT, they'd be able to. I would put a caveat to not allow edit access.

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00:05:35.020 --> 00:05:43.589

WDoyle: So you'd have, like, one that you view, and then one that you just edit that people could, could work in. I think that would make a lot of sense.

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00:05:43.720 --> 00:05:54.930

WDoyle: But yeah, certainly anything that was not approved, or that people didn't have a chance to view, that's a great time to do that, and to, you know, have a suppository for it for all the team members.

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00:05:55.320 --> 00:06:02.550

Kelly McGuire: Okay, so I did just drop both the, thank you so much for that, Bill. I did just drop September and June into the chat.

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00:06:02.790 --> 00:06:14.760

Kelly McGuire: And, let's just take, 3 or 4 minutes here to, review those independently, and if there are any changes or concerns, then we will,

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00:06:15.230 --> 00:06:20.490

Kelly McGuire: Make sure to, share those out, I'm gonna...

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00:06:21.950 --> 00:06:28.149

Kelly McGuire: Make sure that people have access here now. It could be... let's see...

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00:06:38.570 --> 00:06:41.289

Kelly McGuire: I've just closed my agenda, so...

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00:06:59.080 --> 00:07:01.850

Kelly McGuire: So people should have, access now to both.

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00:07:02.210 --> 00:07:06.380

Kelly McGuire: Of those documents. So yeah, I'll just take a few minutes to look them over.

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00:09:21.790 --> 00:09:30.929

Kelly McGuire: Okay, any concerns or questions about the minutes? Any edits that people would like to see made?

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00:09:43.890 --> 00:10:03.590

Kelly McGuire: All right, then we will, approve those minutes. Thank you so much, Leslie, and we will, move on with our agenda. And, in this next portion, Reggie and I are going to share a little bit, of our work,

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00:10:03.590 --> 00:10:04.859

Leslie Hurdle: I'm sorry, Kelly.

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00:10:05.020 --> 00:10:17.310

Leslie Hurdle: Sorry to interrupt. I just needed to ask Jessica a question. Jessica, are you still unable to access the drive, the Google Drive, and the folder for DLT?

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00:10:17.310 --> 00:10:19.600

jessica harvey: I was able to get into the...

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00:10:20.120 --> 00:10:37.909

jessica harvey: into it this morning for the DLT, so I... I was able to read the minutes. I did see the September minutes, and I actually was trying to unmute to get back, because I did not have time to fully go through the June minutes, and I was hoping that we could

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00:10:38.460 --> 00:10:49.319

jessica harvey: could perhaps table the June minutes until, next month, and that way I would have an opportunity to read them, because I'm maybe a slower reader than everybody else.

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00:10:49.320 --> 00:10:50.930

Kelly McGuire: No, no problem at all.

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00:10:51.240 --> 00:10:59.270

Kelly McGuire: We're also fine to... so, why don't we just come back, we'll come back to the June minutes in, in November.

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00:11:00.500 --> 00:11:01.929

jessica harvey: very much, I appreciate it.

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00:11:01.930 --> 00:11:05.769

Kelly McGuire: Yeah, as per your request, that's okay. Happy to... happy to do that, for sure.

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00:11:06.860 --> 00:11:15.679

Kelly McGuire: Alright, so, Reggie and I just have a few slides that we're gonna share here, and,

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00:11:15.680 --> 00:11:30.009

Kelly McGuire: this is just some of the ongoings of, work going on in District 2 here. This is, I wanted to share this, as people know, Ballet Tech is one of our schools. Ballet Tech is in the process of, doubling in size.

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00:11:30.030 --> 00:11:41.520

Kelly McGuire: And, I captured this ballet tech student at, out lunch, doing a little practicing, so I thought that was, kind of a great, great capture. But,

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00:11:41.800 --> 00:12:00.970

Kelly McGuire: The nice thing, Ballet Tech, the foundation, owns big portions of the building in which they, are in, and the city... the New York City Public School, Ballet Tech, rents the space, from the foundation. The foundation then.

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00:12:00.990 --> 00:12:17.550

Kelly McGuire: also has to make decisions about how it is that they're using their commercial real estate. And so, the foundation did, in a partnership and effort to come together and to double the size of this very, very successful school.

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00:12:17.590 --> 00:12:32.019

Kelly McGuire: They did, end some leases for other organizations. New York City Public Schools has then taken over leases in those spaces, and so there is, ongoing work to double the...

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00:12:32.230 --> 00:12:42.809

Kelly McGuire: size of the school. So as you can see, it's under construction, and they are going to be welcoming in, two third grade classes next year.

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00:12:43.070 --> 00:12:55.080

Kelly McGuire: And two 6th grade classes next year. The school... I'm sorry, two 4th grade classes next year, and two 6th grade classes. The school is a 4th grade through 8th grade school.

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00:12:55.080 --> 00:13:07.760

Kelly McGuire: So, we'll... and we will continue to add, a class, after that, until there are two classes on each grade level, through 8th grade.

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00:13:09.400 --> 00:13:18.199

Kelly McGuire: We also did, a school food visit with, New York City Assembly... or New York State Assembly member Harvey Epstein.

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00:13:18.350 --> 00:13:20.960

Kelly McGuire: Assemblymember Epstein is,

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00:13:21.130 --> 00:13:37.769

Kelly McGuire: A big advocate for, ensuring that there are vegan options in schools, that kids have, education, and that they're engaging in, strong garbage sorting and recycling.

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00:13:37.770 --> 00:13:42.520

Kelly McGuire: And that there are high-quality food options. We visited two schools.

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00:13:42.520 --> 00:13:57.560

Kelly McGuire: We visited PS281, and PS40 slash the Salk School. Pamela was able to join us. We, met with some really fantastic, members of the Office of School Foods team.

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00:13:57.560 --> 00:14:07.659

Kelly McGuire: And it was just great, to see that work in action. I was very impressed by the, quality of food, the professionalism of the staff.

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00:14:07.740 --> 00:14:27.350

Kelly McGuire: and the ways that they were working through getting tons of kids fed with good foods in the future. I think that we might expect to see the expansion of more vegetarian or vegan options. The way that the city is doing it now is that

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00:14:27.510 --> 00:14:43.779

Kelly McGuire: There are not just Vegan Fridays, as some people may have recalled, that was one of Mayor Adams' initiatives, was to have a vegan day on Fridays. That has changed somewhat, and that the intention now is to be able to offer

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00:14:43.780 --> 00:14:49.190

Kelly McGuire: vegetarian and vegan options Monday through Friday, instead of just on one day a week.

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00:14:49.190 --> 00:15:06.529

Kelly McGuire: So, the work is, continuing to, help that initiative grow, as well as, to move toward more, biodegradable plastics, and use of biodegradable materials.

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00:15:06.530 --> 00:15:08.440

Kelly McGuire: In our food service.

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00:15:11.280 --> 00:15:30.719

Kelly McGuire: a bunch of us attended... oh, there's Catherine the Benedictus right there, Anthony, from your school. So we attended... a bunch of principals attended the, Chancellor's State of Our Schools, speech up in East Harlem a couple weeks ago. It was a really nice opportunity, and...

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00:15:30.720 --> 00:15:33.879

Kelly McGuire: One of the great things that happened was that

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00:15:34.100 --> 00:15:39.329

Kelly McGuire: The words that the Chancellor shared during the State of Our Schools speech

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00:15:39.410 --> 00:15:52.080

Kelly McGuire: were similar language that, principals are hearing, and similar language is what teachers are hearing, and a bunch of, principals at our conference yesterday

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00:15:52.080 --> 00:16:01.539

Kelly McGuire: Really pointed that out, that there is, stronger alignment between what's being said and shared at the central level, the district level, and in schools.

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00:16:02.190 --> 00:16:03.720

Kelly McGuire: That's always a positive thing.

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00:16:04.310 --> 00:16:17.229

Kelly McGuire: Last week and this week, we started, doing a round of, district visits to special classes. So, special classes previously

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00:16:17.230 --> 00:16:30.629

Kelly McGuire: Known as, 12 to 1, or 12 to 1 to 1, or, ASD, autism spectrum disorder, classrooms that serve students on the autism spectrum.

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00:16:30.630 --> 00:16:41.139

Kelly McGuire: We started to the engagement of visits around the district specifically to these special classes, so that we can

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00:16:41.260 --> 00:16:42.650

Kelly McGuire: Understand...

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00:16:42.840 --> 00:16:50.149

Kelly McGuire: More how it is... the work that we need to do to ensure support for both paraprofessionals and teachers.

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00:16:50.420 --> 00:16:53.330

Kelly McGuire: Who are serving, in those classrooms.

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00:16:53.450 --> 00:17:01.910

Kelly McGuire: So we visited PS1 and PS2, we visited PS33, PS111, and PS51.

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00:17:02.160 --> 00:17:08.569

Kelly McGuire: And next week, we are visiting some schools on the east side in the Murray Hill area.

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00:17:08.609 --> 00:17:21.269

Kelly McGuire: And so we're gonna continue to do that so that we get a strong picture of how things are going in our classes, and so that we can do a better job of

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00:17:21.270 --> 00:17:29.430

Kelly McGuire: establishing supports, again, for teachers and paraprofessionals. I know, UFT is,

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00:17:29.430 --> 00:17:47.740

Kelly McGuire: Beginning, a, a strong professional learning series for paraprofessionals, and it would... we think that there would be a great opportunity here to partner, or to learn a little bit more about, the work of, different professionals in our classrooms.

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00:17:47.740 --> 00:17:51.370

Kelly McGuire: But we're doing this, focused work because

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00:17:51.370 --> 00:18:09.949

Kelly McGuire: It is, a group of folks, the staff members, that we have not always, done the best job of really narrowing and catering our professional learning series, different series for. So, we're gonna make sure to do that, this year and in the years to come.

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00:18:11.230 --> 00:18:25.359

Kelly McGuire: This is just a little bit of a snapshot from one of the special class visits that we saw. We saw some great things around individualized schedules, cubbies where students can manage themselves in the classroom.

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00:18:25.360 --> 00:18:31.350

Kelly McGuire: We saw students participating in a, a special dance, class.

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00:18:31.410 --> 00:18:50.389

Kelly McGuire: this was nice, like, seeing them participate. This is an integrated class where they were learning cap dance along with, one of the Hamilton songs, which was really fun to see. And so, again, this is, just the start of our, look across the district.

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00:18:51.000 --> 00:19:08.009

Kelly McGuire: We also, yesterday at our principal conference, really dove into work that we're doing around MTSS, or multi-tiered systems of support. We asked 3 principals, and, teacher leaders to highlight their work.

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00:19:08.010 --> 00:19:16.240

Kelly McGuire: So we heard from MS131, PS198, and PS116,

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00:19:16.240 --> 00:19:31.070

Kelly McGuire: Basically, the multi-tiered systems of support work is, an effort to really ensure that we're looking at, data and information regarding student performance, that we're coming together, as

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00:19:31.070 --> 00:19:48.800

Kelly McGuire: Teams of paraprofessionals, teachers, school leaders, data specialists, and that we're designing ways that we are supporting teachers and students in the classroom, both in the general education classroom as well as in intervention spaces.

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00:19:48.920 --> 00:20:03.740

Kelly McGuire: And by inviting in, folks from these three different schools, we were really able to hear how it is that they have approached the work, stemming back to, last spring.

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00:20:04.040 --> 00:20:08.990

Kelly McGuire: The work that they're really, highlighting and supporting,

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00:20:09.040 --> 00:20:26.490

Kelly McGuire: It's, oftentimes when people hear this language of multi-tiered systems of support, they're really just thinking about, intervention and small group work, but it's important for us, especially with the new curricula that we roll out across the district.

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00:20:26.530 --> 00:20:31.890

Kelly McGuire: To make sure that we are supporting teachers, to serve and support all students.

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00:20:31.890 --> 00:20:49.000

Kelly McGuire: Who are in classrooms, and this is, you know, work that we are doing, more broadly, to help, as many students as we can, ensure that all students are reading and doing math, at or above grade level in our district.

103

00:20:49.630 --> 00:20:58.489

Kelly McGuire: A big part of that MTSS work is centered around the academic screeners, and so,

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00:20:58.490 --> 00:21:12.430

Kelly McGuire: people may be aware, that academic screeners are very short snapshots that we take of student performance three times a year. The first round of screeners is closing next week.

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00:21:12.430 --> 00:21:26.619

Kelly McGuire: Across our district, we have about 3,000 students who, for whom we don't yet have data, and those data are continuing to be, entered into, the, the different screening tools that we have.

106

00:21:26.680 --> 00:21:30.870

Kelly McGuire: Just a quick snapshot, I looked at who we've got so far.

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00:21:31.230 --> 00:21:54.409

Kelly McGuire: We've got about 72% of our... oh, I'm sorry, this is actually, so the screeners help us to work toward more, broader goals around, reading and math proficiency. We ended the year last year, around, with around 72% of our students on these academic screeners, reading proficiently.

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00:21:54.410 --> 00:22:00.159

Kelly McGuire: We are looking for 80% of our students at the end of this year to be reading proficiently.

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00:22:00.160 --> 00:22:08.150

Kelly McGuire: mathematics, a little bit lower, but also seeking about 80%. There's not a clear,

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00:22:08.170 --> 00:22:17.689

Kelly McGuire: connection. The student... student, data on screeners does not always mirror, New York State exam data.

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00:22:17.690 --> 00:22:35.759

Kelly McGuire: our students perform better on the New York State exams in both reading and math than what is shown here, on the academic screeners, but 80% would be, growth on both the screeners and on the state exams. We've kind of...

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00:22:35.760 --> 00:22:38.980

Kelly McGuire: Shooting toward around 80% for this year.

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00:22:39.100 --> 00:22:55.920

Kelly McGuire: of students being proficient or above, in reading and mathematics. And as a part of that work, too, we know that there are disproportionate outcomes, especially for our Black, Hispanic students with disabilities and English language learners.

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00:22:55.920 --> 00:23:08.440

Kelly McGuire: And we are looking for a 10% increase across the board, for subgroups of kids for whom, the outcomes have been disproportionate, historically in our district.

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00:23:09.280 --> 00:23:24.910

Kelly McGuire: And with that, I'm going to turn it over to, Dr. Higgins, who's going to share a little bit with us in regard to, work we're doing around, one of the climate and culture goals that we have on our DCEP. So, with that, Reggie, I'll send it to you.

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00:23:25.620 --> 00:23:33.630

Dr. Reggie Higgins: Thank you, Superintendent McGuire. Again, I am Dr. Reggie Higgins, and I lead the Culture and Climate team here in District 2.

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00:23:33.630 --> 00:23:51.869

Dr. Reggie Higgins: As we look back on the 24-25 school year, I first want to acknowledge the collective effort across our 48 schools and our 3K and pre-K school that continue to strengthen our district's culture and climate. Our progress last year reflects intentional work.

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00:23:51.870 --> 00:23:57.240

Dr. Reggie Higgins: To create safe, supportive, and inclusive learning environments for every student.

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00:23:57.400 --> 00:24:16.879

Dr. Reggie Higgins: In 24-25, our schools issued 45 fewer suspensions than the previous year. That is not just a number, it represents meaningful shifts in how we are responding to student behavior and how we're prioritizing relationships and restorative practices.

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00:24:16.920 --> 00:24:35.349

Dr. Reggie Higgins: Out of our 48 schools, 36 had fewer than 10 suspensions, and 12 schools had 0 suspensions. These schools are modeling strong Tier 1 supports and proactive social-emotional learning strategies that help prevent issues before they escalate.

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00:24:36.100 --> 00:24:52.229

Dr. Reggie Higgins: As Superintendent McGuire mentioned, our ongoing goal is to address disproportionality in suspensions, particularly among Black students, Hispanic students, and students with IEPs. Although overall numbers are improving.

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00:24:52.230 --> 00:24:58.240

Dr. Reggie Higgins: These groups continue to be suspended at higher rates than their representation in the district.

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00:24:58.340 --> 00:25:03.549

Dr. Reggie Higgins: That is where we are focusing our next level of support and accountability.

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00:25:03.860 --> 00:25:19.340

Dr. Reggie Higgins: We're also seeing encouraging patterns for other subgroups. Multilingual language learners, white students, and Asian students were suspended at rates that were equal to or below their proportion of the district population.

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00:25:19.340 --> 00:25:25.769

Dr. Reggie Higgins: What this tells us is that consistent, equity-centered practices are making an impact.

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00:25:26.110 --> 00:25:27.410

Dr. Reggie Higgins: Next slide, please.

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00:25:28.830 --> 00:25:38.899

Dr. Reggie Higgins: I wanted to collect, some information from the New York City School Survey, and the information that I'm going to share on the next two slides

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00:25:38.900 --> 00:25:55.390

Dr. Reggie Higgins: really reflects the perspective of what I consider an important subgroup within our community, and those are our kids. And so, this particular slide really asks the question around students' overall, sense of belongingness.

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00:25:55.390 --> 00:26:05.960

Dr. Reggie Higgins: So 81% of middle school students report feeling that they belong at their school, and that's a strong indicator of positive school climate.

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00:26:05.960 --> 00:26:18.280

Dr. Reggie Higgins: White male students at 83%, and Black male students at 81% report the strongest sense of belonging. The lowest was reported by Black female students at 67%,

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00:26:18.280 --> 00:26:39.800

Dr. Reggie Higgins: And that's a notable gap that warrants further exploration and support. And while most groups are near or above the district average, the lower belonging scores among Black and Hispanic female students suggest a need for targeted inclusion efforts, and I'll speak a little bit about that when I get to our DCEP goals. The next slide, please.

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00:26:43.790 --> 00:26:53.890

Kelly McGuire: And I just want to acknowledge, I might have... I might have messed this slide up, I don't know if you addressed this one yet, or if I, like, jumped right to... this was the one you were speaking to.

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00:26:54.860 --> 00:26:55.310

Dr. Reggie Higgins: That's up.

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00:26:55.310 --> 00:26:58.040

Kelly McGuire: Sitting on this one for a minute, but do you want me to pass this one up?

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00:26:58.040 --> 00:27:16.159

Dr. Reggie Higgins: Yeah, I mean, it's... this is the student safeties in class, and so 93% of our students feel safe in class, and that is a very encouraging sign of our classroom environments when we talk about tiers, what's happening in Tier 1, and what students will report that they feel secure.

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00:27:16.360 --> 00:27:34.699

Dr. Reggie Higgins: All groups report high levels of safety, ranging from 89% to 94%. And the implication here is that safety in instructional spaces is a clear strength across the board, and we believe that we could use this to build, broader school-wide safety and trust.

137

00:27:34.700 --> 00:27:49.699

Dr. Reggie Higgins: So high levels of classroom safety and overall belongingness for most student groups. And so some of our thinking is that we really want to continue deepening student voice initiatives to understand, like, their lived experiences behind these numbers.

138

00:27:50.100 --> 00:27:51.460

Dr. Reggie Higgins: Next slide, please.

139

00:27:51.680 --> 00:27:53.880

Kelly McGuire: Craig, I see that you raised your hand.

140

00:27:54.230 --> 00:27:58.949

Craig Slutzkin: Yes, thank you. Reggie, could you go to 14 again? The next slide?

141

00:27:59.130 --> 00:28:02.169

Craig Slutzkin: So... Do you see...

142

00:28:02.360 --> 00:28:12.290

Craig Slutzkin: Or does the district say, district leadership say, I should say, the actual school-to-school numbers? And what do you do? Because to me.

143

00:28:12.290 --> 00:28:31.830

Craig Slutzkin: some of this may be... may warrant a district or a city response, but to some extent, this also may warrant a school-by-school response, because the disparity between Black females and white males is very large, and it obviously does need addressing.

144

00:28:31.830 --> 00:28:36.940

Craig Slutzkin: But that may be different from school to school, and what works in one school

145

00:28:36.940 --> 00:28:52.419

Craig Slutzkin: may not work in another school. So are you looking... you and Kelly and the rest of the district leadership team, looking at this at a school... at a district and a school-by-school level? And then what do you do? Like, what is the answer? What is the magic bullet, if there is one?

146

00:28:53.090 --> 00:29:15.709

Dr. Reggie Higgins: So, I'll get to... I'm going to talk more about, like, what our approach is to how we're addressing this idea around safety, and belongingness in our schools. But to your first part of your question, yes, we do, evaluate this data on a broader scale from the district-wide perspective, just so that we can understand what some of the patterns and trends are for the district.

147

00:29:15.710 --> 00:29:25.760

Dr. Reggie Higgins: But then, Kelly McGuire and Kelly Shannon and myself, when we're out meeting with principals as part of their evaluation, and even for, like, their non-evaluation conversations.

148

00:29:25.760 --> 00:29:33.509

Dr. Reggie Higgins: One of the things that we make a point is to talk about New York City school survey data, to kind of understand, like.

149

00:29:33.560 --> 00:29:38.949

Dr. Reggie Higgins: Are principals making sure that they have a touchpoint on what this data means?

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00:29:38.950 --> 00:30:03.929

Dr. Reggie Higgins: This is part of a broader conversation that we are having as a district when we center three big ideas, one in particular around this idea of belongingness. And we prioritize really paying attention for all of our school leaders around this idea of belongingness, because it is a foundation. When students feel that they belong, it allows them to feel that they could take, academic risk, where they're able to learn in a

151

00:30:03.930 --> 00:30:12.700

Dr. Reggie Higgins: space where they feel supported by the adults, where they feel safe to engage with their peers. And so, yes, as a district, we are evaluating what this

152

00:30:12.700 --> 00:30:20.889

Dr. Reggie Higgins: What these data points are, but there is a response from our team to address, each individual school with where they are.

153

00:30:22.310 --> 00:30:24.050

Dr. Reggie Higgins: I hope I answered your question, Craig.

154

00:30:26.350 --> 00:30:31.219

Dr. Reggie Higgins: And so, I want to talk a little bit about the DCEP.

155

00:30:31.510 --> 00:30:45.110

Dr. Reggie Higgins: And so, our priority, too, is as we look ahead to 25-26, our focus is on deepening the systems and structures that sustain the positive shifts that we've seen last year.

156

00:30:45.110 --> 00:31:08.599

Dr. Reggie Higgins: We have been making progress in reducing suspensions, but now we must ensure that those reductions, are rooted in stronger Tier 1 supports, not just reactive measures. And our challenge remains clear. Like, our problem of practice as a district, how are we changing the everyday student experience in classrooms for Black, Hispanics.

157

00:31:08.850 --> 00:31:13.800

Dr. Reggie Higgins: students with IEPs, and multilingual language learners.

158

00:31:13.930 --> 00:31:36.889

Dr. Reggie Higgins: they continue to experience disproportionate disciplinary outcomes, and so these disparities reflect systemic patterns, not just individual behaviors, and what they require us to do is, how are we thinking about strengthening our Tier 1 practice to ensure that kids feel that they belong and that they're safe and respected in their class?

159

00:31:36.960 --> 00:31:46.949

Dr. Reggie Higgins: And so, Tier 1 for us, means that we are going to meet this challenge by prioritizing high-quality, responsive.

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00:31:46.950 --> 00:32:00.440

Dr. Reggie Higgins: Tier 1 curriculum implementation with fidelity, particularly for the elementary schools in thinking about wit and wisdom, and for our middle schools for illustrative mathematics.

161

00:32:00.950 --> 00:32:17.199

Dr. Reggie Higgins: For us, it's not just enough that schools have an SEL block or an advisory schedule, it's how are we thinking about embedding social-emotional learning throughout the school day, through language, relationships, and routines.

162

00:32:17.200 --> 00:32:27.919

Dr. Reggie Higgins: We believe that when Tier 1 SEL is done well, it becomes the foundation that creates climate and belongingness where all other supports can be effective.

163

00:32:27.920 --> 00:32:38.920

Dr. Reggie Higgins: And so, our goal is to build inclusive and supportive school climates where students' needs are met proactively before behaviors escalate.

164

00:32:38.920 --> 00:32:55.920

Dr. Reggie Higgins: This helps to reduce the reliance on Tier 2 and Tier 3 interventions, and it begins to shift the focus from discipline to development. And so, in short, it's... we're trying to reduce, like, the SEL exclusion work.

165

00:32:56.070 --> 00:33:12.080

Dr. Reggie Higgins: We're trying to strengthen connections, and we're doing this in service to support academic achievement. One way we're thinking how we can make this very concrete and real is we've identified six key action steps for the upcoming school year.

166

00:33:12.080 --> 00:33:24.159

Dr. Reggie Higgins: One is comprehensive MTSS support, and that means that we ensure that every school has a clearly articulated MTSS structure that connects academics.

167

00:33:24.160 --> 00:33:45.289

Dr. Reggie Higgins: behavior, and social-emotional learning. We are really leaning into high-leverage practices and thinking about the ways that we provide targeted professional learning that equips both school leaders and teacher leaders to be able to meet the needs of all students within the core curriculum within their school.

168

00:33:45.450 --> 00:33:58.510

Dr. Reggie Higgins: Number 3 is that we are reimagining and rebuilding advisory and SEL time. So, in middle schools, we will reestablish advisory periods as a place for connection and belonging.

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00:33:58.510 --> 00:34:05.789

Dr. Reggie Higgins: and elementary schools will ensure that there is a dedicated SEL time that's consistent and structured.

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00:34:05.790 --> 00:34:09.040

Dr. Reggie Higgins: Number 4 is the professional learning.

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00:34:09.040 --> 00:34:17.609

Dr. Reggie Higgins: How are we, training the staff? And so, our specific training is really on two areas. On TCIS,

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00:34:17.670 --> 00:34:30.189

Dr. Reggie Higgins: and behavioral intervention plans and functional behavior assessments. And so we want to expand access, I'm just going to use our acronyms, TCIS, and strengthen an understanding of the BIP

173

00:34:30.190 --> 00:34:42.170

Dr. Reggie Higgins: and the FBAs, so that staff understand the ways that they can respond to kids in more skillful ways to be able to meet their needs. Number 5 is enhancing our data protocols

174

00:34:42.230 --> 00:34:59.919

Dr. Reggie Higgins: Specifically for our culture and climate teams. Support schools in using this data, not just to capture incidents and reports, but how are they thinking about how they regularly monitor patterns, where are the opportunities to celebrate progress.

175

00:34:59.920 --> 00:35:15.169

Dr. Reggie Higgins: and to push themselves when they need to adjust, different kinds of supports. And then number 6 is a clear pathway for Tier 2 and Tier 3 supports. We want to define consistent district-wide pathways

176

00:35:15.170 --> 00:35:25.160

Dr. Reggie Higgins: For escalation and intervention that ensure that there is more consistency and a timely response, and that things are done in a more equitable way.

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00:35:25.530 --> 00:35:35.820

Dr. Reggie Higgins: This year is about consistency, coherence, and belongingness. And all of these systems are aligned in a way so that safety,

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00:35:35.850 --> 00:35:47.599

Dr. Reggie Higgins: is something that we are supporting for every child. Every student deserves to learn in a place where they are feeling valued and supported, and that is our mission for 25-26.

179

00:35:47.940 --> 00:35:49.879

Dr. Reggie Higgins: And with that, I am complete.

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00:35:56.750 --> 00:36:08.719

Kelly McGuire: Thanks so much, Reggie. I did just want to highlight a couple more things, and then we'll wrap up. On October 25th, UFT is holding... hosting a parent conference. We've...

181

00:36:08.780 --> 00:36:26.169

Kelly McGuire: blasted this, flyer out to families a bunch of different times, and have sent to all of our school leaders. Perhaps Jessica can talk a little bit more about this when she, hits her report time, but this is a conference that is open to all parents here in Manhattan.

182

00:36:26.510 --> 00:36:30.530

Kelly McGuire: And also just a couple of key dates coming up.

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00:36:30.640 --> 00:36:49.840

Kelly McGuire: People are probably familiar with the days that kids aren't in school, but on the 17th of October, we're hosting our first Community Coffee and Conversation, that's gonna be in the Hell's Kitchen neighborhood at PS51. This is an opportunity to just bring families and community members together to talk about how things are going.

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00:36:49.840 --> 00:36:57.590

Kelly McGuire: And so this is our first one. We're excited for it, but we are continuing, also, our school spotlight visits.

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00:36:57.590 --> 00:37:11.979

Kelly McGuire: All of you are invited to our school spotlight visits. The first one is at PS42 in Chinatown. Principal Rowena Lee and her team are putting together a share of that school.

186

00:37:12.240 --> 00:37:16.760

Kelly McGuire: And the morning of, sharing that they are gonna have in place.

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00:37:16.920 --> 00:37:20.239

Kelly McGuire: On the 28th, we are kicking off our

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00:37:20.360 --> 00:37:37.069

Kelly McGuire: Middle School Leadership Conference, at MS131. That's, basically, you can think of it a bit of, like, a, a district-wide student council, but this student council is pretty action-oriented. They work on different projects that are

189

00:37:37.470 --> 00:37:48.800

Kelly McGuire: That are important to them, in small groups, and they've presented to the borough president and, city council members, the chancellor, so we're excited to be able to kick that off again, and we have.

190

00:37:48.800 --> 00:38:00.699

Kelly McGuire: Two new teacher leaders who are supporting us with that work. They are both from the Salk School, and have done some research and work in civics themselves, so that's exciting.

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00:38:00.800 --> 00:38:16.069

Kelly McGuire: And, then on the 28th, there is a citywide conference, that is intended to bring together CEC leaders, President's Council leaders, and superintendents,

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00:38:16.070 --> 00:38:25.840

Kelly McGuire: We look forward to, seeing, Anthony and Craig, seeing you there, and we'll be learning more about the agenda ahead for that day, too.

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00:38:26.070 --> 00:38:40.430

Kelly McGuire: And with that, we will, turn it over to, Bill. And, unless there are any questions, I'm sorry, if there are any questions people have about anything that we've shared... Sorry, it was a little bit long. Oop.

194

00:38:40.650 --> 00:38:52.959

Kelly McGuire: I... it looks like I need to correct the, date on Diwali. That is actually the 20th, not the 22nd. I don't know. I must be ahead of myself here, so sorry about that.

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00:38:53.100 --> 00:38:55.909

Kelly McGuire: But any questions about,

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00:39:00.540 --> 00:39:03.260

Anthony Taylor: I was able to Google all the acronyms as you talked about them, so...

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00:39:03.260 --> 00:39:05.250

Kelly McGuire: Impressive.

198

00:39:05.390 --> 00:39:05.960

Anthony Taylor: Yep.

199

00:39:11.860 --> 00:39:14.150

Kelly McGuire: Alright, Bill, why don't we turn it over to you?

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00:39:14.350 --> 00:39:22.949

WDoyle: Sure. So, good morning, D2. Welcome. Let me just share my screen.

201

00:39:26.290 --> 00:39:32.850

WDoyle: Sears... Share. Let me know that you guys can see this.

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00:39:35.710 --> 00:39:47.599

WDoyle: So, part of the DLT, one of the primary objectives is to update throughout the course of the year, and I think it's really great that, Superintendent is having

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00:39:47.600 --> 00:39:56.340

WDoyle: a variety of folks kind of chiming in on the work that they're doing that really brings to life the work of the

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00:39:56.340 --> 00:40:03.040

WDoyle: of the district. So with that being said, generally,

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00:40:03.220 --> 00:40:08.449

WDoyle: During this time period, we would revisit the needs assessment for the school.

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00:40:08.490 --> 00:40:17.250

WDoyle: We'd also align the plan with the district priorities, and also reviewing the, coordinated support feedback.

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00:40:17.250 --> 00:40:31.239

WDoyle: So what you folks are not always seeing is that there is a document from a variety of resources at Central, and what happens is the DCEP is put into the iPlan portal.

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00:40:31.250 --> 00:40:46.120

WDoyle: and then a variety of central stakeholders and their teams provide feedback on the DCEP. And then, once that document comes back, and that document has recently come back.

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00:40:46.120 --> 00:41:00.809

WDoyle: That's now the time for the team and for the district folk to, to take a look at that feedback and to modify or change the DCEP based on some of that feedback.

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00:41:00.920 --> 00:41:22.779

WDoyle: And generally what superintendents will do is they will have different teams, different groups on their team work to coordinate their efforts to modify and change that. Sometimes there's things that need to be changed, sometimes there aren't. And again, part of the DLT is also to take a look at the DCEP

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00:41:22.780 --> 00:41:27.009

WDoyle: And to, make changes or modifications as necessary.

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00:41:27.020 --> 00:41:37.579

WDoyle: The other part, right, the fourth bullet, is incorporating stakeholder input. So it's really important that, everyone has a voice at the table.

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00:41:37.580 --> 00:41:49.049

WDoyle: And that they're able to articulate and review different sections of the DCEP. For example, I'm thinking of the parent-family engagement policy as something that

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00:41:49.050 --> 00:42:11.649

WDoyle: the district, parent-family folk, the FLC, FLS, as well as parent coordinators should really have an opportunity to review, chime in on, and update to make sure that there's alignment. Because the other thing that you, teams really want to do is to have alignment between the SLTs and the DLT.

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00:42:11.650 --> 00:42:20.469

WDoyle: So that everything that's happening from the larger perspective, the superintendent's perspective, is then being filtered down to, to the schools.

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00:42:20.560 --> 00:42:25.260

WDoyle: And then lastly, that last bullet is to clarify and strengthen those action plans.

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00:42:25.320 --> 00:42:41.739

WDoyle: Since D2 is not a target district, there's a variety of things that target districts have to do that D2 doesn't have to do, and that really kind of speaks to the,

218

00:42:41.850 --> 00:42:47.740

WDoyle: High level of not only the leadership in that schools, but the collaborative processes.

219

00:42:48.090 --> 00:43:05.440

WDoyle: So, with that being said, I'm going to kind of skip this, this slide. This is really more of a review for those targeted districts, as you can see, the red box in the right-hand corner. But what I will do is just kind of say that there are

220

00:43:05.870 --> 00:43:09.210

WDoyle: Last month, we reviewed the Khan app.

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00:43:09.260 --> 00:43:25.269

WDoyle: And so, the Khan app is like a three-400 page document that is actually currently still being written. And what happens is the Khan app and the DCIP, which is the District Comprehensive Improvement Plan.

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00:43:25.290 --> 00:43:41.810

WDoyle: works in conjunction with the DCEP, so there's those three documents, right? The CONAP, the DCIP, and the DCEP, and they should all be kind of triangulating and informing one another. And so,

223

00:43:41.820 --> 00:43:56.439

WDoyle: I've asked, for the district to kind of review the DCEP signature holders, because what happens is I'm going to be sending out, probably at the end of this month, beginning of next.

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00:43:56.630 --> 00:44:06.100

WDoyle: a DocuSign for folks that have been on the DLT to show that we've reviewed these.

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00:44:06.100 --> 00:44:17.159

WDoyle: items. Not that we reviewed the 400-page document, but that we've had, a conversation so that you understand that those things kind of mesh with one another.

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00:44:17.160 --> 00:44:29.990

WDoyle: And again, it's not a document that is stating that you're agreeing, it's just saying that we took time during the DLT meetings to review this particular process.

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00:44:32.000 --> 00:44:49.920

WDoyle: This is a slide that kind of speaks, very clearly about the DPFEP, which is the District Family, Parent and Family Engagement Policy. And again, key actions are that there's a collaborative review of this.

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00:44:49.920 --> 00:44:55.260

WDoyle: That there's feedback that's collected, and that there's policy updates.

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00:44:55.520 --> 00:44:56.500

WDoyle: So...

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00:44:56.660 --> 00:45:12.790

WDoyle: Everyone on the call should have access to the iPlan portal, and if you don't, I'm going to ask that you let me know, and I can use your email to let the tech folks know to include you.

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00:45:12.840 --> 00:45:21.879

WDoyle: So that you do have access to it. The other thing is that, the district parent-family engagement policies should really be...

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00:45:21.970 --> 00:45:42.869

WDoyle: widely available to parent coordinators and to schools, so that they can chime in and provide feedback on that document as well. And that usually is served through the FSC and the FLSSs, that they would gather that documentation, review it, and then present it at a DLT meeting.

233

00:45:42.870 --> 00:45:56.000

WDoyle: And that's one of the things that I have, spoken with Lolita and Tina about, so that they can really... that can be part and parcel of how they're sharing some of the work that they're doing.

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00:45:56.000 --> 00:46:02.580

WDoyle: On their end, and to share it with the DLT. So again, the second

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00:46:02.630 --> 00:46:12.290

WDoyle: Square has guided questions for review, and these are generally questions that we often ask for each aspect

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00:46:12.290 --> 00:46:23.229

WDoyle: of the DLT or of the DCEP, right? Number one, what challenges or barriers are schools having with, parent participation, especially at the district level?

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00:46:23.230 --> 00:46:33.300

WDoyle: What new or expended initiatives could the district, implement to better support parents and families in engaging their children with academic progress?

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00:46:33.340 --> 00:46:39.170

WDoyle: And the third question, what additional strategies could be incorporated into the DP

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00:46:39.240 --> 00:46:51.210

WDoyle: FEP and the DCEP to foster stronger, more effective, family-school partnerships. The timeline for these is generally, for feedback, September to November.

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00:46:51.210 --> 00:47:05.369

WDoyle: Generally, it's a November DLT meeting, you have continued discussion and the proposed updates to the program, and then, you finalize those documents, and then that gets uploaded into the IPLAN portal.

241

00:47:05.570 --> 00:47:17.730

WDoyle: So this is really a time for us, and if anyone, like I said, if you don't have access to the iPlan portal, let me know, so that I can get your email, because everything is really generated through emails.

242

00:47:17.730 --> 00:47:27.999

WDoyle: And I can also send the document to everyone as, like, a PDF or as a Word document. And I do believe it is in the Google folder as well.

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00:47:28.000 --> 00:47:30.769

WDoyle: For the... for District 2.

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00:47:31.630 --> 00:47:45.670

WDoyle: With that being said, I'm just going to briefly review the District 100.11 plan and the biennial evaluation. So again, New York State's Commissioner's Regulation 100.11,

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00:47:45.670 --> 00:47:53.949

WDoyle: Requires that every district develops a plan for shared decision making, and that should include teachers, parents, administrators.

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00:47:53.950 --> 00:48:03.340

WDoyle: school board members in New York City. This process is guided by Chancellor's Regulation A655. Just so everyone on the call is aware.

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00:48:03.340 --> 00:48:24.099

WDoyle: Chancellor's Reg A655 is currently being retooled, and once we have a new updated version, I will share it with everyone. But right now, for our current purposes, we're going to use the current Chancellor's Regulation. And really what this mandates is that there's a collaboration between the DLT,

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00:48:24.100 --> 00:48:28.169

WDoyle: Members to shape that school-wide, policy.

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00:48:28.400 --> 00:48:44.030

WDoyle: So, Commissioner's Regulation, each district are in charge of developing and adopting their, plan, which is the DCEP. The district, must create, in collaboration with the DLT,

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00:48:44.030 --> 00:48:57.370

WDoyle: that DCEP, and the plan should specify the following. What school issues will be decided together, how parents, teachers, administrators, and other stakeholders are involved.

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00:48:57.370 --> 00:49:08.610

WDoyle: how the district, measures student progress, how decisions are tracked and reviewed, and how disagreements about school issues are resolved. So, that last piece,

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00:49:08.650 --> 00:49:11.789

WDoyle: just know that the DLT is really part of

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00:49:11.880 --> 00:49:25.280

WDoyle: a facilitative board in that if any school leader is having a challenge with their SLT and they can't come to consensus, they can ask the DLT for assistance and guidance.

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00:49:25.280 --> 00:49:34.069

WDoyle: The DLT doesn't arbitrarily make a ruling, but what they can do is facilitate and help the SLTs with that.

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00:49:34.390 --> 00:49:48.450

WDoyle: And that's the end of, that slide deck. What I do want to do, and hopefully you can still see this if you're... if I can share these screens.

256

00:49:49.030 --> 00:49:51.409

WDoyle: When you're in the...

257

00:49:51.890 --> 00:50:10.549

WDoyle: iPlan Portal. Does everyone see this? I just got, like, a... an OK or something from someone? Yep, looks... Alright, so... so this is... when you go to the district documents, I'm just going to kind of walk you through, and then you have all the different districts. You should probably only see District 2.

258

00:50:11.110 --> 00:50:26.979

WDoyle: I see everybody. And then what you do is you scroll down to Section 7. So the sections that I just reviewed, basically, is Section 7, and then Section 8, which is the biennial review. So I'm just going to show you what this looks like.

259

00:50:27.810 --> 00:50:46.219

WDoyle: So, again, some of those things that I already spoke about are already included as bullet points, and then you'll see that the district already has that in place, and the last time they reviewed it was in 2024, so that was last year. So this is, again, an update year.

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00:50:46.220 --> 00:50:59.060

WDoyle: And this document really is... a lot of the language in it, just so everyone's aware, is kind of legalese language. But it certainly can be modified and changed.

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00:51:00.600 --> 00:51:12.739

WDoyle: And, you know, the variety, or most of what this is speaking about is how the district comes together to promote that collaboration between parents.

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00:51:12.820 --> 00:51:28.300

WDoyle: And again, I'm not going to spend the time to go through each point here, but know that it does live here, and that, part of what we should be doing, and really, I think Alita and Tina are going to take the lead on this, to, have

263

00:51:28.400 --> 00:51:43.429

WDoyle: some feedback on it from a lot of the parents at different schools to see what could be updated, what could be changed, things of that nature. So that's the district parent family engagement policy, and then the next piece is Section 8,

264

00:51:43.630 --> 00:51:47.330

WDoyle: which is the District 100.11 plan.

265

00:51:47.710 --> 00:51:58.799

WDoyle: And this, again, similar to the Family Engagement Plan, a lot of the language in here is legalese.

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00:51:58.800 --> 00:52:10.810

WDoyle: But, again, the DLT has an opportunity to modify and change this. So, one thing that I would highly recommend is to make sure that any of the new

267

00:52:10.810 --> 00:52:20.709

WDoyle: district initiatives, like Wit and Wisdom, or anything that the district really wants to highlight, to ensure that it is included and captured in here.

268

00:52:20.730 --> 00:52:30.309

WDoyle: And you'll see that, right, the first thing they say, is the educational issues for shared decision making. What does that look like within the district?

269

00:52:30.450 --> 00:52:46.210

WDoyle: The second piece is about the involvement of the different parties. Are the constituents, to what extent are they actually being involved? The next question is about the standards used to evaluate those improvements for student achievement.

270

00:52:46.720 --> 00:53:00.000

WDoyle: And you can see here that a lot of the documentation is accountability status, reports, and DLT members, a lot of this information is open access, so if...

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00:53:00.130 --> 00:53:16.460

WDoyle: superintendent, or Deputy Soup wanted to do, you know, to review some of the data by showing the DLT in real time, or not through either NuVision's portal or, the actual survey results,

272

00:53:16.460 --> 00:53:34.219

WDoyle: That could happen, that could be something that the district does, or they can do what they've been doing, which may be more meaningful, is to really kind of extract the important pieces and to consolidate that information so it's easier for folks to understand.

273

00:53:34.290 --> 00:53:49.560

WDoyle: Here we have the accountability for decisions. So you see that there's these kind of pointed questions that they ask, and then, the DLT has an opportunity to write in this field, their response to it.

274

00:53:49.680 --> 00:54:03.030

WDoyle: So that's essentially the, the district parent-family Engagement Policy, as well as the 100.11, and they do live right here in Section 7 and Section 8.

275

00:54:03.050 --> 00:54:12.740

WDoyle: Before I go to the next section, I do want to point out the district-level professional learning plan, because this just popped up on the,

276

00:54:12.870 --> 00:54:24.610

WDoyle: on the iPlan portal, and this will be due, I believe, at the... either the end of November or the end of December. I'd have to check on the date. But, this is something that,

277

00:54:24.770 --> 00:54:46.719

WDoyle: We highly encourage the districts to begin to look at now, and if you have any questions on that, to let us know. My office does have, and I believe it was in the playbook, has a sample of what this could look like. So, from our office, the recommendation is to use that exemplar

278

00:54:48.310 --> 00:55:06.000

WDoyle: And then once you complete it, and this should be really a yearly district-level professional plan, you drop it in here. And if you have different documents, aside from just, like, an Excel document, or what you would cover month over month.

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00:55:06.000 --> 00:55:14.039

WDoyle: You can include up to 20 files. So, feel free to drop, whatever you find meaningful into this.

280

00:55:14.040 --> 00:55:16.139

WDoyle: You know, more or less.

281

00:55:16.590 --> 00:55:27.729

WDoyle: With that being said, I do want to give a shout out to Lolita and to Tina, because they are very instrumental in setting up the D2 Title I

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00:55:27.730 --> 00:55:39.080

WDoyle: SLT trainings, and I want everyone to know that the first training will be held November 4th, which is a Tuesday, and that'll be an evening at 5.30.

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00:55:39.090 --> 00:55:51.700

WDoyle: The district is also holding one during the day on Friday, November 7th at 9am, and so any members of the SLT are welcome to join.

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00:55:51.700 --> 00:56:01.869

WDoyle: those meetings. It will be for parents as well. So, the review will be a combined Title I slash SLT training.

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00:56:01.870 --> 00:56:19.770

WDoyle: Most of the information has not changed year over year. so those folks that feel like they've already trained in this, that they don't need to attend, but as we always say, it's always good to get people on calls and to share this information with them.

286

00:56:20.030 --> 00:56:26.800

WDoyle: Let me see... So there's the actual...

287

00:56:27.190 --> 00:56:31.000

WDoyle: family engagement plan in a Google document.

288

00:56:31.000 --> 00:56:51.709

WDoyle: which, again, can be easily shared with folks on the DLT so that they can, you know, modify and change this, and I'm not sure... I think most people are pretty familiar with using Google Docs, how you could add comments or chime in, and that looks great, from the state level. If you have one document that has lots of the

289

00:56:51.710 --> 00:57:03.299

WDoyle: of the comments, and then the new version with all those comments either rectified or modified and changed. This is a one-pager for the district

290

00:57:03.520 --> 00:57:15.300

WDoyle: 100.11 plan, just to kind of show what each section is. So as I was kind of reading it in real time, this is kind of like the cheat sheet of what should be included in that.

291

00:57:15.370 --> 00:57:25.800

WDoyle: And I'll make sure that, I mean, all these documents have already been shared with the district, so if anyone wants them, they are definitely available.

292

00:57:26.040 --> 00:57:37.549

WDoyle: And then lastly, the A655 regulations, which is really the regulations that, are for the SLT and the DLT, how we conduct business.

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00:57:37.590 --> 00:57:40.899

WDoyle: The last thing that I wanted to talk about is...

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00:57:40.900 --> 00:57:58.220

WDoyle: And this is... okay, so the protocols and timelines for the Title I Parent Family Engagement Policy, if anyone needed information on that, we also have, information on that, but as I said before, Lolita and Tina are doing a great job with, setting up the district-wide training.

295

00:57:58.320 --> 00:58:11.650

WDoyle: And... let me see here, so the last thing would be the bylaws. So the bylaws also need to be, updated, so we can probably, push this off to another month.

296

00:58:11.760 --> 00:58:25.780

WDoyle: And I think it would be great if the team had this as a document to review before we actually went through it. And again, a lot of these sections, they can be changed, but some of them

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00:58:26.040 --> 00:58:34.300

WDoyle: Again, it's the legalese language, and it's how the... how the DLT conducts business. That's really what this is all about.

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00:58:34.300 --> 00:58:51.679

WDoyle: So, that basically ends my presentation. If anyone has any questions, let me know. I'll try to answer them in real time, and if I don't have the answer, I can always come back and get the answer and present it to you.

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00:58:58.580 --> 00:58:59.460

Kelly McGuire: Alright.

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00:59:00.390 --> 00:59:01.870

WDoyle: No, that's a lot of info.

301

00:59:01.870 --> 00:59:04.579

Kelly McGuire: Thank you, Bill. Yep.

302

00:59:04.800 --> 00:59:15.570

Kelly McGuire: Today, this... our media... our presentation went a little long, and there's a lot, I guess, at the start of the year, but I will make sure that these meetings moving forward are a little bit,

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00:59:15.650 --> 00:59:34.929

Kelly McGuire: more user-friendly. But, with that, you are the most user-friendly, so, would love to hear from, parents, to start, if there is any, updates or reports that you'd like to share. Craig and Anthony, this is just a chance for you to share out a little bit.

304

00:59:36.390 --> 00:59:42.899

Craig Slutzkin: I can go first, Anthony. So, I'll be very quick, because I want to be mindful of people's time.

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00:59:42.900 --> 00:59:59.330

Craig Slutzkin: First, Bill, I'm waiting for the exam on that, on your presentation, so let me know when you're gonna have your exam so I can, you can test whether or not I was listening. But, not much to report. We have our next meeting on October 22nd at the Clinton, School.

306

00:59:59.330 --> 01:00:12.840

Craig Slutzkin: everybody is invited to attend. One of the things that we will be voting on is whether or not to go hybrid. Right now, we're completely in person, so the vote is to change our bylaws to go hybrid. I'm quite confident that it will pass.

307

01:00:12.840 --> 01:00:20.619

Craig Slutzkin: So that would presumably take effect for the November meeting, which is the third Wednesday, because I think the fourth Wednesday is...

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01:00:20.650 --> 01:00:39.280

Craig Slutzkin: the day before Thanksgiving. Nobody wants to do a meeting that night. I know one of our members, one of our council members has been doing some excellent work. There was a family that unfortunately... at one of our schools downtown, that unfortunately, the family was picked up by ICE, and she has been doing some very good advocacy for that family.

309

01:00:39.280 --> 01:00:53.310

Craig Slutzkin: So I do want to acknowledge... acknowledge that that is happening, and unfortunately, we may see more and more of that over... over time. So we're watching that situation very carefully. And that's about it. That's all I, have for today.

310

01:00:55.630 --> 01:00:59.210

Anthony Taylor: I don't have much, cause, this all just happened, right?

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01:00:59.210 --> 01:01:00.740

Kelly McGuire: But.

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01:01:00.740 --> 01:01:14.750

Anthony Taylor: Yeah, I mean, we elected officers, obviously, at the last meeting, which was great, and then, like I said, I was at a CPAC meeting yesterday, and managed to get officers elected there, too. So, happy to report back once things actually start happening.

313

01:01:16.010 --> 01:01:19.609

Kelly McGuire: Great. That's the Chancellor's Parent Advisory Council, right?

314

01:01:19.610 --> 01:01:22.120

Anthony Taylor: Sure is. Look, it's an acronym I knew. Look at that.

315

01:01:22.120 --> 01:01:26.179

Kelly McGuire: Okay. It's good, I had to test myself on it.

316

01:01:26.330 --> 01:01:33.710

Kelly McGuire: Alright, we'll turn to Jessica, and then Renny, and then Tina, if you'd like to share any updates.

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01:01:39.100 --> 01:01:40.700

jessica harvey: Thanks so much.

318

01:01:41.320 --> 01:01:58.319

jessica harvey: Mine is more of a quick little just check-in about, things. One is with, Dr. Higgins' report about, what we're doing regarding safety and the perception of safety.

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01:01:58.420 --> 01:02:07.890

jessica harvey: that students hold, and I just wanted to add in that, teachers have reported that

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01:02:08.030 --> 01:02:17.549

jessica harvey: Students are feeling... somewhat safer with the new, ruling about, having phones outside of the

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01:02:17.550 --> 01:02:33.890

jessica harvey: schools and outside of the classroom, because they're feeling safer from online bullying. They're also, interestingly, reporting that a lot fewer kids are asking to go to the bathroom, because apparently a lot of kids used to go to the bathroom and then, post things.

322

01:02:34.010 --> 01:02:54.030

jessica harvey: online at that time. So they don't have the opportunity anymore to take pictures in class of other students, etc, and post things, which sometimes used to happen, and people are feeling safer about it. I also just wanted to bring up that the, training on the BIP and the FBI

323

01:02:54.030 --> 01:03:06.340

jessica harvey: The behavioral... The... basically, both of those are working with individuals in a... in a vacuum.

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01:03:06.610 --> 01:03:21.209

jessica harvey: It's working with an individual student when you're looking at a behavioral intervention plan, and it's working with an individual student when you're working with an FBA. And I just wanted to suggest that we also,

325

01:03:21.370 --> 01:03:26.829

jessica harvey: Add in a lot of group work, because the... the...

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01:03:27.810 --> 01:03:30.640

jessica harvey: Often, it is students who are...

327

01:03:31.310 --> 01:03:42.339

jessica harvey: misbehaving, or are behaving in ways that are unsafe that make other students feel unsafe. So if we're looking at the overall perception of

328

01:03:42.690 --> 01:03:56.380

jessica harvey: safety of individuals in the classroom, we have to look at how the group responds, not simply the individuals, and not simply changing individual, behaviors.

329

01:03:57.020 --> 01:04:08.720

jessica harvey: If that makes any sense. Then I wanted to also just go back to, Kelly, to what you were speaking about, regarding the ILT.

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01:04:09.480 --> 01:04:20.990

jessica harvey: And what I just wanted to make sure of... was... That folks understand

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01:04:21.220 --> 01:04:36.170

jessica harvey: that, the ILTs should now be being replaced by something, contractually called a School Development Committee. The SDC, the School Development Committee.

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01:04:36.210 --> 01:04:45.809

jessica harvey: serves as the ILT. And the reason I'm bringing that up is that the difference there is that

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01:04:45.920 --> 01:04:50.109

jessica harvey: The ILT in the past has largely been

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01:04:50.300 --> 01:04:58.670

jessica harvey: principal controlled solely, and the SDC is a committee where the chapter leader

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01:04:58.880 --> 01:05:06.660

jessica harvey: from the UFT is on the SDC, and also picks half of the members.

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01:05:06.800 --> 01:05:26.590

jessica harvey: of the SDC. So, as we look at ILTs, what we want to do is make sure that what we're talking about is actually an SDC that is serving as an ILT. And that's just part of the mindfulness of language within the construct of the contractual

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01:05:27.070 --> 01:05:28.800

jessica harvey: guidelines.

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01:05:28.920 --> 01:05:38.800

jessica harvey: So... then I'm really distraught to hear about the family being picked up

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01:05:39.140 --> 01:05:43.360

jessica harvey: by ICE downtown, and I would...

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01:05:43.580 --> 01:05:49.580

jessica harvey: like more information so that the UFT can help collaborate.

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01:05:49.780 --> 01:05:59.589

jessica harvey: with, parents and families on working on this, so if you have any more information and want to get back to me, I'm at jarvey.

342

01:06:00.210 --> 01:06:02.249

jessica harvey: at, uft.org.

343

01:06:02.390 --> 01:06:08.230

jessica harvey: And, I do want to say that we had a wonderful...

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01:06:08.730 --> 01:06:16.950

jessica harvey: I know you brought it up at the beginning, Kelly, but we had a wonderful event last... yesterday evening with,

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01:06:17.260 --> 01:06:18.140

jessica harvey: with...

346

01:06:18.200 --> 01:06:37.500

jessica harvey: teachers who had received tenure, and related services providers as well, who had just received tenure, and they were so grateful to have that event, because there's usually not a real way to know whether you've gotten tenure or not. And so people are always very anxious about it, and

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01:06:37.610 --> 01:06:51.310

jessica harvey: And within our district, we now have a way that we help not just let them know, but celebrate them. And it's a really wonderful thing for them. So I wanted to say thank you so much for doing that.

348

01:06:51.420 --> 01:07:08.280

jessica harvey: yesterday, and making the time. I know it's been an incredibly busy week, and, an incredibly busy couple of weeks, so I really appreciate that. You had asked me to speak a little bit to the parent, program that is coming up, and frankly.

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01:07:08.650 --> 01:07:15.559

jessica harvey: I don't know as much about it as I should, but what I would like to do is offer up that,

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01:07:15.720 --> 01:07:24.939

jessica harvey: to the President's Council that I can get you into contact with our parent liaison, who could maybe,

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01:07:25.100 --> 01:07:42.349

jessica harvey: give you several flyers about it, or maybe come to speak if... at your President's Council for a few minutes to tell you more about the parent, program that... that is being run, if that is something that you're interested in. I would love for that to happen.

352

01:07:42.880 --> 01:07:49.860

jessica harvey: And then... In terms of a report back from the UFT,

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01:07:51.060 --> 01:07:56.960

jessica harvey: Things are going well overall, we are working hard, and that's about it. Okay.

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01:07:58.550 --> 01:07:59.570

jessica harvey: Thanks, buddy. Thanks very much.

355

01:07:59.570 --> 01:08:04.210

Kelly McGuire: Thank you, thank you. And it was a really nice event yesterday. Yeah.

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01:08:04.210 --> 01:08:11.339

Craig Slutzkin: Sorry, Jessica, I put a message in the box for you directly, so you can take a look at it. Okay, thank you.

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01:08:12.140 --> 01:08:14.260

Kelly McGuire: Rennie, would you like to share?

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01:08:15.250 --> 01:08:22.300

Renny Fong: Yeah, I, echo, Jessica, yeah, that's great to hear. Celebrations are awesome. CSA had a new member.

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01:08:22.300 --> 01:08:47.270

Renny Fong: reception for all Manhattan, CSA folks, and that was really, really nice, too. So, always appreciating celebrations. And, welcome, Anthony. Sorry I was a little late. I needed some reminders. First time we've had it on a Friday that I've attended, so I'm glad that we're having... it's good to have it on a Friday. Yeah, Jessica, I hope the, data gets better with the cell phone ban. That'll be, really interesting.

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01:08:47.270 --> 01:09:01.269

Renny Fong: interesting, with Dr. Higgins' report, if that, you know, shifts, and I hope that does. I echo, Kelly's alignment of vision, from top down. I think that's really happening, and really grateful for that.

361

01:09:02.130 --> 01:09:20.319

Renny Fong: Special class, Kelly, you mentioned. I think one thing, just from the teacher's side is curriculum. With wit and Wisdom is hard. You know, when you have a K1-2 or K1, or 2-3, or 4-5, when you have multiple grades, because wit and Wisdom is grade-specific, that's left for the teacher to then, you know.

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01:09:20.529 --> 01:09:35.940

Renny Fong: figure out which grade to do, and then, you know, I wish, Witten would do more with special education, so that would be an ask of the vendor, you know, to really take into account what you do with, multi-level classes. I know at Teachers College had,

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01:09:35.939 --> 01:09:42.100

Renny Fong: an alignment thing, you know, or a bridging the gap curriculum, and I hope they come up with that.

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01:09:42.100 --> 01:09:51.930

Renny Fong: For safety, there's been talk about junior safety agents. I don't know if everyone's heard about that, where you have college-level,

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01:09:51.930 --> 01:09:56.309

Renny Fong: people who might want to become safety agents helping out, and I...

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01:09:56.310 --> 01:10:19.919

Renny Fong: Yeah, there's been some talk about certain schools getting it. I wish all elementary schools get it, eventually, but yeah, our safety agent had told us that it was happening, then not happening, so if we can get more information on that, but every... you know, every school, because we only have one safety agent, when they take lunch, then we have to cover, that period, so it's great if we get these junior safety agents, because then they can help out a lot.

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01:10:19.920 --> 01:10:26.040

Renny Fong: And then the safety agent can do more circulating around the building. That's awesome news from what I'm hearing.

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01:10:26.050 --> 01:10:30.660

Renny Fong: And, Kelly, you... Mentioned the screeners.

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01:10:30.740 --> 01:10:41.690

Renny Fong: That was a little funny because, you know, screeners are supposed to be aligned with how they perform, so if they're not aligning, my question is, is it the screeners, or the...

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01:10:41.730 --> 01:11:06.399

Renny Fong: state assessments where... why isn't it predicting? A better predict, because that's the whole point of screeners, that they're supposed to predict how they're doing, so if they're not aligned, yeah, I would ask the powers that be, like, what's... why is it not aligning when that's the whole point of teachers spending so much time doing screeners, right? We want them to align, so, yeah, I think that's it for me. But thank you, everyone, for always supporting and,

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01:11:06.520 --> 01:11:07.829

Renny Fong: Appreciating all of you.

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01:11:10.060 --> 01:11:22.250

Kelly McGuire: Thanks, Renny. Those junior safety agents have begun. I actually met one the other day. And, we can definitely go and talk more about screeners in the future. Tina, would you like to share anything?

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01:11:23.110 --> 01:11:37.160

Tina Sibulkin Yacker: Just really quickly, we, as Anthony mentioned, we held our first President's Council meeting and election on October 6th this week, so we're super excited to work with Anthony, and there's another co-president, Stacy, who is from PS150.

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01:11:37.160 --> 01:11:44.619

Tina Sibulkin Yacker: And the other two mandated, members are from PS11 and 212, so we look forward to working with them.

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01:11:44.620 --> 01:12:08.360

Tina Sibulkin Yacker: Kelly had mentioned the Hell's Kitchen Community Coffee Conversation. If you can come and attend, we appreciate that. This is the first one. The next will take place February in Chinatown. Feedback is always appreciative and helpful. It is October 17th at 8.45 a.m. to about 10.30 a.m, and it's an opportunity for families to hear from district leadership, from the six principals.

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01:12:08.380 --> 01:12:14.890

Tina Sibulkin Yacker: And we also have a few elected officials who are coming, and we also want to hear from them, and have some takeaways.

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01:12:14.890 --> 01:12:38.829

Tina Sibulkin Yacker: And then lastly, the PS42 spotlight, Kelly also mentioned. Invitations went out yesterday in the mail. If you didn't receive it or have any questions about either of the two, please feel free to reach out. Anthony, I think I need to forward one to you. I'm not sure if you were on there, but it is October 23rd, and it begins at 8.30 a.m. PS42, I know, is going to focus on their ASD program, as well as their enrichment.

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01:12:38.870 --> 01:12:46.609

Tina Sibulkin Yacker: So if you can come and show your support, again, very appreciated. They put a lot of work and thought into the presentation and the morning.

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01:12:46.710 --> 01:12:47.620

Tina Sibulkin Yacker: And that's it.

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01:12:48.450 --> 01:12:51.999

Craig Slutzkin: Tina, do you have the date for the Chinatown,

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01:12:52.000 --> 01:12:52.759

Tina Sibulkin Yacker: I don'

382

01:12:53.100 --> 01:12:58.069

Tina Sibulkin Yacker: I need to get back to you, I don't have it in front of me. It's February... I feel like it's February 27th, but I need to confirm that.

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01:12:58.070 --> 01:13:00.840

Craig Slutzkin: You could just send that around, so this way we can hold it on our calendar.

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01:13:00.840 --> 01:13:01.830

Tina Sibulkin Yacker: Where? Okay.

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01:13:01.830 --> 01:13:02.449

Craig Slutzkin: Thank you.

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01:13:04.020 --> 01:13:15.320

Kelly McGuire: I know we've definitely gone over our time here a little bit, but, thank you, everybody. Our next meeting is not on a Friday, sorry, Rennie, it's on, Monday, November 10th.

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01:13:15.430 --> 01:13:24.889

Kelly McGuire: But with that, please feel free to reach out in regard to anything, and, thanks for staying the extra time during this month's meeting. Really appreciate it.

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01:13:25.030 --> 01:13:28.830

Kelly McGuire: I'm gonna stop the recording, and .