

**Contracts for Excellence**

**Queens Public Meeting, 9/29/09**

**PS 306**

**Public Comment**

**SUPERINTENDENT LLOYD-BEY:**

First of all, greetings to the CEC and to all guests who are here this evening. To the principal, this is a beautiful school. I know -- you know this pulling wires is wearying.. But Mrs. Wendell, she is running a very beautiful school here. The children, the staff, the parents, this is a nice community school and I look forward to coming in and visiting with you.

Okay, so with that said, this is the public meeting for the Contracts for Excellence and while I'm doing the major portion of the presentation, I do have help. And with that, is the support that I get from Yade Seede (ph.), integrated service center. We have with us Sandy Brawer -- Sandy Brawer. And we have with him Sylvia Jamison (ph.) Okay. So I just want to say thank you for being here.

The Contracts for Excellence -- and I'm going to get into what all that really is about but one of the things that the CECs -- what they do is so critical is that this forum is one major forum in the City of New York, where parents come. Where they need to feel that they are supported and where they get information. There are other forums also. We have other parent groups but the thinking of the Department of Education was so that the CEC, with this presentation, with the CEC and then presenting to you, the community of parents, elected officials, honored guests, whoever is here so you can get the information about, specifically, the Contracts for Excellence.

Now in New York City Department of Education, it receives a portion of its overall budget in the form of foundation aid from New York State. And while the state allows some of the increase in year-over-year foundation aid funding to be used for growth in general operating cost and investments in ongoing programs, the majority is subject to the provisions of the state's contracts for excellence.

New York City schools received Contracts for Excellence funds for the first time in 2007 and the 2008 school year. And these funds, that under the state law, they must be distributed to certain schools and they must be spent by those schools in specific program areas. So that is the introduction and with that, I'm going to move to the PowerPoint.

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I'm going to ask Margaret Kennedy, as she is the district family advocate. Throughout the presentation, if you feel you need to make a note and you need to write on something, just ask her and she'll pass you a card because any kind of questions that you have or if you would like to comment specifically on the index card, we'll take it back with us and it will become part of the documentation that's going to be forwarded to the Department of Education tomorrow. So you need to know that. Yes?

MR. SPEAKER:

(Indiscernible.)

SUPERINTENDENT LLOYD-BEY:

And I'm going to speak you specifically about how you can make your comments public, at the end of the presentation. Absolutely. And there will be a question and answer period for you, yes. So I think you're -- Miss Jamison?

So if you look at the PowerPoint, the Contracts for Excellence in this PowerPoint for the CEC members, you can follow along without straining, is in your packets. The Contracts for Excellence overview, the funds must support specific program initiatives. Those initiatives are: Class Size Reduction, Time on Task, Teacher and Principal Quality Initiatives, Middle and High School Restructuring, Full-Day Kindergarten programs, Model Programs for English Language Learners. And the funds predominantly benefit students with the greatest educational need, for an example: all English Language Learners, students in poverty, students with disabilities and students with low academic achievement or at-risk of not graduating.

So for the purpose -- for the audience, for the members who are here, so when we speak about, throughout the presentation, Class Size Reduction, we are speaking specifically about the creation of additional classrooms and reducing teacher student ratio through team-teaching strategies, such as perhaps CTT, collaborative teaching kinds of classes.

When we speak about Time on Task and you see that funds must support the programs Time on Task, what that means specifically are Before and After-School programs, Summer School programs, Dedicated Instructional Time, Individualized Tutoring. Those are some examples.

And when we speak of Teacher and Principal Quality Initiatives, that may look like: programs to recruit and retain highly qualified teachers, professional mentoring for beginning teachers and principals, instructional coaches for teachers, leadership coaches for principals.

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When we speak about Middle and High School Restructuring, that is going to look instructional changes or structural changes within the school.

So if you flip to the next slide. Slide, please? If you use the arrows, it would be better. Just click it up, forward. Go to slide 3, thank you.

So, the Contracts for Excellence for the 2009-2010 year, that given some of the severe economic downturn that was really faced by the state and the nation, New York State held state foundation and aid flat between fiscal year '10 and fiscal year '09 and is currently projecting no increase in foundation aid for fiscal year '11. In other words, the schools that are allocated funds last year, they're basically the same now.

So this means for the current year and next year, there are no new Contracts for Excellence funds to apply towards new or expanded programs. The schools in the city will usually use the monies basically, how it was initially allocated. The Department of Education's 2009-10 plan is at best, what we call a maintenance of effort, okay, of its approved 2008-2009 plan. And we want you to note that not all proposed allocations are described in this plan -- they think the plans are preliminary and contingent on further analysis of school-based conditions. So, there is some subjectivity in terms of changes, under rare conditions.

Next. So, New York City's 2009-2010 city-wide Contracts for Excellence plan, by allocation type and if you see that the total fiscal year contract is 387 million and we have the biggest bulk of that, at sixty-three percent in discretionary allocations to the schools. We have targeted allocations to the schools at 78 million or twenty-eight percent. And then we have maintenance of effort allocation for fiscal year '09 at 30 million or eighty-nine percent and then we have district line initiatives, 39 million or ten percent.

For the 2009-2010 school year, city-wide Contract for Excellence plans -- now this pie chart kind of shows how the funds are going -- are broken up by program area. And if you see at the top, Class Size Reduction is the largest chunk. And then we have Time on Task, which I have already explained to you, previously. Teacher and Principal Quality, we have Middle and High School Restructuring, Full-Day Pre-K, Model Programs for ELLs, also known as English Language Learners and then we have to be determined, a small chunk of one percent.

We have all proposed discretionary spending by program area. So what we have is 242 million dollars for fiscal -- this is the total for fiscal year '10 discretionary funding. And this is just the program area, Class

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Reduction, Time on Task, Teacher and Principal Quality. And then we have, as we go around, Middle and High School Restructuring, Model Programs for ELLs and then we have to be determined.

Now this breaks it down and we're going to be a little more specific in this discretionary allocations to schools. In that 242 million in restricted Contracts for Excellence funds, they were released to 1,400 schools in May, 2009. And what we have is sixty-three percent of the total contract amount and this is the description -- excuse me -- oh, okay. We have guidelines to schools, that the Contracts for Excellence funds should be used to establish continuity of service for existing Contracts for Excellence programs, which we already said. Don't -- please go back. Thank you, Sylvia.

If a school could not maintain effort due to a significant change in his student population or if the overall structural strategy, it could choose to reallocate funds in a different program. And specifically, what does that mean? You have a program in your school. You have something going on and there was a change in the school. You can't really maintain it. So then, you would -- it would be changed here. It would be okay. You can't just can't change or your own or revise or modify the program. And at any point, if I say anything, Mr. Brawer or Sylvia, jump right in, okay? If you feel like you need to clarify a little more.

So, the amount per school was the same as 2008-2009 and it was determined using a formula based on student need and defined by the State Education Department Contract for Excellence Revelations. They could then make the adjustment. Sylvia?

Then what we have -- and it's getting smaller in print so I'm going to have to go to my own notes. We are on PowerPoint page number 6. So what we have is the 76 million is our estimate in this category since the preliminary posting of the plan -- of the Contracts for Excellence. Schools receiving allocations, they were chosen based on overall student need and b, the capacity to carry out a specific program. So contracts for funding, it's not just thrown or given to a school. You have to have a specific reason to have those funds. And twenty percent of the total contract amount, that was the targeted allocation to schools. And the description -- where did it go?

Funds allocated by the Department of Education directly to schools was used specifically and they were -- excuse me, they had to be eligible within the Contracts for Excellence programs areas. So you just can't make up an area to use these funds. So 61 million went to Collaborative Team Teaching, CTT classrooms, 6 million went to Full-Day Pre-K, 7 million - Autism Spectrum Disorder classrooms and 2 million - ELL Summer Schools.

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Schools that received targeted Contracts for Excellence allocations in 2008-2009, they received those allocations again in 2009-2010, as long as they retained the population necessary to maintain effort. Would you go to slide number 9?

So these are district-wide initiatives. The amount, 39 million, is our estimate in this category. And while these funds will not appear on the schools' budgets, the department is required to attribute dollars impacted to schools as part of the district -- excuse me, the Department of Education city-wide Contracts for Excellence plan. So it had to be in there and that was ten percent. And then we give you a description. What does it look like, those district-wide initiatives? Funds allocated to central programs that directly benefit high-needs schools: 7 million, Multiple Pathways to Graduation, and this was for overage and undercredited students.

There was 10 million dollars that went to Principal Training Initiatives, 5 million to school restructuring, 7 million to year 2 ELL Success and Middle School Success grants and 10 million went to college and AP prep for high-need grade 9 through 12 students. And we want you to please note here that this is new in '09 and replaces the higher allocation in '08-'09 for the Middle School Success program which tapers down in the second year.

Now, for fiscal year '09 -- we went through the district-wide initiatives. Now we have the maintenance of effort and how much is that? 30 million. And the description? The department proposes to spend these funds to maintain summer programs impacting on students with the lowest academic achievement in the city.

On slide 10, what you see is what the proposed discretionary funding looks like in District 27. Do you see the Contracts for Excellence program area? We see the amount allocated and the totals next to that. We have Class Size Reduction, Time on Task, Teacher and Principal Quality Initiatives, Middle and High School Restructuring, Full-Day Pre-K, if you see it's -- no money is allocated there, Model Programs for ELLs and that's a hundred percent total.

If we go to slide 11, we continue. This is what it looks like in District 27. Class Size Reduction, if you see the city-wide totals, for an example, in the Class Size Reduction, the creation of additional classrooms, city-wide it was 70 million. And then we have the totals for District 27, in dollars and then to the right of that, we have the percentages. I think you can read that on your own. I'm not going to take you line by line through that but I want you to see the totals on Class Size Reduction, Time on Task, Teacher and Principal Quality Initiatives.

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If we go to slide number 12, what we see is '09-'10 Contracts for Excellence plans, all funds by program strategy. And again, this is targeted specific to District 27: Middle and High School Restructuring, Full-Day Pre-K, Model Programs for English Language Learners. We see the city-wide total, for an example in structural -- excuse me, in instructional changes, we have 35 million city-wide and then we have the totals for District 27 and the percentages next to it.

If you turn to slide 13, please, we want you to note something. I'm going to -- we want you to be clear that this presentation is very formal because it's done basically, the same way around the City of New York and the only thing that really changes are the figures for District 27. So that everyone is getting the information basically, the same way. So while I will read it, I will also explain it if I have to when I'm finished so that you are clear by the time the presentation is over.

So, we need you to realize something about class size planning. As teachers' salaries rise, more funds are required to maintain the same number of teachers as last year. So, impacted by registered changes and the average teacher salary changes, even schools that allocate the same amount of money year-over-year to class size activities, they may experience slight increases in class size of pupil/teacher ratio. Basically, the salaries are going up. There are changes in the average teacher salaries. That's going to go up.

So for the last year, you may have gotten five or six classes or you may have gotten a lower teacher/pupil ratio, those same dollars don't but the same amount of service. And so therefore, the classrooms get a little larger, okay? So the severe economic downturn faced by the state and the nation required an average of 4.9 percent cut to the schools, causing a large number of schools to eliminate a teaching position which could have also had some impact on class size, depending on the position. And the last bullet, many schools chose class size reduction or pupil teacher ratio strategies to avoid increased class size.

Now in terms of the public comment, because we want you to have time if you have any questions, that we're going to take public feedback into account in the coming month as we continue to develop a city-wide maintenance of effort contracts for excellence plan. You notice we keep saying that "maintenance of effort", okay? The deadline for public comment is October 8th. Please note that. It is thirty days from the date that the comprehensive 2009-2010 proposed plan was posted to the department's website. The public may comment on any aspect of the Maintenance of Effort plan, including: You can comment on how the schools are planning to spend their discretionary funds within the six allowable program areas. You can comment on how the DOE is allocating targeted contract funds to schools. You may wish to

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comment on how the DOE is allocating funds for district-wide initiatives. You may comment on the process itself. And educators, parents and members of New York City community with feedback, there's an e-mail address where you may wish to comment, [contractsforexcellence@schools.nyc.gov](mailto:contractsforexcellence@schools.nyc.gov), [contractsforexcellence@schools.nyc.gov](mailto:contractsforexcellence@schools.nyc.gov).

As a part of Howard Goldner (ph.) -- he's our school's school improvement liaison. He gave a presentation to the CEC this evening around the District Comprehensive Educational Plan. Part of the -- it included in the plan, is a whole narrative on how schools in District 27 specifically, spend the Contracts for Excellence monies. So if you go to the DCEP, it's a breakdown on which schools do what and which dollar amounts.

So with that said, this concludes my initial part of my presentation and at this time, if the CEC has any questions, and then we'll go to the floor. Okay.

MR. SPEAKER:

I'll replace him as the host.

SUPERINTENDENT LLOYD-BEY:

Okay.

MR. SPEAKER:

Yeah, okay. Do you have anything first? Do you want to go first?

SUPERINTENDENT LLOYD-BEY:

Okay.

MR. SPEAKER:

Sure, thank you. Thank you, Superintendent Lloyd-Bey. For those of you new in the audience, my name is Christopher Caruso (ph.) and I'm proud to be on the CEC this year. One question around Class Size Reduction, I see that there are two options here. One, with the creation of additional classrooms and secondly, having Team Teaching Strategies. When we talk about creation of additional classrooms, does that really mean a new teacher with a new group of students or can that be satisfied with, say, for instance, a floating teacher which would then bring down the ratio. I've heard from some folks who are concerned about floaters being used to drive down the student to teacher ratio as opposed to actually creating new classrooms. And I was just wondering what kind of guidelines there were around that?

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SUPERINTENDENT LLOYD-BEY:

There are, and Sandy Brawer, you're welcome to take this. There are different models. But I'm going to let Mr. Brawer take it.

MR. BRAWER:

Basically, if you look at the figures chart, I think it's the next merger of that.

SUPERINTENDENT LLOYD-BEY:

If you can --

MR. BRAWER:

We have Reduced Class Size which is actually additional classrooms. And then you have increased student/teacher ratio which are maybe cushion teachers or other kinds of CTT classes which reduce the student/teacher ratio. So it's not just classrooms -- and one more back.

There, you have the creation of additional classrooms and you also have the redistribution of additional teachers to the ratio. So you have the two things that are shown there in terms of what schools are using.

And one point that I do want to make out, we talked about this as an allocation, there's only one allocation. It's a larger amount that's put out to all the schools. It is schools who decide how they're going to use the money. So when you're seeing how much money went towards creation of additional classes and how much money went for time on task, it is not an allocation that somebody said to a school, "Here, this is what you're going to do with it." The money was given to discretionary funds to the school and said, "Here's a chunk of money and you decide with your school community what it is that's important to your community and what's going to help yours to move forward." So all of these amounts are what schools decided and their communities, not what anybody told schools what to do. That's an important --

SUPERINTENDENT LLOYD-BEY:

Are you okay?

MR. BRAWER:

Yes, thank you.

SUPERINTENDENT LLOYD-BEY:

Thank you.

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MR. SPEAKER:

I just wanted to ask two questions. One, you see these numbers that are, like, 387 million, as the average person, those numbers are just beyond what you can really picture. You're thinking, okay every school should be made out of gold bricks and you know, things like that. If you're a parent in the school in this district, if you're a parent past forty-seven, what does this really mean to you? What are you going to see different in the upcoming years because of this?

SUPERINTENDENT LLOYD-BEY:

That's an interesting question and for me, if I were a parent, I'm not necessarily -- I'm going to be honest with you -- as concerned with the dollars, really. I want to see the services. That's the first thing that I want to see as a parent. I want to know that if my neighboring schools have Time on Task programs, if they have pre-K, if they have Reduced Class Size, that my child has an opportunity, equity -- that's the word I'm looking for, I'm looking for equity. If I were then a parent leader or on the school's leadership team, then I might want to see the monies because then the monies would show me how the principal and his or her team decided to make certain decisions and hopefully, I would have been a part of that decision-making process.

MR. SPEAKER:

The part two would have to do with the class reduction.

SUPERINTENDENT LLOYD-BEY:

Uh-huh.

MR. SPEAKER:

Not particularly with the budget, but we keep getting more children in Queens -- more children in the district and we are getting more schools like the beautiful one we're sitting in today. But, we don't seem to really be getting ahead, maybe not even catching up. Could you give us idea of any upcoming schools that are being planned to be built in the district, you know, as of what you know now?

SUPERINTENDENT LLOYD-BEY:

Well, this is not a part of the Contracts for Excellence. It's separate and apart and I think I'd like to save that question for when I talk about the portfolio piece, as a part of that agenda item, okay? Because that's not a part of this.

MR. SPEAKER:

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Okay.

SUPERINTENDENT LLOYD-BEY:

Thank you.

MS. SPEAKER:

Good evening. I think I have a question or I just need clarity. On page 10 of the proposal, where it says "proposed discretionary in District 27", I'm looking at the Full-Day Pre-K and noticing that there's zero dollars allocated.

SUPERINTENDENT LLOYD-BEY:

Uh-huh.

MS. SPEAKER:

But then I look somewhere else and it says that there's 6 million dollars.

SUPERINTENDENT LLOYD-BEY:

Which page did you say?

MS. SPEAKER:

On page 10.

SUPERINTENDENT LLOYD-BEY:

I see page 10 and --

MS. SPEAKER:

On page 10, it says that there was zero --

SUPERINTENDENT LLOYD-BEY:

Right.

MS. SPEAKER:

-- amount allocated.

SUPERINTENDENT LLOYD-BEY:

And then where do you see-- now that's for District 27. This is the breakdown for District 27 and again, as Mr. Brawer so aptly put it, the schools decided how they wanted to spend these monies, these funds in these areas --

MS. SPEAKER:

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Okay. So then -- I'm sorry. I cut you off. So my question is, the forty-six schools that serve --

SUPERINTENDENT LLOYD-BEY:

Right.

MS. SPEAKER:

-- District 27, not one of the schools wanted to expand their pre-K program to a full day?

SUPERINTENDENT LLOYD-BEY:

Good question. They may didn't need to because if you know, pre-K programs are funded by the government, okay --

MR. BRAWER:

Universal.

SUPERINTENDENT LLOYD-BEY:

-- universal pre-K

MR. BRAWER:

(Indiscernible) programs.

SUPERINTENDENT LLOYD-BEY:

Right.

MR. BRAWER:

And the state.

SUPERINTENDENT LLOYD-BEY:

And the state

MR. BRAWER:

So most schools have half-day programs. They could use this money to extend to full-day but that might not have been the priority of schools and they want to try to reduce their class size in their other grades or use money for Time on Task. Also, it's about space. You know, how much space do we have? If we have two half-day pre-Ks, that means you're getting four classrooms in and to turn it into full-day, that means you're cutting the number of children that get served annually. So it's all the above that goes into the decision by each school.

MS. SPEAKER:

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Thank you.

MR. SPEAKER:

(Indiscernible) the money so 213 helps you do that and 306, this school we're in, actually needs 277,000 --

MR. SPEAKER:

Andrew, I can't hear you. I'm sorry.

MR. SPEAKER:

Okay. I was just showing Charlene, in the packets that we were given, that it has a breakdown of how each school chose to use the money. I just looked through it really quickly. And in the breakdown, it shows PS 213 chose to use 78,000 dollars to expand their Full-Day Pre-K and this school that we're sitting in --

MS. SPEAKER:

That's in 26.

MR. SPEAKER:

That's District 26? Oh, sorry. But this school we're sitting in, is definitely District 27.

SUPERINTENDENT LLOYD-BEY:

And when I looked in -- so I don't know when this was drafted, okay? And again, this -- these are all proposed. In the DCEP, I believe that 306 was about the only school -- did you make a decision to extend your pre-K here?

MS. SPEAKER:

We had a (indiscernible) pre-K class last year and additional funding was allocated to us for this.

SUPERINTENDENT LLOYD-BEY:

Okay. So Mr. Brawer --

MR. BRAWER:

There were two ways -- they're different parts of allocation. One was discretionary, where schools made decisions. Then there was another targeted group that paid for additional CTT classes and additional pre-K classes. So, where -- you know, one of things the department looks around where it can open up new CTT classes and new pre-K classes and where those are possible, then money is allocated to support that

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addition. That was not the discretionary portion of the schools. You're seeing here the discretionary portion of what the schools were able to decide.

SUPERINTENDENT LLOYD-BEY:

Thank you.

MS. SPEAKER:

Thank you.

MR. SPEAKER:

You have a question?

MR. SPEAKER:

Can I go? Okay, so my question is really simple. In the presentation that Howard made to us and the folks as part of this meeting, he was so proud to announce the fact that District 27 is now, I think he said, ninety-two percent highly qualified teachers. That we have a ninety-two --

SUPERINTENDENT LLOYD-BEY:

Ninety-three.

MR. SPEAKER:

-- or over ninety-two percent of highly qualified teachers --

SUPERINTENDENT LLOYD-BEY:

Could you stop for one minute there? She needs to change the tape.

MR. SPEAKER:

Oh, I'm sorry.

SUPERINTENDENT LLOYD-BEY:

Okay, Andrew? Mr. Bowman (ph.)?

MR. SPEAKER:

Okay, so Mr. Goldner made a presentation before the DCEP and touted the statistics that in District 27, we have a ninety-three percent highly qualified teacher rate, which means that if a teacher has a license in science and they're qualified highly at teaching science, that's exactly what they're teaching, is science.

So if at a ninety-three percent rate, that's probably one of the

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higher rates in the city and we should be very, very proud of that. However, on page 11, we are taking 1.7 million dollars for instructional coaches for these highly trained teachers.

And we are, on page 12, giving 5,900 dollars to parent involvement. This is, to me, is a little bit disproportionate. When we know that parent involvement is key; parent engagement is key to helping our children succeed and we have a ninety-three percent teacher proficiency rating or highly qualified teacher.

And we also know that each school has to buy in to an LSO or another organization to support it and we're also spending 672,000 for Leadership Coaches for Principals who should already know how to be principals because they were given in school. So if you were promoted to be a principal, you should have those leadership qualities. And I just find this a little bit disproportionate that principals who got through the Principals' Academy or get promoted from assistant principals, need leadership coaches and highly proficient teachers need teaching coaches when we are at such a high level.

Plus, each school has to choose to buy in to a learning support organization or one of the other organizations that are supposed to provide that service to them, as part of an LSO. So I'm wondering why these numbers are so disproportionate.

### SUPERINTENDENT LLOYD-BEY:

So I'll take the first part and then Sandy can jump in. Number one, with regard to -- and Sandy will speak specifically about the budget, but having been a principal -- and you can pass it down, please, you receive funding from a variety of sources. Therefore, this is only one bird's-eye, tunnel vision view of a school's funding. I do not know how they're using the rest of their funding to support other matters in their building, such as, full-time highly qualified teachers. They get an allocation for that. So these monies that they have here, this allocation is supporting the things that they need.

Also, I would just have to say that schools, again they have leadership teams. The principals, they know what they need in their buildings. They are being held accountable for the spending and the programs and initiatives that take place in the building. So, Mr. Bowman, while that is a good observation, again, this is only one drop in the bucket of the funds that a school has. I don't know how they're spending their monies, okay?

And then I'm going to speak to the coaches. And I want Sandy to come back to the budget, if he needs to. And they'll definitely take your clarifying comments, Mr. Bowman. Coaches are seen in every sphere

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of business and education. I cannot tell you how -- where many of us would be without a coach. Some people have lifestyle coaches, life coaches to help with their -- just getting themselves together. Our principals do need coaches because the coaches help them to stay focused and not only does it give you the knowledge that you had to become a leader, but it helps to refine your practice so that you can stay a leader. Because as we know, our leadership at the central board, our chancellor is very serious about the work that principals do. And if they do not do a good job, then, you know, we have to look at them in a different kind of way and we don't want that to happen, not to a principal to any school. So, yes, we need the support of our coaches. They are -- they're worthy.

MR. SPEAKER:

Can I just add?

SUPERINTENDENT LLOYD-BEY:

Yes.

MR. SPEAKER:

I just want to add and again, that was a very astute comment and Michelle Lloyd-Bey is correct that the money is just a small piece of what schools have. There's lots of other funds for parent involvement. There's lots of other funds for other kinds of things. But to just add to what Michelle was talking about in terms of highly qualified, what is a highly qualified teacher? Highly qualified teacher means that we have a person who has gone through schooling, has gotten certification in the area that they're going to teach and that's what they are teaching. And that makes a highly qualified person. That doesn't make them a perfect teacher yet. I could be brand-new out of college. I could be an accountant, sitting at a desk. I have all the qualifications. I've gone through all the training but I'm not there yet. I need help. I need support. I need job experience and training and that's what teachers need also. People are always life-long learners.

Same thing with the principal, I'm a brand-new -- I went through the Leadership Academy and I'm ready to be a principal but I could use some coaching to help guide me because, as Michelle can tell you, from many, many years ago, sitting in front of the desk of principal for the first time, you need support around you in everything that you do and it's not just education. It's business and so we need coaches. We need people to help develop us because while we're qualified, there's different things that we need to learn, management, other kinds of things that are real, live things that we need to train our people in. And so that's why that money is necessary.

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MR. SPEAKER:

I wanted to ask --

MR. SPEAKER:

I am not saying that principals and teachers do not need additional support and workshops and continuing education. What I'm saying is that according to your spreadsheet, it looks like every school in this district was mandated to take 11,403 dollars towards principal training because every single number is the same. That to me, doesn't say you had a choice of where you were going to use your money. It had -- it said to me that this was a line item and every school got 11,403 dollars for your principal and that's where it goes and that's where it stays and that's what I'd like -- hold on -- to give -- all right, so you have 1.7 million dollars to instruct teachers and 4,000 dollars to help parents is utterly ridiculous. I mean, in the whole district. That's an average of almost 300,000 dollars per school in the district to support people who have been trained to be teachers. All right?

And 4,000 -- excuse me, 5,900 dollars to support parents who are supposed to know your new math, your American history, your geography, your social studies that are supposed -- to give you a great example, let's talk about money, okay?

This year, the school decided to change their school uniform. But they didn't change -- they didn't say to the incoming kindergarten class, we're going to have a new uniform. They said it to the whole school. So the second, third and fourth graders that already had uniforms, parents throw your uniforms in the garbage and buy all brand-new uniforms.

Then we're going to you a list of 175 dollars in school supplies that we want, including 80 dollars in art supplies.

Then for your high school students that are taking advanced programs, we're going to tell you we're going to let your kids take college credits while they're in high school. But guess what? Those classes are going to cost you seventy dollars each. You got to buy the books for them and then if you want to get the college credit, you're going to have to pay another eighty-six dollars at the end.

So you tell me you're going to give 5,900 dollars to parents to enlighten and help them? We're going to give 1.7 million dollars to teachers who have the support of LSOs, support of organizations, network leaders, principals, master teachers and the Tweeg (ph.) organization and UFT because the UFT does a lot of professional development. But parents get nothing and that's my problem. And that's my problem.

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MR. BRAWER:

Just to quickly add, that's why we're out here, so that people can voice their opinions. But just to be clear, the allocation categories that you see here are not Department of Ed driven. These are state mandated programs. So when you see class reduction -- Class Size Reduction, you don't see parent involvement in that component. When you see Time on Task, you don't see parent involvement in that component. When you see instruction for ELL students, you see parent involvement.

So what you're seeing is what was allowed through the choices. All the other choices had nothing in terms of parent involvement, except for the ELL instruction, which included a component of parent involvement. So that's why you're seeing a difference, a small amount of parent involvement that is not reflective of what we spend in New York City.

Is it enough? Is anything enough for anything? We have a large system. We have lots of needs. The staff development that we do can be enhanced. The parent involvement that we do can be enhanced. But this is not reflective of the overall amount that is spent on parent involvement. It is simply a small component of ELL instruction which has that as a state mandated program of choices. Nothing else had parent involvement in it and that's what you're seeing. It's a small piece of -- this is 243 million dollars which the department's budget is over 11 billion.

SUPERINTENDENT LLOYD-BEY:

So, this is -- we're not trying to seek consensus. We're going to -- we're definitely going to take from the floor but we're not trying to -- we're going to get to the CEC but I just want to thank -- they're thoughtful questions, thoughtful comments. And for the parent leaders, who are sitting in the audience and for parents in general, if you're sitting here and if indeed, you do not feel that your school spends enough for parents, you really do have a voice. You have PTA presidents in your schools. You can really go to the principal him or herself and really say, "You know, I really think that this year we need to really improve our parent involvement." I know that's one of the goals of the CEC. That's definitely one of my goals. And so therefore, the fact that you clapped, means that we need to really pay attention a little more to this. And so therefore, it's noted.

MR. SPEAKER:

(Indiscernible).

MS. SPEAKER:

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Great minds think alike because I'm sitting here, you know, -- in reference to -- I can only echo what parents have said. Because I'm sitting here and I'm seeing the amount of money spent, you know, money going towards these things and I'm going, "Wait a minute. Where's the parent involvement? Where's the money for parents?"

But Andrew said everything that -- Summer School programs, zero. There's no money towards Summer School programs. Why is that? And even though, the principal gets to choose, let me tell you -- and I can only echo this 11,403 dollars is just consistent. There are certain numbers that are really consistent that really seem as though it's just driven. I mean, if the number was off, I could go, "Okay, fine."

But everything just seems to the point, the more (indiscernible) how many schools I counted. Twenty-one, twenty-nine, all of these schools, thirty-six, all decided at least three times that they need Teacher and Principal Quality. And I'm not saying -- coming from being an educator myself, I'm not saying it's not necessary. But what I'm saying is, this seems to me as though the principals then and the teachers feel they need so much training, then what are our children receiving? If they need so much training, how are they teaching our students? Maybe that's why sometimes the grade levels fall. Maybe the consistency in our students not having 3s and 4s across the board, this is then, for me as a parent, this is a reflection as to why we are not across the board with 3s and 4s. Because the principal and the teachers -- I'm finding it out tonight, are the ones who need most of the training. So they're not equipped yet to teach our children.

### SUPERINTENDENT LLOYD-BEY:

I'm going to respond to that because I know the schools in District 27. And as CEC members, as you get to know better the schools in District 27 by visiting them, one of the things that you might want to ask a principal when you visit, "So, your professional development, what does it look like for your teachers? What does it look like for your supervisors? What kind of professional development -- what training opportunities do you have for the parents?" And then you can gauge it probably, a little more.

But I am going to speak for, again in District 27, the number of schools that did well on their quality reviews as well as their progress reports and with the level of accountability that has gone through the roof for schools, because we have such a responsibility to improve student learning, I have to say that professional development is needed for everyone. We know that the training is needed for everyone.

But a lot of our students did well because of the teacher training that's in the schools. So, I say that when you go visit the schools, I really

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implore you to ask the principal, you know, "What does your professional development look like? How did you come up with that plan? Why did you put all of your funding, maybe, into teacher training?" Maybe that school has a lot of new teachers in the school. Maybe they have a lot of veteran teachers who need new skills. So those are kinds of questions -- I'm not here to defend, I'm just putting the questions out to you so as parent leaders, as parents sitting here visiting, and as the CEC, when you visit the schools, you ask the right questions so that hopefully you'll get the right answers. I think we --

MR. SPEAKER:

Yeah, I just want to --

MR. SPEAKER:

I was going to --

MR. SPEAKER:

Well, why don't we let the audience ask? I mean, I think, you know, it's an opportunity.

MR. SPEAKER:

All right, I just wanted to follow-up a little bit with what you were saying about -- when you brought up the supply issue. I just feel that I noticed only part of the money that the schools deal with, only part of the money they get, okay? I think there's too many support teams for the support teams for the support teams, okay?

Yes, we all need to learn as we go along and some of us have -- we learn on the job and some of us have mentors, some of us go to clergy, whatever it is. But our kids don't even have crayons. I got parents complaining to me that they had to spend a hundred dollars. I'm not talking about uniforms, I'm talking about crayons, pens, markers, rulers, whatever, okay? A lot of money for the supplies. It seems like more than ever before. My own son had three lists to pick up as part of supplies.

And when I see this, I get these are large numbers that are very hard for the average person, including myself, to really envision. But it seems to me that there's so much -- when you go to make a donation to a CBO, a community-based organization, or a non-profit, you want to look and see when you give that money, how much goes to the overhead and how much actually goes to who you're trying to help. How much money -- I mean it seems like all this money here, how much goes to the art teacher? How much goes -- last year, we were told that a certain percentage of budgets for new schools goes for art in

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the classrooms and in the hallway. Maybe it was 50,000. And when we said, "Why can't we give that to the art teacher for supplies and make our kids the artists?" The chancellor didn't want it that way.

Now, you got support teams for the support teams. All I've seen since Bloomberg and Klein is this keep the monster bigger. Get rid of the monster, like it used to be. My parents could read when they got out of school all these years ago. I'm sure yours could too. Get rid of the monster and start putting the money back in the schools, into the kids, let's get the buses there on time.

And instead of spending money on just keep making this monster bigger, we need superintendents like Ms. Lloyd-Bey. We need principals. Certainly we need our teachers who need maybe a little more salary to keep the good ones around. But we don't need this monster that grows by the day and this is, remember, this is only part of the money for the schools. I just think it's growing crazy where we don't have crayons but we're spending money, you know, like you said, millions to help the principal. Yes, the principal need some support but, you know, that much support? Could we get chairs that work in the auditorium? Could every school have enough SMART boards? I'd rather see our kids get the money.

MR. SPEAKER:

When we did work on this school building and we had hearings about the school building, we couldn't get a straight answer about where the school safety plan was, where the security guards were going to be, where the signs for the school crossing was? You weren't with us when we asked those questions, as the new principal, but damn, we knew the 50,000 dollar piece of art was going to hang on the second floor. We knew that. That was here. They brought pictures of it and we're going to spend on this art and it's a beautiful piece of art. But don't tell you're going to spend fifty grand on a piece of art to go in the lobby and then tell me I need to send two rolls of paper towels, four boxes of napkins and three rolls of toilet paper.

(Laughter)

Please. And this is a lot of my problem with these kinds of things because they're spending it in six ways from Sunday. So, yeah, we need to open it up to the audience for comment.

SUPERINTENDENT LLOYD-BEY:

So, on that note, right. Yes.

MS. SPEAKER:

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Can I just ask how the amount of money was determined per school? Some have received a lot of money and some have received very little. I'm in the "very little" category.

MR. SPEAKER:

This is not department decided. It's state-mandated. Starting on the second slide, it tells you where the funds have to go, where students have to go. Those mostly mean those at-risk and so that's where the money has to be driven towards.

So, it's not a Board of Ed decisions. It's a mandate in terms of the funding from the (indiscernible). So, it's divided amongst, based upon giving out the money towards how it's supposed to be given out.

SUPERINTENDENT LLOYD-BEY:

Remember, some of the slides that you saw, poverty, students in greatest need. So I don't want -- I don't know your school but wherever it is, you know, it may not be -- fall in that category.

MR. SPEAKER:

We're going to jump from side to side. Jeff, you had a question?

MR. SPEAKER:

I just think the announcement -- I'm Jeff Dowell (ph.). I represent Joe Addabbo, State Senate. As you know, this is his home district which includes Ozone Beach, Howard Beach, part of Woodhaven, across the Rockaways. Since he became a state senator, he picked up a large area of Ridgewood, Glendale, Maspeth and Middle Village in New York. But this is his home area. I've picked up a lot of information, a lot of content to take back to Joe, who many of you know. We're supportive of school board discretions and coming up with the right answers is the responsibility of the DOE. And again, Joe Addabbo's home area is here, in this district. He covers south of Maspeth Sunnyside, Forest Hills, et cetera but again --

MR. SPEAKER:

So what's the question?

MR. SPEAKER:

My question would be -- the questions that are unanswered, seek the answer tonight. If you're dissatisfied with the answers, the DOE and responsible people, what do these people do then? They write a letter. They send in an e-mail. What do they do with that next step?

SUPERINTENDENT LLOYD-BEY:

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I think, well on the PowerPoint, the comments -- if there's something around the contracts for excellence that the public seems to -- or the CEC or any community person wants to comment on, we can do that. And we'll put that back up for you, [contractsforexcellence@schools](mailto:contractsforexcellence@schools). They can send their comments there.

But I took it a step further, I believe, by saying that, you know -- first of all, we're always here. If a school doesn't want to just put it out there just now, they can always come to me privately. But there's always the CEC. That's why the CEC is here. And they have proven to be very responsive because I have to hear from them when these people go to them.

So therefore -- or, they can go directly to their school. My suggestion, having been a former principal, please bring it to me first. Bring it to me first. If you went to your principal and you didn't get an answer, then you have other forums where you go to. But around the Contracts for Excellence, please send your comments to the e-mail where I just gave you or you can write it out and we'll collect any of your handouts and we'll send them on tomorrow. Thank you very much.

MR. SPEAKER:

And thank you for coming and thank you to Joe for sending us -- but since you stood up and introduced yourself as Joe's rep, we have Annie O'Hare (ph.) here, who's also sitting here from Senator Shirley Huntley, who does represent this district also. And you represent --

MS. SPEAKER:

Senator Shirley Huntley.

MR. SPEAKER:

Senator Shirley Huntley, yes.

MS. SPEAKER:

I'm Carol Kansey (ph.)

MR. SPEAKER:

Okay. Thank you. Anybody else here representing somebody? Okay, so let's go back to the questions. Ma'am?

MS. SPEAKER:

I am a parent and I am also a new member of the SLT. So I heard you say a few times that the principal decides where the discretionary funds go. And I'd like to know, on my end, is that something that the SLT covers in their comprehensive education plan? Is that information that

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I will see? I know I should be getting this at my school but I want to make sure that I'm (indiscernible).

SUPERINTENDENT LLOYD-BEY:

All budget information should be shared at the local school site. So you should be having those conversations at the SLT meetings around the school's budget. What is it? What are the allocations to the schools? And then, how does the principal, in collaboration, working with his or her staff, decide that they want to spend monies -- where the monies may need to go. And the principal may say, "I need to spend it here" and then you have that conversation. Should they change -- he may change their minds, based on your comments but it starts at the school, with the school initiatives.

MR. SPEAKER:

Ma'am?

MS. SPEAKER:

(Indiscernible) PS 183, okay? My school is part of the action schools. And my question is based around the class reduction, okay? So how many students can be in one class and at what point, will another teacher come in and assist that teacher? Like, for instance, we had an eighth grade and our eighth grade class was thirty-five kids. And that's an average class.

So now, at what point will another teacher come in to assist that teacher and what qualifications should that person have, because she would really be a teacher's assistant. You don't want them grabbing the lunch lady. What qualifications should that teacher have? I don't -- I'm really not used to this kind of forum so I don't know. I was thinking about class reduction so I don't know if this is appropriate. It's okay? I just want to know at what point and what number -- what's the max in order to have an assistant teacher? And what qualifications does that assistant teacher have to have?

MR. SPEAKER:

That's a good question.

SUPERINTENDENT LLOYD-BEY:

Sandy?

(Laughter)

MR. BRAWER:

That was a very good question. You did an excellent job. So, I feel

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proud.

SUPERINTENDENT LLOYD-BEY:

She did.

MR. BRAWER:

Classes are dictated by contract, number one and then funding which is number two. Contract calls for in Title I schools, which yours is, in middle grades, it's thirty children in a class. There are exceptions, the half classroom. And there's also exceptions to special transit classes like, if there are so many kids for a gifted class or for ELL construction. If there's only one class for those students, it could go higher. There's the exception.

Generally, in the grade you're talking about, it should be thirty kids to a class in the middle school grades. All right? So thirty-five seems a little high but is an exception because of the type of class that it is.

There is no requirement for when another teacher comes in. When another staff member comes into class in those grades, it's more of what the school can afford to do. But they should (indiscernible) contract. There are different sizes to different grades. You know, the early grades, it's thirty-two kids in the class contracts. Reduced Class Size leaves twenty students in the class. The average class size is twenty-five students. So it varies. There are certain standards and when you try to reduce class size and try to get down in the low grades, it's twenty kids in the class.

Now what we've been saying with the funding here, that schools took a 4.9 percent reduction which is why you're going to see higher class sizes, more than what we want to see, because the funding is just not here. You know, I don't have to tell you. You can see it. You live it. We talked about this at a bunch of hearings last year. But the funding reductions took place, so you're going to see higher class sizes. I hope I answered your question. And if not, I'll stay in the back.

SUPERINTENDENT LLOYD-BEY:

So, one of the things that we need to do because it is very late in the hour, and we still have other things that we have to do, other business. If you have a comment or question, if you write it out, we will collect it from you at the end of the evening. YOU can give it to us and if you want to, to ensure that it really gets where it needs to go, you can also still post it if you like. Because I think that -- Mr. Bowman? Unless it's something really pressing around the presentation, we really need to move.

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MR. SPEAKER:

You need to move?

SUPERINTENDENT LLOYD-BEY:

Yeah, okay. I want to thank you for great questions.

MR. SPEAKER:

Ms. Lloyd-Bey gave everybody a card. If you have a question, put it on the card. We will make sure that your issue is answered because we still have a whole another topic and then we have some people that signed up to speak tonight. And it's already 10 after 9. So, we need to --

SUPERINTENDENT LLOYD-BEY:

It's literally two minutes. This next piece is two minutes.

MR. SPEAKER:

So there was one person in the back that had, like, a burning desire.

SUPERINTENDENT LLOYD-BEY:

I will take that. Absolutely.

MS. SPEAKER:

(Indiscernible)

MR. SPEAKER:

I'm sorry?

MS. SPEAKER:

This paper here had all the schools listed on it?

MR. SPEAKER:

We had wanted all our schools on it.

MS. SPEAKER:

Well 223 is not on it.

MR. SPEAKER:

It's missing a page, I think.

MR. SPEAKER:

It's probably missing a page.

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MR. SPEAKER:

Yeah, I noticed that the -- I think it's missing a page because the 200 schools are missing.

MS. SPEAKER:

Oh, okay.

SUPERINTENDENT LLOYD-BEY:

So this is going to conclude the public comment portion of the Contracts for Excellence. Thank you.

(End of audio)