

Contracts for Excellence

District 6

4360 Broadway

5th Floor

New York, NY

Public Comment

MS. SPEAKER:

Okay. So today I'm going to pass the folder for -- we have here, for each of you guys. So we have two items on the agenda as part of the Superintendent's Report this evening. And first item on the agenda is the District 6 Contracts for Excellence plan as part of our public hearing. And the second item on the agenda will be the District 6 elementary and middle school rezoning topic that we've already brought up at previous meetings.

Okay. I also want to introduce Cabrina (ph.) Carter, who is here from the IAC., and she is going to be supporting and facilitating the presentation on the proposed preliminary plan on the spending for Contract for Excellence. I'll just be brief a little bit about what that is.

So parents, educators and community members are asked to participate in hearings on the preliminary plan for 2008 -- for 2009/10 school year on the Contract for Excellence funding. Under the law, the Contract for Excellence funds must be distributed to schools to benefit students with the greatest educational needs as defined by New York State, and must also be spent in six specific program areas which we will go into details when we go into the presentation. Okay?

All the proposed allocations described in this plan which we will present and allow for comments are preliminary and contingent on further analysis on school-based conditions. This year, the Department of Education has invited all of the CEC.s across the city to host Contracts for hearing and to further engage parents in community involvement with this plan.

The DOE has -- will use the feedback to refine the final Contract for Excellence plan. I just want to let you know that the -- so I want to thank the CEC. for rearranging their schedule -- we had other things on the agenda. And we really moved this on to be presented today, because there's a timeline. The Department would like all of the hearings to be conducted by October 8th so that the plans can be finalized and have all of the -- all of the feedback on -- you know, taken into consideration.

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So the plan -- the old plan is posted on the DOE website, and you'll get the information -- the website is included in the PowerPoint. So it is posted as an overview of the plan. The proposed C4E allocations -- Contract for Excellence allocation, for each district, and what you have in your -- the copy of the PowerPoint, are the specific allocations for District 6.

So we're going to present and give you an overall of what the Contracts for Excellence monies are across the city, and then specifically what is allocated to District 6. So if you will hold your questions until the end, because throughout you may find that as we're presenting the next slide may answer the question.

And again, by -- once all of the feedback is taken into consideration, then the Department will be finalizing the final plan. Okay? So I have the PowerPoint on the overhead, but you guys have it there. I have my written copy.

So again, the Contract for Excellence, an overview. And that's on page 2. Funds must be supported -- must support specific program initiatives. The initiatives that they must support are class-size reductions -- so schools can spend the money on these specific categories -- class-size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring, full day pre-kindergarten programs, model programs for English language learners.

Funds must predominantly benefit students with the greatest educational needs, such as English language learners, students in poverty, students with disability, and students with low academic achievements or at risk of not graduating.

Move to page 3. The Contracts for Excellent 2009/2010. Given the severe economic downturn faced by the state and by the nation, New York State held state foundations aid flat between the fiscal year '10 and '09, and is currently projecting no increase in in-foundation aid for the fiscal year '11. This means that for this year, for this current year, fiscal year '10 and for next year, there are no new Contract for Excellence funds to apply toward new or expanded programs.

The DOE's 2009/10 plan is thus, what they're calling a maintenance of effort of this approved 2008/2009 plan. So please note that all proposed allocations described in this plan are preliminary and contingent on further analysis of school-based conditions.

Now, let's look at Chart -- Pie 4. Here we have a view of citywide. The citywide C4E plan by allocation plan. The total allocation for the Contract for Excellence for the year 2010 is 387 million for the city, that's citywide. And again, if you notice that in '09, that's exactly what the city received was 387 million. So it is -- remember that we said there are all -- there are

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specific categories that this money can be spent only. And so of that, citywide, 242 million are going to be under the category of discretionary allocation to schools, and we'll go over what that means; 76 million citywide are going towards targeted allocations to school. Again, if you look at the '09 -- fiscal year '09, maintenance of effort, thirty million is going to that, and then district-wide initiatives -- Brian, can I see? Oh, that's the (indiscernible). Ten percent of that is going. That's citywide. So that breaks it down into the 387 million.

So now, citywide plan C4E plan, again citywide, all funded -- all funds by program area. It is -- 153 million is going toward class-size reduction citywide. But time on task, which we're going to describe a little later, 103 million is going citywide. Teacher principal quality, fifty-six million; and then we have middle and high school restructuring, thirty-nine million citywide; full day pre-kindergarten six million citywide, two percent; Model ELL programs, twenty-seven million. And to be -- what was that, Cabrina?

MS. CARTER:

To be determined.

MS. SPEAKER:

To be determined, is four million dollars which are yet to be scheduled by schools.

So all proposed discretionary spending by program area. So for time on task -- this is by program area. Do you want speak on it, please?

MS. CARTER:

So this slide, unlike the previous slide, only shows the money that was given to schools. So it doesn't account for any funds that the city as a whole issued, only the pot of money that schools have discretion over using. So of that funding that schools received, seventy-three million was time on task activities; forty-six million went to teacher principal quality; nine million to middle and high school restructuring programs; twenty-five million to model program for ELLs, and four million has not been determined yet, to be funded, I believe. And the remaining thirty-five percent is going to class-size reduction activities.

MS. SPEAKER:

So what does discretionary allocation for school mean? So there, again, 242 million in restricted Contract for Excellence funds who are released to 1,400-plus schools in May '09. And sixty-three percent of the total contract amount. So what is the discretion, or what are discretionary funds? Guidance to schools was that Contract for Excellence funds should be used

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to establish continuity of service for assisting Contract for Excellence programs that existed in last year's school. However if a school could not maintain effort due to significant changes in its student population or its overall instructional strategy, it could choose to reallocate funds to a different program area. And so the amount per school was the same and was determined using the formula based on student needs as defined by the State Education Department.

The targeted allocation to school, again, the amount is seventy-six million. It is our estimate in this category, since the preliminary posting of our plan. So remember that this plan is preliminary. Schools receiving allocations were chosen based on: 1) on an overall student need, because these funds service the students with the greatest needs. Schools receive allocation -- okay -- and B) capacity to carry out specific programs. And of that twenty percent of the total contract amount. And so the discretion of what is targeted allocation funds, allocated by the DOE directed to the school for specific use that are eligible within the Contract for Excellence program areas. And they are, for example, sixty-one million for collaborative team teaching, and that where we have special ed -- special students with an IP in regular class with regular students of that CTT class. Six million of that, under targeted allocation are for the full-day pre-K; seven million went to pro -- autism spectrum disorder classrooms, and we have a couple of those in District 6; and two million for ELL summer school, special programs that took place during the summer.

Schools that received targeted Contract for Excellence allocation in '08 and '09 received those allocations again in '09/'10, as well as they retained the population necessary to maintain effort. For example, if the school is funded to support ten year CTT students in '08/'09, last year, and it has a net loss of eight CTT students in '09/'10, that school received an allocation for fiscal year 2010, the allocation would be lower than '09, because it doesn't have the same amount of students needing that service.

Do you want to go into this one for me?

MS. CARTER:

Sure. The other part of money that was attributed to Contracts for Excellence was District-wide initiatives. And of the total contract amount, thirty-nine million went to District-wide initiatives. Some of those initiatives included Multi Pathways to Graduation, for those students who were overage (indiscernible) high schools. So the city designated seven million to that. Ten million went to principal-teacher training initiatives; five million went to school restructuring initiatives; and ten million went to college and AP prep courses for (indiscernible) twelfth graders.

Additional eight percent went to maintain efforts. So thirty million of the total contract amount went to maintain programs currently in existence in

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the DOE such as summer school programs. The money was designated to continue the maintenance of summer school programs this current year.

MS. SPEAKER:

So the proposed discretionary spending in Community School District 6. So here we have actual numbers for our district. Schools in this district were allocated discretionary Contract for Excellence funds. Schools have proposed to spend those funds as follows. And this is their proposed. For class-size, our District was allocated 3,260,720, which was 30.4 percent of the budget. Time on task, the District was allocated four million, and you can see the number there, 4,430,293, which is 41.3 percent. You can see what was allocated for teacher and principal quality initiative to the District. For middle and high school restructuring, we didn't receive any monies. Full-day pre-K, we received 98,000 dollars for full-day pre-K. And for model programs for ELLs, 1,257,000 and some change. And so for a total of, the District received 10,726,174 dollars, which would be -- that's a hundred percent of the total allocation to our District.

MS. CARTER:

So let me just make one clarifying point. Because I don't want there to be any confusion about what it means when schools have this or don't have these particular program areas. So schools had a choice of how they wanted to spend their funding. So they chose to put their money in any of these categories. So currently, in District 6, no school chose to put money into middle and high school restructuring. So the city did not dictate to schools how to use it. They gave them a choice of which programs that they wanted to use, and they chose to use the money in this fashion. Okay? So it was a choice that schools made based on the need they helped (indiscernible).

MS. SPEAKER:

So again, it breaks it down further in terms of the Contract for Excellence plan. All funds by program strategy. So class-size reduction, we received a total -- well, actually, can you explain this one?

MS. CARTER:

Sure.

MS. SPEAKER:

This is how they scheduled it in the school.

MS. CARTER:

Yes. So the slide you just saw before was the discretionary pot of money, so the money that schools had choice over how they want to use. This

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particular chart is showing you, of all the funds that District 6 received, whether it was discretionary, targeted allocation, maintenance of effort or District-wide initiatives, this is how it breaks down.

So it takes into account all of the funding District 6 received, not just discretionary funding. So of all the funds District 6 received, 153 million went towards class-size reduction activity, and that's either in creating additional classes, for seventy million, or reducing teacher-pupil ratio, which was eighty-three million. That was citywide. And in the District, 3.2 million went toward class-size reduction by adding a new class, and 4.4 million went to reducing teacher-pupil ratio in District 6, for a total of 7.7 million in class-size reduction for District 6.

In time on task activities, the city as a whole used 103 million for this initiative. District 6 received 5.8 million in time on task (indiscernible). And that breaks down as, as far as before an Act 2 program, District 6 got 1.6 million; for summer school programs it 500,000; for dedicated instructional time, 4.1 million; and for individualized tutoring, 109,000; for a total of 5.8 million towards time on task activities in District 6.

Teacher-principal quality deals with professional development for teachers and principals. Citywide, they allocated fifty-six million toward that initiative. In District 6, it was 2.2 million towards teacher-principal quality activities.

And middle school and high school restructuring, as a city, thirty-eight million was allocated toward that initiative. In District 6, 542,000 was allocated toward restructuring high schools and middle school changes in the District.

Pre-K program, as a city we used six million towards that. In District 6 it was 213,000 towards full-day pre-K programs. For model programs for ELLs as a city, it was twenty-seven million towards that, and in District 6, the 1.4 million went towards initiatives for programs for ELL.

So the total that District 6 receives and all C3 allocations was seventeen million.

MS. SPEAKER:

So special note, on class-size planning. So as teachers' salaries rise, more funds are required. So these are things to keep in mind as to recommending goals a lot of the time. More funds are required to maintain the same number of teachers as last year. So it's going to cost the schools more money to keep the same amount of teachers.

Impact by registered change and average teacher salary changes means schools that allocate the same amount of money year-over-year to class-size reduction activities, may experience a slight increase in class-size on pupil-

teacher ratio. And remember, this year this is a maintenance program. There's no additional money to the schools to account for raising teachers' salaries.

So again, this is important to note that due to the economic downturn faced by the state and the nation, that required an average of 4.9 cut to schools, causing a large number of our schools to eliminate a teaching position which could have some impact on class-size, depending on the position. And many schools choose class-size reduction or pupil-teacher ratio strategies to avoid increase in class sizes.

So at this point, we will take public feedback into account, and the DOE will do as well in the coming months as we continue to develop a citywide maintenance of effort Contract for Excellence plan. The deadline for public comment is October 8th. This has been on the website since September 8, thirty days from the date that the comprehensible '09/'10 proposed was posted on the Department's website. The public may comment on any aspect of the maintenance of effort plan, including: how schools are planning to spend their discretionary funds within the six allowable program areas; how the DOE is allocating targeted contract funds to schools; how the DOE is allocating funds to District-wide initiatives; and on the public comment process itself.

So the PowerPoint there you have educator, parents, and all members of the community, will feel free, should -- we'll certainly hear comments today and take them for feedback to the DOE. But should there be any others after today, you can certainly -- will still be able to go into the website and -- at Contract for Excellence at Schools (indiscernible) and provide comments. Maybe after conversations with your schools you may want to further comment.

So we are opening it for --

MS. SPEAKER:

Before we go any further, just for the record, I just want to recognize that Maggie did come in -- Maggie Velez, right after you started your presentation, so we officially have a quorum. I just want to suggest that -- if I can, that you just continue with the presentations and then just go back to our business. Okay?

MS. SPEAKER:

We are -- so this is the part of the presentation where we are open to hearing any comments or recommendations or -- so feel free to e-mail at any time. The deadline is October 8, with any comments or suggestions or innovation to that particular (indiscernible).

BRIAN:

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I have a question.

MS. SPEAKER:

You have a question.

BRIAN:

Just a quick question.

MS. SPEAKER:

Protocol is that the CEC members ask questions first and then we open it up to the public. Go ahead, Brian.

BRIAN:

I just had a quick question on the special note class-size planning page. It says, "Many schools chose class-size reduction or pupil-teacher ratio strategy to avoid increased class size." How does that work if --

MS. SPEAKER:

What page are you? What number?

BRIAN:

I don't know. Page 13. How does that work with this? That seemed a little confusing to me how they clo -- meaning that by choosing class-size reduction they were able to access these funds this year, therefore avoiding a higher ratio?

MS. SPEAKER:

Well, what I -- my understanding is that, for example, a school may have chosen to reduce class-size by adding -- by having another teacher in the room. So the ratio per student, instead of a teacher having twenty-five students, if there's another teacher in the room at a specific time of the day, not continuously in terms of the entire day, two teachers are assigned, that maybe it could be during a specific content area, during reading or during math, reducing pupil-teacher ratio.

BRIAN:

Okay. That's the only question I had.

MS. SPEAKER:

Anybody else? Maggie?

MAGGIE:

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Okay. If I'm understanding this section correctly, I had a question on that. So if the principal decides to bring two teachers in the classroom, then that's class-size reduction?

MS. SPEAKER:

Right. That's class-size reduction through pupil teacher ratio.

MAGGIE:

My other question is on page 10 regarding the allocations to (indiscernible). Then again, I might just be confused at what I'm looking at, keep that in mind. Where it says class-size reduction to District 6 is 30.7 percent, right? To reduce the class-size. But then there's no money allocated to the middle and high school restructuring. How do you get to that?

MS. SPEAKER:

So there, that's a different strategy. I'm not sure if you're putting both of them together.

MAGGIE:

Yes, I am. I'm putting together --

MS. SPEAKER:

They're separated.

MAGGIE:

So they're totally separate.

MS. SPEAKER:

They're totally separate. So reducing class-size is one particular strategy, where either the school is opening up a new class or they're adding an additional teacher to an existing class.

MAGGIE:

If you don't restructure the school, restructuring will accomp -- well maybe it's the wrong term.

MS. SPEAKER:

Right, right.

MAGGIE:

Because if you're not creating another classroom or putting another classroom in, but like you said, maybe the ratio --

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MS. SPEAKER:

So they know what bucket that you're taking the money from.

MS. SPEAKER:

But they've got restructuring as changing the entire school programming. So a school may decide to open up small learning communities. It has nothing to do with class size. You may restructure how the school is totally formatted.

MS. SPEAKER:

Yeah, but this, to clarify, page 10, it's from one source.

MS. SPEAKER:

Yes.

MS. SPEAKER:

Right?

MS. SPEAKER:

Yes.

MS. SPEAKER:

It's from --

MS. SPEAKER:

It's from the discretionary funding.

MS. SPEAKER:

It's just from the discretionary funding source.

MS. SPEAKER:

Right.

MS. SPEAKER:

Which I don't know if you were here when she said that. The principals and the schools are the ones that decide --

MS. SPEAKER:

I heard that.

MS. SPEAKER:

All right.

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MS. SPEAKER:

But I need to understand that so when I go back --

MS SPEAKER:

No, no, yeah.

MS. SPEAKER:

-- to our school, I could better understand how to --

MS. SPEAKER:

So we can say to middle school teachers, why didn't you --

MS. SPEAKER:

Well, that leads into my question. I mean, this information it's interesting to see how much is coming throughout the whole District. But without information specific to certain schools, then how do we share this with our community, our constituents? Like isn't there another slide that shows how much each school got in these areas --

MS. SPEAKER:

So all of this information is posted on the DOE's web site. And the link that you have on the bottom of page 10 will give you the school number information.

MS. SPEAKER:

Also, then again there's other districts to compare, it's --

MS. SPEAKER:

It gives you the entire city, yes.

MS. SPEAKER:

Yes. Any other questions? I just have a concern of how low the number is for full-day. Do we have any full-day pre-K's now?

MS. SPEAKER:

This year we have three schools that have done new full-day --

MS. SPEAKER:

Full days?

MS SPEAKER:

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-- full day pre-kindergartens: P.S. 28, 48, 115. Those are the three schools that have additional full-day pre-K programs.

MS. SPEAKER:

Out of how many ,again? Because I can't --

MS. SPEAKER:

Out of how many schools?

MS. SPEAKER:

Out of how many pre-K programs?

MS. SPEAKER:

I can get you the information and be specific. I just remember off the top of my --

MS. SPEAKER:

How many? 210 have the full day?

MS. SPEAKER:

And 210. But I don't know -- 210 had a full day. I just referred to the three --

MS. SPEAKER:

Oh, okay. The three new --

MS. SPEAKER:

-- new additional full-day pre-K in District 6. I know that one is in P.S. 115, at 28 and 48. Now, there are existing full-day pre-Ks that we had previous to this year.

MS. SPEAKER:

All right.

MS. SPEAKER:

I have the list, Judith, if you like.

MS. SPEAKER:

No, it would be good to see, because --

MS. SPEAKER:

I have the whole list.

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MS. SPEAKER:

We know that we have.

MS. SPEAKER:

What existed and what's new, okay?

MS. SPEAKER:

Yes.

MS. SPEAKER:

Remind me before.

MS. SPEAKER:

Any other questions? No? Does the public have any questions to this particular presentation? Do you have any? No. Does anybody have any questions for this particular presentation? No, good.

MR. PARREM (PH.):

Because of the importance of this issue to our community especially, but because also that this is a case study in my opinion of all of what is wrong with this Department of Education, I hope you'll indulge me for a couple of minutes. Because there was so much that was needed to (indiscernible) in the presentation (indiscernible).

MS. SPEAKER:

I will indulge you for two minutes.

MR. SPEAKER:

Two and a half.

MR. PARREM:

I'll --

MR. SPEAKER:

Two minutes fifteen seconds.

MR. PARREM:

But first, for those who don't know me, my name is Josh Parrem (ph.). I was a member of the CEC for four years, from 2005 to 2009. It's important to understand first what this is all about. And if you just look at these pages and these numbers it's really difficult to understand even what the history and context of this is.

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The Contracts for Excellence grew out of the Campaign for Fiscal Equity lawsuit, which, for those of you who don't know, was started in the very room that you're sitting in by Robert Jackson, fifteen years ago, when he was the president of his local school board at that time, and is now, as you know, the chair of the city council education committee.

And it was cooked up in this very room. That's why it's so important to this community. And that was a suit that claimed that New York State was systematically short-changing New York City schools, especially District 6 schools and those in communities like it, of the funds needed to provide the kind of education that children of this community and similar communities deserved.

Now, out of that -- the reason this is called a contract has to do with the fact that while New York State was systematically underfunding schools, New York City has been failing to comply, historically, also, with how monies should be spent. And so the state ordered the city to prepare a contract to which it had to comply and be accountable for monies that were spent.

No other district in this state has to comply with this kind of contract, which is an indication of what the New York State Education Department thought of the New York City Department of Education. That's the derivation of this term, contract. And the Contract for Excellence is the money that then is allocated to which people have been making reference.

That context is very important given the history of our community especially, although it applies throughout the city as well.

I have some questions but also a number of comments. But particularly with regard to this whole process of how it gets addressed, because this started right here, I would suggest that this CEC would benefit by asking Councilmember Jackson to comment on the Contract for Excellence allocation to his own District. Certainly, he will have something pertinent to say on many of these matters. And I think that that should be scheduled, perhaps immediately.

My question, before I continue, is why was an artificial date of October 8th chosen for public comment, given that this is first being presented to the CEC on the 21st? Could the representatives from the DOE first answer that question, why was October 8th chosen? Is there some relationship to a date in which the city has to comply with state regulations?

MS. SPEAKER:

I'm just going to refer to --

MS. SPEAKER:

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Well, the CECs received information a couple of weeks ago. And -- correct? And so they had the information. We're having the public hearing today. But the information was in the hands of the CEC in terms of this plan.

MR. SPEAKER:

From what I read, it --

MR. PARREM:

That wasn't really address what I asked. Because for anyone to believe that in the first two weeks of school that there was going to be the ability to pay attention to this by the CEC or anybody else is fanciful. And that's why I talked about how illustrative it is of how this Department of Education operates. Because there was really no ability to --

MR. SPEAKER:

No, Josh. You're make --

MR. PARREM:

-- address beforehand.

MR. SPEAKER:

-- I just want to make a comment. From the e-mails I received from the DOE in regards to this, from my understanding it was due to state regulations. And that's why they pushed us so hard to have it right now, that they had to have his comment during a specific time period.

MR. PARREM:

That's what I was asking. What's the state --

MR. SPEAKER:

By the state.

MR. PARREM:

-- what is the state deadline for comments? I know that there are state deadlines. I was asking what those are.

MR. SPEAKER:

From what I read, it is in October.

MR. PARREM:

October when?

MR. SPEAKER:

By this deadline in October.

MS. SPEAKER:

The deadline for the DOE to receive all its comments to put together a -- the plan, and to include the comments and feedback is October 8th. I don't know when the DOE must submit it to the state, but that's something that we can certainly ask and forward to Central and get that information. But by the 8th the city must receive all feedback and comment from the public.

MR. PARREM:

I understand. I won't belabor that point. Let's go to some of the content regarding this. As Councilmember Jackson, who was the lead plaintiff in this case testified in front of the City Council of Education Committee, the inclusion of a second teacher in a classroom for reduction of teacher-pupil ratio, does not equal class-size reduction. This is the lead plaintiff and the chairperson of the City Council of Education who is speaking on that. He ought to know what he's talking about, since he launched the lawsuit.

The Department of Education has insisted, contrary to the opinion of Mr. Jackson, Campaign for Fiscal Equity and everybody else who's been involved with this, that those are not equivalents and that much more of this money should be used for class-size reduction.

Be that as it may, it is also an untruth to say that the allocation by categories was left totally up to the schools. That's like saying that you have a choice of whether to drink hemlock or some other poison. Because just a few months ago, the Department of Education refused the request of P.S. 173 to put in additional pre-K -- full day pre-K classes, and instead moved in another school program into their building, denying them the space.

The reason that people did not put full-day pre-K as a possible choice for allocation of the monies is because the DOE has not provided the space for them to do that. So again, there are untruths about this whole process which need to be understood in order to comment on whether this is an appropriate allocation.

But much more of this will come out if there is a further opportunity to discuss this. And I'm suggesting that Councilman Jackson be part of it. The fact that it was put on the website in a district which has a digital divide, in which large, large numbers of people don't have immediate access to computers, is also another indication of how this is not a process which really engages communities like this one.

MS. SPEAKER:

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Okay. Thank you. Does anybody else have any questions? No questions?
Anybody on the board?

So I want to thank you --

MS. SPEAKER:

Yeah --

MR. SPEAKER:

Is this material available in Spanish?

MS. SPEAKER:

It should be, because everything should be translated.

MS. SPEAKER:

I don't -- is it?

MS. SPEAKER:

Is it?

MS. SPEAKER:

I believe on the website, there should be various materials available.

MS. SPEAKER:

I think it is, but Rebecca, did we look that up in?

MS. SPEAKER:

The only suggestion, following Josh's suggestion, is that we can hold another meeting just to discuss this more in detail before we actually move forward with making recommendations.

MR. SPEAKER:

Well, the comment has to be made before October 8, so.

MS. SPEAKER:

Right. So --

MR. SPEAKER:

So you can make your recommendations afterwards? Are we --

MS. SPEAKER:

No. We have to make the recommendations by October 8th.

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MS. SPEAKER:

So this is the public hearing. And so you can certainly hold other meetings --

MS. SPEAKER:

Right.

MS. SPEAKER:

-- in the forum --

MS. SPEAKER:

Right.

MS. SPEAKER:

-- and communicate with the schools. And as long as you then forward that information --

MS. SPEAKER:

To?

MS. SPEAKER:

-- that site, certainly this is the forum in which we're sharing with the community. And so we have until the 8th to make the comments.

MR. SPEAKER:

All right.

MR. SPEAKER:

I've got -- every individual in schools, they (indiscernible) had the opportunity in which in Spanish to get the presentation that you presented to us tonight? Because also --

MS. SPEAKER:

Well, this presentation is on goals. And my understanding -- this is not at the school. This is a presentation for the public. They have the specific guidelines to allocations. And they know what -- and they are the ones that have decided where they're chunking this money, according to the specific categories and guidelines of the funding.

MR. SPEAKER:

Yeah, but let me ask you one thing. I know from (indiscernible) and (indiscernible) be aware how they can go (indiscernible) every single

(indiscernible) in schools, and how come the principals, they have a hundred percent of the budget individually. So they have to explain every single balance how they going to deal with that situation. Because sometimes, you know, they don't know -- they not account -- they not an accountant. And they don't know how do only English school, and sometimes the screw the whole -- the screw the whole project and nobody say anything. And we have to be aware of that.

MS. SPEAKER:

So we are speaking tonight specifically on this part of the budget on the C4E monies. So we will look -- I am almost certain that the information is available on the website in Spanish. But I will look -- we will certainly let you -- everyone here know, in fact, where it is, and in fact if it is. And Cabrina's here. She'll also take that back, as part of the feedback and our concern.

On reference to the rest of the -- this is not the only money that schools get. And I hear your concern. So we were only specifically talking about on the Contract for Excellence funds. This is a part of the total budget that schools get. Which should be a topic of discussion at (indiscernible).

MR. SPEAKER:

Because, you know, at individual school, they might have a feedback. They can send the updated data. You would be (indiscernible) and a lot of people they're not here, they don't go to any CEC meeting or other parents, and our community of (indiscernible) is out there for (indiscernible) locally. (Indiscernible) --

MS. SPEAKER:

And (indiscernible) I think that CEC --

MR. SPEAKER:

-- and we want to know --

MS. SPEAKER:

So the CEC is planning to move forward with -- do you want to address that?

MS. SPEAKER:

Yes. Maggie has a question first, and then I'll --

MAGGIE:

Yes, you mentioned the school leadership team. So are you saying that prior to the meeting tonight there should have been discussions with the

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school leadership teams as to how that money was going to be allocated in some schools?

MR. SPEAKER:

Yes, it happened last year.

MAGGIE:

-- there was never any discussion as to that.

MS. SPEAKER:

Yes. Schools were -- particularly when the plan was created last year, and when we had (indiscernible). Or if the principal would let you into that conversation, which you know.

MS. SPEAKER:

So --

MS. SPEAKER:

And the CEPs are never -- I mean, I'm so totally confused with how the CEPs go out now. Because they said they were sending it out in portions. And then by the time it gets approved it has to come back. I think I might have seen one piece of the CEP the whole year last year. And I was so totally confused of the whole process of how that --

MS. SPEAKER:

Well, the CEP comes into the signatures of the -- it should come as an entire document. And no one should sign portions of a -- I know my parents signed part of a CEP and (indiscernible) with an entire CEP.

MS. SPEAKER:

I know that the CEC here, the parents that work on the DCEP here, they never sign --

MS. SPEAKER:

We don't sign it.

MS. SPEAKER:

-- a part of a document and I know that, when we work on that plan, Central knows very clear that when it comes to District 6 members of the DCEP they sit and we spend days looking at it before they sign. So that's the expectation that should happen at the schools as well.

MS. SPEAKER:

Okay.

MS. SPEAKER:

(Indiscernible) question is still hat hand. It does back to the gentleman's concern and many of ours as well, that we have, what, now three weeks, really to get feedback. The first SLT meeting of the school year is not -- is next week in most schools. And we only represent about five schools in this room. So how do we ensure, and how -- what kind of support do we have from the District level or the city level, to make sure that that link gets into the hands of members of the SLT or parents who are concerned, so that on the 23rd, 24th when most SLTs are meeting, there can actually be discussion and in a timely manner, people can put their feedback in? Because without that dissemination and the knowledge, then how do people do anything about it?

MS. SPEAKER:

So I will certainly get back to the CEC and forward this information to Central. Get back to you tomorrow with information as to what is the best way of going -- but you can certainly, people that are here --

MS. SPEAKER:

No, but there's --

MS. SPEAKER:

-- can certainly reach out to the school community and ask --

MS. SPEAKER:

All right.

MS. SPEAKER:

-- this is what this public hearing is about.

MS. SPEAKER:

Right. There's three -- there's three questions on the floor. Then I'm going to make a motion, and then we're going to move on. Okay.

Roberta has had a first.

MS. SPEAKER:

Just to add to what she just said. But it's just to add --

MS. SPEAKER:

She's going to add to what she says, okay.

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MS. SPEAKER:

There are non-functioning PTAs. There's no PTAs in many schools because they didn't have elections. So that in and of itself as well --

MS. SPEAKER:

That's must --

MS. SPEAKER:

-- is another problem.

MR. SPEAKER:

And you know, let me tell you one thing. I'm visiting schools every day. I'm a private advocator. Let me tell you, (indiscernible) you can see the final presentation or whatever they bring to the parents. Because let me tell you, I heard and I know for sure, that a lot of principals, they put the families against the world and they say, if you don't sign the CEP you are not going to get the 300 dollar stipend that they need to give to the parents. And you know, and also the SLT, they've not functioning properly. They don't do it. And how come they develop the CEP when there is not a PTA, you know, functioning where there is not a SLT properly, who's signing the CEP and who do they get that final signature from parents. And you know, I know they signed it because they really battled all the principal and teacher (indiscernible) you will (indiscernible) make the parents sign when they not even in school. The PTA they're not functioning properly. Do you want to see the president, sometimes you see -- and you can see not even three members of the PTA in the school, and that's the minimum. That's the minimum that --

MS. SPEAKER:

Well, I can tell you (indiscernible) that perhaps I should have announced that, but this is not part of the C4E plan. But this year Rebecca, your family advocate, is now working directly with myself, the Superintendent, and we will be looking. So since now we are in closer communication, working together as one, we're going to be looking at PAs, and we're going to be looking at -- as part of our District leadership team, one of the things that we're also going to be looking at is how the District and District team work -- the school leadership team's working. And I think that there is going to be a lot more follow-up directly with schools as to how effective their school initiatives are working, but also the parents association. I'll be move involved this year with (indiscernible).

BRIAN:

We need to --

MS. SPEAKER:

Brian goes next.

BRIAN:

-- we need to move on with the agenda. I want to address your question right now.

MS. SPEAKER:

Brian goes next.

BRIAN:

Because I find a huge irony here, right now, that we have so many people saying, basically, the PTAs aren't functioning, the SLTs aren't functioning. But you know what's interesting about that? We have so many people here complaining about the DOE not doing its job, but what about the responsibility of the parents have of doing their job? What about the responsibility of parents going to PTA meetings? What about the responsibility of parents going to the SLT meetings and showing up for the meetings? What about the responsibility of CEC members coming to the CEC meetings? I know, I know. I just want to state an irony here.

Because I find that very ironic that we come to this meeting and have people saying well, the DOE should make those SLTs and PAs work. And I'm like, as a former PA president, and how hard I worked to get just parents to come to meetings, and they just wouldn't come to meetings. So I just find -- I just find that an irony, and I'm loathe to blame the DOE for the lack of parents coming to PA meetings and coming and participating in the SLTs and functioning in SLT meetings.

But I want to get back to this Contract for Excellence, because it seems that from what Lisa and you and what has been said today, there seems to be confusion about this presentation. This presentation is in regards to about how Contract for Excellence funds are distributed citywide. It sounds like what your statements are in regards to about how schools actually apply those funds on an individual basis.

Now, last year, the SLTs, if they were functioning well, and if principals were working with the SLTs and presenting budgets, like at my school's SLT meeting that was always a bone of contention, getting the principal to actually present the budget and having the input in regards to that. But last year I remember, our SLT specifically going over these Contract for Excellence funds, and our principal, discussing how these Contract for Excellence funds were being used in our school.

So that's something that's going to happen this coming year. The SLTs are going to discuss how the money's going to be spent for the next year. So

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there isn't an urgency right now for SLTs to come together and meet in regards to this on how their specific schools are going to use the money. What the DOE is asking for is input into this program of how they spend the money within the District, namely with what to Josh's concern has been about -- how much money we get for the District and how it's allocated in these different funds, giving percentages to class-size reduction, principal-teacher quality and time on task. So that's my comment.

MS. SPEAKER:

So I'm going to make a motion that we -- I want to make a motion that we have another meeting just specifically to discuss the Contract for Excellence, before we make our recommendations, and that we invite Robert Jackson, as Josh suggested, but that we also invite the principals of the schools and SLT members to come to this meeting.

But we need to decide, if we all concur, when we're going to have this meeting which needs to be within the next two weeks.

MS. SPEAKER:

When is the President's Council meeting?

MS. SPEAKER:

Rebecca, do you know when the President -- do we have a functioning President's Council?

MS. SPEAKER:

They have to the 30th for elections.

MS. SPEAKER:

To have an election?

MR. SPEAKER:

Oh, this is the DOE.

MS. SPEAKER:

And we have a business meeting on the 4th.

MS. SPEAKER:

Of October? Okay. That's enough time to have the meeting. And then we have two days to get the recommendation to them. So I'm okay with that.

MS. SPEAKER:

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But I think we should involve the President's Council. I understand that they still haven't held their elections, but on the same token, they want to have elections when there's a lot of things that don't have --

MS. SPEAKER:

Have PAs. How many schools don't have PAs?

MS. SPEAKER:

We actually have -- most of our schools have PAs. Six schools that did not have elections.

MS. SPEAKER:

Okay.

MS. SPEAKER:

And they're scheduling (indiscernible) elections.

MS. SPEAKER:

Okay. All right.

MS. SPEAKER:

Considering we have 40-something schools, including high schools --

MS. SPEAKER:

All right.

MS. SPEAKER:

That's pretty good.

MS. SPEAKER:

Okay. So then --

MS. SPEAKER:

So we could invite those presidents. If you want, I will --

MS. SPEAKER:

Yes. So the motion is that on October 1st, that our next business meeting, that most of it if not all be allocated towards discussing the Contract for Excellence, and that we invite Robert Jackson, principals, PTA and SLT members. Anybody second?

MAGGIE:

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I second.

MS. SPEAKER:

The motion has been seconded by Maggie. All in favor? Okay. It passes unanimously.

MS. SPEAKER:

Thank you very much.

[END TAPE]