

**Contract for Excellence
District 3 Public Meeting, 9/16/09
154 W. 93rd Street
New York, NY 10025
Public Comment**

(Audio begins mid-meeting)

FEMALE SPEAKER:

Yes, the full amount of the district (indiscernible) would include what Principal (indiscernible) talked about. Discretionary funding, (indiscernible), district plot allocations and maintenance (indiscernible) funds came to 8.3 million. So the same amount from last year (indiscernible) this issue.

MALE SPEAKER:

Again, (Indiscernible) for the citywide. I'm just talking about the district, so you've got citywide talking about (indiscernible). Who do you -- if -- because I -- I spend a lot of time (indiscernible) so I'm entirely clear. So, there are four different pots of money, is that correct?

FEMALE SPEAKER:

Um-hum.

MALE SPEAKER:

Discretionary, targeted. I guess my question is could you just define --

DR. SALAVERT:

Again, if you go back to, actually, it's slide number 4, you'll see the different types of allocation funds. So you see discretionary funds, (indiscernible), maintenance of airport, okay? So that's citywide. So if you're looking at the city -- if you're looking at the district the same way, which would be right here, look at this for a second, so right here, you see the yellow, the purple and the green, so the ye -- oh, it's in black and white. So this is not part of the discretionary funding source. This is part of the allocation funds for the targeted students, would be the one in orange, then you have -- actually, no, the three of them come from -- you can go back to the slide number 4 -- or 5. Go to slide number 5 and you'll see that. Okay, so you see here, again, this is citywide. So citywide, you have sixty-three percent that is discretionary, and then you have the other percent that is not. This other percent, looking at that by problem area, you have one side you've got some time with us at teachers' development. So part of this

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money is what we see again when we talk about District 3 and we're talking about the section that is not discretionary funds. Thank you.

MALE SPEAKER:

Discretionary fund are funds that are built into the school.

DR. SALAVERT:

Yes.

MALE SPEAKER:

They can allocate --

DR. SALAVERT:

The discretionary funds are given to the school, and what makes it confusing is that we also have to follow the same guidelines that we have with the city, so the discretionary funds, again, have to go to class size reduction, the Time On Task, so they have the same strategies. So, but it's that particular set of monies that go directly to the school.

MALE SPEAKER:

And they can determine which --

DR. SALAVERT:

Exactly, exactly. So we'll see that -- I do have an example for you, so you'll see how it works. But yes, it makes -- it is a little bit confusing because you see the same names over time, time on task, and --

So, if you can move on for a second, to -- okay, next, right, here -- next, the next one. Okay, so now, I know that one of the questions that you might have, and I know that some of you have is what was the impact of these monies? Has it made any impact on now the schools? So I have here a slide from 2007-2008, the first year that actually will receive the funds. And at that time, one of the big things was let's reduce class size citywide. So in 2007-2008, the proposal was in five years, to reduce class size to the extent that it was -- like you see here, dedicate fifty percent of this first year of the contact monies to reduce class size. And in the following years to dedicate twenty-five percent of the monies to that.

Also, look at the right side, and I would like for you to pay attention to that. All of these efforts, though, especially the discretionary funds and even the targeted monies, they all go to the schools. And we are empowering the schools to make use of these monies in relation to what the school, the CP of the school, in a way, indicates are the needs of the school. So one of the things that this is, maybe you want to encourage the schools to do, is to maybe have a conversation at the school leadership team, because actually

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is the goals that the school has set in the CP that should be aligned to some of these discretionary funds and some of the targeted monies that come through the children's -- the Contract for Excellence monies. So --

MALE SPEAKER:

Could you repeat that? That seems quite important (indiscernible).

DR. SALAVERT:

Yes. If you look at this -- well, if you look at what you have in front of you, all the plan when we initially got that, and it continues to be that way, is that we are empowering and enabling individual schools to invest in class reduction consistent with the school's overall plan to improve the student achievement. So the monies go to the school, the principal, with the help of, well, the school leadership team, actually, can make the determination whether we need more classes with less students and more teachers, whether we need additional programs. So that's part of what the conversation would take place.

If we take a look at the next slide, you will see that since that time, since 2002, our number of children in -- in now -- that the class size has actually dropped consistently. So, like, if we're looking at kindergarten, we had an average of twenty-one children per class in 2002. Now we have below that; we are around, maybe, eighteen children. That's citywide. So the money's actually -- if you look at the graphs, they all go down. So there has been a drop in the class size, K-8, citywide, since the monies were received.

MALE SPEAKER:

Do we have similar money --

DR. SALAVERT:

Let me ask --

MALE SPEAKER:

-- for District 3, approximately?

DR. SALAVERT:

Well, I don't have it with me, but I'll give you URLs where all of this might be available.

FEMALE SPEAKER:

This doesn't have last year's date on it.

DR. SALAVERT:

This ends in 2008.

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MALE SPEAKER:

2008, which is essentially fiscal year 2007-2008 --

DR. SALAVERT:

Yes.

MALE SPEAKER:

-- is that correct?

DR. SALAVERT:

Yes.

MALE SPEAKER:

So we are --

DR. SALAVERT:

We are --

MALE SPEAKER:

-- 2009-2010 --

DR. SALAVERT:

We are proposing 2009-2010. We just completed 2008-2009.

MALE SPEAKER:

This is two school years ago.

DR. SALAVERT:

Yes, yes.

MALE SPEAKER:

Okay.

FEMALE SPEAKER:

I just have one question. When you talk about these class size reductions, previously you've said that the principals, the individual schools were empowered to spend this money. We're also talking this allotment for the class size reduction. So are you then saying that the DOE is not responsible for the class size reduction, or nor can it enforce class size reduction? I don't know -- I guess I'm not clear on that.

DR. SALAVERT:

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Well, I think the schools are part of the DOE. I mean, it's running the schools.

FEMALE SPEAKER:

Yeah, but I mean, but, yeah, but sort of, they may be, but if you're saying we're empowering the principal, you're sort of divorcing yourself --

DR. SALAVERT:

No, no.

FEMALE SPEAKER:

You know.

DR. SALAVERT:

No.

FEMALE SPEAKER:

So, yeah, well, then explain it. I'm confused, obviously.

DR. SALAVERT:

So let me -- that's why I did have an example for you, and I would like to walk you through the example because otherwise, I understand, you look at these numbers, millions and millions and graphs and what does it mean to me? So I think that, thanks to Mary and D.J., we made copies of the Excel files for you and should be here, but if you go to the next slide, and I must apologize because the slide, the Excel files are read-only and sometimes it's very difficult to see, but if you, Mary, could go to the next slide. I've taken the example of P.S. 149 as one example. So you have, here, 149 and how class size has been shrinking these past three years.

So 149, in the year 2007-2008, received a progress report, a C. And if we are looking at the state accountability report, 149 was a school in need of improvement, year 1, because it did not meet certain targets that we expect the schools to meet.

Now, if we are looking at the yellow portions -- wait, again, I'm going to read for you because it's not easy to see -- at that time, 149 had the largest class size for kindergarten at twenty-four. The largest classes, the class size at grade 4 and 5 were at thirty. And in the middle school, the class size, the largest one was at thirty-two. So the school received some monies and they did put some monies into reduced class size.

If we look at the last year, last year -- you can turn to the next slide -- last year -- no, before it, the one before this one, 2008-2009.

MARY:

That?

DR. SALAVERT:

No, other way. The other way. Keep going. Next. No, no, you are going the other way.

FEMALE SPEAKER:

There you go.

DR. SALAVERT:

Okay.

FEMALE SPEAKER:

Perfect.

DR. SALAVERT:

So we are in last year, now, the year that we just ended, so the second year of these funds. The school, actually, might have used the monies properly. I'm not saying that this is the only reason why, the monies, that they get an A, but the school did receive an A. And most importantly, the school was removed from the state list. The school met its targets. But now, if we take a look at the class sizes in that year, the largest class size for that year, actually, during 2008-2009, instead of 24 in the kindergarten class, you have 22.5. Instead of 30 in elementary school, they had 18.5. So they did put some money into reducing the class size of the elementary school, and that might have helped. And if you are looking at the middle school, it went from 34 to 32 in the largest class size. So the school did make, probably, some strategic decisions in relation to class size which has contributed to the fact that they did make the target this year.

MARIA:

I'm just not clear on this sheet where it says class size 8 to -- K-8 has dropped consistently. Is that supposed to indicate that this is an average of every single school in New York City? Or is that --

DR. SALAVERT:

Yes.

MARIA:

And is that a report which was done by the DOE? Or is it done by an outside --

MALE SPEAKER:

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DOE.

DR. SALAVERT:

These are numbers that come from the Department of Education based on audited registers.

MARIA:

Audited by an outside -- who audits them?

FEMALE SPEAKER:

It's right at the bottom of the slide --

DR. SALAVERT:

Yeah, look at the source. Page -- slide number 14, it says --

MARIA:

Well, it just says audited registers, right?

DR. SALAVERT:

But it says mayor's management report.

MARIA:

Yeah, but that would be done by the mayor, right?

DR. SALAVERT:

Yes, so this is the source.

MARIA:

I was wondering if there was any impartial observer because there's been so much controversy about the test scores and the reports by the mayor that I'm wondering if there are reports on the class reduction, since most people are saying that classes have, in fact, increased, class size has increased. I'm wondering if there's been an outside, impartial --

DR. SALAVERT:

What I can tell you is that in relation to the Contract for Excellence funds, there is -- the state is auditing the city.

MARIA:

Um-hum.

DR. SALAVERT:

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And how the monies are being used.

MARIA:

I see.

MALE SPEAKER:

If I'm not mistaken, also, Maria, remember this -- look what it says, okay. So, the only information that they have -- and correct me if I'm wrong -- that looks audited is -- goes back to 2007. So '06 and '07 and it looks like '07-'08 is from a preliminary report.

FEMALE SPEAKER:

Um-hum.

MALE SPEAKER:

So we don't have the last two years -- we don't have last year's, we certainly don't have this year's, and the information from two years is on a preliminary report. So one question I would have is why are we dealing with data that's two and a half years old.

DR. SALAVERT:

Actually, I chose to give you this data only as a starting point. We can actually, for the purpose of this public comment, put more toward easier spreadsheets. So we can actually spend even an hour talking about all of those and we can respond to that question. The reason why I added this report, this particular slide, was to give you a perspective when we're looking at certain -- at the school level. So we can definitely look at last year's, but I was just giving you -- looking back two years ago, where we were at that point, and where are we as a school today.

MALE SPEAKER:

I appreciate that, and again, you've just filled the context. Christine and I met with Dr. Salavert and D.J. earlier in the week to discuss and help prior to this presentation, and one of the questions we brought up is, well, what have been the results, because we didn't see any information on the impact of the funds. And so Dr. Salavert has made some changes to the presentation.

DR. SALAVERT:

Yes, yes.

MALE SPEAKER:

And this is one of them. But, with all due respect, the question still stands that --

DR. SALAVERT:

I appreciate that and will respond to that. Your question is pertaining more to school levels, so given the time that we have, I think the emphasis at the school level (indiscernible).

MALE SPEAKER:

Well, I have one question.

FEMALE SPEAKER:

One question, you're using the 149 as an example as being one of my schools from last year. And it's certainly clear is that I have something to go back to the parents to speak to them about this year at their PTA meeting, because the parents there are misinformed as -- in terms of class size reduction. They feel that class size reduction is done because of the invasion of the charter school there, and there -- and the pupils that were in the school are now applying to that specific charter school, and so they're sort of like, they're not like 241 being really straight up front being systematically phased out, even though they say they're not closing the school, but they do feel that that's what's draining it off.

Now, I'm not privy to how this principal chooses to spend its money, so I don't know that. But I can say -- I can tell -- now tell the parents that the principal has money to do class size reduction. Maybe that's why the classes are shrinking.

DR. SALAVERT:

Well, again, part of this conversation we are having, here, today is for you to be informed and we will give you all the information and sources so you can actually have the information for your individual school. I wish we could talk about each individual school, right now, here, but again, this is a forum where I'm just presenting the broad strokes.

Now, if you are looking at the next slide for a second -- and I will respond to the question. Do you have a question?

FEMALE SPEAKER:

I have just a quick one.

DR. SALAVERT:

Yes.

FEMALE SPEAKER:

When did they start the five-year class size reduction plan? Was that started in --

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DR. SALAVERT:

As you can see the chart, I want to give you your context. It began in 2002. However, the Contract for Excellence money began in 2007. Okay?

Now, what is happening -- I chose 149, and could have chosen any other school. What --

MALE SPEAKER:

I'm sorry, forgive me, but this is a public hearing, and we are appreciative of the presentation of information. And also, appreciative that we can, you know, keep this kind of informal and open. But I do think that Malia's (ph.) point that within our district, within the schools that we see and are dealing with, some of the class size reduction (indiscernible) parents believe is not a result of a specific initiative on overcrowded classes, but rather is a result of almost a starvation of that school in order to bring charter schools into it.

DR. SALAVERT:

Yeah.

MALE SPEAKER:

And I think that's just -- I think we should -- that's a point that we would like to have acknowledged, again, as a public -- as a public form.

DR. SALAVERT:

Yeah, and I acknowledge that.

MALE SPEAKER:

Yeah.

DR. SALAVERT:

And I think that we will bring that back. Maybe, again, these, by following the example, I'm just trying to walk you through one example, the school has done better these past two years. Now the school has some additional monies. Again, if you look at the slide, (indiscernible) here, but if you look at the next slide, the proposed monies for any school in District 3 under the Contract for Excellence for this coming year have just proposed monies, and that's where we are looking for public comment at the moment. This proposed budget, if we are looking at any of the schools, and I know that you have made copies of those for everybody, you will see -- these amounts would be the same that they were allocated last year.

Now, let me explain to you how did the schools actually receive this allocation. So, if you don't mind, Mary. Mary?

MALE SPEAKER:

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Hold on, before you --

DR. SALAVERT:

Can you go back one?

MALE SPEAKER:

-- before you go forward, is the charter schools included in the Contract for Excellence, or is it only for the --

DR. SALAVERT:

Huh-uh.

MALE SPEAKER:

-- public schools, right? For classroom reduction.

FEMALE SPEAKER:

Only DOE.

DR. SALAVERT:

Only DOE.

FEMALE SPEAKER:

Yeah, yeah. DOE schools.

MALE SPEAKER:

(Indiscernible).

DR. SALAVERT:

No.

MALE SPEAKER:

Okay.

MALE SPEAKER:

Are the charter schools doing anything --

FEMALE SPEAKER:

The charter schools are not included in any of the presentations (indiscernible) that we have today.

MALE SPEAKER:

So class size, money, nothing.

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FEMALE SPEAKER:

No, nothing --

MALE SPEAKER:

They're not in the contract?

DR. SALAVERT:

No.

MALE SPEAKER:

Okay.

FEMALE SPEAKER:

Why is that?

DR. SALAVERT:

We are working with the Department -- I mean, I work for (indiscernible) school.

FEMALE SPEAKER:

Could you just go back on one point I think I missed. Did you say that, then, 149 did so well that they now don't need these funds anymore?

DR. SALAVERT:

No, no, no. What I said is that, again, we saw that 149, as an example, made progress.

FEMALE SPEAKER:

Uh-huh.

DR. SALAVERT:

And we saw that class size at 149 went down in terms of number of children per class.

FEMALE SPEAKER:

Uh-huh.

DR. SALAVERT:

Now, this year, they have received monies. Now, how did they receive the monies? How were the monies allocated? How are the monies being proposed to be use? The amount of monies that were allocated are the same ones that were allocated the year before. If you are looking for a

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moment, here, and I would like to ask Kebrina to actually help me here, a little bit. The principals back in May, May 2009, did see information on saying that this coming year you will be receiving some additional -- some Contract for Excellence monies. Here is the initial amount that we are allocating to you, the schools. But these are the conditions by which you can actually use the monies. So Kebrina, if you can explain the formula which is summarized here, that would help.

MALE SPEAKER:

If I might --

DR. SALAVERT:

Sure.

MALE SPEAKER:

If you don't mind, I'd like to -- we have Martine Guerrier here. We have a lot of -- I want to get open to this.

DR. SALAVERT:

Oh, hang on, please.

MALE SPEAKER:

What would be helpful -- if we could push it along but on the understanding, I think, maybe I can help with paraphrasing, if I'm leaving any out, is that the initial allocations were done on a formula that came down from the state and from central, is that correct?

DR. SALAVERT:

The formula comes from the state and central, yes. And again, it's based on what we said in the beginning, in terms of the type of programs that you can use the monies for and the type of student that we need to target.

FEMALE SPEAKER:

So it's not based at all -- so they don't factor in the number of students that are in that school?

MS. CARTER:

So let me explain.

DR. SALAVERT:

Yeah.

MS. CARTER:

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Good evening, everyone. Again, my name is Kebrina Carter. I work with the DOE in the Manhattan Integrated Service Center. So I'm the senior grant officer, so I oversee a lot of the state, federal, and private arrangements that come into your district. In terms of how the C4E discretionary funding is allocated to schools, it's actually spelled out in the school allocation memorandum, which is SAM number 6. The state dictated to us a formula that they wanted us to use to determine how much money a given school would receive. And that's based on, as the Superintendent mentioned, English language learners, students with disabilities, how many students received free and reduced lunch -- free lunch, rather, and those students that were low performing students. So those were the criteria that was used to determine how much money a school would get.

FEMALE SPEAKER:

So it's not the number of students.

MS. CARTER:

Yeah, I'm going to get that.

FEMALE SPEAKER:

Okay, all right.

FEMALE SPEAKER:

Um-hum. So what the state told us is based upon the percentage of those type of students, so if you have a hundred percent students that are just -- have disabilities, a hundred percent that's in poverty, a hundred percent that's ELLs and/or a hundred percent that is low performing, you can get a score 4. So each point, each percentage is a point. Based on that, it was divided into quartiles. So if a school ranked in the top two quartiles, that means that school did fairly well; it wasn't a high-need school. If the school ranked in the bottom two quartiles, it was a high-need school. And, therefore, they got greater attention in terms of the allocation of funds.

Once we split out who was in which quartile, which of the four quartiles, they then determined per capita amount based on if the school was in need of improvement or if it was in good standing, and what quartile it was in. So, for example, if a school was in quartile 1 and 2, which means it was doing -- it was fairly well, in terms of this having a high-need population, it was a school that was not in good standing, so it was a school that needs improvement, they received the per capita amount of 198 per student. If, on the other side, that school was in the bottom quartile, which means it was a high-need school, and it was a school in need of improvement, they got more money. They got 235 dollars per student that was in need.

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And that's basically how the money broke out. So it broke out based on the quartile the school fell in, and then if the school was a high need -- was a school in need of achievement or if it was a school in good standing.

Yes?

FEMALE SPEAKER:

So --

MALE SPEAKER:

Would you just let me follow this logic for a second, just for our understanding? You have a contract. The contract says reduce the number of kids per class, okay, in order to get the money from the contract, right?

MS. CARTER:

No, I'm not --

MALE SPEAKER:

Well, you just want to reduce the class size?

MS. CARTER:

That has nothing to do with how the money is allocated.

TERRY:

I understand that. But I just want you to follow my logic about the contract. Can you just follow me here?

MALE SPEAKER:

The goal of the program.

TERRY:

The goal of the contract -- of the program is to reduce the number of children --

DR. SALAVERT:

No.

MS. CARTER:

No.

TERRY:

What is --

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MALE SPEAKER:

Terry, only underperforming schools.

DR. SALAVERT:

The goal of the program is to improve the achievement of the children.

MS. CARTER:

Right.

DR. SALAVERT:

And class size might be one option.

MS. CARTER:

Particularly for those schools with students that are at greatest needs. So those are your high poverty students, low performing students, ELLs --

MALE SPEAKER:

So need-of-improve -- need-of-improvement schools is where this contract is focused at, right?

FEMALE SPEAKER:

It is, right. And it's based on --

MS. CARTER:

No, I'm not going to say that.

FEMALE SPEAKER:

No, it's not focused there.

MS. CARTER:

It's not focused -- Carmela, it's not focused --

FEMALE SPEAKER:

It's focused wide.

MS. CARTER:

Right. It's not focused on schools that are only "needs improvement" because some schools are not "needs improvement" still receive funds, and they have students in their buildings that are high need students.

FEMALE SPEAKER:

Wait, so this is not related to the class size reduction --

MS. CARTER:

No, what I'm explaining is how schools receive money. This has nothing to do with the specific (indiscernible).

MALE SPEAKER:

Terry, are you asking about the goal of the program?

TERRY:

Yeah, I'm trying to follow the logic of the program, here. This -- you say it's not the goal to reduce the size of the class, is that right?

MS. CARTER:

Let me -- let's just take a step back for a moment. We're dealing with two different issues. What I'm explaining is how schools receive any discretionary (indiscernible) that need funding. What methodology was put in place by the state and the DOE to ensure that schools that qualify for these funds receive their adequate dose of funding?

FEMALE SPEAKER:

But I think Terry's asking what the mission is.

MS. CARTER:

Yeah, so that --

DR. SALAVERT:

Let me just tell you that the goal -- oh, I'm sorry.

MS. CARTER:

Um-hum.

DR. SALAVERT:

The purpose of these additional funds that we began receiving in 2007 was to improve the achievement of the students who are in greatest needs. The students that are in greatest needs are defined by the state are those in poverty, and those who don't speak English, those who have disabilities, so they have these and -- there is one more, I guess. So targeted students. In addition to that, they are giving you strategies that research says would improve achievement, so they're also giving you the strategy of reducing the class size, the strategy of maybe doing better training for principals and teachers, the strategy of maybe using a tutorial program the time-on-task, as we call it. So they're giving you different strategies and targeting the students. But the goal is to improve achievement. What Kebrina's telling you is how do we decide to distribute the monies.

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MALE SPEAKER:

Okay, what triggers the release of the money, then? The achievement?

DR. SALAVERT:

No, the need. The need.

MS. CARTER:

The students you have in the building.

FEMALE SPEAKER:

It's the need that triggers the release of the money. And it determines who it's applied. It's the need.

MS. CARTER:

Right. So then we determine who's needy based on the four things, type of students that --

FEMALE SPEAKER:

ELLs --

MS. CARTER:

Right, ELLs, students with disabilities, high poverty, and low performing.

MALE SPEAKER:

My understanding is that there was also, in terms of contract class size reduction, that was that there actually was an agreement, and that was another goal established. It wasn't just to improve the performance of those children with educational -- the neediest educational, but also that there was a distinct goal in terms of class size reduction across the board. Is that correct?

DR. SALAVERT:

Well, what I can tell you is that as I showed you at 2007-2008, the slide, there was a five-year plan by the DOE to reduce class size. But again, the pot of monies that come from the foundation aid as Contracts for Excellence, again, it goes beyond. It's not just class size. It looks at those children. So --

MALE SPEAKER:

I just want to understand because I -- because if the goal is simply -- is to improve for the neediest students, that's okay, that's one goal. If there is a goal, a side-by-side goal to reduce class sizes as part of this program, across the board, which is what I heard and read, rather --

DR. SALAVERT:

Since this is one way of achieving that goal, that's why when I show you, looking back, the idea was to use fifty percent of these funds towards the class reduction, towards that particular strategy, because that is one of the best ways to improve the achievement of these students.

FEMALE SPEAKER:

You know what I'm curious about is that now -- let's say that I'll be an optimist and not a pessimist -- now that these schools who were needy at some point, they have now gone on and improved to As, are their budgets going to be reduced considerable? I mean, or -- how will that play out?

FEMALE SPEAKER:

Yeah, that's what my question was.

DR. SALAVERT:

Okay, so let's go through --

MALE SPEAKER:

Let me interject here, if I could.

DR. SALAVERT:

Yeah, because I know that we have more things to --

MALE SPEAKER:

We have more things I'd like to open up to public comment.

DR. SALAVERT:

Yeah, so let me just -- that I'm almost done. So if you're looking at these -- you have here the proposed budget for every single school for this year.

MS. SHEPPARD:

That should be in your packet.

DR. SALAVERT:

Mary, keep going, please. Next.

FEMALE SPEAKER:

Okay, it's in here.

DR. SALAVERT:

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And what I'm -- and again, because we don't have the opportunity to look at every school at this particular time, I'm going to point to where you can find some of this information at the school level. Again, this is a -- as you can see, the principals received the information to allocate funding. The principals work with the school leadership teams in terms of how to develop the comprehensive educational plan for the school that should be aligned to resources. If you go to any DOE website for the schools, if you go to statistics, you can actually have all kinds of information including the report on class size, if you are interested to see how this particular strategy has impacted my school.

Now, if you go to the next slide, you will see that information -- it's time-consuming but it's available. You have, in the DOE website, available for you to use, class size reports, Contracts for Excellence plans beginning 2007-2008, citywide, districtwide, and schoolwide, they're all available. So you can actually look at your particular school, or you can look at your particular school as part of what is available also on this site for everybody.

To make it easier for you, go to the next page, because we have here the URLs where you can actually go and maybe, I'm suggesting, that you can have this conversation at the school level so, again, you can actually go to your school site. You have the report for the proposed spending for these years, so any school -- I'm looking at 54 right now; 54 has proposed a reduced class size for CTT classrooms. Another reduced class size in another CTT classroom, has proposed innovative program for English language learners, has received monies to do leadership coaching to help the coaches, and is receiving monies, also to, well, twice. So the principal has made this proposed -- these are proposed -- this proposed plan on how to use both the discretionary fund and the citywide monies. You have the funding source right next to the amount that the school, at this particular point time, has set aside for these funds. These should be aligned to the comprehensive educational plan, your goals. So that's where the conversation, we think, can be very useful. And in a way, you have until October 8 for public comments, so whatever we don't answer here today, whatever questions might come up later on, whatever questions might come up from a conversation at the school level can actually -- it's not too late to enter the questions going through the website which is -- Mary, if you don't mind going to the next slide, the last slide, go to the next one -- so you go here, so you can actually enter, online, any question that you might have. Because we know that there is so much available, and also, there are so many questions, that the time we have here, today, again, I was invited from the -- to give you the overall picture for the city and the district, but I think where we need to have the conversations, at also, at the school level.

FEMALE SPEAKER:

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Just one last one. And this is not on the school level. The part about parent involvement, that part of the budget, okay, that is not the same monies that the Title I parent involvement money, or is it?

FEMALE SPEAKER:

No.

FEMALE SPEAKER:

No, okay.

DR. SALAVERT:

No, right now -- you never saw parent involvement in this.

FEMALE SPEAKER:

Yes, I did, I saw it at the beginning. There's a part that says parent involved.

FEMALE SPEAKER:

She did.

FEMALE SPEAKER:

I saw parent involvement, okay. So to understand, so I was wondering about that money, who -- because I know there's Title I parent involvement money, as well. It's -- they're two different things, one's a hog and one's a cow. Okay. Now, the other thing is this. So then, again, this parent involvement money, this fund -- I mean, in terms of allocation of how it's spent for parent involvement is left with the principal of the school?

MS. CARTER:

If I'm not mistaken, you saw the parent involvement piece under a broader umbrella of programs for ELLs.

FEMALE SPEAKER:

Yes.

MALE SPEAKER:

Programs for what?

MS. CARTER:

English Language Learners.

FEMALE SPEAKER:

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No, no, wasn't it -- no, was it specifically for English Language Learners? Clear me up because that's good. I need to know this.

DR. SALAVERT:

Yeah, but again, your question about whether or not the principal is the one that makes the final decision.

FEMALE SPEAKER:

Yeah.

DR. SALAVERT:

All is based on what are the basic objectives of the school, what are the needs. So again, we're going back, and I'm glad that Martine is here if there are more questions about the parental involvement piece, but the work that is done in terms of developing a school plan and objectives for the school plan, this is the key. Because those objectives have to be based on the actual needs of the school, that's -- and then, the resources coming from Contracts for Excellence, Title I, and other sources have to actually respond to those needs.

FEMALE SPEAKER:

This is what -- no, this is what I'm telling --

MALE SPEAKER:

(Indiscernible).

FEMALE SPEAKER:

Can I -- wait one minute. Can I -- wait one minute, wait a minute. Because, no, she's -- she's approaching answering my question. So let me just ask -- are you saying that I can tell my parents that, okay, that, all right, how do you see the needs of your school? Look at your -- look at your school leadership team, the plan -- what the comprehensive plan for your school is, tell your principal this is what you need, this is how you think this money should be spent or is that determined how that money should be spent is determined by the principal. That's what I need to tell people. People are asking me questions. I need to have answers for them. And I'm not going to go to the website every minute. And since I have you as a captive person, I guess I can get just a little bit.

DR. SALAVERT:

Again, the work at the school leadership team is critical in terms of moving the school forward in developing a comprehensive educational plan.

MALE SPEAKER:

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Well, okay, if I could --

DR. SALAVERT:

Yes.

MALE SPEAKER:

First, thank you very, very much. I want to open it up to public comment. Sorry, John, you have a --

JOHN:

Question.

MALE SPEAKER:

Yeah. Question, John?

JOHN:

Well, actually, I have three questions. On this page where it says creation of additional classrooms in District 3 --

FEMALE SPEAKER:

What page (indiscernible)?

JOHN:

The pages aren't numbered. 11 -- 11, where it says creation of additional classrooms, District 3, there's no budget to physically add new schools in District 3, so I'm curious as to how they're going to spend a million, three, six, creating additional classrooms.

DR. SALAVERT:

Okay, there are two ways to reduce class size, and we only gave additional classrooms. If the school does not have the physical space, sometimes the school chooses to have an additional in that same space. Is that the two --

MS. CARTER:

Yes.

DR. SALAVERT:

The two ways to do it.

JOHN:

So that's called creating additional classroom, but physically --

DR. SALAVERT:

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Yeah, because you are adding the teacher. You are adding the teacher.

FEMALE SPEAKER:

But isn't there a specific number of square feet which was supposed to be allotted to each student? I just read that. So how -- wouldn't that violate -- if we take a classroom and cut it in two --

DR. SALAVERT:

We are not usually cutting it. It's like a collaborative team. It's collaborative teaching.

MALE SPEAKER:

Laurie -- John has more.

JOHN:

My next question is this class size graph where it shows it going down. I'm just curious, what are we, as parents, to make when our experience, after eight and nine years respectively has been just the opposite.

FEMALE SPEAKER:

Yes, yes.

JOHN:

We have children starting off in classes where there are twenty-two and three and four, and then they're in thirty, you know, low thirties, currently. I mean, I realize there's an election coming up and this is great, but I'm just -- what is the DOE's response to -- presenting me that just doesn't match up with personal experience?

DR. SALAVERT:

Okay, I'm going to take the question. I don't have the chart in front of me so it's noticed --

JOHN:

Well, it starts out with the classes, basically (indiscernible).

DR. SALAVERT:

Well, again, we actually, we have Mike McCord (ph.) here, who's the District 3 UFT, so we do have -- we have a maxed class pupil-teacher ratio max per class, according to contract. So we know that in the kindergarten classes, we can have up to twenty-five children, and that's written in the contract. The same for different classrooms. So it is a specific ratio. I can tell you that in our district or probably, citywide, we do not violate.

Otherwise, Mr. McCord will be knocking at the door saying you are violating the contract.

MALE SPEAKER:

Perhaps --

MALE SPEAKER:

But you have to admit (indiscernible) so it's my understanding (indiscernible) in fact, you know, in this district alone, I think I have five students (indiscernible) class size.

At this point (indiscernible).

JOHN:

What are we, as parents, to do when the DOE presents a graph showing the class size going like this and our experience is class size that's going like that?

And the last question is, essentially, this -- this really only -- all this extra money really only pertains to, sort of, three and four schools. If your child is a one or two school, is there anything in it for them?

DR. SALAVERT:

No, no. Actually, every single school in our district receives monies because as Kebrina indicated earlier, it goes to the child. So it's not the school. If you have a child that actually qualifies, that is one of the -- that's the criteria by which you will be receiving the funds.

JOHN:

If you have a school that's primarily composed of students who are high average -- average and above performing, in theory, there would be no money in it for them, is that correct?

MS. CARTER:

That's only one of the components, right, so performance is one. Then you have if they're ELLs. Because they could still be high performers and still be ELLs students. Or they could be high poverty students. Or they could be students with a disability. So achievement is only one of the --

FEMALE SPEAKER:

Components.

MS. CARTER:

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-- components that they use to determine how much money the school will get.

MALE SPEAKER:

Okay, can I pull it back for a second? Thank you Dr. Salavert.

DR. SALAVERT:

Okay.

MALE SPEAKER:

I want to open it up to public comment. I would like to -- I probably should have done this at the beginning. I want to do two things. One, as I said, Christine and I sat down with Dr. Salavert, and we went through the information. We noted a number of questions to Dr. Salavert. We came back and made some changes to the presentation, which I appreciate. I also appreciate that, if I'm not mistaken, most of these decisions, if not all, are made at the central level, in terms of these allocations to the schools and the breakdowns. I want to -- I wanted to give the group kind of five bullet points that I think Christine and I took away, and then, I, as I said, I would like to open it up to public comment, starting with Leonie who has come here from Class Size Matters. But again, Dr. Salavert, thank you very much, because I know that some of the ammunition you've gotten has not been all that you needed.

In going through this, I think there are a couple of points that we personally have questioned. One is simply the lack of information. John, you talked about the class size, but if you look at that chart, it is citywide. We don't have districtwide class size information, hasn't been presented. And that information is two, two and a half years old. So what's happened is, and Leonie will talk to it, some extent, we haven't really received latest numbers. We did not receive across the board very much information in terms of the impact of the funding. We asked quite a bit. We've allocated this money. What have been the benefits, specifically, whether it's in terms of performance, class size reduction. And I have to say, again, on a district level, on a school by school level, and even on a citywide level, we did not see anything, in terms of saying, okay, this has been the results of the money.

Additionally, what has happened is the money, as far as I understand, is simply held at the same level as last year? The money that the schools receive, exactly the same, and if schools have changed, MS 44 gets closed down, different schools have changes within those schools, there really hasn't been -- it's been a very, very blunt tool in terms of allocating the money. So essentially, not only has the money stayed the same from year to year, the allocations have stayed the same, and so in terms of trying to

get -- judge the impact and really see this is targeted funds, we don't -- we don't see that.

Additionally, this is the first time we're hearing anything about SLT input into any of this money and any impact on this. This is the first time I have; I've served on the SLT two years, now, and we've not received any -- any knowledge of impact on that.

And finally, the timing here, because we have a public hearing which is fine, but essentially, the money has already been appropriated because the teachers have to use these funds, the principals have to use these funds for this fiscal year. And so to some extent, we're being asked long after the fact to comment on something that's essentially been just turned around from last year without any information on results, without any information, really, information on the critical factor which is class size, long after the principals have already requested and put in the funds. So it seems to me to be kind of a feeble effort if we, at least as elected parent representatives and the public is supposed to comment on this, why is it happening now, essentially four, six months after the money has already been allocated.

I would like to open the floor to public comments. Leonie Haimson has come a long way, and I know she's got to -- got to leave, but I would like to get your input first, if we could, Leonie.

MS. HAIMSON:

So guys, I'm not surprised if you're confused by all this. I've been, you know, working in this area for years, and it's very confusing, even for me. As to why the hearings are being held right now, DOE thought they didn't have to be held at all. And after the huge fights on governments when everybody was sort of distracted, I looked up what was going on in the SED website, and I realized -- that's the state education -- that there was a specific calendar, that these hearings were supposed to have happened in June, and it never happened. And at first, again, DOE said they didn't have to hold the hearings because there wasn't new money, and I talked to state ed, and they said that's wrong. They do have to hold the hearings. So that's why they're holding them now. But it's emblematic of what's happened every single year of the Contracts for Excellence. DOE has tried to get away with not complying with the law when it comes to public input, and not complying with the law when it comes to oversight and making sure that the money is spent appropriately.

Just to give you a little background. The CFE suit, the Campaign for Fiscal Equity suit was fought for twelve years by Robert Jackson and some other people in District 6 because he perceived that New York City wasn't getting their fair share of state education funds. They finally won that suit, and in the process, the state's highest court said that New York City's kids were being denied their constitutional right to an adequate education because of

inadequate conditions. And one of the large issues in the case was class size because we have the largest class sizes in the state. And very good research has linked smaller class size to better student success.

So when the case was finally settled, we had Governor Spitzer, and he put together this program, this plan, called the Contracts for Excellence. And it was a contract because it said we will give you, New York City and other low performing school districts, a lot more money over the next five years, and in return, you have to promise that you will spend these funds accountably. You can only spend them on certain programs that have been proven to work, including class size, and you have to have very specific public input and reporting requirements that go along with it because we don't just want to give you hundreds of millions of dollars to see it thrown down the toilet, which made a lot of sense to everybody back then.

At the same time, me, along with the UFT and some other groups said okay, we need a specific requirement to reduce class size as well, because here in New York, we have the largest class sizes, we were facing an administration that has refused, consistently, to reduce class size and has refused to even acknowledge the benefit of it, and so we wanted to make absolutely sure that they had to do this. And they fought tooth and nail, and because of their fighting against the class size requirement, actually, the budget was passed past the April deadline. It was Spitzer's first, and I guess, last year. He was very upset about that. But they finally passed this law. And along with the Contracts for Excellence general requirements was a requirement that New York City was specific -- submit a five-year class size reduction plan to allow for smaller classes in all grades. And again, Mills finds that he didn't have to submit the plan and he testified that way, but the state pushed and pushed and pushed. Finally in November of next fall, they submitted a plan which was approved which called for classes, on average, of no larger than twenty in grades K through 3, and no larger than twenty-three in all other grades by the school year 2011-2012 which --

MALE SPEAKER:

Leonie, I'm sorry, as a condition for receiving the fund?

MS. HAIMSON:

Yes, yes. They wouldn't get a penny until they submitted the plan, and the plan had to be approved, and every single year there are class size targets that go along with that plan because they are supposed to be continually reducing class size. Not in every school. We wanted it in every school; we didn't get that. But on average, across the system.

First year, 2007-2008, New York City didn't make any of the class size targets. In nearly half of the schools that said they were going to reduce

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class sizes, class sizes, instead, went up. And the state admonished them severely and said you're going to have to do better next year, we're going to demand audited reports from schools, and we're going to specifically require you to prove that you are using the money appropriately. So that takes us up to last year, the 2008-2009 school year.

And what happened that year when the DOE knew that they already had not done well the first year, were under supposedly increased scrutiny by the state? Class sizes went up in every single grade except for fourth and sixth grade. Fourth grade went down a little, sixth grade, on average, remained unchanged. These were the largest increases in class size in ten years. And it's interesting that that, last year's data, is not on the PowerPoint as well.

So we saw that in the fall. We saw it actually, even though there's a legal deadline to release the class size data in November, they didn't release the class size data until December because they were upset about it. But they finally did. And we sent a letter to the state saying the states (indiscernible) at least this Contract for Excellence money, which they have not yet released this year, either. And we said do not give DOE any of these funds because, actually, class sizes have gone up, not down, and you said that they were going to get increased scrutiny. But Mills released the funds anyway.

So then we did more analyses of what happened last year, and in more than half of the schools that got class size reduction funds, class sizes went up, not down. And there were lots of articles about it in the press, and the DOE used a variety of excuses, one of which -- my favorite -- was that, well, it's all parents' faults because they demand to go to certain popular schools, and so that's where the class sizes go up. Of course the DOE controls the enrollment of middle schools and high schools, by and large, and most of our neighborhood schools are zoned per neighborhood, so it's not, obviously, the parents' fault.

But the other thing that (Indiscernible) said was just moved over (indiscernible) was that we believe -- we're leaving it up to our principals. And of course, this is not according to the law, but the principals decided that they didn't want to use the money for class size reduction, so they didn't have to. And Cathy Dolan (ph.) asked them during the government's hearings, is it your idea that this is a voluntary program? And he said no. But that's the way they look at it, essentially. They don't really intend to follow through.

We did a principal survey last year where we asked principals what they thought about class sizes, and eighty-six percent of all -- we got a great response rate. We had CSA and city council help (indiscernible). We got responses by nearly one-third of all New York City principals; more than 500 principals responded. Guess what percent of principals said they were

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unable to provide a quality education because of excessive class size.
Anyone want to guess the percent?

MALE SPEAKER:

Ninety-five.

MS. HAIMSON:

Eighty-six percent. And they said the primary impediments were, number one, lack of space, two, lack of control over enrollment, and three, lack of funding.

Now, something else that we pushed for very hard and were actually put in the state regs, which has the force of law --

MALE SPEAKER:

Leonie, I'm going to ask you to -- a couple more minutes, and then --

MS. HAIMSON:

Is that the cap -- school capital plan must be aligned with the school class size reduction plan because it makes no sense to require schools to reduce class size if there's no room. So another thing we did is push very hard for an expanded capital plan. The new five-year plan was introduced last fall. We worked very hard. We got a lot of elected officials to say this is totally inadequate. And what happened? The administration cut the capital plan by sixty percent in terms of the new seats. So there is -- the capital plan is clearly not sufficient either.

So this is the chart. There's a FAQ sheet which I think the CEC members are -- but I just want to show you this chart which shows you all the schools that got the class size money and how many increased class size and how many decreased class size. And you see the dots all equally -- showing no relationship between the money and the actual outcome.

Anyway, so, that's about it. I can talk a lot more. There was an audit last week by the city's controllers office on the early grade class size reduction program which the city had promised to continue with the state as part of the Contracts for Excellence, and you know what DOE's response to the audit was? The program no longer exists, even though they promised to continue it and the budget allocation memos are still online. So that's it.

MALE SPEAKER:

Do you have a specific recommendation that your organization or --

MS. HAIMSON:

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We, yes. We have helped draft a sample resolution for your CEC to consider. What we are doing is we are asking the state again -- we have a new commissioner -- not to release any of these funds until New York City has proven that they've reduced class sizes this year. The state put in a new requirement that they have to report to the state how they spent this money by November 17th, so we want them to hold off at least until then. And, as part of that, because I've gotten a lot of questions from the state and other places, we all had budget cuts, how do you expect them to reduce class sizes. There are 1600 teachers on ATR, which are -- were getting paid full salary and not assigned to classrooms. At the very least, they should assign those teachers to classrooms and let them lower class size that way. Otherwise, it's an incredible waste of money, incredible waste of manpower, and they're totally doing our kids a disservice.

So the resolution I've drafted, you can read it aloud later or look at it. It's asking the DOE to make changes to its plan, to make sure that they actually reduce class size, and then urging the state that if they -- if the city doesn't make these changes and doesn't reduce class size, that they withhold the funds.

MALE SPEAKER:

Thank you very much. Thank you. Other public comments?

DEBBIE SHULMAN:

Hi.

MALE SPEAKER:

Could you please just tell us who you are?

DEBBIE SHULMAN:

Hi. I'm Debbie Shulman from PS 199.

FEMALE SPEAKER:

From where? I'm sorry.

DEBBIE SHULMAN:

From PS 199.

FEMALE SPEAKER:

Oh, okay.

DEBBIE SHULMAN:

I guess, you know, this may sound like a silly question, but what I don't understand, it seems very obvious and very common sense to me that the

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best way to reduce class size is by putting the money into building new schools. So I don't understand. I mean, what we're doing is not even abandoning, it's like, you know, getting an extra teacher so you can have this overcrowded room with two teachers?

FEMALE SPEAKER:

Right, yeah.

DEBBIE SHULMAN:

I don't -- I never really understood that. And, you know, why hasn't anyone, I mean, has more education on this than I do thought about just putting in the money into more seats.

FEMALE SPEAKER:

More schools.

DEBBIE SHULMAN:

I mean, you can't get -- you cannot reduce class sizes without making more seats. I don't understand how they're doing it.

FEMALE SPEAKER:

It's the most obvious thing in the world. You're completely right.

FEMALE SPEAKER:

Especially with all these new buildings, we could use them for schools.

MALE SPEAKER:

I do agree. I do have to say, though, that the Contracts for Excellence money is, at least in part, allocated and dedicated to students with the highest need. And so if --

DEBBIE SHULMAN:

Why not zones with the highest needs. I mean, worst, you know, the zone with the school. Excuse me for interrupting.

MALE SPEAKER:

Well, there is -- as far as I know, there is -- there's wiggle room, there's allocation bases. However, understanding that the program is both -- again, my understanding, it's both class size reduction but also very much targeted towards the students with the highest educational needs. And so there are other programs that may be open for overall, and as I understand, this one is partially targeted on overall class size reduction, but it also very much focused, as well, on certain (indiscernible).

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MALE SPEAKER:

Now wait. That's another question, which is if the critical area is the lack of seats, and they're not adding any space, they're not compressing -- you can't have a smaller class size until you have more classes.

MALE SPEAKER:

You can have a smaller class size by bringing more teachers, is what they're saying. But then you run into other issues.

FEMALE SPEAKER:

And those other issues (indiscernible).

DEBBIE SHULMAN:

I'm sorry. It just doesn't make sense to me at all.

FEMALE SPEAKER:

It doesn't make sense to anyone else, either, other than the DOE.

DEBBIE SHULMAN:

I mean, you know, it's up to her, you know, about the -- at 163, what they're going through. I mean, it just --

FEMALE SPEAKER:

Doesn't make sense.

DEBBIE SHULMAN:

I should be -- I don't understand.

MALE SPEAKER:

Part of the --

DEBBIE SHULMAN:

We know so much. We know so much. Why aren't we looking zone by zone --

FEMALE SPEAKER:

Why aren't we building more schools?

DEBBIE SHULMAN:

-- and putting more schools in. All this money that's been wasted on principals that haven't been able to reduce class size, if you say the facts are proven, I just don't get it.

FEMALE SPEAKER:

Well, and they can't reduce class size without more classrooms. You're not going to get more classrooms without building new schools.

FEMALE SPEAKER:

I think we have to require these developers who build these huge buildings in our neighborhoods to include schools as part of their buildings.

MALE SPEAKER:

I would love -- I want to stay on track to some extent.

FEMALE SPEAKER:

I would like to say one more thing, though. What I find confusing about this is that the Contract for Excellence monies are, to at least some degree, used to reduce class size, but that's done by adding a teacher to a room, which actually puts more people in a room. That isn't a reduction in the number of students in a class. That's not shrinking class size. And then at the same time, we see a chart that shows declining class size, but I believe that factored into that are the schools where there is under-enrollment which is then considered a reason to put a charter school in the building. And I find this very odd. So in the one sense, you've got one end of this equation where you're putting money in to create small class size, and on the other side, we're losing students to charter schools. It's as if we're paying money to create under-enrollment to put in charter schools. It looks awfully strange, and I just have to agree with Ms. Shulman and Leonie Haimson. We need more buildings, and there's nothing in the capital plan for new buildings. And we meet with members, people from the DOE who tell us that, in fact, we do need new schools. But if we wait for the DOE to do it, it's going to take too long, and we should, as a community, put pressure on developers to build the schools when isn't it the DOE's responsibility to build the schools?

MALE SPEAKER:

Question apropos to Lauren's statement -- question. How much of the 383 million dollars is going to capital building new classrooms? Do you know?

DR. SALAVERT:

Are you asking me?

MALE SPEAKER:

Well, Dr. Salavert, or does anyone know how much -- so specific question coming out of this is, again, how much of the almost 400 million dollars

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Contract for Excellence money is going to build new classrooms, is going to capital?

FEMALE SPEAKER:

None.

MALE SPEAKER:

None?

FEMALE SPEAKER:

Zero.

ELIAH:

I have a question. Is it possible, hypothetically speaking, if the parents found -- who have overcrowded schools -- if they found -- I can speak pretty loud, honey. If they found -- say these new buildings that have gone up, there are a lot of them that are not occupied because people can't afford them. I mean, you know, so they're sitting there. So if the parents went and approached an owner, a management company or something and says listen, we need a school here. Can you house X number of grades -- I'm just throwing this out there; I don't know if it's even possible -- and that person said yes, they would, would the DOE -- what would be the procedure approaching the DOE with that for them to explore the possibility and then approve it. Is that -- is there -- is that something that could happen there, in that sense?

And then, I want to know why the charter schools uptown are not paying us rent. They should pay the whole school rent.

MALE SPEAKER:

Well, Eliah (ph.), Eliah, Eliah, if I might, if I might. We are digressing. We're here on a public hearing on Contract for Excellence spending. The schools uptown paying rent, I don't see how that relates. But I do --

ELIAH:

Well, it's just part of my question.

MALE SPEAKER:

In terms of questions we want to get out, I would like to let -- if we have no more public comments -- do we have any other public comments? Then I'd like Dr. Salavert to continue with her superintendent's report. And then because Martine Guerrier is here, and I'd like her to be able to --

FEMALE SPEAKER:

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Wait, it looks like we have a public comment back there.

MALE SPEAKER:

Sorry.

ROB VALANT:

As far as moving --

MALE SPEAKER:

Could you just tell us who you are?

ROB VALANT:

Sorry. Rob Valant (ph.) from PS 9. Just, I wanted to get --

MALE SPEAKER:

I'm sorry; you're that co-PTA president, correct?

ROB VALANT:

(Indiscernible). And I kind of wanted to get more of the -- if we could get a push DOE because all these issues of overcrowding, it's a recurring issue in the GNT classes. You know, it's getting the late results in June and waiting to get class results as far as the comparable (indiscernible). We just wait (indiscernible) months without getting those results, and with these living issues, as well. It's a private --

MALE SPEAKER:

Which specific results? Sorry.

ROB VALANT:

Sorry?

MALE SPEAKER:

Which specific results?

ROB VALANT:

As far as getting the GNT results --

MALE SPEAKER:

Got it.

ROB VALANT:

-- getting them earlier, getting the DOE to get them earlier so we can --

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FEMALE SPEAKER:

Do you mean so you can -- you mean the kids' test scores and so you can get the kids into the classes?

ROB VALANT:

Right. (Indiscernible) January.

FEMALE SPEAKER:

So speed up the admissions process?

ROB VALANT:

Exactly.

FEMALE SPEAKER:

Okay.

MALE SPEAKER:

Any other public comments? Okay, I'd like to move on to the next agenda item.

DR. SALAVERT:

Yes, I'd just like to conclude my work with these Contracts for Excellence.

MALE SPEAKER:

Thank you. Any other idea -- we've received nothing else in terms of the (indiscernible).

DR. SALAVERT:

No, these -- I knew that these were going to (indiscernible).

MALE SPEAKER:

Okay, thank you very much. I'm going to table the president's report for right now because we have a guest, Martine Guerrier. She's (indiscernible) officer from OFEA. (Indiscernible) anything particular you'd like to discuss? You had sent us some information on an operations update, which we received, regarding some of the possible (indiscernible) given in the new legislation. Is that something you want to discuss with us or perhaps (indiscernible) talk about. But I'd like to give you the floor.

FEMALE SPEAKER:

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Well, initially, just to get to show up to (indiscernible). I just wanted to sit. But I would like to answer your question that you had. I actually -- I listened to a lot --

(End of audio)