

Contracts for Excellence

Bronx Public Meeting, 10/01/09

IS 59

PUBLIC HEARING

MR. MURRAY:

(Audio begins mid-sentence) -- about supporting our students. Another pie chart; all funds by program area. And you may notice that the pie chart describes the program areas that we discussed earlier and with a little more detail in some areas. So you see a global overview here of the entire -- New York City's entire C4E allocation from the point of view of program areas. And again, if you're looking at the funds, the Department of Ed. is proposing to allocate via the discretionary allocations -- and remember, discretionary does not mean spending it any which way. It means spending it in a way that's effective by a school within the program guidelines.

If you look at those discretionary allocations of targeted allocations just mentioned and maintenance of effort allocations, this is how it breaks out in terms of the original time on task, teacher and principal quality, (indiscernible) class size reduction, which gets the most emphasis and in fact, some of these other things, teacher and principal quality, time on task, may have equal or even better impact in terms of student achievement. The four million dollars that you see -- and when you look around you see a little sliver of the pie shell on the left and it has four million one percent for TBD next to it. You see that TBD, to be determined. What that means is that the school who's not in that category which is very minute, very small, the schools have to budget that in each of the C4E program areas we're describing. And I'm trying my best to make this as interesting as possible but I know looking at pie charts is not the most exciting thing in the world. And if you look at the TBD, we think in terms of the schools have not yet fully budgeted these funds that they know are allocated to them. And what that means is that they have the funds but it's not specifically designated in every area yet and that's why it says TBD. They got the money. They just haven't yet defined precisely how they're going to spend it, okay?

All proposed discretionary spending by program area and, again, let me repeat, discretionary here means within the program guidelines. It does not mean discretionary any which way. And if you look at this by program area, again, teacher and principal quality, time on task, class size reduction, model programs for ELLs, middle and high school restructuring, aiming for student achievement. You're looking at how all the schools in New York City that were budgeted these funds, these are how -- this is how they're proposing to spend it. And you

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remember the TBD that I mentioned in the previous slides, so -- it comes up again. Thank you, Ron.

MR. BARFIELD:

Yes, sir.

MR. MURRAY:

If you're looking at this slide here, discretionary allocations, what we're looking at goes into a little more detail about discretionary funds. Now, we will note that this coming year, we are proposing to give the schools the same type of funding that they had last year for what is called a maintenance of effort. So, what we're saying is that the state temporarily had a lapse in the amount of money they're paying for the C4E and the city is continuing to maintain at least as much as the efforts of last year. So we aren't looking at any kind of reduction in that. We're looking at maintenance of effort, we're looking for them to continue the programs that they started last year unless unable to do so because of some radical change in student population or, for example, a change in the structure of the school. Some schools might have lost a sixth grade, for example, or something like that and it changes around a little bit.

Now, when these funds are budgeted, please note that their use is not fully the approved until it's approved by the state. So then the proposed program that we have here is a work in process and the state has to approve the final plan before it actually goes into operation. So principals are notified that their proposed use of these funds is subject to a public process and, of course, to parent input and input from the entire school community. So, of course, schools that are Title 1, and now all the schools in District 29 are, in fact, Title 1, it also works the same way. You allocate the funds to the school and the school through a process of (indiscernible) and the process of discussing and looking at the data, to see where student need is greatest, determine how funds will be spent. There is a formula that the state uses. I mean -- and I know how interesting this looks now but there's a formula the state uses for the school -- the state education department and that formula can be found on the DOE website under the office and programs budget operations memorandum.

Again, targeted allocations to schools. This slide goes in detail about these funds, goes into great detail about it, and schools have received targeted C4E allocations in '08-'09, received these allocations again in '09 and '010 as long as they retained the same type of population, as I just mentioned. But funds at the (indiscernible) schools that lost the population, you redistribute those funds to other schools that have the populations that need to be sustained. Okay? So if a school loses a sixth grade -- I've been using that as an example because that has happened to three schools in District 29 -- you lose a sixth grade then the funds -- you don't get as many C4E funds because your population has changed. So now the funds are not reduced in the district, only those schools and then the funds are redistributed. A good example of this would be -- you see sixty-one million collaborative team

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teaching classrooms and that's one of the examples of a specific way to use C4E funds.

And CTT classrooms are a model -- and how many of you are familiar with CTT? Okay. Some of us. What CTT is, is collaborative team teaching and these are classrooms in which you have two teachers and you have two types of student populations. So in these classrooms, you would have what we call a general education population and then you have a population of students with disabilities or students with IEPs. And they're both in the same classroom with two teachers. A general education teacher and a special education teacher. Two licensed teachers in the same classroom. And this model has proven very effective. Research is continually done on it in doing several things. You have what we call a least restrictive environment where students can learn together to collaborate together and you also have greater individual attention to students in attaining the learning standards because all students are expected to achieve. Not just students who are in the general education population but also students who have disabilities. We still hold them to high standards. So that when you have these two populations in a CTT class, and in a good CTT class -- and I've visited many, many schools both in and out of district -- in a good CTT class you can't tell which student is which. Which is the real science of things; students all treated in a positive way with a normal differentiation of instruction. So you find that CTT classes with the team teaching is a very excellent way -- one of the excellent examples of how C4E funds are used in the district. Thank you, Ron.

Looking at the districtwide initiatives, we have estimate and proposing to continue, again, the same programs as last year with the exception of certain ELL programs and middle school grant programs that may have some tweaking. For example, all of the schools have made excellent progress in terms of where they're moving forward, the grants that were available for them and some examples in the city, college prep courses, AP courses, things that the funds can be used for. So even though the (indiscernible) received these are the new funds in '08-'09 and in '09-'10 they're not any real, new, fresh set of funds which was originally, of course, expected, we're still allowed under state law to put, for example, the maintenance of effort funding, thirty million, to continue programs that were previously started.

This proposed discretionary spending in District 29 and I'm not expecting you to get excited over the numbers but it's some of the ideas behind them I would like you to grasp with me. Schools in our district, the, of course, discretionary on track, discretionary, again, within the guidelines. Within the guidelines that are proposed. So you see down here, in our district we see the amount, 10.1 percent of the total allocated in a certain way, class-size reduction, time on task, teacher and principle quality, middle and high school restructuring, full day Pre-K, model programs for ELLs. And sometimes when we go into this, like people who go into the numbers in detail, sometimes the numbers don't add up precisely because they are unscheduled funds that are not put precisely on the table -- on the scale. The funds will still be used as part of the C4E process but they're unscheduled

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meaning that they have not been precisely defined for one of these program areas just yet. So that's one of the challenges you'll find when the funds don't all add up in a mathematically neat world.

Funds by program strategy in greater detail comparing, of course, the citywide total, the entire New York City, with the CEC 10.9 total district on -- you're looking at the -- what happens with these funds and we're looking at percentages and we're looking at numbers in terms of the amount to Citywide, the amount to District 29 and I'm not going to read numbers to you and glaze your eyes over but I do want you to know that class size reduction has been given some emphasis as well as time on task which means, in reality, our school program, before school programs, summer school programs, individualized programs, academic intervention, those are what we mean by time on task. And of course, teacher and principle quality, we're talking in terms of coaching for principles, coaching for teachers, recruiting what we call highly qualified teachers and professional mentoring. And let me just say a word about hiring qualified. The New York State does have certain standards for certification of educational professionals and these standards, I expect, will be followed. So, teachers and principals and administrators have certain qualifications that they need to meet. And part of the whole process of having highly qualified teachers (indiscernible) programs for teachers and for principles that can insure that they meet state standards and also the skill standards that will help them to create high achievement for our students.

Middle and high school restructuring, full day Pre-K, and model programs for ELLs, the numbers are there. We have our numbers and -- okay. Looking at this slide, may I remind you that while we still have a lot of schools who are getting funding for class size reduction, we do know that school budgets have been cut. And we do know, due to the economic downturn that we have higher class sizes coming up at certain times. And because salaries tend to be a stable expense that does not go down in time, what we find is that the average salary -- salaries tend to go up even though sometimes more so even than other times, we'll find that you need more funds to maintain the same ability that you have from year to year. So we're not looking for significant -- we're not expecting, to be honest, significant increases in class size this year. We will have schools using C4E funds and it's totally legitimate to keep the class sizes as small as possible. But because of the overall cuts and the overall economic situation, this is unlikely to have an impact it would have had a couple of years ago.

So, one of the things I want to do now, at this point in time is open the floor to your comments and your questions and please note that all questions may not be precisely answered tonight because this is a document in progress -- in process. This is not the final document. And consequently, any comments or questions that you ask, will be taken into consideration in shaping the final document. So at this point in time, I would like to -- at this point in time, I would like to leave it open to the floor, to anyone who would like to ask a question or make a comment and I want to ask as Ms. (indiscernible) has asked that you come to the microphone and make a comment or ask a question rather than do it from your

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seat. But the comments are very important, the questions even more so. So, the floor is now open.

Okay. (Indiscernible) for this lady. Just say your name and then -- for the record.

JENNIFER:

My name is Jennifer (Indiscernible), I'm the PTA president or PA president from PS/MS 147. Looking at the middle and high school restructuring--

MR. MURRAY:

Um-hum.

JENNIFER:

-- is there any specific reason why District 29 doesn't have anything allocated for that? Being that our middle schools are struggling?

MR. MURRAY:

Thank you for that question. Ms. Jamison? Ms. Sylvia Jamison is the chief grants officer of Queens ISE and she will assist and answer some of the technical questions. Come up Ms. Jamison. Thank you so much. Thank you, Ms. (indiscernible) for that question. Ms. Jamison.

MS. JAMISON:

I just want you all to know that these are not allocations, there are estimating how schools, the principals in collaboration with school district teams decided to spend the funds. So it's again, these are their allocations but we tried (indiscernible) how schools decided this year based on how they spent their funds last year to maintain their effort going forward. So that allocation is just how schools scheduled based on its schools needs. So using that middle school and high school restructuring you didn't see much funds?

MS. SPEAKER:

Zero.

MS. SPEAKER:

Nothing.

MS. JAMISON:

Right. So that means that there wasn't a lot of middle school and high school restructuring going on in District 29. For whatever reason, principals in your school district teams decided, based on the need of their students, to spend their C4E funds in other areas. The other six -- the other five areas. Again, maintaining the level of effort implemented last school year.

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MR. MURRAY:

Thank you, Ms. Jamison. And if you want to view a website and look at the middle schools in 29, they have made tremendous progress. If you look at 59, 109, 109's made spectacular progress, 231, look at 238, keep looking at the different middle schools you will find that they have made a lot of progress.

MR. SPEAKER:

Good evening. My name is (indiscernible). I'm the treasurer of this beautiful school that you're in today, PS -- IS (indiscernible) 53.

MR. MURRAY:

Thank you. Go right ahead with your question.

MR. SPEAKER:

I was trying to understand what you were talking about so I just wanted to make sure it's clear. My question is, does a school get more allocated funds because of their progress or because of their population?

MS. JAMISON:

It's all based on population. The state has different formulas that when used, determine how much schools were allocated. It was based on student needs such as the percent of English language learners, the percent of students with disabilities, the percent of students receiving free lunch. So there's a formula that the state applied.

MR. SPEAKER:

Thank you.

MR. MURRAY:

You're welcome.

MS. DORSEY:

Hi, my name is Dionne Dorsey (ph.) I'm from -- I'm the PTA president of PS/MS 156 Queens. I guess you kind of answered my question in that I noticed online that other districts such as 26 and 27 were receiving millions of dollars and I noticed since my (indiscernible) that the allocation for District 29 is about four million. It's a great disparity between the two districts and I'm wondering why. Is it that -- I also noticed that these other districts have schools that have A ratings. And in District 29 we have so many B rating schools.

MS. SPEAKER:

Um-hum.

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MS. DORSEY:

So I'm kind of like questioning how is that formula really being determined and is it -- does the scale weigh evenly?

MS. JAMISON:

Again, it was based on the state Department of Education. Really, the city had nothing to do with that determination. It was, again, based on the percentage of students in a district in poverty, English language barriers, students with disabilities. It was various indications that the state used in determining how much to give to each school which culminated into the district level. So, that was --

MS. DORSEY:

So is it that -- so is it that we're not properly identifying the students within our district that are not performing and are on poverty level?

MS. JAMISON:

No, oh goodness, no. The state tracks all of that and, you know, we work with them to, you know, with the principals to improve and, of course, they seek (indiscernible) to approve students performance and everything so -- they take that into consideration. You're talking about when you look overall in each district, you're saying that District 29, in your opinion, did not get as much, is that what you're saying?

MS. DORSEY:

Well, yes. Because when you look at District 26-27, you're looking at families that are more financially well off than in District 29 and you see the disparity in between their allocations versus this district. So you question the formula --

MR. MURRAY:

Right.

MS. DORSEY:

-- because these students are not coming from poor homes.

MR. MURRAY:

Right. What I want to recommend you do -- that's an excellent, excellent question -- is last week at the CEC meeting I've mentioned that is a difference between what the state does and what the city does very often. And C4E funds are totally dictated by the state. So what happens is -- I recommend that you go online, again, and look at the formula and see if you can make sense of the formula and then in a future CEC meeting, we can have a conversation around the

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state formula because the city is not who determines how these funds are distributed.

MS. JAMISON:

Thank you.

MS. DORSEY:

We're definitely going to look up the formula. It's still a disparity no matter how you slice it because I work (indiscernible) in districts where I see the stay-at-home moms, I see the income because I work in the bank and I see the money flowing in to certain areas and I see what's not coming in on this area.

MR. MURRAY:

Um-hum.

MS. DORSEY:

So I know there's already a disparity right there but in the middle schools, one of the issues that we have is that -- especially District 29, how many of our students are taking the Regents? How many of our students are getting the advantages of a District 26 or 27 where they're able to take the Regents and go on and excel in areas where our students are still trying to catch up in ninth grade when they leave our schools. It makes the district look bad. And our schools were forced to go K through 8 as a different issue. We have facility issues in our school where the kids -- in my school anyway. My school was built in 1929. There's other schools that were built -- you know. I know that's a capital issue but I have students going like this to wash their hands because the sinks were from way back. You know, I understand that that's a physical, you know, issue but we have a lot of issues and that all works towards the mentality of what's going on with the kids. Because the kids are sitting there, like, we don't matter.

MS. HEIMAN:

I have to say this about a lot of the K to 8 in District 29. A lot of this has happened because parents wanted --

MR. MURRAY:

Ms. Heiman (ph.).

MS. HEIMAN:

Sorry.

MR. MURRAY:

That's okay.

MS. HEIMAN:

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This is prior to -- I think I've been with CEC for four years now. Prior to that, what I've told and what the literature says is that a lot of the schools went K to 8 because that's what parents wanted. Now, a lot of parents are realizing things have -- just what Ms. Guns (ph.) has said. So another thing we had worked on was the capital plan and this is where it comes to PTA presidents and SOT members have to be educated because we really got educated last year. When the capital plan comes out, you have to ask that they (indiscernible) that --

MS. DORSEY:

Oh no. We -- we ---

MS. HEIMAN:

Right. We had -- not only that. We have to push it more. Because they don't push things. If it's just a few of us, we have to push more --

MS. SPEAKER:

Yeah.

MS. HEIMAN:

-- of getting the bathrooms fixed for upper grades in the K through 8. Sometimes it may even -- it may even mean restructuring those schools to go back to -- it can happen. To go back to K to 5 and have those students feed -- now this is the thing. Do parents want their children feeding in to 192? Because that's the -- see? Then you have another issue.

MS. DORSEY:

Yeah.

MS. HEIMAN:

So then it's like -- it's more than just CFE money. It's like capital plan. It's also --

MS. DORSEY:

We can't -- we just want to know what the formula is because us being the oldest school, I sit in the same auditorium I sat in as a child. I've seen numerous schools that were built way after getting remodeling, getting things done --

MS. HEIMAN:

In this district?

MR. MURRAY:

That's capital building.

MS. SPEAKER:

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Right.

MS. HEIMAN:

That's all capital planning.

MS. DORSEY:

All capital plans?

MS. HEIMAN:

All that is capital plan. So when we do the capital plan meetings and so forth, it means that parents -- we will push it. Push our politicians, push our district to say these are the things that we want you to do because right now, DOE and the SCA, school construction authority -- Dawn, I'm not trying to use (indiscernible). They say District 29 needs no more seats. But we know we have a principal sitting right here who's, you know, almost doubled to capacity for her building. So, you know, this school is beautiful but it was supposed to -- they didn't ask us if we wanted this school. It was like, we're building a school, here you go. It's beautiful. Who's in charge of that? It's a beautiful building, you know, but the capacity is another issue.

MS. SPEAKER:

Yes.

MS. HEIMAN:

So, you know, that's --

MS. DORSEY

We have over 900 students so I know -- you don't --

MS. SPEAKER:

Yeah.

MS. DORSEY:

Like I said, we were built in 1929 --

MS. HEIMAN:

And you still have the TCUs --

MS. DORSEY:

-- and we don't have no space for who we have.

MS. SPEAKER:

Right.

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MS. DORSEY:

They're on top of each other as is. And when we've asked for things, we didn't ask for K through 8. I've been with this school since my son's in kindergarten. He's in sixth grade now.

MS. HEIMAN:

Maybe -- you see now, we have to talk about the leadership. Who -- you know, how did that happen?

MR. SPEAKER:

It's (indiscernible). It's because we have parents right now asking for K to 8 of other schools in this community--

MS. HEIMAN:

Yeah, a lot of parents want K to 8.

MR. SPEAKER:

-- but I don't think it's tenable.

MS. DORSEY:

No, no, no. That's because the middle schools -- not for nothing -- are horrible.

MS. SPEAKER:

Were. Were.

MS. SPEAKER:

I'm going to say -- I'm going to use were.

MR. SPEAKER:

Thank you.

MS. DORSEY:

They might be improving now but --

MR. SPEAKER:

They're not might be, they are improving.

MS. SPEAKER:

I'd like to see our students in District 29 taking the Regents, doing things that other districts are doing.

MS. SPEAKER:

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They are, Jennifer, they are.

MS. SPEAKER:

They are. My son is.

MS. SPEAKER:

You got to take the next question but we'll talk.

MS. JAMISON:

We have to stick to --

MR. SPEAKER:

We have to ask questions.

MS. SPEAKER:

Right.

MS. SPEAKER:

We will not go into capital planning.

MS. SPEAKER:

You're right, Martha. Okay.

MS. SPEAKER:

Hi. Good evening everyone. My name is (indiscernible) and I'm one of the parents from PS 156 in Laurelton. One of the things that I'm noticing that's going on in the schools in District 29 is that we're losing a lot of our students due-- because of the no child left behind program. And they're going over to different districts. Therefore that's forcing our numbers down. And those schools are getting those monies that we really need for our schools. Okay? We're losing a lot of students. I held my children in the district because I felt that there was a need to fight for where my home is. There's a need to fight for it. You know. But other parents, they really don't realize that they're bringing the schools down. You have a home, your property val-- everything is going down when you're leaving the district and going to another district and they're fine. And we're still suffering because it's our numbers to go down therefore we don't have the programs that we need to sustain those students that are there. It's like we're being abandoned. So parents really need to be educated more to know not to leave the community. You know, I know it's very hard but I feel that the community really needs to pull together to raise the children, okay?

MR. MURRAY:

Thank you so much. Thanks for sharing.

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MS. SPEAKER:

Thank you..

MS. SMITH:

Hi, my name is (indiscernible) Smith and I have two kids in 156 Queens and my question is when will the work start on that school and when will it finish?

MS. SPEAKER:

That's not --

MS. SMITH:

The scaffolding and stuff that's surrounding it.

MR. MURRAY:

Yeah. It's another capital question. So --

MS. SPEAKER:

That's a capital question.

MR. MURRAY:

We discuss that at the CEC meetings October 15th.

MS. SMITH:

Okay.

MR. MURRAY:

So -- for this particular forum, we're looking specifically at the proposed yearly model for C4E. But thanks. Thanks so much.

MS. DALTON:

Grace Dalton (ph.). I'm (indiscernible) from IS 109 plus I'm a district 29 (indiscernible) and I'm volunteering with the CTEC. Most of the questions you have asked for but I want to make one suggestion with the way we can set it up. I go all around and people tell me they see me in Brooklyn, Bronx and everywhere. While you're there sleeping, I'm out there. And what's happening with us here if we take a look around the seats that are here is not enough people to make it to (indiscernible). And you get your neighbors, get your friends, (indiscernible) making a PTA would have nights where we get (indiscernible) and talk about it and get out there. Because as long as they see our few little handful of people, they're not going to do nothing. But if you come and get a whole lot and fill this up and standing, you can surprise our numbers (indiscernible). And as long as you let other people do your dirty work for you, not you per se but whoever the shoe may fit, okay? So, I am trying very hard to get everybody to know what's

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going on because I'm working very hard with somebody and we're getting a website where everybody would know everything. And so I'll appreciate you getting out and getting everybody because I don't want to see no more little bit like this. (Indiscernible) get after you.

MS. SPEAKER:

No questions? You don't have any questions?

MR. SPEAKER:

Thank you.

MS. SPEAKER:

No, because the answer was --

MS. SPEAKER:

The question I had wanted to ask --

MR. MURRAY:

(Indiscernible). Thank you. If anybody else has a comment or if they want to ask a question, just come right around. Come right around.

MR. SPEAKER:

Good evening. My name is James (indiscernible) I'm a PTA president for PS 136. I guess some of the things I apologize for our tardiness this evening. I had to come in from the city. As far as the formula you were alluding to that there's a -- the mechanism is that the SOTs and the --

MS. SPEAKER:

Principals.

MR. SPEAKER:

-- principals have agreed. I think that's getting lost in translation, to be honest. I'm not sure how fully accurate that statement may be. On paper, that statement may be (indiscernible). I think the question is what were those two bodies given to work with that the understanding of what they came up with, how it would feed into here. I think often we get lost of -- once the numbers come down, what to do with them and with what we do with them, where do they go back into? I think that's something that maybe needs to be incorporated into the education process of understanding this formula because I served on the SOT. I've been there for three years. You can obviously tell me that I understand that some of the numbers we're doing were feeding into the development of this, honestly in front of everybody, no.

MR. MURRAY:

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Um-hum.

MR. SPEAKER:

Honestly, I think that's lost in translation if you will.

The other thing is as far as the formula about the different districts getting different money. I appreciate the wanting to say stay in our district, build up our district. Amen, if you will. You know that's all good but there's a reason why parents feel the need, if you will, to go to other districts. Right and wrong are different. A parent's choice is a parent's choice for their child. Now what do we do with the numbers, (indiscernible) when you telling the parents stay but you still see this district seem to get a little bit more. That just needs to get a little bit more. I think unless we understand truly the formula, we say it's a state formula, I would suspect unless, you know, -- my question is does the state formula, unless somebody (indiscernible) get reevaluated as it comes to the city to meet means that the state may have missed in their formulas. So it ends up money do go where they really shouldn't go. I'm not saying anybody's doing it, I'm just asking.

MS. JAMISON:

I just want to remind everybody that poverty is just one thing that the state looks at. In addition to poverty is students with disabilities, different other things that they would include.

MR. SPEAKER:

I understand. I think though when you put all those things in together, you know, the economics -- economics being the factor, we're likely behind much who are getting, you know, things (indiscernible). Disabilities we're fine. You know, we may -- they may be higher. I think it's what gets weighted is on a different weight scale.

MS. SPEAKER:

Their weights.

MR. SPEAKER:

And see, we need to understand that. You know, not that we want -- not that oh, we got to get this type of -- no, we need to understand the formula so that we see if truly we're getting -- things are being allocated fairly.

MS. JAMISON:

When Dr. (indiscernible) gives her presentation, she'll talk more about actual numbers so --

MS. SPEAKER:

And I just want to make -- can I just say something, I'm sorry. I'm out of order.

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MR. SPEAKER:

Use the microphone, go right ahead.

MS. SPEAKER:

Thank you. That was an excellent comment that was made. And that was a comment that came out of a group dialogue. And so now me listening to that and if you're thinking about how you can respond, it would be first of all in terms of your comments, one comment would be to suggest that next year when we have this, that when the superintendents talk, they can touch more on this formula.

MS. SPEAKER:

Right.

MS. SPEAKER:

Because another aspect of this formula is English language learning.

MS. SPEAKER:

Um-hum

MS. SPEAKER:

English language learning in terms of the weight on that, there's a heavy weight on the English language learners. In terms of poverty, it's not just poverty. People across the city, everybody looks for it. It doesn't matter. I'm not going to lie to you. Because the way they report it is ridiculous. It's not even solid. So, you know, just think about that if you want to submit comments and to be honest with you in terms of how DOE, from what I'm told, looks at this, they do a count. So if you make a suggestion, a comment on that and you and you and you and you and they add that up then they see, you know what? Maybe we should consider really thinking about giving District 29 some more money for their students.

MS. SPEAKER:

All right.

MS. SPEAKER:

Maybe there's a good point that, you know, District 29 doesn't look like this district but they should help us out because we have these certain challenges. And we need to consider, you know, special situations and not just depend on a formula. So I just want to encourage you all to just continue to make comments and have a dialogue and together we'll walk out of here with a whole bunch of comments for DOE.

MS. SPEAKER:

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Hi. My name is (indiscernible). I'm an SLT parent at 136. You mentioned earlier about the population and how the sixth grades are being taken out of the certain school. What did you mean by that? Are -- meaning it's just now from K to fifth grade and sixth grade is now in the junior high school? Is that what you meant by that?

MS. MURRAY:

Yeah, that's what I meant. I was using, as an example, because in this district -- and I've been in this district for many, many years, what we have is -- President Heiman was absolutely correct. We had a clamor for K to 8s a few years ago. People can disclaim responsibility but there was a clamor for K to 8 and now people are going-- some in the opposite direction but they are still parent populations in this district right now, as I speak, who are thinking and proposing K to 8 mechanism. And what has happened is that the schools that were K to 6 in this district for decades, that was modified. It either went K to 8 or K to 5. So the last three schools, 37, 38 and 52 went K to 5 this September. So I was alluding to that, yeah.

MS. SPEAKER:

Hi. My name is Yolanda. I'm a parent of a student here at 295. Our treasurer had asked a question about -- well, I'm not exactly sure of the total question but I know the response was the school -- how the school gets allocated rather. And the response was the school gets allocation of funds based on population, free lunch, disabilities and some other factors. My question is specific to this school, insofar as the allocation of -- the allocation. It's a new school, I'm not sure by how much the population has increased but I know it's increased a lot. I know it's a Title 1 school so I was just wondering why we didn't get more money to accommodate the increase in population.

MS. JAMISON:

Remember that this year's maintenance of effort. The schools are not nor did the city get additional funds. They got the same amount of funds they got last school year.

MS. SPEAKER:

(Indiscernible) schools?

MS. JAMISON:

All schools citywide. It's maintenance of effort this year.

MS. SPEAKER:

Thanks.

MS. SPEAKER:

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Can I just speak up? I'm sorry. I apologize. You'll have to excuse the country girl being to the mike again. Part of what happened this year is that because of the recession -- we all know that we're in a major recession right now. We have problems, Obama has problems. So, what happened was they said you know what? We want to keep the programs that we already funded through the Contract for Excellence going on. We're sorry that we can't give you more money to do new programs so when they say maintenance of efforts, it's saying let's continue what we got going on. Now, sometimes, in some schools like -- like he mentioned -- and you have a wonderful superintendant because a lot of superintendants don't take the time out so let's just give it up for that and recognize that because that's the truth. (Indiscernible) been on a tour. But you have where the school population changed. So they can't -- a principal might say you know, my student population's looking a little different. So maybe I don't have as many English Language learners, maybe I need to do something for those students with disabilities in my school. So then they get to change their program but keep their money.

So that's what they mean by maintenance of effort. And that's why sometimes it might look a little different because a principal can say, you know, I have a different need based on the change of my student population.

MS. SPEAKER:

I just want to ask a question.

MR. SPEAKER:

Thank you, Ms, (Indiscernible).

MS. SPEAKER:

We're going to start with Dr. (indiscernible)'s part of the presentation now so if you have any questions -- I want to thank Mr. Murray and Ms. Jamison for this part of the presentation. Please hold your questions for after Dr. (indiscernible)'s presentation so we can move the evening along and (indiscernible).

DR. SPEAKER:

Okay, everyone. I'm back. Thank you. I know that it can be challenging trying to figure out and trying to stay focused on the Contract for Excellence, I understand that. And I know that there are some issues in terms of capital plans and like they mentioned, you know, that's a separate meeting. But this time, right now, we really need to focus on the Contracts for Excellence. So we are in a school, right? And the purpose of a school is to learn. So right now I'm going to have to ask you all to be learners. Because I'm going to teach you how to read a school budget in about five minutes, Okay? So I need you all to stay with me and stay focused. Can we do it?

IN UNISON:

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Yes.

DR. SPEAKER:

Let's do it because we know who we're doing it for.

MS. SPEAKER:

Does everyone have a copy?

DR. SPEAKER:

Right. Does everyone have a copy of what Ms. (indiscernible) is raising up now? You should have your green sheets and your spreadsheets. Your budgets. These budget tables that you have are going to help you to figure out what's going on at the school level. Your superintendant did an excellent job of breaking down what's happening at the city level, on the district level but now we are about to get our hands dirty, ladies and gentlemen. So I'm going to need you to focus. This is the part that they usually call me in for. Not the first part but this part. So you with me?

IN UNISON:

Yes.

DR. SPEAKER:

All right. Let's go. You have -- you should have five tables in front of you. Do you have five table? The first thing I'm going to do -- we have someone over here who has a question or might need a handout. The first thing we're going to do is put this in order. If for some reason you get lost, find a neighbor, find a partner. Your first table is the shorter sheet, your regular sized sheet -- and if you need to pull out your reading glasses, pull out your reading glasses -- and it's called the proposed C4E spending by district. That's going to be number 1. If you need to mark it number 1, mark it number 1 right now. All right.

The second sheet is your performance target sheets. You'll know this sheet because it looks like there's some dark black boxes that says Target 1, Target 2, Target 3. Can I see some target tables going up in the air? We got our target table? That's going to be number 2. If you need to mark it number 2, you're going to mark it number 2. You're going to be my helper, how about that? Can you get up? I'm going to get you a seat. Let's grab you a seat. What's your name?

MS. DALTON:

Grace Dalton

DR. SPEAKER:

Grace Dalton. Ms. Grace Dalton. All right. You're going to be right there, okay?

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MS. DALTON:

Um-hum.

DR. SPEAKER:

Okay. So I have my helper here Ms. Grace Dalton and you're going to help me keep things in order.

[END TAPE]