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NYC BOARD OF EDUCATION
C4E HEARING
DISTRICT 6

1 MALE SPEAKER: So, we can go now.

2 FEMALE SPEAKER: So, if you have any
3 comments or questions about this
4 allocation, take them now.

5 FEMALE SPEAKER 1: Do -- how do you
6 want to do it?

7 FEMALE SPEAKER: We're going to use
8 our same process -- protocol -- the CEC
9 will go first, and then I'm going to take
10 questions from the audience. Does
11 anybody have a question?

12 FEMALE SPEAKER 1: Anyone else can
13 go first, if you want.

14 FEMALE SPEAKER: Does anybody --

15 FEMALE SPEAKER 1: Not yet? All
16 right -- on me. So --

17 MALE SPEAKER: I have a question
18 after she does.

19 FEMALE SPEAKER: Okay.

20 FEMALE SPEAKER 1: Do you want to go
21 first?

22 MALE SPEAKER: Yeah, this is -- I
23 feel bad for asking this question,
24 because it isn't fair to you, but the
25 question I have is how is this relevant

1 to parents and --

2 FEMALE SPEAKER: It's not.

3 MALE SPEAKER: Well, that's the
4 question. I mean, why, as a parent,
5 should I -- I mean, how is knowing this
6 going to help me improve my child's
7 education? And I know this is kind of a
8 dumb question, but maybe this is the kind
9 of question we should start having when
10 we discuss these (indiscernible).

11 FEMALE SPEAKER: It's not a dumb
12 question. I think it -- you can use it
13 for parent knowledge, because at -- if
14 you want to further investigate, you can
15 see how much money the school that your
16 child is attending to has been allotted.
17 And then, you can inquire about what
18 programs are actually in place to service
19 your child if they fall within this
20 category of students. So --

21 MALE SPEAKER: So, if my child is
22 special need or has --

23 FEMALE SPEAKER: Right.

24 MALE SPEAKER: -- anything that's
25 above what the basic fair funding --

1 FEMALE SPEAKER: Um-hum.

2 MALE SPEAKER: -- (indiscernible) is
3 for a basic student, then I should be
4 making sure that my son or daughter --

5 FEMALE SPEAKER: Child is
6 receiving --

7 MALE SPEAKER: -- is receiving
8 those --

9 FEMALE SPEAKER: Right.

10 MALE SPEAKER: -- services.

11 FEMALE SPEAKER: So -- because this
12 includes after school programs. This
13 includes, like it says, CTT --
14 Collaborative Team Teaching. So, all of
15 those things -- and, I mean, there can be
16 other programs that are specific to the
17 child's needs that would fall into one of
18 the program areas. So, if a parent wants
19 to see exactly how or (indiscernible)
20 exactly how this money is being used, you
21 know, they can get a better understanding
22 of how the school is servicing their
23 child.

24 FEMALE SPEAKER 1: Well, actually,
25 no, it can't mean that we don't have a

1 breakdown of our district.

2 FEMALE SPEAKER: Well, actually,
3 you -- the (indiscernible) is public
4 knowledge and you can go online on the
5 DOE website, and you can see --

6 FEMALE SPEAKER 1: No, but if they
7 come and present to us, they --

8 FEMALE SPEAKER: Oh, we don't --

9 FEMALE SPEAKER 1: -- should've
10 bought, you know --

11 FEMALE SPEAKER: Well, this was for
12 a district-wide --

13 FEMALE SPEAKER 1: Yes, exactly.

14 FEMALE SPEAKER: -- high schools.
15 So, I mean, if you want --

16 FEMALE SPEAKER 1: The district,
17 that's what I mean -- district.

18 MALE SPEAKER: So, like, every
19 school in the district?

20 FEMALE SPEAKER: Every school.

21 FEMALE SPEAKER 1: The district --
22 we should have at least some numbers on
23 the district. You know, they're giving
24 us general numbers for the city.

25 MALE SPEAKER: But the numbers

1 aren't helpful unless you know how that
2 money is being spent.

3 (Overlapping conversation)

4 MALE SPEAKER: I mean, knowing that
5 a school gets a million dollars is, like,
6 okay --

7 FEMALE SPEAKER 1: Okay.

8 MALE SPEAKER: Let's give it another
9 million and it will be better -- twice as
10 good, right?

11 FEMALE SPEAKER: Right, I think that
12 if the CEC would like us to go more into
13 the types of programs paid for, we could
14 do that, but I think that this meeting
15 was meant to present the proposed city-
16 wide for the proposed district budget,
17 and to give the community an opportunity
18 to make statements about this proposal.

19 FEMALE SPEAKER 1: So, I have a --

20 MALE SPEAKER: Can I just --

21 FEMALE SPEAKER 1: Sure.

22 MALE SPEAKER: just to finish up,
23 but -- my point is these numbers don't
24 relate to us, because we have no way of
25 knowing whether or not the million

1 dollars, or however much a school is
2 spending is actually effective. There's
3 no data to say that this dollar we spent,
4 we get X (indiscernible) for it. This --
5 I mean -- and so -- so, it's almost
6 irrelevant because we don't know how that
7 works.

8 FEMALE SPEAKER: It's part of the
9 SLT.

10 FEMALE SPEAKER 1: Um-hum. Right.

11 FEMALE SPEAKER: These funds have to
12 be -- how you're going to spend these
13 funds have to be discussed. We're going
14 to use these funds to reduce class sizes
15 because --

16 FEMALE SPEAKER 1: Right.

17 FEMALE SPEAKER: -- for example, we
18 have all our first grades -- Kindergarten
19 and first at thirty-two. So, that is a
20 discussion that SLT's need to have in
21 every school. Now, if you want to see if
22 your child's school gets C4E funds, you
23 can --

24 FEMALE SPEAKER 1: You can go
25 online.

1 FEMALE SPEAKER: -- go on the school
2 website. The budget is public. It gives
3 you the total amount. Then, you can go
4 to your SLT and say we got 94,000 in C4E
5 funds in my child's school. How would
6 you (indiscernible)?

7 FEMALE SPEAKER 1: Okay, how are we
8 then as a CEC supposed to back up a
9 parent if we don't have the information?
10 How are we supposed to back up a parent
11 when a lot of the principals as we were
12 discussing today are not even showing the
13 SLT members the breakdown of the budget
14 or even showing them the school
15 leadership team's budget itself. So, I
16 think that's why we have that concern
17 because -- I understand you're thinking
18 general than school-by-school, but we
19 have to look out for the district and how
20 we are supposed to do that when -- and I
21 understand it's frustrating, but the last
22 budget that we got was, like, even worse,
23 because, like -- asking us to make --
24 give opinions or advice on, you know, a
25 recommendation about how to move things

1 when you don't even have a line item
2 budget -- when you don't really know
3 where things are really going. So,
4 right, and it's -- so it's a concern.

5 MALE SPEAKER: Can I add to that?
6 In the -- for example -- and, I know
7 you're not supposed to use the business
8 world, but I'm using it anyway. If a
9 company spends X amount of money to
10 produce X amount of widgets, and they're
11 able to measure how much that money is
12 actually bringing them. And, it's very
13 difficult in education to measure --
14 okay, we spent 100 dollars for this. How
15 much are we getting? What are we getting
16 for 100 dollars? How do we measure that?
17 And, so that's why I say, as a parent,
18 it's kind of difficult to see how this
19 relates, because we -- as a parent, I
20 can't go in and say, well, you know, I
21 think we should better spend our money in
22 a different area because we don't know,
23 as a parent, if spending money in a
24 different area or in a different way, or
25 going and bringing in after-school

1 programs is actually going to make a
2 difference for the -- worth the money we
3 spend on that program. So, that's my
4 frustration as a parent is that I
5 can't -- how can I say we need more money
6 for schools or this school needs more
7 money or that school has plenty of money,
8 or -- you know, you can't make those
9 decisions because you don't know the
10 result of the money that's going to be
11 spent. You (indiscernible) money for the
12 principal and the SLT may choose not to
13 use it wisely. How do you know? Anyway,
14 sorry.

15 FEMALE SPEAKER 1: Okay, so, I mean,
16 I have a different perspective. My
17 understanding of the areas where the C4E
18 money is meant to go is that it was based
19 actually on the areas, one of which is
20 class size reduction, where this is
21 empirical research to support the impact
22 of it on positive student achievement.
23 And, in fact, time on task and class size
24 reduction are two of the ones where we do
25 know that that does give us some return

1 for our money. And that's, in fact, why
2 this money goes to those areas, correct?

3 FEMALE SPEAKER: Correct.

4 FEMALE SPEAKER 1: That's from the
5 settlement of the campaign for fiscal
6 equity --

7 FEMALE SPEAKER: Right.

8 FEMALE SPEAKER 1: -- those two
9 areas. So, as parents, we -- you know,
10 we need to know that that's why those two
11 areas were selected through the
12 settlement for the distribution of these
13 funds. And that's why, you know -- so,
14 it means something to me. It matters a
15 lot to me. And what I'm really
16 distressed to see is how little of this
17 money is going towards class size
18 reduction, which is one of the very few
19 empirically-demonstrated factors to have
20 a positive impact on child achievement
21 and is consistently in our District 6
22 learning environment surveys a tough
23 concern for parents.

24 Parents want their children to be in
25 smaller class sizes. And I see thirty

1 million dollars going to after -- summer
2 school. I see tens of millions of
3 dollars going to principal and teacher
4 training -- principal training. Where is
5 the empirical evidence that that works,
6 so that has an impact? So, why -- how is
7 it, you know, how -- and, you know, at
8 the SLT level, I know how much money my
9 son's school is getting. And, I have
10 asked our principal for an accounting of
11 how that money is being spent and I know
12 it can't be spent yet, technically --

13 FEMALE SPEAKER: Right.

14 FEMALE SPEAKER 1: -- because it
15 hasn't been approved, and I'm also
16 looking at my calendar saying it's
17 October.

18 FEMALE SPEAKER: Right.

19 FEMALE SPEAKER 1: This is a little
20 late in the game, I think. So, I'm
21 really distressed to see so little money
22 being spent on what I know parents are
23 completely up in arms about at my son's
24 school and throughout the district which
25 is really big class sizes, particularly

1 given some of the challenges that our
2 district kids face. So, that's my
3 primary comment. So, I just completely
4 disagree. I think this information is
5 incredibly relevant. I think it's
6 incredibly important. And, I want to
7 know why is it -- I mean, do SLT's really
8 have then the ability to go in and say
9 actually we don't want you to use any
10 money for this principal training. We
11 want it all to go to class size
12 reduction.

13 FEMALE SPEAKER: No, because the
14 principal has the final decision, but
15 they are supposed to have the opportunity
16 to voice what they suggest.

17 FEMALE SPEAKER 1: Actually, the SLT
18 sets the Comprehensive Educational Plan
19 for the school through consensus-based
20 decision making, and then it is their
21 job, as well, to align the school-based
22 budget to that. So, if they determine
23 that the priorities are class size
24 reduction, then aligning the budget to
25 that should be what happens.

1 FEMALE SPEAKER: It should be, but
2 that's not what happens all the time.

3 FEMALE SPEAKER 1: According to
4 state law, that's what should be
5 happening.

6 FEMALE SPEAKER 2: She's making her
7 statement, and she's allowed to make her
8 statement, not because -- you're not
9 supposed to answer.

10 FEMALE SPEAKER 1: Well, I mean, you
11 can say that it's not happening and then
12 that's a violation of state law, right?
13 I mean, if that's what you're saying and
14 if the DOE is actually saying that
15 that's -- they would support that, then
16 that's a real problem potentially.

17 I also have a question about the
18 difference on the two graphs. It's the
19 first couple of pie charts that you show
20 us. So, the one that is -- it's the
21 second and the third -- the one that's
22 201112 citywide -- all funds by program
23 area.

24 FEMALE SPEAKER: Um-hum. What page
25 are you on?

1 FEMALE SPEAKER 1: Five and six.

2 FEMALE SPEAKER: Five and six?

3 FEMALE SPEAKER 1: So, one of them
4 is the entire city-wide amount.

5 FEMALE SPEAKER: Yes.

6 FEMALE SPEAKER 1: Correct?

7 FEMALE SPEAKER: Yes.

8 FEMALE SPEAKER 1: So, that includes
9 targeted, which is not discretionary for
10 the schools. Am I right?

11 FEMALE SPEAKER: Where do you --

12 FEMALE SPEAKER 1: What's the
13 difference between page five and six?
14 What does five include that six doesn't?

15 FEMALE SPEAKER: This is just
16 showing you basically how -- the first
17 one is the city-wide funding by program
18 area, as it states. Now, the second one
19 is basically just giving you an overview
20 of the subset --

21 FEMALE SPEAKER 1: Of discretionary.

22 FEMALE SPEAKER: Right.

23 FEMALE SPEAKER 1: So, the first one
24 includes the targeted, which is not
25 discretionary.

1 FEMALE SPEAKER: Right.

2 FEMALE SPEAKER 1: And so the
3 schools have no ability to move those
4 monies around. The targeted --

5 FEMALE SPEAKER: For a full day pre-
6 K (indiscernible) on the second page,
7 so --

8 FEMALE SPEAKER 1: Right, exactly.

9 FEMALE SPEAKER: Right.

10 FEMALE SPEAKER 1: Yeah, so that was
11 my question.

12 FEMALE SPEAKER: Yeah, that's the
13 difference.

14 FEMALE SPEAKER 1: So, schools are
15 choosing to spend forty percent on time
16 on task, thirteen percent on teacher --
17 or this is what the state is
18 suggesting --

19 FEMALE SPEAKER: Um-hum.

20 FEMALE SPEAKER 1: -- that they
21 choose.

22 FEMALE SPEAKER: And then the thirty
23 percent on the class --

24 FEMALE SPEAKER 1: And that -- but
25 that is discretionary, and school

1 principals can choose not to do that.

2 FEMALE SPEAKER: Exactly, exactly.

3 FEMALE SPEAKER 1: So, any parent
4 who's on a SLT can advocate for --

5 FEMALE SPEAKER: Um-hum.

6 FEMALE SPEAKER 1: -- all of that
7 money to go to --

8 FEMALE SPEAKER: Right.

9 FEMALE SPEAKER 1: -- class size
10 reduction.

11 FEMALE SPEAKER: Right, as long as
12 it falls within one of the six program
13 areas, it can be used in that way.

14 FEMALE SPEAKER 1: Okay, and so the
15 bulk of the funds, or about two-thirds,
16 are -- a little less than two-thirds, are
17 discretionary.

18 FEMALE SPEAKER: Yes.

19 FEMALE SPEAKER 1: Okay, thank you.

20 FEMALE SPEAKER: Anybody else have
21 any questions? Comments? No?

22 MALE SPEAKER: I like the color they
23 use in this PowerPoint, but I would be
24 open to some color changes since we've
25 been looking at it for, like, five

1 years -- that color scheme.

2 FEMALE SPEAKER: All right. Miriam
3 (ph.), you want to --

4 MIRIAM: Well, it's a comment and,
5 you know, this is supposedly -- this is
6 supposedly the public hearing where our
7 only chance on record for the State to
8 express and comment on this, and it's
9 clear that it's very targeted towards SLT
10 parents --

11 FEMALE SPEAKER: Um-hum.

12 MIRIAM: Who needs -- should have
13 this discussion and this knowledge
14 because they're really the parents who
15 are empowered to actually do something
16 with this. And there was no outreach to
17 the SLT's. So, I'm very concerned that
18 this -- this is our only chance and I
19 found out about this today from a parent
20 at my school. It wasn't something that
21 came to us from the city -- from the
22 state. There was no ten days notice as
23 is usually the standard, and this is --
24 this is a lot of money. This isn't
25 change we're talking about, and it's

1 very -- it doesn't feel right to me that
2 this is the only opportunity we get and
3 this is it. You know, you look at it for
4 two minutes. I can barely read it.

5 FEMALE SPEAKER: Exactly.

6 MIRIAM: I don't -- you know, you
7 need to take this away, digest it, and
8 have, you know -- have another
9 opportunity and you need to have the
10 right parents in this room representing
11 each school, because to just give this --
12 I mean, this is clearly not our district,
13 and it's a concern of how this money is
14 going to be used when you're not giving
15 the people the choice or the option or
16 the knowledge or the time to really
17 (indiscernible) all of this.

18 FEMALE SPEAKER: You can go to the
19 DOE website. There's a C4E link.

20 MIRIAM: I did. I did. I know the
21 amount that my school got. I went to
22 every single link, but again, you need
23 more than a day.

24 FEMALE SPEAKER: And you can submit
25 a public comment until November 23rd.

1 MALE SPEAKER: Yeah, we should
2 forward that on. This is available, so
3 you can forward this on -- forward on to
4 the SLT's and --

5 MIRIAM: But, you know, I'm just a
6 parent, here. I feel like, you know, the
7 State and the City and the DOE should be
8 making more of an effort to get this in
9 the right hands of the right parents at
10 the right time and give them time. I
11 mean, you know -- would you test a kid,
12 give them this, and then test them
13 tomorrow on a standard test and then
14 grade them -- evaluate them on that? No.
15 And that's what you're doing to us. So,
16 this just doesn't gel right for me.

17 FEMALE SPEAKER: Okay.

18 MIRIAM: And then, they reduced the
19 class size again -- you're also -- how
20 much is -- I didn't catch how much is
21 being given to pre-K? Wasn't there just
22 an audit that --

23 FEMALE SPEAKER: 8.3, yeah.

24 MIRIAM: (Indiscernible) millions of
25 unspent money on pre-K spending and here

1 we are allocating how many more millions?

2 FEMALE SPEAKER: 8.3. Well, the
3 reason why they returned it is because --

4 MIRIAM: But money is money. I
5 mean, it's --

6 FEMALE SPEAKER: No, no, but --

7 MIRIAM: It's like coming back and
8 forth.

9 (Overlapping conversation)

10 FEMALE SPEAKER: It's so ridiculous
11 that I'm like, really -- the reason why
12 they returned it, it was because it was
13 part time, and not enough people were
14 going to part time.

15 FEMALE SPEAKER 1: I don't believe
16 that.

17 FEMALE SPEAKER: No, that's the
18 reason.

19 FEMALE SPEAKER 1: I'm just saying
20 that --

21 (Overlapping conversation)

22 MIRIAM: It just seems kind of
23 crazy, again, to kind of echo Tory's
24 (ph.) point where we're putting money for
25 pre-K when we just returned money.

1 FEMALE SPEAKER: Right.

2 MIRIAM: We're putting money for
3 principals, when -- if you ask every
4 single parent in this district, probably
5 in the entire city -- every borough, what
6 is the single thing that is bothering
7 them the most, it's the class size.

8 FEMALE SPEAKER: Um-hum.

9 MIRIAM: And why is no one hearing
10 this?

11 MALE SPEAKER: Can I make a comment
12 on that?

13 FEMALE SPEAKER: Yeah, go ahead.

14 MIRIAM: You see, the problem with
15 the class size reduction it it's -- is
16 the term "zone the schools". So, if a
17 school is zoned, it has to take all the
18 students that are in that zone, which
19 means, in regards to class size
20 reduction, if you only have thirty
21 classrooms in the buildings, and you've
22 got so many students, you only have room
23 for so much. But, that school has to
24 take every student in that zone. So,
25 that controls the class size in the

1 building. If you want to solve or
2 even -- so, you can't even approach the
3 class size unless you build more
4 buildings and create more schools, or
5 rezone the school to make this area
6 smaller, but then you're just pushing
7 those kids into another zone. So, the
8 only solution where you could actually
9 try and have class size reduction is to
10 un-zone the schools, and make it so that
11 the schools can have a cap on the number
12 of students they put into the school, and
13 that way principals can start to do class
14 size reduction. But, as it is now, a
15 zoned school, unless it's a school
16 choice -- only school choices right now,
17 like a Muscota (ph.) or Hamilton Heights,
18 those kind of schools can control their
19 class size, because they can control how
20 many students they get coming in. But, a
21 zoned school can't.

22 MIRIAM: But, they're all public
23 schools, and it seems highly
24 unconstitutional that you're saying you
25 have to accept thirty-two students and

1 you don't. We're all governed by the
2 same laws.

3 MALE SPEAKER: The law is zoning,
4 and the zoning law says if you live in
5 the zone, you can go to that school. And
6 that's just the way it is. And so, if
7 that pushes the class sizes up, it pushes
8 them up, because there isn't room in that
9 building. So, the only solution is
10 either build more buildings, which ain't
11 going to happen anytime soon, right now,
12 because even if they did this year, it
13 will be three years down the road before
14 we'll see it. It's not going to help our
15 kids. The only way we could actually
16 make effect is by changing the zoning
17 laws towards going to --

18 FEMALE SPEAKER: I hear what you're
19 saying, but I also think that there are a
20 lot of -- we have a lot of space right
21 now that's being -- that is not being
22 utilized properly, and because of budget
23 restraints, it's not easy for a principal
24 to just add another teacher. And, we
25 know that, because --

1 MALE SPEAKER: Right.

2 FEMALE SPEAKER: -- we've walked a
3 lot of schools where the principals say I
4 would like to reduce the class size, but
5 I can't pay for another teacher.

6 FEMALE SPEAKER 1: Or, if I reduce
7 class size, I can't do the arts.

8 FEMALE SPEAKER: Right, or something
9 else.

10 FEMALE SPEAKER 1: So, it's -- you
11 have these --

12 FEMALE SPEAKER 2: A teacher's
13 salary could be 77,000 dollars --

14 FEMALE SPEAKER: Exactly.

15 FEMALE SPEAKER 2: -- and you may
16 get a 100,000 dollars in C4E funds, so
17 how much -- you may hire one additional
18 teacher, but then the other funds you may
19 allocate it in after-school programs, for
20 example.

21 FEMALE SPEAKER: Right, right.

22 MIRIAM: It just seems like, when
23 are we going to make class size a
24 priority? Because, I've been in this
25 cycle in the system now for four years,

1 and that is -- every year, the problem.
2 And those four years just (indiscernible)
3 in the school system, we could've built
4 many schools. It takes one year to build
5 a building.

6 FEMALE SPEAKER: Yeah.

7 MALE SPEAKER: Do you know how much
8 money they spent on the Western Heights
9 (indiscernible)?

10 MIRIAM: I'm -- look, when there's a
11 will, there's a way. And, obviously the
12 will is not to reduce class size.

13 FEMALE SPEAKER: Okay, Agiana (ph.)?

14 FEMALE SPEAKER 1: Arianna (ph.)

15 FEMALE SPEAKER: Arianna? Okay.

16 MALE SPEAKER: We spent 30 million
17 and put it into a school. I mean, it's
18 just an idea to through out -- where you
19 can throw in more teachers, more
20 services, tutors, I mean -- I don't know.
21 That's a question to think about.

22 MIRIAM: And again, you put that
23 school in the zone and you just solved
24 the problem for four blocks.

25 FEMALE SPEAKER: Okay, Arianna? Um-

1 hum.

2 ARIANNA: The (indiscernible) --
3 it's for you, right?

4 FEMALE SPEAKER: The statement,
5 yeah.

6 ARIANNA: The statement -- oh, just
7 a statement, okay. I am from PS152. Who
8 is the person in charge to rescue
9 children from bad, terrible
10 administrator? As an example --

11 FEMALE SPEAKER 1: But, this is --
12 is this the right place to ask this
13 question?

14 ARIANNA: It's because --
15 (indiscernible) sometimes wrong hands,
16 and children are not priority. Children
17 for many principals are not priority.
18 And, I had that as an example in my case.
19 And I just said (indiscernible) PS152,
20 we've been trying to save many teachers,
21 but the principal is -- doesn't want to
22 give (indiscernible). How -- why they
23 don't give priority to children and try
24 to keep office workers instead of keeping
25 teachers? Is -- we have less than 700

1 students, and I know many schools have
2 (indiscernible). And we used to have
3 (indiscernible). We've been trying.
4 (Indiscernible). Now, I'm person -- I
5 don't trust nobody. I (indiscernible).
6 I could say anything, because I'm not
7 going to (indiscernible). I could be
8 honest, but I'm not going to be fired. I
9 could say whatever. With all my honesty,
10 I could say it. I don't have to, but
11 we've been working with this principal to
12 say now we have (indiscernible) classes.
13 (Indiscernible). Sometime -- I think
14 that they have second or third. It's not
15 right. Try to keep the teachers. We
16 need the teachers. Children are
17 priority. Why you want to keep four AP
18 for less than 700 students? Why? The
19 budget is in the wrong hands. That's the
20 whole problem that's going on here. It's
21 in the wrong hands. It's not because of
22 the student. Whatever issues they bring
23 is not (indiscernible). It's enough
24 money -- enough, but you have to give the
25 priority to the children, and they are

1 not giving the priority to the children.
2 And, you don't have to answer the
3 question. It's a statement. It's just a
4 statement.

5 FEMALE SPEAKER: I like your
6 statement.

7 FEMALE SPEAKER 1: Yeah, I have a
8 follow-up question.

9 FEMALE SPEAKER: Yeah, go ahead.

10 FEMALE SPEAKER 1: What is the
11 redress for parents at schools where
12 clearly an SLT is not able to address
13 irrational budgeting such as what was
14 just described --

15 FEMALE SPEAKER: Four AP's, yeah.

16 FEMALE SPEAKER 1: Or having five
17 AP's, or having three AP's for 500 kids.

18 FEMALE SPEAKER 2: I'll answer the
19 question. Are we finished on making
20 statements on the contracts for
21 excellence?

22 FEMALE SPEAKER: Hold on, anybody
23 else has a statement --

24 FEMALE SPEAKER 1: No, I'm sure
25 we're not.

1 FEMALE SPEAKER: -- on a contract
2 for excellence -- you have a statement?

3 ARIANNA: It's enough money -- only
4 in the wrong hands. I just -- if the
5 (indiscernible) doesn't get involved, the
6 children are -- don't wait. They're not
7 going to college. Definitely, they're
8 not going to college.

9 FEMALE SPEAKER: Okay, I --

10 (Overlapping conversation)

11 FEMALE SPEAKER 1: -- that we, you
12 know -- that these monies were meant to
13 go to reducing class sizes, and in fact,
14 class sizes have risen in our district
15 and across the city. And so, the State
16 has now, for the second year in a row,
17 held this money --

18 FEMALE SPEAKER: Hostage?

19 FEMALE SPEAKER 1: Yeah,
20 (indiscernible) hostage. And that is
21 clearly in violation if -- of if not the
22 letter than the spirit of the settlement.
23 And, I mean, speaking for myself, I find
24 that just morally reprehensible. I mean,
25 the settlement came from this district.

1 The lawsuit came from this district and
2 was meant to address inequities that were
3 technically finance based, but were
4 really about race and class and
5 ethnicity, and I'm -- you know, it's
6 frankly disgusting. And I, you know,
7 want to say that loudly for the tape.
8 It's disgusting what the State is doing,
9 and our children are paying for it.

10 FEMALE SPEAKER: Um-hum. Any more
11 statements for the record? No? Okay.

12 (End of audio)

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C E R T I F I C A T I O N

I, Michael Knighton, hereby certify that the foregoing is a true and correct transcription, to the best of my ability, of the sound recorded proceedings submitted for transcription.

I further certify that I am not employed by nor related to any party to this action.

In witness whereof, I hereby sign this date:
December 14, 2011.

Michael Knighton

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