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NYC BOARD OF EDUCATION

District #9

Contract for Excellence  
Presentation and Hearing

1           MALE SPEAKER: Have any comments you  
2           can e-mail ContractsForExcellence@  
3           schools.nyc.gov. You can give your  
4           feedback and if I can answer a couple of  
5           questions, I will take them at this time.

6           Yes.

7           FEMALE SPEAKER: (Indiscernible)  
8           highly qualified teachers. And look at  
9           (indiscernible) and nothing for this  
10          (indiscernible) and for summer school,  
11          why is that?

12          MALE SPEAKER: Well, I think we did  
13          have a large pot of money for summer  
14          school for the Ls program. For the Ls  
15          program.

16          FEMALE SPEAKER: (Indiscernible)  
17          teachers, highly qualified teachers, why  
18          is that (indiscernible)?

19          MALE SPEAKER: I couldn't speak to  
20          the specifics of why or why not District  
21          9 didn't allocate the funds. The e-mail  
22          does make it any more --

23          FEMALE SPEAKER: (Indiscernible)  
24          question. Assume that this is a contract  
25          for class size how come we're not finding

1           it (indiscernible) contract. So can't  
2           you sue, I thought there was a student  
3           (indiscernible)?

4           MALE SPEAKER: There is a student  
5           place but because of the economic  
6           downturn the state has not been able to  
7           provide funds to the city. So we are in  
8           a lawsuit with the state. But what we  
9           have done is we've taken the money that  
10          exists and we have (indiscernible)  
11          service. Which is we cannot further  
12          reduce class sizes, so what we've done is  
13          we've taken the money and we tried to --

14          FEMALE SPEAKER: (Indiscernible)

15          MALE SPEAKER: Unfortunately we have  
16          a major but this year and possible but  
17          for next year. There's not much we can  
18          do. We're trying to maintain the class  
19          sizes as best we can.

20          (Pause)

21          FEMALE SPEAKER: I'm sorry, what's  
22          your name?

23          MALE SPEAKER: Ricardo Torres.

24          FEMALE SPEAKER: I'm sorry?

25          FEMALE SPEAKER: Ricardo Torres.

1 FEMALE SPEAKER: Okay, Mr. Ricardo,  
2 you was going quite fast, so I was  
3 hearing little bits of pieces. But I  
4 hear that on the pie chart before she  
5 changed it all these millions of dollars  
6 going towards the school in District 9  
7 for veteran schools. But the children is  
8 not getting, to me, the proper learning  
9 experience that they should because of  
10 oversized classes.

11 My son is in -- a first-grader and  
12 it's twenty-seven kids in his class. And  
13 there's only two teachers. And one child  
14 don't speak English so one teacher has to  
15 sit and translate the academic program  
16 that is given in the classroom so he  
17 could understand. So there's one teacher  
18 working with twenty-six kids. And not  
19 all the kids in the same class are on the  
20 same pace, because I've sat in the class  
21 several times just to see how the teacher  
22 presents the academic skills.

23 All these budget cuts, how's that  
24 going to affect the students now, and  
25 upcoming students in the future.

1 FEMALE SPEAKER: Thank you.

2 MALE SPEAKER: So I'm going to try  
3 to answer your question the best I can.

4 FEMALE SPEAKER: Okay.

5 MALE SPEAKER: So the C for E is to  
6 reduce the class size, that was the  
7 original intent of the money. And the  
8 contract disburses (indiscernible) was to  
9 further reduce over the contract life of  
10 the funds. Unfortunately, the state did  
11 not give us the money. So whatever we  
12 did to reduce class size we had to kind  
13 of hold it at that point.

14 I can't speak to the academic  
15 instruction that's happening in your  
16 school. What I would recommend is that  
17 you request to see the principal and have  
18 that conversation. From the department  
19 and from where I sit, what we do is we  
20 provide the funds to the school. The  
21 principal is the instructional leader of  
22 the building and he or she understands  
23 it's for the population and the needs and  
24 she's working towards that with the  
25 parents.

1           So I don't want to stand here and  
2           tell you what should be happening in the  
3           school, but you should speak to your  
4           principal.

5           FEMALE SPEAKER:   Okay.   Upon your  
6           judgment do you agree with the proposal?

7           MALE SPEAKER:   I don't want to give  
8           you my personal opinion about the  
9           proposal.   I can tell you that as I watch  
10          TV I am affected by economic personally,  
11          and everyone is affected.   And if we look  
12          at what's happening you receive a certain  
13          paycheck your spent hour goes down.   So  
14          if milk prices go up, you're still making  
15          the same a week but you have less money  
16          in your pocket.

17          FEMALE SPEAKER:   Right.

18          MALE SPEAKER:   That's kind of what's  
19          happening in the department.   We have a  
20          certain revenue that comes in, but the  
21          expenses are going up.

22          FEMALE SPEAKER:   Right.

23          MALE SPEAKER:   We provide buses for  
24          kids, we provide meals every day.   We  
25          provide a pension that continues to

1 (indiscernible), contractual salary  
2 obligations. So as revenues in this  
3 (indiscernible) reduce our obligation as  
4 a department continues to rise.

5 And that's what we're trying to do  
6 with this money, at least maintain class  
7 sizes where they were at. If there's a  
8 specific school or situation that we go  
9 above the contractual size, and this  
10 cannot be (indiscernible), we stepped in  
11 and we tried to provide additional funds  
12 to schools.

13 FEMALE SPEAKER: Okay, thank you.

14 MALE SPEAKER: You're welcome. Yes.

15 FEMALE SPEAKER: (Indiscernible)

16 MALE SPEAKER: So the person who  
17 requested the funds --

18 FEMALE SPEAKER: Right. What's the  
19 proper (Indiscernible)

20 MALE SPEAKER: The proposal is for  
21 district wide, and I think the school  
22 also puts in the CEP. The CEP, kind of  
23 have a sense of what they received last  
24 year. They do a ballpark program when  
25 the allocation is given out. We amend

1 the CP to look at the dollars.

2 FEMALE SPEAKER: Can you just say  
3 what CEP stands for?

4 MALE SPEAKER: Comprehensive  
5 Education Plan.

6 FEMALE SPEAKER: Comprehensive  
7 Educational Plan.

8 MALE SPEAKER: So every school has  
9 to submit a CEP and it talks about the  
10 schools community, the population and the  
11 goals how to educate the students.

12 I'm not an educator, I'm a business  
13 side person, and one of the instruction  
14 people could definitely jump, and say  
15 something more. And that's where the  
16 plan for the upcoming year, how to spend  
17 the money and how to achieve certain  
18 goals for the kids.

19 (Pause)

20 FEMALE SPEAKER: (Speaking in  
21 Spanish)

22 MALE SPEAKER: So the question is  
23 how the schools are supposed to rest with  
24 too many kids in the class and --

25 FEMALE SPEAKER: And all of the

1 budget cuts.

2 MALE SPEAKER: -- and all the budget  
3 cuts. That's an instructional kind of  
4 decision. I'm going to speak to the  
5 instruction and I'll return it over to  
6 you.

7 FEMALE SPEAKER: Thank you, Richard  
8 Torres. And, you know, we're facing very  
9 tough times economically. You know, we  
10 see this on TV. We all feel it. And  
11 schools are going to have to make tough  
12 choices with parents, with teachers. And  
13 it's not going to be easy. But those are  
14 decisions that the school leadership team  
15 must be collaborating. Parents and  
16 teachers looking at the schools data,  
17 looking at what are the needs of each  
18 school. And each school is different.

19 And as you heard, you know, the  
20 district money -- you know that the  
21 district money is not here, all of the  
22 money is in the --

23 IN UNISON: Schools.

24 FEMALE SPEAKER: Thank you. In the  
25 schools. And so schools have to make

1           those critical decisions about what  
2           works. What may work in PS199, may not  
3           work in PS4, or may not work in 215.  
4           Every school community is unique and  
5           different, and that's why you heard me  
6           say that it's so important to make sure  
7           that parents that are sitting on the  
8           school leadership team will be a  
9           presence, the parents the teachers, UFT,  
10          the administration, everyone collaborates  
11          so that everyone's voice is heard. The  
12          school knows what's best. The parents of  
13          each community knows what's best for  
14          those schools. And those are  
15          conversations that need to happen at the  
16          school.

17                   (Pause)

18           FEMALE SPEAKER: I'm Delores Sobito  
19           (ph.), Superintendent.

20           FEMALE SPEAKER: Hi. I understood  
21           you said that the schools got to make  
22           tough decisions. And I'm seeing with the  
23           budget cuts in the (indiscernible) way  
24           (indiscernible) affect schools.

25           FEMALE SPEAKER: Sorry, that was me.

1 FEMALE SPEAKER: Okay, I'm sorry.

2 FEMALE SPEAKER: It's okay.

3 FEMALE SPEAKER: When

4 (indiscernible) affect the students --

5 when (indiscernible) affects the students

6 then somehow becomes the problem because

7 our children ain't getting the best

8 education they're supposed to be

9 receiving. So how can we, being on a

10 leadership committee, and being a parent

11 bring these issues to the principal to

12 see if actually could be effective

13 towards the school and students? Did you

14 follow me?

15 FEMALE SPEAKER: So tell me your

16 question is exactly? Can you say that

17 again, rephrase it for me.

18 FEMALE SPEAKER: Okay. How can I go

19 about meeting with the principals of my

20 kids' schools being that the school's

21 going to have to make certain decisions

22 which then affect our students' education

23 because of the budget cuts? How can, I

24 as a parent, sit down with the principal

25 and discuss other issues?

1           FEMALE SPEAKER: Thank you. I hope  
2 all parents are asking that same  
3 important question. Thank you for  
4 wanting to help us and for advocating to  
5 doing what's right.

6           The general answer is you should  
7 certainly go to your school leadership  
8 team meeting and speak to the PA  
9 president, and have a voice there. You  
10 know, parents are welcome to come to the  
11 school leadership team meetings and your  
12 voices and opinions must be shared  
13 through the parents that sit on the  
14 school leadership team meeting. That's  
15 one way. You know, PA presidents have  
16 monthly meetings. You can please contact  
17 my office at 718-842-0138. My  
18 district -- our district family advocate,  
19 Ms. Barbara Martaral (ph.) is with us  
20 this evening, and I'm happy to walk  
21 through and talk to any parents  
22 individually to help you navigate, you  
23 know, your input and making sure that you  
24 have a voice in your schools.

25           And I really hope that every parent

1 in District 9 wants to be as involved as  
2 this parent that's here tonight, so that  
3 we can make the right decision.

4 I can't tell a school  
5 (indiscernible), the parents of that  
6 school know what's best, the teachers of  
7 that school know what's best. You know,  
8 we can support, we can give guidance.  
9 But we want to make sure that the  
10 decisions that are being made in this  
11 school are the decisions that parents of  
12 that school community want.

13 So, thank you. And please make sure  
14 to see us before the end of this evening.  
15 Thank you.

16 FEMALE SPEAKER: (Indiscernible)

17 840 --

18 FEMALE SPEAKER: 842-0138.

19 FEMALE SPEAKER: I gave the card.  
20 It's on the card, if it makes it easier.

21 FEMALE SPEAKER: Okay, it's on the  
22 card.

23 FEMALE SPEAKER: Thank you so much.

24 (Pause)

25 FEMALE SPEAKER: Can we give Mr.

1           Torres a hand, and thank him for his  
2           presentation.

3                       (End of Audio)

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

I, Esther Accardi, 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, 2010.

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ESTHER ACCARDI (CET\*\*D-485)  
AAERT Certified Electronic Transcriber

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<b>important</b> 10:6 12:3 <b>indiscernible</b> 2:7,9 2:10,16,18,23 3:1,3 3:10,14 5:8 7:1,3,10 7:15,19 10:23,24 11:4,5 13:5,16 <b>individually</b> 12:22 <b>input</b> 12:23 <b>instruction</b> 5:15 8:13 9:5			

<p><b>receive</b> 6:12  <b>received</b> 7:23  <b>receiving</b> 11:9  <b>recommend</b> 5:16  <b>recorded</b> 15:7  <b>reduce</b> 3:12 5:6,9,12 7:3  <b>related</b> 15:11  <b>rephrase</b> 11:17  <b>request</b> 5:17  <b>requested</b> 7:17  <b>rest</b> 8:23  <b>return</b> 9:5  <b>revenue</b> 6:20  <b>revenues</b> 7:2  <b>ricardo</b> 3:23,25 4:1  <b>richard</b> 9:7  <b>right</b> 6:17,22 7:18 12:5 13:3  <b>rise</b> 7:4</p>	<p><b>sign</b> 15:13  <b>sit</b> 4:15 5:19 11:24 12:13  <b>sitting</b> 10:7  <b>situation</b> 7:8  <b>six</b> 4:18  <b>size</b> 2:25 5:6,12 7:9  <b>sizes</b> 3:12,19 7:7  <b>skills</b> 4:22  <b>sobito</b> 10:18  <b>son</b> 4:11  <b>sorry</b> 3:21,24 10:25 11:1  <b>sound</b> 15:7  <b>spanish</b> 8:21  <b>speak</b> 2:19 4:14 5:14 6:3 9:4 12:8  <b>speaker</b> 2:1,7,12,16 2:19,23 3:4,14,15 3:21,23,24,25 4:1 5:1,2,4,5 6:5,7,17 6:18,22,23 7:13,14 7:15,16,18,20 8:2,4 8:6,8,20,22,25 9:2,7 9:24 10:18,20,25 11:1,2,3,15,18 12:1 13:16,18,19,21,23 13:25  <b>speaking</b> 8:20  <b>specific</b> 7:8  <b>specifics</b> 2:20  <b>spend</b> 8:16  <b>spent</b> 6:13  <b>stand</b> 6:1  <b>stands</b> 8:3  <b>state</b> 3:6,8 5:10  <b>stepped</b> 7:10  <b>student</b> 3:2,4  <b>students</b> 4:24,25 8:11 11:4,5,13,22  <b>submit</b> 8:9  <b>submitted</b> 15:7  <b>sue</b> 3:2  <b>summer</b> 2:10,13</p>	<p><b>superintendent</b> 10:19  <b>support</b> 13:8  <b>supposed</b> 8:23 11:8  <b>sure</b> 10:6 12:23 13:9 13:13</p>	<p><b>understands</b> 5:22  <b>understood</b> 10:20  <b>unfortunately</b> 3:15 5:10  <b>unique</b> 10:4  <b>unison</b> 9:23  <b>upcoming</b> 4:25 8:16</p>
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