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District #10

Contracts for Excellence
Presentation and Hearing
October, 2011

1 (Audio begins mid-sentence)

2 MALE SPEAKER: -- and another one
3 percent actually was put into the
4 Universal Pre-K all-day, so the number,
5 the percentages have changed in terms of,
6 you know, class size reduction is the
7 highest priority. Second highest is now
8 time on task, and there is money in for
9 the Universal Pre-K and substantial
10 dollars in for middle school and high
11 school restructuring. The bulk of that
12 is over at John F. Kennedy High School,
13 which, if it's a phased out school, I
14 don't know. It's a question or it's a
15 comment. They're getting over half a
16 million dollars, and they're earmarking
17 it to restructuring the high school that
18 is being deconstructed, so that will
19 follow up with somebody at that point.

20 Also, since the funds were allocated
21 or the school allocation memoranda went
22 out on the 27th of June, 2011, and here
23 we are in October, and these are funds
24 that should be discussed at a -- you
25 mentioned the CEP and the SLTs. Have the

1 SLTs actually sat down and crunched the
2 numbers and gotten back to the principal?

3 I know you're not an SLT member but --

4 MALE SPEAKER: I can't comment.

5 MALE SPEAKER: You cannot comment.

6 MALE SPEAKER: All of District 10.

7 MALE SPEAKER: Okay. So this is an
8 item that definitely should be on their
9 agenda at the next meeting if it has not
10 already been addressed.

11 MALE SPEAKER: And, also, at this --
12 on the school's defense it is an open
13 allocation. Schools can make adjustments
14 at any time.

15 MALE SPEAKER: Well, we're to
16 advocate for parents in the community --

17 MALE SPEAKER: Yes.

18 MALE SPEAKER: -- and the SLT is not
19 just the principal, as we all understand.
20 We're just giving parents the opportunity
21 to, you know, chime in on this.

22 FEMALE SPEAKER: As a parent, and a
23 CEC member I -- I mean, you went over the
24 numbers, and there's a lot of terms in
25 here that I don't understand. Is there

1 someplace that I could go to get
2 definitions for what these allocations
3 are actually supposed to be doing, like
4 the reconstruction of a school, what -- I
5 don't know exactly what that means -- so
6 I could actually get clarity so that I
7 could relay that to the parents. You
8 want parents to give you feedback, but we
9 don't understand what's going on. How
10 can we give you feedback?

11 MALE SPEAKER: Well, there is the
12 Contracts for Excellence website that's
13 posted on --

14 FEMALE SPEAKER: It's in here
15 somewhere?

16 MALE SPEAKER: In the last page.

17 FEMALE SPEAKER: Last page? I can
18 get definition as to these --

19 MALE SPEAKER: No, that --

20 FEMALE SPEAKER: -- charts?

21 MALE SPEAKER: -- that's the e-mail
22 address.

23 FEMALE SPEAKER: Oh.

24 MALE SPEAKER: Where was the
25 Contracts for Excellence website?

1 MALE SPEAKER: Well, if you go to
2 the DOE's website on the right where they
3 have the announcements of Chancellor
4 Walcott announcing the -- or linking
5 through to --

6 MALE SPEAKER: It's on page 10.

7 MALE SPEAKER: Page 10?

8 MALE SPEAKER: Yeah.

9 (Indiscernible - simultaneous
10 speech)

11 FEMALE SPEAKER: -- the definition of
12 class size reduction and what that
13 allocation is supposed to be actually
14 doing to your class size reduction.

15 MALE SPEAKER: Yes.

16 FEMALE SPEAKER: Okay. Thank you.

17 MALE SPEAKER: Also, another good
18 resource is the Alliance for Quality
19 Education. In 2007/2008 when this first
20 started rolling out they introduced a
21 parent handbook which, still, the topics
22 are the same. (Indiscernible) has
23 changed. Their e-mail, it's age.org or
24 something like that. That's very useful.

25 There any more questions, comments?

1 The gentleman.

2 MALE SPEAKER: Yes. You spoke of
3 funding. Now, what does that exactly
4 mean? I mean, does that affect -- does
5 the funding have an effect to the
6 teachers and the children as far as their
7 learning process?

8 MALE SPEAKER: Does funding have an
9 effect? All right. Well, the funding
10 supports -- the funding can support
11 after-school programs. It can support
12 teachers' salaries. It can support
13 extended day. The first couple of slides
14 pretty much break down the different
15 areas where the principals and
16 (indiscernible) can, kind of, focus this
17 funding for us. But every school is
18 different.

19 MALE SPEAKER: So what you're saying
20 is the funding is low.

21 MALE SPEAKER: The funding is
22 exactly the same as last year.

23 MALE SPEAKER: Then that means the
24 teachers and the principals and so forth
25 don't care to teach too much, then,

1 because they're worried more about the
2 money and getting paid than teaching the
3 children.

4 MALE SPEAKER: Have to take that
5 under a comment.

6 MALE SPEAKER: Jack, (indiscernible)
7 take another comment?

8 MALE SPEAKER: It's a comment.

9 MALE SPEAKER: Well, what I'm saying
10 is, you know, if you're there to teach a
11 child, all right, regardless of the
12 zoning and all of that, see, because room
13 can be made for particular children in
14 one specific class. All right? Let's
15 say, example, this auditorium. Now,
16 every seat is full, so when one wants to
17 come in and learn, because there's no
18 extra seating that child is rejected or
19 that person is rejected. Or am I wrong?
20 When simply another chair can be placed
21 to make room. You understand what I'm
22 saying?

23 MALE SPEAKER: We operate with --
24 there's rules and there's regs. Are you
25 talking about class size? Class size, we

1 only go up so much. So if you're talking
2 about grades 1 through 5 you only can fit
3 thirty-two kids in a class.

4 MALE SPEAKER: Right.

5 MALE SPEAKER: Maximum. And that's
6 the big classroom. There are different
7 size classrooms. Some classrooms can't
8 fit thirty-two kids.

9 MALE SPEAKER: Because of the funds.

10 MALE SPEAKER: No. Because of the
11 size of it.

12 MALE SPEAKER: And because of the
13 lack of money that they don't have to
14 maybe build another classroom in such a
15 big school.

16 MALE SPEAKER: You're grouping all
17 kinds of different topics. You're --

18 MALE SPEAKER: I mean, it's all one
19 thing, though. See, when you speak of
20 funding, say it's a lack of funding, so,
21 therefore, the teachers, the principals,
22 et cetera, or whatever male or female
23 that's in here to have certain
24 curriculum, certain positions, right,
25 because there's a lack of them, that mean

1 the child is neglected in your taught.
2 See, because it puts a frame of mind in
3 the one that's not getting paid. They
4 say well, I'm not getting paid. I -- I
5 ain't gonna teach.

6 MALE SPEAKER: I got you.

7 MALE SPEAKER: That's all it boils
8 down to.

9 MALE SPEAKER: I got you.

10 FEMALE SPEAKER: Well, let me --

11 MALE SPEAKER: See, and what I'm
12 saying, we making excuses.

13 FEMALE SPEAKER: I think we need to
14 clarify that, because it isn't about not
15 teaching. I think that when we talk
16 about some of the funding, since we did
17 retain additional funding we can't lower
18 the class size, which means that instead
19 of -- some schools in the past would be
20 able to have twenty-eight students
21 instead of thirty-two. This year they
22 may have to go up to thirty-two, but all
23 children will receive the same quality
24 education. That is the expectation. So
25 it isn't that a teacher can say well,

1 just because I don't -- the school may
2 not have this funding I'm not going to
3 teacher. The schools get enough funding
4 to teach X amount of students in every
5 single class.

6 The funding that we're talking about
7 is above and beyond that. It's
8 additional monies, so that schools can do
9 different kinds of things. So, for
10 example, you were asking what are some of
11 those things. It could be if they don't
12 have space to make smaller classes they
13 can have a teacher who would do what we
14 call inclusion model, and there would be
15 two teachers in a room where one would be
16 working with a small group of children
17 and the other teacher would have the
18 larger group of students, or it could be
19 that they could use the money for an
20 extended day program or it could be that
21 they use the money for two teachers to
22 teach together all day long. So
23 depending on the school and the needs of
24 the school is how they allocate the
25 funding that they -- there's additional

1 funding that we receive from the state.

2 MALE SPEAKER: Okay. Thank you.

3 That's the clarification I --

4 MALE SPEAKER: Okay.

5 MALE SPEAKER: So I know where we're
6 going.

7 FEMALE SPEAKER: Right.

8 MALE SPEAKER: You know.

9 FEMALE SPEAKER: Because I think
10 it's important for us to realize as a
11 community that our schools get funding
12 from different sources. So they get
13 funding from the federal government.
14 They get funding from the state, and they
15 get funding from the City. The City
16 gives you your basic allocation, which is
17 one teacher, as Mr. Rodriguez said
18 before, and Amanda Cahn said, for every
19 twenty-five students in kindergarten you
20 receive a teacher. For every thirty-two
21 children in 1st through 5th grade you
22 receive a teacher. And that's called
23 city funding. However, because we have
24 tremendous needs there is additional
25 funding that we receive from the state,

1 and this is one of them, the Contracts 4
2 Excellence money. The goal, originally,
3 was for us to be able to reduce class
4 size, so that instead of twenty-five
5 children in kindergarten you could have
6 twenty. But, as you heard before, in our
7 district, in District 10, that's a
8 challenge because we have so many
9 students, so what schools have done with
10 some of the funding is that they said
11 they may hire an additional teacher, so
12 besides the classroom teacher you have
13 another teacher who comes in and might
14 work with students three periods or four
15 periods or, depending on the school, may
16 be there with that other teacher all day.
17 And then, again, we get federal funds to
18 be able to do different kinds of things.
19 So our goal is to be able to let the
20 community know how we're using this
21 funding at the city level, but, more
22 importantly, then, in the schools within
23 our district.

24 MALE SPEAKER: Oh.

25 FEMALE SPEAKER: Okay?

1 MALE SPEAKER: All right.

2 FEMALE SPEAKER: And it's important
3 for you to give your comments, because,
4 as Mr. Shelton said, you're part of this
5 process, and so part of this is how do
6 you work with your school leadership team
7 to say you know what. That was a great
8 extended program we had last year. And
9 what we saw is that our kids did better
10 then. So maybe we can continue that. Or
11 having a teacher who pushes in to work
12 with groups of kids really worked last
13 year, so how do we continue that kind of
14 work? Okay. And those are the comments
15 that you can, again, either give to the
16 website or take this evening, because,
17 honestly, we want to assure that the
18 community has an opportunity to weigh in
19 on how we're using those funds that we
20 get from the state even though we're
21 mandated to use them for specific things.

22 MALE SPEAKER: Thank you for the
23 clarity. But I understand you're
24 following beyond. That's another issue.

25 MALE SPEAKER: Any other comments,

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questions?

(End of audio)

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

I, Hana Copperman, 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:
November 30, 2011.

Hana Copperman

AAERT Certified Electronic

Transcriber (CET**D-487)

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