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District #14

Contract for Excellence  
Presentation and Hearing

1           MALE SPEAKER: But a schools  
2           (indiscernible) many of the teachers or  
3           programs and support for the school.  
4           Such as (indiscernible) English Language  
5           learners. What do we have teachers who  
6           know how the structure work assisting  
7           those kids or programs after school,  
8           we're forcing them. So it's no cookie-  
9           cut program. Everything schools needs an  
10          allocation to (indiscernible) how they  
11          serve (indiscernible).

12          MALE SPEAKER: And it could be  
13          programs like, for example, there are  
14          different kind of programs out there.  
15          There are a lot of programs that are held  
16          at the center on parent/student  
17          engagement, where you do things, and you  
18          bring parents in after school with their  
19          children. And you work on different  
20          modalities, such as art or music. And  
21          the call parents as partners in music for  
22          children. Parents as partners in art.  
23          You can bring in special services,  
24          certain coaches and trainers from college  
25          and university to teach all staff members

1           about strategies that they can use.  
2           Because some of those schools have the  
3           Ls, children who are Ls, they have them  
4           in classes. Some of the schools have  
5           them in specific classes. Some of them  
6           have them mainstreamed in the general  
7           education classes. So there's a lot of  
8           complications.

9                     But what we're trying to do is to  
10           make people smart. So when I meet with  
11           principals, and particularly District 14,  
12           I tell them about the program we have for  
13           every school in English language learner  
14           development.

15                    And one of the areas in the district  
16           that are very strong ESL instruction is  
17           over at PS 34. And Ms. Ranicki (ph.) is  
18           the principal there. They have --

19                    FEMALE SPEAKER: They have ESL  
20           programs?

21                    MALE SPEAKER: Excuse me?

22                    FEMALE SPEAKER: You said at PS --

23                    MALE SPEAKER: 34, ESL. Very  
24           strong --

25                    FEMALE SPEAKER: But a separate ESL

1 program.

2 MALE SPEAKER: They have separate  
3 programs, and they have children in  
4 classes too, because they do both. But  
5 they have really, really smart ESL  
6 teachers. And really smart strategies to  
7 work with the teachers in other classes.

8 So, for example, to give you an idea  
9 of a strategy, when I was in 318 I was  
10 looking at the ESL programs that  
11 (indiscernible). And I looked at ESL  
12 teacher and she had children working off  
13 this particular reading selection. And  
14 then she had other children in the  
15 program, ESL, working with strategy where  
16 she highlighted certain sections of the  
17 reading and gave it those children with  
18 highlighted pieces.

19 And I said to the principal, well,  
20 that's good. However, over at PS 34 what  
21 the teachers do there is, all the  
22 children have a certain reading  
23 selection, like an idea in this reading  
24 selection, a theme, or whatever it is.  
25 But the ESL teachers then they use that

1 reading selection. And the week before  
2 they write the reading selection over in  
3 easier terms. So that the children who  
4 are Ls would get the same reading  
5 material, but written down in a lower  
6 level, so that they could read it at a  
7 lower level. They could read so they  
8 could participate with class discussions.

9 Those kinds of strategies are  
10 enormously successful for making kids  
11 feel part of the class, and to develop  
12 their language for participation and  
13 discussion.

14 So that's just an example of what's  
15 happening.

16 I know that 318, they have a certain  
17 program where I think they were studying  
18 Romeo and Juliet. And they had three  
19 different versions of those -- of  
20 classes. Which were three different  
21 readability levels to provide the  
22 (indiscernible) within the class, so that  
23 all kids could participate in the  
24 discussion.

25 So these are the kinds of things

1           that we look at. And it depends upon how  
2           principals and teachers of other -- are  
3           doing the work.

4           FEMALE SPEAKER: It sounds like  
5           another hearing (indiscernible). But the  
6           budget is a proposed budget  
7           (indiscernible).

8           MALE SPEAKER: Yes, it is.

9           FEMALE SPEAKER: So I was more  
10          interested in the specific programs.

11          MALE SPEAKER: I see.

12          FEMALE SPEAKER: I see the ESL  
13          teacher, and you're talking about ESL  
14          teachers that are pushing in.

15          MALE SPEAKER: It depends on --

16          FEMALE SPEAKER: You have  
17          (indiscernible).

18          MALE SPEAKER: It depends. I've  
19          seen -- there's no prescription. I've  
20          seen schools where teachers push in, and  
21          pull out. And I've seen schools where  
22          they do both, they have a push in and  
23          pull out, depending on how many kids are  
24          in the program, and how many kids are in  
25          the class. Has lot to do with the school

1           how they do it. But to me the important  
2           thing is what they're doing with the  
3           kids. So what's happening with those  
4           children.

5                   And, ideally -- ideally, my own  
6           personal philosophy is making  
7           (indiscernible), I like to push. I like  
8           the kids to be part of the mainstream  
9           room. I do.

10                   So these are things that we got to  
11           get really smart about.

12                   And I want to tell you that -- I  
13           keep mentioning this and I want you to  
14           hear this, and I want you to know these  
15           are CEC members that District 14 CEC is  
16           the only counsel that I ever heard of who  
17           brought ESL children here at night and  
18           celebrated those kids by giving them  
19           achievement awards for effort. And we  
20           did the same thing with the special  
21           education children. We brought them here  
22           and we actually had them perform on the  
23           stage.

24                   Because the council felt that  
25           sometimes not willingly, but we forget

1 about these kids. And we forget about  
2 how hard it is to come into a program  
3 where you don't speak the language. And  
4 then sometimes I have teachers they don't  
5 mean to do that, but sometimes teachers  
6 feel that a child's intelligence is  
7 connected to the language development,  
8 when it is not.

9 So, I mean, if they sent me to  
10 Russia or China I would probably be lost.  
11 And I don't think I'm a slow learner.

12 So we have to do is we have to  
13 develop a lot with our teachers kind of  
14 get them to do things that really works  
15 for the kids.

16 So when I was with the principal of  
17 318 I was in a lesson today and the  
18 teacher had the kids talking. And the  
19 kids were doing a lot of talking and  
20 interacting. They were like talking up a  
21 storm, but not (indiscernible). And I  
22 said the teacher's coaching. So I said  
23 to the principal now you see what this  
24 teacher's doing, how come the ESL teacher  
25 doesn't do it? How come there's more

1 talking in this class room? What we want  
2 to do with Ls is get them talking. We  
3 want them to talk so that they can --  
4 right. It's the little things that you  
5 try.

6 You try. You try to move them --  
7 just trying to get better at the  
8 practice. And that's what we're trying  
9 to do. And that's a real issue. That's  
10 a real issue for New York City, it's a  
11 real issue for the country, how are we  
12 instructing those kids. Little things.

13 Ricky's (ph.) glad I'm with him,  
14 right, so -- it's his instruction  
15 (indiscernible).

16 MALE SPEAKER: (Indiscernible)

17 FEMALE SPEAKER: Okay. This is  
18 where I'm going to step in, and I'm just  
19 going to say this louder. And I'm just  
20 amplifying what he just said. Okay.

21 Take a look at the e-mail, please  
22 respond. And you might say why is she  
23 saying this. Because on time and time  
24 again we've been told no one responds.  
25 That no one comments, okay. And you have

1 people who will take a look at this room  
2 and say this is a district that doesn't  
3 care. And that's not true. We care.  
4 Right. We care.

5 So if you see the e-mail, if you  
6 need -- do you need paper, do you need  
7 pen to write it down. We will provide  
8 you with paper and pen. So please  
9 respond, right.

10 MALE SPEAKER: Contract for  
11 Excellence at schools at NRC  
12 (indiscernible).

13 I'd like to thank the parents and --

14 FEMALE SPEAKER: And the deadline  
15 is --

16 MALE SPEAKER: Sorry, the deadline  
17 is November 23rd. So today -- you have  
18 roughly two weeks.

19 FEMALE SPEAKER: (Indiscernible)

20 FEMALE SPEAKER: Yeah, right before  
21 Thanksgiving. So before you've had too  
22 much turkey and it cloud your thinking  
23 you can comment, okay. So the deadline  
24 is November 23rd.

25 MALE SPEAKER: (Indiscernible) what

1 it's called.

2 MALE SPEAKER: You've been  
3 empowered. You've been empowered to make  
4 the connection between C4 funding and  
5 funding in general, and the school is  
6 (indiscernible).

7 So as parents, as educators, as  
8 community activists, as members of  
9 council, do not be afraid to ask  
10 questions. (Indiscernible) allocating  
11 it, can the school issue (indiscernible)  
12 and talk about (indiscernible). But we  
13 do need the money to drive the goals of  
14 that school. And the goals of that  
15 school we agree are the goals that are  
16 right. So that's what we try to do.

17 It's very important that the people  
18 have clear understandings of what they  
19 want to do, and then connecting those  
20 programs around this, the budget. And  
21 then connecting the goals and the budget  
22 around the needs. And then kind of cycle  
23 them all together, so that you evaluate  
24 them and see how important they are.

25 MALE SPEAKER: I'd like to thank you

1 all tonight. The members and parents  
2 (indiscernible). Thank you and have a  
3 nice holiday.

4 FEMALE SPEAKER: Thank you, Mr.  
5 (indiscernible), thank you.

6 (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 2, 2010.

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

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