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District #30

Contract for Excellence

Presentation and Hearing

October 20, 2011

1 FEMALE SPEAKER: Community Education
2 Council 30, October 20th, 2011, Contracts
3 for Excellence public hearing.

4 MALE SPEAKER: You had a question?

5 FEMALE SPEAKER: (Indiscernible).

6 MALE SPEAKER: (Indiscernible)

7 children with disabilities. This is --
8 this is State money that came to us,
9 because the City was --

10 (Indiscernible due to additional
11 speakers engaged in separate conversation near
12 microphone)

13 FEMALE SPEAKER: Dr. Kampulsto
14 (ph.)? Because I have to tape the
15 comments, I did not hear her question.

16 DR. KAMPULSTO: Oh, sure.

17 MALE SPEAKER: Go to the microphone.

18 FEMALE SPEAKER: Okay.

19 (Indiscernible) many problems

20 (indiscernible) my daughter because of
21 the disability that she has. So, one of
22 the things she did not go to the program

23 because of the (indiscernible). She did
24 not go to that school because of

25 (indiscernible). So, all through her

1 years, I accepted the responsibility as
2 long as she has the reputation, I don't
3 go for it. But now, she's a fifth grader
4 going to sixth grader. It's hard to
5 choose a school or any program, because
6 the disability. So, how (indiscernible)
7 is putting into the disability
8 (indiscernible) if those programs do not
9 accept kids with disabilities?

10 DR. KAMPULSTO: Right, well, there's
11 many of us with disabilities, right? So,
12 you're (indiscernible). We call it
13 (indiscernible) building, meaning we need
14 to put her in the school with an
15 elevator. Now, you're right. Not every
16 school has an elevator. But, the good
17 news is, as we build new schools, we
18 offer the elevators in them. So,
19 unfortunately -- and you're right, not
20 every school does, but she is
21 (indiscernible). But, this
22 (indiscernible) money is used for Special
23 Ed. kids to help them get extra services
24 to be able to give them an extra teacher
25 in the room, a paraprofessional, being

1 able to buy the equipment that they need.

2 FEMALE SPEAKER: I have a
3 paraprofessional.

4 DR. KAMPULSTO: You have a
5 paraprofessional, (indiscernible). So,
6 that --

7 FEMALE SPEAKER: (Indiscernible) and
8 she's not -- (indiscernible) that they
9 have an after-school program. But, she
10 don't qualify because they cannot provide
11 nothing else for the after-school program
12 for her.

13 FEMALE SPEAKER 1: Sorry, could she
14 bring the microphone up to the
15 (indiscernible).

16 FEMALE SPEAKER: Sorry. Okay? So,
17 she has a paraprofessional.

18 DR. KAMPULSTO: Right.

19 FEMALE SPEAKER: But, in third
20 grade -- in fourth grade, she
21 (indiscernible) of eight percent. But,
22 even like that, my thing is I think
23 (indiscernible) with you, but I cannot
24 teach her --

25 DR. KAMPULSTO: Right.

1 FEMALE SPEAKER: -- because I don't
2 know grammar. Mine -- my Spanish --

3 DR. KAMPULSTO: Right. You're doing
4 fine. I think you're doing -- giving
5 your best (indiscernible).

6 FEMALE SPEAKER: Talking to you --
7 talking to you is easier for me than
8 teaching my daughter grammar --

9 DR. KAMPULSTO: Okay.

10 FEMALE SPEAKER: -- and
11 comprehension.

12 DR. KAMPULSTO: Right, but we do --
13 what school does she go to? We do
14 have --

15 FEMALE SPEAKER: (Indiscernible).

16 DR. KAMPULSTO: (Indiscernible).

17 FEMALE SPEAKER: (Indiscernible)
18 third and fourth.

19 DR. KAMPULSTO: Third and fourth.
20 (Indiscernible). I can't speak to that,
21 but we offer after-school programs.
22 (Indiscernible).

23 FEMALE SPEAKER 1: 2:34. 2:34.

24 DR. KAMPULSTO: (Indiscernible)
25 after-school program.

1 FEMALE SPEAKER: They do, but you
2 know what? (Indiscernible).

3 FEMALE SPEAKER 1: Right.

4 FEMALE SPEAKER: (Indiscernible).

5 DR. KAMPULSTO: (Indiscernible), you
6 know what, let's take a short
7 (indiscernible) and I will
8 (indiscernible). I'm sure we can provide
9 (indiscernible). Does that have anything
10 to do with busing?

11 FEMALE SPEAKER: No, because I have
12 (indiscernible).

13 FEMALE SPEAKER 1: Might have to
14 give her the para.

15 DR. KAMPULSTO: You know what --
16 after the meeting, I'll take you in and I
17 will take care of your problem.

18 FEMALE SPEAKER: Okay.

19 DR. KAMPULSTO: All right. So, any
20 other comments? Leonie, I guess you're
21 up.

22 MS. HAIMSON: Yeah. I think they'll
23 have more comments after --

24 DR. KAMPULSTO: I'm sure they will.
25 Do you want this, or do you want the

1 microphone? Am I --

2 MS. HAIMSON: I'm going to pass
3 around a sign-up sheet. (Indiscernible)
4 you're interested in more information,
5 and/or put on my newsletter this -- I
6 send out a newsletter about class size
7 and the latest issues.

8 FEMALE SPEAKER: I have to take
9 this.

10 MS. HAIMSON: Yeah, I guess --

11 DR. KAMPULSTO: (Indiscernible) do
12 we have to do this, like --
13 (indiscernible).

14 FEMALE SPEAKER: How are you doing?
15 (Indiscernible due to overlapping
16 conversation)

17 FEMALE SPEAKER 1: Good.

18 MALE SPEAKER: Just a little
19 migraine headache.

20 FEMALE SPEAKER: (Indiscernible).

21 MALE SPEAKER: I'll take some
22 vitamins -- magnesium vitamins after.

23 (Indiscernible due to overlapping
24 conversation or poor microphone placement)

25 MS. HAIMSON: Well, I'll start

1 because I know that you guys don't have a
 2 lot of time. But, this is my new focus
 3 on the class size reduction plan.

4 (Indiscernible due to overlapping
 5 conversation)

6 FEMALE SPEAKER 1: I don't have a
 7 pen here.

8 MS. HAIMSON: -- which was one of
 9 the required efforts of the state law
 10 that was passed in 2007. As your
 11 superintendent said, the money
 12 (indiscernible) handed out
 13 (indiscernible), but New York City, at
 14 the same time, was required to submit a
 15 plan to reduce class sizes in all grades
 16 over give years to specific goals. And
 17 this Saturday is the fifth year of that
 18 five-year plan.

19 Unfortunately, our class sizes have
 20 gone up sharply from instead of gone down
 21 since 2007. Despite the fact that New
 22 York City was (indiscernible) over two
 23 million dollars in additional state funds
 24 since that -- why is class size
 25 important? A number of reasons --

1 research strongly shows that the smaller
2 the class, the better chance that a
3 student will succeed in many, many
4 different areas. (Indiscernible). Thank
5 you very much.

6 In fact, the Institute of Education
7 Science, which is the research arm of the
8 U.S. Department of Education cites class
9 size reduction is one of only four
10 reforms that are proven to work through
11 rigorous evidence. Thank you so much.
12 So, let me just -- the benefits are
13 especially large for disadvantaged and
14 minority kids who receive twice the
15 benefits from class size reduction as
16 average kids, which is one more reason
17 it's very effective in narrowing the
18 achievement gap.

19 Here in New York City, we have, by
20 far, the largest class sizes in the
21 state, and in 2003, New York's highest
22 court, which was the Court of Appeals,
23 said that New York City students were
24 denied their constitutional right to an
25 adequate education primarily because of

1 their large class sizes in the Campaign
2 for Fiscal Equity decision on the CIP
3 case. And that's why, in 2007, when the
4 case was finally settled, the state
5 legislature said, okay, we'll give you
6 all this extra money to settle the CIB
7 case. But, in exchange, you have to make
8 one promise to us. (Indiscernible)
9 future promise one, that you'll use the
10 extra money you want to find
11 (indiscernible), but also that you will
12 submit a plan to the State to reduce
13 class sizes in all grades over the next
14 five years.

15 And, we did -- oh, in addition
16 eighty-six percent of New York City
17 principals say they are unable to provide
18 an quality education to our kids because
19 of overly large classes, and smaller
20 classes are the top priority of parents
21 every single year on the DOE's own
22 learning environment surveys.

23 And, why does it matter? Well, I'm
24 just going to quickly say this. Despite
25 claims of the Bloomberg administration,

1 achievement has not reached a significant
2 point over the last eight years. In
3 fact, they point to the NAEP's, which are
4 our national test scores. Our black and
5 Hispanic students have fallen further
6 behind their peers in the large, suburban
7 cities. And, New York City is the only
8 city in the country tested on the NAEP's
9 where non-poor students actually have
10 lower average scores now than in 2003.

11 Our real graduation rate including
12 discharges is about fifty-four percent,
13 and three-quarters of our graduates need
14 remediation in college. Only twenty-one
15 percent of our high school graduates are
16 considered college ready, and the number
17 needing triple remediation at CUNY has
18 doubled in the last five years. Triple
19 remediation means remediation in reading,
20 writing, and math.

21 So, as I said, in 2007 they passed
22 this law, and the -- when (indiscernible)
23 funds submitted their plan and called for
24 average class sizes no larger than twenty
25 in grades K through 3, on average;

1 twenty-three in 4th through 8th grades,
2 and twenty-five in high school by this
3 current school year.

4 In return, we got 2.4 billion
5 dollars extra money since that point.
6 And I have a chart laying out how much
7 money every year, if you want to see it.

8 So, what's happened instead? This
9 is what's happened instead. District 30,
10 those are your average class sizes in K
11 through 3 in red at the top. The blue is
12 the city-wide average class sizes, and
13 the green is what was supposed to happen
14 instead. So, you can see we're going
15 very sharply in the wrong direction, and
16 what's most upsetting to me is in the
17 early grades now, in K through 3 -- which
18 are the grades which are most clearly
19 important, in terms of student
20 achievement or reducing class sizes. At
21 least, that's where the research is
22 crystal clear. Our class sizes this year
23 will be the largest in eleven years.
24 Also, in grades 4 through 8 -- the same
25 pattern, if not quite as sharp. You can

1 see the red line is your district. The
2 blue line is the city-wide
3 (indiscernible) what was supposed to
4 happen. We don't have yet the class size
5 data for this year. We'll get it
6 November 15th, but from all indications,
7 it's going to be the worst year yet.

8 And here's what happened in high
9 school. I did the outline
10 (indiscernible) the district, because
11 (indiscernible) high school. What
12 happened, despite more than two billion
13 dollars in state funds, the City has
14 repeatedly cut the budget for schools
15 over the last three to four years,
16 amounting to about twelve percent.

17 There's a revision in the state law
18 which said quote "Maintenance for effort"
19 which said that the city would not cut
20 back (indiscernible) areas the State was
21 giving us more money. Unfortunately, the
22 City did. Overcrowding in many schools
23 worsened by growing enrollment, and in
24 the increased number of co-locations
25 which also affects class size. And, as

1 mentioned in the previous PowerPoint, the
2 State funding never reached it's full
3 level and has now flat-lined
4 (indiscernible). This is a chart, it's a
5 little bit hard to read, but the red line
6 is where the money went -- how much money
7 we got every year.

8 So, you can see that in the first
9 two years, the money was going up. But,
10 still, average class size was going up at
11 the same time. That's the light blue
12 line. So, it's really not a good excuse
13 that the DOE says that, you know, they
14 cut back the state funding and that's why
15 class sizes went up. Just as the money
16 was going up sharply, so did the class
17 sizes in New York City. And that's
18 probably mostly because number one, there
19 was no oversight, and number two, the
20 City put no money into it centrally, and
21 also was cutting back school budgets at
22 the same time.

23 So, these are some numbers. Between
24 2002 and 2009, while out-of-classrooms
25 positions grew by over 10,000, general

1 education classroom teachers shrunk by
2 more than 1,600. Out-of-classroom
3 positions, like with principals for their
4 schools, new secretaries, new
5 (indiscernible) coordinators, new
6 assistant principals, new data coaches,
7 new this coach, new that coach -- whole
8 different kinds of positions. Last year,
9 there were 2,000 fewer teaching
10 positions, and 18,000 more students.
11 This year, we expect about 2,500 fewer
12 teachers and 20,000 more students.
13 Spending on testing, contracts,
14 consultants, and more bureaucrats have
15 all gone up.

16 So, what happened in District 30? I
17 was really wanting to add some slides
18 back here just specifically -- why did
19 class sizes go up? And I looked at the
20 number of students -- general education
21 students in red, and the number of
22 sections -- general education sections
23 which (indiscernible) in blue. So, you
24 can see that as your student population
25 went up sharply, the number of sections

1 went down and that, of course, leads to
2 larger class sizes.

3 Same thing for 4th through 8th
4 grade, though actually, your total
5 students went down the first year, in 4th
6 through 8th grade. I don't know why.
7 But then, it'd gone up sharply since
8 then, and the number of sections has
9 dramatically (indiscernible).

10 MALE SPEAKER: Leonie, what exactly
11 is a section?

12 MS. HAIMSON: A section means the
13 number of classes you have.

14 FEMALE SPEAKER: Okay.

15 MS. HAIMSON: So -- how many in each
16 school you'll have X number of 4th grade
17 classes, X number of 5th grade -- this
18 does not count separate special ed
19 classes. Just the general ed and the CTT
20 classes are in this number. So, that
21 shows you the loss of the teachers, at
22 the same time, because every section that
23 you lose, generally, you would use a
24 classroom teacher.

25 But can we afford to reduce class

1 size? Well, one of the things that
2 was -- they did at our request is -- ask
3 the DOE in 2009 (indiscernible) how much
4 it would actually cost to reduce class
5 sizes in all grades to the goals that
6 they laid out. And they said it would
7 cost about 358 million a year. It would
8 cost quite a bit more to do that in all
9 schools, rather than as a city-wide
10 average, but still only 448 million plus
11 considerable more to build more schools
12 and capital construction. This year, New
13 York City is to receive more than \$530
14 million in C4E funds. So you see, we
15 could easily, easily reach those goals if
16 the DOE cared enough to try.

17 Other questions -- State Ed
18 allocated \$531 million in C4E funds to
19 city this year. Yet, the City's plan
20 only includes \$348 million. What
21 happened to rest of these funds? Gail
22 (ph.) has been going all over asking
23 these questions (indiscernible). I've
24 also gone to Katherine Eldna's (ph.)
25 office who is your assembly member. She

1 doesn't know the explanation to come back
2 in ways that we can't interpret.
3 Clearly, the State gave this much money
4 to us and DOE is taking a big cut out of
5 it for whatever reason. Why did the city
6 never choose to allocate a single penny
7 to class size reduction as one of its
8 central initiatives? From the very first
9 year, knowing that it was supposed to
10 reduce class sizes in all grades, and in
11 fact, that was its only legal obligation,
12 who knows, but I guess we can all guess.

13 The only C4E district-wide
14 initiative the DOE claims as class size
15 reduction is the increased number of CTT
16 classes, which may be a good thing but it
17 does not reduce class size. In fact, in
18 many schools, CTT classes are very large,
19 and DOE is pushing them to maximum class
20 sizes which does no good for any of the
21 students in those classes.

22 FEMALE SPEAKER: What is CTT
23 (indiscernible)?

24 FEMALE SPEAKER: Inclusion classes
25 with about forty percent special needs

1 kids and about sixty percent Gen Ed kids,
2 and two teachers. It's one of your big
3 pushes in the last few years -- to create
4 more of these classes. Which is a good
5 idea in the abstract, but if you have
6 very large classes full of special needs
7 kids, it's very, very hard to manage
8 those classes -- very hard to make sure
9 that the kids get the attention they
10 need.

11 And by the way, the City used to
12 recognize class size limits of twenty-
13 eight in grades 1st through 3rd grade.
14 Now, it's gone up to thirty-two. And so,
15 we're seeing lots of schools that are in
16 the thirties now in the lower grades this
17 year.

18 Problems with the public process --
19 this year, the C4E meetings, as you can
20 tell, are happening very late in the
21 school year in October when the money is
22 already been spent. The whole point of
23 the state law is that these hearings
24 would be held in the spring. The City
25 would come up with their plan. They

1 would hear it. They were getting public
2 feedback. The DOE would commend their
3 plan based on public feedback, and would
4 then send it to the State, who would look
5 at the public comment along with the plan
6 and decide whether DOE again had to
7 change their plan. All of that -- it's
8 sort of too late, because the money's
9 already been spent -- most of it.

10 And this is a direct violation of
11 state law. This year -- the SED is not
12 blameless. They asked to pre-approve the
13 plan in the fall before it was even
14 released to the public, which again
15 violates the law, because the law says
16 SED should only see the plan to decide
17 whether it's approved after the public
18 comment hearing (indiscernible) it's
19 happened. So, you can take that public
20 comment into account. The C4E law -- the
21 state law clearly requires that borough
22 hearings, as well as CEC presentations --
23 they only did this the first year and
24 then they dropped it. They did one of
25 the larger venue with more people, I

1 guess, commenting. And then, see the
2 letters Commissioner King from Class Size
3 Matters and UFT. I have extra copies. I
4 think they're in the packets of the CEC
5 members, but I'd be happy to hand out the
6 extra copies to point out all violations
7 in the public process that have happened
8 this year.

9 What can CEC's and the parents do?
10 Pass the resolution. We prepared a draft
11 resolution for your CEC to consider.
12 Write letters to Commissioner King to
13 protest the botched process and the DOE's
14 failure to reduce class sizes, especially
15 since this is the last -- fifth year of
16 their five-year class reduction plan and
17 are class sizes are larger than in many,
18 many years. And in the early grades, in
19 eleven years. There's also the email
20 that you can send your comments to.
21 Encourage parents to submit C4E
22 complaints. There's a provision in the
23 law for C4E complaints. We haven't done
24 much for it up until now, but this year,
25 I'm going to be working with parents so

1 that if you have class sizes in your
2 schools that you think are out of bounds,
3 please email me and I will work with you
4 on how to do a complaint. It goes to the
5 principal or the superintendent
6 (indiscernible) the superintendent
7 first -- to skip that step. I'm not
8 blaming any of the superintendents. This
9 is happening all over the city, but if he
10 can't deal with it, which he won't be
11 able to, then it goes to the
12 Commissioner. And then, the Commissioner
13 will have to decide what he wants to say
14 to parents, thousands -- hundreds of
15 thousands of New York City kids who are
16 suffering from larger class sizes than
17 when this whole thing started.
18 Collecting information about your class
19 sizes in your district's schools --
20 that's always very interesting to hear.
21 Violations of the Union contract -- there
22 were over 7,000 classes this year that
23 violated the Union contract
24 (indiscernible) their own plan and the
25 building code. I have some information

1 about the building code here, because
2 I've already noticed and gone -- helped
3 parents to move their kids out of classes
4 where it's already violating the building
5 code. On the left are the new UFT
6 contractual limits. On the right are the
7 class size goals by this year. You can
8 see that the contractual limits are very
9 large, especially if (indiscernible) you
10 know, in the early grades. It's
11 unconscionable, and yet there are many,
12 many thousands of classes that a few
13 weeks ago were violating these limits.
14 And here is the building code. It
15 requires thirty-five square feet for
16 Kindergarten students, twenty square feet
17 for students in grades 1 through 12.
18 (Indiscernible) full size classroom is
19 any room that's 500 square feet or more,
20 which (indiscernible) 500 square feet,
21 you could hold fourteen Kindergarten
22 students and twenty-five other students
23 in the other grades. And we've already
24 seen a lot of violations in that. And
25 there is -- the square footage of each

1 room is listed in the annual facility
2 survey that Tina was talking about on the
3 DOE school portal, which I can direct you
4 to that also if you have trouble looking
5 for it. But, we also want to do a lot of
6 complaints about building code
7 violations, because we think a lot of the
8 rooms are going to be violating the
9 building code. And as for the special
10 needs, there's state guidelines for
11 special needs kids that requires seventy-
12 five square feet per special needs kids.

13 And yet, it's not, apparently, a
14 legal obligation in New York City, but it
15 is everywhere else in the state. But,
16 we've also made complaints to principals
17 and superintendents (indiscernible)
18 specials needs classes are overcrowded,
19 which many of them are. And it's
20 important that we make those complaints
21 as well. So, thank you very much. I'd
22 be happy to answer any question if you
23 have them.

24 MALE SPEAKER: Leonie?

25 FEMALE SPEAKER: Yes?

1 MALE SPEAKER: I just had a
2 question. (Indiscernible).

3 MS. HAIMSON: Right.

4 MALE SPEAKER: And the estimate that
5 it would cost 358 million to achieve
6 average C4E class size.

7 MS. HAIMSON: Right.

8 MALE SPEAKER: And then the next
9 line was (indiscernible).

10 MS. HAIMSON: Right.

11 MALE SPEAKER: How do you understand
12 the difference?

13 MS. HAIMSON: Okay, you
14 (indiscernible) if you (indiscernible) to
15 an average, you can reduce class sizes in
16 some schools if not in others. You can
17 leave them much larger. So, it's much,
18 much cheaper to do it as city-wide
19 average and we'd like to have this as
20 (indiscernible) in every single school,
21 because you've got very small classes in
22 one part of the city and huge classes in
23 Queens, which often happens. If your --
24 you guys are not seeing any benefit at
25 all. Yeah?

1 FEMALE SPEAKER: Just out of
 2 curiosity, do these reduction in class
 3 sizes and class size limitations apply to
 4 special class such as gym, at all?

5 MS. HAIMSON: Gym is fifty.

6 FEMALE SPEAKER: Okay.

7 MS. HAIMSON: Fifty -- and music is
 8 fifty. And there are also special rules
 9 that sometimes apply for breakage which
 10 are really complicated, but if you don't
 11 have enough kids to do it -- at least one
 12 more than half another class, then you
 13 don't necessarily have to reduce class
 14 sizes. But, the UFT are reviewing all of
 15 their violations this year.

16 FEMALE SPEAKER: The seventy-five
 17 square feet per child is special needs --
 18 that's a state education --

19 MS. HAIMSON: Yeah, if you email me,
 20 I'll send you the state education
 21 guidelines about that. Unfortunately,
 22 there -- like they often do, it applies
 23 to every place legally, but New York
 24 City.

25 FEMALE SPEAKER: It says that in the

1 code that it doesn't apply? Because --

2 MS. HAIMSON: That's what I heard.

3 For the UFT, I asked them about it and it

4 is guidelines. And often the State

5 decides to let New York City go its own

6 way on this, but I think it's worthy to

7 look at those guidelines, check out the

8 size of your child's group, and file the

9 complaint if it's violating the

10 guidelines even if it's not necessarily

11 legally enforceable. Yes, please?

12 FEMALE SPEAKER: (Indiscernible)?

13 MS. HAIMSON: Yes, in fact there was

14 a very good audit done. I can't -- I

15 think it was last week where

16 (indiscernible) talked about that. They

17 audited lots of schools across New York

18 City and not a single school in New York

19 City was provided the legally required

20 minimum of physical education per week.

21 Now, I'm trying to remember exactly what

22 it is. It's something like three times a

23 week --

24 FEMALE SPEAKER: Two hours --

25 MALE SPEAKER: Two hours.

1 MS. HAIMSON: Two hours a week in
 2 elementary school, and middle school is
 3 (indiscernible) --

4 MALE SPEAKER: Four times a -- four
 5 times a week for half the year or
 6 (indiscernible).

7 MS. HAIMSON: Okay, so -- your
 8 superintendent knows it much better, but
 9 basically, New York City schools are
 10 very, very (indiscernible) and comply
 11 with legal requirements for physical
 12 education.

13 FEMALE SPEAKER: Our school doesn't
 14 have gym --

15 DR. KAMPULSTO: Well --
 16 (indiscernible) -- many of our elementary
 17 schools do not have gym. That has a
 18 beautiful gym, but with the flooding --
 19 the last time we had that (indiscernible)
 20 flooding, the floor level -- so, we don't
 21 want the children to go in, but we do
 22 have a beautiful gym that the children
 23 use up to this point. We're getting it
 24 fixed. So, it has a great gym.

25 FEMALE SPEAKER: (Indiscernible) --

1 at my best friend's brother school.

2 DR. KAMPULSTO: Right, but all of
3 our children are still getting physical
4 education (indiscernible). They do go
5 outside into the school yard. Until we
6 get that fixed, that's what we're up to.

7 MS. HAIMSON: It's true that lots of
8 schools don't have gyms. Lots of schools
9 don't have gym teachers. And others
10 don't have -- are so overcrowded, that
11 scheduling another gym in the gym is
12 impossible.

13 MALE SPEAKER: I've admired your
14 work for a long, long time ever since
15 I've been on the CEC. And I have three
16 really short questions, I hope. One is
17 we have felt that the priorities --
18 budgetary priorities are skewed. Where
19 do you feel that the vast majority of
20 money is being misappropriated, because
21 we feel it's been pulled out of human
22 resources. Where do you think it's being
23 misspent?

24 MS. HAIMSON: Well, there's a huge
25 amount of money being spent on technology

1 right now. They originally budgeted a
2 billion dollars in capital
3 (indiscernible) spending this fiscal year
4 on wiring schools, for high-speed
5 internet, and high-definition video. And
6 they're doing this because they're
7 expanding the (indiscernible) very
8 rapidly to 400 school, and they wanted
9 them (indiscernible) -- computer-based
10 assessments in all schools. And they're
11 doing this even though it's a vast
12 experiment on our kids, and there's
13 absolutely no research to show that
14 online work -- learning helps. But,
15 (indiscernible) position was to get rid
16 of as many teachers as possible. So,
17 this is one reason they're doing that.
18 And (indiscernible) school is doing the
19 I-zone this year, not because they
20 believe in it, but the principal openly
21 said -- they gave us all free laptops and
22 we really needed the laptops. So,
23 there's a huge -- and you know that all
24 the contracts on technology -- there's
25 been -- practically all of them -- a huge

1 amount of money wasted, abused, and
2 stolen. You had one scandal after
3 another that's been corroborated by the
4 special investigator. And this is -- to
5 even think that you could spend a billion
6 dollars in one year on technology is
7 insane, even if DOE worked right, which
8 it doesn't.

9 MALE SPEAKER: That --

10 MS. HAIMSON: Even if there was
11 oversight. So, then they put it down to
12 500 million this year, but it's still too
13 much money. There's a -- you know,
14 there's been an explosion of contracts.
15 There's a lot more money being spent on
16 charter schools. I think the charter
17 school tuition money is near 700 million
18 dollars a year.

19 There is a lot more money spent on
20 consultants, on testing, on out-of-
21 classroom positions to do data analysis.
22 A lot of money was being spent, and is
23 still being spent on the Small Schools
24 Initiative, which could (indiscernible)
25 and is sometimes a good thing, but

1 they've done it instead of reducing class
2 sizes.

3 MALE SPEAKER: So, I'll try to make
4 these truly short.

5 MS. HAIMSON: Sure.

6 MALE SPEAKER: I've read the Star
7 Report. That's out of Tennessee.

8 MS. HAIMSON: Right.

9 MALE SPEAKER: I read Wisconsin --
10 there was another study once in
11 Wisconsin, and one in London. So, where
12 do you base your -- what do you base your
13 advocacy on? Which data are you
14 primarily --?

15 MS. HAIMSON: Well, the Star
16 experiment in Tennessee is the best
17 large-scale experiment that's ever been
18 done in the field of education. So, that
19 is the best, most rigorous evidence that
20 we have in class size matters. They took
21 thousands of kids in Tennessee and they
22 separated them into three groups -- one
23 group in smaller classes, one group in a
24 regular class, and one group with a
25 regular class with an aide. And they

1 found that the ones with an aide made no
2 difference in terms of achievement, but
3 the ones in the smaller class made huge
4 difference. And, in fact, now they've
5 studied these kids all the way through
6 college and beyond, because this took
7 place over twenty years ago, and the kids
8 that were in a smaller class in
9 Kindergarten, are more likely to have
10 graduated from college, (indiscernible).
11 So, this is a very rigorous study.
12 However, there are many, many other
13 studies that are not experimental, but
14 correlational, in which they take one
15 group and they try to control the --
16 controlling all the factors afterwards.
17 And almost all of them showed in one way
18 or another, that class size matters not
19 just in terms of test scores and student
20 achievement, but in terms of student
21 engagement, in terms of lowering student
22 dropout rates, in terms of student
23 attitudes. And disciplinary referrals
24 fall much lower in smaller classes. So,
25 there's a host of other benefits which

1 aren't even examined when you talk about
2 test scores and student achievement that
3 are really, really very important as
4 well.

5 MALE SPEAKER: And my last one, if
6 you -- so Star -- and I've wondered, as a
7 parent, my ideal would be a really nicely
8 small class -- sixteen kids, and a superb
9 teacher. So, I wonder if -- how much of
10 your efforts have you spent in terms of
11 teacher quality, and if you think -- I
12 sometimes wonder if it wouldn't be as
13 valuable as your work in class size
14 reduction, that you also turn your
15 attention, or that we turn our attention
16 to teacher quality issues.

17 MS. HAIMSON: People often make the
18 argument that there's a tradeoff between
19 teacher quality and class size, which
20 there isn't. In fact, one of our biggest
21 problems in New York City is the high
22 teacher attrition rates. So, about fifty
23 percent of our teachers leave in five
24 years. What the research shows is when
25 you lower class size continually in

1 (indiscernible) district, the teacher
2 attrition rate goes way down. So, what
3 we expect would happen is that you would
4 gain a more experienced and effective
5 teaching force in reduced class size.
6 Beyond that, we don't know how to
7 (indiscernible) quality teachers. We
8 don't know how to measure them. We don't
9 know how to recruit them. We don't know
10 how to train them. There's no surefire
11 way of doing this. And there are only
12 two observable factors that are clearly
13 correlated with better student outcomes,
14 and that's class size and teacher
15 experience level. There's no other way
16 we know to identify a quality teacher
17 and/or make -- recruit quality teachers
18 or train the quality teachers. So, there
19 really isn't a very simple way of doing
20 that. Now, there -- in some proposals
21 that we should identify teachers on the
22 basis of --

23 (Skip in audio)

24 MS. HAIMSON: -- teacher quality.

25 And so far, you know, there's been lots

1 of proposals put in new teacher
2 evaluation systems which now the State is
3 doing. I have no idea whether they're
4 going to be successful or not. I have no
5 idea what the outcome is going to be, but
6 teachers are very, very afraid right now
7 that they're going to be judged in ways
8 that are unfair to them.

9 And, I know that a lot of teachers
10 were denied tenure last year -- a lot of
11 excellent teachers because their value-
12 added scores were not large enough.

13 MALE SPEAKER: Thank you.

14 MS. HAIMSON: Yeah?

15 FEMALE SPEAKER: Those
16 (indiscernible).

17 MS. HAIMSON: Well that's -- that's
18 something that (indiscernible) me as
19 well. I mean, just to get back to the
20 issue again, I got into this issue when
21 my daughter was in 1st grade which was a
22 long time ago. Now, she's in college.
23 And she had the best teacher in the
24 school, and the teacher told me that
25 craved for days when one or two kids were

1 absent, because she simply could not
2 reach all the students with the class
3 size that she had, which were twenty-nine
4 in 1st grade. And I realized, oh my God,
5 if she can't do it -- she was the best
6 teacher in the school -- very
7 experienced, incredible management
8 skills. How did other teachers feel?
9 And there really -- the truth is, even
10 our best teachers cannot do their best in
11 class sizes this large and no teacher
12 really can be fairly judged on their
13 abilities when they have to juggle thirty
14 or more kids in a class. It's not fair
15 to our teachers. It's not fair to our
16 kids. And, it's illegal.

17 MALE SPEAKER: (Indiscernible). And
18 my question is, what do you think we can
19 do to bring down (indiscernible) where it
20 seems like there's no place to put a
21 school? What do we do in a situation
22 like that?

23 MS. HAIMSON: Yeah, I often get this
24 question, especially in Queens, but you
25 don't you have housing projects that go

1 up? Didn't you have Mets stadium? Don't
2 you have developments that happen all the
3 time? And why is there no room to put a
4 school? And, you know, there's a police
5 academy -- a billion dollar police
6 academy that's being built in New York
7 City right now when we have hardly any
8 recruits in the police, because they
9 (indiscernible). I think there's always
10 room to put schools. In fact, the City
11 has something called imminent domain
12 which is the power to take any piece of
13 private property and turn it into a
14 school, yet the only time we use imminent
15 domain, almost, is for private developers
16 to build, you know, residential complexes
17 or the sports stadium. So, I think that
18 there's room. I've walked around Queens
19 and I see a lot of empty lots, especially
20 near Manhattan (indiscernible) -- and,
21 you know, every single developer should
22 be required to build schools as part of
23 their developing. And that just doesn't
24 happen New York City, but it does happen
25 in other places in the country. Yeah?

1 FEMALE SPEAKER: Hi, I wanted to
2 know what -- I know that you went over it
3 but, what can we do again to secure or to
4 find out where the money that was
5 supposed to be for this particular
6 program -- where did the -- the money
7 that we need for it and the money that's
8 missing. I don't want to say it's
9 missing, but what can we do to find out
10 where that money went?

11 MS. HAIMSON: You know --

12 FEMALE SPEAKER: Do you understand
13 the question?

14 MS. HAIMSON: I think, you know -- I
15 think, you know, you guys are in cap
16 development, (indiscernible). She's the
17 chair for the assembly education
18 committee. I think there should be
19 hearing on this. I think the State
20 legislature should be fairly upset about
21 this, actually, because they allocated
22 more than 2 billion dollars to this
23 program, and yet the kids in her district
24 are in larger classes than they started.
25 So, I would give her a call. I mean,

1 don't be obnoxious about it. I hope she
2 doesn't get angry at me for saying it,
3 but, you know -- there could be hearings.
4 There could be a state audit. We've
5 asked for a state audit on it. We got a
6 state audit for their earlier class size
7 reduction program which showed that the
8 New York City -- the DOE had misused
9 hundreds of millions of dollars in state
10 funds. And, I think, you know, writing
11 the Commissioner is important because he
12 has -- he's negotiated (indiscernible)
13 the nature of this with New York City. I
14 think in the PowerPoint it said they're
15 talking.

16 They -- New York City basically --
17 really never wanted to do this in the
18 first place -- tried to get out of it,
19 couldn't get out of it, and now wants to
20 get out of it again. And, the
21 Commissioner I think does not necessarily
22 want to give them the free pass for the
23 rest of human history, because the money
24 (indiscernible) is supposed to go up
25 again next year. That's what I've heard.

1 (Indiscernible) has promised to increase
2 education funding next year. So, we have
3 to keep the pressure on in every way that
4 we know how with the state legislature.
5 I wouldn't pass up contacting the
6 governor and certainly the Commissioner
7 about this. And, I hope that your CEC
8 passes the resolution that keeps the
9 pressure on. There (indiscernible) in
10 path development as well. I don't
11 understand why people aren't more upset
12 about this than they are. In fact,
13 again, that's -- you know, this is my
14 thing. So, obviously I'm going to be
15 more upset than anybody else.

16 FEMALE SPEAKER: Leonie, thank you
17 for (indiscernible). (Indiscernible).
18 My question is regarding high schools.
19 It says the New York (indiscernible)
20 graduation rates (indiscernible).
21 (Indiscernible).

22 (Indiscernible due to speaker being too
23 far from the microphone)

24 MS. HAIMSON: I don't know the
25 answer to that question.

1 (Indiscernible). I really don't know
2 what the percentage is -- of
3 (indiscernible) graduates go to college
4 in New York City. But, they must know
5 that because they're tracking those. So,
6 I assume they know, but that's a good
7 question that I would have to do a little
8 bit of digging to try to find out.

9 FEMALE SPEAKER: (Indiscernible).

10 MS. HAIMSON: That's three-quarters
11 of those that go off to college. Those
12 are the three-quarters of our high school
13 graduates that go on to college.

14 FEMALE SPEAKER: So, that's a small
15 percentage, but to say three-quarters of
16 the high schools grads and then you're
17 saying (indiscernible) fifty-four
18 percent, right?

19 MS. HAIMSON: That's what we --

20 FEMALE SPEAKER: (Indiscernible).

21 MS. HAIMSON: Less than half, I
22 would assume, of New York City high
23 school students who enter 9th grade go on
24 to college -- probably much less than
25 fifty percent.

1 FEMALE SPEAKER: (Indiscernible).

2 MALE SPEAKER: If -- the graduation
3 rate is going up, but discharge rate is
4 still very high as well. And we have a
5 lot of doubts about the graduation rate
6 because we hear the principals are
7 forcing teachers to pass kids who don't
8 ordinarily -- shouldn't pass their
9 courses, because they're getting graded
10 on how many kids that graduate.

11 (Indiscernible) so that kids who fail
12 their courses can, in a few weeks, get
13 the credits they need anyway. And all of
14 this is an outgrowth of the DOE's
15 accountability system and the school
16 closings. So, everybody (indiscernible)
17 lose their job and the their school is
18 going to be closed if the graduation rate
19 doesn't go up. And so, they make sure
20 that the graduation rate goes up.

21 MALE SPEAKER: (Indiscernible).

22 MS. HAIMSON: Right now, the issue
23 of cheating on tests is also, you know --
24 with the State -- the State is asking for
25 a lot of money, and we've got to fight

1 against that. And I'm wondering how many
2 students are in college now, because who
3 did cheat on the test -- the SAT's, and
4 that's the reason they are now in
5 college.

6 FEMALE SPEAKER: This question is
7 more of (indiscernible).

8 (Indiscernible).

9 (Indiscernible due to speaker being too
10 far from the microphone and also due to
11 overlapping conversation)

12 DR. KAMPULSTO: -- C4E money goes to
13 be used for pathways which is helping
14 children get through high school. We all
15 have (indiscernible) programs
16 (indiscernible) high school. And you
17 know (indiscernible) imminent domain, and
18 that we are building a school on it. So,
19 there's always two sides to every story.
20 There certainly is not enough money.
21 But, the Department of Education is doing
22 their very best with the money that we do
23 have.

24 MS. HAIMSON: They cut the capital
25 budget plan almost fifty percent last

1 year between November and April. And,
2 they cut the number of seats from 58,000
3 to 38,000. And, it was an arbitrary cut.
4 They didn't cut the money for any other
5 program in the capital plan as much as
6 the new seats. And we're seeing an
7 overcrowding crisis in this city that's
8 getting far, far worse. Enrollment is
9 going up fast. In one (indiscernible),
10 all of our elementary schools have
11 waiting lists for Kindergarten this year.
12 So, it's a very unwise choice that the
13 Mayor is making in cutting back school
14 instruction. So, (indiscernible) and
15 it's going to hurt our kids for years to
16 come.

17 MALE SPEAKER: (Indiscernible).
18 There's two issues and I just want to
19 bring it up now, because they're going to
20 come up later and our time is running
21 out. But, this might be a good time.
22 (Indiscernible) issue, that we've had a
23 couple of our parents (indiscernible).
24 This might be a good time for them to
25 speak. And there's an issue that we've

1 been talking about in our (indiscernible)
2 committee with BS-11, Jeff, and you might
3 want to (indiscernible) speak to it now
4 and kind of just (indiscernible) that
5 out.

6 FEMALE SPEAKER: Thank you. That's
7 what I was going to ask, because --

8 DR. KAMPULSTO: (Indiscernible) take
9 this portion and --

10 FEMALE SPEAKER: Right, so do we
11 want to close the --

12 DR. KAMPULSTO: Yes.

13 MS. HAIMSON: Do people want to make
14 comments, though. Because this --

15 DR. KAMPULSTO: That's right.

16 MS. HAIMSON: -- is your opportunity
17 to send your comments up to the State and
18 the Commissioner because they are taping
19 this. And then, they have to present all
20 the comments from parents along with the
21 plan. So, it's important for people to
22 say -- to speak their minds.

23 DR. KAMPULSTO: And you have the
24 right to email them -- on that
25 presentation that I gave you, there's an

1 email. You can email the Department of
2 Education who will then have to include
3 that in the (indiscernible). Anybody
4 else want to make comments? Yes? Yeah,
5 then you'll want to come up and
6 (indiscernible). We just want to close
7 this.

8 FEMALE SPEAKER: My comment was at
9 the beginning, we discussed that there
10 were certain populations of students that
11 must get targeted in this. And that
12 included English language learners who
13 clearly were targeted, students in
14 poverty who -- it was not (indiscernible)
15 as opposed to other students, students
16 with disabilities who, again -- it was
17 not clear to me how they were targeted as
18 opposed to other students, and students
19 with low academic achievement or, I
20 guess, were not graduating where it
21 seemed like they were targeted. So, I
22 would just add, as you went through here,
23 I see team teaching strategies. Perhaps,
24 that relates to CTT classrooms. I don't
25 know.

1 DR. KAMPULSTO: It does.

2 FEMALE SPEAKER: And, so the
 3 question is, if you're putting your money
 4 into -- and this is a lot of money -- in
 5 class size reduction, we have 146 million
 6 dollars. And of that, 85 million dollars
 7 was a team teaching strategy. Is that
 8 strategy meaning we're making more
 9 classes that are CTT classes? Or is that
 10 we're working on strategies so that we
 11 may (indiscernible).

12 DR. KAMPULSTO: Well, I think we are
 13 making more (indiscernible). Now, we're
 14 moving from CTT to ICT. So, we are doing
 15 more of those. And what happens is they
 16 feel that it is beneficial
 17 (indiscernible), as long as they are
 18 placed appropriately (indiscernible).

19 FEMALE SPEAKER: But -- so, what is
 20 the team teaching strategy.

21 (Indiscernible due to speaker being too
 22 far from the microphone)

23 FEMALE SPEAKER: I mean, is that
 24 money, like -- I'm buying another teacher
 25 (indiscernible) -- ?

1 DR. KAMPULSTO: Well,
2 (indiscernible) -- right, that's
3 exactly -- two teachers in the room.

4 FEMALE SPEAKER: So, it's not really
5 a strategy. It's a real person.

6 DR. KAMPULSTO: Right. Well, the
7 strategy is putting two teachers in the
8 room, I guess.

9 FEMALE SPEAKER: Okay, well --

10 FEMALE SPEAKER 1: Right.

11 FEMALE SPEAKER: It's because --
12 when I things like strategy, and I wonder
13 if it --

14 DR. KAMPULSTO: You think of
15 techniques.

16 FEMALE SPEAKER: -- if it's a
17 techniques and it's a consultant that
18 teachers had to do it, or we're actually
19 putting another person in the class.

20 DR. KAMPULSTO: Another person in
21 the classroom. Two --

22 FEMALE SPEAKER: Okay, so the -- so,
23 that's a big chunk of money --

24 DR. KAMPULSTO: Yeah.

25 FEMALE SPEAKER: -- that I was

1 wanting to ask about. And then, where in
2 here are we targeting children who are in
3 poverty? I think I was reading recently
4 at -- how our children who are homeless
5 are doing so poorly. And, the homeless
6 population is growing. As, you know --
7 as you ride the trains, and every time
8 you ride the trains, there are more
9 people begging on the trains. That's
10 usually my gauge of how it's going. So,
11 where (indiscernible) do you target
12 children in poverty?

13 DR. KAMPULSTO: Well, each school --
14 if it's a Title I school, that means
15 we've surveyed our parents. We've found
16 out that they fall below the poverty
17 level. So, that's how we know who is
18 poverty. So, it's those youngsters, and
19 we look at their academic performance.
20 If they are below average, they will get
21 an academic intervention service. It
22 could be a pull-out program -- a pulling
23 program. It could be an after-school
24 program or before-school program, a
25 tutoring program -- so, that's what that

1 means. So, any child who is in a Title I
2 school, if it's a school wide project,
3 then they're considered that. If not, it
4 goes by the lunch application.

5 FEMALE SPEAKER: So, the
6 (indiscernible) -- using the Title I
7 designation to start with?

8 DR. KAMPULSTO: It's two separate
9 titles. It's two separate titles.

10 FEMALE SPEAKER: It's two separate
11 types of money.

12 DR. KAMPULSTO: Right.

13 FEMALE SPEAKER: But, we use the --
14 what makes you have children in poverty,
15 is whether you're in a Title I school or
16 not.

17 DR. KAMPULSTO: Correct.

18 FEMALE SPEAKER: But, that doesn't
19 really necessarily target students in
20 poverty, as opposed to target schools
21 that have more students in poverty.

22 (Indiscernible due to speaker being too
23 far from the microphone)

24 FEMALE SPEAKER: In a non Title I
25 school -- well, one of the questions was

1 asked that the (indiscernible) was asked
 2 by -- one of our principals said, when
 3 you drop to forty-nine percent, you lose
 4 all your Title I money. So, when you're
 5 not -- fifty-nine percent.

6 DR. KAMPULSTO: Right.

7 FEMALE SPEAKER: When you got to
 8 fifty-nine percent, you stopped looking
 9 for students in your school. Does that
 10 mean you'll get C4E money?

11 DR. KAMPULSTO: No, C4E money,
 12 everybody gets. Title I money,
 13 (indiscernible).

14 (Indiscernible due to overlapping
 15 conversation and speakers being too far from
 16 the microphone)

17 FEMALE SPEAKER: -- and there's been
 18 a strong correlation between poverty and
 19 academic intervention services -- kids
 20 that are in need of services. Since
 21 lower grade kids are not tested yet, so
 22 they use a poverty factor
 23 (indiscernible).

24 (Indiscernible due to overlapping
 25 conversation and speakers being too far from

1 the microphone)

2 FEMALE SPEAKER: -- one period of
3 English, that they give them two periods
4 of English. (Indiscernible). And that's
5 some of what C4E dollars are being used
6 for.

7 FEMALE SPEAKER 1: Okay, I
8 understood time on path, and I'm familiar
9 with academic intervention for children
10 who are struggling. And, unless I
11 misunderstood, it's given to all children
12 who are struggling, whether they're in
13 poverty or not. So, I was just trying to
14 understand where specifically in this
15 budget -- because there was very specific
16 populations that we're supposed to be
17 using it for, if it was a specific line
18 item. I guess my understanding is now,
19 that there isn't a specific line item
20 that is targeted for children in poverty.
21 The assumption is that children in
22 poverty are going to need more academic
23 intervention. That will happen in the
24 time on path area.

25 DR. KAMPULSTO: Right. Well, did

1 you see, when I did the presentation, it
 2 talked about that even in school, it has
 3 a high needs population. So, even though
 4 (indiscernible) non Title I school, I
 5 still have some population that are in
 6 need (indiscernible) accountability
 7 piece. Then they -- they still get the
 8 C4E money, for those youngsters.

9 FEMALE SPEAKER 1: Okay.

10 FEMALE SPEAKER: (Indiscernible).

11 (Indiscernible due to speaker being too
 12 far from the microphone)

13 DR. KAMPULSTO: Okay, so we're going
 14 to -- just -- we're going to let you guys
 15 talk now. We're just going to --

16 FEMALE SPEAKER: (Indiscernible).

17 DR. KAMPULSTO: Oh, okay, go ahead.

18 MALE SPEAKER: (Indiscernible).

19 DR. KAMPULSTO: There is.

20 MALE SPEAKER: (Indiscernible).

21 FEMALE SPEAKER: (Indiscernible).

22 DR. KAMPULSTO: It's sort of
 23 interesting you say that. All of our
 24 middle schools are under restructuring,
 25 and presently, the two high school are

1 also under restriction. But,
2 (indiscernible) just explained that they
3 are using another pot of money for that
4 restructuring, not the C4E money. So,
5 they might have used the C4E money for
6 another group -- for another piece, or
7 another group of children. So, we -- we
8 do have a restructuring plan for all of
9 our middle schools and our two high
10 schools, but they're using different
11 money to support that restructuring.

12 MALE SPEAKER: Okay, it's not the
13 money (indiscernible).

14 DR. KAMPULSTO: Not the C4E money.
15 This is a pot of money given to us by the
16 State.

17 MALE SPEAKER: Okay.

18 FEMALE SPEAKER: And just to make
19 sure it gets --

20 DR. KAMPULSTO: Go ahead.

21 FEMALE SPEAKER: -- on the record.
22 I am very interested in knowing -- I love
23 procedure, because procedure gives us a
24 way to get things done. If the DOE is
25 not following procedure according to the

1 Class Size Matter presentation, as in
2 holding these public meetings on a
3 borough wide -- on a borough wide
4 platform and in the spring, when we
5 actually can give our feedback as
6 (indiscernible) you guys need to spend
7 the money on this and not on that --
8 because that is, you know -- part of
9 coming to these meetings is to give our
10 opinion on them, and to know our needs,
11 our community needs on where this money
12 should be going.

13 And, again -- so, I would love to
14 know why the DOE is not doing their part
15 in hearing that needs to be done. You go
16 through all of these problems and -- of
17 wanting the CEC and of wanting parental
18 involvement and wanting community
19 involvement, and at the same time, you
20 don't let us help you.

21 DR. KAMPULSTO: Right. Well, your
22 comment is well-noted.

23 FEMALE SPEAKER: Not you, sir.

24 DR. KAMPULSTO: I know. Your
25 comment is well-noted.

1 FEMALE SPEAKER: Okay, and then the
2 other -- my other comment -- again, just
3 to make sure to reiterate, if the State
4 has allocated 530.8 million dollars to
5 the C4E fund, and the City's plan only
6 includes 348 million of that money to be
7 spent at this time right now that we are
8 speaking, where is the rest of that money
9 and where has it been allocated? And it
10 should, hopefully -- I should see
11 something within four weeks -- if I have
12 to FOIL it. My name is Valerie Moore,
13 CEC member, District 30. You could reach
14 me through Gail Cohen (ph.), who is
15 fabulous. (Indiscernible). And we
16 should know where that money was, or
17 where is it intended to go. What -- who
18 has it, and it should be spent for
19 something that it says it's going to be
20 spent for -- not that we needed more
21 money for laptops. I know we need
22 laptops. That's not what this money is
23 for.

24 So, I would be really interested to
25 know where that is, and why we aren't

1 holding these meetings in the spring.
2 And hopefully, next year, we'll be
3 holding this meeting in the spring. And
4 I think I'm going to put it on my
5 priority list with (indiscernible).
6 Thank you.

7 DR. KAMPULSTO: Comment noted.
8 Thank you.

9 FEMALE SPEAKER: I'm going to need
10 another tape soon.

11 (Indiscernible due to poor microphone
12 placement)

13 DR. KAMPULSTO: Well, you have to
14 understand something as I -- that first
15 slide -- that's why I read only the first
16 slide because -- class size reduction is
17 only one part that that money can be used
18 for. It can be used for technology. It
19 can be used to support staff.

20 FEMALE SPEAKER: (Indiscernible).

21 DR. KAMPULSTO: But the State has
22 accepted that -- that it's something that
23 we put through, you know?

24 FEMALE SPEAKER: Not that I know,
25 actually. No. I mean, it may be, but I

1 haven't (indiscernible) that's what
2 you're allowed.

3 DR. KAMPULSTO: Well, go ahead --
4 Karen (ph.)?

5 FEMALE SPEAKER 1: (Indiscernible).

6 DR. KAMPULSTO: (Indiscernible).
7 And once again, another pot of money is
8 used to buy the new laptops.

9 FEMALE SPEAKER: Under what
10 category? Which of the allowed
11 categories is (indiscernible)?

12 FEMALE SPEAKER 1: (Indiscernible).

13 DR. KAMPULSTO: So, that's where the
14 money that is used for the training
15 (indiscernible). There's lots of pots of
16 money.

17 FEMALE SPEAKER 1: (Indiscernible).

18 DR. KAMPULSTO: So, now another pot
19 of money is used for the technology
20 piece. Any other questions for that?
21 Yes.

22 FEMALE SPEAKER: I'm sorry. I just
23 wanted to ask (indiscernible).

24 (Indiscernible due to speaker being too
25 far from the microphone)

1 DR. KAMPULSTO: Yes.

2 FEMALE SPEAKER: (Indiscernible).

3 DR. KAMPULSTO: Just by that whole
4 presentation I gave you -- under all
5 those categories, depending on the
6 children within the building.

7 FEMALE SPEAKER: (Indiscernible).

8 DR. KAMPULSTO: The poverty level,
9 how many special ed. children -- the L
10 children.

11 FEMALE SPEAKER: (Indiscernible).

12 DR. KAMPULSTO: Say it again. I'm
13 sorry.

14 FEMALE SPEAKER 1: Hold this for me.
15 I have to go get another tape.

16 MALE SPEAKER: Um-hum.

17 FEMALE SPEAKER: (Indiscernible).

18 DR. KAMPULSTO: Does that mean they
19 didn't get funds, or they didn't use the
20 funds?

21 FEMALE SPEAKER: We looked at total
22 amount, and the total amount is devised
23 by the fair student funding formula, and
24 then the principal gets to choose out of
25 that total amount, which area they want

1 to spend it on.

2 DR. KAMPULSTO: Prioritize -- so,
3 the principal gets --

4 FEMALE SPEAKER: (Indiscernible).

5 DR. KAMPULSTO: Correct -- the loan
6 for (indiscernible).

7 FEMALE SPEAKER 1: That's what I was
8 going to ask. Are the parents involved
9 in that --

10 DR. KAMPULSTO: Yes.

11 FEMALE SPEAKER 1: -- decision and
12 do they --

13 DR. KAMPULSTO: Part of the
14 responsibility of the principal is to
15 take all budgets -- not only the C4E
16 money -- the entire pots in the school
17 leadership team, where we have half
18 parents and half staff and discuss the
19 budget and where the money is to be used.

20 FEMALE SPEAKER: Our model programs
21 for ELL's are those -- do a language
22 program. So, (indiscernible) part of the
23 model programs for ELL's do you know?

24 DR. KAMPULSTO: They can be. It can
25 be. Any others? Okay, so we're going to

1 close this part of the meeting. And
2 then -- I'm trying to back over. What I
3 think I want to do is to get everybody
4 back on stage. I'd like to address the
5 (indiscernible) issue --

6 (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 1, 2011.

Michael Knighton

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