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NYC BOARD OF EDUCATION

District #18

Contract for Excellence
Presentation and Hearing

November 7, 2011

1 FEMALE SPEAKER: So that you can now
2 under the direction of our CEC president.

3 MALE SPEAKER: Are there any
4 questions or concerns coming from
5 audience?

6 Yes, ma'am?

7 FEMALE SPEAKER: Maybe I need
8 clarify because from what I'm gathering
9 from Superintendents presentation I'm
10 more or less looking at this -- this
11 proposal is basically for students who
12 are at risk. What happens to students
13 who are not at risk? Is there money for
14 (indiscernible)? And it has to be
15 students' academic. Because I do have a
16 child in District 18 who's in a
17 (indiscernible) program. So I know as a
18 parent, I am proactive at home with her.
19 So what happened to money for those
20 children who are not at risk?

21 FEMALE SPEAKER: Monies come into
22 schools through different funding
23 sources. So while C for E monies can
24 only be spent in those six program
25 categories, other monies that come into

1 the school can be allocated to support
2 enrichment, to support AP; advanced
3 placement programs, to bring in
4 (indiscernible) mind type initiatives.

5 So there are other monies to enrich
6 and to support our high achievers. But C
7 for E is not allocated toward that end.

8 MALE SPEAKER: Any other questions?

9 MALE SPEAKER: I thought the public
10 comments were supposed to end by October
11 18th. I would like (indiscernible) if
12 that was changed. Did they change that
13 deadline?

14 FEMALE SPEAKER: Yes. They must
15 have pushed it back because if not my
16 PowerPoint would not say so. So it says
17 November 23rd, so it's been pushed back
18 so you have additional time.

19 MALE SPEAKER: (Indiscernible)

20 FEMALE SPEAKER: I'm going to check
21 into that for you and find out whether or
22 not the deadline was pushed back. But it
23 had to be pushed back by the state
24 because the city would not take it upon
25 itself, because then it would miss the

1 deadline. So I'm almost 99.9 percent
2 certain that the state has agreed to
3 extend the time.

4 MALE SPEAKER: Council members.

5 MALE SPEAKER: I have a question.
6 You stated that these monies are proposed
7 to be spent. It's a proposal?

8 FEMALE SPEAKER: It's a proposal.

9 MALE SPEAKER: Okay. So that if
10 this proposal goes through who monitors
11 the distribution of these funds? Because
12 this is a district wide presentation.
13 And who monitors the distribution of
14 these funds? Who dictates which schools
15 get what amount of monies?

16 FEMALE SPEAKER: That's all done
17 through Central and they use a formula
18 based on the population of L students,
19 students with special needs, the poverty
20 level. And there's one more, Tony. One
21 more area that's considered in terms of
22 the formula, and that's how monies are
23 devolved to schools. So not all schools
24 receive the same amount or the same size
25 allocation.

1 But what's your question really?

2 MALE SPEAKER: The question is who
3 monitors the distribution of these funds?
4 So the DOE allocates based on the figures
5 you just stated. But once these funds
6 are allocated to the schools who monitors
7 to ensure that the schools spend this
8 money according to what it's earmarked
9 for

10 FEMALE SPEAKER: Number one, the
11 school will submit a proposal outlying
12 and detailing the areas in which they're
13 going to use the allocation, and the
14 percentage of the allocation that will be
15 used to support in those particular
16 buckets. And then it goes into their
17 galaxy; which is a central system for
18 monitoring school budgets. And there you
19 can actually see how the monies have been
20 allocated and to which parts. And Tony's
21 going to add to that I'm sure.

22 MALE SPEAKER: When a principal
23 modifies their budget it has to get
24 approved by a network, a CFN; a Children
25 First Network. And there are grants --

1 people that work on the team that know
2 what the guidelines are for Contract for
3 Excellence. So they see that money is
4 being moved, and it's not being moved in
5 one of the six allocated areas, they'll
6 contact the principal and say these
7 monies are allocated for these purposes.
8 If you're moving the money for something
9 else, you can't do that. And if they do
10 their due diligence they'll want to
11 approve the board's modification.

12 MALE SPEAKER: So this has to be --
13 a request for funds has to be submitted
14 to the Department of Education prior to
15 the funds being released. And then once
16 it's released you monitor it to make sure
17 it's being earmarked --

18 MALE SPEAKER: The money can be
19 used. The schools have access to their
20 money. And the breakdown that you saw
21 with the percentages and the amounts
22 that's currently (indiscernible) for 18,
23 has their money budgeted. And then
24 moving forward, if there's any
25 modifications to those monies some -- a

1 grants person on the CFN team; the
2 Children First Network team, will ensure
3 that's it's modified still within the
4 guidelines.

5 So if the school has money set aside
6 for serving their L population, and a
7 principal opts to move that money for
8 professional development. So from one
9 allowable bucket to another allowable
10 bucket that should get approved. So it's
11 already allocated, someone on the team
12 monitors to ensure that if a school
13 modifies it it's modified still within
14 the allowable categories.

15 MALE SPEAKER: So the question from
16 the district wide perspective would be if
17 that money's already allocated how come
18 we're not given a breakdown of which
19 schools receive what money, rather than
20 just given an overall figure for the
21 district?

22 MALE SPEAKER: I mean, the purpose
23 of this is to get input into the state's
24 parameters of the allowable uses. That's
25 what this is. The state is saying six

1 allowable uses. And they're showing you
2 how District 18 chose amongst all their
3 schools to currently budget their money.

4 FEMALE SPEAKER: And also, if I may
5 add, at the school level you can and
6 should be having conversations at the
7 SOTs around how C for E monies. Because
8 whenever you come together and you're
9 speaking about and having conversations
10 and dialogue around how you're going to
11 allow the school needs to drive how
12 monies are spent part of that pot would
13 be C for E monies.

14 So at the school level is the place
15 where you have conversation as per each
16 school as to how the monies are going to
17 be used.

18 MALE SPEAKER: Sentiment and rich.

19 MALE SPEAKER: So we're talking
20 about -- just curious. So the money was
21 released in June, the schools have the
22 money and they're spending the money now.

23 FEMALE SPEAKER: They're not
24 actually spending the money, they have
25 allocated how they would monitor their

1 money.

2 MALE SPEAKER: None of the money has
3 actually been spent. So when can they
4 start spending the money?

5 FEMALE SPEAKER: Not until their
6 proposed -- not until it goes to the
7 state and the city's proposed plan is
8 approved. Because within that plan is
9 how particular schools have opted to
10 spend money.

11 MALE SPEAKER: It's the strangest
12 thing. You would think that they'd be
13 spending this money as of September.

14 FEMALE SPEAKER: What sometimes --

15 MALE SPEAKER: So when do you think
16 the money will end up at it's --

17 FEMALE SPEAKER: I'm anticipating,
18 and I can't give you a direct target on
19 this, but it goes to the state November
20 23rd. I am just shot in the dark
21 thinking that once the proposal is
22 approved they can start spending the
23 money. Do you have a timeline on that,
24 Tony?

25 MALE SPEAKER: I'm not sure of the

1 timeline.

2 FEMALE SPEAKER: I'm not sure of the
3 timeline.

4 MALE SPEAKER: (Indiscernible) about
5 average what each school gets in the
6 district? I mean, what are we talking
7 how this money (indiscernible)?

8 MALE SPEAKER: That was our next
9 slide --

10 FEMALE SPEAKER: Okay. The average
11 money --

12 MALE SPEAKER: What would the
13 average school district --

14 FEMALE SPEAKER: I don't have the
15 breakdown of average school, but you know
16 why we don't, Assemblyman, because it is
17 pitched to and anchored in the student
18 population, and also there's poverty
19 level. So -- I don't have the average
20 for you, but I can research and get that
21 to you. I don't have the averages for
22 you.

23 MALE SPEAKER: Rich.

24 RICH: I was actually going to ask a
25 similar question. The allocation

1 (indiscernible), none of the money has
2 been spent yet, not a dime, nothing?

3 MALE SPEAKER: There could be some
4 cases where the monies have been spent.
5 So if this allocation is not approved by
6 the state then those schools I believe
7 will be asked to swap -- that's what we
8 say -- swap money out.

9 FEMALE SPEAKER: So after school
10 programs --

11 MALE SPEAKER: So if the money's
12 already being spent --

13 FEMALE SPEAKER: Say that again.

14 MALE SPEAKER: Why have total
15 (indiscernible) now, you tell them get
16 some of the money that was spent already?

17 FEMALE SPEAKER: Because it's about
18 the proposed plan for the entire city and
19 not a particular school. So the city,
20 what we have here for you tonight, is
21 just a proposed preliminary plan of how
22 the city has allocated monies to schools
23 based on the C for E contract. And it
24 has discretionary funds and there's a
25 pot. They're targeted allocations is

1 there a wedge in the pie. Then you have
2 another wedge in the pie for the basic
3 (indiscernible).

4 And this is what we're proposing
5 tonight to show you how the city has
6 allocated monies in the particular C for
7 E categories. And not in particularly
8 how schools individually and separately
9 have decided to use that particular
10 money.

11 MALE SPEAKER: (Indiscernible)
12 across the city some of the money have
13 been spent prior to public comment?

14 FEMALE SPEAKER: It could have been.

15 FEMALE SPEAKER: It could have been,
16 I don't know that it has been. I don't.
17 I don't know that it has been. But I do
18 know that the state has to approve the
19 proposal before the city can actually
20 release liberally those funds and
21 actually have schools use them.

22 MALE SPEAKER: We're going to take
23 two more questions, and then we got to
24 move the agenda?

25 (Pause)

1 MALE SPEAKER: Go ahead.

2 MALE SPEAKER: So basically what
3 you're saying is that most schools will
4 not see this money being allocated --
5 well, it's allocated, but they won't be
6 able to spend this money until January,
7 in which case we would have lost
8 September, October, November, December.

9 FEMALE SPEAKER: No, that's not what
10 I said. Remember, I said I don't know
11 the timeline on this.

12 MALE SPEAKER: But I'm saying the
13 state has to approve?

14 FEMALE SPEAKER: The state has to
15 approve the city's plan.

16 MALE SPEAKER: Yes, but, I mean,
17 even if the state does things fast, which
18 is unlikely, the chances of it getting
19 done before January is probably not all
20 that --

21 FEMALE SPEAKER: And that would be
22 the spending of full C for E funds across
23 the city. I don't think that the monies
24 at this point are a lot, and schools are
25 not able to, once they have a plan

1 proposed, that the city has looked at,
2 and it's sort of anchored to the city's
3 proposed uses, that schools cannot go on
4 with their before and afterschool
5 programs because we know that there are
6 before and after school programs taking
7 place.

8 But I don't believe that schools are
9 at a deficit or is adversely affecting
10 schools, the proposal not being approved
11 at this time. Schools are going about
12 the business of school.

13 Okay, go a head.

14 FEMALE SPEAKER: I want to know the
15 school proposal, is this coming from the
16 SOT? The SOT would be fit into to make a
17 proposal in how the C to proceed?

18 FEMALE SPEAKER: For E.

19 FEMALE SPEAKER: For C for E money
20 will be spent?

21 FEMALE SPEAKER: No, the principal
22 (indiscernible) with DSLT as he or she
23 does with all of the budget, how monies
24 are being spent and what's driving those
25 budgets. That's the principal's role and

1 responsibility.

2 MALE SPEAKER: That information will
3 be on the galaxy report.

4 Last question.

5 MALE SPEAKER: What (indiscernible)
6 for the DOE. And that was on --

7 FEMALE SPEAKER: Let's go back to
8 it.

9 MALE SPEAKER: I wrote it down.
10 (Indiscernible) last year. There are
11 fewer teachers this year than there were
12 last year.

13 FEMALE SPEAKER: Exactly.

14 MALE SPEAKER: And also the same
15 slide has how teacher's salaries
16 increased will result in slight increases
17 in class size. Teachers have not had a
18 contract for about three years now, so I
19 don't know what salaries (indiscernible).
20 What gets me more is that first slide.
21 That's a lie. (Indiscernible). Why are
22 you maintaining the same number of --

23 FEMALE SPEAKER: That's the
24 comment -- it would be slide 13. And
25 that's a good comment, Tony, that we can

1 take back. And that we've captured on
2 tape. Because that's something that we
3 can take back.

4 MALE SPEAKER: The first quote that
5 teacher's salaries rise.

6 MALE SPEAKER: We maintain the same
7 number of teachers as last year.

8 MALE SPEAKER: (Indiscernible) to
9 maintain the same number of teachers as
10 last year. And that's because schools
11 have less purchasing power. Schools may
12 have -- if the school has the same amount
13 of money in one year than it does in
14 (indiscernible) years. But it got
15 teacher salary increase -- you know,
16 there was no (indiscernible) increase for
17 two years. There are (indiscernible).
18 So the school has a million dollars this
19 year and they had it last year, the
20 average teacher's salary was 50,000 last
21 year for that school, and 55,000 this
22 year for the school. (Indiscernible).

23 MALE SPEAKER: What about the same
24 school --

25 MALE SPEAKER: Well, throughout the

1 state you want teachers.

2 MALE SPEAKER: But I'm just
3 responding to the first bullet, that's
4 the exact answer to the first bullet;
5 schools have less purchasing power. So
6 schools had less purchasing power, their
7 budget won't be able to purchase as many
8 teachers as last year school budget, and
9 be able to purchase fifty teachers.
10 Average teacher salary went up this year,
11 same budget, same budget, higher cost of
12 teacher salaries. So (indiscernible).

13 MALE SPEAKER: Theoretically?

14 MALE SPEAKER: No, no, that's
15 actual.

16 MALE SPEAKER: No, (indiscernible)
17 less teachers.

18 MALE SPEAKER: All right, let me
19 just say at this --

20 (Pause)

21 MALE SPEAKER: Okay. Let me say at
22 this point the verbal feedback has been
23 completed. You do have the cards so if
24 you have any comments that you would like
25 for them to take back in regards to this

1 presentation feel free to fill out the
2 comments on the cards, submit them so
3 that your concerns can be forwarded and
4 we'll see where those concerns go.

5 FEMALE SPEAKER: Thank you.

6 MALE SPEAKER: Thank you,
7 Superintendent.

8 Next up we have a presentation from
9 Class Size Matters.

10 Excuse me, before we do that, we do
11 have the assemblyman here, and we're like
12 to give him a turn.

13 MALE SPEAKER: I have no
14 (indiscernible) speech. The legislature
15 hasn't gone into session. So I don't
16 really have anything to report that's
17 (indiscernible) on the education
18 committee. And I take very seriously
19 these issues.

20 I try to come to these meetings as
21 often as possible, and glad I was able to
22 come tonight to listen to the
23 superintendent's presentation, which I
24 found very interesting.

25 One of the things I was thinking

1 about in the last couple of weeks is that
2 I was (indiscernible) had major fiscal
3 disruptions in the city's schools.

4 (Indiscernible) we haven't closed up the
5 schools. We (indiscernible) schools, but
6 we haven't closed schools. Thousands of
7 teachers, even more than today, have lost
8 their jobs. This school system was in
9 crisis.

10 Basically, we are going to retain a
11 thousand cuts. Every year we're losing
12 more teachers, every year we're losing
13 more dollars relative to what our needs
14 are. And it doesn't look like it's going
15 to get substantially better because the
16 economy the state thought was improving,
17 has not improved enough to really go back
18 to where we were only three or four years
19 ago.

20 So we have to be very, very careful
21 how we spend these funds. And one of the
22 things that was important to me was to
23 see exactly what (indiscernible)
24 districts were doing, and what the plans
25 are before I go back to Albany. I know

1 what I'm talking about.

2 So thank you for the opportunity,
3 and (indiscernible).

4 MALE SPEAKER: Thank you very much.

5 FEMALE SPEAKER: Now we going to
6 lock the door.

7 MALE SPEAKER: We have a
8 representative from Class Size Matters.

9 ALLIE: Hi, my name is Allie Marken
10 (ph.). I work for Class Size Matters.

11 And I just want to thank you for
12 your presentation and also for letting me
13 use the computer to do my response
14 presentation.

15 (Pause)

16 Class Size Matters has prepared a
17 response to the (indiscernible).

18 (Pause)

19 So about the failures and violations
20 of law regarding class size in the city.

21 So class size is extremely important
22 according to research. Class size
23 production is one of the four reforms
24 proven to work through rigorous evidence.

25 The benefits are especially large

1 for disadvantaged and minority students.
2 And small class sizes are very effective
3 at narrowing the achievement gap.

4 In addition, New York City schools
5 have the largest class sizes in the
6 state, which is why in 2003 the highest
7 court said that students were being
8 denied their constitutional right to
9 adequate education because of excessive
10 class sizes, which is (indiscernible),
11 which was settled by the Contract for
12 Excellence. Which is why we're here now,
13 which is the money that we were just
14 talking about.

15 But, in addition, eighty-six percent
16 of New York City's principals say they
17 cannot provide a quality education
18 because of the excessive class sizes.
19 And small class size is a top priority
20 according to parents on (indiscernible).

21 So class size is considered
22 important, not only by educators from
23 (indiscernible), but also according to
24 research and the law.

25 In addition, despite claims of the

1 Bloomberg administration, there has been
2 (indiscernible) to New York City schools
3 since Bloomberg was elected. Over the
4 last eight years New York City black and
5 Hispanic students have fallen. Followed
6 by (indiscernible) in other large cities
7 according to the NAEPs. New York City is
8 the only city where non-poor students
9 have lower average scores in 2003. Ad
10 Class Size Matters believe that New York
11 City's real rate is about fifty-four
12 percent, which factors in
13 (indiscernible). And also three-quarters
14 of high school graduates need remediation
15 in college, so graduation rates as a
16 factor of achievement are
17 (indiscernible). As standard of
18 achievement it's kind of questionable
19 anyway.

20 Twenty-one percent of high school
21 graduates are college ready. And the
22 amount of students that need triple
23 remediation in CUNY, which means
24 remediation in reading, writing and math
25 that are not taking -- that are not

1 granted credit, has doubled in the past
2 five years.

3 So on April 2007 the New York State
4 settled the campaign (indiscernible)
5 lawsuit by passing the (indiscernible)
6 law. So the state will send additional
7 funding, billions of dollars, to New York
8 City and other high need school district,
9 which they'd have to spend in six
10 approved areas, including class size
11 reduction.

12 However, in New York City, New York
13 City has to submit a plan to reduce class
14 sizes in all grades because they were so
15 effective. So in 2007 it's yearly -- the
16 state approved DOE's plan, which would by
17 the end -- by the five years being
18 twenty students per class in K through
19 three, twenty-three in four through
20 eight, and twenty-five in core high
21 school classes. And since 2007 we've
22 received about 2.4 billion dollars in
23 Contracts for Excellence funds.

24 However, as you can see, class sizes
25 have risen sharply in all grades since

1 2007. And in K through three the class
2 sizes are now the largest in eleven years
3 citywide. And in District 18, which
4 (indiscernible), the class sizes in K to
5 three have increased sharply and now
6 they're continuing to go on the rise
7 farther and farther away from the
8 Contract for Excellence goals.

9 Also, in grades four through eight
10 the red line of District 18 class sizes,
11 but still they've gotten a little bit
12 lower than citywide averages, but they're
13 still far from the Contracts for
14 Excellence goals, which is what the money
15 has been mandated for. And we also see
16 that in high schools across the city.

17 So despite more than two billion
18 dollars in Contracts for Excellence
19 funds, the city has continued to cut
20 school budgets by about fourteen percent
21 since 2007. And also, the maintenance of
22 effort provision in the Contract for
23 Excellence lawsuit, which said that the
24 city cannot use the state funds to
25 supplant their funding has been ignored.

1 The city has cut funding to schools when
2 the state increased its funding. And
3 overcrowding has gotten worse by growing
4 enrollment, (indiscernible) of charter
5 schools. And the Contract for Excellence
6 funding has also never reached it's full
7 level as (indiscernible) as you saw in
8 the previous presentation.

9 However, even when the state
10 Contract for Excellence funding grew
11 class sizes were -- even with more funds,
12 the class sizes continued to increase.
13 So that kind of rejects that despite any
14 financial situation now where there's --
15 the city has to reduce its funding or the
16 state has to reduce its funding, it still
17 doesn't explain why class sizes increased
18 where the fundings was in full.

19 So Class Size Matters believes the
20 administration has other priorities, and
21 that's why class sizes have not been
22 reduced at all.

23 Between 2002 and 2009 out of
24 classroom conditions grew by over 10,000.
25 But general education classrooms teachers

1 shrank by more than 1500. In 2010 there
2 were 2,000 fewer teaching positions and
3 18,000 more students. And this year
4 there are 2500 fewer teachers,
5 additionally, and 20,000 more students.
6 And despite all of this spending on
7 testing contracts (indiscernible) and
8 (indiscernible) have risen.

9 So another response by the
10 Department of Ed is that we can't afford
11 to reduce class sizes. However, the
12 Department of Education itself has
13 produced estimates in 2009, which -- I
14 mean, those are their own estimates. We
15 can't verify them. But said it would
16 cost 358 million dollars per year to
17 achieve the average Contract for
18 Excellence size goals across the city.
19 And that it would cost 440 million
20 dollars annually to achieving -- in
21 staffing to achieve class size goals in
22 every school in New York, in addition to
23 additional capital construction costs.
24 And this year New York City is supposed
25 to report to the state with more than 530

1 million dollars in Contract for
2 Excellence funds. So it seems that the
3 claim that it's extremely prohibitively
4 expensive to reduce class size doesn't
5 really make sense.

6 In District 18 there was this
7 decline in the total amount of students.
8 But it wasn't comparable to this decrease
9 in sections, which is the amount of
10 teachers. And that was in K through
11 three, and this is in four through eight.
12 The (indiscernible) just constantly
13 decreasing section (indiscernible) that
14 will increase class size.

15 So Class Size Matters has some other
16 questions, which were -- some of which
17 were vocalized earlier about the Contract
18 for Excellence plan.

19 We're wondering why the plan only
20 includes 348 million dollars. Even
21 though in the state education allocation
22 it's 530.8 million dollars to the city.

23 Also, why the city decided not to
24 essentially allocate a penny of Contract
25 for Excellence funds to class size

1 reduction, even though New York City
2 specifically had a legal obligation to
3 lower class size. And, also, why the
4 only district wide initiative that the
5 DOE identifies with class size reduction
6 is to increase the number of
7 collaborative team teacher classes.
8 Which doesn't lower class size, it just
9 lowers pupil/teacher ratios.

10 And then just some other problems
11 with the public class size that we're
12 also kind of vocalized. This year the
13 meetings are happening way too late in
14 the school year, it's November. This is
15 supposed to happen before the money's
16 spent as people brought up, it seems like
17 the money could have already been spent.
18 You know, it doesn't really seem like the
19 public is having a fair chance at input.
20 And also this year the State Education
21 Department asked to pre-approve the plan,
22 but the state law says that the city's
23 plan must be submitted after public
24 hearings so that public comments can help
25 guide the decision, that they can't

1 really see it first.

2 In addition, the Contract for
3 Excellence law from 2007 required
4 (indiscernible) as well as CET
5 presentation. But the DOE has not done
6 this since 2008.

7 And for additional issues -- legal
8 issues, there's a letter over there about
9 the violations of law in total class size
10 that was found, the UST, Class Size
11 Matters, NAACP, (indiscernible), the
12 commissioner; Commissioner King.

13 So I guess the last slide is just
14 what can the CEC do? You can pass the
15 resolution, I have some sample resolution
16 from Class Size Matters. Write a letter
17 to Commissioner King. Send a message to
18 the Contracts for Excellence at
19 schools@NYC.gov website for public
20 comment which the deadline's November
21 23rd.

22 And, also, we have some sample
23 Contract for Excellence complaints, that
24 if parents are interested they can come
25 to me about. And not to just collect any

1 anecdotal evidence information you have
2 about class sizes in your district
3 school, or any violations of contracts
4 and (indiscernible).

5 And if you have any questions or
6 comments about this, or you want to join
7 our newsletter list, you can submit a
8 (indiscernible) to Class Size
9 Matters.org.

10 MALE SPEAKER: Thank you very much.

11 MALE SPEAKER: We have a
12 representative, our district
13 representative, from United Federation of
14 Teachers, Rich Mantel (ph.). Would you
15 like to say a few words?

16 MR. MANTEL: I agree with everything
17 that was said. You made a lot of good
18 points earlier, and the public comments
19 portion of the evening. The conditions
20 are insane. You know, there's no reason
21 why class size cannot be lowered, the
22 money is there. Given to the city every
23 year. And every year there's another
24 excuse why it's not being done. And
25 something that (indiscernible) mentioned

1 is contract. (Indiscernible) contracts.
2 They spend millions of dollars on the
3 DOE. Every year there's another
4 contract, there's a big scandal
5 (indiscernible). Or added classes -- I'm
6 sorry. (Indiscernible) voted
7 (indiscernible). I mean, all these
8 things take money, it costs money. And
9 it adversely affects the (indiscernible).

10 Any parent, any teacher would tell
11 you, I don't care what (indiscernible).
12 You said there -- you know,
13 twenty/twenty-five. You counted
14 thirty/thirty-three/thirty-four. No
15 question. So why they're hesitant to do
16 it? I'm clueless as to why they don't do
17 it. It makes absolutely no sense.

18 So all the money goes out the
19 window. Lower class sizes, get higher
20 test scores.

21 MALE SPEAKER: Well, I have a
22 question since we have a representative
23 from Class Size Matters, we have a
24 representative of DOE, representative
25 from our state government. If -- I got

1 you as a group and please all chime in --
2 chime in if you wish.

3 If the allocation of these funds is
4 not going to the source that it's
5 designated to, what is our legal
6 obligations as to enforcing it?

7 MALE SPEAKER: Well, actually, the
8 mystery for me is that since -- this has
9 been (indiscernible) for years, I don't
10 understand why the people that were part
11 of the original lawsuit why they haven't
12 gone back into court to fight this fight
13 again. Because, clearly -- I mean, part
14 of the problem is you should know Mayor
15 Bloomberg does not think class size
16 matters. He's told me that personally.
17 But I've said to him well, that's
18 (indiscernible), Mr. Mayor,
19 (indiscernible) classroom teachers. But
20 he says (indiscernible) I'm sure they
21 only have fifteen kids in the class.

22 But the proof is that there is a
23 institutional prejudice against the idea
24 that class size is important. Because
25 they got to spend their money in closing

1 schools and reopening schools, and all
2 these initiatives which in my opinion are
3 really bogus, because it looks good. But
4 I think we should go back to court.

5 MALE SPEAKER: So only enforcement
6 that's before us as parents --

7 MALE SPEAKER: These people -- with
8 all due respect, (indiscernible), you're
9 not a part of it, and I don't want to get
10 into trouble. But the people at
11 Deerfield, their town, they've ignored
12 mandate after mandate. They don't
13 believe in following mandates. They're
14 the (indiscernible) themselves. And,
15 unfortunately, under the State Board of
16 Regents and the State Education
17 Department, they have not really been
18 tough with making sure that the City of
19 New York does the right thing.

20 Recent -- only recently, has the
21 regents basically said that the
22 graduation rates are baloney, the test
23 scores are baloney. And everybody -- you
24 know, this business about graduation
25 rate, the city was using graduation rates

1 which was totally irrational. And did
2 not consider the fact that a lot of these
3 kids (indiscernible) schools. So they do
4 what they want. And the only way that
5 you have to (indiscernible) I just wish
6 there was jail time when they filed these
7 suits.

8 FEMALE SPEAKER: There's also
9 currently a lawsuit going on with Class
10 Size Matters, I believe, and -- yes.
11 About charter schools, publication and
12 (indiscernible). So, I mean, one of the
13 things that Class Size Matters suggests
14 parents do is send in these complaints
15 and (indiscernible) over there, to the
16 commissioner --

17 MALE SPEAKER: Yeah, I mean, you
18 know, with all due respect, asking
19 parents to get involved and file
20 petitions and send letters that's all
21 nice, but there's no enforcement there.
22 You know, we're just a little tired of
23 the fact of being paper pushers. You
24 know, we need some real action. Like
25 you're saying, you know, jail time,

1 whatever. But somebody is being --
2 somebody -- somebody has to be held
3 accountable for disregarding the law. I
4 mean, if I disregarded -- every time I
5 talk on my cell phone I pay a ticket.
6 You know, if you violate the law you got
7 to pay the price. So I don't understand
8 how in this system, unless those that
9 breaking the law, those are the ones that
10 making the law. And we really need to
11 look at that, you know, because -- and we
12 need to think about definitely the next
13 election process. Just can't allow this
14 to continue to happen. So I know that
15 this is a, you know, lower level
16 representative -- middle level
17 representatives come from the DOE, it's
18 not your issue, this is at the top. And
19 as parents, parent leaders, you know, we
20 really need to focus. If you can come
21 back and bring us an update we'd
22 appreciate it, you know, because, you
23 know, get some real teeth to action. I'm
24 just not one to be sending, you know, a
25 postcard or letter and nothing happens.

1 MALE SPEAKER: Don't discount that,
2 that's important too. It's important, it
3 really is is. The people at the top need
4 to know how the people in the grassroots
5 feel.

6 FEMALE SPEAKER: Also --

7 MALE SPEAKER: So why don't we march
8 on city hall, I mean --

9 FEMALE SPEAKER: I know that at the
10 last panel for education policy meeting,
11 I don't know (indiscernible), Occupy --

12 MALE SPEAKER: Yeah, you know, you
13 get to see the rallies, people stay to 3
14 or 4 in the morning, yelling and
15 screaming and they keep doing the same
16 thing over and over again. You know, I
17 know that parents do not have the time to
18 be wasting going to useless meetings.
19 You know, that's why I wait for
20 (indiscernible) that come here. And we
21 try to give real information and we look
22 to get real results. You know, we're
23 definitely not here to waste anybody's
24 time.

25 So, you know, we'd like for you to

1 come back if there's some course of
2 action that's going to really put some
3 teeth behind this, because this is crazy.
4 And there's a lot of money being wasted.
5 There's another year of our children
6 graduating or supposedly graduating or
7 being pushed through the system, and
8 we're losing our children. You know,
9 what kind of future do they have to look
10 forward to if you keep getting larger
11 class sizes. It's very difficult for our
12 educators to handle the workload that
13 they have now because the classrooms are
14 virtually out of control. Okay.
15 Seriously out of control. And you want
16 them to be able to do their job, you've
17 got to give them the proper tools to work
18 with. And right now that's not
19 happening. Okay.

20 So if you could -- thank you very
21 much for your presentation. I know the
22 time is getting late.

23 We're going to open up the floor
24 to -- thank you. We'll open up the floor
25 to those of you in the parent community.

1 If you have any comments, any feedback?
2 If not, council members, you want to give
3 a brief report starting from the right.
4 Ms. Joseph?

5 MS. JOSEPH: Okay.

6 MALE SPEAKER: Just a few minutes,
7 and if you'd like to update the council
8 members on your activities. And you
9 can --

10 FEMALE SPEAKER: No.

11 MALE SPEAKER: Okay, next.

12 FEMALE SPEAKER: Okay. Well, I got
13 this thing from you asking if it could be
14 written as (indiscernible) the schools
15 that hit by budget cuts. And when I
16 looked through the specifics I see that
17 it looked to me like those greatest set
18 of schools that were affected was the
19 middle schools. They specifically were
20 the ones that were (indiscernible) the
21 most. And I wondered how this was going
22 to affect the new chairman, who wanted to
23 put into place, you know like targeting
24 the middle schools and trying to work
25 with them, you know, to make sure. You

1 know, the one that you had --

2 MALE SPEAKER: You got to make sure
3 everybody hears you. Ms.

4 (Indiscernible), make sure everybody
5 hears you. You got to talk to the --

6 FEMALE SPEAKER: I'm sorry. Do you
7 all hear me?

8 MALE SPEAKER: We're losing you.

9 FEMALE SPEAKER: My question was the
10 UFT they have put out -- they sent out
11 flyer it was sent out on November 1st.
12 And, basically, it alluded to everything
13 we discussed here tonight about, you
14 know, the -- the money and the
15 (indiscernible) and the class sizes. And
16 statistically when I look at the data I
17 saw that the most -- the students that
18 were mainly affected specifically were
19 the middle school children. As to the
20 cuts and, you know, no books and -- and I
21 remember about two sessions ago the
22 superintendent have presented to us a
23 plan where they were going to be working
24 with the middle school children. So my
25 question to her today would be how all of

1 this is going to affect that plan?

2 FEMALE SPEAKER: To answer your
3 question and you're absolutely right. A
4 month or so ago I spoke to you about the
5 common core learning standards, and the
6 fact that the chances were formed and
7 censored around not only raised in the
8 level of teaching and learning in
9 elementary schools and middle schools,
10 but a particular focus on middle schools
11 because of (indiscernible) with the city
12 that is the age and developmental level
13 where students are not performing as well
14 as they had been in elementary school.

15 The part of the work of the DOE and
16 part of the reform and the energies are
17 now being directed to boards. Most
18 school reform the young initiative. A
19 lot of seminars and workshops regarding
20 how our males learn best. What kind of
21 resources and tools would best serve them
22 in terms of motivating and inspiring them
23 on their journey toward excellence?

24 So you're absolutely right. UFT has
25 it right there. The middle schools are a

1 targeted level for the city, and monies
2 are being diverted and initiatives are
3 underway to support our middle school
4 learners. So that's where we are.

5 FEMALE SPEAKER: Thank you.

6 MALE SPEAKER: Good evening,
7 community. I'm Yosevia Hook (ph.), I'm
8 liaison for PS114 and PS235.

9 I attended a workshop at PS235 in
10 regards to what students will be learning
11 for the upcoming year and how they go
12 about teaching and how they adapt to the
13 new teaching standards. For both of my
14 plans for the yearly and -- the teachers
15 did a good job in making parents think of
16 how students are going to approach the
17 upcoming year, and the subject matters.

18 At PS114 I have a question for you,
19 Ms. Voken (ph.).

20 There was a bedbug problem at PS114.
21 And one of the students, it was
22 identified, brought the bedbug situation
23 to the school. One of the parents
24 luckily was an exterminator and he -- his
25 company sprayed the school.

1 One of the concerns that the parents
2 had was that they were not notified. All
3 the parents at the school were not
4 notified of the situation. The only ones
5 who were notified was the students
6 belonging to that class. So the parent
7 was concerned and angry that the entire
8 school was not notified, but Principal
9 Smith stated that according to the DOE
10 regulations they are only supposed to
11 notify the affected class; parents of the
12 affected class. And that was what was
13 done.

14 So my question to you is is that
15 true versus what we have been suggest
16 that all parents in the school should be
17 notified if there's an infestation
18 problem?

19 FEMALE SPEAKER: Well, just this
20 morning I forwarded an e-mail to my CFA
21 asking her to do the research on that for
22 us. But I venture to say that part of
23 the process before notification of a
24 parent outside of that particular are
25 where there may have been a bug specimen

1 is to verify that it was indeed and is a
2 bedbug before we have mass alarm.

3 MALE SPEAKER: Right.

4 FEMALE SPEAKER: Part of the work
5 that is proactive and pre-engaging is to
6 exterminate the area where a potential
7 bug may have been found.

8 So now I'm going to lean to one of
9 my experts in the audience because she
10 handles the bedbug specimen, she knows
11 how to bag it, she knows where to send
12 it, she knows that she has to wait for
13 the results to come back before you can
14 notify an entire community. So let me
15 get to my expert.

16 (Pause)

17 FEMALE SPEAKER: Jess, would you let
18 us know what the exact procedure is
19 especially around notification to
20 parents?

21 JESS: Yes. The principal of PS114
22 did follow proper protocol. We do bag
23 the specimen and get out verification as
24 to whether or not it was a bedbug. We
25 send notification out to the parents

1 indicating that a bedbug was found in
2 that particular classroom. Prior to that
3 we ask the custodian to look outside the
4 classroom.

5 Once the results come back to the
6 school indicating that it was a bedbug
7 then an exterminator comes in to
8 exterminate that classroom.

9 FEMALE SPEAKER: And it's just that
10 class notification.

11 MALE SPEAKER: Right.

12 JESS: A parent of that classroom
13 they are notified.

14 MALE SPEAKER: Right, that was what
15 I thought.

16 FEMALE SPEAKER: Right, it's policy.

17 MALE SPEAKER: So that's protocol.

18 FEMALE SPEAKER: Right.

19 MALE SPEAKER: But not for the
20 entire school.

21 FEMALE SPEAKER: Not the entire
22 school.

23 MALE SPEAKER: That was the
24 question. Okay.

25 FEMALE SPEAKER: Then how do you

1 address this child? You don't know
2 where --

3 MALE SPEAKER: We have a meeting.
4 Order, please. We have to hear in five
5 minutes, just hold on

6 (Pause)

7 MALE SPEAKER: I'm referencing aisle
8 16, reporting middle school in Canarsie.

9 I need to highlight the fact that
10 the principal there is treating the
11 entire community with a sense of urgency
12 as if to say this is where we should have
13 been, and let's get up and get to that
14 particular spot.

15 So that is evidenced by the fact
16 that he has made changes in the sites for
17 sanitation pickup. The pickup is within
18 feet of the front door of the school. He
19 has addressed the security issues with
20 the safety officers, and rightfully so,
21 to the extent that there is that hump
22 that we look for in a school that's at
23 work.

24 But I speak also on parent
25 participation in that school. I am at

1 this point I would say that if marks
2 would be given for parent participation
3 they should receive their marks. And if
4 the principal has made the atmosphere
5 very encouraging for parents to be in the
6 four walls. And that has shown it's
7 place in the fact that they're having
8 their book club again for the second
9 year. In fact, I haven't heard that book
10 Left to Tell, that's the book that the
11 parents have been reading. It's by that
12 young lady Macury Imbegadia (ph.), it
13 was -- what's that woman's name?

14 (Pause)

15 MALE SPEAKER: Oprah Winfrey. I
16 should --

17 (Pause)

18 MALE SPEAKER: That was the point
19 that it was read by parents, it was
20 (indiscernible) because of the high
21 percentage of English as a second
22 language parents in the area. We are
23 hoping to bring in the powers that be so
24 that we would have a problem
25 (indiscernible) speaking opportunities.

1 We are introducing shortly a chess
2 club. The young men, believe it or not,
3 are quite interested in it. The courses
4 in computers will start in three weeks,
5 that's the parents again teach -- (ends
6 mid-sentence).

7 (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 7, 2010.

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

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