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NYC Board of Education
District 22

1 FEMALE SPEAKER: And then, finally,
2 they're really in conversation with the
3 State Ed. Department concerning
4 monitoring class sizes and the first
5 section of schools that represent high
6 class sizes and low performance. So,
7 those are the schools where we see that
8 the class sizes over or close to thirty-
9 two -- over thirty-two, and they have low
10 performance. So, they're really in
11 conversation making sure that we continue
12 to monitor to monitor and that hopefully
13 we'll be able to deal with those seventy-
14 five schools.

15 So, now, we want to take public
16 feedback. It's what counts concerning
17 Contracts for Excellence. The deadline
18 for public comments is November 23rd.
19 That's allowing over thirty days from the
20 day of the comprehensive 2011-2012
21 proposed plan. We would like your
22 feedback on certain questions or areas of
23 concern that you have.

24 Our schools are planning to spend
25 their discretionary funds (indiscernible)

1 six allowable program areas.
2 (Indiscernible) allocating targeted
3 contract funds to schools. Half the DOE
4 has allocated funds for district-wide
5 initiatives and New York's Class Size
6 Reduction Plan. So, this is really not a
7 question and answer period. So, what
8 we're going to do is we're now going to
9 open this up to public comment. Your
10 comments will be recorded. This section
11 of the CEC meeting will be recorded and
12 if you have any questions or concerns,
13 you can send them to the website that's
14 listed on the bottom of the page that you
15 received, Contracts for Excellence at
16 Schools, (indiscernible).

17 FEMALE SPEAKER 1: (Indiscernible)
18 public comments?

19 FEMALE SPEAKER: Excuse me?

20 FEMALE SPEAKER 1: (Indiscernible).

21 FEMALE SPEAKER: About how the
22 Contracts for Excellence was spent. And
23 how, you know, what you think about how
24 the DOE is spending it and --

25 MALE SPEAKER: All right, if anyone

1 wants to make a comment, come down to the
2 microphone as we do need to -- it does
3 need to be recorded.

4 MALE SPEAKER 1: (Indiscernible)
5 microphone.

6 FEMALE SPEAKER 1: I
7 (indiscernible). And, a group of you
8 (indiscernible) the Contracts for
9 Excellence (indiscernible) solely to
10 areas where the schools were deemed to be
11 over-performing, or whether this is a
12 cold allocation of funds for the schools.
13 I'm about confused about that.

14 FEMALE SPEAKER: So, this really
15 isn't a question I'm hearing.

16 FEMALE SPEAKER 1: Okay, so I'll
17 just make comments. So, the feeling that
18 I have is that there are many schools of
19 (indiscernible) District 22, is that you
20 have three performing schools and
21 (indiscernible) low-performing students
22 who are being hurt by the huge class
23 sizes. It's not just a question of, you
24 know, language and low performance. But,
25 there are high performance kids who are

1 going (indiscernible). And, we're
 2 getting more and more (indiscernible) out
 3 of the Board because of huge class sizes,
 4 and a cutback in arts, and the cutback in
 5 language and also such a stringent
 6 emphasis on test-taking that the kids are
 7 not allowed to learn.

8 And so, I think what needs to be
 9 done there is that the Department of
 10 Education has to stop micromanaging with
 11 (indiscernible) and pretests and
 12 posttests, and allow these teachers who
 13 know how to teach, to teach.

14 And stop talking about Department
 15 schools and getting into huge battles
 16 with community school districts about
 17 taking away (indiscernible) and worry
 18 about reinventing schools we had twenty
 19 years ago. (Indiscernible). There was a
 20 librarian, and there were twenty-five to
 21 twenty-eight kids. So, that's my comment
 22 to the DOE. And then they should stop
 23 this (indiscernible) and allow kids to go
 24 to (indiscernible) academy or work trade
 25 and stop micromanaging that and

1 (indiscernible) back in schools where
2 kids can travel all over the city so
3 there's no rhyme or reason, and very
4 little -- there's very little way that
5 parents really have a say, because it's
6 really top-heavy down and we don't have
7 the say we need to have. So, that's my
8 comment.

9 FEMALE SPEAKER: Thank you.

10 MS. AMES: Hi, my name is Elaine
11 Ames (ph.), and I'm going to do a brief
12 presentation, but I'm wanted to make a
13 few comments for the record as well.
14 That presentation will (indiscernible) to
15 the superintendent and decide
16 (indiscernible) in terms of what they
17 (indiscernible).

18 The DOE has gotten over 2 billion
19 dollars in C4E funds since 2007, in
20 return for one promise -- actually, two
21 promises. One promise is that they use
22 those monies in various pertinent areas,
23 which was mentioned. But, another
24 separate promise that they would reduce
25 class sizes in all grades throughout the

1 city. And that part wasn't mentioned.
2 And they promised that. They submitted a
3 plan to the state in 2007 calling for
4 added class sizes of no more than twenty
5 in K through 3, twenty-three, grades 4
6 through 8, and twenty-five in high
7 school, which they said would be assured
8 by the fifth year which is this year.
9 We're not in the fourth year, we're in
10 the fifth year this year.

11 And, instead, class sizes have gone
12 up sharply every single year until
13 then -- since then. And this year, in
14 the early grades, the grades where we
15 know for sure that class size matters in
16 terms of student achievement and success
17 later in life. There are many rigorous
18 studies to show that. This year, class
19 sizes in the early grades across the city
20 will be at the largest in at least eleven
21 years. And, we believe the city has
22 chronically and repeatedly broken the law
23 in many ways. They have taken this
24 money. They have not reduced class
25 sizes. Instead, class sizes have gone

1 up. And, the public process -- they are
2 violating the law in many ways this year
3 by holding these hearings. So, these
4 hearings (indiscernible) when the money
5 has already been spent. When the state
6 law was passed in 2007, and we pushed for
7 this law, we pushed for public input into
8 the development of the plan that would
9 happen in the spring. The City would
10 revise the plan based on public comments.
11 It would then go to the State over the
12 summer, and then the State would decide
13 whether or not to accept it based on the
14 public comment. This year, we're holding
15 these hearings in November when the
16 money's already been spent. It makes a
17 mockery of the entire process of public
18 input. Again, the DOE is showing that
19 they do not respect parents and they
20 don't care what we say. And so, I just
21 wanted to comment on that before I made
22 my presentation. Thank you.

23 (Break in audio)

24 MR. ABRAMS: Good evening, Allen
25 Abrams (ph.), UFT District 22

1 representative. On the tenth day of
2 school in District 22, there were over
3 101 oversized classes. We are one of the
4 largest districts in the City, and the
5 most overcrowded -- one of the most
6 overcrowded districts. That doesn't mean
7 101 students. That means classes are
8 oversized anywhere from three to five
9 children per class. That is the largest
10 it's ever been in District 22. We start
11 oversized class observation on December
12 2nd in some of our schools.

13 (Indiscernible) they have never seen
14 before.

15 (Break in audio)

16 FEMALE SPEAKER: Hello? Nice. My
17 name is Allison Moreo (ph.). I'm not a
18 teacher. I'm a parent of a New York City
19 high schooler and middle schooler. And I
20 was really -- thought it was kind of
21 misleading that the presentation blames
22 first thing a rise in teacher's salaries
23 (indiscernible) millions of dollars here.
24 And, I can't imagine that's going to the
25 teachers as a rise in salaries on a

1 yearly basis.

2 I think it's very misleading when
3 the Department of Education
4 (indiscernible) there. Thank you.

5 MALE SPEAKER: I'm just going to
6 discuss class size. The teachers are
7 working without a contract. Any salary
8 increments have been due to longevity.
9 We do in District 22 hold our staff for
10 the most part. We are a district that
11 the teachers are very proud of. We are a
12 high-achieving district. However, we
13 have not gotten a new contract. The last
14 one was -- ended -- the last one was
15 signed in 2009 and the current
16 (indiscernible), we do not see right now
17 any contract negotiations going on. So,
18 I'd like to know what they looked at when
19 they said that.

20 MALE SPEAKER 1: Hi everyone.
21 Recently, (indiscernible). I can tell
22 you right now, we're fund-raising like
23 crazy. Teachers need supplies. You
24 know, the supply list is coming out late.
25 I mean, there's a lot of problems going

1 on with communication to the teachers and
2 the parents. What I want to say is that,
3 you know, the comment about teacher
4 salaries increase -- I don't see it.
5 We're fundraising like crazy to help
6 teachers. As far as the other issues,
7 it's really -- this is my first time as
8 PTA president. My child is five years
9 old. So, she's in Kindergarten. She
10 went to pre-K. I'm still learning a lot,
11 but I can say for a fact that when it
12 comes to overcrowding, I come from
13 California. School districts are a
14 little different. We put
15 (indiscernible), okay? Just to minimize
16 the size of the classrooms and to help
17 the teachers, we (indiscernible). I'm
18 looking at contracts -- these contractors
19 really (indiscernible) do that. I mean,
20 put the money back into the school.
21 (Indiscernible). My daughter -- coming
22 from California, my daughter didn't know
23 what grass was. It's a concrete land.
24 You know that, but, I mean, look at the
25 schools you have. You have street

1 playgrounds and everything.

2 (Indiscernible) think about the space we
3 have? There's unlimited space. But, we
4 got a lot of schools that (indiscernible)
5 schools. We can put the children
6 (indiscernible) and extend the school.
7 You know, we can't do anything about
8 putting the building down and then
9 rebuilding it, but we can look at the
10 space that we have and really try and
11 maximize what we have, and really do
12 what's for the children, and
13 (indiscernible) pockets of people that
14 are just putting up money (indiscernible)
15 they have to do. And that's what I have
16 to say.

17 FEMALE SPEAKER: One other
18 comment -- it seems that this
19 administration is very able to form
20 partnerships with companies that have a
21 lot of money and that they form
22 sponsorships with charter schools. And
23 for example, even (indiscernible) get
24 salary of 400,000 a year. And, I just
25 don't comprehend the connections that the

1 administration has with industry and with
2 executives and with Wall Street -- why
3 this partnership can't be brought down to
4 the public schools so that the 350,000
5 would for funding, you know, an
6 additional teacher. It could go to
7 funding after school programs. It just
8 doesn't make sense, and I don't know how
9 this is going to be repaired. But, there
10 really is, you know, a lot of just smoke
11 and mirrors as to how a lot of money is
12 raised and how it's spent.

13 MS. MOORE: Hi -- Carla Moore (ph.).
14 I'm a parent of a first-grader. First,
15 looking at the presentation, and being
16 (indiscernible), I was underwhelmed that
17 it was not legible, and -- I'm sorry
18 (indiscernible) -- to not be able to see
19 it. But, overall, the feeling that I get
20 is that we have put this graph together.
21 We put this PowerPoint together, and you
22 haven't accepted it. You can make all
23 the comments you want, but as a person
24 (indiscernible) it's now or never. It's
25 close (indiscernible). You can wave

1 flags (indiscernible) -- occupy the
2 Mayor's office, but not a little
3 (indiscernible) thing is going to change.
4 I'm sure that every parent here, and I
5 see our PTA president is here, past
6 presidents here -- (indiscernible)
7 another PTA president here. These are
8 interested parents and to see in the
9 early cases of (indiscernible) of your
10 presentation, what the graph indicated
11 the large area for class size reduction,
12 but to see that that amounts to sixteen
13 percent or less, is short of outrage. I
14 see these kids -- they're coming and
15 they're running to school in the morning.
16 They're bright-eyed and bushy-tailed.
17 They want to learn for the most part.
18 Every little kid's got their own
19 personality and they might have issues
20 (indiscernible) given day. They want to
21 learn. They want to have fun with their
22 friends. Hanging out with forty other
23 kids in your classroom is not the same
24 for a teacher, even though it's
25 professional (indiscernible) to be able

1 to effectively manage that and impart
2 information with a variety -- I believe
3 in a variety styles for children. And
4 so, to just say, (indiscernible) and
5 we're going to maintain and your
6 populations have changed. I'm sorry,
7 it's going (indiscernible). And this
8 person needs to be able (indiscernible).

9 Your management as instructional
10 leader and final accountability person
11 for the District of New York as school
12 leader is (indiscernible). I will give
13 you less than that. It's clear -- it's
14 clear that you want to maintain a
15 product. You want to maintain a process.
16 You want to maintain (indiscernible), but
17 whether they really get educated or not,
18 it's clear from the monies that you're
19 allocating, you're not really concerned
20 about them actually acquiring useful
21 knowledge and useful -- developing using
22 your skills to their highest extent. I'm
23 sorry (indiscernible) -- this is my first
24 time attending one of these hearings and
25 I am outraged.

1 MS. MARSHALL: Hi everybody. My
2 name is Sarah Marshall (ph.).
3 (Indiscernible). It takes a lot for me
4 to get up right now, but (indiscernible).
5 I love this district (indiscernible),
6 because I'm up here and it takes a lot to
7 come up here because (indiscernible).
8 (Indiscernible). And I'm up here and
9 then I have one child -- one child.
10 (Indiscernible).
11 (Speaker is completely indiscernible due
12 to microphone placement and environmental
13 concerns that cause an extreme echo)
14 MS. MARSHALL: I have a son -- he's
15 my only one, but he's in eighth grade.
16 (Indiscernible), because that's what it
17 takes as a parent. So, what we see up
18 here, and we -- you know, want to get our
19 voices heard. I'm standing here because
20 I (indiscernible), and I have a child
21 that I'm beginning the process of high
22 school. And, I saw the whole overview
23 and understanding of what the DOE and
24 superintendent put in representation as
25 the parents to tell you (indiscernible)

1 what we need. And as they said,
2 (indiscernible). So, there's things that
3 I heard, and (indiscernible) way back.
4 We didn't want class sizes and money for
5 teachers -- all of these things that all
6 of the PowerPoint (indiscernible) that we
7 know (indiscernible). (Indiscernible)?

8 FEMALE SPEAKER: No, those are for
9 targeted high schools, so we have a
10 restructuring program.

11 MS. MARSHALL: Um-hum.

12 FEMALE SPEAKER: There's are --
13 there's on school in District 22 that was
14 Sheep head's Bay High School --

15 MS. MARSHALL: Okay.

16 FEMALE SPEAKER: They did not have a
17 sixty percent graduation rate. And
18 because they did not have a sixty percent
19 graduation rate, they were targeted and
20 they can even become -- they get special
21 funding so that they can work with the
22 children and they can, you know -- put
23 programs into place and they can help
24 support them so they can earn their
25 credits. They have after-school programs

1 (indiscernible) they get the graduation
2 rate up.

3 Right now, we don't have any middle
4 schools in District 22 that have been
5 targeted as not making the grade where
6 they have consistent failure concerning
7 (indiscernible). So, we didn't get any,
8 you know, monies for that particular
9 area. Our schools are not using money
10 for that area.

11 MS. MARSHALL: Okay, because I just
12 have one concern. And I'll let you clear
13 that up, because as a mother of a middle
14 schooler, nothing ever beats talking
15 about middle schooling, high school, and
16 if you are taking this public
17 conversation on things that we're already
18 locked into -- this is already
19 projected -- where it's going to go
20 and -- if you're looking for that voice
21 of what you need to do next -- if we're
22 going to have some more money. There's
23 some serious things that (indiscernible).

24 But, just overall, I'd really say
25 there's a missing link that if you use

1 some money (indiscernible) some decay at
 2 the middle and high school level,
 3 (indiscernible). There's safety issues.
 4 There's building issues and there
 5 (indiscernible) heaving learning issues
 6 that pertain to class size that they need
 7 to really -- if they're going to need
 8 some more money next time,
 9 (indiscernible).

10 But then there's just a little
 11 window that, you know, (indiscernible).

12 (Speaker is completely indiscernible due
 13 to microphone placement and environmental
 14 concerns that cause an extreme echo)

15 MS. MARSHALL: And then we know the
 16 beautiful schools and they are so -- and
 17 fantastic schools and we want to attack
 18 the class sizes again, and the nurturing
 19 by the teacher. (Indiscernible).

20 If the parents that we have out here
 21 now understand why we (indiscernible).

22 (Speaker is completely indiscernible due
 23 to microphone placement and environmental
 24 concerns that cause an extreme echo)

25 MS. MARSHALL: They need to do

1 something about safety. They need to do
2 something about this. They need to do
3 something about, you know, the child that
4 they took out of our school and put in
5 another school (indiscernible). That's
6 all I have to say.

7 MALE SPEAKER: I want everyone to
8 speak, and I know everyone is passionate
9 about it. Let me first start by saying,
10 I thank -- I always thank the parents. I
11 know all the members on the CEC have the
12 same feeling. We do want to thank you,
13 especially as the nights get darker and
14 it gets a little cooler out, and Dancing
15 with the Stars continues. I know there
16 (indiscernible) your time. And a lot of
17 you could be sitting at home with your
18 children helping with the mountains of
19 homework that they're going to get or
20 that they've already, you know, been
21 buried in this year.

22 So I do want to thank all the
23 parents who do make it out here. I know
24 it's kind of overwhelming sometimes the
25 numbers that we get, but I like to think

1 that we get the quality parents here, and
2 hopefully they're bringing this message
3 back -- the things that we do need and
4 things that we could use.

5 I just want to give you a very, very
6 brief -- before I bring up

7 (indiscernible), I just want to give you
8 a very brief thing on the campaign for
9 fiscal equity which (indiscernible) into

10 this Contracts for Excellence. Because I
11 do remember they did have the CEC's come
12 in probably back in 2006 to discuss this
13 after they'd decided (indiscernible).

14 And, I never agreed with the concept that

15 they had, because I don't like the idea

16 of -- well, the campaign for fiscal

17 equity at its core (indiscernible),

18 reducing class size across the board --

19 not in certain schools and not putting

20 competing interests, and really doesn't

21 have anything to do with time on task or

22 all these other things that the money

23 eventually went to. So -- and I know,

24 again, we have good schools that are

25 overcrowded. And we have some very bad

1 schools that are overcrowded. So, it is,
2 unfortunately, something that comes
3 across the income spectrum of New York
4 City and certainly District 22, so I
5 never (indiscernible). And, I can't say
6 I really agree, you know, what's
7 presented on (indiscernible) why the DOE,
8 because it really doesn't sit well with
9 parents.

10 I think if you look at it, you see
11 such a small number going to class size
12 reduction. And this really was all about
13 class size reduction. It became about
14 extra amount that came in and -- and as
15 extra money came in from the State, the
16 City (indiscernible) funding other
17 things. So, they were able to kind of
18 de-fund the budget a little bit.

19 So, there was a little bit of a
20 (indiscernible) game going on here at the
21 same time. And, (indiscernible)
22 difficult economic time (indiscernible).
23 But, I think some of this at its core
24 essence, this was about reducing the
25 number of children in the classroom, and

1 it became about targeting certain schools
2 to get some extra money, (indiscernible)
3 some other money somewhere else. So, it
4 really -- it really kind of just did a,
5 you know -- a 180 here and it's not very
6 satisfying. And I can understand the
7 frustration that parents have.

8 (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:
February 7, 2012.

Michael Knighton

1	action 24:11 added 7:4 additional 13:6 administration 12:19 13:1 ago 5:19 agree 22:6 agreed 21:14 allen 8:24 allison 9:17 allocated 3:4 allocating 3:2 15:19 allocation 4:12 allow 5:12,23 allowable 3:1 allowed 5:7 allowing 2:19 ames 6:10,11 amount 22:14 amounts 14:12 answer 3:7 area 14:11 18:9,10 areas 2:22 3:1 4:10 6:22 arts 5:4 assured 7:7 attack 19:17 attending 15:24 audio 8:23 9:15 23:8	bit 22:18,19 blames 9:21 board 1:5 5:3 21:18 bottom 3:14 break 8:23 9:15 brief 6:11 21:6,8 bright 14:16 bring 21:6 bringing 21:2 broken 7:22 brought 13:3 budget 22:18 building 12:8 19:4 buried 20:21 bushy 14:16	class 2:4,6,8 3:5 4:22 5:3 6:25 7:4,11 7:15,18,24,25 9:9 9:11 10:6 14:11 17:4 19:6,18 21:18 22:11,13 classes 9:3,7 classroom 14:23 22:25 classrooms 11:16 clear 15:13,14,18 18:12 close 2:8 13:25 cold 4:12 come 4:1 11:12 16:7 21:11 comes 11:12 22:2 coming 10:24 11:21 14:14 comment 3:9 4:1 5:21 6:8 8:14,21 11:3 12:18 comments 2:18 3:10 3:18 4:17 6:13 8:10 13:23 communication 11:1 community 5:16 companies 12:20 competing 21:20 completely 16:11 19:12,22 comprehend 12:25 comprehensive 2:20 concept 21:14 concern 2:23 18:12 concerned 15:19 concerning 2:3,16 18:6 concerns 3:12 16:13 19:14,24 concrete 11:23 confused 4:13 connections 12:25
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