

Panel For Educational Policy.
Panel For Educational Policy Public Meeting.

>> Good evening, everyone.

Good evening.

Thank you.

I'd like to call this meeting to order.

As a reminder, please note that panel meetings are now being live streamed over the /SPER net the Internet for the convenience of those who can't attend.

A transcript will be posted to the website following the meeting.

Please note, if you signed up for public comment regarding an issue pertaining to your school's personnel, we will ask that you speak with one of the staff members in the audience.

They will discuss the matter with you and take down specific information to follow up.

Thank you for that.

Madam secretary, can you please do the roll call.

[Roll call].

>> Thank you.

Can everyone on the stage please introduce themselves.

>> I'm David Ross, executive director contracts and purchasing.

>> Laura Zingman, Manhattan borough president, appointee to the panel.

>> Debra Dillingham, Queensboro, appointee to the panel.

>> Stephanie Ang, student panel member.

>> Noel Austin Cruz, student panel member.

>> We can't hear you.

>> How about this?

Isaac Carmanyani, mayoral appointee.

>> Bronx borough president, appointed to the panel.

>> Vanessa.

>> Carmen, chancellor.

>> Chief of staff to the chancellor.

>> Norm, mayoral appointee.

>> Frederick Baptiste, mayoral appointee.

>> Mayoral appointee.

>> Elizabeth rose, acting deputy chancellor for operations.

>> David Brodsky, department of labor relations, department of education.

>> Thank you.

The first order of business this evening will be approving the minutes from the December 18th panel meeting.

Is there a motion to approve the minutes from the December 18th panel meeting?

>> I'll move.

>> Thank you, panel member Fuchter.

Is there a second?

>> Second.

>> Thank you, panel member Powell.

Please raise your hand if you vote to approve the minutes.

>> Ten in favor.

Motion passes.

>> Chancellor Frenia, would you like to share any remarks with us?

>> Yes, I would.

First of all, it's wonderful to see so many people in the audience.

This is a democracy, and having so many of you here tonight shows not only do you want to speak your mind, but we're here to listen.

It's a great way to begin a special time of the year.

And this is where we make a lot of decisions.

I just want to preempt some of the concerns and say that we've heard the community's concerns around certain co-location proposals in the Bronx and Brooklyn.

Last night I attended the district 32 CEC and shared with them that I would return to that community to further discuss the proposals.

I also shared that I will set up a meeting with several Bronx elected officials, the principals of impacted schools, and my staff, which they have already been scheduled.

This administration is about responsiveness and listening.

Given the outpouring of e-mails and phone calls from you as well as the communities in Brooklyn that I and the mayor have received, I recommend that the table these four proposals to allow for additional engagement. Please, if you come to speak, please continue to share your concerns with us.

This is your opportunity to speak directly to me and the PAP, and we want to hear what you have to say.

I cannot promise that we will all agree with each other 100 percent, but I strongly believe that everyone needs to be heard on this issue before the PAP makes its decision.

So we're here to listen, and you're here to talk.

On with the show.

>> Thank you, chancellor.

Before we get under way with the voting portion of the meeting, I will say a word about public comment and rules of decorum at this meeting.

During the public comment period, speakers will be permitted up to two minutes to comment.

I'll ask the secretary to call the speakers up from the sign-up sheets and to ensure the speakers finish their comments in the allotted time.

We will call the speakers up in groups of five, and if you have a green ticket, please proceed to the aisle to my far right once your number is called.

If you have a yellow ticket, you would proceed to the aisle to my far left once your number is called.

The clock will indicate the amount of time remaining for each speaker and a light will indicate when there is one minute left of the allotted time.

So that speakers will know when their time is up.

At the conclusion of each speaker's time, we will move on to the next speaker.

I do ask that you try your best to keep to your two minutes in respect to your fellow speakers.

If a speaker is not here when his or her name is called, we will move on to the next speaker.

Once we move on to the next speaker, you cannot redeem your place in the queue.

So the first voting item on the agenda is the consideration of the local 891 agreement with the city.

Madam secretary, can you please present the resolution.

>> The resolution is entitled resolution approving proposed agreement made and entered between the city of New York and local 891 international union of operating engineers, AFLCIO, covering school custodian engineers levels 1 and 2.

>> Thank you, madam secretary.

Is there a motion to adopt this resolution?

Thank you, panel member Fruchter.

Is there a second?

Thank you.

The panel will now allow time for public comment on the resolution.

Speakers will be permitted up to two minutes to comment before this item is brought to a vote.

Madam secretary?

>> Certainly.

There are no speakers signed up to comment on this resolution, but we will have the elected officials who signed up for public comment.

If they could approach the microphones, we'll hear from them now.

The first speaker would be Lakisha Moffett from CEC 17.

Miss Moffett?

Okay, speaker two, Nada Franco.

>> Good evening.

I'm speaking, but I'm not speaking on this proposal.

I'm speaking on the schools.

>> Yes, that's fine.

No, no, we'll take the electeds regardless of the subject matter that you signed up for.

>> Okay.

I'm a CCHS member.

I am also from district 7, and I came in to let you know that in our community we feel that 277 just got renovated.

We just became a school that's progressing.

We were fair for many years, and we're finally progressing.

We have a lot of things going on in our school.

Aside from our school inside, we also have several, like maybe 15 to 20 buildings that are being built in district 7 which is going to bring in a lot more children, and our schools are going to explode off.

And that school right now has five buildings right around that are going to open up.

So we're going to have a large population of children coming in.

It's kind of hard if our children have to continue to travel around.

If they're new coming into those buildings, just down the block, not even half a mile, the buildings right next to the school.

That has to be taken into account.

The buildings that are coming up are not small buildings.

Of families of 40, 50, and 60.

We are blooming, and we're going to explode.

It's not fair that we -- now that we just started to progress in our

building and the children are knowing now that this is their building and taken ownership of it, that we now add more.

Our whole thing is now that the common core has come in, our children are succeeding in that school.

We want to continue to educate our children in the next grade.

We prefer to go into art in eighth grade ourselves because we have our own children.

The fact that we set the foundation for them should continue.

That is what I think would be the best for that building.

They work very hard to get the children on level.

They work very hard to continue to progress.

That building was built in 1800.

The hallways are small.

Even through the Department of Health, we don't have enough bathrooms.

We don't know what we're going to do with the pre-Ks that are supposed to be coming on because we have a large population.

So my concern is that nobody considers the fact that it's the children that we're going to take away from, and in that community, we want to continue to progress in our schools.

>> Thank you.

>> Thank you very much.

[Applause].

>> Number 3, Marilyn Espara, CEC 9.

>> First of all, I would like to start off with I don't feel that the Panel of Education Policy should vote on the proposal for tools to expand because there's a conflict of interest.

Ann Tish created the young woman's network, and she is related to the chancellor of the New York State Regions.

So that's basically telling us that the proposal is a done deal.

We have favoritism here.

[Applause].

I'm going to start off by stating the information that was released at the SLT meeting at MS-117 in district 9.

As the school leadership team and myself as a CC president for district 9 met with Ashley Davis and Bridget Mercier to inform us that tools proposal was going to expand.

The proposal was to expand from grades 9 through 12.

This meeting took place on November 20th, 2014, at MS-117.

The SLT was informed information that was not accurate.

Thanks for the principal, Miss Denise Jones, to reach out and request another meeting with Miss Davis and Miss Mercer.

Another meeting took place, and the information that was not shared

correctly in the initial meeting was presented in the second meeting several weeks after.

The SLT and myself felt that we were lied to because the parent on the SLT several times asked Miss Mercer and Miss Davis were the numbers that the school numbers of the reduction were the numbers correct?

And Miss Davis and Miss Mercer several times replied that the numbers were correct.

MS-117 currently has 620 students in grades 6 through 8.

MS-117 is the only zoned middle school in the community serving all students, including English language learners, students with disabilities. They also take students in temporary housing as well as safety transfers.

MS-17 does not screen any students.

They accept all students with no questions asked.

Currently, MS -117 does not have a parent center.

We are not allowed to meet because there's no space.

And the parent coordinator has a custodian's closet as an office that can only fit herself and two other parents with no walking space.

If the tools proposal is granted, the students that would like to attend MS-117 in September would not have the choice to attend.

They would be forced to travel a mile or more to attend another middle school.

Why should that take place if they have a middle school in their community?

As a CEC president and a parent for over 11 years in district 9, I hope that the Panel of Education Policy takes time to place themselves as parents in the shoes of the parents in our district when they vote and realize that not only the parents have been lied to but they've been force forced to send their kids to travel as far as a mile or more to attend another school out of their community.

>> Thank you.

I'm going to -- yes?

Thank you very much.

>> Thank you.

[Applause].

>> Speakier number 4, Tessa Wilson, CEC 14.

>> Good evening.

I just wanted to make it clear, has the proposal for Brooklyn been removed from tonight's agenda?

>> Yes.

>> Okay.

Thank you.

With that said, I will still be making a statement about co-locations.

Thank you.

Good evening.

My name is Tessa Wilson.

I'm present of Community Education Council district 14.

I'm also a member of the chancellor's blue book working group.

I would like to thank the esteemed panel as well as Madam Chancellor for hearing me this evening.

I would like to bring to your remembrance that on November 14th CEC presidents and members, education advocates and attorneys sent a letter to the mayor as well as the chancellor urging them to hold a moratorium on all further co-locations until the blue book working group had finished its job and could determine a better utilization formula to determine whether the targeted schools would lose essential space and services.

Included were signers of the blue book working group 6.

Included its co-chair and 14 community education council presidents or co-presidents.

Also among the signers were Michael Rebell, lead attorney of the lawsuit and office of the advocates for justice.

Yet there was still no response to said letter.

There are more damaging co-locations on the agenda tonight, which will have a negative impact on students' basic educational rights, including class size, the ability of students with disabilities and English language learner to get their mandated services.

To put at risk their health and their safety and their ability to be provided with well rounded education and much else.

And yet none of these damaging effects are mentioned in their educational impact statements.

For this reason, we urge you to vote tonight against the damaging co-locations and follow the moratorium that the mayor promised when he ran for election.

I would like to submit to the panel the statement from Leticia James, public advocate, about the upcoming co-location vote as well as the letter that I mentioned earlier.

Thank you for your attention.

>> Thank you very much.

>> Number 5, Pamela Johns.

CEC 11 president.

>> Good evening, everyone.

My name is Pamela Johnson.

I am the CEC president.

I just wanted to say good evening to the chancellor and the PEP.

Just some house keeping.

You changed the date -- I mean, the location for tonight's PEP, and, it caused some kind of confusion.
Even early as of this morning, I have not heard any apology from the PEP on that issue.
[Applause].

>> Let me say this real quickly because I only have two minutes.
I will say this is a great turnout considering that you tried to change the location.

>> Let me be very clear.
This was the original place and the original time.
We had a blizzard warning, and we were very concerned that we did not want to close down the meeting.
So we moved it with the hope that it would be closer to public transportation throughout every part of the city.
We have moved the PEP borough by borough since I have been chancellor, and we will continue to do that.
We moved it back to this when obviously there was no blizzard.
So it wasn't a matter of trying to confuse anyone.
But very clearly, this was always the original spot, and we came back to the original spot.

>> I hope I get extra time for that answer, chancellor.

>> Absolutely.

>> We stopped the clock.

>> When she was talking, I watched.

>> That's okay.
You'll have your full-time.

>> I love you too.
So I just want to say I'm here from CEC 11 in the Bronx, and I came to support CEC 7 and CEC 9 in their issues.
We have some members that are here in the audience as well.
What I wanted to say also is that your next PEP meeting is in Staten Island.
We have an issue from district 11 that's going to be on your agenda in Staten Island.
District 11 is the northern most close to Westchester county.
It creates a hardship for us to go out to Staten Island.
We have overcrowding in the district, and one of the issues with the Bronx Better Learning charter school is we have a D-75 that's in a building

that's not self-contained.

These kids must leave the building for breakfast.

They must leave the building for lunch in inclement weather every day.

And we're going to put a charter school where we could put a D-75 school.

It should not be.

I e-mailed each and every PEP member to let you know what was going on.

Those that came from planning at best gave a shoddy presentation.

The person was hoarse.

The people in the audience could not hear them.

And we asked them to do a date for a hearing that the CEC we could do in collaboration.

The date is not good for us.

So now we're having a hearing where no one from the CEC will be there.

We're having a PEP meeting where we can't even get to.

I'm asking that, when you get to February 29th, that you table the Bronx Better Learning charter school so that we can have the ability -- if it's Manhattan, at least allow us to get into the meeting in Manhattan.

You need to hear our voice.

I'm not even sure what happens at the hearings.

I've been told that you don't get the hearing minutes.

You don't hear from the presentations, our feedback.

We don't even get feedback.

So we don't even know whether you got it or not.

I'm asking for the most neediest students in D-75, you need to table that so we can at least be present and tell you what we feel the district needs.

>> Thank you.

[Applause].

>> Number 6, Eduardo Hernandez, CEC 8.

>> Good evening, chancellor and members of the PEP panel.

My name is Dr.

Eduardo Hernandez.

/AOEUP the treasurer for CEC 8 and also a member of the educational council consortium.

This co-location business, I know you inherited this whole mess and you've been trying hard to try to fix it.

But we keep forgetting this whole co-location has been really detrimental to the vocational system.

Every time you break down a school into three, four different schools, you need to take away space that can be used for learning to use for administrative purposes.

So in turn, when your blue book says that the building has a capacity of 1,000 students but yet you break it down into four different schools, you need space for all your administrative purposes, but yet you still claim

you need -- you got a space for 1,000 kids when you don't.
So I was expecting a moratorium on this co-location.
Regardless whether it's charter school or it's a DOE school, the damage is the same.
Because this turns into overcrowded.
Principals need to start collapsing classes because there's no space.
And all the schools, you have to break down in time for the cafeteria.
You have to have lunch at 9:30 in the morning and 2:00 in the afternoon.
That's not lunch.
Just because every school needs their own separate slots.
So there needs to be a moratorium until the blue book working group finishes their work and updates this.
Thank you.

>> Number 7, Elmira Trammell, CEC 7.

>> Let me say good evening to the chancellor and to the PEP.
I'm happy to be here.
Let me talk real fast.
In support of district 7, on behalf of my constituents and the parents in district 7, we're not against charter schools.
Let me just say that right now because district 7 has the most charter schools next to district 5, next to district 9, district 4.
So I'm not here to say we don't want charter schools.
What I am here to say is that we don't have enough space for even our public school.
We don't have enough space for the charter schools we already have in our district.
So what we're saying is that we want you, when you come to make a decision about placing students within a building because really that's the bottom line.
Are the students going to have equality to be taught fairly?
Will they have PE time?
Will they have lunch time?
Like the gentleman said from CEC 8, it doesn't make sense for children to have breakfast at 9:30.
It doesn't matter if it's high school, middle school, or elementary.
You tell us that we have to provide nutritional worth to our children, then we have obesity problems right now in a lot of our districts, not just district 7, because, if I'm eating breakfast at 9:30 and I'm in the afterschool program, you give me a granola bar, and then when I get home, mom got to go to the pizza shop and cook dinner for me because I am really hungry.
And then how does that affect education?
That turns around and makes a child tired because, by the time they get home, they got to go to sleep after eating all that food, and then they got

to wake up and start learning.

So what we're advocating for tonight is that district 7 has enough space to provide what we need to have for the students that we have now.

We don't have any more room for any more new schools.

That's what I need to say.

Thank you.

>> Thank you.

>> Number 8, John Fielder.

CEC 7, John Fielder.

>> John Fielder, CEC 7, borough president appointee.

I feel like I'm beating a dead horse because it's already been said the fact that we have more charter schools in district 7 than the whole borough of the Bronx.

It's absolutely ridiculous.

The fact that our kids have to have breakfast at 9:30 in the morning is absolutely makes no sense.

Afterschool programs are not there for these kids.

They're getting granola bars, like she said, and then have to go home and have dinner, do their homework, and get up and come back the next morning to start all over again and doing the same things all over again.

Charter schools are coming in and taking up the space that our kids need because of new housing that's coming up in the community.

Like she said, two schools in our neighborhood have five buildings going up with over 40 units in it each building.

So that's another 300, 400 kids that have to have a space to come and learn.

Again, it's beating a dead horse.

Stop with the charter schools.

Stop with the co-locations.

Our schools are bombarded now.

We don't need any more.

Thank you.

>> Number 9, Andrew Sterling.

Next speaker --

>> No, he's coming.

>> Sorry.

>> Good night.

I'm representing Bed-Stuy, charter school.

My daughter is Itana Sterling.

She goes to that school.

The school has been great.
Teachers have been great.
Administration has been great.
It's a very good school.
It's convenient also for me, not have to commute too far, walking distance.
We're asking today to the panel for Bed-Stuy 2, we're looking for some space for students.
I don't know the issue with the public school and the charter school, but we need space for all of our children.
[Applause].
So I'm asking you all tonight to find out that we could get some space for Bed-Stuy 2 charter school.
Thank you.

>> Number 11, Thoritza Zambran.
Noah Gotbaum, CEC 3.

>> Thank you.

My name is Noah Gotbaum.

I'm a vice president of the educational council district 3 in Manhattan.

I'm also a member of the educational council consortium.

I want to quickly read you a letter to the blue book working group from the educational council consortium and then just make a brief comment or two on the co-locations.

Dear blue book working group, we write to you as members of the educational council consortium, a group made up entirely of members of community education council, CECs, and city-wide councils from across New York City. As a sole elected parent representatives of New York City's 1.1 million public schoolchildren, we appreciate your service on this important working group.

And like you, we believe that both procedural and substantive reform is urgently needed for the blue book, and as such, we ask that you include the following important revisions.

One, use realistic class sizes for determining building capacity calculations.

Two, allocate more cluster and service rooms to our schools.

Three, stop trying to pretend that we can schedule our classrooms seven or eight classes out of the day.

Four, include realistic gym and cafeteria use and size in your capacity calculations.

Not just classrooms, but can the school accommodate gym and lunchtime?

Five, reset the instructional footprint to provide adequate and building code legal amounts of classroom space for learning.

Right now we're out of compliance all over the city.

And finally, ensure that space for special education services is in it line with building code.

As public school parent leaders, we believe it's high time that we stop pretending that hallways and closets are classrooms or treating our --
[Applause].

>> Or treating our students as widgets to be squeezed into the smallest space possible.

The above changes, while in no way exhaustive, would go a long way towards ensuring that all our students would receive the classroom and building space adequate for teaching and learning and to provide a sound basic education.

If I may, I just want to comment very quickly on the co-locations.

I was kind of hoping this day wouldn't come that with the new administration and a mayor who promised us a moratorium, promised us a new day, we are still trying to shoe horn kids into spaces where we can't fit. Chancellor, I understand that the State has dealt you a pretty bad hand, but that's not what's going on here today.

None of these co-locations are forced on us by the Governor or the legislature.

These are all voluntary co-locations, and as such, we should absolutely force these charter schools to find their own space.

[Applause].

Eva Moskowitz has a surplus in her bank account of \$40 million.

She raises \$7 million a night.

Now, I'm not saying that these kids don't deserve space, but they must find space.

We are not obligated for that.

We are obligated, however, to make sure that our existing schools and the 94 percent of the kids who go to public schools have adequate space for teaching and learning.

So I hope that, when this comes up, if this comes up to a vote, that the parents up there, the activists up there will vote your conscience and please turn this down and start to really realistically provide space for all our kids.

The thank you very much.

>> Thank you.

>> Gloria Priscino, CEC for district 75.

>> Good evening, PEP.

Good evening everyone that attended.

As a parent of district 75 students and a parent who loves to share, I'm giving up my spot to give it to a parent who showed up late and who is an actual parent of this district, and she's going to speak in Spanish.

So if it we could have someone translate for her.

>> Good evening.

My name is Alfonsa.

I come here to speak in the name of all the mothers.

Because many mothers like myself that have kids, girls and boys, we don't want them to be separated.

And we have kids that are part of the community.

We are not from outside the community.

We are the community.

We need a school for our community.

We want a school for our kids so they can have a good education, good general education.

Why give preference to one over the other?

Why you want to separate the girls from the boys?

Why to discriminate like that?

Why to give preference to the girls?

We are school 117, and we want both to have girls and boys, not only the girls have the same rights, and we have to stand together and fight.

As a mother, I would like to ask the space of school 117 is not taken away from us and that boys and girls can be together learning.

>> Let me just be clear.

This parent is very passionately saying that her school, 117, is a co-Ed school.

She believes very strongly that being a co-ed school being boys and girls together.

The other school in the building is an all girls school.

It's not a member -- I'm just translating.

[Speaking Spanish].

>> Do your work and let the girls and boys as a community together.

Thank you.

>> We are finished with the elected public comments.

I will now ask the panel if there are any questions or concerns regarding the resolution, regarding the local 891 agreement from the panel members.

We do have David Brodsky here as well if there are any questions for him on this item.

No questions.

So thank you, everyone.

Madam secretary, please note any recusals on the proposed resolution.

>> There are no recusals.

>> Panel members, please raise your hand if you vote to approve the resolution approving proposed agreement made and entered between the city of New York and local 891, international union of operating engineers, AFL/

CI0, covering school custodian engineers levels 1 and 2.

>> 11 in favor.
It passes.

>> Thank you.

So the next item on the agenda is on the voting item on tonight's agenda is requiring a vote -- is the consideration of contracts.

I will now ask that contracts committee chair Robert Powell summarize for the panel the contract committee's recommendations regarding the contracts listed on tonight's agenda.

>> Thank you.

The contracts committee met earlier on today, Thursday, July -- excuse me. January 29th and reviewed the contracts being considered by the panel tonight.

I met with contract members Elzora Cleveland, Deb Dillingham, and Isaac Camanyani.

At the meeting, the committee unanimously recommended the approval of contract items 1 through 7, 9 through 20, and 24 through 27 to be considered as a resolution for approval.

The contracts committee recommends that contracts 1 through 7, 9 through 20, 24 through 27 be considered in one resolution.

>> Thank you, panel member Powell.

Before we begin, Mr.

Ross, do you have any texts you would like to read into the minutes pertaining to today's contract items?

>> Not tonight, thank you.

>> Great.

Thank you.

Madam secretary, please present the resolution set forth by the contracts committee.

>> The resolution is entitled resolution regarding approval of contracts and is indicated by panel member Powell.

The first resolution contains contract items 1 through 7, 9 through 20, and 24 through 27.

Panel members, please note that, if you wish to vote differently for a specific contract item within a single resolution, you may do so.

Simply signal to me when it is called for the resolution, indicate the item number in the resolution and your corresponding vote.

>> There a motion to adopt the resolution being considered tonight?

Panel member Dillingham, thank you.
Is there a second?

>> Second.

>> Thank you, panel member Cleveland.
The panel will now -- oops.
The panel will now allow time for public comment on the proposed contracts.

>> No one signed up for the contracts portion of comment.

>> Okay.
So we'll now vote on the resolution.
Madam secretary, could you please note any recusals related to these contract items.

>> There are no recusals.

>> Thank you, madam secretary.
Please raise your hand if you vote to approve the resolution for the approval of contract items 1 through 7, 9 through 20, and 24 through 27.

>> 11 in favor.
Motion carries.

>> Thank you very much.
We will now move on to the next agenda item, which is the consideration of the approval of proposals for significant changes in school utilization.
Madam secretary, could you please present the resolutions.

>> Yes.
The first resolution is entitled resolution regarding the proposed grade expansion of Central Park East 2-04M964 from K to 5 to K to 8 and the proposal of East 2 middle grades with assemblyman 8 Angela DelToro, and building M-108 beginning in the 2014/2015 school year.
The second resolution is entitled resolution regarding the proposed grade truncation of PS-152, Gwendolyn and Aileen school from a K to 6 school to a K to 5 school beginning to the 2015 through 2016 school year.

>> So regarding the other four proposals that were previously listed on tonight's agenda, I want to say that we the panel have heard from members of the public, that they want more time to consider the proposals.
So I'm asking for the panel, is there a motion to postpone these four proposals to a later meeting, not to be heard later than the March panel meeting?

>> I make a motion.

>> Thank you, panel member Powell.
Is there a second?

>> Second.

>> Thank you, panel member Dillingham.
All in favor?
[Applause].

>> It's 11.
It's unanimous.

>> Thank you.
But we do want to still hear from the public around all the proposals.
So the panel will now allow time for public comment on those proposals as well as general public comment.
I do want to remind you all you speakers please keep to your two-minute allotted time.
And I know we have a lot of children in here.
I want them to experience as much as they can before it gets late.
So madam secretary.

>> We had a couple of speakers who signed up on the CEC sheet.
Number 11 may have a white ticket, number 11, Shariza Zambran.
Are you here?
Yes?

>> She's coming.

>> Good evening, everyone.
I'm not part of CEC.
I'm an SLT member from PS-277.
What I wanted to bring to your attention was our school size.
For example, the floors that are being utilized right now are the third and fourth floor at PS-277.
Those classrooms right now are -- have a size, square feet size of 550.
Board of Ed actually asked us for 600 square feet.
Now, as of 2010 it was recently shrunk to 500.
Leaving the footprint in order to push through more co-location.
Yet according to the New York City Building Code, 35 square feet required per student in kindergarten, and 20 square feet for students in other grades.
If we do have the co-location, we'll have to increase the class size and force more students into our undersized rooms, which would not only have

seriously negative impact on the learning conditions but also potentially violate the Building Code.

I also want to bring to your attention that the rooms allocated for ALCS average 724 square feet while in the rooms slated for PS-277 average 551 of square feet.

Inherently, there is an unequal condition being set up with this proposal. So the rooms that are being utilized by ALCS, as the proposal pertains, are the larger classrooms rather than our school.

>> Thank you.

>> Speaker holding white ticket number 12.

Speaker with white ticket number 12, Jennifer Velases, from PS-277x.

>> Good evening.

I'm here representing PS-277.

I'm a teacher.

I'm actually here to represent my students who can't be here today.

Their voices of many of my kids who can't be here today.

As many of you may already know, PS-277 is a school of many struggling students.

17 percent of our kids have IEPs.

Another 17 percent of our kids are English language learners.

That makes a third of our population.

Our kids who receive mandated services or at risk services.

We have two SETS providers, two ESL providers, two speech teachers, and an OT/PT hearing teacher.

All of these specialists need the space that we have in our building right now.

We keep hearing that our building is underutilized, but what a lot of people don't know is our fifth floor is actually the place where all of these services are provided to our at risk kids.

So I'm asking you to please reconsider your co-location and let our kids, our struggling kids progress and be given an opportunity for their education.

Thank you.

>> White ticket number 13.

I can't make out the name, but white ticket number 13.

>> What's the last name?

>> It looks like jack.

>> Also from PS-277.

>> Good evening, everyone.

I'm here as a parent, as an SLT member and a PTA member.

I'm here just to say that I don't think the consideration for the proposed spaces that are tried to be induced into PS-277 are accurate.

Three numbers I want to put to you right now.

0.0024, 0.00126 are numbers that are allocated right now for 500 students per child to evacuate a building if there's an emergency.

We're going to add 200 more plus to that, which means these kids don't have enough time to get out of those buildings, if there is an emergency.

Class sizes are affected by this, and I've seen the school go through amazing changes.

The I can't tell you how amazing.

My daughter left that school two years ago -- well, a year ago.

My son is in grade 2 there.

This school has gone through so many changes because of the space they have, they can use right now.

The fifth floor was just redone.

So it can be used as a technology area.

My son is raving about it when he comes home.

This taken away from him just sets him back.

You cannot endanger our kids, and this goes for our charter schools and public schools, by adding more bodies that you can't get out of a building if there's an emergency.

I'm an adult that I would consider with great athletic skills, and I would like any one of you up there to go into one of these buildings and try to get down those stairs without assistance and make it out of those buildings in under a second.

It's never going to happen.

We need to take those things into consideration.

Look at the safety.

Look at the growth of that school and take it into great consideration.

It needs to be taken into consideration.

Safety first, teaching first, whatever one you want to put first, but don't endanger our kids.

They need this.

Don't take it away from them.

>> Thank you.

>> We're going to move over to people who signed up on the school proposals public comment sheets.

Can we have speakers with yellow tickets 1 through 10 move over to my left, your right.

And can we have speakers with green tickets for the school proposals, numbered 1 through 10, move to my right, your left.

And then we'll get started.

>> Do we have speaker number one on the right side?

>> Good evening, everyone.

My name is Vanessa Velez.

I'm a proud parent of charter school Bed-Stuy 1 scholar.

I'm here tonight to take a stand firmly for my child.

Every child in Success Academy.

Not only that, the 143,000 children that are failing in New York City.

The children that are all failing that aren't given a chance.

My son was in a district school.

My son was failing.

My son would come home, him and I would have trouble.

His father, his grandparents, we all had trouble.

What happened, Success Academy let him excel.

Success Academy let him shine, and we have gained a family.

Taking a space from the school where there's more than enough has taken my son's ability to shine, his future, and not only that, but most of all, the chance and the ability where the possibility that I might have to move if we do not get this space because I refuse for my son to go back to a district school.

I would have to go somewhere near as close where I could get just a little bit of that potential of education, which would be possibly Long Island, where I already wake up at 4:30 because I work in a hospital.

But I would have to wake up probably at 2:30 a.m., and then that means taking less time from my son at the table where I gladly do homework with him, where I communicate with his teacher, his principals.

Again, I emphasize, my family.

We are strong here for Success Academy charter schools, and we are strong for the 143,000 kids that are failing.

Not to mention the outcome in Foley Square, not to mention the outcome, the numbers.

We want to talk numbers.

Numbers are number 4 in math in the state.

Numbers are number 15 in ELA in the state.

Please think about this.

You're taking not only my family, my home.

>> Thank you.

>> Green ticket number 1.

>> Excuse me.

Please make sure we can hear our speakers.

Thank you.

>> Green ticket number 1.

>> Good evening, chancellor and the panel.

This is the first time that I'm addressing to the panel and my first time in this venue.

Thank you for having me.

My name is Jorge Heres.

I'm from Bushwick.

I've been a resident of bushwick for over 40 years.

I'm here to support Achievement First Bushwick.

I would like to share something personal of myself.

I have attended schools in Bushwick, and one of the schools I attended was Bushwick high school.

I was lucky enough to meet teachers that helped me and assist me to my avocation, but nevertheless, when I graduated, my reading and writing skills were below college level.

Which I struggled my first year of college.

Now I'm looking for better education for my two kids that I have and have them not have the same struggles that I did.

So I'm in support for Achievement First because, as they have shown that it doesn't matter where the children comes from, if they are given the proper tools, they're able to excel.

Unfortunately right now, we have a system that isn't working.

I don't know what we need to do to fix the system, but right now the charter school is working for us and is giving us an opportunity to come out of the poverty section of the minority section.

They're giving us a chance to compete and to be out there in the world.

Thank you.

>> Yellow ticket number 2.

>> Good evening.

My name is Olivia Carson, and I'm a parent from Success Academy Bed-Stuy 2. Having my children go to Success Academy is the greatest choice for them I ever made.

They always look forward to going to school every day.

To tell them they would not be able to go back to school because there is no space, it's not an option.

It's not an option for them, and it doesn't make sense to them and doesn't make sense to me.

We shouldn't have to fight so hard for us to have space so our schools can thrive.

Please vote to give them the space we need and don't steal our possible.

Thank you.

>> Green ticket number 2.

>> Good evening, PEP and visitors.

I'm speaking on behalf of Achievement First University prep charter school. Making the move to 111 building to co-exist with IS-347 and IS-349.

While being a public school parent to two children in 1993 and 2010, living in the Bushwick community, I realize how important it was for me to fight for my children's education as well as for funding.

I'm proud to say that for the last nine years I've been the parent also to three hard working scholars.

My youngest attending Achievement First Bushwick elementary.

My only son attending Achievement First middle, and my own daughter attending Achievement First prep charter school with the goal of attending Harvard University and graduating in four to six years.

I'm not here to bash the public school system.

I just believe that we have so much to offer the community, Bushwick community.

Our scholars are taught morals and respect to all as well as themselves.

Our scholars are also taught the importance of community service.

And if needed, our scholars can receive an IEP.

At Achievement First University Prep, we teach our scholars the importance of a good education and good grades so they can have the opportunity to receive a full scholarship to attend and graduate college in four to six years of attending.

We are all allowed to live where we want, shop where we want, and eat where we want.

Our children should also have the choice to attend any school they want.

As adults, it's our duty to teach our children, guide, and protect them, not down them because of the type of school they attend, which in this case would be low income children attending a charter school which is public and go in a public school building.

Thank you.

>> Yellow ticket number 3.

>> Good evening.

My name is Florence Barnes.

I have a third grader at Success Academy.

Prior to him coming to Success, he was in private, and he was in public.

I made the best decision to let him stay at Success because the class room sizes are small.

They mold him academically, socially.

He's grown.

His diction, his reading, his comprehension has excelled.

I have made the perfect decision, and I don't think it should be taken away because of class size.

There is more opportunities for both private, public, and charter to share

these spaces.

>> Green ticket number 4.

>> My name is Tory.

Last year I was a teacher at Success Academy in third grade, and this year I teach at success Success Academy 2, third grade in a 12 on 1.

My students have a chance for a quality education.

When I was a kid in Texas, my school was closed when I was in seventh grade due to politics, and it was closed, and I will never forget the superintendent saying, it's not a question of quality.

I disagree.

Education should always be a question of quality.

And my students in Bed-Stuy are getting a quality education at 1 and 2.

Next year my first students, a class of 30, which, by the way, are the top in the state last year on their state exams.

They need a middle school to continue.

They need a middle school space in Bed-Stuy to continue to receive this quality education.

There should be no question that they can receive it in their own neighborhood.

Thank you.

>> Good afternoon.

I'm a proud parent of Bed-Stuy 2 Success Academy.

My son was a third grader there.

He was supposed to be in the second grade, but because of the way Success Academy has taught him to read, he went from second grade to third grade.

He walked into Success Academy doors not able to read a word, and now he's a grade ahead just because of what Success Academy has done.

I'm so proud of them.

They give them academic as well as social background.

He's been on the soccer team.

He's been on the basketball team.

He's been on the chess team.

I live in queens, New York, but I drive every day 12 miles each way just to get my son to school to Success Academy.

He is sick, and he would not not go to school.

He would be sick with a fever, and I say you can't go.

He will cry.

He wants to go to school because his teachers show him what he needs, what he deserves as a child.

If it I pull some numbers for you, Success Academy math scores for last year, 94 percent.

That's twice public school New York City as well as New York State.

They have 31 percent and 35 percent.

Look at the difference.
We need these kind of kids growing up in our society.
I'm a public servant in Bed-Stuy 2, and I see what we deal with every day.
We need this space.
We need public middle school space for them because we need them to excel.
If you put a third grader in public school and a third grader in charter school -- I'm not knocking public school.
My niece is in public school.
She reads Green Eggs and Ham.
My son reads Shakespeare.
That's what I want for all four of my kids.
I have four kids.
I want them all to have the same opportunities as everybody.
I'm a parent, and I have my own choice.
Every parent should have their choice.
If it they choose public, that's fine.
I choose charter.
I beg you to please give us some middle school space.
This scholar deserves the best.
You're looking at maybe the next Obama.
I'm telling you.
Thank you.

>> Good evening, panel.
Good evening chancellor Farina.
Good evening, parents.
I'm from Bed-Stuy Success Academy, and I'd like to share my story.
When my son is 8 years old, and this is now his third school he is attending.
I took him from private school to put him in a gifted and talented program in the traditional public school.
Unfortunately, his school was a failing school.
I was given the option by public school choice to move him to a school that would be better than the failing school that he was currently in.
Unfortunately, this program does not go from program to program.
It goes from school to school.
So I was told that my scholar would have to leave the gifted and talented program and go into a regular class in an okay school.
I said, no, thank you.
I filled out my application.
I entered into the lottery.
And I felt like I won the mega millions.
We are home.
We are happy.
My question is, is it fair for my child to have to go back to a failing school that has offered him nothing?

Is it fair that my child should have to go to a school that is a little better than the failing school he was in?

I don't think as a parent for anyone, that that should ever be an option?

Is you should never have to look at your child and say, well, sorry, sweetheart.

You can't go to a better school.

You have to go to this school, and hopefully they'll be able to teach you the tools that you need to be a productive citizen.

Someone who is ready for college, someone who is ready for the job market, which is becoming more and more competitive.

I beg you.

Please consider.

It shouldn't matter upon race.

It shouldn't matter upon zip code.

It shouldn't matter upon anything.

Every scholar, every student deserves a topnotch education, and I can put on a bible that that is what I am getting at Success Academy.

Thank you.

>> Thank you.

>> Next speaker, 11 on the yellow side.

>> Hello.

My name is Elsbeth grant, and I teach sixth grade math, technology, and coach the team at the school in the Bronx.

In sixth grade math, with he partnered with computers for youth, a national education nonprofit that helps students, teachers, and families use digital learning to improve education outcomes.

Through Computers For Youth, we are incorporating technology and blended learning in all subjects and grade levels, and we are helping students excel in school by partnering with everyone involved in the educational process.

By using technology in math class multiple times a week, we are empowering students to drive their own learning and are making sure that every sixth grade student consistently has access to resources, including videos and games that they wouldn't otherwise have access to.

The U.S.

Department of Labor estimates that by 2020 there will be about 1.4 million computer science jobs available in the United States.

We want to increase computer literacy and expose female students to computer science education to help stop gender inequality in the computer science work force.

In enhancing how we teach by using technology in all of our classrooms and also by teaching our students coding and programming, we are providing our students, members of our community access to many career opportunities and

very well paying jobs.

Your children deserve to be competitive in the work force, and we provide this for them.

>> I just want to talk quickly about the measurements taken for the classroom.

I want to quote New York City code rules section 9.047, which says that floor space should be computed with the exclusion of furniture.

So the way the rooms were measured in PS-277 is the longest width times the longest length.

And so that's what for most classrooms, that was between 525 square feet and 550 square feet.

That did not take into account the built-in furniture, the closets, the wall structure, that take up approximately 100 to 150 square feet out of most classrooms, which leaves about 400, less than 400 square feet of usable floor space in these classrooms.

So we don't have -- our classrooms aren't suited for 32 students in a classroom.

They're suited for more like 26 students.

So that was the first thing I wanted to point out.

The second thing is through this whole process we've been told this is about providing parents with choice, and our parents need choices.

I agree that our parents need choices, but in district 7, we have the most charter schools in New York City.

We have 20.

Within walking distance of PS-277, there are approximately 10 charter schools, which is more not that the whole borough of Queens and three times as much as the borough of Staten Island.

An interesting side note, if you look at the gifted and talented, according to a recent New York Times article, there are zero in district 7.

I want to make a suggestion.

What if we use the extra room in district 7 to put a gifted and talented program in district 7?

If that's not possible, then bring us parents and let us share our story and let us show them our wonderful students and our staff, and I guarantee you, they will choose our school.

>> Thank you.

>> Yellow ticket 6.

>> Hi.

I'm the principal of Success Academy Bed-Stuy 1.

At the end of the day, we can talk about how much parent choice there is, but the truth is there isn't enough because, if there were enough, then there wouldn't be enough parents seeking so many other options.

My school provides Bed-Stuy parents a wonderful option, leading them to the top of their scores, skipping kids, and serving students with IEPs and ELLs.

So you will understand very quickly that the amount of space we have is going to be not enough and very soon.

Parents are choosing other options.

They are choosing options that work.

Success Academy works.

You can tell by the number of people in this room.

Thank you.

>> Green 56.

>> I'm Karen Sprole.

I'm a parent in district 3 in Manhattan.

When my child entered school, he won the lottery, and in great fanfare, at the time the Governor was -- I forgot who the Governor was.

He won the lottery and went to Success Academy.

Within three to four days, I was approached by the administration, and they told me something was wrong with my child, that he was defective and he needed to leave.

We went back and forth, and I knew something was wrong because this was a public school that was receiving public funds, which I was told the charter schools were, how could they tell me that my son had to leave, especially after he won the lottery, which was supposed to be this democratic process of getting children in.

Anyway, to make a long story short, I'm not here to talk about that today.

As a parent, when I became a parent of my child, I became a parent of all children.

It's not okay for 4 percent of the kids to be -- it would never be okay for me for 4 percent of the children to have this choice and all of these wonderful things and the rest, 96 or 97 percent not to.

So I'm not going to be pitted against parents because we are all here wanting the same thing, which is a sound education for all of our children.

So I'm not going to sit here and argue with you and go back with you and fight about what's better or who's this.

All of our children should have a sound education because that's what the Constitution says.

This co-location has our children like crabs in a barrel.

We are here as parents very passionately fighting about resources and space.

If you truly want to engage parents in a respectful way, then stop this co-location.

Stop it now.

This is a moral issue.

This is not an intellectual conversation.

This is a moral issue.
All children should be entitled to a sound and safe education.

>> Thank you.

>> Our children are like crabs in a barrel.
Parents here are fighting each other over resources.
That should not ever happen in public education.
Thank you.

>> Yellow ticket 7.

>> Good evening of the my name is Sonia Villanueva.
I am the parents.
I'm so proud to be here.
I want to thank everybody for this opportunity.
We're all fighting, as everyone else said, and I think that the one thing
we're losing or I want to get across is that we all deserve an opportunity
for our children.
I was fortunate to find that at Twills.
I want to continue to have that opportunity for my daughter.
I believe that she deserves that.
I am the first child for my family to go to college.
I want her to continue in that path, and I know that they can offer her
that.
I'm saddened and I'm sorry for 117 that you feel we're taking over your
space, but I wish that you would just join us.
I wish that things could be different.
As a Board of Ed, you need to make things better for everyone.
We shouldn't be fighting for space.
This is proof enough that we all want the best for our kids.
Give us the opportunity.
117, allow us to join you.
We can create something so much better than the fighting that is occurring
right now.
If you allow us, we can do so much more.
Again, thank you for this time.

>> Thank you.

>> Green ticket 8.
I'm sorry.
Green ticket 7.

>> Hello.
My name is Nancy Beck, and I am the seventh grade math teacher at the Young

Women's Leadership School of the Bronx.

Like all the schools here, space is an issue at our school.

I am very, very blessed that the students and teachers in my community have come together to make it work.

We make it work by having pull-out groups in the hallway.

We make it work by sharing classrooms.

And the reason the teachers and the students are so willing to do this is by the example of our amazing co-directors who bring -- who open their office doors to the teachers because our classrooms are always in use.

So when we need a free period, we go to their office to do work, which I'm sure disrupts their busy schedule, but they let us do this because we need space.

In doing this, it allows us to collaborate as teachers, and it also has given me the opportunity to see something amazing happening at my school this year.

I am off during ninth period, and so I am normally in their office during ninth period.

We have a high school student from the Young Women's Leadership School of East Harlem coming to us during ninth period and tutoring our girls in math.

At first, it was one or two girls, and now it's like five to six girls, and it's amazing.

That is why it is imperative that our school be expanded in the same building that we are in right now so that, when we expand to a high school, we have a high school full of big sisters being examples and helping our little sisters get through the material.

Thank you.

>> Yellow number 8.

Please quiet down.

We're trying to hear the next speaker.

>> Good evening.

My name is Sandra Romero.

I am going to speak on behalf of my school 277.

We want our space, and we want to be effective in the classes and have our technology classes.

The room is already ready, and we prepared that technology room with a lot of sacrifice.

We sacrificed a lot of funds in order to fix that room for our children.

/THR-SZ not another classroom in order to prepare it for that technology room that we have now already.

We're in a room that should be 800 meters, and the one we have right now is only 700 meters.

The hallways, the width of the hallways, you could touch the walls with our hands because they're so narrow.

It's very insecure in case of evacuation out of the building.
The children's lunch are affected by their schedules.
Our classrooms should have no more than 25 children.
What's going to happen in about five years when it's going to be only 200 feet.
They need their space, but we also need the space.
The school kids, the public school kids have the right to use their classrooms, their resources, and their schools.
The issue is not the schools that the narrow space, but it's the space that we have now that should be kept.
Charter schools are coming just to make the problem even worse in the school system.
We have to be realistic.
Find another solution.
Don't occupy the space that is going to affect our children.
Our school has been going through a vulnerable time right now, and we went from an F to a B right now.
And we don't need to be worried right now about that problem.
We have to focus ourself on our children's education.
Our extracurricular activities will be also affected.

>> Thank you.

>> We want you to be just.
Thank you.

>> Green ticket 8.

>> I want to say good evening to the panel and also to the parent here.
My name is Kevin Cummings.
I'm a proud parent of a Bed-Stuy 2 scholar in Brooklyn.
I fully support parents and the options that we should have.
Just so you know, I want to tell you quickly about my son.
My son was in a gifted program as well, going to school and actually hated it a lot.
I know there are a lot of parents here, no matter what side you're sitting on, who have been there when you're challenged by your child.
We actually ended up taking him out of that program just because he wasn't challenged and motivated.
The first day he was at Success Academy was a completely different kid.
The teachers there engaging him, the work that he's doing in the school.
Actually has him not just going to school, but participating in school, which is a big difference for us.
Just to kind of establish my space as a unique parent or a unicorn, if you will, I actually serve on the SLT at a public school and have a 14-year-old daughter who's in that school who's gone through public schools.

Not every kid is the same.
Children need options.
Kids need to have ways that they can succeed.
We actually have to make a lot of different commitments to get our children to Success Academy.
It is my duty to make those sacrifices so that my child can succeed.
It is your responsibility and service to ensure that my child has those opportunities to succeed.
A lot of the things that I hear tonight -- and I'm actually not going to speak at anyone directly.
But there's a lot of rhetoric, and for lack of a better term, a lot of foolishness that gets discussed.
We cannot politicize our kids.
There aren't sides here.
School buildings are for kids.
They're not just buildings.
We actually need to use them.
Again, kids cannot take up space in a school.
That's impossible.
We have to change the conversation.
Secondly, there was a time when people told us that we couldn't work together.
Co-locate, co-operate, those things all go together.
So we need to find a way.
We find a way to live in our house with our daughter who's in a public school.
So I think that we can find a way to have our same children in the same community in the same school.

>> Thank you.

>> Yellow ticket 9.

>> Good evening.

I am a new parent at PS-277.

I want to make this clear, you guys are supposed to be professional educators.

I understand that I come from ASL into a public school now.

Not every child has experienced the same thing, correct, but I'm here to advocate for my son.

I recently removed my son from Academic Leadership Charter School due to bullying and instability.

My son suffered anxiety due to overcrowding in class rooms.

The classes at PS-277 are already small and ranges from 18 to 26 students.

Putting 30 students in one classroom can be dangerous.

I took my son to get evaluated, and documented nothing was wrong with my

child but lack of attention.

Lack of attention from the teachers.

My concern is making sure my child is safe.

ASL isn't safe.

I am a parent that comes from that school, and my son suffered bullying from other children at recess, students sharing play area at lunch.

My son to this day has a mark on his lower back from sitting close to a radiator at Academic Leadership Charter School.

When I questioned the teacher, they told me they forgot to tell me what went on with my son.

Recently in October of 2014, my son was crying, not wanting to go back to Academic Leadership Charter School because he was hit in the head by another student.

That's when I decided it was time to make a change, and PS-277 changed my son's life.

My son wasn't feeling safe at Academic Leadership Charter School.

At the last meeting, staff and members from Academic Leadership Charter School laughed in my face because I'm coming from that school, but I need to look for what's safe and what's right for my son.

Why should Academic Leadership Charter School have different locations?

Is it don't take from other students so your school can grow.

Get your own building.

ASL said -- thank you.

>> Green ticket number 9.

>> There's nothing I won't do for Bed-Stuy 2.

They promised my daughter an education, and that's what they gave her.

It is phenomenal.

Trust me, if you really want your child to learn, Bed-Stuy 2 is the place.

You say you have no space for charter school kids and you need space for the gifted, Bed-Stuy 2 does make your child gifted and talented.

When they promise you something, they will deliver, believe you me.

If you take charter school away from my child -- I'm getting emotional because, as I'm telling you that Bed-Stuy 2 is great, it really is.

Please give us the space that we need for our children to learn.

>> When I was in kindergarten, I went from a level A to a level B.

Then I skipped five levels.

My teacher is Miss Jordan.

She taught me a lot.

Don't take Bed-Stuy 2 away from me.

Don't take them away from everybody in Bed-Stuy 2.

>> Thank you.

>> Yellow ticket 10.

>> There's no one.

>> Green ticket 10.

And can we also have people with numbers 11 through 20, both green and yellow, please come down and line up.

Thank you.

Green ticket 10.

>> Good evening.

My name is Miss Jordan.

I'm from Bed-Stuy 2.

First of all, I just want to say that was my scholar that just got up here and spoke to you.

So you'll pardon me if I'm a little bit emotional.

This for me is a very emotional thing.

I worked four years at a noncharter school.

I worked three years in a charter school.

I've seen noncharter schools be successful.

I've seen charter schools be successful.

What I'm here to ask for is for my kids to have the space that they need.

We do all that we can to use as much space as we have.

You will not come into my school and find us using classroom areas as storage space.

Our administrator, all of them, share one office.

Sometimes they're doing their work in the hallway.

Sometimes they're coming into my room during my prep time because we have to use as much space as possible so that our schools, our scholars can learn.

Let me be very clear about this.

This isn't hoping in a few years we'll progress enough to provide scholars the education they deserve.

I've seen two of my scholars come up here.

I cannot go back and look them in the face and tell them, I'm sorry.

I hope that the school you go to eventually is able to give you the education that you deserve.

I can't go back.

I won't go back and say that to my kids.

The other thing I want to say is that we are working.

Our schools work.

They work now.

They're not hoping to be working in the future.

I understand that there's a lot of things at play here.

I understand that there's a lot of very difficult decisions that you have to make.

But, please, this is not a hard choice.
This should be one of the easier choices that you have to make.
Please let us continue to be successful with our scholars.
Thank you.

>> Thank you.

>> Yellow ticket 11.

>> Good evening, everybody.
My name is Margaret Glean.
My granddaughter goes to Academy Leadership Charter School, and I'm very proud to say they're very responsible, lovable, and outstanding.
And besides all that, they're caring.
But all this, besides charter, private, whatever schools you want to go, schools are schools.
Community is community.
We all are people.
We're all the same, no matter we have space or not.
We need the space.
We have it, and give it to us.
You'll see what we do.
We are high in levels.
I'm sorry about that parent that she was in our school and she had to remove her child, but unfortunately, it doesn't sound like my school.
My granddaughter's school.
Because a school is a school.
Every school has their responsibilities and understanding, and make sure our kids are safe.
No matter what we have, if we didn't have no charter school or private school, what schools regoing to be in?
A school property, no matter if it's space or no space.
Hallway or no hallway.
Bathroom or no bathroom.
We are in schools.
We are for educating for our kids.
We're not worried about space.
We're not worried about anything else.
We're worried about our education, our future, because we know about the past and we know about the present, but we need the future now, and we need the space now for all the kids.
Please understand we need our space as well.
Maybe we have charter.
So what?
That's a name.
It's just a name.

We're still a public.
We're still a community.
We're still a human being.

>> Thank you.

>> Green number 11.

>> So it is with pride that I announce I'm a teacher at Twills Bronx. I have been a teacher for seven years. It wasn't until I joined this school that I finally felt our kids in the Bronx were getting the education that they were more deserving of. It is an honor for me to be a part of such a nurturing, supportive environment, filled with passionate people who inspire a Bronx girl on a daily basis to achieve their dreams. As a product of the south Bronx myself, I firsthand understand the battles of our kids. It's a battle that's more difficult for everybody because they're fighting against many negative stereotypes, achievement and opportunity gaps, and discrimination due to gender and economic status. Through providing a high quality, data driven, personalized education, and limitless opportunities to our girls, college becomes a reality and not a dream. I have worked in an ICT and ELS classroom for the last three years to service special population students in ELS. With a strong emphasis on college and career readiness, differentiation, and formative assessments, all of our students have multiple entry points to engage and meet all common core standards. Numbers speak for themselves. In our second year, 45 percent of our students were at and above level compared to 11th percent to 21 percent at district 9, and that was only our second year. Imagine what we accomplish with our girls when they go to high school. With other academic and social resources. We cultivate an environment where our girls can thrive and develop their leadership with their self-confidence skills. With a strong emphasis on educating the whole girl, our girls are not afraid to face any obstacles and learn how to take risk, never give up, and become self-advocates. It is important that we expand our high school because our girls need us more than ever. Thank you.

>> Good evening.

My name is Mr.

Zeppoli, I'm a second grade teacher at Academic Leadership Charter School.

We are a public charter school servicing the students of district 7. Our children deserve the same space and availability at a school in their community as do the other schools. To the teachers and parents of PS-277, please don't look at a co-location as a disadvantage to your students. This is an attempt for us to work together as two institutions to share ideas, have a flow of communication between the institutions to benefit our students. We are a co-located elementary school at PS-65. On a daily basis, the public school teachers enter my classroom and take pictures of my charts. I walk past their rooms, and I see amazing projects going on, and I take those ideas, and we bring them into our classrooms. We open our professional development to the public school teachers as well. We wish to work cooperatively and collaboratively with you as an institution and grow both our schools and excel all of our students to where they need to be to succeed. We should not see this as we are taking space. It needs to be seen as a chance, an advantage for both institutions to grow. We haven't all the answers, and neither do you, but together we can get our students where they need to be. There shouldn't be seen as we're taking space. Our children are the children of district 7. Our leadership is going to be their growth in this community. It should be seen as a chance for us to work together, not divide this community as you and them, but as us. As we work together to grow our schools and our children and get them where they need to be.

>> Hi.

Good evening, panel.

To the chancellor, to everyone that is assembled tonight.

I just want to say I'm a proud parent of a student at Bed-Stuy 2.

I'm grateful for the opportunity that my daughter has to go there, and I want to thank the students and the teachers there that challenge her daily, that make her go beyond and make her think outside of the box.

I'm grateful for an opportunity to find a school in my community.

We're not outsiders.

We also belong in these schools because we live in these communities, and we deserve the same equal spacing and opportunities as well.

We should all work together and see it as an opportunity to grow but not a challenge.

My daughter is proud of her.

So she wanted me to come up and say, mommy, tell them that I can answer 20 to 24 questions in under a minute.

Tell them that I can write full stories.
Tell them that I'm reading already on a second grade level.
This is important to her as a first grader.
It's important to me as a parent.
I heard many people mention breakfast and lunch and schedules and things.
We're New Yorkers.
We figure things out.
We work it out.
We're not weak.
We're not feeble minded.
Don't allow ourselves to get pitted against each other about space.
Let's find a way to make it work.
Just like breakfast is the most important meal of the day and this early childhood education is important, so is junior high and high school.
So have an equal balance like we need to eat three meals, she needs three square portions of education.
I ask you to find space for her junior high school.
I ask you to find space for her high school so she can go to college as she is now dreaming and she is now speaking of.
It is her right and her opportunity as well.
I encourage all of us parents here to stop acting like this is a battle.
All of our kids deserve this space.
All of our kids deserve to learn.
All of our kids need this.
We need to act like it.
Let's challenge the officials that had the opportunity to make this happen and not challenge each other.
Thank you.

>> Yellow ticket 13.

>> Hello.

Good evening, chancellor and panel.

My name is Johnna Lee, and I'm an ELA special education teacher at the young women's leadership school of the Bronx.

A public school.

Much has been said about our nonexistent special education program.

However, I'd like to clear up and debunk many of the rumors that came from little to no research.

Our 24 percent special Ed students receive ICT, SETS, and ELL services.

Every single IEP is reviewed by each student's teachers and is a true reflection of the student who her needs.

As our overall population grows, so will this 24 percent.

I've looped with my girls for three years, meaning that I've been with them from the sixth grade all the way until now currently in the eighth grade.

I've seen them grow tremendously, both socially and academically, and I

couldn't be more proud.
These special Ed and ELL girls will grow to be lawyers.
They will grow to be doctors.
They will work in finance.
And they will be leaders of this country just like the men and other women
in our generation.
What we are doing works.
So why try to fix or change what is not broken?
Is thank you.

>> My name is Joaquin.
I'm here as a parent, as an educator, and as a resident of New York City.
I'm thrill to hear great stories from public schools and charter schools.
That goes without saying that it's good that parents have choices.
Definitely, there is a debate between zip codes and charter schools.
I don't think today we're here for that.
I'm going to travel, and I'm going to address the panel now about -- I
don't know who read the report.
We're here to decide on how convenient it is to relocate or to locate, co-
locate a school.
For that, a report was written.
That report, I didn't see anything in the educational impact in terms of
quality of quantitative data talking about a school, 277, that came from a
failing, being a priority school, is not a priority school anymore.
Two years into the run, and the report that is supposed to inform this
panel does not even mention that.
Sharing a space, and the space matter is a matter of volume.
Sharing a space matters and matters for the health department, and it was
read in here by several of the other speakers what the regulations are, and
that was not included actually.
The measurements in the report that you guys have were not accurate, and
that troubles me a lot.
Also, there was a report on the fire department safety measures, and it was
not accurate either.
It was not amended.
I'm sure it got to you and members of the panel before that.
I don't understand.
It troubles me how can a decision of a co-location be made with a report
that is not accurate and shows poor work?
Now, after saying that, I just have a last message for the charter
schools, which I do support.
I was a founding member of a very successful blue ribbon school here for
New York.
And I have nothing against charter schools.
But I need to defend 277.
277 has a record of success, just like some of you do, and if you really

want to serve the community that you are here to serve, you should not do it at the expense of somebody else that has the same purpose.

Yes, a space matters.

Thank you very much.

Thank you, panel.

>> Yellow ticket 14.

>> Good evening, chancellor and members of the PEP.

My name is Laura gross.

I'm the director of education for the Women's Young Leadership Network, and I'm here to speak on behalf of our school, the Women's Young Leadership School of the Bronx, a school that we're so proud of.

This is not a new model.

It's not a fad.

It's not something we just invented.

Our schools have been around in New York City since 1996 with the opening of our flagship school in East Harlem.

I was a teacher at that school for seven years.

I then was so convinced of the model that I opened an affiliate school in Rochester, New York.

We have 12 affiliate schools nationally.

We boast over a 95 percent graduation rate.

We have 100 percent -- we have a 98 percent college enrollment rate.

100 percent of the graduates enrolling in college every year for 14 years from our flagship school.

This model is absolutely dependent on it being a 6 through 12th grade.

This is not a middle school separate from a high school.

This is one school.

Part of it is the older girls being examples to the younger girls.

Part of it is the incredible teachers working with both middle school and high school.

We know how to do this.

We've done it successfully for 19 years.

And our leaders in the Bronx and our teacher leaders in the Bronx are doing an incredible job for the girls in that community, and we absolutely have to keep going for their sake.

So thank you.

>> My name is Matt.

I'm a concerned citizen, a former public school teacher, and hopefully someday a parent of a New York City public school student.

I just wanted to offer my observations here.

It is my impression that debate here isn't about whether charter schools are good or bad.

The debate here is whether it's appropriate for some of these charter

schools to expand into the schools where the community schools feel it may negatively impact their children.

So let's just be clear here what the debate is.

We're not debating the merits of the charter school.

It sounds like there's some really passionate and wonderful stories coming out of the charter school movement, and that's fantastic.

I see a bunch of T-shirts here from PS-277, and it seems like they're very excited about their school and about the turnaround that's happening there.

The question is -- and it's a moral and ethical question for everybody here, including the charter school people -- is if the decision has been made to expand, and that appears to be what's going to happen, the question is how can expansion happen that doesn't have an unintentional consequence of negatively impact other students who I'm sure the charter school community also cares about?

So let's just keep the focus here on what the actual issue is.

This is not a debate about charter schools.

Thank you.

>> Yellow 15.

>> Good evening.

My name is Adam.

I'm a sixth grade teacher at Academic Leadership Charter School.

I think what the opposition to the co-location at our charter school, at 277 and all of them, to be honest with you -- and please do forgive me for saying this, but it's more of an anxiety that comes along with change.

Although I'm afraid it breeds more like fear, fear of middle school students, fear of takeover, fear that the building isn't equipped to accommodate our students although those things can be modified.

Fear of losing resources, hard earned, and incredible resources, yes.

Fear of the unknown chemical reaction that happens when two communities unite.

Fear of the risk.

We feel at Academic Leadership that we can be a collaborative and positive partner in a continued turnaround.

We served district 7 public school options.

We service ourselves as a public charter school.

Nearly all of our schools are from district 7.

We have a vision that is a biological commitment to leadership in the classroom and outside the classroom.

In addition to disciplined academic excellence.

That being said, we are a school in the most basic sense of the word.

We are students.

We are teachers, and our service, regardless of label, is at the end of the day, entirely dedicated to one goal.

The facilitation of a curriculum that reinvents itself every day.

To encounter the children from every community, and leadership is about risk.

It really is.

Experimentation and finding creative ways to realize these collectively shared visions.

Thank you.

>> Thank you.

>> Green 15.

>> Good evening.

My name is Jamie Kennedy.

I'm the assistant principal of Academic Leadership Charter School.

I would just like to begin by saying that we began six years ago in a co-located space.

We share a public school for the past six years.

We've watched our babies grow from kindergarten to first grade.

We were granted a renewal.

We were granted an expansion that we are doing very well as a school because of our parents' dedication, because of our teachers' dedication, and our students, most of all, working hard.

Our kids are in our school from 7:15 until 4:00.

Then we have an afterschool until 5:30.

We have professional development.

We are growing phenomenally.

We will love to continue to grow.

If there is space, it must be filled.

We have to fill the space for our students living in this district.

For schools that work, schools that really work, okay?

We have thousands of applications, incoming applications for our incoming kindergarteners, and we are welcoming those incoming families.

There are new buildings with new students.

Welcome.

And they should have a choice to what school they want to go to.

Thank you.

>> Yellow 16.

>> Good evening, everyone.

My name is Dawn Steele, and I am the parent of two scholars at Success Academy Bed-Stuy 1.

For those who aren't quite sure, it is a public school.

I am here today to say how important it is for the DOE to allow Success Academy Bed-Stuy 1 to expand to the fifth grade.

My fourth grade scholar will have no school to go to next year.

Wait, I shouldn't say no school, but his only option would be his district school, where most of the students cannot do math or read at grade level. At Bed-Stuy 1, our scholars rank number 4 in math and 15th in ELA in the state.

Numbers don't lie.

Check the scoreboard.

And it feels amazing as a parent to be able to say, yes, my child is a part of that.

In early October, I attended the rally at Foley square in support of 143,000 children stuck in failing schools.

I know what it is like to be a parent of a child stuck in one because I am also the parents of two young adults who have attended failing district schools at some point in their education.

I can't let that happen again, not just for my two scholars, but for scholars everywhere.

Thank you.

>> Green 16.

>> My name is Nancy Snyder.

I'm an ESL teacher at PS-277.

18 percent of our students at 277 are ESL students.

It's widely accepted that language acquisition happens under certain conditions and through specific methods.

Interactive lessons, hands on activities, and projects.

In short, the opportunity to practice the target language through active engagement.

There is no place for true ESL instruction.

Crammed into the back corner of an already crowded classroom, you can call it ESL, but it is not possible.

If this co-location passes, we will lose our one dedicated ESL room.

When you take away the space for small group hands-on ESL work, you're taking away from the students who need it most, disenfranchising a group that has been marginalized far too long.

hey are role models and they are leaders of tomorrow at academic charter school we make things work.

Yeah, we may not have enough steam pu we have enough to make it work because we want to succeed that's where our academic leaders step and figure out how to make it work we're asking you not to deprive not just our students and families sitting next to me but all district 7 and give them the opportunity to attend and have a middle school, where our children can work with the younger children at PS-277, where our teachers who are brilliant can collaborate with their teachers.

Why just shorten the school tobacco a K through 5?

Why not expand it and make the community stronger and better and make them

all leaders for tomorrow.
Thank you.

>> Thank you next green ticket.

>> Good evening my name is Liz tato I'm a third grade special education teacher at bedside academy number 2 and I'm here on behalf of our parents and dhirn of the school community I first want to say our charter schools are public schools and our charter school children are public school children.

So it's not a matter of whether we are going to find space for these children, in public school buildings.

If they don't attend a charter school, they're going to attend district schools in the same space, so it's a matter of whether we can keep a school community that is working, together So it can continue to work.

If the school is succeeding and the parents want this school, the parents at success academy are doing their part.

The teachers at success academy and at district and charter schools all across the city are trying to do our part, too, and we're asking for your support.

We're asking you to commit to find space for this school community together and grow through the middle school years.

We're not asking for special treatment, we're asking for the same thing, but every child in New York City deserves a great school of their parents' choice, in a neighborhood close to where they live.

Please help us provide this for our children.

Thank you.

>> Thank you.

Next speaker yellow.

>> Hi, my name is steva Mac la May I'm a sixth great teacher, for girls leadership in the Bronx and I work with special education students and English language learners for the last three years, the first thing I want to say is that teaching is a privilege and no matter what school you teach in schools in the Bronx 117 or any New York City schools it is an honor to work with New York City students and students from the Bronx.

Bull with that said, we do have challenges at our school, as some of my coworkers have mention mentioned already, space is limited but over the last three years we've worked really hard to make it work.

We share common planning space with our codirectors , sharing their office during our prep periods.

All teachers share class, there's not one classroom in our school that isn't used from first period to eighth period.

Monday through Friday.

I share a classroom with the other sixth grade math teacher right now, that

class is used from 8:30 to 6.

This also limits the amount of time that we're able to create our product productive classroom environments and oftentimes we come in on Saturdays or stay late in the evenings to work on that.

But with that being said, I don't want you to think that this is going to distract us if our main goal, which is educating students.

For example our girls, Inc.

has allowed us to provide 50 afterschool activities for the girls, CFY has allowed us to use computers for every sixth grader and I'm proud to work with the girls in our schools they have been very successful and have had some of the top scores in the districts and in the Bronx last year.

Thank you.

>> Thank you.

Green speaker.

Next speaker on the green side.

>> Yes, my name is Carl catlin I'm here to speak on behalf of the academic leadership charter school.

I think it's a great school, they have great teachers , the students there are very respectful, they learn, great, parents, teachers are working hard to help the students succeed.

They have a great test preparation for the state tests they constantly drill the students to make sure that they succeed and have great test scores come April and May.

Just think the school is a great school, and they should -- everyone should just work together for the students.

The students are the most important thing here , so I'm speaking on behalf of the academic leadership charter school, it's a great school , the teachers are great.

Students are great.

Everyone just needs to work together.

>> Thank you.

Next speaker standing on the green side.

>> Hello, good evening.

I'm here to speak as a parent of a success academy scholar, I want to say that so far this experience has been exciting, and imperative to my child's development and progress.

She enjoys going here, and I truly enjoy sending her.

The teachers are dedicated and are always coming up with new ways to encourage the scholars to learn and understand their task.

My daughter enjoys reading even more than she did before starting here this past August.

Math has been an enjoyable tryum have as she progresses further in that

area.

I enjoy being involved with my daughter's teachers , the trips, and I appreciate the open door policy to get a firsthand look as to what takes place on a daily basis.

The fact that they also serve healthy and nutritious foods to the scholars for breakfast as well as snacks is a great reason why we enjoy our kids attending.

It's 25 minutes from where we currently reside and the commute is a little distance.

My long-term expectation would be for her to continue under the success cadmium brel la after third grade into middle school as opposed to having to start elsewhere brand new and possibly out of the way.

Success add academy has been a wonderful experience in my life and my child's, as well as many of the other parents here and I hope that this can continue and not only my child but all the other bright scholars that can continue to blossom and grow together and with Mr.

Space and middle school as previously stated and I ask please just like all the other parents, don't still possible and my child had something she wanted to say.

>> I love my school because it's great.
And we need more space.

>> Thank you.

>> Thank you.

>> Thank you.

>> Can we have speakers with tickets 21 through 30 on the green side and on the yellow side , please come to the Michael.
Speakers with ismt -- to the mic and first speaker on other tied.

>> Good evening my name is Jessica, and I'm a teacher at the element school of the Bronx I'm current in my fifth year of teaching and have taught at three different schools at the Bronx , this is the second school I've taught at in district 9 every day I'm produced and grateful to come to the woman's leadership school of the Bronx, the culture fostered at Bronx allows the girls to engage in a safe and rigorous education , awaying down the halls at 12 you can pop into any classroom and see engaged learning happening for girls from the belongs Bronx After school girls from the Bronx continue learning while playing and exploring in creating clubs. When our students walk through the doors, they know they are with family. We continue to foster this family culture through our advisory program. We invest time and manpower to get to know our girls through small group advise erase.

During advisory, we teach to the whole girls, focusing on health, social, and emotional issues We also advise our iget grade schools on high school choices, spending several advisory lessons on the many high schools in the city and giving them the time and options to apply to any New York City school of their choosing.

With that choice, 75 percent of our middle school students put girls Bronx number 1 choice in high school, with another 20 percent including us on their application.

We want to continue to grow as a family in one building.

Thank you foreyour time.

>> Thank you.

>> No?

?

Next up for green.

>> Thank you.

>> Thank you.

Good evening, chancellor and panel, my name is cament rin montero and I'm an eighth grade special ed literacy and science teacher and girls , Inc. education specialist at twils of the Bronx by the way is a district 9 -- in addition to providing quality education for our girls in the classroom we work hard to educate the whole girl through our advisory and after-school programs.

We diligently provide these programs to our girls because we too believe in equal education ffor the gen terse and know our girls face deficits in the education opportunities and workplace -- including health, decision-making college and career readiness and gives them the opportunity to make social change through volunteering in their community.

This class gives them a safe says to voice their opinions, understand the complexity of the wider world and creates a sense of community, all while preparing them for their futures, utilizing real life skills.

We also offer an extensive after-school program in conjunction with our community based organization , girls, Inc.

-- for them to choose from.

We receive this grant from initiatives started by the chancellor.

Additionally we're able to supplement these with grants that we've written by ourselves and in broad outside organizations.

All our girls engage in STEM and leadership.

We're participating in a New York City initiative , we were -- called team Thursdays to work with the Bronx county historical society for the spire year to help educate the girls about the history of their community.

Our club facilitators work with the school liaison, and the club, so that they can make better connections and strengthen what's being taught in a

new way.

>> Thank you.

>> Thank you.

>> Next speaker yellow.

>> Good evening, and my name is Hanna singer and I'm a second grade teacher teacher at academic leadership charters -- each of our students in -- shape their lives for battery tomorrow and for a brighter future.

pi work as a team not only with the the other second grade teachers but the entire school community -- district 7.

Both academic leadership charter school and PS-277 are schools in district 7, and we need to work together as a community in order to better the lives of our students.

My kids are your kids, and team, together everyone achieves more, thank you.

>> Next speaker green.

Hello gring Greek greeng, I'm a parent of two scholars from best styles academy 1.

When I think about my daughter not having a space for fifth grade I get really emotional.

My daughter came from a public school who did us very wrong.

-- my daughter was able to pass the state exams with 3s which is great from where she started from.

I am watching her grow so much and try so hard to succeed.

If she doesn't get the opportunity to stay in success for middle school I will not have any choice but to put her in a D school which is all in my school district consists of.

And it is not an option for me.

So I ask to you please give best style one the space they need in order for our children to succeed.

If not, if you can't do that just give us the space until you can provide me, in my school district, with A schools.

Thank you.

>> Next speaker yellow.

>> Good evening even my name is Raquel Hampton and I have two scholars in best guide one what I would like to address tonight is the issue we have 143,000 kids who are failing.

Where are their parents who need to be who are representing them as well.

I have a problem that I am traveling from BBrooklyn New York just like many of these other parents here, to have to fight for our children I would like

to ask the panel, are any of your children have been in failing schools. Does any of your children currently attend a failing school. I'm quite sure that nobody on this panel will want their child in a failing school.

Public school or charter school.

We all have the right to a quality education.

I will continue to fight with best side 1 success academy network, and any other school who needs my assistance to write a petition, knock on your door, call --- (inaudible) your children just like everyone in this room right now.

I would hope that you guys are listening.

And we're not just sitting here for for malt, okay?

I really want to you pay attention to every one of these parents who spoke tonight, they are speaking from their hearts, just as I.

I will continue to teach my kid, because I hold bedside 1 accountable for everything, just like bedside 1 holds me accountable for everything , to be there at 7:30 to do the work, and trust me I'm not smarter than a fifth grader yet , I have a college greerks okay?

But we all need to be accountable for our children So that means you need, as parents, to get out and talk to your coparents and come here and represent.

143 up -- hundred -- that's a lot of people we don't need to be in an auditorium we need to be in a stadium.

We can make more noise being in a stadium than just sitting here.

>> Sorry, sorry didn't mean just sitting here but I just feel like we can do so much more emails , faxes whatever we need to do to have this panel really understand where we're coming from Support our children.

>> Thank you.

>> Green speaker.

>> Good evening even, panel and the chancellor parents students and everyone that's here to support the children.

My name is Amy Nelson and I'm a sixth grade science teacher at twils of the Bronx.

As a resident and former student at district 9 for elementary and high school it is an honor to serve the community that helped raise me.

Teaching in the same community that I reside in affords me the opportunity to mentor students both in and out of the classroom, because I went to college and attained two dwapsed degrees I Stan as living proof that the possibilities for my students are endless.

I chose to come back to serve my community because I'm passionate about what I do, and I believe in my students.

I chose to come back to district 9 to live and teach because this speaks

volumes to my students that it is a possibility.

I teach a wide range of students from sped, ELL special needs students with disabilities and students that have needs that may be undocumented I work as part of a team and I help my students to overcome obstacles and challenges that plague district 9, because I know where they come from, because I was once there.

The community of twils understands the needs to advocate for students and our community starting with the needs of our girls in district 9.

Advocating for the needs of our students is not just a priority, it is what we do.

It is what we embody.

Serving the needs of young women in the smaller community of our classroom -- are serving the needs of women in the larger context beyond our classroom.

Thank you for our time.

>> Thank you.

>> Yellow speaker.

>> Yohablaespanol -- yoestadounido, lalingua -- all the children, all the people.

What I am saying, is it's a shame that our parents and our children do not have the respect of being translated correctly.

Because we do not speak all the same Spanish.

It's a shame, I've sat here practically screaming at the fact that we had a parent here, and what she was saying, the passion that she was saying it with, that was not translated.

Because we translate and we speak with our body , with our hearts, and that wasn't being brought out here.

So I want the panel to understand that that's the same passion.

(speaking Spanish) We need more buildings.

Let's stop the fighting.

Fight for buildings so that everybody can be in a building.

Let's stop this nonsense, okay?

But let's understand that we have a lot of children that are -- getting service public charter and private, let's be for real, okay?

And again I hope chancellor that you heard what I said.

>> (speaking Spanish)

>> (in Spanish)

>> Thank you.

>> Next person yellow ticket.

Next speaker.

>> Hi, my name is kaylan ma hone, I prepared something to say obviously because I'm a teacher but I wanted to say a few things about my class first.

I'm a fourth grade teacher at PS 277, I have 21 beautiful students, and we barely right anyway fit on our carpet.

So that's my first concern.

Any other concern is we're not a failing public school.

At one time we were and we worked our way from an F to a B, and it's just feeling like every single year something new is thrown our way.

So now I'll start my prepared words.

While sharing speeds is an acceptable concept sharing must be you much weal beneficial.

But my question is, are we sharing space or are we taking things away from our students.

So it may have been recorded previously, our school has a grant where we spent \$250,000 equipping our fifth floor with two state of the art computer labs that will no longer belong to us if this charter school comes in.

So it's not about whether we agree with charter schools or whether we don't agree with charter schools, it's that it feels like we're losing everything we've put to make our school from an F up to a B, and hopefully one day an A, when you come in.

And we are making progress, and we want to keep making progress.

And part of making progress is being a 21st century school, which we've done, and it feels like now that's going to be gone.

And that's what's hurtful, and that's what makes our community come together to say we don't want you.

Not because you're not fabulous, I'm sure you are, but because this is what we believe in , and this is what we put our money into.

So thank you.

>> My suggestion is that you take administration courses.

Because you've to the the message out there exactly the right way.

Thank you.

>> Yellow ticket next please.

>> Good evening chancellor pep members and everyone here tonight my name is Ann Adler I'm executive director of the young women's leadership network We're a not for profit organization, dedicated to supporting the young women's leadership schools have we also support a coEd college access program in 24 high needs school through out the city.

My colleague Laura talked a little bit about the track record of success of the tools of the Bronx sister school.

Our four other schools that are the older sisters to this school have a 95 percent cumulative high school graduation rate since 2001.

Our girls enroll in four year colleges at a rate of nearly 90 percent.

They have earned -- achieved \$21 million in debt -free financial aid to make college possible , and for all of these reasons our girls are achieving four year college degrees at approximately triple the rate of their peers.

Are we thrilled about, you know, being sshoehorned into a tiny space?

Having -- share the space of another school?

No, we're not thrilled about that, but we are thrilled about making it work.

We are thrilled about giving our girls what they need in grades 6 through 12, and nurturing them throughout this critical adolescent developmental phase.

And the 6-12 model enables us to do that and enables us to achieve the results that I've just shared with you.

So we're also so excited about the possibility of really collaborating with the community at IS 117.

We want to show how we are successful and we are committed to service, because that is -- that's how we define leadership.

So please support expansion of our school.

Thank you.

Next speaker on the green side.

And can we ask for everyone that has tickets 31 through 40, I think some of the folks on the green side already came down, can we have folks on the yellow side, ticket numbers 30 -- excuse me, 31 through 40.

Thank you.

Next speaker

>> My name is Marcia reedy I'm a 14 year veteran teacher at PS 277.

I've spent my whole career there with those students I think whether are you in the panel up above or whether you are sitting here, we can all agree that we are here for the students.

That they come first.

So I want to speak on their behalf.

If a charter school is colocated in our building , the students at PS 277 benefit zero percent , and the charter school benefits 100 percent.

Colocating and sharing our resources means we have to sacrifice at every turn, and it's our students who are affected.

So I'd like to speak on behalf of my students who could not be here tonight, because they're a little shy, one, and it's a little too late I hope they're home getting enough rest to get to work tomorrow.

So on sky cruise said I love school, and art of one of my favorite subjects.

I get to be creative and our school as a result of our studio.

With the charter school coming, I'm going to lose my creative space.

Please think about me.

I'd like to speak on behalf of Kevin aranda.

My ELL teacher, Ms.

Schneider has her own room In this room I get to be crymbt, work harder and

I keep my focus I don't want to lose out because my teacher Ms. Schneider will then have to push in.

I'm important too.

Don't forget about me.

Kevin aranda.

Leah dwenas.

This year I've been able to move up four reading lefs levels and I'm proud of myself.

It's because I get to be in my own space in my own classroom and it's worked for me please don't change something at my school because it will affect me, Leah duenas.

Andrea pavon I have a hearing teacher her name is Ms.

cen we get together in a quiet space if a charter school comes in I'm going to lose out on my one on one time.

Arianna Rodriguez.

My voice is my action, I'm asking to you consider my learning, in my school community.

Our school works, and sharing means I miss out So do my teachers.

So really think to yourselves when you make your decision, how does a charter school help me.

Thank you for your time.

>> Thank you.

Green ticket next speaker.

?

My maim is Raquel scobi I'm a parent of two scholars at best side 2 basically I travel 24 miles every day from the burrough of queens because my district school is a C grade school which I thought was unacceptable for my boys.

My boys are in second and third grade and they both read beyond their grade levels.

My children don't know any different but charter school.

I chose them to put them in charter school after I did private preK for a number of years , and as you all know private preK is expensive My boys would not benefit well if they have to function in another school setting besides success academy charter school.

They would not know how to function, because this is all they know.

So I'm asking you here tonight to grant us the space, for middle school for bedside 2 and bedside 1, thank you.

>> Thank you

>> Next speaker on the green side

>> High good evening you all.

I'm also from PS 277, I'm a teacher there for approximately 8 years.

My husband was a student in PS 277, and I am so super happy from where PS 277 came from, to where it is at today.

As someone mentioned earlier, the hallway side you could touch both sides of the hallways , as an adult.

The hallways are 60 inches in width.

As it is, when there is transition of classes , or when there is changes, the hallways are very crowded.

As per the proposal PS 277 will have the gym in the morning, there's no way we can keep our children safe during transition time together with middle schoolers on the fifth floor, where the gym is located.

I just wanted to make sure that I mention also that approximately 80 parents left back to our community, they were here earlier, and we had rented buses for them to be here.

So our school is also here, as well, even though you're not -- you might not hear from them About the computer room that we have, for our children, that now our children feel like they're up to date, we're telling them the message that we're sending is that -- that they're not important enough to get that room.

We're sending the wrong message.

Thank you.

>> Thank you.

>> Next speaker on the yellow side.

>> Hello.

Hi, first I want to say good afternoon good evening My son Aaron Rosen Jr. is a scholar at bedside number one I live in bedside I'm a product of the public school system.

I struggled.

My four years, to get a bachelor degree because I was not taught the proper tools to succeed I want to say this, all kids are equal, all kids need a place to have an education my son has been a success in kindergarten. He cannot remove himself, he cannot go to another school, it's not a choice.

Living in a community I should have a school of There are quality teachers, quality education , and everything that he do, he accepts.

I want to say please give us the space to keep excel and grow so my son can one day be the next Obama.

Thank you.

>> Thank you.

>> Next speaker on the green side.

>> Good evening, everyone up on the panel and in the room.

My name is Jacquelyn Payne and I'm from bedside also, my daughter attends success academy bedside 1.

I remember a time when we were all in elementary school and the issue was overcrowding within the schools.

And here we are complaining about the charter schools taking up space.

I don't see the difference, because it's the same number of people are trying to be within these classrooms.

I fought war for three consecutive times, and for the civil liberties that everyone in this room have right anyway, and I feel like I'm fighting another war.

An educational war.

We should not be fighting amongst ourselves.

All the children, what is charter what is public , these are all our children.

And my daughter is sitting in a seat in a school from a community where she belongs.

If you tell my daughter she has to leave from out of that school, you are kicking her out of her community.

Where is the logic in that.

She is entitled to a seat within a school, whether it's a private school, whether it's a charter school, whether it's a public school.

I chose a charter school for my daughter because I felt that the education she was getting , that she is getting, is a much better education I am a product of the public school also, and yes, like everyone else who is in this room , who attended a public school, they too have seen the struggle that the children, are experiencing , or that they themselves experienced. Chancellor, we should not be here, this should not be a fight.

We all know what happens in a war, there's nothing good that comes out of it from either side I am speaking to you as a person who fought for , to have an education, for my daughter to have the choice.

I want her to be successful in life.

>> Thank you.

>> Speaker on the yellow side.

>> Good evening, thank you, my name is tahir ne gar I'm a teacher at the women's leadership school of the Bronx I'm proud to say I was the first male teacher at the school I was a little hesitant at first but I can say wholeheartedly that has been a tremendous pleasure and honor to be there. A lot of people tonight have said that they are a product of the public school system, and unfortunately in America that statement is not equal depending on where you are.

Not just state-by-state across the country, but within states, within districts, themselves And that is the real problem I think that all of us are facing.

We want our kids to have best that they can have So as a school here at twils Bronx we are trying to give them the best public school education

they can get.

All too often, people say oh you work in an all girls school you must be private you must be charter, we're not but I must say I don't care if it's a public school private school parochial school whatever it may be, if the parents and staff and Students are bending over backwards to say that my education was the best it can be, then I'm all for it and I don't care what kind of school it is.

I will say however that colocated can work, it's just a matter of giving both schools or three schools or four schools the opportunities they need, the space they need, the financial structure they need, the power to work together, to make it work.

All too often you see what happens tonight.

Schools are pitted against each other, and that is not helpful for anyone. So I don't know who the gentleman was from the consortium but his points were right on target As a panel as a city as a Department of Education as a united federation of teachers, all those entities and institutions need to work together , to come up with a better system for colocated schools if they're going to force schools to be colocated.

I believe wholeheartedly as a community we give our students opportunities that students get in private schools, independent schools in the suburbs, and that's what we're trying to do for them so we hope to continue to build that -- foster that community, and we would like to work together with our fellow school in 117 , but we all need to be positive about it.

Thank you.

>> Next peaker green

>> Good evening and thank you for opportunity to speak this evening my name is Tom perna I'm academy parent and I came out to speak in favor of the charter schools and I'm pleased to see everyone out tonight on both sides, extremely passionate about their children's education The bedside schools need space to expand into fifth, sixth, 7th and eighth grade.

The parents here and I'd like to thank every single one that came out both sides of the fence but the parents success academy work extremely hard every month we're getting to the library we're getting 24 books we're getting books to our children from kindergarten to second grade and in second grade something magic happens.

And they start reading them back to us.

They accelerate from being read to more so than I've seen anyone accelerate.

I've witnessed in the success academy charter schools not just reaching grade level, but going beyond grade level.

We stopped speaking -- I've got two children in the charter schools now one in sixth grade , one in second grade, I stopped talking to other parents about their achievements.

Even my friends in the suburbs.

Because in third grade, they'll say oh, my son read Harry Potter.

My son got through all the series by the end of the third grade.

I cannot speak enough about the accomplishments that the family at success academy is achieving All the parents work equally hard, as all of the teachers.

We need the space for not expanding but continuing the education to eighth grade and continuing the promise we made to our children to get them the best education we possibly could.

Right anyway success academy is that framework , and right now I'm coming out to support the success academy family at bed sti and I know you're not voting on it tonight as soon as it's on the calendar I'll be out to speak in favor of it.

Thank you very much for the opportunity to speak and thank you all the success academy parents that came out and every single day go to the library to get books thanks bye

>> Next speaker on the yellow side.

>> We invite you to visit our language arts class at Joseph Wade intermediate school 117 to witness the clave compassionate and nurturing learning environment we have created we are fearful that the proposal to decrease the size of our community school to allow for the expansion of the young women's leadership school will result in fewer resources for children and one of the poorest communities in the United States More over the colocation of a single sex and screened admission school runs counter to mayor deblasios vision of New York City.

In December we were saddened to learn about the proposal to increase the size of twils to include a high school, effectively reducing IS 117s ability to serve middle school students in the community.

Although this news made us sad, we felt like we should turn this negative announcement into a positive learning opportunity.

We read the memoranda, announcing the proposal , including the educational impact statement , which revealed the expansion would increase twils after-school programs yet decrease IS 1 17s we also read about twils parent organization , young women's leadership network its founders Ann and Andrew tish among the wealthiest in the world could build schools as easily as their mass ive corporation builds hotels finally we read the 14th Amendment of the United States Constitution how it relates to single sex education Equal protection under the law may be violated There is scant proof earn pseudoscience and veiled sexism that single sex education positively helps students.

These readings informed our critical thinking that we could express our feelings and questions about the proposal -- proposed expansion in writing and discussions.

We made posters for the joint public hearing, three of our classmates spoke bravely to a packed auditorium.

At this meeting our hearts were gladdened.

We felt empowered to participate in democracy by giving a real voice to our

education.

>> Thank you.

>> We would like to you vote no on the proposed colocation of twils.

>> Thank you.

>> Before we have the next speaker on the green side can we have everyone with tickets from 41 to 50, if you haven't already lined up, 41 to 50, both green and yellow, please come down Next speaker on the green side.

>> Good evening, my name is delish Jones I'm the principal of junior high school 117 located here in district 9.

I am standing with the codirectors of the young women's leadership school and we are standing together tonight.

We're standing together tonight to demonstrate that we do not have an adversarial leadership but we do have a collaborative approach, and that many of -- most of the philosophies about how children learn, we share. But we respectfully have decided that we are going to Stan together but we are going to advocate for our schools independently.

Because we want the same thing, but we want it in a different way.

So I will speak first, and then both Lee and Devon will share their part. Like many I am a product of district 9, I went to 53, I also went to 147, and I started my tenure with 117, in 1989 when I graduated from the state University of buffalo.

So I have been there since 1985 -- 89, as a teacher , a dean, assistant principal, and currently a principal.

I say that because I want you to know that I am vested in the community. Not just the community in the building, but the community district 9 community.

117 is a zone school.

That means that we take everyone that comes to our door.

We're not saying that twils does not have special ed students and that they do not have English language learner students, we know that they do But twils has 200, approximately 254 students in total.

I have 254 Ls.

They have 16 special ed students.

Itch 148.

I have 7 self-contained special ed classes.

With my children that have classifications as 12 to 1, and 12 to 1 to 1.

I have six students that are alternate assessment students, meaning that they're not required to take the standardized tests.

I have seven students that have crisis IEP paraprofessionals that must travel with them through out the learning day.

We are not the same.

And so we're not saying that twils shouldn't expand I'm all for them expanding.

But not expanding at our expense.

We currently have 623 students, as previously mentioned.

At the end of the four year expansion, we will go down to 495 students, and they will go from 254 to 600 students.

So if they are a screen school and we are a zone school and we service all the students in district 9 and 10, 100 percent of our students come from the community.

50 percent of their students come from the community And the other 50 percent come from the Bronx.

We service all the students.

Whosoever will.

The 19 shem terse that factor into our school The 86 families that are doubled up, all of those students are the students that we service at 117.

And we are a renewal school.

So how are we supposed to effectively service the community if we are shrinking.

Which we shrink, where will those children go And that is just my final question.

Thank you.

We can take the next two speakers on the green side because I think you said the three of you?

>> Thank you.

Good evening we want to thank you all for coming out tonight and taking the time to hear our voices we do appreciate it.

My name is Devon Eisenberg I'm one of the codirectors of the young women's leadership school of the Bronx.

I want to reiterate what Ms.

Jones just shared and that is we have the same mission for our students and that's to prepare the stunts in both of our schools for career and college success We all agree that working clabtively will provide the students opportunities that they need to succeed in today's world.

The proposal that's on the table today is to share the building between both schools, where our school, both schools would have approximately 50 percent.

Three years ago, when we first came here and proposed our school, we did write to have a 6 to 12 school located in the Bronx.

At that time the proposal was granted for 6 to 8 located in the 117 campus, and for it to be readdressed in the 2015 school year.

Unfortunately, we're in the situation where we're vying for space but that's not what we want to do.

What we want to do is work together to support all of our students.

Sorry.

In the last two and a half years, as shared earlier , we have had a lot of

successes.

Our students in the ELA and math scores have outperformed the city -- excuse me, the Bronx and district 9.

In addition, that is where their 18 percent special ed population which comes about 14 special ed students in our school.

At the end of the day we truly believe that we can work together and optimize the space that we have so that all of our students can be successful.

Thank you.

>> Thank you.

>> Good evening my name is Lemur Loreano and I'm the other director of TWILS of the Bronx.

It is not an ideal situation which we stand here today, it is not ideal for us, it is not ideal for our teachers.

But more importantly, it is not ideal for our students. It creates a tension that doesn't need to exist. We have so many things to fight against.

We live in the Bronx. I'm a Bronx girl at heart that's why I choose to stay here.

And I feel we do an injustice by having to fight for space.

And what I think that we can do, I do believe we can do this together because during the three years that we've been working together, we do have the same belief system in that all our children deserve the best education.

And we're fighting for that.

Because truth is growing up in the Bronx you're already at disadvantage. You have half a chance of graduating high school. And in this country, that's a sin.

So we believe in working together and working hard.

And from our part I understand that it's challenging to minimize and have someone come over, back in the day it was called colonization. Right someone comes in, takes over, takes space. It's not our doing.

It's not like we chose it.

But it is where we exist.

So we ask that we get the support that we need to be able to do this in a very effective way. We know space.

Our parent coordinator didn't have an office this year. Our main office can only hold two people. Our office is everybody else's office.

We meet in the hallway.

Ms.

Jones has been nice enough sometimes to let us borrow to have some space to have meetings outside her door.

But we do what we need to do because it is in the best interest of our children, of everyone in this community, of our society, and of our country.

So we ask that you invest in us if you want us to do this, share space and

educate the children the way they deserve, please give us the tools and the resources that we need so that we can make it happen in a very effective way.

>> I want to say that I'm very impressed that the three of you decided to speak together.

And my commitment is to make it work.

However we need what work says.

I have been to visit your school, I have come to see your after-school programs and I also know the special needs and emphasis on 117, and this is a commitment I make.

We're going to figure out a way to make this work, because I'm very much impressed that the three of you stood there together.

Thank you.

>> Let's take -- we need to hear from the next speaker.

>> Let's take the next three -- I'm sorry, it looks like the next four speakers on the yellow side, we're going to end with the gentleman in the orange shirt since you were kind enough to wait.

So the four of you will end with the gentleman at the orange shirt and then we'll finish on the green side.

Yes, ma'am.

>> Good evening my name is Avis and I'm a parent of success bedside 1.

Thank you for having me speak this evening, my daughter started this academy since kindergarten we are in third grade right now.

She's 8 years old she's reading at a P level she's doing exceptionally well.

She comes home and we have little sticker on her side saying great job PPOA -- I as a parent didn't know what POA means, when she told me it means power of action.

She goes at 8 in the mornings I drop my daughter off at 7:15 door is open to take your children I'm a single working parent I have to rush to the train to get to work for 8 o'clock.

Schools in my district does not open to take the children.

I thank the teachers, principal, for taking the children early day in day out from 7:50 to 4:30 ask beyond the kids come home in the evening they have a test in the morning with a sticker they're so excited to go to bed.

You should see the kids in the morning running from the train.

They're rushing to get in line.

7:01, 7:010 just so they can be in line to do a test.

I have a 17-year-old in high school he doesn't get up to do the test in public schools.

Please I beg you I urge you to help us work to get the space so our children can continue a great education.

Thank you.

>> Thank you.

>> Next speaker yellow.

>> Good evening, panel.

My name is Loren I'm a proud parent of two students bedside community I have a third grader when there is no school my scholars are begging me mommy when is school going to start I tell them next week or two they're crying they want to go back to school.

I love success academy because if you have any questions about homework, I can always call the teacher or make a note on the homework itself The teachers work hard every day to make sure that each and every scholar go to the next grade Please give us our space so our collars can attend middle high school at success academy.

>> Thank you

>> Good evening, my name is sagriado, and I'm the president of PS 277.

I thank my parents because I know the journey here is long and it was hard with you but they're committed to our school.

When I first took over PS 277 I have to say I didn't feel like I was an industrialized nation It rained in our rooms, it was 18 degrees, there was dust everywhere.

We had bremroulet as our source of internet.

We had fought for lots of grants for many long hours.

And I have to tell you when I went to that school I said I'm going to give our school what I would give my own children.

And not only that, our kids do fencing, we have students in the school we have partnerships I don't even know what to do anymore with the amount of partnerships that we have and the strong relationships we built with long of CBO s.

My concern isn't about a charter school coming into our school, it's rather we're in a frail state.

We just barely came out of being a school that was going to be closed two years ago.

We've come a long way, we're in good standing with the state, but we're still frail.

And what happens is not that we're anti--charter school.

If I were a parent I would look and fight for the best school for my children, so I understand completely.

But in this frail state, what that means is priorities are no longer -- they get -- they're no longer the priorities we first had because now we have to think about so many other things that take away from the real work that mmatters and it's instruction.

Our school works not only just for our children , we have grants where we

have counseling for domestic violence and for all our parents, it's not just for our students.

And that work is being done in spaces that are not accounted for in the blue print.

There is a narrative that is untold in the educational impact statement that needs to be told , and needs to be included.

Because it cannot go that you just mention, just basic data, and forget the real narrative and the real story from where we were to where we are.

And again, it's nothing against your charter school As a parent that's what I would want.

But also I'm paid to advocate for our school, and our school for a really long time was marginal marginalized and it can no longer be marginalized because we have a community that will stand up for the students' needs. I thank you.

>> Thank you.

>> Next speaker yellow.

>> fweeng.

My name is Freddie Mu no, sir and I'm here on behalf of PS 277.

My son attended school there in September, he started.

He spoke no English whatsoever.

I'm not even exaggerating.

Two and a half months later we spoke English.

The teachers at PS 277 are working hard, they're very passionate.

It's not like we don't have -- it's not like we have room to fwif.

If we had room, we would sep charter school to come in.

It's not about that, it's the room they want to utilize is the fifth floor.

There's a lab, there's a high tech lab there.

It's a state of the art computer room, which took two years to build and \$250,000.

What are we going to do with that lab, are we going to destroy it?

The kids need that.

I mean -- I'm a consultant and every day I get emails of not job offers but job opportunities We need, we need to help these kids out we need to keep this lab open.

The kids need it, it's the future.

It will be a service to the kids to take that you way from them.

Technology is the future.

And we need more consultants.

We don't have enough, we have to bring people from other countries to work on our computers to be consultants.

So that's the room that we're filling in.

What's going to happen are we going to move the equipment somewhere else?

We can't, it was wired up specifically for that room it was wired up for

in a room the fifth floor, we can't move the computers.
So that's the big problem we're having there, we're taking that service for the kids and what are we going to do.

We're going to move it somewhere else?

We can't do that.

Please try to find a place where they can put these charter schools at, build some more buildings , there's a lot of empty lots out there, I'm pretty sure you guys can do something to help the community out and all the kids, because that's whap what matters, is the kids.

Thank you.

>> Thank you.

>> Gentleman on the green side.

>> Green.

>> Good evening, I'm Ted Hurwitz, cofounder of the academic leadership charter school, and I want to thank the Department of Education and the panel for considering us for colocation at 277, a school with a wonderful culture, and we'd be proud to participate there.

I would like to say that our executive director , Dr.

Norma figure row a Hurwitz, many years ago was the principal of PS 83 in Manhattan and the Department of Education said that the bicultural mini school had to be placed there She took them with open arms, they worked together , and when she left, both schools, both schools had reading levels of foynt 90 percent above grade level.

I think that's a testament that two schools can work together.

Share a lunch room, share an auditorium, share a gym.

And work together collaboratively to be success ful.

The academic leadership charter school I'd like to tell everyone is the only charter school in the state that was given in September, a 5 year whole renewal that they were awarded 3 preK classes that were, and they got an expansion into junior high school.

They didn't do this because it was too much work , they did it because they want to give every district 7 school child a chance to achieve and become a leader.

Thank you.

>> Thank you.

>> Next speaker on the yellow side, and can we have speakers with tickets 51 through 66 on the yellow side, and 51 through 69 on the green side.

You don't have to stand, if you keep your number you can actually sit down and then just fall in line, if you want.

But 51 through 66.

Please assemble near the mic on my left and fun through 69 please assemble on the green side to my right.
Next speaker yellow.

>> Hi, good evening.

I'm -- my name is masato, I'm an English teacher at junior high school 117. I know my principal and codirectors of the twils school spoke.

My concern Mosley about colocating is the fact that when the school expanse and we have to lessen our numbers, the community that is going to be affected are young men.

Our young men already are at risk, and I think no one has addressed the fact that when the young ladies school expanse, that when our community is lessened, it's going to affect our young men.

So I stand here this afternoon just as everyone else is passionate, we're passionate too.

Junior high school 117 in 2002, we have worked very hard we're proud of where we are at this moment.

While we do commend the other school, and we see their vision, we also have a vision.

But our vision is for an entire community.

We have to take whatever, like Ms.

Jones my principal says, we have to take whoever comes to our door.

We don't have the lib et of picking and choosing , we can't select and reject.

So I believe that that proposed expansion for the young ladies leadership academy, it works in their favor, but I don't think it's being fair to us junior high school 117, because our young men will have to move, we would have to find other schools, and we're servicing our community within our scoo we cannot serve our community and expand and allow our numbers to diminish.

So I believe if we colocate it should be half and half, I don't see why it should be allowed that one school should come in and take up more space, more resources, and then just basically leave us there to fend for our self.

So my main concern is our students within the community are not going to be serviced and we're going to have a problem.

So I would just like you, when you're reconsidering , or when you're thinking about it, to think about the boys in our community who are not being serviced, and we also want you to think about the fact that we're just as passionate We work really hard at junior high school 117

>> Thank you.

>> We struggle a lot and I just want to -- thank you.

>> Thank you.

>> Next speaker on the green side.

>> Hi my snaim is my Kayla I'm an eighth grader.

The school twils give us the opportunity to interact with our teachers and students or classmates Every day we have to walk up four flights and it's worth it.

They believe that our education is the key to success and I agree with them.

The school wants to us graduate high school and college not only high school.

Our education is so important to them that in RLA we are reading a high school book called knight.

My school teachers are our leaders, they teach us how to become leaders. We are the leaders.

And I am proud to be a part of the young women's leadership school, I'm produced to wear this logo.

?

Thank you.

>> Next speaker yellow side.

>> Hi I'm Jennifer and I'm young women's leadership I'm also part of the PTA title 1 and I'm also a parent of a sixth grader this is my first year in this school, andibeen there since September and within the short period of time , I like the school, the education my daughter came from parochial schooling and she's -- she does very well she also has an IEP and I believe in this school.

We're basically not taking the whole school so I believe that something can be worked out between both schools.

We're not saying hey we're just going to take over your building and forget about 117, we're just asking for a little bit more space.

I think this could be possible.

We're not wanting a battle we just want everything to go smoothly it's giving a lot of tension to the students because of this battle right now and I think once a decision is made and is done by the district, think everything is going to work out well for everyone.

>> Thank you.

>> Thank you.

>> Next speaker on the green side.

>> Good evening, ladies and gentlemen.

I am the parent of a twils child.

I am the proud parent of a twils eighth grader , on behalf of our girls I

am asking the school expand for the reasons being our girls deserve a chance to finish what they started.

They should continue the bond of the center hood they created at twils and continue in an environment that forces creativity and power learning Most of all they deserve to stay together and be united as one school.

Please don't take that away from our young ladies Thank you.

>> Thank you.

>> Next speaker on the yellow side.

>> Hi, Mike Diaz I represent PS 277, and my concerns are space.

Currently adding 200 more students to PS 277's fifth floor creates a hazard.

Just don't have the room for that.

I'm sorry.

How would you feel if you had your four-year-old children using the bathroom with 14-year-old students.

I've had two daughters attend PS 277, now my grandchildren are attending PS 277.

It's a great school.

Nothing against charter schools, I think it's a great thing to have, but taking space from my elementary school students and putting middle school students in elementary school creates a hazard, and I just was hoping that chance to consider that.

>> Hi, my name is darez Diaz, I think you're going against common sense which is why they have elementary and middle school separated, and high school separated.

What about transitioning in the hallways.

What about teacher separating the classrooms myself jorje helped me get a nomination for prep for prep because she things I need a better education to help success in life

>> Next speaker green side

>> Hi my name is chacima Jackson hi everybody, I'm here to speak on behalf of public and charter I'm speaking in the whole.

We put charter up here and vote for you all to take care of us and I feel we're not being taken care ofment.

It makes no sense to have children on top of children , we want our children to succeed just as much as the charter -- these parents want their charter children to succeed no matter who or what race or what religion you come from.

We all want to be ahead of the game.

Just as you all is ahead of the game if you all -- I doubt you all let anybody mess why with your success so would you mess with our success , and make us family we're fighting against each other for space.

Like my grandmother always told me, time is money Education is time, and it takes a lot of work and we all in here as you can see as parents , teachers, principals, friends, family, community , no matter what it is, we're all here fighting for the same thing.

Education.

Education.

That's all we ever fight for, is education.

Freedom of speech, freedom of this, freedom of that.

It makes no sense to have to go through all of this to have our children -- my baby is sleeping over there and she's got to get up and go to school tomorrow just I to have get up and go to work but it's because of you all beautiful people that we elect to take care of us.

Take care of us.

Do what's right you all know what's right from wrong you all went to colleges, you ain't thinking about these children, these little babies crying up here about space, so my opportunity of education I don't feel no way you all just sit there and just -- well, it's all right.

It's a diplomacy it's a democracy, I'm tired of hearing this, I have brought my oldest child from a charter school because of certain things I'm not going to talk about, but right now it just makes no sense.

Where is the love, it's 2015, we need to stop this.

It makes no sense.

It makes no sense for our children children I don't each want my children's children sitting here going through this.

I don't want that I want them to have an education I want them to be free, and we ain't free and that's bad you all need to cut that out.

You all really do.

>> Next speaker on the yellow side.

>> How are you doing.

My name is Anthony van dynaand I'm here representing PS 277.

I have three children in that school.

And I get a little emotional because I was mad when I came.

Because I hear that ALS always say they don't want to take space from us they don't want to do this they don't want to do that but when he walk through, they mumble, do you see the resource room they have, do you see we get that, we don't have to spend no wiring to get that.

But they take away from us, they take away from our space.

I have three children right now in that school I have a preK that can read third grade books Because of these teachers.

Because of my principal.

Okay.

I have another child that's going to be coming in that can read preK to first grade because I'm doing the education that they do at home in school at my preK.

And then I have another student that's going to have to have an IEP and go through certain things, and they're going to take away those rooms that they need those resources for.

I don't want to put aside the charter schools, but you all have to find that space for them Not us.

Why take away our space to give them the opportunity to go ahead for their children to excel, too.

Let our children excel.

Let them stay in the space they're at now, and find the space for em this.

Make a space for them.

You're building all these apartment buildings and housing and everything else.

Let's build another school, too.

And then top it off, you're putting middle schools through the thing with my young children?

I don't accept that.

Because when my child gets hurt how many times do you feel that you're going to get a lawsuit because a child gets hurt because you're putting an older child and my children to have go to the bathroom with that child and they get bullied or get hurt and something happens.

Are you thinking about that?

I've got bullied.

I've got hurt.

When I was younger, I don't want to see that for my children.

I look at what is there, why don't you all look through our eyes and see what we're saying I don't want to take away from them, but I don't want my children being hurt and I want my children to have the proper education they're supposed to have and not to have the stuff they have in our school taken away from them.

>> Thank you.

>> Before we take the next speaker on the green side I'm also going to ask, there are 10 people signed up or who originally sign up for general public comment.

So we're nearing the end of public comment.

Only if you have a ticket for general public comment numbers 1 through 10, feel free to line up on either side of the auditorium.

Next speaker on the green.

>> Hi, good evening.

I'm a first grade teacher at PS 277 and I'm here with a first grade student of mine, Emily Do I think that charter school is going to stop us from not. Because that's not who we are at PS 277.

PS 277 is all for a challenge but I ask myself is this another barrier that we are going to need to overcome to make sure our kids get what they need,

what they deserve.

I am here an advocate for all public schools.

And I am speaking as someone who spent my first four years teaching in a public school, and a charter school, and chose to leave because I was deeply disturbed by the counseling out of students with emotional and behavioral disorders Our children, principals, teachers, staff, custodians have worked endless hours to get where we are, and I refuse to sit here and have someone take that from our kids.

It's not right, and we here at PS 277 will not sit quietly.

Class size matters.

You say you made it work at your previous colocations , but our school didn't go from a level F to a B by just making it work.

I no from working in colocated buildings what it's like tof fire marshals show up on the day of state exams and tell you can't give testing mods in the hallway because you've utilized every last ounce of your space.

The endless amount of time and effort our principal put into getting a \$250,000 grant to create a state of the art school is what our kids need and deserve to prepare them for the college and careers of the 21st century.

We need every last space in the school and cannot afford to share it with the charter school I am begging you to please support us, and help us in our mission to revive the New York City public schools and stop the colocation of PS 2 77.

>> Next speaker on the yellow side.

>> Good evening.

My name is David Garcia Rosen.

I've been a teacher dean and director for 16 years I'm here to talk about New York City's Department of Education athletic league which continues to deny black and Latino students to high school sports.

We have researched this issue for the past four years and are satened that New York City continues to have one of the most separate and unequal sports in the country.

In the schools that are 80 to 99 percent students of you country the number of PSL teams is 7 over 17,000 students of color attend a school with no sports teams and another 36 students of color attend one with almost no sports at all At the high schools with the most white students it's a different city, they have on average 18 teams with 50 percent attending a school with more than 30 teams, and 15 percent at a school with more than 40.

To then ville hls which is 52 percent white has a staggering 44 teams.

Chancellor, we have asked you for a year to meet with us but for over year you've left us in the hands of CEO Eric Goldstein who screamed at us there will be no Marxist redistribution of sports teams in New York City.

The civil rights act of 1964 makes it clear that students of color must

have equitable access to the diverse range of sports offered by the public school athletic league.

The DOE's own data makes it clear that the PSL is not in compliance with the civil rights act of 1964.

Had our demands been met the last four years every student in New York City today would have access to high school sports.

Once again, we're asking the Department of Education to implement our demands for I feel R fiscal year 2016.

Chancellor last year at the city council you said you met PSL students athletes who were only engaged in school because of sports.

It's time that opportunity is extended to all students in New York City high schools.

How many students have dropped out this year who would have stayed enrolled had they been given the same opportunities as the students at Ateen Ville high school. How many students would not have been arrested. How many students would not have become pregnant.

In the year we've been chanting black lives matter it's about time we tell COE Daryl Goldstein that black students matter, Latino students matter, and civil rights matter.

>> Thank you.

>> Next speaker on the green side.

>> Good evening, I would like to thank all that are here to advocate for our students.

And as for the panel I have the utmost respect for you because you have a ton of tough decisions to make in the next coming months.

You have to consider the economical measures, implementation factors, and the impact.

As my principal from PS 277 stated, the educational impact statement does not paint the full picture of what will happen to our school.

See, we use class size reduction to further our progress.

In the best example, as one of our current fifth grade students came to us from last year, from district self and has made year of progress.

75 percent of her instruction was done within a class smaller than 10, outside and inside. In addition, this colocation proposal will change our instructional practices and will change the access that we are able to give our students. All students, including public and charter, have the right to an adequate education.

This colocation infringes on our students and PS 277's right to an adequate education by forcing larger class sizes, impacting our program, and impacting the progress at PS 277.

Please do not make this a tail of two cities.

Thank you.

>> Thank you.

>> Are there any further speakers on the yellow side?

>> Good evening.

My name is Abdul baba I'm student organizer.

Also I was the captain of the origin of essay test team.

Tonight I'm here on behalf of all the black people tonight asking for sports.

People cannot give sitsonship if they don't realize the fight that is in progress.

Tonight I want to talk about transformation of sports.

Sport is a powerful tool that all schools need to transform light of students.

Sports -- for example when I was in ninth grade I used to receive C, C, C.

But when I joined the soccer team I received A, A, A.

You cannot wait for majority to solve the problem sport is a tool that transforms lives.

I remember one day when I was going to go to school and I was almost late and I have to run two, three blocks to come to sdool because I was feeling that I would be late for school.

Let them play and let them play now.

We want our constitutional rights.

This is not right because as you can see that sport is the powerful end there's no white or black thing around the Constitution.

Today I want to go to college like my brothers and sisters.

I'm good at sports, and I cannot have financial aid because right now my school has zero sports and we used to have a lot of sports when we had SSA.

And tonight I'm here and I'm pleased that you help us because we know that sport is really a powerful tool that can transform lives like David says.

Thank you.

>> Thank you.

>> Next speaker on the green side.

>> Good evening ladies and gentlemen my name is Mildred green and I'm here to support the women's leadership school.

Another problem is that we are currently having problems with space from 117's building and we are now on the fourth floor and we're trying to expand on the third floor.

The reason why I think that we should have the expansion is because us girls in the women's leadership school we have so many opportunities here, we have so many offers here, we even have like if we didn't want to come to this school , the teachers and also the principals, they will also help us to get into other gool schools because they don't want us to fail.

What our mission is basically, is for us girls to actually be lawyers, to actually be president presidents, to actually soon be in Congress soon Like I know that if this opportunity is taken away from me that I wonder what am I supposed to do.

I know that I want to be a lawyer I want to be a veterinarian, but if I don't succeed in this school then how am I supposed to achieve my goal Thank you.

>> Thank you.

>> Next speaker on the yellow side.

>> Hi my name is sha Neil shacowin and I am the PA president of PS 177.

I have been advocating for quite some time for my school.

I have kept a lot of things in the background for my own life, to fight for my school.

When I have seen repeatedly that no one else have been fighting for them.

Now, I am a young parent.

I see many older heads in this house I know you guys are older than me, so I'm like why is she PA president.

I have three kids.

And at one time in my life, mommy life was not for me.

I didn't understand it, I didn't know how to do it, but I learned.

So me being a parent and choosing to stand up for my own kids, now I stand up for over 400 kids in this building.

And every day that I'm there in the building, I fight for their rights.

I fight for them to get a better education.

I fight for them to be comfortable, to give them the resources as a PA president would, to bring it in when I don't see anybody else bringing it in.

If it's not the president doing it, the treasurer doing it, the secretary doing it or the teachers, look at this, look at that.

They're here.

Does that matter?

They're here.

They worked whole day today, by the way.

My foot is broke.

They're still here.

That should speak thousands of words.

That's dedication, that is what we are saying to you.

We are the devoted in all ways.

Our devotion you cannot put in numbers, you can't put it on paper.

You can't survey it.

Just look at it.

If you come into our building like they did, you will fall in love with it, because we work Our community works.

Let us grow.
We just came out of priority, this is not what we need right now.
Let us grow.

>> Thank you.

>> Next speaker on the green side.

>> Good evening.

And thank you Madam chairman.

I'm going to start off because as the lady said we are old people have been here, okay, I ain't going to lie.

I was born and raised in the Bronx all my life I went to an all girls school I went to wall ton which they changed it now to Celia cruise My thing is, United States is the richest country in the world.

The richest country in the world, and when it comes to our children, they are failing them You got children from from India, Pakistan, all over the world that has passed our children The Bronx, United States, Manhattan, all of these places, used to be the best place that you could get an education. And how I know, because I'm one that is a success story.

When we fail our children, that is a problem.

When our children fail, there is a problem.

When we can't come to our community leaders and voice our opinion, there is a problem.

That is a big problem to me.

So we should not have no failing schools.

We should bring our children beyond the capacity I'm speaking of young woman's leadership because I believe in them.

They have done and they have proven to me as a parent that they have took my daughter, and my daughter was the one who just spoke in front of me, beyond.

And ne will take them beyond that.

So I'm saying let's move our children to a better place.

Let's get America back to where we belong.

Not a third grade country.

Let us get back to the top where we belong, as people.

Thank you.

>> Thank you.

>> Next speaker on the green side.

>> Hi.

My name Allison Perez I am a student at PS 277 As my mother taught me, education is not a privilege , it is a right.

It is my human right to have an education.

Some of my classes that I love may be taken away because of the charter school, such as my technology class, which I learn a lot on the computers My studio in the school art class we are using many different paints and inks.

My music class we do much more than sing, we learn about melodies, rhythms and instruments My gym class we exercise, play basketball, play soccer and much more.

If you take away these classes, it will not only upset me, but many others. We look forward to these classes each and every day.

I know you have to find the charter school a place to go, but will that be right to deprive me and the students of PS 277 in doing so?

I don't feel it would be right, taking away our computer, our computers, and classes, feels much like a punishment instead of a reward.

The students at PS 277, including myself, are dedicated and working hard and achieving our goals, and always trying to be the best we can be.

So why would you punish us.

I hope the right decision will be made today.

I am keeping my hope .

Thank you.

>> Thank you.

>> Next speaker on the green side.

>> That was my daughter, by the way.

No, I'm a mother, should I wait for the time to start?

>> You're fine.

>> Go ahead.

It's fine.

>> I'm a mother at PS 277, and I have two children that attend there. And the question is not about sharing or -- the question is about space. Space that is actually available.

And to me, the space is not available if it's already being used.

And the fact that the principal went out of her way to get all these grants, to put into our school, to make a beautiful technology class that my kids go crazy about every day talking about, the technology class, where all these brand new equipment and fancy computers and stuff that they never see.

This is the one place that they go and they look forward to it, and you know like my daughter said, she feels like she's being punished if you take this away.

They do homework every night they work hard they struggle, they try to get through.

And it's -- you know, my son learned in the beginning of his first grade, he learned about living space and how people -- what people, what living things need, and they need food, shelter, water, and living space.

And taking this away, it's just -- doesn't make sense.

It doesn't make sense.

If it doesn't fit, there's no space, the charter school needs to find somewhere else to go. There's no space for them.

To deprive them of the classes they enjoy, it doesn't make sense to me.

So I mean, I'm just hoping that you do make the right decision because it is upsetting.

It's upsetting to me as a parent to see my child upset.

It's upsetting to me, and then in the last meeting there was a teacher who also is a firefighter and he brought up things such as fire hazards and not enough bathrooms to accommodate those many students, and you know, that's an issue.

Now, the mother that was here that had spoke about she was in this charter school that wants to move in now, and she actually left that charter school, tried to get away from that charter school, and now that charter school is trying to move into our school.

And she explained how her son was burnt by a radiator. I mean, is it because they overcrowd their classrooms, and now they're going to overcrowd our school's classrooms?

Because that's a problem with me.

Because if my child gets burnt on a radiator, I will have a lawyer, and I know plenty of them, and I have lawyers and I will file a lawsuit, if my child gets burnt because of neglect of the real amount of space that is in our school.

Because to me, there is not enough space.

And I've been in this school and I've seen every floor in this school and I do not see to accommodate an additional 300 students in this school.

I do not see that space.

>> Thank you.

Thank you.

>> Good afternoon.

My name is Aryan Rodriguez and I'm in the fourth grade at PS 277.

I want to start by saying yes, we care about all students.

But PS 277 is for students from preK to fifth grade.

Most of our parents chose this school because they didn't want us mixed with older children for reasons like sharing bathrooms and our safety. I'm not comfortable with very much older children be a part of PS 277.

I do not think it would be fair that they have the power to take over our fifth floor.

Our principal worked very hard to give us the best computer lab we ever had.

Also it's our space for prep time.

This made me happy and it will feel terrible if it is taken away.

My younger brother is in kindergarten and I am concerned with him.

I always protect him and if he comes face-to-face with an older kid it could become dangerous I'm here to protect all the other schools with my support thank you for the city and I hope this helps you understand.

>> Thank you.

>> Yes, I have number 62, I was just sitting waiting for my turn.

Sorry about that.

You want to see my number just in case there's any doubt?

?

No, no.

If there's -- we want to make sure that we have everyone who has a ticket.

>> Okay.

>> Is there anybody else -- one second.

Is there anybody else left who has a ticket?

Okay.

So then we're going to start you with the full clock for you.

>> Okay, good evening, and thank you for having us.

I'm a little nervous, especially that I'm the last speaker.

So I'm a parent at PS 277 also SLT member and PA treasurer.

I'm a little confused about what I'm hearing.

Especially the fact that I feel like our district and our public schools are being attack attacked by our poor records.

Now, that is not the case for our school at this point.

I understand success academy and a lot of charter schools have had a lot of success.

We'll still have our public schools and I don't think we're addressing that.

And I don't think we're marginalizing that fact , that we have done a lot of great things, as a public schools, you know, period.

Now, I don't want what has happened to MS 117 and the young woman's leadership school to happen to our school.

By this colocation, all right.

Many other schools have to -- have had this problem as well.

So my question to you is what if either schools , if this colocation were to happen, what if either school or even both schools exceed their projected enrollment.

Also.

What precautions does the dough take to ensure that our what you call underutilized school does not become overcrowded.

So what procedures are in place for that.

So I'm not going to talk about a lot have I have a lot of concerns about the safety and a lot of that but that has been addressed already , so I just want to talk to you about our school period.

Our school was at risk of being closed down about a couple of years ago, and thanks to the dough, you guys, for making the decision of keeping it open.

So I come men you for that woyn.

Now, the decision to be kept open was also backed up by a change in administrative.

Ms.

Lila Jorge was the best thing to happen to our school.

And for that once again I thank you for that decision So now, now I beg of you, to reconsider this proposal , to allow what -- to allow us once again the opportunity to go -- in our school our school has reached a B grade and we are continuing to work on becoming an A grade school.

But having the colocation, we just -- colocation we've just been removed from your priority list of schools will put a strain on our school I urge you please once again, make the right decision as you did in the past, to keep our school open and give us the opportunity to grow , and get to A school: And be a success story for not only Bronx schools, but district 77 that has suffered so much by having so many charter schools, you dmo, taken over.

They're not better than us.

And unfortunately, that's the feeling that I'm getting as a parent, that they're stating that charter schools are better than public schools And I believe in our system.

And so should you.

I hope you do.

>> Thank you.

>> So that concludes our public comment period.

I'm actually going to move back to a motion from the panel to adopt the two resolutions being considered tonight.

That is the panel member Richter is there a second ?

>> Second

>> The two in terms of Central Park east middle school grades with PS 108 -- thank you.

Panel member Baptiste.

So as customary we will hear questions from the panel on the aforementioned proposal borough by borough hearing the concerns of the rrespective borough appointees first then other panel members.

Panel member zig man do you have any concerns on the Manhattan proposals.

>> Actually -- am I on

>> Yes

>> Actually I know that the Central Park east has been want to go expand for few years, and passed over a couple of times for different reasons , I think the most recent was lack of space Before that I think they felt like they were passed over because previous administration just gave preference to another school to expand.

And district 4, which is just borders just a few blocks from where I live and I'm always in there for personal reasons, and been to a lot of schools, the one they don't have a lot of is progressive option, they've been clamoring for that the parents have wanted it, I've not heard any opposition, I have not heard any complaints at all about the idea of expanding, and I just really know the community you know has been dying for it.

I know Central Park east families that want their kids to move on.

So this has just been a good situation.

In Manhattan we're happy.

>> Thank you.

>> And I'm happy for east Harlem district 4 for getting a middle school.

>> Do any of the panel members have questions or concerns regarding the Manhattan proposal ?

Panel member dilg ham.

>> Do you have any questions or concerns on the queens proposal?

>> Can you hear me?

>> Yes.

>> All right, thank you.

And let me first say that queens truly appreciates the ongoing efforts of the chancellor and her team to bring about positive changes with regard to the middle schools.

We think if anyone can do it, Carmen ferena can , and it is a large task indeed because we have a middle school initiative in place.

However, with regard to the truncation proposal for PS 152, from K to 6 to K to 5, queens does not currently support the truncation proposal for several reasons.

While we are informed that the principal and superintendent were in favor of the truncation , experience in dough school reconfiguration suggests that it is often difficult to oppose a plan where a seed has been planted and a process is put into motion.

I personally attended two district leadership meetings regarding this

proposal.

To be honest, the first one I wasn't even sure I was talking about a school, I just thought it was a general discussion.

However, the second one was called after the proposal was pulled from the PEP member -- PEP meeting sorry.

What I witnessed there was a lively debate over whether to truncate or not. I witnessed no full consensus on the proposal to truncate.

At the same time, while that was going on, discussions were had about Ashley coming to the PEP meeting and talking about the proposal.

I know the panel members received a letter of support this past week from CC members, who those members were I don't know.

I did reach out and found that it was an unsigned letter and not placed under the signature of the CEC president.

While it may contain the approval of some of the members of the CEC, and I certainly grant that, I don't know who they are.

So that is unfortunate.

With regard to PS 152's educational impact statement, there is no notation that the school community or the CEC initiated the proposal.

That was a red flag when I looked at the EIS.

As the same month that the EIS came out, I saw two other proposals from Queens for the CEC and communities involvement and approval of those proposals was in the initial statement.

Additionally, the original timing of the vote was sitting on the heels of the middle school application process.

Essentially to me bypassing the PEP vote because parents in the meetings where they met to discuss the truncation basically were in the midst of applying for middle school.

So the choices to apply, and the direction to apply, was given at those meetings.

I asked for notes from those meetings, I called the CEC administrative assistant to find out what was actually stated at those meetings.

No notes were ever given to me.

I asked the district leadership team to tell me what was the impetus behind the truncation effort, and basically was given no information except for the fact that they were following along the dictate of a 1990s Carnegie report.

So I asked for the Carnegie report so that I could see, you know, the breadth of where we were going, and why.

I didn't receive it so I went looking myself.

And I did find the Carnegie report, at least I think it's the right Carnegie report.

And that Carnegie report contained information regarding change in emphasis on the child in the middle school years.

But nowhere in that particular report do I find a prescription for the type of middle school of a grade configuration that should make up that -- those middle school years.

I just mentioned engagement hearings, they did occur, DOE did do their job I'm not saying the DOE did not do their job they had several meetings, they were well attended, and yes, absolutely held according to plan.

And there were several meetings to answer questions , so there is no complaint towards the DOE with that concern.

What is concerning to the borough, however, is that the information parents received, at least from what I understand, because again I never received any of those notes, was largely outlining the next steps in the middle school education process and the outline noticed which feeder schools they would be sent to the borough was not going to be done sent at large and the parents again initiated discussion to leave the school nor were they given pertinent information on why certain schools choose to remain as K to 6 schools.

And this brings to the point of transparency on the EIS.

While we all know that a position is stated in the EIS statements, what I believe is important on those EIS statements is to create a picture for the parent where they know all the sides , where it's spelled out for them, and in a language that they can understand.

I know myself that I read those EIS statements and I go over and over and over them.

And I'm not sure I even understood EIS statements until I sat on this PEP panel several months ago, and it all came together, you know, on the impact of those statements.

So I wish parents indeed knew the impact of those statements that are circulated.

And I don't believe that they know them to the extent that they should.

Our chancellor recently spoke about community schools having a proven track record of helping at-risk children -- sorry -- succeed in schools and beyond.

Their benefit -- their families bit as well, she said.

Where else better to have this happen than in an elementary school setting where you have a thousand students across sixth grade, versus a thousand across three grades in a middle school setting.

Our DOE's said focus is on customized, inclusive , motivating instruction that meets the needs of all of our students from new immigrants learning English to students with disabilities , to students in gifted and talented classrooms With 23 percent of PS 152's population classified as ELL, and 19 percent classified as IEP , PS 152 was set up to help students face their educational challenges.

And they were proving successful.

And they not only did their job during the day , but they did it after school, and they did it on the weekends, providing ESL support and providing reading and math support for their students.

Despite the assurance that we are not a cookie cutter system of schools, we continue to take kids out of elementary school to meet the bigger plan of alignment in our schools in New York City.

I have to say -- and bear with me, here -- but just like in the movies, I envision this big mab sitting on the wall with DOE all color coded with areas left to truncate just to fill slots into an alignment model. We can hear the words get the job done rresonating through the boroughs. And the only problem with that is yeah, we can win this baddle, we can fill in all our slots , we can line up all our shoes in order, at the end of the day, but does it meet every student 's needs. And that's how I looked at PS 152. PS 152 sixth grade is surpassing sits feeder schools in proficiency in ELA and math.

And significantly in most cases.

This fact, though, does not appear anywhere on the EIS.

If you were to highlight a 43.1 percent passage rate on ELA versus a 16.7 passage rate, or a 60.8 passage rate on math versus a 17.2 passage rate, I can only say as a parent that I would evaluate that strongly, and I would try to choose what was best for my child.

This is according to state data, I didn't make up these numbers.

But it appears nowhere on the EIS.

As for socialization, studies like the duke study , should sixth grade be in elementary or middle school, an analysis of grade configuration and student behavior, revealed that sixth graders placed in middle school more discipline problems and lower test scores than children who transition later, and that the later purr cyst past ninth grade.

The evidence is overwhelming that the K to 5 model is much less favorable, although as we know life is not perfect, and we do have a numbers game in New York, but it's still as favorable than the K to 6 or the K to 8 configuration mmodels I have binders where I have information that unfortunately we don't have time here tonight to give to you, but I'm happy to share with anyone who wants to see it.

PS 152 currently has classes of sixth graders There's a demand equal to that of many of the charter schools, and whom are they serving?

Perhaps the part of the 28 percent ELL student population who, according to the Carnegie foundation , is at risk of entering middle school too early without the foundation necessary to succeed Or perhaps the child with the EIP who needs the extra year of attention at his or her element elementary school with an established team of OT , PT and speech therapists.

And while you may say that those services will be met in middle school, I have visited many elementary schools and really, we are privileged to have some of the teams that we do in element elementary school.

And the time it takes to build those relationships with those therapists and providers, various providers, takes a long time.

So when we talk about continuous education and support, yes, there are students who still need that in the elementary school setting.

Or perhaps the kids staying at PS 152 are the talented and gifted, who plan to enter special specialized programs such as district 30's baccalaureate , or Manhattan's hunter, which are open only for entry at 7th grade.

There by eliminating an extra transition for the child.

Or perhaps in the end is the general ed child whose parents decided that the elementary school setting was best for his or her child for a variety of reasons.

Whatever the reason families have chosen to keep their children at PS 152, they've done so with the intention of helping their children grow and learn.

The parents at 152 had the exact same choice to enter middle school at sixth grade.

But instead, they chose to have their families stay at their elementary school.

You can be sure that that decision to stay was probably as hard or even harder, given the pressure to leave.

And that is a testament to the schools instructional leadership.

But we are all hoping that our chancellor and her teachers will be successful in transforming middle school takings, we are not there yet.

We are in the throes of change, and to continue with the truncation effort, until we have experienced significant change, seems to go against the educational objective of the EIS.

Our job here today is to think about the individual child, and look at a point in time, a snapshot, of what middle school outcome looks today. Looks like today.

If we can help one student, 60 students or 600 students have a better outcome today then we have achieved our mission and our vision.

Additionally, just to give you a Quicktimeline and sort of set up where this came from and , you know, some of this happened when I was a baby, so I think this is the case or at least what I've read is the case, that the movement for the 6, sen, 8 model actually began around 1963, with a speech given at Cornell on the bridge years between elementary and high school And at the time, the models were K to 6, and K to 8, with a 7-8 bridge.

With hardly any research, the movement began.

Social needs and exploration at the core of the movement.

Truly good reasons.

This is noted as one of the biggest shifts to take place historically in education.

The pendulum, however, as we are swinging one way, the pendulum is swinging the other way And school systems are already changing back to the preferred of today, seems to be the K to 8.

There's been a large influx of K to 8s over the last few years.

And the 1990s study that I believe is the motivation for this, was the Carnegie corporation 's report entitled grade transitions for paragraph adolescents for a new century.

And this is often referred to as providing the basis for change in New York City, but interesting interestingly, as I said before, if I'm reading nowhere does anyone find recommendation for prescribed middle school configuration.

In 2008 the negative impacts of starting middle school in sixth grade, a study using administrative data on public school students in North Carolina adjusting for socioeconomic and demographic characteristics of the students and their schools, found that students who attend middle school in sixth grade are much more likely to be cited for disciplinary problems when adjusted for socioeconomic and demographic characteristics. In 2010 stuck in the middle impacts of grade configuration, a study on New York City public schools, conducted by Columbia research -- researchers, found that students who entered middle school in grade 6 underperformed relative to students who entered grade 7.

An F test revealed the expected difference in achievement in grade 8 between students who entered middle school at grade 6 versus grade 7 to be significant in English and math.

There was no improvement in learning outcomes for students in the 6 to 8 model.

They found little support for moving children in the middle school model. The negative effects stronger for students with low levels of achievement. The evidence ruled out cost reduction, wider course offerings and greater parental or student satisfaction.

The school quality and compensatory factors.

Ultimately, they determined that placing students into middle schools during adolescence was not cost effective.

2011 there's another study conducted on Florida students, that supports the same thing.

In this, they showed relative achievement showing little signs of recovering grade 8 or grade 10, when students enter middle school too early. How does this affect PS 152?

When looking at the population of who is attending PS 152, the breakdown was 23 percent ELL, 19 percent IEP, and interestingly enough, because we didn't think the percentage would be this high, was 58 percent general ed. And their feeder schools, PS 152 feeds into IS 230.

IS 25, and IS 10.

IS 125 of which is also an overcrowded school just as -- just as PS 152 is. The proficiency of the sixth grade, if we're comparing apples to apples, the proficiency of the sixth graders at 152 is 43.1 percent in ELA and 60.8 percent in math.

IS 230, in comparison, is a 27.2 percent proficiency rate and a 52 percent on math.

Not so bad, right, on the math.

But pretty significant on the ELA.

IS 25 was 28 percent versus 43 percent.

And 40 in math.

IS 10 is 16.7 percent proficiency rate, and 17.2 percent proficiency rate. So given the percentage of the IEP students and the ELL students, I was particularly concerned if the schools that they're going to feed in could service them, as well, as where they are serviced now.

So despite what the community input is, when reflecting upon this information, this concern remains.

That these children, these two populations of children, are being well served.

Next year's class, you know, middle school process has already taken place, but I believe from.

Rsulina's second round could take place given if this proposal doesn't pass.

But it seems that there's a need in this community for this type of support in the elementary school setting.

And when we talk about choice and option, this was a choice and option for these families And I have to say on a personal note, I've been through the middle school process three times in the last four years, it's an arduous process , and I've watched pain -- pains-takingly parents make the decision of whether to move their children out in sixth grade or to keep them in those sixth grade programs, and I commend those actually who kept their kids in programs because they feel that is where they need to be in sixth grade.

Because I feel that the majority of parents don't They follow the -- they follow the herd, and out they go.

So to actually reflect on what is truly best for your child, even though it goes against the grain, is applaudable to me.

And, you know, that's where I stand.

And thank you very much.

And again, thanks to the DOE because they did do their job.

>> I want to answer this one, because having been a principal of a sixth grade, a school at 1 through sixth grade and having it truncated in fifth grade there are several advantages But I want to be very clear that this was done with the full consent of the community, the principal wanted it the parents wanted it the superintendent was there, and this is a community that wants it because right now the statistic is they have 171 children in fifth grade, and they have 58 children in sixth grade.

So parents are already voting by applying to middle school.

So what is often left behind are the kids who either couldn't get a first choice or who are left behind and I would definitely -- maybe kids who have IEPs and receipt gooding special attention but they're also losing that extra year of middle school that allows them other choice like the departmentalization, arts programs , the ability to move from class to class which is part of being an adolescent and I think sometimes when you go into middle school , at the 7th grade level, you lose in sixth grade they still try to do a transition time and then if you're thrown in there at 7th grade, which is the worst grade I think in the entire system, it's a shock.

But I also think that it's very important to understand that money is funded differently, if they're in sixth grade in elementary school ,

they're not getting algebra, they're not getting specialized classes and they're not getting teachers certified in the academics.

I love middle school teachers but it's a very different program, when you have it in a middle school.

And the middle school is there, and we used to have junior high school, which was two years We thought that three years at least gives you an opportunity to get ready for high school So I believe strong city, I don't believe in cookie cutters this is one of the schools that we also felt that having an opportunity for an extra year in preK, this school did not have enough space for preK but by having the kids move on by choice with parents, who want it, that it really is going to make the school stronger and better.

When you have two classes graduating at the same time, this principal has to have a fifth grade graduation and a sixth grade graduation And it also means that what's a real graduation What does it really mean to move on. So to me, this made a lot of sense.

There was a lot of conversation, this was not an edict from the DOE.

It was done with parents, and it was done also with the expectation that all these children now would have first choice seats.

Not be the ones what's left by the time you apply for 7th grade.

I happen to know most of those middle schools and I actually think they're very good choices , and I think that the parents also will feel that way.

>> No recusals on the proposals.

>> Thank you Madam Secretary.

Please raise your hand if you vote to approve the resolution regarding the proposed grade expansion of central park east 2 04 M 964 from K through five to K through eight and proposed co-location at central park east choose middle school grades with PS 018 assemblyman Dell tore row and building M 108 beginning in the 2015, 2016 school year.

>> Wait, are we voting on park east?

What are we voting on.

>> Park east for the Manhattan proposal.

>> It's 11 in favor.

Motion carries.

>> Thank you.

Now we're voting on the queen's proposal.

Please raise your hand if you vote to approve the resolution regarding the proposed grade truncation of PS 152 Gwendolyn L Allen school 30 Q 152 from K through sixth school through K through 5 school beginning in the 2015-2016 school year.

>> Eight in favor, motion carries.

>> All those opposed?

>> It's three opposed.
So there's no abstentions.
Motion carries.

>> Thank you.
So that's it.
Okay.

-DELETE-

>> Is there any opportunity, I know everyone left but I'd still like to say for the record, since it's a recording, that this is probably the first time the panel has really been sort of tested with community involvement. And it was a long experience but a great one.

Exhilarating.

-DELETE- And great for the Bronx.

I'm so happy we're here today and there were a lot of passionate speakers, a lot of really intelligent arguments.

And I just want the public to know.

I know most have gone.

But this -- all these proposals were taken seriously and will continue to be taken seriously.

There's been a lot of discussions and passion and learning from each other on it.

It was not something that we just wanted to avoid unpleasant votes.

The reason they were put on hold is because we want to continue discussion and we all really cared about what was going on.

So thank you to PS 277 for allowing us a few of us we had to walk through before the meeting and we appreciate that.

>> I know the hour is growing late.

I would like to echo everything that you said, because this was one of the best meetings we've had in the Bronx.

I would like to applaud, although they're gone and we're on tape, all of the parents that came out, they were passionate about where they stood.

[Applause] .

-DELETE- It really made me good and honored to know that the Bronx has come together.

We had some other barrels here, but this was one of the best meetings we've had in the Bronx.

To those that were here, you might watch this on the tape, you are to be applauded.

I do have one thing I'd like to ask the chancellor.

The women's academy, you said that you were going to make it work.

And I know --

>> We'll continue the conversation.

>> I want to continue that conversation.

>> Absolutely.

>> In addition, I'd like to actually hold up the picture because someone said that someone went to the school and could not extend both arms.

>> That's two 77.

277.

-DELETE-

>> This is two 77.

277.

-DELETE- I could not extend my arms fully.

I could stretch them out but I could not extend them to touch wall to wall.

So we need to really have some conversations surrounding that because don't get me wrong, we're not against charter schools.

We're just against them being placed in the wrong schools.

Thank you.

[Applause].

>> Quickly.

>> I wanted to echo panel members Zigman and Powell's thoughts about that conversation.

Am I audible?

Even better.

So I wanted to echo both of their thoughts regarding the conversation.

Especially not only with regard to tonight, but with the proposal regarding to 152 which was district 30.

So having been intimately involved with it, I found that the conversation that panel member Dillingham brought to us was not only helpful but got a lot of us to think.

I don't look at these proposals the same anymore.

And I have to say that my mind is torn.

There was some ambivalence.

And I think that's the benefit of these conversations.

It took a lot of time and a lot of thought to not just say something is not making sense to me but really bringing facts to the table that were convincing and substantive with research and like I said, that was not an easy vote, because of that.

And that's a good thing.

Because as some have said even within district 30, while they felt there

was consensus, they also felt that a conversation on what is the best model, even if we're only speaking hypothetically, would be a good thing because maybe it's one that we have not had.

In as great a manner as we could have.

Hearing some of the concrete thoughts of a chancellor on why the truncation was a good idea.

Those thoughts we need to hear more of, the conversation needs to happen.

And I say this in part because I did not go through a middle school transition from my oldest.

My oldest transitioned in the fourth grade and my steps RK through 8 so I didn't see the articulation in the sixth grade.

It was certainly helpful and I'm glad you brought those points out.

>> Thank you.

So I'm going to announce the next regular meeting of the panel for educational policy will be held on Wednesday February 25th, 2015, at the Michael J. Patriti school on Staten island.

The meeting is adjourned.

Safe travels.