

>> Good evening, everyone.  
Thank you all for your patients.  
I'd like to call this meeting to order.  
Please note that panel meetings are being live  
streamed for the convenience of those unable  
to attend and a recording and transcript will  
be posted to the panel website following the  
meeting.  
Also please note if you signed up for public comment  
regarding an issue pertaining to your school's  
personnel, we will ask you speak with one of the  
staff member in the audience.  
They would be able to discuss the matter with you  
and take down specifically information for  
follow up.  
Thank you in advance for your cooperation.  
Madam secretary can you please call roll.  
>> Fred Baptiste.  
Isaac Carmignani.  
Debra Dillingham, Norm Fruchter, Lori Podvesker,  
Robert Powell, Benjamin S. Can we have everyone  
on the stage introduce themselves please, start  
with at my left.  
>>  
>> David Ross contracts.  
>> (Indiscernible) chief financial officer  
>> Senior deputy chancellor  
>> Elizabeth Rose deputy chancellor operations  
>> Ben Shuldner marrieral appointee  
>> [inaudible].  
>> Jonathan (indiscernible) student panel member.  
>> Isaac Carmignani mayoral appointee  
>> (Indiscernible) chief of staff.  
>> Carmen Farina, chancellor.  
>> Norm Fruchter  
>> Stephanie Soto  
>> Debra Dillingham  
>> Laura Zingman  
>> Bronx borough  
>> Caroline [inaudible] student panel member.  
>> (Indiscernible) office of equal opportunity  
>> Didn't yella Phillips  
>> Evelyn Santiago superintendent.  
>> Alicia district 14 superintendent.  
>> Thank you, everybody.  
The first order of business this evening will be  
approving minutes from the October 27  
November  
November 19 panel meeting.

There a motion to approve the minutes from the November 19 panel meeting?

>> So moved.

>> Thank you panel member Fruchter.

And then is there a second?

Thank you panel member Cleveland.

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

10 in favor.

>> Is there anyone abstaining?

One abstention.

Most carries.

motion carries.

>> Thank you, madam secretary.

>> Chancer you would like to chair some remarks this evening?

>> Sure.

First of all, I want to wish everyone a happy holiday.

This has been a very productive year so far and I think everyone should be able to go and enjoy the holidays.

however they celebrate them.

At least have one day of what I call the gift of doing nothing.

I seriously mean nothing.

Having said that today we had a really great day and I'd like to mention.

I have started my morning by addressing a echl d tech conference at NYU and one of the things we're promising to the parents of New York City senior a lot more technology in schools starting in your Carson.

STEM will be a major initiative going forward.

And I met this morning with investors in New York City, people who want to produce more support for us in terms of how we to technology and last week I want to thing the Brock Lynn president for his Brooklyn code initiative where we're working with thousands of students and their parents in coding.

Today we will be having some votes on mergers and consolidations and I would like to talk plate a little bit about how this came about and why we're doing mergers and consolidations.

As I visit schools, certainly as a former teacher, principal, and even superintendent, I know that you need a certain amount of energy in a building.

And energy comes from several things.

It comes from teachers being automobile to plan

to go.

It comes from parents being able to get together and decide initiatives for their school.

It comes from things like auditorium performances and having guidance counselors who can work with the kids and there's such a thing as too small.

There's such a thing as a school where no guidance counselors because you don't have enough students to support per capita, those positions.

It also comes from having only one teacher on a grade who has no other second grade teacher to talk to or a 4th grade teacher with no one to share their frustrations with.

It's crucial that we build capacity in a way that all our principals and teachers and particularly all our kids have social relationships and can form to some degree a positive way cliques and they can't do that if they have only 10 people to draw from.

Taking two schools primarily in the same building and put them together with the expectations that enrollment will grow, I want to be emphasizing this, enrollment will grow in these schools when parents see that they have services, that they can do right now when it's only one school.

Having an extra art teacher, having a science teacher, having any kind of position outside the classroom can only be given by the number of children in the building.

We look very carefully at schools that we felt had the potential to increase their size, to double their size if possible, and to do it in a way also that doesn't require principals to constantly be talking to each other, who's going to use the auditorium or gym, who's going to be in the cafeteria.

All these things that cause negative dynamics in shared space will now be decided by one principal for one group of students in one school.

And I do think that makes a major difference.

It means you will now have more use of these spaces because there will be one person making these decisions and the students will be able to get the services they need.

It also means that parents will be able to talk to each other because they're going to have the same goals.

The school will have the same goals.

We are certainly anticipating that as teachers work together, there will always be bumps in the road in terms of getting to know each other but the goal is we're all here for the students and I would not be doing the merging consolidation if I didn't think that the ultimate goal is things will be a lot better.

We have many things we're doing.

These are not renewal schools.

These are schools that we feel can grow, benefit, and most importantly, produce students who are going to be much happier when they don't have to in some degree like having many children in your household, and they have to share a bedroom. If that's what has to take, that's fine, but it isn't nice when they get their own bedroom and they can decorate it any way they want.

So I'm really pleased tonight that we have as our pilot mergers and consolidations three superintendents and schools that have come to this process, really willing to expand their schools and work together to ensure the best for children.

Thank you.

children.

Thank you.

>> Thank you, chancellor.

Before we get under way with the voting portion of the meeting I'll open I'll say a few words about public comment.

So 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 ensure the speakers finish their comments in their allotted time.

We'll call up speakers in groups of five and if you have a green ticket, please proceed to the aisle to my far right.

And if you have a yellow ticket, please proceed to the aisle to my far left once your number is called.

There's a clock so it will indicate the amount of time remaining for each speaker and a light will indicate when there's one minute left and of the allotted time so speakers will know when to wrap up.

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

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 networks speaker you cannot redeem your place in the queue.

The first item we will address this evening is the 2014-2015 diversity and inclusion annual report presentation given by executive director for office of equal opportunity.

>> Good evening, members of the panel.

I'm here to present DOE's 2014 to 2015 diversity and inclusion plan.

Next slide, please.

At the DOE our diversity is our strength.

We believe respecting the diverse backgrounds and ideas is crucial to creating academic excellence.

By promoting workforce diversity, and inclusion, we help provide all our students with the opportunity to succeed.

Next slide, please.

The school governance law requires that DOE prepares an annual plan each year reflecting our diversity and inclusion initiatives.

The plan under the law is required to promote the recruitment and retention of a diversity workforce at all levels, and also enhance the ability of minority and women owned business enterprises also known as MWBEs, to meaningfully participate in our procurement process.

Next slide, please.

With regard for the content of the report, there are two specific reporting requirements within the plan under the lawsuit.

The first is we need to report out on our diversity with regards to recruitment and retention.

And the second portion is we need to report out on the participation of MWBEs in our procurement system.

Next slide, please.

DOE is required to report out on four specific areas of DOE procurement.

The number of contracts awarded today MWBEs, percentage of contracts awarded, the aggregate value of MWBE contracts and percent of the aggregate value of the MWBE contracts.

This fiscal year in connection with DOE's ongoing MWBE reform he was the I'm pleased to report we have an increase in each of these areas that we're required to report out on.

The total number of contracts awarded to MWBEs went up to nine 58.

958.

Percent of contracts we're red went up to 2.91 percent.

The aggregate value of the contracts awarded to MWBEs went up to over 214 million dollars. And most importantly at least in my eyes the percent of the aggregate value of the contracts, the actual spend awarded to MWBEs went with up to 14.4 percent.

And on the chart we have in your materials you can see how the numbers progress from 2012 to the present.

plan also covers DOE's efforts to improve diversity in recruitment and retention for the agency.

I wanted to highlight a few notable reforms in this area.

The first one is the employee feedback cycle and the monthly my DOE week events that are designed to engage DOE employees.

1 is the employee feedback cycle and the monthly my DOE week events that are designed to engage DOE employees.

This was launched this planned year and all central employees are invited to attend.

The second reform I wanted to highlight is our monster.com diversity recruitment pilot which we've renewed this year again.

What this program does it anyone who participant in the program and looking to hire someone, takes the position and it posts it on over 200 different diversity websites.

This helps ensure we're reaching a wide audience when we're recruiting applicants to join the agency.

The third reform that I wanted to highlight is the policy and guidance that DOE is launching surrounding employee resource groups.

Employee resource groups promote inclusion by facilitating networking professional development and information sharing for our employees.

The guidance is expected to launch later this career year.

Next slide, please.

As I mentioned, a large component of the diversity and inclusion plan covers the agency's reforms in the MWBE realm.

I want to highlight a number of the strategic reforms included in the plan in that area.

First one is involves MWBE procurement and MWBE diversity council.

At the DOE we recognize there's a strong connection between providing MWBEs with an equal opportunity

to compete and our school communities.

By ensuring these businesses have a chance to grow and to do business with us, they can then help support our school communities and even offer jobs to our students when they graduate.

As I mentioned earlier we have an external MWBE diversity council that helps advise the agency in these areas.

Through that council we want two pilot programs designed to ensure the MWBEs have equal opportunity to access both small purchases and large purchases. With the chancellor's support, we plan on expanding both of these programs this year the first one being the unbundling program which impacts large procurements, which every procurement of 1 hundred thousand dollars or more is examined to see if there's a way to strategically unbundle it and break it down into smaller chunks so all businesses, including MWBEs have an equal opportunity to compete.

And the second program is our small purchasing program which started as a small pilot program and this year we're proposing expanding to all central offices and requiring that they solicit bids from at least two MWBEs every time they're making a small purchase.

Another program that we wanted to highlight is the MWBE compliance portion of our state education department.

grants.

Every year various program offices at the agency apply for grants through SED.

And there's a MWBE compliance component.

Due to DOE's good faith efforts and work in this area, we were able to successfully secure over four hundred 22 million dollars in state education department grants so the MWBE work is very important.

Tied to our grants as well.

Finally DOE continues to engage in a lot of outreach with MWBE community at the state level, city level, we're launching a MWBE newsletter this year that will come out four times a year to highlight success stories and also connect with vendors and we continue to hold monthly how to do business seminars with local community based organizations.

Next slide, please.

I do have to highlight that collaboration is really the key to our success.

Diversity and inclusion is only successful if everyone is involved.

We regularly partner with both internal and external stakeholders at the DOE in order to make all these programs work.

We do also want to reach out to you members of the panel if there are any organizations within your respective boroughs you would recommend us partnering with on these things we welcome that collaboration and would RM any referrals you may have.

I wanted to thank you so much for allowing me the time to present this valuable information.

And if there are any questions, I'm happy to answer them.

>> Thank you.

Are there any questions from the panel?

Comments?

Okay.

So thank you.

So we'll move on now to the public comment portion of the meeting.

regarding voting on tonight's agenda.

We're actually going to take everybody who signed up for public comment.

>> We'll start with the CEC members who signed up from CEC16, either Mr. Or Ms. Mclean.

Is that from CEC16?

The member noted there's a resolution that was presented.

The next speaker who signed up is from CEC14.

Lourdes A. Come down to the microphone, please.

>> Good evening.

>> It's public comment.

Did you have public comment?

>> Tonight's agenda?

Well, first of all, I want to say that I came from 297, my son graduated from there in 2012.

And they

when he was there they had a charter school upstairs.

And it was always a thing, you know, sharing a lunchroom, sharing the gym, sharing, you know, different things and I think that makes it, like, more of an issue because when there's, like, two schools in one building, it makes it hard for the other students from the 297 because about the special need kids, I think that it's very wrong, because how would you are you going



to remove special needs kids from a classroom knowing that they need it, you know, that they really need the space, and they cannot be in one room.

They're special need kids.

They need more than one room, you know, for them to learn.

And that

my opinion, there is not too good.

I'm not too good with that.

And you know, 297 has grown to be a good elementary school.

And they're very strong, they have been through thick and thin.

So I think that my answer is I disagree.

>> Thank you.

From CEC 14, Maria Farley.

>> Good evening.

Thank you.

For allowing me this time to speak.

My name is Maria Ort.

Z Farley press of CEC 14.

I'm here on behalf the community education council, members to express our opposition to the proposed co-location of success academy with PS 2 97.

It's not nearly enough just to say we don't want this co-location with any charter school for that matter in the PS 2 97 building so we're here to give fair and firm reasons why this proposal must not be approved.

PS 297 is a district elementary school that serves the local community.

91 percent of their students come from the surrounding neighborhood.

Directly, directly across the street there is already a success academy K to five school.

which as I've been informed has only about 12 to 13 percent of student body from the neighborhood.

Based on those numbers, there does not appear to be any clear reason why they would need another elementary school in such close proximity.

But that's not all.

There's yet another success academy location also a K to 5 just one block away.

And co-located with PS59.

Wouldn't it make sense for success academy to fill the seats they have before they request more from our public school?

As a parent leader in the district my concern also

comes from the knowledge district 14 has 20 elementary schools and yet only seven middle schools.

One of which is facing possible closure at the end of the school year.

For each of the past four years PS 2 97 has requested a grade expansion to middle school and has been denied each time citing there was a charter already in the building.

That charter was shut down as of June 2015 and before PS 2 97 could even start the new school year and mitt another request for that great expansion, the proposal before you came tonight.

With the obvious need and our district for middle schools it makes much more sense to allow PS 297 the opportunity to grow and expand, especially in light of the aforementioned possibly closure of the middle school across the street.

Thank you.

>> Thank you.

>> RobertoPortillo from CEC 14.

>> Roberto?

>> God evening I'm RobertoPortillo, a parent of students in the district and also a CEC member. And I would like to second what Maria Farley just said.

And make emphasis that the CEC feels that success academy is not servicing adequately according to the information that is available to us, students with special needs.

PS 297 does service these students.

They have difference services in different rooms in the school.

Which are at risk if there is a co-location.

So in the best interest of the students of the immediate community of PS 297 I believe that this co-location should not be allowed.

Thank you.

>> Thank you.

>> Can we now have, waeshgs going to go to those of how signed up for the school proposal portion of public comment.

For those of you with tickets 1 through 10, green tickets, can you go to my right and your left.

And for those of you with yellow tickets 1 through 10, you should be on my left, your right.

And we will start with speaker number one on the green side.

Looks like Tenise Goble whenever you're ready.

>> Hello.

My name is Tenise Tenise Goble.  
Even though this is my last year this will always  
be my home.  
If sauce academy comes where will future fifth  
grade go?  
In the universe declaration of human race is states  
that you have the right to go to school.  
Right now success academy is breaking our rights.  
How is that  
    how fair is that?  
We need to have the same opportunities they have.  
>> Next speaker on the yellow side.  
Debra Argenziona  
>> Very good.  
I'm Debbie Argenziona, a teacher at PS 2 97 and  
I have something really quick and I get emotional  
so here we go.  
I've worked in three different schools for 23 years  
I've been a teacher and this place is home.  
We treat our children like they're our own.  
I live in Stanton island and travel an hour and  
a half back and forth every day sometimes more,  
to be with those children who are like my own.  
And I feel like we do everything on a shoestring.  
We have our kids successful with a third of what  
these schools get.  
It's  
    of course they're successful.  
They get millions of dollars.  
We barely get anything.  
And yet we make do and we are successful.  
If you take  
    you spoke before about having one  
principal, having not to share.  
If you put success academy in our school, it will  
be more than just sharing.  
It will be taking away from the children and the  
community of PS 297.  
In our school, 26 percent our children have IPs,  
12 percent of success.  
L students, 13 percent in our school, 8.5 in success.  
A hundred percent of our children are low-income.  
One hundred percent.  
They get 76 percent.  
A hundred percent are from our community more or  
less.  
We also have ten percent shelter children.  
And yet we service the needs of every single child  
every single day.  
Come visit.

See what we do with no money because the budgets are cut.

But we're growing and if you gave us a middle school you could really see what we did.

>> Next speaker on the green side, Adan Field

>> I go to PS 2 97.

97.

I went to success academy and it was the worst, success academy does not care about us children from with IPs, success academy wants to take away our classes that we need for our services.

Don't let them take our classes.

>> Next speaker

>> My name is Christine batito parent of ps 2 97, an a parent of seven children, three of them who have had they have come a long way and a very satisfied with the education they have received as well as their special services.

The principal of PS 2 97 Mr. James Brown has come into this school on September of 2009, he turned it around to a school in good standing.

As a parent member of the district 14 district leadership team, and the president's council for two years, I have never seen a principal who goes above and beyond to make sure each and every child is safe and getting all the support they need academically and socially.

Based on an article in the Brooklyn paper dated December 15, 2015, it stated that the urban environment school and foundation academy high school which are both housed directly across the street from PS 2 97 are closing down.

97 are closing down.

If niece schools are being closed down why can't success academy stay in that building where they already have space?

Give us the room we need to expand for our children's education that they deserve.

The students twrt urban environment middle school will have nowhere to go and Mr. Brown has the motivation and skills to build a partner foundation he has laid with his elementary school and expand to a middle school which can serve the existing and future middle schoolers.

And give the children of this community what they deserve instead of fearing success academy list that has been stated in New York Times over and over again.

As well as targeting the black and Latino children of our community that happen to be mine.

Thank you.

>> Hello, how you doing?

I'm a parent of PS 2 97 but my son who just spoke before me also attended the success academy.

Success academy does not need to come in our building under no circumstance.

They're already trying to take away our IEP children in there as far as their resources I mean, I'm sorry.

They want to take away the occupational therapy room, ELL room, physical therapy room, fifth grade class and another room that we have.

We don't have the space for them.

If you can't just stay on the third floor then he don't need to be in our building.

They're about to get a whole new building across the street literally right behind us as you can see on this poster, why you just can't stay there?

Why do they have to come cohabitate with us when they have the space, funds and availability right across the street?

They don't need to be in PS 2 97.

to include a middle school.

Thank you.

>> Next speaker on the yellow side.

give of us opportunity to get bigger and better than we already are and let us expand our services

>> I'm the speech therapist at PS297 right now.

My speech room is one of the rooms that success academy is threatening to take away from us that we already have and are utilizing to full capacity.

Last year when we had the xaert school in our building, I was sharing that classroom with an occupational therapist, physical therapist and also a hearing teacher at times who would come in and use the space.

Now, I'm sure you all know a little bit about what physical therapy is and what speech therapy is.

So my students are having to concentrate, they have to read a passage perhaps or might have to practice a speech sound or use their reading skills.

And if they're looking across the classroom and someone is jumping rope or skipping around to practice their physical skills, my students are not performing at the best of their ability and I saw that last year.

This year I'm able to have my own space because as somebody mentioned before, the ethical community charter school of was should down at the end of last year.

And now the progress I've seen in my kids in just these past three or four months is amazing to me.

And just being here for two years so far, I've seen so much happen and I know that it's a lot of it is because they're able to have that space that they did not have last year.

I have students who were actually here in the building who have worked with me for the last year and the portion of this year that have made immense progress this year.

I have one student sitting here who last year was in kindergarten and barely spoke a word.

She didn't just didn't.

She wasn't ready yet.

And over the year she made some progress, but this year in the beginning, I've seen 10 times more progress than I even thought I would ever see last year.

Just because of the space.

They deserve that space.

They deserve to have the resources and the ability to do what they need to do in order to be successful students.

>> Hello.

Here's what I have to say.

Mayor de Blasio if you're listen please help us save our school.

Success academy will take away all our space.

Success academy if you don't fight, we will.

>> Next speaker, yellow side.

>> My name is Joanne Cusamano.

I just want to say the faces you see today those are all my former students.

And to watch them grow and flourish in a community where we support each other plus teacher consistency, we don't have a high teacher turnover rate.

32 percent are shifting out every year.

So give them a chance to continue to grow.

These are our faces, we're diverse, we're here to learn and we deserve everything.

Thank you.

>> Just want to note for the record we've been joined by panel member Lori Podvesker.

>> My name is [inaudible].

>> I'm sorry, we're going to start you over.

Can I speak closer into the microphone

>> The previous speaker is my daughter.

I'd like to give facts, New York Times, lawsuit against Brooklyn charter school for denying students with special needs their special education services in crown heights five students filed on behalf of the students.

Also states, excuse me, New York Times article 2015 December 7 that the public schools enrollment is up, charter school enrollment is down as of 2015, this year

I'm sorry, December 7, 2015, also would like to state that

excuse me, state

that PS297 has an anti bullying policy so we do not want you in your school stay out of our school.

Also, students being pulleyed into learning is not a lifetime learning achievement policy.

Students learning have a good repertoire with teachers and willing to learn and study is a lifetime learning success policy and achievements success story that we can take with us after leaving school.

Thank you.

>> Next speaker, yellow side.

>> My name is amy Phillips.

I taught PS297 for the last 14 years.

Chancellor freenz spoke but how important it is to have a school of staff that has energy and passion.

And this is a school that has that.

PS297 is a school that deserves and needs to grow.

We've asked to become a middle school, asked to expand to middle school, we've asked to become a community school which would make sense considering we have at least 27 students in temporary housing.

We've asked to expand our prek which is an initiative all over the city and we haven't been granted that.

We already did our time with the charter school and they're gone and we deserve to have our time to grow.

At a time when DOE is moving towards less punitive discipline towards restore active continues you're talking about opening up a third success academy school within a one block radius that we node repeatedly spends a young children over

and over again and you're going to put another one of those schools in our building?

It makes no sense.

We don't have a got to go list at PS297.

We have a got to grow list.

The six students that went to success academy from our school, four of them came back.

The first month of school.

They deserve to come back to a school that's growing, that's supported.

They deserve more.

>> Networks speaker, green ticket.

>> Good evening.

My name is tan I can't Mc clellan fifth grade PS297.

Though I am graduating and moving on I felt that it was important for me to come and speak on behalf of my school.

In class teaches teach to us fight for what's important and to use our voice to speak up for those who don't have a voice like [inaudible] wanted an education and for kids to have it too.

He was killed because he raised his voice.

In his honor I raise mine too begging you to let the incoming fifth grade class have a place to call home.

Do not take our space.

>> Next speaker, yellow side

>> Hello.

My name is keisha Mc Alan.

I'm a parent.

My son spoke.

To chancellor and everyone on the stage, it really matters that this school is able to prosper and to grow.

Having been a part of the school, I've seen the principal non-stop meetings, running, running, trying to hold on to what has been begin to him. Just like every one of us have been given something. It's a responsibility we have to take. to really move forward.

It's not easy.

There are children in different settings that may have IEPs but the IEPs is not the problem.

It's that there's so much love that is in the school that there are a lot of parents that participate. You may not see them because many of them may be working.

Many of them are working with their students at the children at home trying to get them to be better students.



To be the successful persons who may be sitting  
in your position in the near future.

What I say to everyone who's on the podium, remember  
this gentleman here.

Mr. Brown.

He really does care.

He really does care and he's doing his best.

He's doing everything that he knows to do.

And I'm only speaking from a parent's point of  
view.

But I see what he does.

I see what the parents  
the teachers give their  
best to do.

And I see what the parents are doing.

So I humbly come before you asking if you can just,  
please, reconsider, give them an opportunity  
to try to put forward the plans that he has in  
mind.

It makes a difference to be able to prosper your  
school and make it a success and it makes the  
chancellor look successful and everyone on the  
podium looks like a success.

So thank you.

>> Next speaker, green side.

>> Good evening.

My name is Elizabeth Cook I have been teaching  
at PS297 for 16 years.

And I want to say that a big part of having a great  
school is having great teachers.

Our staff is loving, caring, nurturing.

And this is a necessity because 13 percent of our  
population are E and L learners and one out  
of four students receive special education services.

If the success academy comes into our building  
then this is very troublesome.

Did you know that they track students performance  
on color charts in their hallways where it  
is all for all to see?

If you are grade level

if you are not grade  
level and below grade level, you are in the red  
zone.

As stated in the New York Times article dated April  
6, 2015, at success academy charter schools  
high scores and polarizing tactics.

Again, let me restate that.

The red Joan EAS zone.

Can you put yourself in those student's shoes?

Every day you arrive to school and the entire school

knows that you are in the red zone, below grade level.

As stated in New York Times article date April 6, 2015, students are made to feel misery.

Well, let me just tell you, this is not a part of our school culture at PS297.

We celebrate all the successes our students achieve.

Because it's not about the size of the success, about the data, it's about the whole individual child.

Don't take our space.

>> Next speaker, yellow side.

And if we could have everyone with a yellow ticket for school proposals numbers 11 through 20, start to assemble on my left, your right.

Everyone on the green side, green tickets, 11 to 20.

You can start to assemble on my right, your left.

Next speaker

>> Good evening my name is I'm a fifth grade teacher at PS297.

Earlier during your presentation you were talking about collaboration being crucial to the success of education for the children.

And our experience has been and teachers speaking to other teachers have also seen charter schools come into their school and some in particular success academy, we see there's always been created an immense internal conflict.

The children of one school are told that their school is better than the other.

In the beginning of our initial

having our

initial charter school upstairs our children were in fights continually because they were told by the other school went to a garbage school.

And children picking up language like only comes from parents, teaches and other people who teach them as such.

It's willing been said by our guard who crosses our children in the same street with success academy that children are warned not to speak with other children from other schools because they're told [inaudible] we absolutely do not need that for children who are already sometimes going home, dealing with all types of fighting at home, they're dealing with a lot of things that keep them already feeling like they can't be successful.

We certainly don't need someone coming in and saying

oh, because we have this and you don't have, that you are not as important as we are. We cherish the children that we teach and think they deserve as much as anyone else and for them to be called a public school, they certainly do not have the budget that we have, they don't get all the supplies

we don't get the supplies that they do.

We have cut backs and I help Mr. Brown many times with the budget because everyone in or school as two or three jobs because of teach cut backs we don't even have a staff to take care of finance and things like that so all those things when they add together just says we have, you don't, you're not important and we want more for or children than that and we would prefer they do not come into the building at all because if that's what they have to offer, they can keep it.

>> Next speaker on green side.

>> Good night to all including the Pam.

I'm a parent.

I'm here to support my son's school PS297.

I must say that staff at PS297 is doing an excellent job for all the students there.

Thank you.

And I only think it's fair for them to have their space to elevate more so I disagree.

>> Next speaker yellow side

>> Hello.

My name is Yolanda and I'm a teacher at PS297.

Special education teacher and I'm very, very passionate about it.

So I wrote a little something.

We teach all the kids from the quickest learner to those who need extra time and process slower, we don't have an option to put our kids two grades back in order for them to catch up.

We meet them at their needs.

The success formula the success academy formula does not work for all children.

If we continue to in91 date our community with success academy, who will be left to teach the kids that don't fit their standards?

We want and happily take all kids that enter our doors.

They are our family.

Help our family grow.

>> Next speaker, green ticket.

>> Good evening, board.  
Thank you for having us.  
I work for PS297 I'm the ENL teacher.  
I got really upset when hi heard about success  
but the fact of the matter is Success is  
can  
I see that map for second?  
I don't know if the board has seen this map but  
pz right on this corner and there's success  
1 and there's success 2ment there's no reason  
logistically to be in that building and fact  
of the matter is these two schools are being under  
utilized by success academy.  
Until you fill these schools, there's no reason  
for PS297 to be occupied by success.  
The fact of the matter is our school building has  
applied for middle school several times and  
the DOE denies it?  
I'm confused about the DOE.  
There's no transparency that the success academy  
application gets put through and the PS297  
our school needs to grow to middle school.  
Ms. Farina you just said that.  
You want our schools to grow.  
Allow us to grow.  
We have a fantastic community.  
Our community is here right now.  
They want us to grow to middle school.  
And I want to grow with middle school.  
I I want to see our kids grow and then maybe even  
high school.  
Allow us to grow into the third floor.  
Give us that space.  
Enough with these charter schools.  
It doesn't matter if it's success.  
It oppportunity matter if it's an independent school.  
It only matters if it's a community school.  
We want to grow.  
Let us grow.  
>> Hello.  
My name is [inaudible] a par achl professional  
at PS297.  
As you can see PS297 is a family not just a school.  
We're the community.  
Our kids conserve to keep their schools.  
And they have earned the space that success academy  
is trying to tack away.  
Of on our last review our school rated pro efficient  
showing we're more than capable of advance  
asking progressing and we deserve the space that

you guys are trying to take away.  
We're teaching our kids to work hard to what they deserve.

What message are you sending?

If all they're doing is working hard.

Thank you.

>> Next speaker, green side.

>> My name is Kaleg a student from PS297.

Please don't take away our gym because we need to exercise.

And I love my teacher, my whole class, and everybody is my friend at PS297.

>> Next speaker on the yellow side.

>> Pardon my voice.

Instead of me being home nursing what I would probably be diagnosed as bronchitis tomorrow I'm here tonight because this is how much my school means to me.

I just started teaching last year and I had an opportunity to be 10 minutes away from my house but after meeting with Mr. Brown, it was clear to me that the hour ride to get to work was going to be worth it.

Because I knew that this principal and assistant principal were going to make me not had a good but a great teacher.

They weren't going to let me slide by that I was going to really become a teacher for the students. And since I've been there they've not let me down. That's exactly what I've been becoming.

Every day I'm in with my special needs students and for the most part even my general students have special needs.

And I'm there every day fighting for my students. Because I love them.

Not because I'm getting paid, not because we have summers off but because I love my students.

I had a student come in today whose mother passed away today.

It's been two years.

But instead of him staying home he came here because he knew the comfort was here.

He knew that he has six mothers here not just the fifth grade teacher he just got but the teacher he had last year and any given day I can have students come to class who are in foster care, homeless shelters whose parents are abusing them and they come and they're so happy to be in our community because they know whatever they can't get from me, they're going to go down the

hallway and get it from  
go downstairs to their  
principal because that's what we do in our  
school.

We need the opportunity to grow.

We need the opportunity to let us do what success  
has been trying to do.

They want to go from k to 10.

We're just asking from k to 8. We want to give  
our students the opportunity to stay at home.

Thank you.

>> Next speaker, green side.

>> Hi.

Good evening.

My name is [inaudible] that was just my baby talking.

My first grade baby.

She was there fighting for her school.

Fighting for what she has right now.

Fighting for what she needs.

She doesn't need to be in a school that's overrun  
by other kids that don't love and support  
her like how she has friends now, how has he doing  
now.

Success academy is directly across the street from  
us.

This is their playground.

Do you know what PS297 uses?

The public park.

This is our community.

This is my community.

These are my kids.

There's a shelter on the corner and every one of  
of those kids knows that they can come in and  
they will be fed.

They will be loved.

They will get the hug they're not getting at home.

They will get that love they're not getting at  
home.

The cans letter just stated we deserve technology.

Do you know that they took down two of our computer  
labs from the last charter school?

How are we going to benefit if the you're just  
taking?

What about giving?

giving?

They have the funding.

Across the street, just close it down.

They have a whole school building.

All we have is two floors and all we're asking  
is for our school.

This is our livelihood, these are our kids, this is a fragile community we live in and we need to be built up.

They say boys and girls is the shining stars of bed sty I say PS297 is shining star.

You will see by you guys voting and showing other people out there that we're going to grow and show, you'll show the world how you can change

you can change, just that small vote saying no.

I understand the DOE has their contract and have to put success somewhere but not in here.

Let us grow.

Let us survive.

Thank you.

>> Good evening.

Coming to you as a principal of PS297.

In my seven year aspirin I have seen our community come together to educate support and love our children.

I have to let you know this evening I am opposed to the co-location of PS297 and success academy.

We've asked for chance to grow our school.

We applied for UFT community learning school.

Never went beyond the request for proposal.

We applied for an improvement drop out prevention and we were denied.

We pride for pros program and were denied.

We applied for prek to 8 great expansion and were denied four times.

Success academy makes a request to come to our building once and we stand here tonight.

As stated we have been denied one opportunity after another to grow our school in our building.

Success academy has been allowed to grow throughout the city.

Success academy has been directly across the street from pzs and and bed sti two.

Please, explain the rationale for opening a third elementary school in our building in this concentrated area of Brooklyn.

Please give me the educational rationale for allowing success to come to PS297 when we will have to surrender rooms.

If success academy were to have their way they would actually have more full classroom spaces than PS297 in their first year.

Yesterday in early evening six grade student who graduated from PS297 came to visit me.

We spoke for a few minutes and he told me he was upset about a situation at school.

I tried to offer him a few words of comfort but he was still upset.

As we ended our conversation he said he wished he could come back to PS297.

I agreed with him, I thought about all times we had been denied for the grade expansion and were let down the ethical community charter school was a part of our building before they dissolved last year we had a relationship with them.

However, this year I see how we are better able to serve service our special education students about three years ago.

I have two par achl professionals one was mandated for prek.

Now I have 10 para professionals nine of them one to one so our growing special education population can get all of the services they need.

Pear.

I thought about the conversations I had with variation people over past few weeks who said James at least you will get mapping funds for your school.

With all due respect I don't want the success academy matching funds they should be able to have their own building that they can grow into.

They can use those fund to support their students.

I look into my limited budget regularly and literally try to make a dollar out of 15 cents.

We're not a renewal school.

We're not a priority school.

We're not a focus school.

And we're proud of it.

We do not get any of those additional funds to help us.

We're just a small hard working school who comes in her day with a focus to ensure each child learns to convert engaged discussions into thoughtful written pieces.

We take it one day at a time with a plan for each child and trust and support of their parents and guardians.

I come here today to let you know your vote means everything to us.

It means our survival.

Please give of us the chance to survive and grow in our own building as success academy has been allowed to grow in the city and allow to us expand to grade eight.



All we're asking for is to a chance in one building, our building.

That would truly demonstrate fair treatment for all children instead of co-locating us with the success academy let a grassroots community driven school known as PS297 grow.

>> Next speaker, green side.

>> Hi.

My name is Joelle Miller, a parent in district 14, my daughter attends ps1 10 but I felt this issue was so important that I wanted to come out and support of PS297.

I look around and I see so many parents here and so many students and teachers and the principal spoke.

I don't see anyone saying we need another success academy here.

There's one across the street.

So I prepared a couple notes because I forget what I'm saying when I'm in front of a lot of people and public speaking makes me nervous so I want to say PS297 provides something unique that success academy does not.

The specialized support services, warm learning environment, the English language supports, co-location as I see it would tie the right arm of PS297 behind its back.

It takes away its ability to provide these supports in the environment it needs to provide them.

It reduces the gym time which helps the students focus when they are in class.

It reduces their access to the library.

Which is important to foster a love for reading and books.

This might be acceptable if success academy provided an equivalent replacement for these supports.

But it doesn't.

It offers a particular learning environment very different from PS297.

Which is also fine, but as has been pointed out, there's one across the street and then another one right and the corner.

So for kids who need the environment that PS297 provides, co-location would detract from its ability to provide quality education that is so important to our community.

A positive learning experience, especially at this age, produces people in our community that we want as our neighbors and our companions.

Thank you.

>> Next speaker on the yellow side.

>> Hi.

My name is Charles ray back I've been in PS297 as a teacher for many years and seen former students of mine come back, their parents send children for quality of education.

We reflect diversity of students in our community.

Our population reflects 43.83 percent African-American students, 50.21 percent Hispanic students, and we're resource to our students which we service and partners with their parents.

We service 26 percent of our students with special needs.

And growing the number is.

We have services for our special needs students and OT teacher, pchl T teacher full time, speech teacher who services prek through fifth grade, resource room teacher and full time school based support team.

Our ENL population continues to grow.

Last year was at nine percent.

This year 12.3 percent and currently grows.

Currently we have five ICT classes.

Also have a partnership with community based organization called good shepherd which provides an after school program and enrichment programs to our students and a summer program.

We continue to service our students needs and we need to expand to grow our population.

We've applied for last to you years at the DOE for grade expansion to go to eighth frayed and been denied because of a form are charter school in our building.

We have requests from parents who want a middle school in our building over and over again they want to keep the students in our building for the quality of education we provide.

We've applied for community school, we've been denied as well.

And a pros.

On November 30, success had a hearing requesting to expand from their k through fifth grade school at the IS33 campus to tenth grade.

Right now at IS33 campus it's been proposed middle school be closing and a high school.

So why can't they have that whole building?

And one block away at PS59 they also have a success academy.

Less than two percent of the students are serviced for special needs in success schools city

wide and service a very low ENL population as well.

Students come from all over the city to success schools in our area.

They only service about 12 percent of students that live in the community in our area itself.

So my question is why do we need another success academy in our building that doesn't reflect the faces of our community and do not meet the needs of our parents and students?

Thank you.

>> I understand before we take the neck speakers there's an elected official in the audience.

Who wishes to speak.

Who's here?

>> Do you want to come down to the microphone?

Oh,.

.

So then we'll take you last.

Next speaker and I'm sorry I think we're on the green side, correct?

>> Yes.

>> Please go ahead.

>> Hello.

I'm a paraprofessional at PS297.

I'm just going to spew out a few facts for you.

One just because the word success is in your title does not mean you're successful.

Two, just because a room is not filled with students does not mean it does not have use.

Three, it takes a village to raise a child.

This is our village right here.

Where's success academy's village?

They're not here.

They didn't even come to fight.

That's how you know that this fight is pointless.

It should just stop right here, call it a day.

Yes.

You can see it.

There's nobody from their school here.

All right?

This is our family right here.

Every single person in here has a reason for being here.

Yes?

There we go.

All right.

No.

3, we use our library for an RTI program that we have.

Okay?

That's a response to intervention.

We do

we have like three of those and we hold it in the library of all places.

Why is it now we can't have a room for that?

I want you guys to actually tell us why.

That's just it.

Why?

Because after everything that everyone has said, it should have already come to everyone's senses like this is pointless.

It is.

I don't mean to be insulting or anything, but I do apologize if it sounds like that but I just want you to see the reason behind this.

Thank you.

>> Next speaker on the yellow side

>> Good evening.

As I've previously expressed on numerous occasions, in a previous hearing and anywhere anybody lesson of lips to me I'm a special education teacher and it is my passion.

Again, I like to speak just from my heart.

So it is a passion of mine, and it bothers me and hurts me to the core when I hear these stories about students not being serviced the way that they should be serviced because of a disability, because there's something they can't help.

But the teachers can help.

So when one of my parents expressed previously about a student, his son, who was pushed out of success academy because he had to get an IEP and he spoke so passionately about it it hurt me because this student thrives in my classroom, he's one of my top students.

So I can't fathom where anyone or any school could ever not provide the opportunities for these students just because they have an IEP.

I don't get it and I don't understand it.

I just want to say when I'm

I have students

with dynamic needs.

Some of them just need a room, a space, just to be able relax.

And then come to me, I just need space.

Can I have some space?

Can we keep that space?

Can we use those rooms to do things like that?

A safe room.

How about a human being room?

We have holiday shows.

Why can't our students be able to learn music throughout the year?

Why does it have to be only on a holiday show?

I see students, when they're able to do sing and dance and express themselves in other ways as opposed to sometimes writing and they want to sing it and express it that way, I love that.

Why can't I give them that opportunity?

Why can't we give them an opportunity at PS297?

So, please, give as you chance to shine.

Let us show you what true success looks like at PS297.

Thank you.

>> Excuse me.

The speakers on the green.

Are you the Owe in.

S here to speak about MS385?

Can you just bear with me one second?

There anyone else signed up to speak about PS297?

Anyone else with a ticket either yellow or green signed up to speak about 297?

Okay.

The chancellor would like to say a few words

>> I understand the passion, I understand the concerns.

I also understand that the things that you spoke of, there's one thing that I will try to reconsider and that's making you a community school.

We will send people out to look at your school.

You're already working with what I consider one of the best organizations which is good shepherd services.

So being able to use increase their footprint in your building to keep open until 6 o'clock will give you an opportunity to prove your Sanchez and grow your population.

So within next couple weeks we will be sending ow Chris Caruso with the superintendent's permission to visit and you'll meet with Chris and then we'll assess if we can do that it gives them an opportunity to take baby steps to move in the right direction.

Okay?

Thank you.

>> Next speaker, green side.

>> Good evening, I come from MS385 I'm a student there.

Our school is a very successful school.

We thrive every day.

Even though we may not have what 57 has and when you put another high school and then another a charter school inside our school, think about the lunch periods.

The gym periods.

We already have to share with the messy high schoolers and the competition between who's better, 57 and 385 basketball, football.

You have to take that into consideration.

Me, myself?

I don't have a problem with sharing with other people.

How we share, that's how you have to put it into perspective.

This is my second year going to MS385 and I love the school.

That school is my home.

My principal, my parent coordinator, they work with me even though when I have those days when I really don't feel like doing it, they will be there and say if you want to get to collegiate or Brookside or high school you have to start here.

I'm in my 7th grade, and my grades are better than average.

They are the standard above the standard, almost to perfection.

I don't want to be perfect.

But I do want to have the environment where I can get to be perfect.

How can you have kids downstairs who smoke weed in the hallways in the auditorium and we have to walk through that environment?

Think about what the other high school would do.

They are trying their best, but their best is not what we need.

We need middle school 385, middle school 57, we don't need another school inside our school.

How are we going to do the work, share the cafeteria?

We already have problems as it is.

Do you want us to thrive or do you want us to fail?

>> , yes, sir,?

?

>> Good evening.

PEP.

It is my really good pleasure to meet you finally, Ms.

Carmen Farina, Ms. Dorina Gibson and members of the pep hopefully you have received my email to you today.

If you did not I'll make sure that you do.

MS385 has an issue.

And that issue is our quality review last year was poorly graded unfairly.

That was the setup for the let-down.

It starts with statistics, but statistics that are done wrong and unfairly, that's a whole different other animal.

All of the years prior MS385 was proficient.

No developing.

That particular tour there were developing grades and proficient in areas that was impossible to receive.

Close your eyes, if you will, if you remember the movie a time to kill with Samuel L Jackson at the end when his lawyer had to really fight for an impossible case.

A black child in the South was brutally gang raped and her father killed who did it.

What I need you to do is to close your eyes and pretend that the quality review was done accordingly, properly.

And then open up your eyes and make a decision.

Thank you.

>> Are you Evelyn Cruz?

>> Yes.

>> Good evening, everyone.

Good evening, Chancellor.

Mr. Fred Baptiste.

Members of the panel.

Parents of school PS297 many I'm here representing congresswoman Velasquez.

I think that in the short time that I was here, I heard Mr. Brown and many of the parents speak so passionately about the situation at PS297.

And that is why congresswoman Velasquez opposes this co-location.

Although she understands the Department of Education is legally obligated to secure space for charter school, she remains deeply concerned with the process that tends to create a two-tier tier one one funded by bin donors and are the other vastly meeting the needs of community children. These co-locations unintentionally or intentionally have contributed to the decline in enrollment and investment by DOE in existing schools serving high-needs children.

As an advocate for education, congresswoman Velasquez recognizes the urgent need to provide quality and equal access to education for all

kids.

However, we remain baffled why another charter school is being proposed in a building which previously had been failed.

In addition the proposed school will be the third elementary school within walking distance from PS297.

Why create another elementary school?

We've heard from parents, from the principal, there's a dire need for middle school in the community.

The school is also situated in a concentrated public housing community.

We represent the public housing in that area.

And there are hundreds of

thousands of units

in the area.

But it also has a high number of temporary housing shelter residents which many of the children at PS297 live in.

These children are facing crisis at home, living in one bedrooms with two or three or siblings and now having to come to the school and faced with other personnel issues that require individualized attention.

Instead of diminishing space and services, we definitely need to increase services and it was wonderful to hear our Chancellor announce the consideration of a community school that will bring along some wrap and services.

We thank you for that.

The members, again, this PS297, the student population, 90 percent minority, with 60 percent living at or below the poverty level with limited resources.

20 percent of the students are English language learners.

33 percent are kids with special needs.

IEP needs.

A sizable number, again, live in the shelter down the block from the school.

So housing, again, the crisis there and the crisis at school, it's a volatile situation for kids, and also for our educators.

They need to be a social worker to two or three kids who are in crisis and that's a hardship.

Library space.

The library space when I visited was like a two prong approach.

It's RTI, it's not really private, counseling or services to kids.



And I know that when the previous charter school entered the school they took away computer space, I understand it was reallocated back to the school, if success comes in they're going to remove the space again.

We need to introduce our kids to STEM and science

we can't do this if we're losing space. We want to be helpful in helping in that area. The other good shepherd services, they do a great job, but you know, they don't have enough space.

The popping of the student population is a high-needs population.

The parents are wonderful.

They're engaged in the school.

They need more space.

Sharing a classroom size space for the services that they render is not sufficient.

Guidance counselor, we need to respect their profession and of the services and the components of work they provide these kids on an individual basis.

They need adequate space as well.

So the congresswoman feels instead of, she said instead the goal of the DOE and the panel of education is to close the achievement gap. between

amongst social, economic and racial lines and high needs neighborhoods.

It's most important that schools like PS297 are ensure the adequate space to meet the challenging needs of the students and the families.

None of the goals of the New York City Department of Education or the parent or advocates can be achieved without significantly investing in learning and enrichment programs in dual language services, wrap and services for students and families, and reasonable access to classrooms and specialized space for students with disability and the qualified personnel.

Based on this the congresswoman urges the pep to consider the needs of the students of PS297 and vote to support the parents.

Thank you very much.

>> Thank you.

>> Thank you.

Again, we will send Chris Caruso, we will make sure that the space that's presently be used by the school to the degree possible does not

affect it and send someone to go and meet with the superintendent, the principal, and someone from success academy to make sure the discussion on what's being used is being mediated by us to ensure that the children will be well served. And I think this is also an opportunity for the school to rebrand itself and talk to the community as your community is changing over time to what the special services are that you are providing for some of your students and make that one your priorities.

I plan to stay very close in touch with your superintendent who I think is really someone has he very special and who really is advocating for you in many ways, let's work on this together. Thank you.

>> And because only one person signed up for general public comment rather than having you wait until the end of the entire meeting, we'll take that speaker.

It Mr. Shelly here?

>> Good evening, panel.

I came in September.

I came in October.

I talked about fraud.

At the office of labor relation and is office of appeal.

I have Ms. Jackson chase saying please contact me because my office has integrity.

Every meetingMs.

Leon says mooded meet with someone and they will address your employment needs.

eet with someone and they will address your employment needs.

You're a liar.

How is fraud appropriate?

I've been waiting for over a year.

There are fraudulent documents submitted.

It doesn't match the recording that I have.

It's fraud.

It's fraud.

Why hasn't the principal and AP been arrested?

Why did someone say I take psychiatric medication when I'm HIV positive?

By you not answering me, I have to be embarrassed today.

It is your job to answer me.

Someone said that I take psychiatric medication I'm HIV positive.

How dare anyone commit a crime against me.

>> All right.

We're going to to move now to the first voting item on tonight's agenda.

Which is the consideration of the proposals for significant changes.

In school utilization.

Madam secretary can you please present the six resolutions

>> Certainly.

First entitled proposed consolidation, 08x366 with community school 08x467 building x192 beginning in the 2016 2017 school year.

Second resolution is entitled proposed consolidation of junior high school 057 white law read 16k057 with ms385 school of business, finance and entrepreneurship.

16k385 building k057 beginning in the 2016, 2017 school year.

Third resolution is entitled proposed reciting forensic Douglas academy four secondary school 16k393 to building k057 and co-location with junior high school 057 white law read 16k057ms385

school of business, finance and entrepreneurship.

Kin s385m16k beginning in the 2016, 2017 school year.

Fourth resolution is entitled the proposed opening and co-location of success academy charter

school New York six 84k to be determined with

existing school PS297 14k 2 97 in building k

2 97 beginning in the 2016, 2017 school year and

the fifth resolution, is entitled proposed

consolidation of PS137 John L burn stoen 01m137

with ps134, Szold, 01m134 in building m134

beginning in the 2016-2017 school year.

>> Thank you.

It is by resolutions.

There a motion to adopt the five resolutions being considered tonight?

Thank you, panel member Podvesker.

Second?

Thank you panel member Powell.

As is customary we'll hear questions from the panel in the aforementioned proposals borough by borough.

Hearing the questions of the respective brother appointees first and then panel members.

Panel member Powell do you have any questions or concerns on the Bronx proposal?

>> None for the Bronx but I would like to ask a question.

With all that surrounding k97 is there a possibility this could be taken off the agenda for tonight until it's determined if it actually fits the model to be a community school?

>> Deputy chancellor

>> One of the concerns clearly expressed around the question of community schools is a question of space.

The community school model does not actually require additional space allocations for the school.

And in fact good shepherd services whom I think we would all support as the agency that would provide services to the school, already occupancy a full-size classroom in the building, which is substantially larger and more space than it typically required for

to implement the community school model.

So the space for the community school model particularly if it is good sheer services, is in fact already built in for the school.

>> But excuse me, that's not what I asked.

If we could possibly

if we could possibly delay it at least until next month until that part is ironed out, I think it would give everyone a better

>> First of all, community schools give services. It's not space related.

It's about having schools open until 6 o'clock, having more guidance counselors, more arts programs, more mental health programs.

So it doesn't

the no going to change the footprint of the school.

It's just about the services that you have.

So

excuse me, I'm speaking.

Community schools are about extra services.

And because most of the community school work is done from 3 to 6, a lot of classrooms are open and empty.

So one thing is not going to affect the other.

So we're going to look at a community school.

And that's a promise I made and I'm making it publicly and I have no problem pursuing that.

But what they will be probably getting especially if they have good shepherd there already is additional services that will then expand their school day until 6 o'clock.

It also goes to the whole innovation rebranding a school.

So now parents will know if they register their children in the school, they will have to some degree after school programs until 6 o'clock.

And with services like I said, extra guidance counselors social workers and so forth.

That's what it does.

>> We will now

>> Actually move over to panel member Baptiste.

Do you have any questions or concerns on the Brooklyn proposals?

>> I do actually to pick up on my colleague's point in regards to that as well.

One of the issues becomes especially for looking now at making this a community school, I think that to some extent also changes the dynamic in terms of how many people potentially they may pull in.

How many people they may serve.

There could be an expansion especially in this district we've heard there's a very high population of special needs and English language learners.

So I think especially with something like that and if they're doing the things to market themselves with regards to being that community school that can provide wrap around services it may potentially have the affect of actually expanding them.

And we may be locking ourselves in where they can't make the expansion because we put a charter school in there.

>> Please.

>> But just to continue, I think that one of the issues I always have with these is that there's always a question and I hate to be

to put a blanket on this where charter schools are bad, co-locations are bad.

I think we should get away from that because the

where it's in the best interest of the community and students we're talking about.

But with this population, with this school, with the changes they're making, with the fragileness of the school community I really have to question whether this is the best thing

whether this fits in bed stiei.

I think we've already heard that middle school options especially in this area are probably

a little bit further away from each other in terms of you might have to go a half mile before you find that.

This is not to speak to the merits specifically of that but I'm saying is this the best fit for this community?

Is this something that's truly going to help. They've already gone through the xorz of going through a co-location it, failed.

And perhaps maybe at the time we relook at the school here and see if there's any way we can actually build them up.

So that's definitely the question I have with regards to this.

With regards to the current footprint I want to make sure we're accurate.

, does PS297 actually lose space as a result of of this co-location?

>> Deputy chancellor rose?

>> So beginning in the 2018-2019 school year, yes, PS297 would lose three full-size classrooms and one quarter-size space that they are currently occupying.

They would continue to have full-size, more full size classrooms than they have classes or cluster rooms.

In fact, we're projecting that they would gain an additional class section between now and then. And they would continue to have additional full size classes that could be used as the principal determines best for the school whether that's special education support services, pull out, intervention, or other uses bshgs they would have a full compliment of cluster rooms, we assume they would grow bay class section and there would still be space for their services.

>> I find that problematic because now it's a toss up between do you bring in nor students to bring in the resources or keep the rooms.

I think that is a tough position we place the schools in.

>> Forgot to ask  
yes?

Panel member zinc man?

>> Given the news [inaudible] a few days ago about a few closures and I believe it impacts a building across the street, I realize it's premature but what are the plans for that space that already has a success academy?

I do feel for the DOE because the state mandates,

they sanction the opening of another charter school and by law DOE has to find the space or pay an amount to house them in a private.

They have no choice.

They have to choose between spending money that can go to serve district schools to house them in private space or find space for them.

So they have to make a decision.

So a lot of the haggling comes to is this the right space for them to be in rather than why are you providing space.

Why the State continues to authorize new k to 12 schools even if

to every elementary, every three or four elementary schools in the suburb you have one or two middle schools and one high school.

That every time they sanction a success academy they do k to 12 and that means sort of a land grab for these schools that don't admit kids after third or fourth grade or second grade.

I forgot what

and so the concern is at this point does it make sense to just consolidate them in one building and provide more space for district schools to grow?

The timing of it is important because I realize the decision to possibly close schools had to come

you have to make the decisions when they're right for

but one wonders what's going to happen with this space across the street and to have three success academies within literally a square block of each other seems silly since they're all very

they all copy each other.

They're not like each one offers a unique vibe for people to choose from.

They're all

so why do we need three separate entities?

Something to consider.

Something, you know, I guess

do you have any sort of preliminary thoughts on that?

>> So I think the important thing is for us to sit with the district 14 community and the community education council to talk about the needs of the district overall, needs of the students who

are articulating each year from whatever schools they're in.

And have a very open dialogue with the district 14 community to make those decisions.

>> All right.

Panel member Dillingham

>> I echo the concerns that I've heard at the table tonight.

I applaud all of you parents, teachers, therapists, who came here tonight.

I have to say the speeches of the therapists really resonate with me.

As I've gone into many school buildings throughout the years and looked at those rooms where children are being serviced or not serviced, as I would say, in many cases, and that's because of the unique requirements necessary to help the students grow, learn, differentiate instruction. And if anything, if I were making a decision, it would be to give more space to those types of rooms for children.

I also heard you speak about your application for middle school.  
this evening.

And that is a question mark in my mind because I heard it once, twice, three times or more here. And research suggests that, yes, indeed, in certain circumstances it is absolutely the right move to keep kids in an environment from K to 8.

And that seems to me that something that your community is asking for.

And not just today but over the past few years.

So in seeking out a decision on whether to be a community school, I would say not only does that need to be assessed, but whether or not this is actually a model that could benefit this community considering the challenges that you face every day.

And I would echo that I would love to postpone this for

>> I want to be very clear that in order to start a new school, certainly middle schools, we have to look at at the district as a whole.

We don't do this is an a ban tad approach to a specific problem.

We're now doing this in many of the districts in the city.

for many reasons.

We also need to know that if we're going to open



middle schools in the superintendent can testify to this, that she's had several struggles in her superintendency this year in terms of one middle school is too large, another one was too small, one was renewal coming off

it's a thoughtful process.

It's not about all of a sudden making a school K to 8 or putting a middle school in a site simply so it's easier for kids to go from one place to the other.

Has to be based on a strong foundation where a school has already shown excellence in academics and then that becomes the school of choice and the middle school.

So I think something we're discussing with all the superintendents, but it's not something that I either feel comfortable agreeing to the community school agreement so me is simple.

Because it gives them what I think the school needs right now.

A support system within the building, gives them a chance to grow, gives them a chance to get better at some of the things that they might need to get better and supports the kids they're talking about.

The kids from the shelter, the kids from the projects and all those kids will get the support that's becoming a community school, but I think any discussion of opening middle schools K to 8s is way premature and not something that I feel comfortable with as part of a discussion consolidation or co-location.

>> And I would concede, I think that's exactly the point where we wouldn't want to rush into and say oh, by the way, it's approved you're now k through 8. That requires more conversation between DOE and community and CEC and schools in the community as well.

To the point I think my colleagues are saying, then by actually voting on this matter tonight we preclude a lot of or options.

And perhaps we really need to have some of those conversations or at least put the brakes on until we can considering the options to kind of reset and if pack to the community and figure out what truly is going to be the best fit in this building which is ultimately what

the interest of all our children there.

>> Any other comments?

I actually failed to ask the other panel members if they had any comments on the Bronx proposals.

Any additional comments or questions regarding the Brooklyn proposals?

All right.

We'll move now to

yes, panel member Carmignani?

>> Yes.

A couple things I wanted to say that echo what some of my colleagues have said.

The thoughts raised by the speech teacher, I think really resonated with me as well.

And I kept thinking also I was in receipt of an email from one of the teachers here tonight speaking about the speech and occupational therapy currently being in separate rooms but in the later years of this co-location the possibility of those merging.

And that's a concern that I have because how we deal with our neediest children reflects more about us than anything else.

The other thing that comes to my mind, and I empathize as my colleague panel member zinc man mentioned with regard to the predicament of the DOE with regard to the legal piece to this.

I do understand that.

At the same time, the close proximity of the three schools serving the same population in such close proximity is a concern.

We just saturating the community with this and are we thinking it through in terms of of the space allocation that just jump out at me because the community is saying something that seems to make sense.

And so we should not ignore that and give this serious consideration even if this is voted in or up tonight, what's going on here really gave me cause for concern.

>> Okay.

So we'll move on, then

no additional comments,  
move on to the Manhattan proposals.

Panel member zinc man any questions or concerns on the Manhattan proposals?

Zingman any questions or concerns on the Manhattan proposals?

>> It's hard to speak with it on and hear with it off.

No, actually, in general, in favor of these consolidationses

they make good sense and I believe the DOE is putting a lot of thought into building consensus among the two schools being consolidated. It makes sense in these situations and I understand sometimes feelings can be frayed during the process, it's really about giving the kids better options through more resources and a more thoughtful structure for slightly larger school than to tiny schools. So we support this.

>> Okay.

Great.

Thank you panel member Zingman.

Any other panel members have questions or comments or concerns regarding the Manhattan proposals?

Okay.

Madam secretary please note any recusals.

>> None on tonight's school utilization proposals

>> Thank you.

We'll move to first, please raise your hand if you vote to approve the proposed consolidation of urban assembly academy of civic engagement with mott hall community school.

in building x192 beginning in the 2016-2017 school year.

>> 12.

That's unanimous.

Motion carries.

>> Please raise your hand if you vote to approve the proposed consolidation of junior high school 57 white law read 16k057 with MS385 school of business, finance and entrepreneurship, 16k385 in building k057 beginning 2016-2017 school year. 12 in favor.

Unanimous, motion carries.

>> Next is raise your hand if you vote to approve the proposed reciting of Frederick Douglas academic 16k393 to building k057 and co-location with junior high school 57, 16k057ms385 school of business, finance and entrepreneurship, 16k385 and the Brooklyn academy of global finance 16k688 beginning in the 2016-2017 school year.

>> 12.

Unanimous.

Motion carries.

>> Please raise your hand if you vote to approve the proposed opening and co-location of success academy charter school New York six 84ktbd with existing school PS297 14k 2 97 in building k 2 97 beginning in the 2016-2017 school year.

>> We have eight in favor.  
>> All those opposed?  
>> Four opposed.  
That leaves no abstentions.

Most carries.  
Motion carries.

>> Please raise your hand if you vote to approve  
the proposed consolidation of PS137, 0m10137  
with PS13401m134 in building m134 beginning in  
the 2016-2017 school year.

>> We have 12.  
It's unanimous.  
Motion carries.

>> All right.

We're just going to wait for the folks to leave  
before we move to the next portion of the meeting.

>> Thank you.

All right.

So the next item is the consideration of contracts.  
So we'll ask

.

I'm going to ask now the contracts committee member  
Fred Baptiste summarize the contract committee's  
recommendses regarding the contracts listed on  
tonight's agenda.

>> Thank you, madam chair.

The contracts committee met Tuesday, December 15  
and reviewed contracts being considered by  
the panel tonight.

I met with contract committee members Leon, Carmignani,  
Payne-Hanks and shuld especially.

he been the community unanimously recommended the  
approval of contract items 1 through 32.

The contracts committee recommends the contract  
items 1 through 32 be considered in three resolutions.  
Resolution 1 contained 1 through 5, seven through  
11, 13 through 15, and 32.

Throws note item six and 12 were withdrawn.

Resolution two containing contract items 16 through  
23 and 30 through 31 and resolution three  
containing contract items 24 through 29.

>> Thank you, panel member Baptiste.

Before you begin Mr. Ross do you have any texts  
you had like to read into the minutes?

>> Yes, briefly.

So I note I provided panel members with technical  
changes to universal prekindergarten contracts  
that have been approved by panel at prior meetings  
and these changes have been posted on the  
web.

Thank you.

>> Thank you.

Mr. Ross.

Please present the three resolutions set forth  
birth contracts committee

>> The resolutions are all entitled resolution  
regarding approval of contracts.

The first resolution contains contract items 1  
through five, seven through 11, 13 through 15,  
and 32.

Employees note items six and 12 with withdrawn.

Second resolution contains contract items 16 through  
23 and 30 through 31 and third resolution

contains contract items 24

excuse me, items

24 through 29.

Panel members employees note if you wish on to  
vote differently within a single resolution you  
may do so.

Simply signal so me when the vote is called for  
the relevant resolution and indicate the dining  
item within that resolution and your corresponding  
vote.

>> Thank you, madam secretary.

A motion to adopt the resolutions being considered  
tonight

>> Thank you panel member Podvesker.

A second?

Thank you panel member Zingman.

Does the panel have questions or concerns regarding  
tonight's contracts?

All right.

So we'll move on to the vote.

Madam secretary please note any recusals related  
to these contract items.

>> There are no recusals for these resolution.

s.

>> Thank you, madam secretary.

secretary.

Please raise your hand if you vote to approve the  
resolution regarding approval of contract  
items 1 through 5, 7 through 11, 13 through 15,  
32.

Six and 12 were withdrawn.

>> Do it one more time.

>> We have 11 in favor.

Motion carries.

>> Please raise your hand if you vote to approve  
resolution regarding approval of contract items  
16 through 23, 30 through 31.

>> We have 11 in favor.

Motion carries.

>> Thank you.

Please raise your hand if you vote to approve resolution regarding approval of contract items 24 through 29.

>> We have 11 in favor.

Motion carries.

>> That concludes the voting portion of the meeting.

Are there any additional comments or questions from the panel?

I did want to ask I know there was a possibility of reporting on some of the co-locations from last year I would love to have an update on how those were going just about what some of the additions

from last year.

(Voices overlapping]

I got a phone call.

Put me off.

>> Junior high school 145 in the Bronx.

>> Oh, [voices overlapping]

>> We would be happy to provide a report on the co-location that is were approved last year at the next meeting.

>> One of the things if you'd like to do also we can take a school visit to one even the

ones that we announced today, the ones in district 1 in particular have already been working together.

They've already been sharing teachers, and same thing with the one in district 17, they've already been sharing classes, sharing teachers and one of the things they are particularly proud of is that some of the conflicts around things like gym and auditorium have mysteriously disappeared so I do

>> I believe that's

especially at the next meeting in the Bronx might be nice to visit some of the schools ahead of time.

>> Sure thank you.

>> This is a commitment to to us follow up with the ones that just happened today.

>> Okay.

Definitely.

>> Thank you.

>> So

>> I want to take an opportunity because it doesn't

happen often, to say thank you to the three superintendents who are here tonight.

>> Thank you.

.

And to the merger and consolidation department of one or two people.

This is never easy.

But I have to say that the bottom line for everything we do is it better for children?

And two out of these three substitutes are superintendents I managed as a superintendent.

I'm not just coming to this with my chancellor's hat but I know schools and I understand what's going on and I do think ultimately students will benefit.

And I think that's what it is.

These superintendents have done a tremendous amount of work, evenings, Saturdays, and I think it's to their credit as well as to the principals and parents to understand that it's not about a building, it's about services to kids.

And that's why I felt very comfortable offering a little bit more towards schools because I see where their coming from but I think this has to be logical and can't be in the heat of moment making decisions that ultimately aren't going to serve kids.

I thaut thank you for your thoughtful considerations tonight.

>> Thank you, cans letter.  
chancellor.

Next regular meeting will be held on Wednesday, January 20, 2016.

At the tact education campus.

This meeting is now adjourned.