

Welcome.

Good evening, everyone.

I'd like to call the meeting to order.

As a reminder, please note that panel meetings are now being live streamed over the Internet for the convenience of those unable to attend.

A recording and transcript will be posted to the panel website following the meeting.

Madam Secretary, can you please proceed with roll call.

>> Milady Baez, Fred Baptiste, El soar are a Cleveland, Deborah Dillingham, Norm Fruchter, have Vanessa, Kamilla Payne-Hanks, Lori Podvesker, Robert Powell, Robert Reffkin, Robert o so to-C arrion, Miguelina Zorrilla-Aristy.

Thank you.

And can everyone on the stage please introduce themselves starting with deputy chancellor Groom.

>> Kathleen Grimm, deputy chancellor for operations.

>> Roberto Soto, mayor appoint erection.

>> Eric Adams, appointee to the panel.

>> Norm Fruchter.

>> Carmen, chancellor.

>> Jackson, secretary.

>> Vanessa Leon, mayoral appointee.

>> Lori Podvesker, mayoral appointee.

>> Camilla Payne-Hanks, Staten Island mayoral appointee.

>> Milady Baez, mayoral appointee.

>> Elzora Cleveland, mayoral appointee.

>> David Ross, contracts and purchasing.

>> Ethan Marcus, student panel member.

>> Jesse Wong, student panel member.

>> Thank you.

Chancellor, I believe you have some remarks you wanted to share with everybody tonight.

>> Well, first of all, it's a pressure to be here tonight.

I'm going to make this short because we have a long agenda.

But I do want to say that two really exciting things that started in the last -- well, first of all, I want to say that I think the initiative which you're going to hear a lot more about, deputy mayor is alive, well and thriving as is our after-school middle school initiative.

We have, you know, really had a tremendous amount of enthusiasm from middle school principals, many of which I met with this week. But I'm also excited because in the last two weeks, we've initiated several of our initiatives starting with Teen Thursday. I have visited three of the museums in the last three weeks and each of the schools that were assigned for this first round have already visited each of the museums three times. And they will have two more sessions, and starting September we expect to have this program in many more museums throughout the city. And it's really a pleasure to see kids in small groups. I went to one of the things today at the Brooklyn Historical Society and I asked the kids, what was the best thing about Teen Thursday. And they said they get to have their teacher all to themselves. It was a group of 12 kids who would spend two hours in a museum and they were already talking about going back. So I think that's great. And for any of you who are either visiting on Fridays, and I certainly invite all the panel members, we started our Concert series and every Friday at 2:00, we will have live music. Last week it was the orchestra from Mark Twain. We are expecting a chorus tomorrow. We can all sing along, and we expect this to continue in the fall. So the arts are alive and well, and we look forward to a lot more things. Thank you.

>> Thank you, chancellor.

The first order of business this evening will be approving the minutes from the April 9th panel meeting.

Is there a motion to approve the minutes from the April 9th panel meeting?

>> I'll move.

>> Is there a second?

>> Second.

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

>> It's unanimous.

Thank you.

>> Thank you.

Before we get underway with the voting portion of the meeting, I will say a few words 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 please ask that you respect your fellow speakers and hold yourself to those two minutes.

I will ask the secretary to call the speakers up from the signup sheets and to ensure that speakers finish their comments in the allotted time.

We will call speakers up in groups of five.

If you have a green ticket, please proceed to the aisle to my far left once your number's called.

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

There will -- there is a clock that will indicate the amount of time remaining for each speaker, and a light will indicate when there is a one-minute -- when there is one minute left in 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. 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. The first voting item on tonight's agenda requiring a vote is the consideration of contracts.

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

>> Thank you, madam chair.

The contracts committee met on the evening of Thursday, May 22nd, and reviewed the contracts being considered by the panel tonight.

I met with contract committee members Lori Podvesker, Lora sink man and Miguelina sore rill La Aristy.

They recommended the approval of contract items 1-26 to be considered as a resolution for approval.

The contract committee recommends that contract items 1-26 be considered in four resolutions.

Resolution 1 containing contract item 8, resolution 2 containing contract items 1 through 5, 12 through 13, and 26.

Resolution 3 containing contract items 6 through 7, 9 through 11 and 11 -- I'm sorry, 14 through 16.

And resolution 4 containing contract items 17 through 25.

>> Thank you, panel member Baptiste.

Before we begin, David Ross, executive director of contracts and purchasing, would like to read text into the minutes pertaining to these contract items.

>> Thank you.

Just a couple of things.

First, a change has been made to Item Number 8 of this month's agenda.

The contract is for prekindergarten services.

The agenda originally indicated the amounts for several vendors as to be determined.

The agenda was then updated and reposted to reflect the correct amounts for each vendor.

In addition, vendors north side Center for Child Development and Bank Street College for He Education were added to the jeopardy.

The panel contracts committee was notified and the changes are reflected in the RA.

Secondly, a change has been made to Item Number 26 of this month's agenda.

The contract is for buy against contracts for summer schools transportation.

The agenda indicated the vendors' names and amounts were to be determined.

The agenda was then updated and reposted to reflect the names and amounts of each vendor, and again, the panel's contracts committee was notified of the changes and they are reflected in the RA.

Thank you.

>> Thank you.

Does the panel have any questions on the read-in?

Okay.

We are pleased this evening to have Deputy Mayor Richard Bury here with us to discuss the universal prekindergarten contracts. Thank you for joining us and would you like to share your presentation with us at this time?

>> First of all, thank you for having me.

>> Thank you.

>> I really appreciate it.

Again, my -- can you --

>> Can you just speak into the --

>> Okay.

Well, that's different.

That's better.

Good evening, everyone.

Again, my name is Richard Bury, deputy mayor for strategic priorities policy initiatives.

Through for allowing me to be here with you to talk about our universal pre-K expansion.

Thank you very much.

First of all, I want to start by thanking chancellor and deputy chancellor Grimm for their extraordinary leadership.

Nothing we talk about today would be possible without their amazing work leading the department of education.

So I want to thank you, as always, for your support and your leadership.

I also want to thank just at least two of their colleagues, Josh Wollock as street strategy officer and Sophia Poppas, the executive director for early childhood education who are doing an amazing job moving this work forward.

So as you-all know, we are leading an initiative to build high-quality full-day universal prekindergarten program designed to ensure that all 4-year-olds have a chance to progress through school and succeed through college and careers.

Currently we serve 3,000 public school programs both in communities schools and childhood centers.

But currently only 20,000 of those seats are full-day seats.

So our plan is over the course of the next two years to develop a truly full-day system by September 2014, you would have approximately 50,000 students in full-day seats.

This coming September.

And then in the following September our goal is to have 70,000 children in full-day pre-K seats.

This is a tremendous undertaking.

It's really unprecedented in our country, and I'm very proud under the leadership of mayor de Blasio that we are going to build this quality system and really I think set the standard for cities around the country.

So as you know, we are committed to ensuring that New York City's universal pre-K program is a quality one.

And I want to provide you with an overview of the model we have developed.

First, we want families to have access to full-day programming.

So all children will receive 6 hours and 20 minutes of free pre-K instruction 180 days a year.

Second, prekindergarten instruction will provide a strong foundation of skills and knowledge by first advancing New York State pre-K learning standards, aligned with the common core.

Two, utilizing instructional practices that instill a joy for learning. It's something I hear the chancellor talk about a lot. A joy for learning in school early on really sets the standards for their continued experience in kindergarten and beyond. And then, three, provide support to students whose primary language is not English.

Third, New York City's universal prekindergarten programs will encourage and support active parental involvement by helping parents learn about the various ways to be involved in their children's education and by providing social workers with programs serving high-needs students.

Fourth, we will do data to monitor program quality.

For example, we will track teacher certification and use budget and health and safety information to make accountability decisions to make sure that all children are in quality programs.

And fifth, we will ensure that all universal pre-K programs provide quality programming, in part by providing workforce development supports, including but not limited to partnering with CUNY to support up to 4,000 kindergartners by 2015 and providing enhanced provision development for teachers and administrators plug onsite support in peer learning communities.

This is not only for current teachers but teachers and teachers assistants in the system.

So to date we have a total of 4,386 confirmed new full-day UPK seats in 145 district public schools.

This is on top of the existing full-day seats that exist in public schools.

This evening you will be voting on whether to approve approximately 10,500 new full-day universal pre-kindergarten seats that will be located throughout the city in community-based early childhood centers.

Our expectation is that several thousand additional seats and CBECCs and charter schools will be brought before the PEP in June and July.

In addition we expect that additional seats will be awarded to district public schools at the June meeting.

So as I just mentioned, this evening you will be deciding whether or not to approve 10,500 universal prekindergarten seats.

These seats will be located across 285 sites in all five boroughs and in 32 school districts.

And also so that you know, about 70 percent of the 206 contracts you will be voting on this evening already provide prekindergarten programming.

Just to give you a sense of the borough by borough broken down, there are 2,161 in Brooklyn, 584 in Manhattan, 4,572 in Queens, 989 in Staten Island and Bronx 2,124 for a total of 10,430 seats.

So a little background in the selection process.

It's important that the panel understands that the providers with which DOE is ultimately entering into contracts have had to undergo a rigorous selection process aimed at ensuring both quality and high standards.

Providers had to meet minimum qualifications and they had to submit written proposals for their pre-K programs.

The department reviewed and scored written proposals, and the Department of Health and Mental Hygiene conducted site visits to make sure their proposed sites were appropriate and safe for prekindergarten programming.

The department also entered into budget negotiations with those providers whose proposals passed quality review.

The 206 contracts you are voting on this evening represent those proposals that have successfully completed this extremely rigorous selection process, so far.

So a word about enrollment.

So this slide provides you with an overview of the enrollment processes for prekindergarten with take place over the course of several months. The processes are different for programs located in public school than they are for programs located in community-based early childhood centers.

I just want to briefly go over them.

As everyone knows, the deadline to apply for the first allocation of seats in public schools was on April 23rd.

We received what I believe was a record 41,600 applications for those seats, which is a 35 percent increase over last year, which we think is a good demonstration of the real demand in communities for quality educational experiences for their 4-year-olds.

Families who apply for a seat in the public school program will be receiving a decision letter in early June.

Preregistration for seats in public schools will take place from July 9th through July 20th and after -- I'm sorry, from June 9th to June 20th.

And after June 23rd families can contact public schools directly to see if they have any remaining seats after the preregistration process.

Families interested in obtaining a seat in a prekindergarten program at a CBECC must apply to the CBECC of their choice.

Families can learn about CBECCs online through the DOE website and they can apply right now for programs that already exist and they will be able to apply soon for programs that the panel will hopefully approve shortly.

We are encouraging families to apply for seats in CBECC program by June 26th in order to have the best chance of getting a seat in the program of their choice.

Finally as we all know that there's no way to build a quality universal prekindergarten program unless we have quality dedicated teachers.

Ultimately the quality of teachers will determine the quality of experience that these students receive.

That is why we are prepared to hire up to 1,000 new teachers by this September and an additional 1,000 teachers for the subsequent 2016 school year.

We have already been able to ensure we have enough teachers to meet the need by September.

We have created a website, teachNYKpre-K.org for educators to learn about and apply for teaching opportunities.

We have launched an extensive recruitment campaign that has resulted in more than 1,630 applications through early childhood certifications.

That's a 38 percent increase as compared to this time last year.

And we have made the commitment to ensure that lead teachers in CBECC pre-K classrooms have competitive salaries.

But we aren't stopping here.

In June teachers who need certification will begin a program DOE launching in partnership with CUNY as I mentioned before that will assist in obtaining their certification.

We will have a number of teacher hiring events for pre-K programs throughout June and July.

And finally in August we are proud to launch a summer institute for pre-K teachers, both current and new teachers, that will provide them with several days of professional development before they even step into the classroom in September.

So I want to thank you for the time for this presentation.

I'm happy to answer any question that you may have.

>> Thank you.

>> I want to take this opportunity to thank Deputy Mayor, Sophia, who has worked tirelessly including Saturdays and Sundays and Josh Willock who is part of it. I consider this a triple threat and I really feel that's three people have invested a significant amount of time to ensure that this is anything beyond successful and I assure you that all the programs will be quality programs because they have invested their energy into this.

>> For the record, I said a lovely thing about you before you came.

>> She can watch the -- she can watch the live stream.

Thank you very much, Deputy Mayor.

I wanted to see if the panel members had any questions regarding the deputy mayor's presentation or the resolution 1 containing the UPK contract items.

>> I have a question, Milady Baez.

Thank you for the fine presentation.

I am listening that there will be programs of choices for the parents, and being that we have a high percentage of Latino children, children that needs bilingual education or dual language program, can you please expand on what kind of choices will the parents have?

>> So thank you for your question.

Again, we're again happy to be here, happy to try to answer your question. And I'll ask to jump in if I do not answer fully or if you have more details than I can fully provide.

But throughout the seats that we're approving, we're very confident that we're going to be able to meet the needs of diverse linguistic communities and so parents will have option that include programs that are designed to support English language learners, dual language programs.

So I'm very confident that parents will have a wide variety of options, including options that are particularly important for families who have a different array of linguistic needs.

>> Okay.

I have another question.

>> Sure.

>> Being that we have a shortage of teachers, bilingual teachers, what are the plans for recruiting teachers who can then teach in those bilingual classes?

>> I'm going to ask Sophia to answer the question.

>> Sure.

So this is a big priority for us.

We know that students are coming to us from very diverse backgrounds and so you'll notice that on the Teach NYC pre-K website, we call out languages that we find are commonly spoken in our pre-K -- or of the children who come to our pre-K program.

So we are really trying through the website and other recruitment tools to get teachers who bring those languages to the classroom.

In addition, as we look even -- as we work with CUNY and with other universities, there is the bilingual extension certification for early childhood

and so we'll be exploring ways that we can help teachers gain that since, as you know, we do have those needs in our classrooms.

We also are committed in our professional development to highlighting this and to make sure, which we haven't done as much in the past that our teachers and our coaches have the tools they need to support children to make sure that they're getting a solid foundation in language development.

>> Thank you.

>> Hi.

My name is Laura sinkman.

My question is in terms of monitoring, since this will be a massive rollout the first year.

Who do you envision will be the people to sort of oversee?

I see they are sort of data-tracking, making sure certification.

But who will be the eyes to, you know, on the programs to pop in in formally, informally, make sure not just that things are safe but that they are appropriately run, that some of these public schools will be opening pre-Ks for the first time and me not understand how different a pre-K should be then the kindergarten and all those -- and who will be monitoring it and what efforts electron.

>> That's a great question.

So as a general matter, our commitment, as you were saying, are high-quality, engaging, age-appropriate curriculum-driven program that instill joy, that prepare young people for learning.

And so there are a variety of ways that we accomplish that.

On the very basic level, a big part of this plan is really to increase the capacity of the Department of Education and particularly the staff who work with Sophia in their early childhood division.

Coaches who are job-ready to go out and provide directed support to programs.

So we're really substantially increasing our capacity to go out and provide ongoing support.

And it's not -- it's not compliance-driven primarily, although certainly part of the work is to drive compliance.

But the idea is to have coaches who are themselves experienced educators who are working with individual programs, whether in public schools or centers, to help them improve their standards.

We also rely on, you know, we have a comprehensive system that we're continuing to expand and refine designed to make sure that those coaches really are capturing excellent data understand which programs and classes are doing well and which programs and classrooms need more support.

So our entire system is designed to make sure that the Department of Education has the capacity to provide ongoing coaching management support to these sites and the Department of Education will be staffing up substantially to make sure that we can do that with ratios that are appropriate.

There's also particular support we're giving to principals in public schools, particularly those who have not had prekindergarten programs before, because you're absolutely right: A 4-year-old pre-K classroom is very different than a classroom of fourth graders.

And to make sure that principals understand the difference.

and again have the ongoing support and coaching that they need.

So it really is at the center of our plan is providing that kind of support, and I'm very excited about the program that the department is able to provide.

Anything you want to add there?

>> Sure.

So this is top priority for my office.

We have in the past had coaches, and we've used various ways of looking at the quality of a program, for example, the environment, how the classroom and day is set up, whether children have multiple opportunities to make choices, develop their oral language skills, interact with each other and adults.

We are really going to intensify that and deepen it through this initiative.

So mentioned that we're hiring coaches.

We're actually in the middle of that right now.

We have a really strong pool of coaches to draw from within the DOE's system, and the idea is that we will have smaller ratios of coaches to programs, including in the public schools and in community-based centers so that we can provide targeted support.

An example of what we've done to support principals was a couple of weeks ago, we had the chancellor's conference and we had breakout sessions for principals and community-based directors that were really focused on developmentally-appropriate instruction that advances the state pre-K learning standards.

So it's through the combination of coaching and ongoing monitoring that we will make the most of our investments to ensure that every classroom is high quality.

>> Panel member Fred Baptiste.

>> Yes.

Thank you, deputy mayor, for your presentation.

The question I have is with regards to budgeting just to make sure that we're clear as well.

As a matter of fact, one of the items I believe we'll be discussing today is the Fair Student functioning formula and I just wanted to make sure from a budgeting perspective, how are the monies allocated to each of the organizations?

Is it a matter of they bid for services, so if you have so many seats, these are the services we can provide?

Is it a matter of there is an allocation per seat?

Or what are the variances in terms of, you know, funding between the schools?

>> So again, I'll start by answering the question, and you can follow up.

So each of the community-based providers negotiates a contract with the department based on their costs.

Through the negotiation there is not one price model.

Some programs maybe have higher costs, some programs have lower costs.

The goal is again to make sure that each program is able to deliver a high-quality program and they have a well thought-out and reasonable cost model that allows them to achieve that.

So it's not a cookie-cutter model.

Programs are negotiated individually based on their circumstance.

>> And I'll just add it's important to link all of this to our quality expectations.

So Deputy Mayor, the components of our selection process, it starts with a written proposal, and there's a site visit.

And it's all focused on how well the program can -- to the extent to which they can meet our quality standards with everything from the instruction for children to the engagement of families.

And so by the time we sit down with a program that's met that quality threshold, the conversation is about how their budget and their allocation of resources meets those expectations.

And so we figure out based on various costs, so everything from the rent they might pay to what they're paying in teacher salaries and other supports for their teachers, whether that is fair and reasonable.

And then through that negotiation, we come to an agreement.

And the endpoint of that is what you'll see in the documents tonight.

>> Are there any other questions?

Thank you very much, Deputy Mayor.

>> Thank you very much.

My pleasure.

>> Madame secretary, I'm pleased to present the resolution set forth by the contracts committee.

>> The resolution is entitled Resolution Regarding Approval of Contracts and is indicated by panel member Baptiste.

The first resolution contains contract item 8.

The second resolution contains contract items 1 through 5, 12 through 13, and 26.

The third resolution contains contract items 6 through 7, 9 through 11 and 14 through 16.

The fourth resolution contains contract items 17 through 25.

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 us when the vote is called for the relevant resolution and indicate the item number within that resolution and your corresponding vote.

Also just some quick housekeeping.

I should note that we've been joined by panel members Robert Reffkin and Robert Powell.

>> Thank you, madame secretary.

Is there a motion to adopt the resolution being considered tonight?

>> So move.

>> Thank you.

Is there a second?

>> I'll second.

>> We'll now vote on the resolution.

Madame secretary, could you please note any recusals related to these contract items?

>> There are no recusals on contract item 8.

>> Thank you, madame secretary.

Please raise your hand if you vote to approve resolution regarding approval of contract item 8.

>> 12 in favor.

It's unanimous.

>> So do panel members have any questions on resolution 2 containing contract items 1 through 5, 12 through 13, and 26?

Okay.

We will now vote on that resolution.

Madame secretary, could you please note any recusals related to these contract items.

>> There are no recusals on contract items 1 through 5, 12 through 13, or 26.

>> Thank you, madame secretary.

Please raise your hands if you vote to approve resolution regarding approval of contract items 1 through 5, 12 through 13, and 26.

>> Twelve in favor.

It's unanimous.

>> Now do panel members have any questions on resolution 3 containing contract items 6 through 7, 9 through 11, 14 through 16?

We will now vote on the resolution.

Madame secretary, could you please note any recusals related to these contract items?

>> Panel member Roberto Soto-Carrion will be recused from voting on item 6.

>> Thank you, madame secretary.

Please raise your hand if you vote resolution of contract items 1 through 5, 12 and 13 and 26.

>> It's 11 in favor with one recusal noted.

So it's unanimous.

>> Now do panel members have any questions on resolution 3 containing contract items 17 through 25?

So we'll now vote on that resolution.

Madame secretary, could you please note any recusals related to these contract items?

>> There are no recusals on contract items 17 through 25.

>> Thank you, madame secretary.

Please raise your hand if you vote to approve resolution regarding approval of contract items 17 through 25.

>> It's 12 in favor.

It's unanimous.

>> So the next item on the agenda is the consideration of the approval of proposals for significant changes in school utilization.

Madame secretary, could you please present the resolution.

>> Our assistant secretary is going to present the resolutions.

>> The first resolution is entitled resolution regarding the revised proposed collation of grades 6 through 8 of American Dream Charter School, 84X TBD with existing school 30 Wilson in building X30 beginning in the 2014/2015 school year.

The second resolution is entitled resolution regarding the proposed opening and collation of a new site of a new district 75 school, 75X TBD with PS 42 Claremont 9X42 in building X42 beginning in 2014/2015.

The third resolution is entitled resolution regarding the proposed collation of two district high schools, 02M280 and 02M282 with existing schools, the urban assemble school for emergency management, 02M135 and Murry Bergtraum High School For Business Careers, 02 M520 in building M520 beginning in the 2014/2015 school year.

The fourth resolution is entitled resolution regarding the proposed extension and expansion of the temporary collation of the middle school grades of the Harlem Prep Charter School, 84M 708 with MS 224, Manhattan East school for arts and academics, 04 M224 Renaissance Charter High School for renovation, 84M433 and success Harlem charter school, through the 2014/2015 school year.

The fifth resolution is entitled resolution regarding the proposed extension and expansion of the temporary collation of DREAM Charter School, 84M382 with existing school PS 38, Roberte Clemente 04 M38 in building M121 for the 2014/2015 school year and the collation of grades 6 through 8 of Harlem Prep Charter School 84M708 beginning in the 2015/2016 school year.

The sixth resolution is entitled resolution regarding the proposed extension and expansion of the temporary collation of the kindergarten, first and second grade students of dream /KHART DREAM Charter School, 84M382 with PS50 Vito Marcantonio, 04 M050 and New York Center For Autism Charter School 84 M337 in building M050 through the 2014/2015 school year.

The seventh resolution is entitled resolution regarding the proposed grade expansion of PS199, Morris A.

Fitzgerald, 24Q/#1U9 from a K to 4 school to a K to 5 school and the temporary reciting and collation of a portion of PS199, Maurice A.

Fitzgerald 24Q199 with PS343, the /KHEURPB The Children's Lab School. 24Q343 and new building Q313 beginning in the 2014/2015 school year.

The eighth resolution is entitled resolution regarding a proposed grade trun indication of IS 125, Thom J.

McCann Woodside, 24 /TKPWAOELT Q 125 from a 5 to 8 school to a 6 to 8 school beginning in the 2014/2015 school year.

The ninth resolution is entitled resolution regarding the proposed opening and collation of a new site of an existing district 75 school, P233Q75Q233 with partly sunny mis42R Vernam, 27Q42 in building Q42 beginning in the 2014/2015 school year.

The tenth resolution is entitled resolution regarding the proposed opening and collation of a new site of an existing district 75 school P811Q 75Q811 with partly sunny mis147 Ronald McNair 29Q147 in building Q147 beginning in the 2014/2015 school year.

>> Thank you.

Is there a motion to adopt the ten resolutions being considered tonight?

Thank you, panel member Norm Fruchter.

Is there a second?

>> Second.

>> Thank you.

The panel will now allow time for public comment on these proposals.

Madame assistant secretary.

>> Yes.

Okay.

We're going to begin with CEC members.

Can you please come to the microphone, CEC members Eduardo Hernandez, Tory Frye and Rita Cortez.

Mr.

Hernandez.

>> Good evening.

I'm Dr.

Hernandez.

I'm the treasury of CEC District 8.

This collation policy has had the consequences of eliminating much-needed instructional spaces to make room for more administrative spaces.

I believe the DOE should make a more aggressive approach to create new classroom spaces.

You have kids learning in trailers.

That's not appropriate.

So I believe they are not doing a great effort in that aspect, given that the student population in New York City has actually declined in the past 10 years. And yet the class sizes have increased.

Another subject that I'd like to talk is about the Common Core curriculum, especially the math.

I believe this new curriculum has turned math into an extension of ELA.

Kids are now asked to write a paragraph about how they solve a problem and see if they need to teach whoever's grading the test how to solve the problem.

That's not math.

That's ELA.

You should need to teach kids how to solve problems properly step by step so when they get to college, that's what they'll be asked to do.

No college professor, myself included, will ask any student to write any paragraph about how you solve a problem.

They don't have time for that.

No professor in the same field, either science, technology, engineering or mathematics would ask any student to write a paragraph in how to solve a math problem.

The way you show how to solve a problem is by showing all your steps.

Nobody has time to be reading anything about that.

So that's why we need to start to focus teaching the kids the basics, fundamentals of mathematics and the problem-solving instead of writing paragraphs.

Thank you.

>> Thank you.

We have Tory Frye.

>> It's okay if I'm standing here?

>> That's fine.

>> Okay.

I want to make two comments about, first, the promotions policy.

I'm going to speak on that first because I actually have to go.

I appreciate this is a starting point, but I think the impact of testing on our children -- I'm Tory Frye from CEC6 -- derives not just from the Stakes for Children but also from the Stakes for Teachers.

So until we address this issue, teaching to the test, narrowing of curricula and all of the adverse outcomes of high-stakes standardized testing are going to stay with us.

So we need to do more than the policy that's being assessed tonight.

Parents also need more information on the full range of tests that their children are taking that are going into teacher evaluations.

We need to be told at the beginning of the year about these tests, how they're being used, and we need to be told how we can opt out.

We also need you to meet and listen to parent/teacher groups that advocate around these issues.

We've been studying these issues deeply for many years and so organizations like Change the Stakes are ones that you really need to be sitting down with and talking to.

The second issue I want to discuss is the District 6 space needs.

As you know, the City is going to be paying rent for the Mother Cabrini high school for the success charter school.

This was a school that was originally slated to be placed in District 1, punted to District 2 and now it's going located 200 blocks north in District 6.

Our district has seven schools with trailers who are at 87 percent capacity overall.

Our class sizes are the highest they've been since 2006.

We've had seven years of school-based budget cuts.

We have numerous schools over 100 percent capacity.

The school right around the corner from Mother Cabrini is at 134 percent capacity and lost its UPK program because of overcrowding.

What we need in our district is a space for an incoming CTE which is going to co-locate with a high-quality middle school and probably going to ruin that middle school.

We need space for the overcrowded schools in our district, and we need space for the Mott Hall School, our highest performing middle school in the entire district that has been in a temporary inappropriate space for 27 years.

You're going to hear from some parents tonight from the Mahall school.

We want you to address the situation.

This was decided without any community input despite the fact that de Blasio ran on community input around these issues.

We're extremely unhappy and we're looking for a solution from this panel.

We hope we can count on your support for proactively intervening and making sure this doesn't happen.

Thank you.

[APPLAUSE]

>> Thank you.

Rita Cortez, CEC6.

No Ms.

Cortez?

Okay.

We're going to begin non-CEC.

Folks who signed up may have the green tickets 1 through 5 on the microphone to my left and yellow 1 through 5 to my right.

We are going to do the school proposals and all of the general public comments so that you don't have to wait if you don't want to, to have your voices heard right now.

So we're going to go through all the public comment.

All right.

Since yellow is there first, we have Britt McMurray?

>> Yes.

Hello.

Members of the PEP, I'm here to speak about the tragedy at Beacon High School that happened several months ago.

As a stepparent of a student at Beacon High School, I was initially frightened that such an accident could happen.

However, after I began doing some research, I learned some very disturbing things, things that if the DOE had corrected, might have prevented this horrible accident.

Firstly, I learned that the teacher involved was actually a good teacher, but she had had absolutely no professional development.

As we all know, professional development is vital to any person, no matter what field they're in.

That professional development should have been provided by the school's network, CFN 107, and it was not provided.

Why it was not provided shocked me.

Apparently the network leader, Nancy Scala, has never been a teacher or an administrator.

To take it a step further, Nancy Scala was a school aide before she became a deputy network leader.

How is this possible?

Incompetence doesn't stop there.

The network reports to a cluster, and the cluster leader at the time, Doug Knecht, he has no administrator license and has never been an administrator, either.

At least he had a couple years teaching experience, but even he should have known better because he was a science teacher before his license expired many years ago.

To sum it up, I blame the DOE for the accident at Beacon High School.

If this school had a competent network leader who provided professional development to this teacher, this wouldn't have happened.

In fact, if the cluster leader was competent, he would have been checking up on his network leader too.

And furthermore, there are about 18 network and cluster leaders that don't have admin licenses or any admin experience and yet they are supposed to be responsible for our schools and our children.

Thank you.

>> Thank you.

>> Green ticket 1, Andrea Mata.

>> Hi, good evening, everyone.

My name is Andrea Mata.

I'm a parent from District 6 and a member of Change the Stakes.

And Change the Stakes is a coalition of New York City parents, educators, and students promoting alternatives to high-stakes testing, and I'm here to talk about the promotions policy today.

Change the Stakes applauds the New York City Department of Education for taking an important first step towards dismantling the educationally unsound high-stakes testing policy and practice.

This change is long overdue.

The previous policy, which was overwhelmingly opposed by educators, researchers, and parents when approved 10 years ago, was misguided and detrimental to student learning.

We support the basic premise of the new policy that students should be assessed using a broad range of available information and that educators who know the children should drive the promotion policy decision.

However, our firm position is that state test core should not be used at all to determine student promotion both because it's inappropriate use of these constantized assessments and because the full exam results are not available in a timely manner to inform June promotion decisions.

Similarly, we also believe the test should not be used in any way for teacher evaluations and for admissions decisions for entry to selected middle and high schools.

I have a few questions about the polyp you can answer later tonight.

First of all, how will the DOE be communicating this new policy to schools and to parents.

Secondly, will the DOE promote transparency by making public the full range of assessments that will be used by schools to assess promotion for portfolio students that will be required to submit a portfolio for review.

Specifically, if all or some schools will still be using a black mine master's assessment or some similar assessment as a dominant part of the promotions portfolio, will they still be holding students to the high 2 standard, which was very problematic in the past.

And how will the range of portfolio assessment options be communicated to principals, parents, schools, SLTs and community members.

Thank you so much.

>> Thank you.

Yellow ticket, Charlton deSouza.

>> Good evening, chancellor Carmen.

I would really like to meet with you if you have some time.

But I'm an alum any member of a high school.

Three years ago I mentored an undocumented student who was in this country illegally.

This young lady started attending Brook college.

Unfortunately she had financial problems and started visiting Bradford, her English teacher, her home in Jersey City.

And she had the keys to his apartment and started attending dinners with him.

This ended up being her only option to get help and survive financially.

One day she told me that she was being exploited by Bradford Otter.

I am very upset because this woman dropped out of college and made up stories to her friends because she was ashamed of the situation she was in.

Unfortunately since the woman was 21 years old while she was attending Manhattan Comprehensive Night and Day High School, the teacher was automatically cleared of any wrongdoing.

The principal and other faculty members felt bad because the woman had been raped by her father when she was just 12 years of age, okay?

As the young woman's mentor, I am outraged because this whole situation could have been avoided in the first place.

Comprehensive development, a nonprofit which is located in the basement of the school, should have been helping these students.

This organization pays no rent to the Department of Education and has a \$3 million budget.

It's outrageous that this organization has over five highly paid executives who make over \$90,000 a year, even if the students don't graduate high school. Furthermore, \$64,000 was wasted on Greg are you Cohen, a consultant. But just to wrap this up, this teacher was under investigation by OCI, and he's now the chapter leader of Manhattan Comprehensive Night and Day High School, and he's on the school's leadership team. And there's a website. If you go on the website, you can see all his notes. Please, if you can meet with me, if you could meet with the concerned students, we're very concerned about the situation. The principal is powerless. He can't do anything about it. But he needs support. So if you can do something about it, look at his file. Don't take my word for it. Just look at his file and you'll see it.

>> Thank you.

>> Thank you so much.

>> Thank you.

>> Sir, we have somebody coming to the audience, if you can give her the information.

>> Sure.

>> Thank you.

Green ticket Peter Nunez.

>> Hi.

And thank you to the panel for this opportunity.

Again, my name is Peter Nunez, and I would like to take this time to ask a question, with all due respect, to the entire panel.

How many in the panel have children in the public education system?

Okay.

Why am I asking this?

Because the previous policy has affected directly my family.

My son hadn't performed well for the entire year when he was in third grade.

But because he got a low 2 on one subject, the principal decided to fail him.

Although we presented overwhelming evidence of him being at grade level.

Therefore, I would like to ask the panel to remember that your decisions affect me and my three children that are in public education.

And so do the many other parents and millions of students across the city are affected by your policies.

Therefore I request and I ask that you consider on looking at the standardized testing and see how detrimental it has been to education.

The dropout rate in New York City is alarming in these past 10 years, and now we are facing the challenge that our children are being discouraged to continue and to learn.

At such an early age.

Especially those in public education.

And we want our children in high school to graduate?

Let's start first, when they begin school.

Thank you.

>> Thank you.
Evelyn Ramon.

>> Good evening.

My name is Evelyn Ramon.

I am the PTA president of a school.

I am also here advocating for children with disabilities in District 6.

The Monhall school is a gem in District 6.

It serves the high-performing students.

86 percent receive free lunch, and the other percentage, most of them just by a borderline, they don't qualify for free lunch.

But for 28 years the school has been able to close the achievement gap of those kids in Washington Heights that have that wonderful ticket.

If I get to Monthall, I have most likely the opportunity to go to a specialized high school which, up to two years ago, 30 students of Monthall alone would go to specialized high schools.

35, let's say of a class of 100, would go to private schools, the most elite private schools with full scholarships of the city and also to boarding schools. That dream is a dream deferred because the school has been left to languish in a building that's inadequate with PCBs, no gym, you know the rest.

I've been here for many PEPs advocating for our school and our students.

The population is dwindling.

We've had to turn around, away many families because we're left in a building by City College that was never intended to be a public school.

And it's a provisional building for 28 years.

I sent e-mails asking, is our lease due?

Because I hear in the district that our lease is over.

But what is most indignant for us in our community is that we hear surprisingly in the news, while I have been advocating and the parents for a space in our district, because we're located in District 5 that there is no space in our district for our high-performing students and they have to settle with less, regardless of their performance and of their situation that Mother Cabrini is for success academy, enunciation is for a charter school.

Why don't you expand Monthall which for 30 years has been a successful model. 30 years.

Has been a successful model.

We don't have an appropriate high school for our students.

We have to beg other districts and hope in pins and needles to see if our kids could go to the best high schools because once they leave Monthall, if you don't go to a specialized high school, if you don't go to a private school, if you do not go to -- not a charter school but another school that has equally competent curriculum, you are left to languish because many schools and high schools in the city, after you've read five Shakespeares, after you've read huck /EL -- Huckleberry Finn, after you've read five classics every year and you are in advanced math, a lot of the kids go back because these schools that they are assigned to cannot compete with their preparation.

But Monthall in District 6, a successful school, is not being expanded.

It's being compressed.

Because we have to turn away a lot of families because our building is inadequate and we don't have the space.

A lot of kids go hungry in our building because of a lack of a cafeteria, which is a makeshift cafeteria in the attic, which is very hot.

It has a violation since 2009 for the boiler, which our kids this winter were wearing coats.

And I have to send e-mails and thank you for paying attention.

Now the boiler is working.

I don't know what's going to happen next year.

Now the summer is coming, and it's so hot that the kids almost faint because we don't have the power to put ACs in the classrooms.

This is what is done to families and to students that are left with a promise that if they make it to Monthall, they are doing their job.

But they have been left to languish.

Across the street I see the construction crews already, and he said I can't inspect the building because I have to be at Enuncion.

We are living a tale of two cities and it's in Monthall.

And also for disabilities, my daughter at Monthall four months could not use the elevator because she was precluded from using it when it was working.

And we have other parents here, civil rights violations.

The Feds have come to investigate.

And right now I have emailed you about our C30 process.

The superintendent decides that she does not like what happened in the C30 because six parents voted the interim acting principal down because she's inadequate leadership.

And once again, there's no C30 because we have to leave.

and, once again, leave the school with an inadequate principal.

>> Thank you.

I'm going to have to sum -- thank you very much.

>> I understand you want me to leave, but I have to say -- I have to say we've been 30 years.

So you could take another minute of my rant.

30 years, 30 years.

>> I'm just asking that we want to make sure we can get to all the speakers.

>> I understand that.

30 years.

Ment there are children with disabilities in the building suffering.

There are children right now that don't know that are very smart, don't know if they're going database they're down a promotion because the principal denies information to the SLT, and a lot of stuff is happening at our school.

And in addition to inadequate building, we don't have the proper leadership.

>> Okay.

Thank you very much.

We're going to have tickets 1 through 5 for general public comment green and also the next 6 through 10 on the yellow.

We have Michelle Baptiste.

>> Chancellor, the rest of the panel, this is my first time ever at a PEP meeting.

I am a schoolteacher.

I'm a 22-year veteran.

I teach in Brooklyn District 17, and I brought my son with me tonight.

He's a 4-year-old, and he's beginning pre-K next year.

I am so happy for the new pre-K seats.

You know, myself, he'll be going to a private pre-K.
But for the people in my community, my friends, you know, other family, rah-rah,
not enough.

Bring them on.

So anyway, so I'm here with the teacher diversity committee and my colleague is
going to make a presentation from the teacher diversity committee.

So I just wanted to -- you know, I signed up, so I didn't want to waste my time.
But I work at PS 92.

That's in District 17.

Community board number 9.

Mr.

Baptiste, we're not related.

So anyway, so I've been teaching for all these years there, 12, 13 years, and
I'm sitting around and I'm wondering why is it getting so much harder year after
year, and especially since we've been co-located with a charter school in the
past few years.

Now, we have a charter school in our building, K-5.

They want to be K-8.

And we have one down the street, the next block away.

They're 2-8.

K-/#.

And, you know, I've got to talk about the inequity.

It is so unfair.

I have five children from the homeless shelters.

You know, we are high -- there's a high concentration of shelters in my --

Prospect Gardens in District 17, we have second highest homeless population.

I've got five, my colleague has six, another colleague five, another colleague
four, another colleague three.

We're drowning.

We're drowning.

And I ask the charter school guidance counselor and I ask, well, you know, how
many, how many homeless children do you have in your classes?

And she tells me she has five, in the entire school.

You know, we're being squeezed.

We also, we're becoming the repository, our little school, PS92K for all the
charter school's children that they don't want to handle.

They bump them down to us.

You know, something's got to be done.

Mr.

Baptiste, I hope that at a later date we can get together and we can discuss
this.

But I thank you for hearing me.

And I hope to meet you in person someday too.

Thank you so much.

>> Thank you.

Patricia, yellow ticket.

>> In honor of Maya Angelou, I'm going to make my statement through a poem, and
I wrote this on the way down here.

Maya Angelou spits verses in my ear, lifting my spirits and stilling my soul.

But a team of PS153 professionals earning six figures scream deafness in the
ears of the already disenfranchised, chaining their spirits and stoking their
fears.

Yet Maya Angelou keeps spitting verses in my ear.

Lifting my spirits, and stilling my soul.

I've reported many abuses and malicious acts of moral violence.

I have reported PS153 professionals who, to keep their jobs and stay in their leader's good graces, use their expert skills of colon dwelling to hide their complicity.

Yet Maya Angelou keeps spitting verses in my ears and lifting my spirits and stilling my soul, telling me to rise up from parent involvement rooted in pain to meet behind than the months and years of retaliation and disdain.

I have witnessed a district head with no spine, a face with no teeth, a parent body dismembered, with impunity.

And the least of these are children in District 6, they simply have been ignored and left to waste.

Yet Maya Angelou keeps spitting in my ear, lifting my spirits and stilling my soul, telling me to embrace the gifts of our ancestors, that our ancestors gave, and to rise and to rise and to rise.

And so with the songs of blackness singing be optimistic, a space arose in District 6, no more trailers and no more overcrowding and no more inadequate housing for our Monthall kids having served their time at a temporary 27-year bid.

Hopes were dashed and promises betrayed, when hearing who would get this place, but I was warned.

don't get involved with the DOE, because silence deafens the areas and complicity chains the spirits, and betrayal, it defecates on the soul.

And yet Maya Angelou keeps spitting verses for all to hear, lifting spirits with blessed lyrics, stilling the fears and stirring the soul to rise, to rise, and to rise.

So it is my sincerest hope for all of you that Maya Angelou spits in your ear.

>> Thank you.

Linda Harica, green ticket.

>> Good evening, chancellor and panel members.

My name is Lydia, and I was a teacher at the Academy for Language and Technology in the Bronx from 2012 to 2013.

As I previously mentioned in last month's PEP meeting, I was removed from my position as a probationary teacher and sent to a teacher reassignment center.

I was not given any verbal or written explanation.

It was only a month after when a principal at a different school was unable to attach me to a position at his school that I learned that I had been red-flagged in the employee information EIS database, and I was a subject of an office of special investigations OSI investigation.

I was informed that my former principal then conducted her own school-based investigation on me.

I was never called in to give a statement, and I never received notification that an investigation was being conducted.

Since I have never met with an investigator, an administrator, nor any other DOE official regarding my charges in 11 months, this removal and subsequent silence are gross violations of my constitutional right to due process.

The response to a freedom of information law, FOIA, requests that I filed with the DOE's central records access officer revealed that the charges were found to be unsubstantiated.

Innocent.

In the February I sent a letter politely requesting a meeting with her regarding what precisely were the charges she filed against me.

In response she filed criminal charges of aggravated harassment against me at a local police precinct, and I was subsequently falsely arrested.

I spent 14 hours in police custody for sending a letter asking for information on why I'm still limbo in the system.

To add insult to injury, I discovered that a problem code, notation, still remains on my record and that a new complaint has been filed against me with OSI.

I'm no longer a DOE employee.

When tax money is being spent on bogus investigations and witch hunts of teachers who are whistleblowers and exercise their First Amendment rights, children's learning conditions worsen.

When you tread on teachers' rights, you hurt children.

Do not tread on educators.

Thank you.

>> Thank you.

We have Anna Gonzalez.

>> I'm prepared to speak in Spanish, and I have my translator here.

>> We actually have a translator.

>> I prefer her to translate it for me, if it is not an inconvenience.

I want to just be clear what I am going to say.

My name is Anna Gonzalez.

I come from the Monthall school.

I am the parent of a high-performance student that is attending Stuyvesant next year.

I have been struggling for three years and what happened with the promises that our parents and our students would be served?

I have been struggling for three years and there's violations at the Monthall school in District 6 of students with 502s and IEPs.

With 504s and IEPs.

I have been through three impartial hearings and unfortunately my son, still being even high-performing, still does not have the services he needs.

And they haven't followed the doctor's recommendations.

The students with disabilities in District 6 are being discriminated by principals and by the superintendent, who punishes the superintendent and the principals when they do not follow the students' IEPs and 504s?

>> Green, Shawn Ahern, green ticket.

>> Yes.

My name is Shawn Ahernment I'm a New York City high schoolteacher since 1999.

I currently teach at Reichers island, East River Academy.

I'm speaking today on behalf of the teachers diversity committee of New York City.

There is a legacy of the Bloomberg administration regarding the hiring of teachers of color in New York City, and we have a new mayor, we have a new chancellor.

But there is a process operating within the DOE that has, since 2002, been in effect an affirmative action hiring plan for whites.

The black teachers hired in, between 2008 and 2012 is the lowest in 30 years.

Since 2002, there has been a decline in the hiring of black teachers by 15 percent and an increase in the hiring of white teachers by 15 percent.

This is movement in the back -- in a backwards direction, and he dismantled the Board of He Education.

There is no central oversight of hiring.

They created deniability, they've insulated themselves from any sort of accountability of promoting diversity in the New York City teaching staff. And I'm here to ask, I have -- we have accumulated a set of data about the hiring from 1990 until 2012 by the DOE.

From the DOE and from IBO.

So we have these numbers for you.

I would like to present them.

This is the new hires, the recent report by the IBO did not mention the hiring policy.

All they talk about is the aggregate numbers.

But the hiring policy is the leading indicator that if the it is not addressed and stopped by some sort of affirmative steps by the PEP or by the new administration, we're looking to go back to a situation in New York City, back to the, what, how far does it have to go back?

To the 1960s, you know.

>> Thank you.

>> So I urge you --

>> I have that information, and we will look into it.

>> Henry Gonzalez.

>> It's pronounced Henri.

>> Henri Gonzalez.

>> My name is Henri Gonzalez and I'm a student from the Monthall school.

We're actually one of the best performing schools in District 6.

Our -- one of the floors of our school -- well, basic all of them is about half the size of this auditorium.

Now, that's four floors stacked up.

And our lunchroom is in the attic.

We have kids who refuse to eat lunch because lunch there is really bad.

I just, my mom brings my lunch or she -- or I just go outside and buy or go to the vending machine and get something besides eat the lunch.

I think that we should get a new building because we have very high-performing students such as kids who have gone to specialized high schools.

I'm actually one of those kids.

I got to Stuyvesant, out of District 6, I'm only few Latino actually in Stuyvesant.

Yeah, I'm being suspended towards my mental disability.

I process things very slowly rather than other people, but I understand things really quickly.

We have other kids -- we have people who have gone into the private schools, we have somebody got into Riverdale, somebody got into Hunter Middle School, another person who got into City College.

We have just an abundance of people who got into the best schools out of New York City, and I think that for those intelligent minds that we have in our schools, we should get a bigger building.

We don't have a gym.

Our gym is the size basically of a classroom, not even -- a little bit smaller than a regular elementary school classroom.

And I think that just, we deserve a new building because it doesn't make sense that we have very intelligent kids in a building with no resources.

We don't have any teams.

We just have a chess team, and that's all I have to say.

Thank you.

>> Thank you.

>> Ken Acarone.

I'm sorry if I'm mispronouncing.

>> That's fine.

That's close.

My name is Ken Acarone.

I'm at Long Island City High School, coach, teacher of health and physical education since 1978.

I'm one of those who chose to stay for a whole career.

First, everybody at Long Island City High School, chancellor, was excited and delighted when you asked -- when you informed us that you asked Milady Baez to be on this PEP.

She brings so much expertise as a superintendent and someone from the trenches that we're excited that we're back to having educators run the system.

And that's because we need so much help.

For the last part of the Bloomberg administration, we were decimated by all of transformation, collation, closure, -- what we need from you is help.

We'll take every one of those great kids from the corps.

We need the kids who will fill the classrooms because you can't run the programs we run when we, 15 teachers last year, 20 more this year and God knows where we're headed for the year after.

Everything is being cut.

Yes, they stopped -- they opened enrollment again, but we missed both cycles.

What we need is help in explaining to Ocipo perhaps to tell parents to strongly consider LIC because today's LIC is not the bad LIC of two years ago.

We're on the rise.

We have a highly proficient program.

We have good kids in the building.

We need more good kids because our teachers go the extra mile every day.

To provide that level of education, whether it's CTE and comprehensive career tech or agriculture cademic and advanced placement.

>> Thank you very much.

>> You're welcome.

>> Green ticket Alicia Flynn.

>> Good evening, Carmen, distinguished panelists, members of this community, participants.

My name is Alice Flynn.

I'm the title 1 district chair for District 27, one of parents -- I'm also the Title I chair is there as well, and I'm basically here to keep it short and sweet.

I am representing the parents in if District 27, and just sharing our excitement for the collation.

All we see are beautiful things happening at, allowing our particular demographic families and children to have access to these resources would be nothing but a blessing.

I just want to say that we were able to do walk-throughs, we were able to have conversations with the collocated school.

On April 1st we were able to have our joint meeting with the SLT was there. And the community was there as well.

No one stood up and complained.

Everyone thoroughly understood.

Everything was transparent on the school PE233.

They shared how just all the functionality, how the school would operate.

We're having ongoing conversations.

They actually came to our three-day parent conference where we moved 450 families into professional development where everyone from the community was able to participate.

We honored NYPD, we honored parents, we honored administrators, we honored Ms. Sharon research er, and it was a beautiful event.

It was fun-loving, it was an excellent gathering.

I just want to share good news, and I just want to say the parents at PS/MS 42, we are excited.

After our April 1st meeting, we quickly just grabbed them up, brought them into the parent advisory council office.

We had a discussion, we mixed, we mingled, we hugged, we laughed and we cried.

So I'm just here to bring --

>> Well, first of all, I want to say something here.

>> Yes.

>> I want to say congratulations.

District 27 -- because you know I get e-mails from Rosetta Williams on a regular basis.

>> Yes, you do, every day.

>> Every other day.

And the three-day conference that this particular district did in taking out parents and real ly informing them was one of the most wonderful things I've seen.

>> Yes.

>> That was parent-initiate.

>> Thank you.

>> And I'd like to see more districts use their Title I /TPHUPBDZ in this way. funds in this way.

>> What we did was we made a stretch.

We shared and we encouraged one another.

If we can take this much amount of money where parents are making decisions as equal pat if necessary in education, just imagine what we can all do as districts in general.

So I just want to say scientific studies say parental involvement makes a difference.

Have a good evening.

[APPLAUSE]

>> Peter mule Bach.

>> Thank you, Panel For Educational Policy for hearing me tonight.

I'm from Long Island city high school.

I'm a math teacher for 26 years.

I was here on April 9th at the last PEP meeting, and I wanted to know if there's any update on increasing our enrollment.

We had a form here.

We had an initial decision that they were going to put about 400 students less into our building, and we appealed that.

And the final projection only added 18 students to our building.

So we're going to still be about, accessing about 15, 16 teachers.

We don't want to do that, all right?

Our quality review was at 91 to 93 points out of 100, a high proficient.

We have 23 AP classes.

We don't want them cut.

And we also have a very unique class in our school.

We have an ICT, ELL advanced placement world history class, the only one in New York City, okay?

We don't want this cut.

Our principal, Vivian Selenikas as /HAURPBD the building around.

turned this building around.

All I want is a chance to have the students that we're supposed to have.

All right, there was a lot of talking tonight about a high-quality education.

We want to do the same thing.

Thank you very much.

>> Thank you.

[APPLAUSE]

>> Karen Papel.

>> That's me.

So my name is Karen Popel, and I am an SLT member at PS184.

Chancellor and members of the panel, there are a number of concerned parents here from PS184 with a school that we consider to be truly special.

We are optimistic that you will move the New York City public school system in a positive direction.

However, our school is moving in a negative direction due to the actions of the previous administration.

We have experienced DOE employees who are inept at best and unethical at worst.

We have been advised by personnel who did not know chancellors regulations and therefore steer us in the wrong direction.

And we have seen DOE employees knowingly break rules with no repercussions.

For that matter, the previous administration focused too much on rules and forgot completely about the children.

We used to have an active parent volunteer program at our school but then our new principal banned all parent volunteers.

She alienated longtime volunteers by insinuating they were spies for the previous principal.

We reached out multiple times to chancellor Wolcott with petitions via e-mails and phone calls and in person, but he would not speak with us or provide any explanations.

Our district superintendent has scheduled meetings with parents and teachers that were intended to disseminate information, yet she only told us what we already knew.

When questioned further, she often responded, I can't answer that, or I don't know.

Parents at our school now feel so disenfranchised that it is hard to convince any of them to commit any time for school meetings or school activities.

Chancellor, please break this cycle of secrecy and confusion.

Please show us that you put the children before politics.

The elected parent representatives of PS184 request a meeting with you in order to regain our trust, boost our morale, and try to help answer our questions.

Thank you all for your attention.

[APPLAUSE]

>> Saw you today at Learning Leaders, right?

You were at Learning Leaders tonight?

Yeah.

Okay.

>> Linda Kotelli.

And before you begin, tickets 6 through 12 on both sides, if you can come up and be ready.

But Linda.

>> Hi, my name is Linda.

I'm a parent of three elementary schoolchildren in the city.

Two of them go to PS 344, our citywide gifted and talented program and their younger brother goes to a gen Ed program.

The younger brother was eligible for his sibling school two years in a row and has been denied access to go to school with his brother and sister.

We were told there was a lack of seats.

Last year there were five eligible siblings and two open spots.

There is supposedly a random process for assigning these seats, but for over a year we've been asking to find out our position on that five-student wait list, and nobody's been willing to tell us where we were.

And so this secrecy around the G&T admissions process has led some parents to question the integrity of the process.

It doesn't make sense why there's no transparency in the G&T admissions process.

We also think it doesn't make sense that you would separate siblings from each other when there is apparently, by all standards, available space in the school when the gen Ed programs are serving more children in their classes than at the school of his brother and sister, yet they 're saying that they can't accommodate him.

So we're asking you, chancellor, to look at the G&T admissions process to add more transparency to the process.

And to make a more consistent policy amongst G&Ts so that when siblings qualify and they are deemed available seats at almost every other G&T that it's not just left up to one person to decide about another student.

So that's my ask.

Thank you.

>> Thank you.

>> Tren Ang, yellow?

>> Hi, the last time I came to a PEP meeting was three years ago and at that time I asked then chancellor Dennis Wall and ripping children from classrooms and having them interrogated by men that were unknown to them, if these were legitimate DOE practices, at that time three years ago, the founding principal of PS184M had also been ripped brutally from the school through after three years of OSI investigations that yielded absolutely no evidence of any wrongdoing.

Her arbitration three years later is still pending.

In the last six years, the families of PS184M, many of us came here tonight and are encouraging ourselves to speak up because we have suffered tremendous adversity and that adversity has bound us together for these six years. I still remember when OSI investigator gentleman Mel Boyar barged into a Chinese lunar new year celebration at the school to force the principal to submit to questioning on the most important holiday to this community to exert maximum humiliation, to convey his disrespect for the culture or the majority of the teachers, the families and the students at the school.

And I remember when my son told me on March 5th how two men were in the school interrogating children, detaining them and how he was afraid.

And I wrote an email to our district superintendent that evening when I got home and there was a desperate email telling her to stop frightening my children and the children at PS184M.

And I have that email with me today.

She never responded to that email.

She never responded.

Two weeks later, I did get a letter from DOE attorney, a DOE attorney saying that they were going to continue the interrogations of children at PS184M.

And I have her letter with me today as well.

I remember the following morning on March 7th.

I remember all the dates because March 7th was a date that I confronted Jamel Boyar, the OS I investigator, to ask him what he was doing.

What he was doing with the children in the teachers, targeting the principal, targeting the families, targeting the Asian Americans have stemmed mainly from one man who was upset and disgruntled because the teachers and the school and the principal complied with an ACS investigation and reported suspicious -- their suspicions of child sexual abuse.

And these allegations were against him and he wrote many e-mails.

He wrote many e-mails to the district superintendent, Daniella Phillips saying that he was going to get even.

He was going to get even with these families, he was going to get even with these teachers, he was going to get even with the principal for daring to comply with ACS investigations.

>> Thank you.

I'm going to ask you to sum up.

>> The district superintendent, knowing all this, took no action.

She received an email in which this man, and I want to really read this one part to you in which he used race -- you know, really vile racial language, talking about Asian Americans and Chinese Americans, that we were prone to corruption. It was like drinking coffee.

And he said in his email, which I have here, that this could lead to violence.

Ask the district superintendent did nothing.

She did nothing to protect the staff.

She did nothing to protect the children.

She did nothing.

All she did -- and I have a copy of her email in which she wrote to try to get protection for herself.

She was concerned about her personal safety and not the children.

>> Thank you.

>> This is why District 1 is suffering.

This is why --

>> I'm going to ask you to sum up right now.

Thank you.

>> That's why all these parents are here tonight, and I hope you really spend time listening to them.

>> Thank you.

>> To right the injustices.

>> Thank you.

The green ticket, Katie, I'm sorry I can't make out the last anytime name.

>> Hi, good evening, chancellor and distinguished panel.

My name is Katie Musslewhite GoldSmith.

I am a teacher since 2002 and I'm also a DOE parent since 2013.

My son goes to PS 222 that's located in Jackson Heights District 30.

However, I'm part of two blocks in Jackson Heights that are actually District 24.

So every block to the east, the north, and the west of me is District 30.

My children are zoned to go to District 30 schools for kindergarten through second grade and then for middle school.

For third, fourth and fifth grade, they are expected to cross two major avenues into Elm Hurst and attend a school in a neighborhood that they are completely unfamiliar with.

I've been working with local lawmakers, council members, the local CECs for the past four years, and I'm painfully aware that this is the year that redistricting could take place.

However, it's a pretty mysterious and magical process that most of us are unfamiliar with, especially with the change of guard.

So I'm asking, I'm asking you to please help me in the next few months to redistrict this little notch of Jackson Heights.

I know that the chancellor understands that a local school is the cornerstone of the community, and I understand that as a public schoolteacher.

I have options to send my kids to charter schools outside the neighborhood or G&T schools.

I didn't want that.

I want my children to go to my local schools in my neighborhood where we live, work, vote, volunteer.

We are active participants in our neighborhood, and we want our children to be educated there as well.

So please, please consider redistricting these two blocks in had Jackson Heights back into District 30 from District 24.

>> I just want to answer this one.
I've received many e-mails, Kathleen Grimm and I are discussing this.

>> Thank you.

>> We understand this is a real issue.
And I just want to make sure about one thing.
When we -- if we think about redistrict, we let you know.
And it's not something that has to happen immediately.

>> Okay.

>> We looked into the law.
It's going to -- so whatever we do will be transparent.
But in your particular school, we've actually already begun discussions about
how we might help.

>> Thank you.
I appreciate it.
Have a good evening.

>> Glenda, yellow ticket.

>> We actually swapped.
All the numbers are out of order.

>> Okay.
Could I have your name?

>> Sorry.
Good evening, panel members, chancellor Tarilla, we met today at the Learning
Leaders.
My name is Judy Tom.
I'm the Title I rep for my school which is PS 84M.
I'm also the upcoming PTA co-president for this year coming up.
So to continue what Trent was saying, actually even this year there was several
juniors pulled out of their classes and questioned by the principal without
parental consent.
And this complaint was regarding a teacher, but by the time the questioning took
place, the teacher no longer exists.
Any contact ever with the kids again.
Sorry.
Also the chancellor regulation says that parents can be removed from the PA for
threatening aggressive behavior or behavior that intimidates other members of
the PA.
In the summer 2010, the PA body voted to be more transparent because of the
threatening behavior, disruptive by a few that often shuts down the meeting.
But in the end, the PA was totally ordered to retract the resolution.
Anyway, so a child was charged with misconduct in July 2012, and the charges are
still pending.
Yet the C30 process started in November 2012.
And without any resolution of charges, the superintendent essentially gave the
job to the person she supports, two months ago, and totally disregarded any
types of input from anybody, particularly from the parents.
So that's -- you know, the principal we're stuck with now.

We would like to request a meeting with you to, I guess to clear up this whole multiple years -- sorry.

I guess --

>> If you can finish.

>> I just, we would like to request a meeting with the chancellor to hear from all the parent leaders.

Thank you.

>> Thank you.

[APPLAUSE]

>> Joe Goldsmith, green ticket.

>> Hi.

My name is Joe Goldsmith.

I'm an attorney downtown Manhattan, but I live in Jackson Heights Queens.

I'm actually speaking about the same thing as the woman before me.

And I guess I can keep it short since it seems like it's on everybody's radar.

But I wanted to reiterate that the switching between different districts for different parts of a child's education is something that's very disruptive.

I actually myself had a similar split district when I went to school.

I grew up on Long Island, I went to elementary school outside my district, I went to junior high school outside my district and then I went to high school inside my district.

And I can attest to the fact that switching from so many schools with children from different neighborhoods and, you know, was very difficult for me and for people who were in the same situation.

You make a whole set of group of friends who are from one school, then you change to another school with completely different set of children you have to make friends with and go to do the same thing for another school.

Meanwhile, you end up at a school where you have children who have been, you know, going to school and being friends for their entire childhood.

Now, to break into that kind of social circle or educational circle for someone who hasn't been in it from the beginning is very disruptive and something I can -- I know firsthand, and I was hoping to avoid the similar thing for, you know, my children who are faced with the predicament if it's not rectified.

So I'm glad that it's on everybody's radar and I hope you can do something to help us.

Thank you.

>> Thank you.

>> Yellow, anybody left on yellow?

Can I have your name?

>> Lisa Jones.

>> Okay.

Thank you.

>> All right.

I'm Lisa Jones, as you know.

I am co-chair of the SLT at Schwan Wynn.

The effects of the issues that you have heard about and will continue to hear about with some of the ladies on the other side have been devastating to our school.

There is a deterioration of our school's academic achievements.

In 2008, as you probably know, Schwan was a blue ribbon school.

Now the test scores are declining and our school ranking is declining as well.

We are experiencing a mass exodus from the school.

We historically had very low turnover of both students and teachers.

It was very difficult to even get into this school.

But now our turn over is very high.

In fact, this year we lost approximately 50 percent of our sixth grade.

I was asked to put on the SLT agenda the topic of the viability of our middle school.

I think that this really speaks volumes about how people feel about how our school has treated and the sequence of events that have occurred over the past five or six years.

We've also lost a lot of parent involvement.

I know Karen has spoken about this as well.

But after we were turned away and shut out for two years, it's very difficult to get parents interested and participating in our school.

The SLT had to start a learning leader's program there and that was done by numerous phone calls by myself.

And even that, one of the things that we wanted to achieve was to get parents out, you know, in the cafeteria and out on the playground.

But it was difficult to even stir up those parents, and we only currently have two.

I want to skip to PTA funding.

Out of all the bizarre things that have happened, our PTA funds have been confiscated.

That's half a million dollars that we cannot touch.

And we are required to go through a very strenuous, you know, restrictive process to get any of our own money that we donated.

Chancellor Tarina, we want leadership on the school and district level that will help us rebuild this school and solve the problems that we have.

We want somebody that we can trust.

Please meet with us so that we can solve these problems together.

Thank you very much.

for your attention.

[APPLAUSE]

>> Thank you.

C.

C.

Scott?

>> Yes, hello, my name is C.

C.

Scott.

I'm just providing a little bit of background on swan Wynn school situation.

I withdrew my two children from the school after receiving threats from the man who has been described here as having a revenge purpose against the school.

He threatened me and many other parents in writing and in person.

He was also the author of many false complaints, making false allegations about the school community and the principal.

Based on his false complaints, OSI investigators came in and seized -- well, I'm sorry.

The chancellor Wolcott seized several hundred thousand dollars that parents had raised to support their after-school.

OSI investigators seized children as you have heard and interrogated them without parental permission.

Some of them were removed from their classrooms for an hour.

And ultimately the principal was removed from her job and rubber-roomed to the very year that her school was ranked number one in Manhattan.

Now, my two kids were among more than 100 children who were withdrawn by their anxious parents from the school during the 18 months following these events.

And during those same 18 months, 27 teachers left the school, which was absolutely unheard of in the school's history.

Linguistics Cho was charged with 21 counts of misconduct.

A year after her removal July 2012, those charges are still pending almost two years later and there is no basis for them.

I joined her legal team as the paralegal assistant, and I watched the arbitration hearing.

It was closed to the public even though Ling-Ling Cho had stated on the record she wished it to be open to the public, which is what the law provides, that the person charged gets to make that call.

Now, the DOE lawyer who filed the charges no longer works for the DOE.

The DOE investigator who built the case no longer works for the DOE.

The lawyer who is currently handling the case and her supervisor have been trying for a year to withdraw these charges and resolve this case in a just manner.

I believe that someone or something is standing between these lawyers and yourself, chancellor Farina, and I urge you to bypass whatever the obstruction is and meet with Ling-Ling Cho's lawyer and try to resolve this case and meet with the current parents and try to help them revive the school that was so important.

And God knows we need good schools in this city.

Thank you for hearing my comments.

[APPLAUSE]

>> Leslie Castro.

I'm sorry.

>> I'm sorry.

My name is but he understands a, and I have something written, but it's not going to go according to how I want it to.

But I'm a new parent in 184, and I'm just worried about my daughter.

Like, we have -- the PTA has no funds.

I'm new here.

I want to be a part, and I feel like I'm shut out.

I don't know how to communicate with this principal.

I feel like we desperately need somebody, you know, to come in and help us out.

I'm a new parent there.

My daughter's in kindergarten, and I need this -- you know, I want to be involved.

I want to be in the PTA.

I want to be a volunteer and, like, the only way I got in this year was learning leader, you know.

It's a start, but we really need, you know, to -- some help.

Thank you.

[APPLAUSE]

>> Leslie Castro.

>> Hi, I'm Leslie Castro, newly elected vice president for the PTA. I'm here today to speak on the lack of safety measures being used within our school PS184. Sadly our children go to a school that disregards common sense safety practices in favor of keeping parents out. On field trips we have a two-parent escort maximum that is allowed. Parents that request to escort the younger children are banned from doing so. We've also had an incident occur where a pre-K child went missing for over an hour during the lunch period, and the parents were not notified of the child's disappearance within a timely manner. The parents have since removed the child from their -- from our school. Recently we had two shootings occur across the street from our school. The first shooting was during school hours and occurred -- and the second occurred after school hours. I notified the principal and the superintendent on both occasions. And requested alternative means of dismissal. The requests went ignored. Most of our parents were not notified of the incident until days later and that was after the PTA expressed our concerns. Until now, no special precautions have been set to prevent our children from being hit by future stray bullets. The parents attempted to have security cameras installed, and I personally donated a security system and was told that it was not approved by the DOE. So therefore we would have to go through the proper channels to get proper security for our school. We have exhausted every channel to get better safety measures implemented, and it seems to fall on deaf ears. Please help us. Thank you.
[APPLAUSE]

>> Is Patricia Padilla here?
Anybody else who signed up for public comment?
Thank you.

>> Thank you.
So as is customary, we actually will hear questions from the panel around the changes in school utilization proposals, borough by borough, hearing the questions or concerns of the respective borough appointees first, then the other panel members.
So panel member Powell, do you have any questions or concerns on the Bronx proposals?

>> No.
Actually I went to both of the community meetings, and everyone seemed to be on board. The community, the teachers, the SLT, everyone was in agreement. After there was a lengthy discussion, all of their questions were answered immediately. Again, chancellor, I think those community meetings are extremely effective for immediately responding to questions that are raised about what if and what's going on. So in the Bronx, no, we have no questions about that. We're in agreement.

>> Do any other panel members have any questions or concerns regarding the Bronx proposals?

Okay.

Panel member Gingman, do you have any questions or concerns on the Manhattan proposals?

>> Yes.

The schools in District 4, the three schools involved in the delay and -- oh, I'm sorry.

The three schools in District 4 that are involved with the delay in dream charter moving out of the DOE buildings and into their own building.

I believe it's only a year.

I've actually seen the building.

It looks like it's less than a year away from being complete.

So that's good.

Is that one that I've had and I've reached out and I've even talked earlier today is for the building that houses PS38 and part of Dream Charter.

The building, the capacity, the building utilization figures are well over 100 percent capacity this year.

Next year even goes up to potentially 150 percent.

Once Harlem Prep moves from Building 99, which I always think of as Manhattan East, but over.

And those numbers are just astounding, and I'm reading through some of the public comment that was the one Farini hearing I didn't get to and somebody -- I know this school is high needs in PS38, roughly 30 percent kids with special needs, about 15 percent English language learners.

They have self-contained ICT.

I'm sure they are a very poor school in terms of resources.

One of the commenters said they are missing out on music, science, lab and art.

The basketball team doesn't have enough time to practice.

And then I believe Harlem Prep will come in and be physically larger than Dream Charter.

Until my questions about whether those numbers are accurate, no one seems to be able to articulate what's going on in the school, and I think nobody really knows.

And I'm very frustrated by this.

I understand, Dream Charter, they're a nice organization.

I got to know the COO.

They are part of Harlem RVI.

I think it's part of an amazing organization helping kids out in District 4.

It's a difficult situation.

I would gladly concede that they just need to stay put for a year.

I know it's a New York state law, requires us to do it, but I would do it anyway.

You know, it's an unfortunate situation.

But the problem with me voting for the PS38 one is then Harlem Prep coming in.

Not that I don't want Harlem Prep to have a place, but it doesn't look like that's the appropriate place.

And because of the, up to nearly 150 percent capacity, I don't know how PS38 is using all the rooms in there.

I'm sure they keep low class sizes.

I looked at some of the stats.

That's a good thing.

I don't want them encouraging to do more because they are a struggling school.

I also know that they are on the list for UPK.

I know they have some.

Maybe they'll be expanding.

So there are a lot of things in there nobody seems to know, and I -- my problem with voting for that one is that, is the part about committing to Harlem Prep moving in there versus some other place because I'm not comfortable with that. They are overcrowded, but I would agree to a delay of one year so that Dream Charter can just move it out.

But I don't want to agree to Harlem Prep because I don't think anyone really has a clear idea of how the space is used.

No one can articulate why those numbers are so high.

If they're an anomaly and they don't really reflect what's going on, but they are really high numbers.

Some of the comments have said people are not getting enough of the space, and I just, you know, I can't -- I don't feel comfortable signing onto a long-term process where that school just remains very overcrowded.

>> I'm going to let Kathleen answer this but also, honestly, numbers can be looked at a million different ways and there aren't that many options.

And it's a matter of a one-year situation versus long term.

So Kathleen?

>> Yes.

Well, I think, chancellor, unfortunately the one thing we have not done is a good job in getting back to our panel member here.

And we will correct that.

You're absolutely right.

Let me talk, first of all, to make sure everyone's comfortable about next year.

Dream Charter has 10 sections, they have 13 rooms.

So they really have plenty of room.

I'm not happy with that 150 number, either.

It is a range, I think from 119 to 150.

It is a holdover from the calculations of the past.

And we will revise that to a clearer number.

I will say it assumes cluster rooms in an aspirational way.

What we're saying is the school should have X number of class, of cluster rooms, and maybe it doesn't.

So that number gets somewhat inflated.

But I assure you that we don't have a problem here and that there is enough room even in the out years.

And I'd maintain a commitment to make sure you're more comfortable about that in the coming weeks.

>> And the original, the dream charter and the other, not -- in the PS 50 site I've actually gone to visit, and it's a very interesting co-location of three schools and they have done miracles in terms of how they share some of the resources.

So I really feel that this is a situation that we can make better.

Sending our campus squad and then seeing what else we can put on the table to make things be easier for them.

>> Well, I wasn't talking about the PS50.

>> I know you talked about the other but I'm just saying in terms of if they needed to add another Class to their existing site at PS50, they would probably -- that's something they can do more internally.

But I do think that we will do whatever we need to do to make this work.

>> I guess the -- but reverting for both extending Dream Charter for one year, which I don't have a problem with even if it's a little bit of a crunch because nothing's perfect.

And it's just not worth displacing kids for a year.

They'll have a lovely facility in a year.

It's the long-term.

It's the sort of voting for it, both parts of it.

And I want to make sure that in the decision to move Harlem Prep in that facility is an appropriate one.

It was decided by your predecessor, and I don't feel that I have -- I wish it was two separate votes.

And if that's possible, I would vote for Dream Charter to stay there for another year and then not vote for the other one so that there could be more discussion about what happens for Harlem Prep in a year.

I don't have problems with the other two staying put for a year, but it's because of those numbers and nobody seems to be able to articulate why those numbers may be inflated or what's going on.

>> I would only urge the panel that so many of these things, and certainly this unfortunately situation is a good example.

There's such a domino effect here, and for us at this point, not to vote on the Harlem Prep portion of them going into that building would have ramifications elsewhere in terms of where they are right now.

So I would strongly urge that we go forward, if we can, with this vote.

And I am happy to bring to you and back to the entire panel a Fuller explanation of what will be happening in the coming years.

>> Just for the Harlem Prep, I understand the sort of, how it impacts down the road.

But they will not be moving for -- they will not be relocating until 2015/16 year.

>> Correct.

>> So that would still be another year.

Why wouldn't that be enough time?

It may very well be that 38 is an appropriate site, and it wasn't, but it's just that nobody seems to know.

I mean, actually you're not even sure, from what I hear that the numbers look. You've told me before that you think the numbers look odd, but no one has even really articulated why they look odd.

>> Yes.

>> And what's going on, and --

>> And I apologize for that.

I am confident there is plenty of room in that school.

And I make a commitment to you to get back to you on it.

But what I'm urging is that we vote for the entire proposal as it is so that we make sure we aren't creating problems in other buildings right now.

>> And then we still have a year to work on the long-term solution which I think is really the way to look at this situation because I am convinced that we can solve this problem, given the time.

>> Were there any -- do any panel members have any other questions or concerns regarding the Manhattan proposals?

>> I do, madame chair.

>> Panel member Fred Baptiste.

>> I've been on the panel for a few months and this is one of those things that still has me scratching my head.

I really think it's a wonderful idea in terms of the programs and the diversity of programs that we're opening up for our students.

But looking at the Murrayberg trauma proposal to add to schools, that brings the enrollment up to, 97 to 100 percent of enrollment, utilization?

This is really a policy question.

Why are we doing this in terms of adding school organizations as opposed to making it programmatic, where you're adding a department, say, that specializes in CTE?

Right off the bat just from, you know, using some of the numbers from the FSF conversation I have, right off the bat you're already committing \$200,000 just to have these two new school organizations and we're talking on the order of how many students?

At any given point?

I'm saying is this something that we really want to push?

Is this something that we're going to be continuing to do as a Department of Education?

Or maybe we should be looking to augment what we do have for schools in terms of offering this as a program as opposed to a separate school organization.

>> I'm going to answer this two different ways.

I would say that for this particular school, I know the principal well.

And they have already started working with the leaders of the other schools that are coming in, and they actually see it as a plus.

They see it as a plus because of many things.

One of the schools that's coming in is an -- is going to be training -- the CTE is going to be training people on emergency strategies, which actually this is a great neighborhood with, you know, One Penn Plaza and everything that's around here.

And they've already made decisions on how they are going to share resources. Something that this school may not have enough of and the other schools don't have.

And they've already discussed what personnel they can share across co-locations. We made it clear that we feel that co-locations work best when high schools are in high school buildings together.

And this is one of the places where they've already started meeting, they've already started planning.

They've even started looking and seeing how they might share teachers.

This is also one of the CTE schools that's coming in is urban assembly that has also put extra support in the pot for the co-location schools.

I think -- and this was also something that we had on the agenda prior to my coming on board but this is something where we felt by co-locating here where it was originally meant to be would enhance, I agree with you that going forward

we're doing a lot more encouraging of C TEs to be programs within existing large schools.

But for these particular schools, I think this is actually a shot in the arm to Murry and to the other schools coming in the building.

>> Were there any other questions or comments regarding the Manhattan proposals?
Yes, panel member.

>> Thank you.

To echo some of the concerns made by fellow panel members with regards to -- well, this is really a two-part question -- with regards to the utilization, how has the DOE, weapon these Manhattan proposals with the utilization being like 103, 106, 117, 150, how has the DOE kind of been working with the current schools in the buildings to make sure that they are prepared when the time comes if these votes go through for the utilization to occur?

Because let's be honest.

These are large numbers we're talking about.

These are, you know, kids transitioning from class to class, in crowded hallways and crowded rooms.

And it's going to be very difficult to work around with the utilization.

So how really are we looking to work with the schools that are in the building to make sure this is a smooth transition?

>> As I said, in this particular school, this has been a work in progress for the last couple of months.

I actually spoke to Lottie when I came in today to see what has been -- she says they've already planned out the use of space, the use of personnel, what they're going to share together, what they might each keep as separate personalities. Unfortunately the enrollment has gone down and in order to keep the space in the school viable, they actually feel adding other schools in the building will add a new sense of energy.

I think going forward we do now have a space planning committee who's looking very carefully about how this was done in the past.

And going forward, I think we're going to be looking at those numbers and we're going to be able to give you a lot more transparency is what we mean by usable space versus space that is not usable.

We've had I think our third meeting, and we hope to, between that and the blueprint committee, be able to come forth with some of the suggestions that I think will answer and resolve your questions.

>> And just as a followup to that, this is more of a general question about the general co-locations.

I know that for most, for some of them like in the Bronx it seemed very positively received.

I'm just curious to know for Manhattan, for Queens as we move forward, how has the public, especially with these large utilization plans, received these proposals?

Are they very open to it?

Have they been consulted?

Because this is -- you know, there's a lot of wariness to surrounding co-locations in the past because of previous administrations opposed to it.

I just want to make sure that the public is being consulted and the communities are being consulted about this.

>> We've had.

And like I said this was a school that wasn't set to have high schools in the building.

This is one of these schools where one of these schools actually exist in another building and moving it here is just an even enhancement to everybody. So this is one of the co-locations that was actually well received by the community and the people that are moving into the building.

So I really feel this is going to be very successful.

And like I said, to me the most important thing here is that there's a high energy around what's going to happen here in September.

And that's really one of the reasons why we did it this way.

>> Thank you.

>> Are there any other comments or questions on Manhattan?

Panel member Dillingham, do you have any questions or concerns on the Queens proposals?

>> No questions this evening, no concerns.

Comments: I also attended several of the community meetings, which are a wonderful way for parents to come out and learn about what is going on in their school with these, you know, difficult transitions for them.

I have to say I was overjoyed to hear that District 75 students were going into buildings.

Wherever children can learn together is a plus.

And I was really impressed by the parents who came out and support of the District 75 programs in Queens.

>> Thank you.

Do any panel members have questions or concerns regarding the Queens proposals?

Okay.

Since we don't then have any proposals from the remaining boroughs and before we discuss the -- there is no proposal?

We'll take the vote.

So madame assistant secretary, could you please note any recusals?

>> There are no recusals on the proposals.

>> Thank you.

Please raise your hand if you vote to approve the resolution regarding the revised proposed co-location of grades /# through 8 of American Dream Charter School with existing school P S30 Wilton 7X 030 and building X030 beginning in the 2014/2015 school year.

13 yes.

Unanimous.

>> Please raise your hand if you vote to approve.

The resolution regarding the proposed opening and co-location of a new site of a new District 75 school, 75X TBD with PS 42 Claremont, 09X042 in building X042 beginning in 2014/2015.

>> 13 unanimous.

>> Please raise your hand if you vote to approve the resolution regarding the proposed co-location of two district high schools, 0282 M, and 02 M82 and 282 with existing schools, the Urban Assembly School For Emergency Management,

02M135 and Murray high school, and building M520 beginning in the 2014/2015 school year.

>> 13 unanimous.

>> Please raise your hand if you vote to approve the resolution regarding the proposed extension and expansion of the temporary co-location of the middle school grades of Harlem Prep Charter School, 84M708 with MS224 Manhattan East School For Arts and Academics, 04M224.

Renaissance Charter High School for innovation, 84M433 and success academy charter school Harlem 384 M385 in building M099 through the 2014/2015 school year.

Please raise your hand if you vote to approve the resolution regarding the proposed extension and expansion of the temporary co-location of DREAM Charter School, 84M382 with existing school PS 38 Roberto Clemente, 04M038 in Building M121 through the 2014/2015 school year and the co-location of Grades 6 through 8 of Harlem Prep Charter School, 84M708 beginning in the 2015/2016 school year.

>> All those in favor raise your hand.

>> This is for the PS 38, 121.

>> All those in favor?

Should we read the --

>> Can you read it again?

>> You want me to read it again?

>> Please.

>> What, I don't need to read the numbers?

Okay.

So the resolution regarding the proposed extension and expansion of the temporary co-location of DREAM Charter School with existing school PS38 Roberto Clemente in building M121 through the 2014/2015 school year, and the co-location of Grades 6 through 8 of Harlem Prep Charter School beginning in the 2015/2016 school year.

>> I was opposed.

>> You're opposed?

>> Agree.

yes.

>> Can we do the abstentions again, please?

>> Please raise your hand if you vote to approve the resolution regarding the proposed extension and expansion of the temporary co-location of the kindergarten, first and second grade students of DREAM Charter School with PS50 Vito Marcantonio and New York City for autism charter school in building M50 through the 2014/2015 school year.

And please raise your hand if you vote to approve the resolution regarding the proposed expansion of PS199 Maurice A.

Fitzgerald from a K-4 school to a K-5 school, and the temporary reciting and the co-location, Maurice A.

Fitzgerald with PS 343 The Children's Lab School in new building Q313 beginning in the 2014/2015 school year.

>> 13.

Unanimous.

>> Now please raise your hand if you vote to approve the resolution regarding the proposed grade trunkation of IS 125 Thom J.

McCann Woodside from a 5-8 school to a 6-8 school beginning in the 2014/2015 school year.

>> 13.

Unanimous.

>> Please raise your hand if you vote to approve the resolution regarding the proposed opening and co-location of a new site of an existing District 75 school P233Q with PS/MS 42 R.

Vernam in building Q42 beginning in 2014/2015.

>> Unanimous.

>> Now please raise your hand if you vote to approve the resolution regarding the proposed opening and co-location of a new site of an existing District 75 school, PS11 -- P811Q with partly Ronald McNair beginning in in 2014/2015.

Okay.

The next item -- oops.

>> I think one of the best things for us to do for the one that there were so many abstentions is we will provide a trip to the buildings.

We will do a walk-through and then we will reconsider the vote at our next PEP meeting so that everyone will feel very satisfied.

And at the very least, it will be a yes or no rather than an abstention which I think is a much more informed way to go.

So we'll set a date and then I'll let you know when and we'll take a walk through the building.

>> Thank you.

>> The next item on the agenda is the allocation of revenue among community school districts and schools.

Madame assistant secretary, could you please introduce the resolution.

>> Title of this resolution is Resolution regarding the allocation of revenue among community school districts and schools.

So is there a motion to adopt this resolution?

To adopt the resolution?

Is there a motion to adopt this resolution?

>> So move.

>> Thank you.

Is there a second?

>> Second.

>> Thank you.

I believe before we get into panel discussion, Chief Financial Officer Raymond Orlando would like to provide a brief overview.

Mr.
Orlando.

>> Good evening, everyone.

I'm Orlando, I'm the Chief Financial Officer of the department of education.

I'm delighted to be here, and I'll try to be brief.

To my left is karma Wilson who is the executive director for financial strategies in my office who I like to refer to as the FSF rock star.

So she's going to help me out this evening.

Annually the panel must review and approve the budget allocation formulas used to allocate revenue to schools.

I'd like to brief walk you through our overall budget and our proposed budget allocation formula for the upcoming 2014/2015 school year.

The total operating budget for the department next year is \$20.6 billion.

We were very successful in Albany this session and secured \$300 million in state funding for universal pre-K, as well as funding for our expanded after-school programs.

However, this year will be the first year that total state aid for education exceeds the 2009 amount.

In other words, for the five school years between 2010 and 2014, our total state aid for he education was below the 2009 level.

Funding for school budgets will be \$10.6 billion in 2014/2015, including the \$300 million for universal pre-K.

The largest component of our school budgets is allocated through FSF.

In addition, schools also receive categorical funding, meaning it can only be spent as directed by the state or the federal government, and programmatic allocations for specific purposes.

Through FSF, the money follows the student and is based on student educational needs.

Schools receive funding per student and additional funding for English language learners, students with disabilities, and students with low academic achievement.

FSF funds are flexible and spent as directed by principals.

You should know that the proposed formula weights for FSF next year remain unchanged from last year.

There is a change being made to the FSF methodology to better reflect students requiring agriculture cademic intervention services by conforming to the state's updated methodology.

This methodological change is expected to have a minimal impact on school budgets.

In line with this change, we are shifting approximately \$13 million for academic intervention services from FSF to a specific allocation.

We distributed an additional \$10 million to schools for academic intervention services via a school allocation memo in the current school year and we expect to issue a new SAM for FSF totaling \$23 million this year.

Overall FSF funding will be essentially flat this year.

We remain \$2.5 billion below the level of state aid we were promised following the CFE lawsuit.

Without these funds, we're unable to significantly increase FSF funding this year.

That's the story in a nutshell, and Karma and I would be happy to answer any questions the panel may have.

>> Thank you, Mr. Orlando.

Are there any questions or comments from the panel on the allocation, among community school districts and schools?

>> Yeah.

>> Panel member Norm Fruchter.

>> The IBO put out a report, I think two years ago maybe, I could say be wrong, that indicated that the full amount of their school fund, the FSF funding for almost every school was underbudgeted somewhere between 85 and 95 percent. So two questions: Where are we now; and also the IBO report indicated that they could not see any clear reasons why in that range of 85 to 95 percent, some schools were getting close to the 95 and other schools were getting close to 85. And it looked like an irrational distribution of less than the money that schools should have gotten, all right?

Is that a process that we can look forward to repeating again, or do you have plans to change it?

>> I guess what I would say is that the approximate percentage overall averages 87 percent.

So it sort of falls into that range in the current year.

Schools FSF funding is based on a variety of these formula factors, and new schools tend to start off with 100 percent FSF funding and then are adjusted after a few years.

But most schools are sort of in the 87 percent average range above or below.

I'd be happy to, you know, take a look at that going forward.

And I should -- Kathleen hopefully is providing me the reason that we're not at 100 percent FSF funding for all schools is because of the missing \$2 1/2 billion in state funding.

So thank you, Kathleen.

>> Second question?

>> Of course.

>> I think it was as a result of the 2009 recalibration of test scores by the State which dropped testing throughout the state and also testing results throughout the city.

And a fair percentage of schools who were not eligible for AIS funds became eligible when their scores dropped as a result of the state's recalibration.

If through Common Core testing, which once again will probably see a decline in testing when next year's results come in, there is an increase in the percentage of students eligible for AIS which the state doesn't fund, which it didn't fund last time.

Do you have plans to meet that additional increment of AIS funds even if the state funding isn't available?

>> Yeah, that's something I'd be happy to look at should that occur going forward.

>> Ray, can I answer that?

>> Please do.

>> We reinstated several departments at the DOE.

We reinstated department of professional development and we reinstated the AIS department under Dr.

Esther Friedman, and we're actually staffing her to a percentage that we feel very comfortable that she will be able to do professional development citywide. And we actually have already started placing summer staff development in AIS services, in if intervention services to which teachers can come over the summer.

And that's partially a whole summer menu of things.

So we feel pretty comfortable that we instituted what was in place nine years ago.

when we actually had an intervention person almost in every school.

So that's the way we're headed.

But we're using professional development as a way to get that.

And that department, the money has already been set aside and we are actually, you know, hiring and interviewing right now.

Thank you.

>> Thank you.

Any other questions?

Panel member Fred Baptiste.

>> Yes.

I wanted to make sure I was clear.

With regards to school budgets, what percentage of budgets typically will go towards teacher salaries?

>> Yeah, most of the FSF funding is flexible for principals to use, but obviously most of it is for teacher salaries.

I should probably point out that the recent contract negotiated with the UFT has yet to be ratified, and those funds still exist in the city's labor reserve and have not been placed in the department's budget yet for use for teachers going forward.

>> I have, as we're discussing FSF because I think what's fair about FSF is that it's done on a per-student basis.

But the problem is is that don't necessarily align with school organizations, and I think that even with some of the policies we've had in terms of capping schools and making them much smaller, it makes it harder to do certain programming.

I think I heard at some point we may be talking about salaries, you know, upward anywhere between 60, you know, 65 to 80 percent.

I may be exaggerating a little bit.

But part of the problem is especially if you are a smaller school, that really leaves very little in terms of programming for the entire school because most of your money's already wrapped up in salaries.

And then in addition to that as we're discussing the FSF, we do have the waits. And while most of the FSF is flexible, there are additional monies that are encumbered, especially if you have mandated programs that you have to take care of.

And, of course, this is not to pit special needs versus anyone else.

But if as a principal you have two special needs children, you don't have enough special needs children to actually fund a teacher, then that means that comes out of your flexible spending -- your FSF money in terms of doing that, which means you have an even smaller pot with your program.

So I say that to say this: While we're talking about, you know, approving these weights, what we're doing is we're avoiding the fundamental issue of we're not making sure that enough money deposes to our schools.

I'm just curious, just in terms of historical background, have we always done that programming where the salaries comes out of the FSF?

Because I think that may be something we need to be considering as an odd DOE and as a panel Panel For Educational Policy where that salary actually comes out of a pool.

So your principal's not forced to program versus salaries.

Salaries is something that gets paid to the teachers as long as they are in the organization.

The teachers are dictated by how many students you have.

And whatever's left over you can do to make sure that you're programming appropriately so that we can reach all of our targets educationally.

>> Thanks.

I...

I guess I'd also --

>> Let me --

>> Yes, please feel free.

>> I'm happy to help.

>> I think that life is a balance and that to a large degree that small schools and large schools each have their advantages and disadvantages.

And I think in small schools, you may not have every single service, but to a large degree based on the way they've been set up, they might have less overhead in terms of administration, they have to some degree smaller class size.

Many of them based on past policy, although that policy will not be encouraging going forward.

Have not chosen to serve the kids that need the most services like special needs kids and English language learners.

But I do think the most important thing is that we are trying to find ways that, although the schools, as we said, the budget is flat, there's a lot of things that schools have paid for in the last few years that they will not have to pay under this new contract.

So, for example, many of the small schools in particular, but the large schools as well, have spent a certain percentage of their budget anywhere from, depending on the school, \$25,000 to \$100,000 on professional development.

That will not be needed going forward because that money is now embedded in the contract in the amount of 80 minutes that we've put in there means principals don't have to pay for that anymore.

The other things that particularly middle schools have paid for in the past is their extend ed day programs.

their after-school programs which now we have paid for.

So that means the money they've put aside from that, they don't have to pay for. It's other monies they can use differently.

And the third part that I think is really important, and I know this is a, you know, former principal, that in the past any principal who wanted a UPK, a full day, paid for it out of their existing budget and they don't have to do that anymore.

So there are going to be pots of money for all schools that they're going to have more flexibility with because now it's coming out of the money that came from the state.

So it's still a win for us.

; it's just a matter of shifting, you know, some money around.

And I will tell you that in terms of the arts programs, for example, where their \$23 million is coming from, we're actually looking very seriously at how do we use that money, or at least some of it, where schools, particularly in co-located buildings, especially these small schools, can share an art teacher of their choice across the school.

So I do think that issue will be taken care of.

And I think going forward, one of the discussions we should be having because, you know, we've already started to have it.

You know, Kathleen, Ray and I and the members of the team.

What do we really think is fair student funding versus what the state says it is.

And also do we think the allocation and the rules that the state has set for us like, do we really want to pay, you know, teacher salary or allocate school salary based on years of teaching, or do we want to use a different formula.

So I do think that's all a fair discussion to have as a PEP team because it's a conversation we've already started having internally.

>> All right.

So, you know, just to dovetail on that, I'm happy to hear that these are the conversations that have started.

But is this something that's within the realm of reality, we could actually start seeing change in terms of -- like I said, I think, you know, fundamental we already see it as an issue where, you know, I think we already said that most -- for principal get paid directly out of a budget.

There's already, a budget line is allocated for that and that's flat.

>> Standard administrative.

>> FSF represents about half of the funding of the school and they also get programmatic allocation sort of as the arts program you described, as well as other funding for us under specific S AMs.

>> The principals right now are in a state of urgency to see the monies in their hands by next week.

So I think that, you know -- and also I should say traditionally this is the first allocation.

But over time, you know, money comes trickling in over the year for any number of reasons.

And the more we push for certain stuff, I think the more we can get.

But the same way that this the tomorrow actually we're having an open workshop on CTE, I think we should have an open workshop at least for this group on how to look at the budget more close ly.

I think all of us could benefit from that.

>> Is this something possible that as a panel or, you know, can we have further discussions with regards to even that notion of moving that pot so that way it's not a matter of principals have to make decisions, personnel decisions versus programmatic?

Personnel are personnel which are based on whatever your school populations are, and that's separate.

Your pot, based on the fair student formula or whatever other mechanism we design, is just for programming, to making sure that we're maintaining a certain level of program -- you know, of quality of education in all the schools.

>> I hear what you're saying, but I think if principals want anything, they want more flexibility for how they can use the money they already have.

And I think one of our questions as a PEP team might be where should the flexibility come in and how might we help get that done.

Because I think the old formula of what you gave a school to exist may not always work anymore.

So I think that's a discussion we should be having, and I think that's certainly something, you know, maybe we can do in a meeting and have more information that way.

I just don't think this budget is the right time to do it because they're getting it next week and I'm going on the Web to explain it.

And I do think that for right now, given everything else on our plate, that this is actually a very fair way to go.

But I think there's a lot of room for improvement and we've already started putting some principals on panels, you know, on adviser groups to start having some of these discussions.

But the smarter we get about it, including me, I think -- and like I said, I have personal opinions from my life as a principal, but because we have so many different structures of schools now that we didn't have before, I think it's important for us to look at all that.

>> Thank you.

>> Panel member Fruchter?

>> Given that you continued the waits from 2013, do you have any plans to look at them again, or are you satisfied with the waits as they are?

>> I think that for this year, the weights are tinning from last year.

And I think as the chancellor said, we're wide open to considering school funding going forward.

And looking at it, you know, with you-all as well.

>> Okay.

I think the other thing that we should also keep in mind, that when I was deputy chancellor, we had 2,000 -- I mean, let me get this right.

We had 1600 schools.

We now have 1800 schools.

There is a pot of money, and unless we're going to be making our own money, there is still a pot of money when you start --

>> I'm working on that.

>> So you can only grow that money so far.

So one of our decisions not just has to be how you look at budget, but how do you look at growth.

Is there a point at which there's too much growth?

Is there a point at which we need to make sure that what we have is what we support, and I think that's all part of the conversations we need to -- that's part of the conversations we've already started.

So I think that makes a lot of sense going forward.

>> Panel member Dillingham.

>> Okay, you just answered one --

>> Okay.

>> -- of my questions on growth.

But I would like to see us pursue looking at flexibility within programming and staffing because a small school might have very deep programming, and a small school might not and vice versa.

So you might be very, very heavily staffed in in some schools, or overly staffed, understaffed in others.

So to look at the balances within the schools of staff and programming.

I'd also like us to look at, when we wait, look at high schools because we do hear all the time about high schools there dropping programs for their students, whether it's the arts, whether it's foreign language, whether it's a physics course.

You know, some of our college-bound schools don't offer physics in the city, or chemistry or, you know, whatever the course may be.

But the complaint we hear from principals is their budgets are being lowered.

We don't hear that their budgets are flat.

We hear that they're being lowered.

So why is that?

And I would say that points to program versus staffing.

And where that flexibility and where that autonomy comes into place.

By and large we hope to prepare our children for college and career readiness.

So we have to give them the tools to get them there.

And to your point, we only have one pot.

>> And I think our goal, certainly I would say my goal is to make what we have work better.

And to enrich what we have to that extent we have made it forward that there are two specific programs, rather than starting schools.

Dual language is a program that we're going to grow within existing schools and CTE to the point we made before will be programs within existing schools.

And I think that will go a long way to answering some of the questions.

I think also at one time there was actually a formula which said how many kids you need to have certain administrative overhead.

And that's something we might want to investigate.

I don't want to tie anybody's hands, but certainly I sometimes wonder at what point, are there too many administrators versus not enough teachers.

So there's a lot of choices that have been made and I think this is a great study group to look into those issues.

>> Any other comments or questions?

Okay.

Thank you.

>> We'll now move on to the resolution.

Madam assistant secretary, could you please note any recusals related to these contract items?

>> There are no recusals on this item.

>> Thank you, madam assistant secretary.

Regarding the allocation of revenue among community school districts and schools.

>> This time.

>> So the next item on the agenda is the amended chancellor's regulation A501. Madam assistant secretary, could you please introduce the resolution.

>> Title of this resolution is resolution regarding approval of proposed amendments to Chancellor's regulation A501 promotion policy.

>> Is there a motion to adopt this resolution?

Thank you.

Is there a second?

>> I second.

>> Second.

>> Again, before we get into panel discussion, I'd like to ask Deputy chancellor of teaching and learning Phil Weinberg to provide a few brief remarks.

>> Good evening.

Hi, I'm deputy chancellor Kathleen Grimm.

>> Wow.

>> Nice to see you.

>> Look a little different.

>> Let me give you -- I'm Phil Weinberg and I'm here with my comrades.

I'm going to give you just a quick overview about the changes in promotional policy and then answer any questions you have.

As you know, the previous promotion policy really was -- not really was -- was totally dependent on state exams.

As we -- last month New York State passed a law that says specifically no school district shall make any student promotion or placement decision based solely or primarily on student performance on the state-administered standardized language arts and mathematics exams.

Given this law and given the context of our desire to make sure that tests are not the chief driver of our education policy but that we are not lowering standards in any way, shape or form, we engaged a variety of constituents including principals, teachers, parents and instructional experts to help us decide with how we were going to alter our policy.

This year in the proposed policy, schools will be able to consider a student's state test performance as one of a multiple set of indicators about student learning to identify struggling students and to determine who, if any, students need to be retained.

The DOE believes that the quality of the student's classwork throughout the course of the school year should be a major determinant in whether or not a student is retained for the next grade.

Beginning this past May, teachers and principals are compiling promotion portfolios for students whose report card and classwork indicate that they are struggling.

The portfolio will address the key grade level schools and math based on the specific guidance from the DOE and include samples of the student's work. Schools have the option of, using student work that aligns with the relevant criteria.

Based on a holistic evaluation of this portfolio, the teacher and principal will determine whether the student is recommended for promotion to the next grade. Students not recommended for promotion will be recommended for a summer program for summer school, and the DOE central office and superintendents provide oversight over the whole of this process.

That's the high-level overview of what we're looking for. Other questions we can answer for you?

>> Do you have anything?

>> Thank you.

Will the students be required to take the exam again as in the previous policy? promotion policy?

>> No.

>> Only once?

>> The exam now is a state requirement, but it is not a requirement for promotion.

It is a requirement -- well, students have to take the exam but, no, they will not be required to take that testing.

>> What I should also say is that we were very happy to say that because we are doing everything in-house, we were able to pull back a contract that would cost us a couple million dollars for the end-of-summer test which will no longer exist.

So that's another big thing that we did that we changed.

>> So the other question is the parents would be notified somewhere in the middle of the year about the possibility of the child being retained so that they can work out a plan as to how to support that child so that over the end of the year, that child will probably pass to the next grade.

So how are we doing this?

>> So the promotion in doubt criteria remains the same.

The dates or time of year for that is?

>> Yeah, it happens in February of each year, where parents get the promotion endowment letter from the school and that's the flag that signals the concern.

>> But I want to add also, and again, I always have to say this legally. Should the contract be ratified?

The extra 40 minutes per week to talk to parents and the extra two nights a year in addition to the two we already have really is going to provide a lot more communication to parents.

And we're actually developing a calendar of how we expect some of this communication to take place, and we expect, for example, parents whose children have IEPs to get more time in in September and October.

So that can be handled easily.

And we -- in fact, I've been meeting with principals all along, and I want November to be an entire month of parent/teacher conferences by appointment. So I don't want a parent to reach May and say, oh, my God, I didn't know this. And so we're going to be laying that out in a way, because I think those 40 minutes are real ly valuable and we've been saying to principals, we're actually going to be asking them, what are they scheduling in terms of meeting with parents.

>> And just to reiterate what Karma's saying, the 40 minutes is especially valuable here.

The February promotion in doubt letter will remain the same but our hope is, our belief is that parents will be informed about struggling students throughout the year.

As they begin to struggle, not all of a sudden a February date where a letter appears in your mailbox.

>> Panel member Baptiste?

>> Yeah, I do have a question, and perhaps this is opening a can of worms. We've heard from several parents this evening who talk about the stress and anxiety is that a lot of students go through in terms of taking the state exam. And there's definitely been a lot of conversation around that.

Is there a mechanism by which, if you are as a parent opposed to the idea of testing, you can actually opt out and just say, I want a straight portfolio for my child?

Is that even addressed or considered?

Or --

>> The state tests are the state tests.

There are laws, there's federal regulations, there's state regulations.

I do think one of the things is that we've taken one of the stress factors out of the equation by saying, isn't it about promotion.

I think the other thing is that we have to be very careful about is that throughout life there are going to be challenges and Common Core I think people get more professional development because I think it's been rolled out a little bit haphazardly.

So I think as we get better at rolling that out and rolling it out more intelligently that we're going to have more success with it.

I think the other big piece of it, which is I've been trying to get the message out, the test prep is not the answer.

Good teaching -- because a lot of the the rest comes from conversations in classrooms about how important this is if you don't do well.

So a lot of it is going to be retraining teachers to really see this as a challenge.

The kids, but it's not the end all and be all of who you are.

And I think one of the things we're going to stress through parent workshops is how do you talk to your child about the test and how do you also say to a child, this is something that, you know, you're going to do but it's not going to change who you are.

I mean, I've had that conversation.

My oldest grandson just took his first set of tests and my daughter copped out totally and said, mom, you handle it.

So Mom handles it.

And, you know, we talked to Charlie about, you know, what a great sports person he is, how much he loves reading, that this is just one bump on the road that he's got to go through.

And I think we're going to do a lot more of that but I don't think we do any service to kids to say life is going to be easy.

I don't want kids crying and I think that comes from the stress in the classrooms from rests where I want good teaching which will get you where you need to be.

The test prep will make you a robot and not get you where you want to be.

So I think a lot of it is on us to change the culture of how this is handled in schools.

>> I know that the deputy chancellor mentioned about the quality of student class work and portfolio -- promotion portfolio as a basis.

I just want to maybe you can clarify maybe a little in-depth what you mean by the quality of the class work to advance a student as a primary method of promotional movement.

>> Each grade level has specific criteria for promotion.

And is more converseant with the specification of that.

>> So this is for grades 3 through 8, and it's for students who have standard promotion criteria?

And what we do is for the two content areas of ELA and math, there are very specific criteria that need to be met by students in order to be promoted.

And both the ELA and math portfolios have three components.

And we look at the bigger picture of what a student needs to know to demonstrate a certain level of proficiency in reading.

So, for example, the ELA portfolio includes a component where a student has to demonstrate their reading accuracy, their ability to read with flow.

And there's a second component where the student has to demonstrate their comprehension of text that they read silently.

They answer a series of questions.

And then the third component is where the teacher inserts relevant classwork.

So we ask that they insert pieces of student writing, and one should be writing from sources because we know that is highly connected to the Common Core learning standards.

So that's pretty much the ELA portfolio for all the grades.

But the type of texts we use across and the kinds of questions we ask obviously is grade-appropriate.

And for the mathematics, we did something similar.

The math portfolios have three components, and we have problem sets that a student is required to solve, simply eight problems.

And for the first component, they can solve those problems orally.

They could talk through them.

For the series, the second series of problems, they solve those on their own and they actual ly are required to show their work and the steps they took to solve the problems.

And then similar to the ELA portfolios, the last component is where the teacher can insert relevant classwork that demonstrates the major work of the grade because we know that the Common Core, in order for us to say that this third grader is ready for the work of fourth grade, they have to have mastered some key things.

Fractions is one of them.

Because they're not going to be able to move forward and do the work of fourth grade if we real ly don't know that.

So we focused the problem sets in mathematics on the major work of the grade.

The earlier portfolios had tons of problems that were not the best way to assess the student understanding.

So I think the portfolios that were revised that teachers are using now are actually much better in getting a sense of, has the student met enough of the promotion benchmark to be able to handle the work of the next grade.

>> So let me just say that as a student, as a product of the system, this is a huge breath of fresh air for sure after, you know, the high-stake testing aspect, I think this is definitely a good first step and a series of steps that should be taken to really kind of de-emphasize the high-stakes testing, and I'm really glad to hear this is a part of the plan for the regulations.
Thank you.

>> Panel member Laura Zingmond.

>> I have two questions, one in terms of parent awareness of this because technically we're voting on it now.
So it hasn't been a huge rollout.
I hope principals have been given a lot of instruction and they know it.
But there is a component for a parent right to appeal, that didn't exist before.

>> Still there.

>> It's been my experience that sometimes doesn't flow well to the parents and so what will be in place so that parents understand all their rights, as well as understand the process that their child's going through.
And then I'll have -- I'll follow up up with a question.

>> Let me answer a little bit because we've been doing some of this.
We've been saying this at meetings.
We are going to be doing a lot more work with parent coordinators to get the work out to parents.
In fact, we're going to have a little more formal all-day parents with parent coordinators to get the word out at the beginning of the school.
I think principals have greeted this with joy and then some.
We actually have an all-day principal's conference two weeks ago.
Almost 1,000 principals showed up.
So this is out there and it will be out there again as we do more PD over the summer.

>> And there's been formal communication, both home and especially very formal communication with our principals, every -- we believe that in the limited amount of time that we had, people are as aware as they possibly could be, everything being predicated upon approval this evening.

>> And the second question since the end-of-summer test has been eliminated, will there be a rethinking of the quality of instruction for the summer?

Because often heard that it was all about just --
>> That's a great question.

>> -- test prep to bump it up from a 2 to a 1.

>> Well, we -- yes.

What we're saying is that in August, the summer schoolteacher will add to the portfolio that she received for that student in June and she will add relevant work that hopefully will show student growth.

We also have just completed a guidance document for schools on a list of potential resources and some activities that they would want to see in summer school so that they're not -- and we very clearly say please do not make this about test prep.

But this is really to prevent summer learning loss in students and to try to move them forward.

As much as we can given the /HREURPLTed time we have in summer school.

And it's also about providing them some enrichment opportunities, an opportunity to read and to read what they like with support by the summer schoolteacher.

>> And, you know, we also have put special summer programs where we added academic learning.

Some requests in the Bronx, with 11 sites is now being put in Brooklyn with an emphasis on District 19 and 23, where we felt the most support was needed.

And all those programs are 9:00 to 6:00 and they are going to have an academic component and a lot of fun, also independent reading which has become my new demand on everybody.

We need to do more reading at the child's fluency level.

And we're also asking, because we know one of the major problems with our testing is that it's all about vocabulary, and our kids do not have rich vocabulary.

So one of the things we added this year to summer, all summer programs, there's more trips and more experiential learning.

Because our kids need to experience things if they are really going to understand them and increase their vocabulary.

So we're trying this many different ways.

>> Panel member Norm /TPRAO*UBGTer?

-- Fruchter?

>> I don't want this to be taken in any way as a criticism of the move because I think the move towards measures in portfolios is terrific and Longworth coming. I was in the audience at Brooklyn Tech in 2004.

among 1,000 other people.

And the initial third grade retention policy was passed over the tremendous opposition of teachers and principals and researchers and mostly everybody else you could think of.

My institute did a projection of how many kids would be left back in the third grade.

At that point it was just a third grade retention program.

And based on what we saw and what the numbers were, we thought some 8,000 kids would be held over across the years.

I've been monitoring the mayor's management report for the last several years. We used to, doesn't anymore, but used to give the number of kids reattained every year, and every grade.

And we're averaging less than 2,000 kids a year across all grades.

And the third grade, which we thought would be about 8,000, is way under 800.

So I think what happened is that because there were some loopholes written into the retention policy, one of which at least you were responsible for it, chancellor, the professionals in the schools managed to find ways not to hold back kids who, in their judgment, should have been promoted, no matter what their test scores were.

So I think what's actually happened is an irony, given the original intention of the program, to who they have in the schools because they didn't let that stop them, you know, from moving kids on who really deserve to be moved on instead of being held back by a test score.

>> I will say because, yes, I was there, that one of the things we fought for at that time when the mandated policy came down, we fought for a tremendous amount of money to put the intervention systems in place. And that's how the intervention became, in in many cases actually really worked way beyond our expectation.

We not only had an intervention person in every region, we had a liaison in every school, we had major -- I just said today learning leaders. I called at the time the director, and I said can I train every single volunteer in the schools on great leaps.

And they actually sent us hundreds and hundreds of people to train. So we had a mandate, but we knew that we could kind of deal with the mandate if we did the right solution in part.

And that's actually how we're dealing with this as well.

Without support, you can't fault kids for not doing what you didn't help them do.

And that's really why we're doing this with so many different prongs.

And yes, I was there.

>> And I actually didn't mean it as criticism.

>> Believe me, I remember those days very well.

>> But I should have begun my remarks with exactly what Norm just said: The real overarching goal of this policy is to put the decision making power back into the hands of the people who know things best, the teachers.

>> Panel member Lori Podvesker.

>> You remember talking about kids with learning disabilities, maintaining the information that they learned during the year can be problematic.

And over the summer they can regress.

And they make up a large population of students with disabilities.

Wondering if any programs exist or are being adopted for kids with learning disabilities.

>> The answer is yes.

I don't have specifics but certainly in the summer quest programs, they are invited to participate.

So any information I'll be happy to give to you.

>> Panel member.

>> I just have a comment.

First of all, I'm really elated by what I'm hearing. hearing.

I actually quoted you, that test purpose is not the answer.

We constantly have visitors saying what can we do to help test prep, how can we give more test prep to the students.

And I really just love how you keep forth and saying good teaching, well-rounded education is really what kids need.

And if kids are educated, then, you know, test scores inevitably will come, they will improve.

I'm just really happy that things are truly improving.

And, of course, at first I was skeptical because I know we really have to think about past and the future and how much of this new policy will be understood by teachers, by students.

I'm just happy that it's coming true.

So thank you so much.

>> Well, I can tell you that one of the things that happens when I visit schools now, and I think it's going to happen to all of us if they have any test prep materials, they hide them.

And the word is out that if Carmen's coming, don't put that on the desk.

So, you know, it takes time for people to change, and I understand the need that everybody wants to be successful.

But what we really have to change is not saying no test prep but say test prep doesn't really improve learning.

And I think that's the message we have to get out there.

And we'll try.

>> Thank you.

>> Panel member Dillingham.

>> I have to say I'm really delighted to see these changes, and I hope it is a first step because the next step I see is grades 9 to 12.

And the reason being, as you speak about all the things of preparation from year to year.

that, of course, moves on into the next segment of the child's growth.

Just going out to lots of schools and observing, for instance, I saw a film festival the other evening.

Guess what.

I learned about economics.

I learned about anatomy.

I learned about depression.

But for the child, the child could express what they learned in had class through that medium of film.

And I'm speaking of film, but you can do it through dance.

You can do it through a multiple choice test.

But where we are -- where we segue to the multiple choice test as we go into that next group of 9 to 12, not every student can do it.

Especially in the case of kids with learning disabilities.

And if we can somehow expand our vision of what mastering material means and ways that we can assess that, I think that we will allow our children to achieve more.

And the multiple choice test doesn't necessarily measure mastering.

>> So immediately before this event, the chancellor was addressing about 200 or 300 UFT members in Brooklyn and she basically said exactly what you just said:

That we can --

>> We did not talk.

>> That students can demonstrate their mastery of the Common Core standards through multiple, multiple measures, the arts being one of the chief that we're not utilizing as well as we might.

And it's a great thought and it's a nice direction for our school system.

>> Are there any other questions or comments?

Okay.

We'll now vote on the resolution.

Madame secretary, could you please note any recusals related to this resolution?

>> There are no recusals.

>> Thank you.

Please raise your hand if you vote to approve resolution regarding approval of proposed amendments to chancellor's regulation A501, promotion policy.

Are there any other comments, questions?

>> I do have a -- I do have a comment.

>> Yes.

There was some discussion this evening -- excuse me for being raspy -- about OSI.

And the responses people have gotten from OSI.

And one thing I'd like to raise the awareness of: I actually got a complaint from some parents in the Bronx about something that went on that did not follow chancellor's regulation.

I passed it over to FACE.

They started an OSI investigation.

I got -- I was called -- well, I got a response from a person that said, you just reported this because you didn't like the person.

My feelings towards the person played no part in it.

The response was -- I thought was irresponsible of the person that said it to me because the initial problem still exists.

The core problem is still there.

The parents that reported it to me are now blowing up my phone because we're going into a new year.

We're approaching another voting year, and the person that they were complaining about is now going to be voted back into office.

And she was there illegally.

To start with.

But I think the response that I got was you just reported it because you don't like the person.

I played no part in communicating the entire situation.

That's number one.

Number two, I had an opportunity to go to two District 75 schools.

One was in the Bronx and one was in Manhattan.

And I met with the parent coordinators and I asked them, are you providing training courses for parents that have children that have some sort of mental retardation.

Excuse me if that's not the politically correct word -- for guardianship.

And the parent coordinator said, why are we doing that here?

Well, I was a little taken back because when I had a child that was in a District 75 school, I ran those kind of training sessions.

And if I couldn't get someone from one of the external organizations, I would do it myself.

Those are things that I think need to be mandated to be held in District 75 schools because if we don't do it in schools, there's no guarantee that that

communication will be given out to the parent or the caregiver once the child graduates from school.

And that's a very important legal issue that needs to be addressed while the child is in school.

That's it.

>> Like I said, you know, when I was deputy chancellor, I did the -- I personally did the training for the parent coordinators and we did it on a regular basis.

They haven't been -- had any workshops in years.

The one -- the first one we had was like two months ago to which 600 of them showed up.

So we expect to do a lot more of that including giving them materials of things that will support their work.

And also they will have phone numbers of people they can bring in the to do the materials.

As far as OSI is concerned, we're actually looking into it because now it has become to some degree a popular way to get back to anybody you don't talk to.

So we have to start separating what's real from what's not real and that's something that we've actually had -- begun some discussions on.

It's a matter of a lot of things on the plate and how you prioritize them. But they are certainly on my radar screen.

>> Thank you.

>> Panel member Marcus.

>> I promise I'll make this quick.

So I know this is a little off topic, but a couple, two, three weeks ago, I, like many students across the city, had to take one of twice a year assessment exams to analyze my progress in English language over the period of the year. And one of the concerns I just want to say I had about this exam was that the way it was just, the exam in general has no -- the exam itself has no weight on my grade or the grade on any of the other classmates.

It does have weight, however, on the evaluation of the teacher and now I have a -- I must say I have a wonderful English teacher who was actually reprimanded because many of the students felt it was unnecessary for themselves to write out the long essay that was very redundant that had to make you choose between a fictional piece of literature versus a nonfictional piece of literature on a subject.

And it was a little disheartening to see how my teacher who, you know, I desperately love, she's a wonderful English teacher, I really respect her, how her quality of teaching is being linked to this exam that the students have no investment in and how she was actually reprimanded because they actually said to the students, you know, this exam doesn't really matter.

And she was being honest, you know.

I personally felt when I took the exam, it was a waste of my time.

I'll be perfectly honest with that.

I know this is a hard question, but I believe it a he the truth.

And I actually wrote a tern -- instead of actually writing the essay, I actually wrote a strong letter saying I'm protesting this.

Many students in my class did the same thing because they felt strongly about this issue.

And I just wanted to bring this up because I felt it's a very important piece of information.

>> It's -- I think we're in a culture shift right now.

And part of what we have to start to be honest with each other about in the whole of the school system is that assessments have a real strong place in our work in terms of helping us know how we're learning and what we're learning. There's a misconception that the goal, the chief goal of these assessments is to rate teachers.

That has been something that's been part of the new state law, and this is the first year in which it's being implemented.

But the ultimate goal of the assessments that we're giving right now are to make sure we're tracking what students are learning, how well they're learning it so that we can adjust our instruction to best meet the needs of our students.

This is the first year we've implemented this program citywide.

It is not an easy start.

There's no doubt about it.

And a lot of that has to do with the education that we have to do throughout the whole of our community, for our students, for our parents, for our teachers about the ways in which we can become better at assessing so that we can become better at teaching.

We don't want the goal of these tests to be seen as simply there for the rating of teachers.

The real goal of the test, the real goal of the assessment is for us to know, did we do a good job with you this year?

We're going to have another group of students in that same teachers class next year.

What can we just, what can we do differently to make sure that our next group of students receive the best instruction we're capable of providing next year.

And honestly, we want that assessment to happen again next year so that the next group of students get better instruction as well.

>> Right.

I get that.

I think actually that principle idea is very sound, you know, to see the development of the student, how are we doing.

Just the problem is the way we -- it's presented, number one; and number two, the way it's kind of perceived is a big issue.

And I think the subject matter that was included in this year, in this year's assessment was low, at least by my personal standards.

I don't know from the city standards.

But from what I experienced in my class, which I believe it's a, you know, strong class of students, it was low and it was almost like a slap in the face.

That's how we perceived itment

>> I want to answer that a little bit differently.

I think, Phil, you're absolutely right.

And I think you're right, also.

But I think good principals always did this assessment of teachers even when it wasn't high-stakes.

I will tell you that as a principal one of the first things I did after the test results came out is analyze each teacher's scores by sub skills so that -- and I still remember this.

A third grade teacher seemed to do very well on functional math but almost her entire class was failing problem-solving.

And I made sure that those kids in her class got a teacher who did very high on problem-solving when they were going into fourth grade but also call their teacher down and say, look, let's look at it.

And nobody was doing that in those days, and we didn't have the data we have now.

So I think data is good; how it's used, not so much.

And it's up to us to say, look, now that you have these, what do you do with them.

And how do you talk to people about it.

Does it mean that perhaps you ask a teacher to start visiting a teacher in the same building who's better at the sub skill than another teacher?

We have to get much more specific because the reality is we have to stay with high standards.

And I don't want to see teachers crying and leaving, but on the other hand I think accountability is important.

And I think it's very important, and it's how we use it that makes a difference, not the facts themselves.

And I think we're going to do a lot more of that.

>> Just because I have to just say one thing on this.

In trying to visit schools this past month, literally two days after the math exams were over, traditionally when school's like, yes, let's come in and usually there's a huge surge of creative ity and instruction after the exams are over, that's when you see all those great, you know, weeklong projects in class. Can't we have one more test, if you have a lot of high English learner population, you have the nice right after that and just the logistical nightmare and, you know, if you have a lot of kids with accommodations and then the younger ones.

And then the teachers have to grade them.

So there are substitutes.

I wonder how many instructional hours and days were lost to mozuls and, that's the measures of student learning and there were different -- you know, it was sort of a standardized package that they had to pick.

But I'm -- really this year, it was the first year and this is something you inherited.

But a lot of quality instruction time I think was lost to it.

And my daughter actually goes to the same school as Ethan, and she didn't even know what it was, but she came home in the fall and said, this is a really silly test.

I don't know -- and then the teacher was not there the next day because she had to grade it.

And it was just, you know, and she said what the teachers give them was a lot harder than that test.

So it was -- which I thought was a good sign.

But their -- it was just a logistical might mare for a lot of schools and so hope it is refined.

And also with high school on top of everything else, please be considerate of the calendar for soft mores and juniors to layer any more tests on top of all the tests that they have, PSA Ts, ACTs, give them a break.

Just give them a break.

There's nothing -- you have enough.

Please, no more.

>> There's a wonderful provision in the new contract if it gets ratified to be able to use some of the professional work time that is part of the 155 minutes to, during what we're terming the mozul window to make sure that there's time for the staff to look at these assessments together to not take time out of

instruction to do so and to, if they look at the assessments together, to learn together about their students.

Without losing class time but with maximizing the ability for people to look at the assessments, which we hope will get better over time.

But also we want to use the process well so that the process is beneficial to the entirety of the school without taking people out of their classroom.

>> I just kinds of wanted to add what Ethan said.

Definitely in my school students were very disdainful of the test, myself included.

And I think if there is, if there need be an assessment on how teachers are doing, maybe we should have some kind of portfolio of all the work that we've already done throughout the year The teachers already have an agenda of everything we need to cover.

And having a test like that, especially as Ethan said, different level grades, you know, there's AP classes, honor classes and regular classes.

For students to get the same exact test, it is kind of a slap in the face and, you know, there's just so much material that we have already and it's a well-rounded in-depth materials.

I think that's proved much worthy of the teacher than, you know, this assessment.

>> We have --

>> I move to close.

>> Before we do that, I just want 15 seconds and I'm done.

>> Okay.

>> I just wanted to, I know it's a little early, I know their term's not yet expired, but I definitely wanted to express my admiration and appreciation for the seriousness and the thoughtfulness you brought to this panel.

And I am speaking of Jesse Wang and Ethan Marcus.

I think you've done your schools credit.

I think you've done yourselves credit, your parents, your families, and you show what happens when education really works and you are engaged.

And I see bright futures for you and will continue to shower adulation on you next month.

But I wanted to let you know, and hopefully end this on a high neat where I really appreciate and admire you.

And I see nothing but bright things for you in the future.

>> Thank you.

[APPLAUSE]

>> I move to close.

>> Thank you.

So just a reminder: The next regular meeting of the Panel For Educational Policy will be held on Tuesday, June 17, 2014, at the Taft Educational Campus in the Bronx.

So this meeting is now adjourned.

Thank you very much.

Good night, everybody.

Safe travels.