

Welcome.

>> Good evening.

I'd like to call the meeting to order.

And as a reminder please note that panel meetings are now being live streamed over the internet for the convenience of those unable to attend.

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

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

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

Thank you for that.

I'll ask secretary to please do roll call.

>> Norm Frukter, Lori podvesker.

Roberto.

Lawyer zincman.

And I understand that we have our two student members joining us today.

Can everyone on the stage please introduce themselves.

>> Kathleen Grim.

(Indiscernible).

>> Debra dillingham.

>> David Ross.

>> I want to just have a special welcome for our two students elected by the chancellor student advisory committee.

A senior at Bronx design and construction academy and Stephanie Eng senior at midwood high school.

Did you want to say a couple words?

>> I'm currently my high school is CT high school which means career and technical education.

We specialize in architecture and four major trades, including electrical, HVAC, plumbing and carpentry.

>> Stephanie?

Welcome.

Would you like to say a few words?

>> Good evening.

I would like to say I'm thrilled to be here and eager to learn how policy is made during this board meeting.

>> We're all very much looking forward to working with you all this year.

So the first order of business this evening will be approving the minutes from the October 29 panel meeting.

Is there a motion to approve the minutes for the October 29 panel meeting?

>> I'll move.

>> Thank you panel member.

Is there a second?

>> Second.

>> Thank you panel member Powell.

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

Eight in favor.

One second.

No, it's okay.

It's 10 in foster.

>> Thank you.

Chancellor, do you have any updates to share with us?

>> First of all, I want to welcome the two members from our high schools.

I met with this advisory council I believe last week, and I've tasked them with the job of dpifg giving me recommendations on how to work with our high schools in a productive way.

I'm looking forward to the recommendations.

For people in the audience, they meet once a month and I asked all my deputy chancellors to also meet with them and get feedback from them because r because it's better listening to the students than almost anybody else.

And I want to say we're very fortunate that in terms of the superintendents we have fully in place I've been meeting with them all for at least an hour and really asking them what they feel their communities need and I'm going to make sure that all of you get to see more of them, but most of them have already visited at least 75 percent of the schools.

And I'm very excited about the work they're going to do ahead.

I look forward to this evening.

This is the season to give thanks and I started my morning in a high school in Brooklyn where senior citizens three year-olds, and the high school students that serve them were all sitting down to eat meals together because many of these students do not do this at home and the pleasure they had in serving others is hopefully the pleasure we'll have because in serving others is when you really receive.

I wish you all a happy Thanksgiving and welcome or distinguished council member.

All of are you distinguished, but I did recognize him.  
Thank you.

>> Thank you.

Chancellor.

We will move on to the voting portion of the meeting.

Before we get under way I'll say a few words about public comment and rules at this meeting.

So during the public comment period speakers will be permitted up to two minutes to comment and I will ask the secretary to call the speakers up from the sign up sheets and ensure the speakers finish their comments in the allotted time.

If you have a green ticket please proceed to the aisle on my far right and once your number is called and if you have a yellow ticket please proceed to the aisle to my far left once your number called.

If the clock will indicate the amount of time remaining for each speaker and a light will indicate when there's one minute left in the allotted time so that speakers will know when to -- when time is up.

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

If a speaker is not here we will move on to the next speaker and once we move on, you cannot redeem your place in the queue.

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

Madam secretary could you please present the seven resolutions.

>> The first resolution is entitled resolution regarding the proposed reciting and co location of a portion of PS130 the park side 15k130 with a new district middle school, 15k to be decided and addict 75 program 75k053 in new building k437 beginning in the 2015, 2016 school year.

The second resolution is entitled resolution regarding the proposed reciting of kindergarten and first grade PS11220k one 12 a new well k768 beginning 2015, 2016 school he year.

Third is entitled resolution regarding proposed resiting of the pack slip school 02m3 had 3 from building m860 to building 343 and the 2015-2016 school year.

Fourth is entitled resolution of beacon high school, to new building m912 co co location ps35, 75m035 beginning in the 2015, 2016 school year.

Resolution regarding the proposed reciting and co location of ps1 10, 24q1 10 with the new site of an existing district 75 school psq277, 75k277 in new building q315 beginning in the 2015-2016 school year.

The sixth is entitled resolution regarding the proposed grade expansion of ps305 learners and leaders, from a k to three to a k to 5 school and the partial resiting of ps305 learners and leaders to building q320 beginning in 2015-2016 school year.

7th is entitled resolution regarding the proposed grade expansion of ps251, 29q251 from a k to 3 to a k to 5 school beginning in 2015-2016.

>> Is there a motion to adopt the seven resolutions being considered

tonight?

>> So moved.

>> Thank you.

Is there a second?

>> Second.

>> Thank you.

The panel will now allow time for a public comment.  
Actually on these proposals as well as on all issues.

>> So we'll call the people who have signed up for school proposals first and then we will go to the people who have signed up for general public comment but we'll hear from everyone now.  
First speaker council member Brad Lander.

>> Thank you very much.

This is my first appearance at a PEP under your leadership has a different tone and it's symbol off the welcome changed your leadership has brought so thank you and welcome to the new student reps as well. I'm I'm actually here to speak on two issues tonight as a beacon high school parent and the father of basketball player.

The opportunity for that school to grow and serve more students is going to be a real benefit for the city of New York so I'm excited about that one.

I'm here more to speak in support of the changes for PSIS four tleven and relationship to SP130.

About five years ago when that building was cited and began development the community and its principal reached out and said we're excited about the opportunity to deal with overcrowding but we have to make sure that it's so close to one 30 the school buildings work together to strengthen each other and that we get a new middle school that's inclusive so the district 75 school the middle school and the elementary school can all work together and I'm pleased to say I believe the proposal tonight achieves that.

I will flag I wish we could have reached out earlier to the 154 parent community.

We didn't know well enough what the blocks would be of the proposal and so they came much later than five years ago and maybe there's some way in the future we can work on that.

But so I sympathized with some of the issues from those parents and I think they've been reasonably addressed I'll speak to one in a moment. But broadly, the response from DOE to work with the 130 community was strong and the original idea was a zone school that would have split the 130 zone into two zones and PS130 the school in district 15 which you know well which best reflects the diversity of district 15 and many ways reflects the diversity of New York City would have been divided into two schools each more segregated and less diverse than

PS130 is today.

The community voiced that as a strong goal and partly as a result the department proposed a split citing where the students go from pre k to 2 from three to five in the new 437 building, maintaining the diversity of the broader community and building on the great strength that PS130 has already established.

In addition, the new middle school is there.

New district 75 school will be there and those schools are already meeting and talking about how to work together in far more inclusive way than we saw in the past and I think I'm very excited about those opportunities.

One issue which has come up is very important is the issue of pedestrian safety and safe routes to that school.

We were talking about this at the CEC hearing a month ago and in the interim I hate to tell you this but there was a horrible pedestrian fatality right at the site of the school last Thursday when a student from Brooklyn tech was killed at that intersection.

By a driver who failed to yield and then left the scene.

The community had already developed and we had written to the Department of Transportation and school construction authority with the list of changes needed both at that intersection and nearby on the routes that people will now take as a result of this rezoning.

I am pleased to report at least that the transportation commissioner has agreed to bring a plan to the community that meeting and I don't know that people know is now scheduled for January 8 at PS130 and she said the DOT will come with a plan to address the issues of pedestrian safety both on a long near the school and on some of the other routes where people need to walk as a result of this rezoning.

That is tragically too late for the Udin family but hopefully it will contribute to making sure that nothing like this happens anywhere near there and everyone can walk safely between and to both the new 437 building and PS130.

We will need your help in making sure there's a crossing guard on day one.

Because the physical changes are DOT's responsibility and we'll work with them.

But we can't just shift a crossing guard from one school to another. We need a new one there in September we'll ask for your help in that. Finally I think there's a policy change perhaps to look at here.

It would be great if the school construction authority and DOT could design the pedestrian safety in at the beginning when they design the building.

That would fit well with the mayor's vision.

Right now the building gets designed and issues of intersection adjustments and safety get looked at while the school is in construction in advance of opening.

Maybe we could look at the opportunity to build the pedestrian safety in earlier and have it ready on day one.

I don't think that would have saved the student who was killed by driver who failed to yield but let's learn and try to move forward

from a safety point of view.

All that said again for the reasons I outline above.

I strongly support this siting and hope you will affirm it later this evening.

Thank you very much.

>> I just want to say that this, I know it's always a difficult decision when you try to balance everyone's needs but I'll say I think the student who will be zoned for that school are very fortunate because there's a phenomenal principal, and she's someone who knows how to bring collaboration to the table.

I have spoken to the other principals and to the district superintendent and everyone wants this to succeed.

I think this is a very good plan.

>> And I think it's good for PS154 as well and needs the rezoning so the challenge of figuring how to out to do that it always difficult with a popular school and I think this is a solid approach.

All four schools will benefit.

Thank you very much for your leadership.

>> Thank you.

Vincent Vitollo [phonetic].

>> Good evening I'm aware that the vote for PS152 has been at the last minute moved to next December but I would like to go through that.

I am the currently the principal at PS one 52 past 10 years and before that assistant principal.

And our zoning is a unique one in that 200 students are currently in the fifth grade and last year 152 of them graduated from the fifth grade and went on to middle school.

And because of zoning 60 students remained at the PS152 zoned for IS125 in Queens.

The proposal is to move the children to the middle school and we've been waiting, I've been the supervisor there for 16 years and we've been waiting for space for children to be moved to the middle school and it's affecting our children in that there are two groups, a united senior program and we're talking about what's right for children they feel isolated from going to the other groups.

And we've had numerous outreach since the beginning of the year in September we had 115 parents in general attended our meeting and parents were for it.

We had our school leadership team members are all for it.

We had an evening meeting just with the fifth grade parents who it would affect who were for it.

We are really endorsing this because it's right for children.

Seventh grade counts for high school and asking the children to come as new admits and/or not participate in different sports all the different teams, middle schools, there's a small population of children so is at any time so much the entire grade as make it equal

for all of our children tieblt experience that graduation at the ended of the year not be isolated and attend their zone school begin with the rest of their peers, make new friends, and enjoy what they do. Thank you very much.

>> I want to thank you for two things.

First of all, very few principals come before us.

And really give us their opinion as concisely as you did.

So thank you.

It's also a situation that I have been on top of because I actually went to 125 to make sure that principal was going to welcome and she's not on excited but very clear that kids sometimes come as a disadvantage if they come in seventh grade.

This will be next month's agenda but thank you for having the encourage to state your views.

Thank you.

>> Margaret Conners.

>>

>> Good evening.

DC37 representative for 152.

SLT member.

I've attended the SLT meetings for September, October, November.

On each of the agendas were the proposal for the grade six at SP152 in September 2015.

The SLT had parent leaders school staff, a CVO representative from the neighborhood wood side organization present.

We reviewed the current zone in lines for our fifth graders regarding the majority of fifth graders graduating in June and attended IS 10 or IS230 also reviewed the small number of fifth graders who are scheduled to remain at PS152 for grade six and to enter IS125 the following year in grade 7.

We also look at the DOE building capacity numbers.

Because our school is overcrowded, at each meeting the SLT agreed to be in favor of proposals that all fifth graders will have the middle school opportunity for six grade expenditures is the building will be reduce for the remaining pre k fifth grade students.

Thank you.

>> Maria Nunziata [phonetic].

>> Distinguished members of the panel, we've been together for 12 years going on it is so important with a heavy heart I come to talk to you about the tragedy about our student in our school who just passed away.

But also with incredible excitement about the possibility of being able to keep our community together.

Incredibly diverse, we are one of the most diverse schools in district 15.

We want to continue preserving that multicultural ethnic mix that we have in our school.

Currently we would be separated as zoning had been proposed and with a split siting be able to keep our community growing.

It is incredibly important for us to be able to go forward with this plan I really thank you you for considering it and our community embraces all of you.

Thank you.

>> I want to make clear that in addition to being diverse, this is a very highly competitive academically strong school. They have consistently done well and they're also one of the most famous schools in the city for their arts programs. They have been in the top 10 city wide for the amount of arts programs they have the variety and the excellence. So it's a win win for everybody.

>> Thank you, Carmen.

>> Can we now have everyone who signed up tor general public comment. Those with yellow tickets, can you move to my left, your right and those with green tickets can you move to my right, your left. And we will start with yellow ticket number one.

>> Thank you.

I'm a parent and educator here in New York City.

Correct me if I'm wrong, but wasn't the last decade here in New York City horrible when it came to educational policy?

We had a horrific decade.

So I kind of sometimes wake up at night thinking if it was so bad and we have a new administration then why are the same people still here?

I mean, just even here on stage, hello Ms.

Jackson how are you,Ms.

Grim -- I'm saying hello to them even though we haven't really formally met judging by the mounds of emails my attorney gave me there's been a lot of discussion about some things I've raised as a parent as an educator, and I'm just astounded that the last 12 years, schools were closed.

Communities destroyed.

Parents ignored.

Teachers attacked and the same people that did that are still here?

Am I missing something?

If a restaurant in my neighborhood isn't doll well and it's not the waiters serving bust food and the new owner comes in, shouldn't you sometimes change the chefs.

I have read an email -- I'm sorry, Adam Ross an email stating can we put Mr.

Portellos in a different school instead of a rubber room.

February of 2013.

I spent another year in the rubber room.



You all paid for me to be in the rubber room to quiet me down.  
I'm not going anywhere.  
I'm still here.  
Getting louder.  
It's just that's -- I guess maybe born to do, maybe you give me wind  
be neat my wings.  
The more you come at me the more I build.  
And I would like to see a change up on that panel.  
New people.  
New administration.  
Thank you.

>> Thank you.

Green ticket No.

1.

[applause].

Green ticket No.

1, L

>> Removing high school priority would be the first step in a long  
struggle to gain equity for all New York City public high school  
applicants.

Too many grade schools are concentrated in district 2 and are reserved  
exclusively for students in that district.

There are too many under performing schools in district three and  
other districts.

If you doubt the veracity of this, look at this 2014, 2015 high school  
directory.

Look at the section that outlines the percentage of students who  
graduate and go on to career programs and to college.

The statistics are all here.

In a high school admission system that's described by the DOE as city  
wide what justifies continuing district 2 priority to these schools?

Apart from the unfairness of district 2 priority, there is no  
transparency about how admissions are implemented.

This makes it impossible for middle school guidance counselors to  
advise families thoughtfully and for non-district 2 eighth grade  
families to project their chances of admission to those schools.

I realize this is a complicated issue.

And a real need on the part of the DOE to keep district 2 students and  
families in New York.

It has to end.

Now.

I understand that the political fallout will be tremendous but you'll  
be hailed Orville identified based on your action or inaction no  
matter what.

So will we all.

Thank you.

>> Thank you.

>> (Applause)  
>> Yellow ticket No.  
2.

>> My name is Tom Rener I spoke last month and I look a little different I grew my beard for November here.  
But last month I made a couple of accusations I assume you found teacher and principal I was mentioning.  
If not I'll give that you information.  
I'm here to talk about it's almost a year anniversary now since I I was at the school, my daughter's school and I requested a transfer. From a safety from a teacher.  
And I went down to 52 chamber per street and I wasn't able to be allowed in the door.  
When I requested a transfer for a teacher.  
I need to know someone there.  
I wouldn't know where to find that information.  
They sent me over to face across the street so I didn't really mind too much.  
And basically they generated a -- made a complaint I guess, I tried to -- I'm still trying to get a transfer.  
Needless to say I never received the number and eventually I came back Monday, I never heard about a transfer, everything turned out okay.  
But the point is, you know, I wouldn't want my daughter or anybody's kid with this teacher again.  
Your stm just needs to be revamped.  
There's plenty of other models to copy.  
There's plenty of other departments, corporations, institutions, if I had it my way I'd have the chancellor the power to fire if I had it my way, but I'd also give the teachers more power and train them better and give them the support they need.  
It would be a hard decision to fire a teacher if they had all the support they needed and I think that's a goal you should try for.  
I guess that's about it.  
Thank you very much.

>> Thank you.  
Michelle Baptiste.

>> [inaudible]  
>> Is it Mr..  
verett Stembridge  
>> Hello, chancellor.  
We the teachers of diversity committee of New York deliver to you our teacher diversity petition.  
With nearly 1,000 signatures which we have gathered in person and online since July of this year.  
The petition based on hiring an employment data for New York City Department of Education states that between 2001 and 2013 hiring for black teachers has fallen by 57.4 percent.

While the hiring of white teachers has increased by 22 percent. This factors all the most disturbing in light of recent data showing New York City stoum boy is both the nation's most diverse and most segregated rarely disparate at this for had a tee Lat.

Nos is even great.

Only 14 percent of the teaching force is.

While we agree that our recent policy statement acknowledges the value of teacher diversity, as our petition requests we also feel the statement fails to acknowledge in any quantitative manner, way, both the racial disparity between students and teachers that exist in the sharp drop in the hiring of black teachers that occur during the Bloomberg administration.

It is also unclear from your statement how you plan to rectify the material harm that's been done to the cause of diversity since 2001, what your programatic goals are and how you plan to measure your outcomes with respect to these goals.

Our petition notes our satisfaction, the settling of case after 19 years in the courts, for those unfamiliar with the case, 8,000 to 15,000 black and Latino teachers shall be compensated with the back pay and benefits that they lost when they were terminated for the failure to pass the unvalidated LAS exam.

However we see this gain for racial justice but in your standards which the state officials conceded, likely to have a disproportionate impact on minority applicants.

According to a November 20 article in the New York Times as chancellor of the New York City Department of Education and high ranking member of the deblasio administration we feel you have a responsibility to speak to the negative impact on teacher diversity of these new standards.

Our petition occurs in context where in September an all white group of New York City teachers were NYPD T-shirts to work after the father of six children educated in New York City public schools was choked to death a few miles from their school and even large national context is the failure to indict police killer of 18 year-old Michael Brown in Missouri.

We feel the Department of Education has taken a peace meal approach to teach diversity added a time when action is need.

Our petition proposes several specific measures that we believe will make the New York City administration more accountable and the overall learning community.

These are one, a meaningful policy statement which addresses the points we've raised.

Two, a central monitoring of racial demographic of hiring and firing New York City public and had charter schools.

Radiation the percentage of black and Latino teachers hired, raise the percentage of persons of color in the New York City teaching program to more closely match the New York City student body demographic.

Five, greater support for career advancement through tuition subsidize programs for professionals and teempls seeking additional certification or licensing and or subjects.

We look forward to working with you in the Department of Education and implementing these measures.  
Thank you.

>> Thank you.  
[applause].

>> Yellow ticket No.  
3, Maria Coffey [phonetic].

>> Good evening.

My name is Maria Coffey parent of a student in PS 10 1.

I present some research I did about the urgent need for education reform and specifically of section 3020a New York state education law. I'm submitting to this panel and Friday the New York daily news published an editorial where they speak about New York's governor right by puts education reform high on his second term agenda. There are recommendations but I wanted highlight overhaul the system for removing bad teachers from payroll a section of state law called 3020a gives teachers greater job protections than any other public workers.

Firing an instructor whether for flunking an evaluation or sexual misconduct entails a costly years long process stacked in favor of wrong doers and incompetence.

CLOMO multiplies relieve principals from having to prove a particular teacher is jopd all salvation.

Also submitting for your review a report some research that Catherine Stevens did from 1997 to 2007 and published in the American enterprise institute on October 2nd.

It's titled tenured teacher dismissal in New York education law and section 3020a disciplinary procedures and penalties.

I'm just going to read to you from the conclusion it's wonderful and makes very nice recommendations for helping to fix the public school system.

But I'm just going to paraphrase.

By itself removing terrible teachers will not fix public schooling.

But while removing chronically ineffective teachers alone will not fix the public schools that's no reason not to do it.

The aim of dismissing poor performers is not to blame or punish anyone the aim is to protect children.

From damaging teachers and to raise the overall quality of the teaching workforce.

Policy mechanisms for removing inadequate teachers are crucial to the capacity to carry out the mission of educating all children.

No education resource is more important to a student's learn than the competent of his or her classroom teacher.

We have a moral and legal obligation to fix 3020a to protect children from ineffective and in the case of my school harmful teachers and to ensure a competent teacher is leading each classroom.

In 2015 the control of city of Department of Education reverts to the

New York State ledge sure.  
legislature.

About six weeks away.

This is an issue whose time has cock and I urge members of this panel and really everyone who's listening to please talk to your legislators about ways to help improve public school system.

Thank you.

>> Thank you.

>> Green ticket 4.  
Shawn Ahern.

>> Good evening.

I'm a New York City public school teacher since 1999.

Graduated from New York City public schools as our my three children.

My father is a retired educator and my brother was a principal in New York City.

I am a member of the teacher diversity committee.

Appeared here a number of times since September.

We presented data about hiring during the Bloomberg era.

Pointed to the what was in effect affirmative action hiring plan under that administration.

The only reason we haven't had the decline in New York City that's experienced by people in Chicago is because the New York City -- the united federation is not allowed teachers whose schools have been closed to be dismissed as is the case in Chicago.

Where the percentage of black teachers went from about 42 percent to around 19 percent total in the city because they didn't have that protection.

New York City has the lowest rate of retention in the state.

Among teachers.

Probably amongst in the nation as a whole probably amongst the lowest in the nation.

In 2012 I think more than 50 percent of the teachers were denied tenure.

There's a crisis in New York City about teacher retention.

And all the era of the Bloomberg administration supposedly we're going to bring all these young kids in from the private universities and teach for America and teaching fellows is going to favor the graduates of the colleges, well they come and they go.

And even with this dramatic change in the hiring profile, the total aggregate number of teachers in New York City has not changed dramatically although there has been some changes.

So that suggests who is staying?

Who is committing themselves to remain and do the work in New York City public schools?

In spite of all of this change in the hiring policy and who the pipeline is trying to push into the schools, they're coming out the other end.

But the people of black and Latino are staying at a higher rate.  
This was confirmed by a member of teaching fellows.  
There is a mess here in the teacher whole pipeline coming into the public school system.  
It was set up under the Bloomberg administration.  
Your recent letter although I welcome your reaffirmation of the importance of teachers diversity in New York City letter of November 19 -- the chancellor's regulation a830 all these things booklet berg did did while that was in place.  
So obviously it is inadequate.  
to just say if you have any questions, here's the chancellor's regulation, talk to the office of equal opportunity.  
That is not going to change a policy that remains in place.  
I urge you, please, conduct a full review of these hiring policies and reverse them.  
Thank you.

>> Thank you.

>> Yellow ticket 4.  
Christine Mamoli [phonetic].

>> I'm sorry president of the parent association of PS110.  
I feel privileged to be president of the parent association there and work with the principal who actually worked under Carmen back when she was a teacher and Carmen, miss Ferina was superintendent.  
I feel honored to work with her.  
I just want to talk about that PS 10 1 is a school on the rise, we have a fantastic principal and fantastic parents association if I do say so myself and amazing parents that are making this school what it should be.  
The one thing that's wrong with our school as Maria and Tom spoke about is we still have a teacher in our building that should not be there.  
He was accused allegedly of verbally abusing and physically abusing kids found get on some of those counting and fined and went to anger management training.  
He's still in our building.  
Even though he's not with children, he has a role where he's doing technical support.  
He was hanging out in the rotunda the other day with adapt during his prep talking to kids and trying to engage kids and this was during open house week where a lot of parents were present.  
And I had parents waiting pour knee in the lobby as I was leaving to hear them say why is this teacher hanging out in an area with a laptop talking to our kids and engaging them at 9:00 o'clock in the morning when they should be in instruction and during lessons?  
Two girls he actually oversed to look at his laptop and calm kids he tried to talk to walked away but he's still doing that.  
He's still trying to engage our kids and he's a person that cannot be

rehabilitated.

I'm asking for the sake of my two children and all the children of PS11q to please see what you can do if there's anything you can do to help get this predator out of our school.

Thank you very much.

>> Thank you.

>> Green ticket 5.

Steve Quester.

>> Good evening.

My name is Steve Quester, a 24 year veteran of the New York City Department of Education I teach second grade and I'm the son of a retired New York City public school teacher.

The precipitous decline in the percentage of newly hired teachers of color and the rise in the percentage of newly hired teachers who are white has coincided with the Bloomberg policy implemented for the past 10 years or so.

Of empowering principals to decide whom to hire in their schools.

The policy of giving principals the power to decide who can come teach at their schools has merit.

A school leader ought to be able to pick her team in line with her educational vision for the school.

But the policy also opens the process to bias and that appears to be what has happened.

When a principal chooses among qualified applicants and makes a decision about whether or not to hire someone, the decision can often come down to whether the applicant will be a good fit with the culture of the school.

Or how the applicant presents himself.

These subjective criteria are he will be neptly susceptible to racial bias.

The alarming statistics about teacher hiring point to an implicit unacknowledged preference for hiring white applicants for concluding that white applicants will be a good fit for approving of the way white applicants present ourselves.

It is indisputable that be the pool of qualified applicants for teacher positions in New York is racially diverse.

When principals select white applicants over applicants of color again and again, it is incumbent on the department to point out to those principals of apparent bias that they themselves may be unaware of.

And to insist that they select racially diverse new hires.

>> Thank you.

[applause].

>> Yellow No.

6, M

>> I have an eighth grade are looking for a high school.

And I have something very short to the point.

I want to know why district 2 high schools are closed to the rest of the city kids, why district 2 kids are invited to apply to the rest of the schools all over the city.

I'm asking you to open district 2 schools the good ones also, because this is what we would like to see our kids in, to the rest of the city all over.

Thank you.

[applause].

>> Green ticket No.

6.

Abraham Steinfed.

Good evening.

I would like to thank the panel for the opportunity to say some words the Pam may or may not know about an epidemic spreading throughout the Department of Education.

Namely, the discontinues of teacher and professional staff.

It may be as a result of a disagreement between the teacher and the principal, but many times it's for no reason at all.

I was working as a first year probationary school psychologist for the 2013, 2014 school year.

I would like the high school student reps to take note that my job required me to work in four different high schools one of which was a special education school.

The CFN didn't not allow a full five aa week school psychologist which the schools really required although the principals asked for nor assistance, I travel from Brooklyn every day trying to complete the psychological evaluations.

Some of which had not been touched since 2009.

I had approximately 200 times psychological evaluations I tried my best to complete the caseload and did duck seed in completing three out of four of the school caseloads by the end of the year.

However, since the principals receive a poor rating due to the many out of compliance cases, I was the scapegoat and was terminated with license revocation.

I understand that in any business that at will employee can be terminated at any time for any reason.

However, the same employee can search for positions elsewhere.

But what's happening with discontinued teachers is that when they apply for a position, at another district the principal to be puts them in the system.

There's a problem code that prevents them from being hired.

I respectfully ask and request the chancellor to reform the termination process which has been in effect during the Bloomberg administration dwranging the principals limitless powerment this teacher should be granted the ability to work for the Department of Education again in another district at least.

The present process is only benefitting lawyers who we are forced to hire as the UFT is not sufficiently representing us.



Ones that are losing are the students of New York City.  
The chancellor said before, this is a time to give thanks.  
It's also a time to serve others.  
This is exactly what us teachers are willing and ready to do if we're  
only given an opportunity.  
Thank you.

>> Thank you.  
[applause].

>> Yellow ticket 7.  
RoseLee Friend.

>> Good evening.  
I'm here on behalf of a national grassroots group save our schools.  
We are interested in seeing the public schools work with the  
community, the teachers, the parents, and the students to serve the  
whole child.  
We strongly support the hiring of a diverse teacher workforce.  
We support tenure for that workforce and we ask that only certified  
teachers be addressing our children.  
The idea of bringing in a bunch of well-meaning people with no  
background and no understanding to serve the weakest students is not  
in the interests of the children.  
Bringing in a diverse workforce of well-meaning and well-educated  
teacher candidates can only benefit our students.  
We know that teachers from varying backgrounds bring strength to our  
communities and our schools.  
And help to educate the whole child.  
And while tests may not quite show this because the tests that we're  
using to judge our teachers, especially tests of the children rather  
than the teachers themselves, I'm an educational psychologist I know  
these tests are being misused and I urge all of you in viewing these  
tests to remember that there's no standard unit of measurement.  
Without a standard unit of measurement, these are subject  
manipulation.  
So my main point is to support a diverse teaching body and a deeper  
understanding of what makes a good teacher.  
Thank you.

>> Thank you.  
[applause].

>> Green ticket 7, Norm scoot.

>> Hi.  
There's a lot to say.  
The American enterprise is not exactly an impartial group.  
If you took your statement and substituted principal for teacher, you  
would get probably more higher percentage of incompetent, biased

principals in this system.

You want to change the 3020 law because of one teacher in your school?

You have a principal don't you?

Is the principal know where that teacher is?

You praise the principal as being competent.

Principals have the right to assign a teacher to a location.

If they don't go to the location, they are insubordinate.

You're here with I believe honestly maybe you're here on an honest manner but I believe you're here with a political agenda because your principal has the ability to deal with that teacher.

As a matter of fact, principals are more empowered now than they have ever been in the history of the system.

They have the ability to get rid of a poor teacher.

As a matter of fact we heard you just heard the stories of teachers who have been just fired automatically.

45 to 50 percent of teachers are not being -- are given tenure.

And basically fired.

That's a big load of over the last three, four years, that's three years to judge a teacher.

There are many tools in the box for principals to go after teachers who are not competent.

That's just a phony way to end the protections of teachers because the fact is that teachers have been under assault in many ways.

Now you have a system where the test scores and a chemistry teacher told me this.

They said our kids are tested in October on a general science exam and they do well because they know that and at the end of the year they tested in chemistry in her rating is based on how they do in that in the end of year versus the general science test in the fall, and of course there's no question that their scores drop.

By this testing are a regime.

I think it's the wrong place to go to target teachers.

I think it's time to take a look at some of the very, very serious problems we have with principals in the city.

They affect a whole lot more people than one teacher does.

>> Thank you.

>> Yellow ticket 11, James Attorno [phonetic].

>> Good evening.

Chancellor and the panel meals, I address the panel many times under the previous administration, usually on behalf of Jamaica high school 122 year-old school closed by chancellor wall could the but didn't fully phase out until this past June we tried to get a new lease on life from the new chancellor as we wrote you in January.

You sent a deputy out to us.

But after that we never heard from you and we got the word from the president that we were officially closed.

Since it was closed many of us are now absent teacher reserves.

Having spent many years dedicating our professional lives to working where the students in New York City, we deserve better than to be bounced around the burrow whenever administration decides to play musical ATRs.

I'd like to point out to the panel and the chancellor some of what goes on in schools with regard to us absent teacher reserves. For example, many of us have been sent on interviews for jobs that do not exist.

They've already been filled.

We are forced to go over or we will have resound our jobs totally. Assistant principals meet me and they apologize for wasting my time. What kind of organization sends people on phony job interviews while simultaneously paying coverages at the schools where we're temporarily assigned to because we're not there?

There's a myth out there that the ATRs don't want a permanent placement in a school.

I can't speak for in else but I can speak for some of us me, I want a permanent job.

In this system, I've seen a bunch of administrators and two of them have told me they like my work but they can't hire me because I'm too expensive.

This is outrageous.

Even now middle college high school wants me as a lead replacement for the rest the school year I can't get released from the high school because the ATR office won't do it until December 5.

This is crazy.

The rotation system has no rhyme or reason to.

Some of us have changed schools after three weeks while others stay for six.

We have no say in it as apparently it's up the whims of principals.

Some are personnel and feel sorry for us, others have not.

Chancellor you've mentioned mooum mutual consent hiring.

It does not apply to ATRs we can be legally placed by any principal and if we say no we don't want to be there, we've resigned.

Over 100 ATRs have formed the alliance as an employee organization we'd like to at some point meet with you or representatives from our office to discuss our concerns and a couple minutes I've been only able to scratch the surface of them.

Thank you.

>> Thank you.

[applause].

>> Green ticket not 8 Meagan Mokcot.

>> Hi.

I'm a middle school teacher in district six so a lot of these issues are near it my heart especially these brave parents who spoke up about high school admissions.

That and many other policies in the Department of Education.

Unfortunately I think there's change in h and a positive direction on this and many other issues but there have been a lot of policies in the New York education system that have led to what we know are segregated schools.

High school choice is one of them.

With that said, I rise to speak mostly on behalf of teacher diversity as an ally of the teacher diversity committee.

As a representative of my school which we spoke about this petition as a chapter and agreed to support.

Our schools are very diverse, our teaching force is not.  
is not.

And we know that our students need to see diverse role models in the classrooms.

Progress has been made but there's a long way to go.

I believe that this administration is taking steps but there are many more to take as clearly outlined in the petition.

You can read more comments online about that petition and the reasons it's important from students.

As I was thinking about speaking on this, I found something on an education blog I'd like to share.

From the blog living in dialogue from a student.

He's from Chicago and now lives in New York City.

He recalls the ways in which segregation he experienced affected him.

He writes, schools are an environment where a white person was always telling me and other students of color what to do what to wear, how to act, how to speak, when not to speak and so forth.

If I got in trouble would be a white person that would discipline me.

If we walked in the hallway it was a white teacher that directed us.

In retrospect elementary school was an environment where students of color functioned under a racial hierarchy in which white was in charge always right and holding of knowledge.

While brown was sub versive, wrong at the mercy of the white teacher's knowledge.

Schools sometimes felt uninviting but through the fault of social constructs because I couldn't escape the educational and racial hierarchy.

I avoided asking for help because it reinforced the idea I wasn't smart like white people.

I have loathed report card pick up because my mother couldn't speak English and communicate with the teacher making me feel like my family was impotent.

I could name countless experiences and I have no doubts that this is incredibly common among students of color.

As a teacher, primarily of students of color, I see this in the lives of my students.

It's not something they can articulate so well.

And of course, my school community is extremely conscientious and aware of institutional inequalities and strive to build strong relationships with students and families but that's not happening everywhere.

The teacher diversity committee has done some great work about diversity across the system and in charter schools where we see even less diverse teaching force.

So in that end, I think all of us would benefit from a more diverse teaching force and the steps laid forth in this petition especially the hiring pipeline for para professionals that are experienced and generally increasing the number of teachers of color overall would be really positive steps that we need to make a public commitment towards.

Can't just be small decisions being made it needs to be a larger campaign.

Thank you.

>> Thank you for your time.

>> [applause].

>> Thank you everybody.

I do want to acknowledge and welcome president gale (indiscernible) who joined us this evening.

[applause].

>> So as is customary we will hear questions from the panel on the proposals for significant changes in school utilization purr row by burrow.

Panel member do you have any questions on the Brooklyn proposals?

>> I have none, but I do want to just add this commentary in terms of I am I guess a veteran of the PEP and definitely appreciate the tone I'm sure the community appreciate in terms of it's definitely been more communication, much more inclusive, and I believe that people finally feel we're actually having a voice in the process.

So I just wanted to commend the chancellor which DOE on that.

With that said I have no other questions on the proposals.

>> Thank you.

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

Okay.

Panel members --

>> Excuse me.

I'm sorry.

>> I just like to say one thing about the one of the Manhattan proposals because it came to my attention today that there was some misinformation out there.

This is the move of the beacon school and the D75 school into a brand new building.

In September.

And many in the community in fact the president even spoke to me, were

very concerned the principal would have enough time in that building. And the misinformation out there was it wasn't going to open until September 1st.

It will open August 1st.

So the principal will have plenty of time to get settled in and of course we'll help her.

>> Thank you.

>> August 1st.

So panel member zigman any questions or concerns on the Manhattan proposals

>> Thank you because we spoke earlier and I appreciate you got back to us quickly on that.

I guess the only other follow up to that is the process between now and August 1st, should there be any delays, should there be any change in process, that there be clear communication.

I know there's frustration that there's no plan in place to allow key members, the principal and perhaps CEC member from walking the building physically before or at least, you know, not right before but sometime before so they can plan where everything can go, floor plans are not very instructive for -- and given the misinformation, who would be the point people to sort of keep on that and give regular updates, because at the public hearing it was sort of a statement of September 1st is the best they could do.

>> That will all happen.

>> There will be a chance for them to walk through ahead of August 1st --

>> We'll have to see on how the construction proceeds.

But what will happen is there's someone in my office hose paying special tokes EAS attention to this school to make sure the move goes smoothly and well and that the principal has all the support she needs.

And we'll keep you posted too

>> Thank you.

>> Okay.

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

Okay.

Panel member delingham do you have any concerns on the queens's proposals

>> No.

Any other panel members have any concerns remark the Queens proposals?

Since we don't have any proposals from the remaining borrows we're going to move to the vote.

Could you please note any recusals

>> No recusals on the proposals.

>> Thank you.

Please raise your hand if you vote to approve the resolution regarding the proposed resite will slighting and co location of a portion of PS130 the park side with a new district middle school and a district 75 program in new building k437 given in the 2015-2016 school year.

>> Fawn in favor.

Motion carries.

>> Please raise your hand if you vote to approve resolving regarding the proposed resiting of kindergarten and first grade of PS112 in new building k768 beginning in the 2015-2016 school year.

>> 10 in favor.

Motion carries.

>> Please raise your hand if you vote to approve the resolution regarding the proposed resiting of the peck slip school from building m860 to m343 in the 2015-2016 school year.

>> 10 in favor, motion carries.

>> Please raise your hand if you vote to approve the resolution regarding the proposed resiting of beacon high school to new building m912 and co location with PS35 beginning in the 2015-2016 school year.

>> 10 in favor.

Motion carries.

carries

>> Please raise your hand if you vote to approve resolution regarding the proposed resiting and co-location of PS1 10 with a new site of an existing district 75 school PSQ277 in new building Q315 beginning in the 2015-2016 school year.

>> Motion carries.

10 in favor.

>> Please raise your hand if you vote to approval the resolution regarding the proposed grade expansion of PS305 learners and leaders from k through 3 to k through 5 school and the partial resite learners and leaders to building q320 beginning in the 2015-2016.

>> 10 in favor.

Motion carries.

>> Lastly raise your hand if you vote to approve the resolution regarding the proposed grade expansion of ps251 from a k through three to a k through five school beginning in the 2015-2016 school year.

>> 10 in favor.  
Motion carries.

>> Okay.  
Thank you.

The final item on tonight's agenda requiring a vote is the consideration of contracts.

I will ask contracts committee chair Robert Powell to provide the report

>> Contracts committee met on -- the contracts committee met on Thursday, November 20th, 2014 at five 30 p.m. and reviewed the contracts being considered by the panel tonight. I met with contracts committee members.

At the meeting the committee unanimously recommended approval of contract items three through 11, 13 through 15 to be considered for approval.

The contract committee recommends that contract items 11 -- I'm sorry, 3 through 11 and 13 through 15 be considered in three resolutions. Resolution 1, contract items 3 through 6, resolution two, contract items 7 through 10.

And resolution 3, contract items 11, 13 through 15.

>> Thank you.

Panel member Powell.

Before we begin David Ross would like to read text into the minutes pertaining to today's contract items.

>> Thank you.

I note we provided panel members with technical changes and addendum to the pre kindergarten contracts approved by the panel at prior meetings.

Changes have been posted on the web.

Additionally changes made to the contract amount in item six of this month's agenda the contract is with environmental rating scale institute the agenda indicates the contract amount is the 1.2 million correct amount is 1 million one 77 thousand 187 dollars as reflected in the request for authorization.

Changes have been made to the contract term in item 13 of this month's agenda the contract is with strategic inquiry consulting agenda indicates the term is 1 year the correct term is nine months as reflected in the RA.

Changes made to the contract amount in 14 of this month's agenda the contract with school solutions the agenda indicates 1 million six hundred one thousand correct amount is 228 thousand 846 dollars also as reflected in the RA.

June 24 meeting the panel approved a contract for educational software vaegt the vendors name as sun burst technology the vendor's legal name is sun burst digital and finally July 30 meeting the panel approved a contract for labor support unit consultants the agenda indicated contract amount for was 40,000 the correct amount is 45,000.



as reflected in the RA thank you.

>> Thank you.

Does the panel have any questions upon the reading?

Okay.

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

>> The resolutions are entitle resolution regarding approval of contracts and is indicated by panel member Powell first resolution contains contract items three through six. Second resolution contains contract items seven through 10 and the third resolution contains contract items 11 and 13 through 15. Handle members please note if you wish to vote different within a single resolution you may do so simply signal to me what the vote is called for the relevant resolution and indicate the item number within that resolution and your corresponding vote.

>> Thank you.

Is there motion to adopt the three resolutions being considered tonight

>> So moved.

>> Is there a second

>> Second.

>> Thank you.

Do panel members have questions or concerns regarding any of the items on today's contracts agenda?

Okay.

So now vote on the resolutions.

First madam secretary could you please note any recusal related to these contracted items.

>> Panel member sotocarion is excused from contract item 15.

>> Thank you.

Raise your hand if you vote approval of contract items three through six.

>> 10 in favor, most carries.

>> Please raise your hand if you vote to approve resolution regarding approval of contract items seven through 10.

>> 10 in favor, most carries.

>> Please raise your hand if you vote to approve resolution regarding approval of contract items 11, 13 through 15.

>> 10 in favor.

Motion carries noting the recusal from panel member Sotocarion for item 15.

>> Okay.

So that concludes the vote portion and concludes the meeting for this evening.

So the next regular meeting of the panel for educational policy will be held on Tuesday, December 16, 2014, at the metropolitan expeditionary learning school.

The meeting is now adjourned.

Thank you, everyone.

Good night.

Happy Thanksgiving.