

Welcome

Good evening, everyone.

good evening, everyone.

I'd like to call this meeting to order.

As a reminder, please note that the panel meetings are now being live streamed over the internet for the convenience of those unable to attend And a recording and transcript will be posted to the panel's site following -- we will ask that you speak with one of the staff members in the audience, and they will discuss the matter with you, and take down specific information to follow up with you.

Thank you.

I'm going to ask the secretary for roll call.

>> Fred baptiste

>> Present

>> Isaac carmalani.

>> Present

>> Elzora Cleveland?

Present

>> dilg ham is absent Norm Fruchter.

>> Here

>> Van es a, Laurie -- Laura zing man is absent, aristi

>> Present

>> Thank you.

Before we F everyone introduce themselves, I'd like to welcome Mr. Isaac camagnani who has been appointed to replace Robert, we're looking forward to working with you if you want to say a few remarks.

>> Thank you Vanessa.

It's an honor to be here especially in my home district, district 30, at LIC, so thank you very much.

>> Everything worked out well.

So can everyone on the stage please introduce themselves, I'm going to start over there with Ms.

Ly Leavy

>> My name is Odelia Leavy I'm office of equal opportunity and management

>> -- appointee

>> Kamillah Hanks Staten Island

>> Adisti appointee everyone happy holidays Fred Baptiste.

Brooklyn appointed to the panel.

>> --- ur suely in a chief of staff to the chancellor.

Carmen Farina, chancellor.

>> Courtney Jackson chase secretary for the panel.

Vanessa leon, may oral appointee

>> Isaac, may oral appointee
>> mairl appointee
>> Contracts and purchasing
>> Thank you first of business this evening will be approving the minutes from the November 25th panel meeting.
Is there a motion to approve the minutes from the November 25th panel meeting?

>>:I'll move.

>> Thank you panel member fru cter is there a second?

>> Second
>> Thank you, panel member Baptiste.
Please raise your hand if you vote to approve Unanimous.

>> Thank you Madam secretary.
Chancellor freani do you have any updates to share with us this evening.

>> First of all I'd like to thank the principal of longLong Island city high school.
This is a great place, and it's a place where a lot of wonderful things are happening.
I have been able to avoid one of the most wonderful things that happened today.
Their culinary institute served us a delicious dinner and by everything I was offered I probably wouldn't be -- if I ate everything I was offered I wouldn't get off of the schools but this certainly reinforces in my mind that CTE are vital , and they produce students that are really engaged in learning and the more practical your learning is is, the more likely you're committed to schools.
And having said that, this is also a day where we released the new high school passing graduation rates, and for New York City, which actually did better than a lot of other parts of the state , we got an increase of 2.5 percent, and that is actually a very good increase because we also decreased the gap, considerably, between students who struggle and minority students and other students, so we really feel rear on the right path going forward in multiple pathways going to high school and college we think we'll be able to keep these numbers growing and possibly increase them next year.
So is it's been a very great day.

>> Thank you very much chancellor.
Before we getting on voting EMs we will first hear presentation on the annual diversity and inclusion manl I'd like to ask myself O'Dell Leavy , director of diversity management to please share the presentation with the panel.

>> Good evening, everyone.

Can I have the next slide please.

Thank you.

At the DOE our diversity is our strength.

We value a diverse and inclusive environment for all of our employees.

We support DOE's mission to provide the best education possible for our students.

Diversity and inclusion initiatives also support the chancellor's four pillars by improving student achievement and also restoring dignity to all who work here at the agency.

An inclusive culture is particularly important for us to recruit and retain the staff members that we need to provide our students with a world class education going forward.

And I do want to point out that diversity and inclusion are about all of us, they apply to every single person who works for this agency.

Next slide, please.

Pursuant to state law, the school governance law, we need to issue an annual diversity and inclusion plan each year, and present it to the panel.

Under the law, the plan is required to do two things.

The first is to show our initiatives to promote diversity and recruitment -- excuse me diversity and inclusion in recruitment and retention, so basically to make sure that we have a diverse workforce here at the agency.

And also, to enhance the ability of minority and women-owned business enterprises and WBEs to participate in our procurement process.

So to make sure that they have an equal opportunity to participate.

I do want to point out that in the attachments that you have there's an appendix A.

We have updated our diversity and inclusion policy for the agency to comply with changes to the EEO laws, so it's nothing substantive but just adding some additional categories, and so we wanted the panel members to review that appendix.

Next slide, please.

The law requires that the plan report out on our initiatives, so it's not enough for DOE to engage in diversity -- DOE to report on initiatives we also to report out on status of the initiatives and report out on their initial impact and MWBEs we need to report out on 4 sets of data.

So the number of women and minority contracts, the percentage that went to MWBEs the value of those contracts and also the percent of aggregate value of those contracts.

Next slide, please.

Slide 5 shows our data for the most recent plan year.

I do want to point out that we have a long way to go, we are hard at work at continue.

But we have been seeing improvements.

This is our fourth diversity and inclusion plan and we've definitely been seeing the numbers move in the right direction.

I do want to point out that for this year the percent of aggregate value is 7.24 percent, and that's an increase from .99 percent over the previous plan year.

So we're actually moving the needle in the right direction.

And as I mentioned we do have a long way to go but we are happy with the positive movement that we are seeing, and we want to continue to promote equal opportunity for all of our vendors Next slide, please.

I do want to point out a few notable recruitment and retention initiatives that we launched over the past plan year.

There are many more within the plan itself.

But a few that I wanted to point out was the mon store.com diversity recruitment program.

Essentially what we do is we encourage, when folks are looking to hire new employees, we encourage them to post on the monster.com diversity portal and it takes that job listing and posts it on over 200 diversity websites and we find diversity very broadly.

So it's not just diversity in terms of the general terms people think of such as racial and ethnic and gender diversity but also diversity of experps, we post on websites for Veterans , LGBT websites, websites on people that are looking for new careers, for older employees, we really want to contract the best and bbrightest from all areas, we really want to value diversity of thought so this helps us get our job lists out ethere.

Another initiative we rolled out is employee engagement and development are we launched the employee feedback cycle which is a professional development tool.

For our managerial pay plan employees, and this tool incorporates diversity and inclusion best practices.

So it reinforces to our employees and our managers the diversity and inclusion is very important And finally, we've really made an effort to make sure that our messaging on diversity and inclusion is clear and consist.

So to do that, we launched an online training for all of our managers and supervisors, both in schools and in central offices on diversity and inclusion.

We also had a system-wide email sent out from the chancellor reinforcing the importance of diversity and inclusion for the agency. And we also have resources available for employees on the DOE internet, and we've also incorporated information about diversity and inclusion in our employee orientation.

Next slide, please.

Similarly, the MWBE procurement side we've engaged a number of initiatives to make sure MWBE s have an equal opportunity to participate in pprocurements One that I wanted to point out is we partner with community based organizations, and put on monthly seminars on how to do business with the DOE.

We engage the MWBE small business and local business community and the purpose of these seminars is is to answer any questions they may have and to demiss te fi the procurement process so as not to discourage any new businesses for applying for contracts with the agency.

We also have MWBE diversity council, the council met regularly over the course of the plan year and proposed, and as a result, we launched , two pilot programs to encourage MWBE procurement The first took a look at small procurements, so the offices that participated in this program made an effort to recruit at least one MWBE vendor each time they went to make a purchase , to give them an opportunity to compete, and we also have a large-scale unbundling program where we look at our very large contracts and work strategically with our partners in procurement to see if we can unbundle it and provide opportunities for MWBEs and small businesses.

The council will be reconvening this January, so we're very excited to work with them on new initiatives moving forward.

And finally, we've also developed guidance on our state education department grants, many of them have MWBE components and we've worked closely with program offices as well as school based employees to make sure that we're in compliance , and that we are moving best practices forward.

Next slide, please.

I do want to highlight that collaboration and partnership is is key for our continued success in this work.

We've worked very closely with external partners , so for example, small business services , SOBRO in the Bronx the New York women's chamber of commerce and various frups throughout the 5 boroughs we also partner with stakeholders at the agency so our procurement team members the division of human resources the office of school and youth development, we really work closely with offices throughout the agency -- make twersty and inclusion real here at the agency.

And finally, we welcome your input, members of the panel.

We'd love to partner with organizations in your respective boroughs, so if there's anybody that you could refer to us, we'd love to work with them on the MWBE end and also on the inclusion end and the diversity end.

So I would welcome any referrals or recommendations you may have.

Thank you so much for your time and I'm happy to answer any questions.

>> Thank you Ms.

Leave y do panel members have any questions of comments on the presentation -DELETE- Panel member fru cter

>> Thank you very much for your presentation and for the materials that you sent us, I went through everything you sent and I'm particularly interested in teacher diversity so I was very struck by all the initiatives you have on the ground.

What I'm curious about is how you track or how you plan to track the success of those initiatives so that you can tell the world that's interested in us particularly how you fared in terms of increasing diversity.

I don't know if you know this but we've had a number of presentations from a teacher twers twersty committee.

Have you seen the data that they put on the table for us?

>> I have not.

>> Okay, so the main thing is they discovered that during the Bloomberg administration there was a reduction from about 27 percent of all the new hires being black teachers in 2001 2002 to about a little less than 12 percent, almost a 10 percent reduction in the percentage of black teachers who were hired across the decade. When do you think that there has been as a percentage of the total teaching force, a reduction of 2 percent in black teachers across that whole period, the reduction and new hires becomes particularly important. Now, there was a hiring freeze during the last part of that period, so that may explain some of it, but without -- they had to put this data together.

Without persistent tracking we won't know both what the overall situation of diversity in our teaching force is, and also how we're doing in terms of new hires.

So are both those things something that we're going to see from your department?

>> Absolutely.

It's a great question, and I appreciate your asking it.

We are actually working on, with a vendor, to develop a new updated HRIS, human resources information system, for the agency, that will track this data agency-wide, and future diversity and inclusion plans will report out on it because we want to look at the data that's the whole purpose of these initiatives is not just blindly put them forward, but to look to see what's working and what isn't, and if something isn't we have to look at the your Honor lying reasons behind it so that we can address them properly.

And I'd love to take a look at that data I will make sure we have copies of it.

>> Okay.

>> Panel member pod vescer.

>> Hi thanks for your presentation similarly like Norm's question I was wondering how you guys go about tracking you know employment for people with disabilities.

And within that subset, if you guys track what types of disabilities. Specifically, people with physical disabilities. Because a lot of our schools are not easily accessible

>> That's a great question.

Right now we don't track disability status of our employees.

It is something that we can look into.

We do want to make sure that we are not violating anybody's rights by doing so.

and stringent accommodations process in place, so our office houses -- any employee request, and if they can't (inaudible) accommodations informally with their supervisors at the school or office level, he

works with them to make sure they have their accommodations in place. Similarly if an employee changes -- (inaudible) are able to complete their job responsibility So it is something we take very seriously I'd be happy to take it under advisement and look into the benefits of tracking disability status , we just have to be very careful because again it's up to the individual whether or not they want to disclose, and we also don't want to have some centralized lists
>> Of course.

>> You know, on that.

But I think it's a great question and I do think that overall we do need to find some way to look at the information, to make sure that we're providing everybody with the work and educational environment that they need.

>> Thank you.

>> I actually -- I do want to extend my support, and if we can talk about looking at twers twersty in terms of Asian American educators, and administrators -- I no sometimes those numbers are low and with the Asian community groyng rapidly and within diversity within the community I think it's important.

If I may share a story of a little boy who is eight who finally has a teacher who is south Asian and also has a teacher who is south Asian and he came to his mom and said this is the first time I don't have to see -- miss -- say my name.

I was looking at some of the resources if there's ways to expand your reach I'd be more than willing to do that.

>> That would be wonderful, thank you.

>> Are there any other panel members that would like comments or questions?

>> I see that we are joined by assemblywoman Cathy nol an who heads the education committee -DELETE- Do you want to say few words while you're here

>> How thrilled ur and for counsel member -- and the panel members, we're just soldiers in your Army.

You're trying so hard.

You're doing so well.

And we're so thrilled to welcome you to our city this is a precious school in our community we worked very ard to keep it open, so happy holidays to everybody.

>> -- everyone was asking me did I kick the governor, I swear I didn't.

But I did fau I'm happy to see you all.

I'm very happy also to welcome Isaac, and so happy you're here today so thank you very much thank you.

>> One of the things I did not mention before is that Long Island city high school is going to start one of the first dual languages in the city of New York on the high school level And we really feel that's really going to be a shot in the arm to the school.
So it could increase its population.

>> We're thrilled.
And, the leadership of the foreign language teachers association, that's pretty special, so it will be the best place to have it.
So thank you chancellor.

-DELETE- Thank you.

-DELETE-

>> Thank you assembly member.

>> I think that's worth clapping about.
(Applause.)

>> Any other panel members have any questions for Ms. Leavy?

Before we get underway I will say a few words about public comment and words of decorum at this meeting.

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

I will ask the secretary to call speakers up from the signup sheets and to ensure the speakers finish they are comments in the allotted time Well call the speakers nup groups of 5, and you will be proceeding to the aisle on your right Once your number is called. The clock will indicate the amount of time remaining for each speaker and a light will indicate when there is one minute left in the allotted time, so that speakers will know when their time is up. At the conclusion of each speaker's time well move on to the next speaker.

I do ask that you be fair to your fellow speakers and do your best to really try to keep to your allotted time.

And if a speaker is not here when his or her name is called, we will move on to the next speaker , and once we move on to the next speaker, the speaker you cannot redeem your place in the queue.

So the only voting on tonight's agenda are the vote of consideration of contracts.

And as contracts committee chair, to provide the contracts committee report to the panel.

Panel members caleone.

>> The contracts committee met on Thursday, December 11th at 5:30 p.m. and reviewed the contracts to be considered by the panel tonight. The contract committee members, at the committee the committee unmul approved contract items 1 through 3 and 5 through 13. All contract items 1 to 3 and 5 to 13 be considered in one resolution. Resolution one, contract items 1 to 3 and 5 to 13.

>> Thank you panel member and before we begin, as Mr. David Ross is unable to join us this evening, James, will read text into the minutes pertaining to contracts into the -- Mr. McBride sflsmt thank you very much for the December 18th meeting I'd like to note that we have provided the panel members with technical changes to the universal prekindergarten contracts, and the New York state department 21st century community learning grant that have been approved by the panel at prior meetings. These changes have all been posted on the web A change has been made to the contract amounts in item 6 of this month's agenda. The contract is for labor and materials for school alarm systems. The contract is for maximum security group, the agenda indicates 3,52,032 suicide the correct amount is 5-532,000\$670 for -- the agenda fates 3,494,000, the correct amount is 583,000, all these changes are reflected in the requests for authorization.

>> Great thank you Mr. McBride.

Does the panel have any questions on the reading Okay Madam secretary please present the resolution set for the by the contracts committee

>> The resolutions are entitled resolution regarding approval of contracts and is indicated by panel member, the first resolution contains contract items 1 through 3, and 5 through 13. Panel members please note that if you wish to vote differently for a specific contract item within a single resolution, you may do so. Simply signal to me when the vote is called for the relevant resolution. I'd indicate the item number within that resolution and your corresponding vote.

>> Thank you Madam secretary.
Is there a motion to adopt the resolution being considered tonight?
Thank you, panel member.
Is there a second?

Thank you panel member fru cter.
No one actually signed up to comment on contracts but so we will actually hear from all speakers now.
The panel will allow time for public comment and speakers will be permanented up to two minutes to comment before us.
Madam secretary.

>> Ticket number one, Milly Foley.

>> My name is Lilly Foley, and as president of the parent association of PS 152, I have attended the three meetings scheduled to discussion ttransitioning into a prekindergarten to grade 5 school starting next year. I am also part of the school leadership team and have been part of the discussions there. At our first parent meeting in September, Dr.

Kapaso and our principal Mr.

Votelo were present and available to speak with parents.

In early October, when a second meeting was held, many parents attended who had current grade 5 students who would be affected by this possible change.

At additional meetings, there were other leaders from the district 30 and the Department of Education who made themselves available for questions and discussion.

Parents with students who were due to graduate grade 5 this year feel that those students deserve to transition to middle school along with everyone else.

Holding back this group of students will delay their acclimation to the expectations presented in middle school.

Which could therefore jeopardize their scores at this higher level.

Since grade 7 scores are crucial in determination high school admissions we as parents want our students to be as prepared for testing as possible.

In addition, PS 152 is overcrowded with nearly 1400 students.

This proposal would allow for more space and better learning conditions for our prekindergarten through grade 5 students.

Therefore, the parent community is strongly in favor of transitioning PS 152 into a preK to frayed 5 school year.

In light of the fact that I just heard earlier this evening that the voting was canceled for the second time, I wish to inform you that we will not be attending further meetings regarding this issue, and we will not be going to the Bronx meeting however, our nonattendance does not reflect that we are against the proposal.

We are in favor of truncating grade 6 for September As a parent, I feel very (inaudible) that should have been made before middle school application went out, this is unacceptable.

Why am I here.

I should be at my school for the quarly CC meeting with my executive board members, and there was also the finals of our fifth grade ballroom dancing, which Mr.

Vitollo could not attend We have our teachers representative here, and other members and staff.

I'm a mother of two children, and this was a total waste of our time.

Thank you.

>> Let me answer that because I know there are other speakers.

This is not a council discussion, it's a postponed discussion, and one of the things I suggest is that you speak to your superintendent, because I certainly understand your desire, and the things that you are asking are exactly in keeping with my philosophy about what school grades should be.

So I can't -- you 0 know, we're not voting on it tonight for reasons that we will explain later, but as of right now I'm saying to you that we will keep you in touch, and that right now I think the best person to speak to is your superintendent.

Who has actually voiced the same discussion that you just voiced here.

And I think he's great, so.

>> Thank you.

-DELETE- speaker two, Vincent vitollo.

>> Good evening, I'm Vincent vitolo principal at PS 152 and I spoke to you last time and I came to support other members who are here and rather than revisiting it it's just something that we really feel is important for our school community.

We've reached out, it's -- I'm so happy Isaac is on the board, he was with me when we spoke specifically with the fifth grade parents, he can tell you first hand and objectively, and very clearly, what was discussed, the feeling in that room, and the positives of this train So I'm going to move forward because I know Isaac can give you the real story as to working alongside of us, so congratulations Isaac and so much for being here.

>> Thank you.

>> Ashley rizanka.

>> Good evening, I am representing the teachers at PS 152 today and that you'll keep my statement in mind when you do vote in the Bronx. The sixth grade students that remain in our school are being left behind, we are supposed to be teaching them that no child is left behind The fifth grade students graduate and have a beautiful ceremony celebrating their accomplishments of what they've achieved at PS 152. They leave knowing that one book has closed and another one is opening for them.

They are now going to be embarking on their middle school adventure where many exciting opportunities await them.

They will learn languages, join various clubs , and have a locker. They'll make transitions between classes and hallways and really start the preparation process for what their high school experience will be after three years of middle school.

Everything they dream middle school would be becomes a reality for the lucky ones.

Then there are about 60 students left behind.

Not because they want to, but because they have to.

They are zoned to stay behind at the elementary school that some of them have known since preK, because their neighboring middle schools are telling them there is no room for them While these students love PS 152 and their school loves them, it just doesn't seem right that they are slighted the opportunity that many of their peers are offered.

Members of the panel, I want you to imagine yourselves as these students who have stayed behind for an extra year.

Maybe at first you feel lucky to stay at a school you've always known that you're so comfortable with, and that you can't imagine yourself ever leaving.

How exciting.

Now sixth grade is over and you have to go to middle school and join your peers that are now in 7th grade.

Finally, you get to see those friends that you've missed.

It's the first day of school.

The friends you knew have new ones.

Where is my locker.

Where am I going.

Where do I go for math class.

I don't stay in the same class anymore?

Let me ask a friend who knows.

Everyone seems to know this routine, why don't I.

I know it's because everyone here has got gotten acquainted for one year longer than me.

Now I have to play catch-up.

This just doesn't seem fair, does it.

Please consider the children you're leaving behind when you make your decision, that's all that PS 152 thinks about or cares about.

Thank you.

>> Thank you.

>> Freddie Mac.

>> Chancellor farina, distinguished panel members, neighbors, family and friends.

Tonight we present to you the story of a school in crisis, not a crisis in achievement, behavior or other common metric.

No, this crisis is far more primeal.

The students of PS 166 have one recess, per week One.

Once a week the 1200 or so children at our school get the chance, weather permitting, to run around for a few minutes in an outdoor courtyard roughly the size of a typical apartment.

Children age 4 through 10 are faced wan entire school day in many cases after school as well , confined to this schools indoor areas.

Our children are deprived of play.

Yes, they get phys ed that courtyard, at other -- children have the opportunity multiple times a year to put their books aside.

To indulge their imaginations, shed their pound erase, to bond with their pierce and solve their own conflicts.

Without real play during the school day the impact is felt long after the final bell rings We see it as we watch our children break free at dismissal.

We feel it when we try to get them to sit still for just a few minutes to finish a few math problems, read a book, or even eat their dinner Lack of play is taking a very real toll on our families, and will have a very real negative impact on our children's chances of success.

Our children need to play, and our school needs the facilities sufficient to allow that.

Our parents have begun to devise the solution to meet the need and are

banding together to bring it to your attention.
We need your support.
My fellow parents are going to share with you the idea we have and the support behind it.
To get a playground up on our school's roof top
>> Thank you.
-DELETE- Carrie Thornton.

>> Hello.
My daughter has been bumped or stepped on during outdoor recess several times.
We think the reason is the crowded nature of the current playground. Kids need to play in order to learn.
Every child deserves recess time on a daily basis I not only support this petition, but I will do anything I can to make it a reality.
My name is Carrie Thornton and my daughter is in third grade at PS 166, my son will likely attend next year I'm the former vice-president of the PA (inaudible) and I sit on the school leadership team.
The quotes I just read are from a few of hundreds of comments we've received from parents when we ask them to sign petitions to support this spearheadtion effort have reached out to the school community with paper petitions and online petitions and so far we've collected over 800 signatures and that's in a population of 1200 school so more than 50 percent of the parents in the school have lent their support I think it goes a long way to show the depth of concern and also excitement there is around this issue.
We have -- Make this school a better place.
Weed numerous enrichment programs helped give teachers what they need to teach in interesting innovative race and one issue we're asking you to fix, happy holidays.

>> Thank you.

>> Dominic stiller.

>> Hi, thank you.
Schools are not operated without bathroom facilities , nor should schools be operated without viable outdoor recreational space.
It's a stretch, but it's intended to make a point Many of the parents of the 166 community agree that outdoor play space is one of the strongest positive memories of elementary school.
My name is Dominic stiller, I'm a parent, a member of the student leadership team, and a structural engineer.
I'm confident that after a structural feasibility study that study will confirm that this project is very doable.
The roof has tall, thick parapet walls a wide central open space and a framing system that with standard reinforcement can easily support the designed live loads fencing loads and egress loads.
Load requirements of a roof playground.
We've brought a conceptual preliminary drawings and photo.

And suggestions on how to fast track our proposal We have also brought a change.org project description and a petition signed with nearly 300 signatures.

Our hard working school principal, Ms.

Jessica gel ler is here in support of this project Most importantly we have brought a vocal con contingent of the PS 166 queue playground roof project.

Say yay if you think 166 deserves a roof playground Thank you for anything you can do.

>> First of all, I certainly believe in play.

I know that schools in your neighbocrowded.

And I will certainly present this to the people at the DOE who can do a feasibility study

>> Evan bar practice -- I'm not sure how to pronounce the last name is it mileti?

Mailai?

>> Members of the panel, welcome to our wonderful district 30.

Congratulations, Isaac.

My name is Barbara my light I'm the representative for district 30 but here I'm representing the district leadership team.

I want to talk to you about the proposed ttruncation of PS 152, and I want to tell you that this is very good for our children here, and that it is supported by the parents, the teachers , the administrators, and by the superintendent who is elsewhere unfortunately.

>> No, I know how Phil feels about this.

>> Yes.

Although I know that the vote on the truncation has been potion pond until next month I'm here to ask that on behalf of all the cconstituencies who are really in favor of this that you remember next year, most of us will not be able to be in the Bronx and I just wanted to assure you that because we're not there doesn't mean that we're any less passionate about that.

It's very important to us that this goes through , and that this happens for our children.

As Ashley spoke to you about before.

We don't want to leave any of our children behind , it's very important to us.

I asked a few of the teachers from the various middle schools to come here tonight and talk to you about some of the resources that they have in their schools that will welcome these sixth graders, because they're wonderful schools that they would be going to.

>> You do not have to convince me.

>> Oh, good, I'm happy to hear that.

>> And like I said, there are many reasons why things don't happen in the order that they have to happen, but this is something philosophically that I totally believe in, and I've been in major conversations with your superintendent So all ask is your patience, and we're -- and stay tuned

>> You have my patience you have my just want to step back into being chapter leader -- that too, but district rep for a second and tell you that the teachers support the proposal PS 166 as well.

>> Good.

>> Jill gotman.

>> Hi, my name is Jill gotman and I want to speak to you about bullying inside our schools -DELETE- While bullying by students in the schools is forbidden , wullyng by a school principal is tolerated.

Unfortunately, I learned the hard way.

Be wear of the principal you work for.

My principal, Pauline Shakespeare, of PS 34 --

>> Ma'am?

>> A prime example of inappropriate --

>> Ma'am?

I'm sorry to interrupt you.

If it's a personnel issue, we can have someone come -- (inaudible)

>> I met the principal at a hiring event, she performed a cursory interview of me and subsequently offered May position.

Unfortunately, I had missed all PD by the timing of my transfer on an unknown reading program After requesting a mentor the principal of PS 34 decided that she would perform this role on my behalf.

Only a week later I received a verification of mentored experience letter from the DOE fraudulent fraudulently stating that I had taught a PS 34 for two years, this is the document.

It was sign by the superintendent.

In January 2011 the principal called me into her office and started screaming at me that I am just another lazy -- white Jewish girl from the suburbs

>> Ma'am, it's just not appropriate, ma'am.

We're going to have to cut the Mick off can we have someone please come and talk to you?

It sounds like you're very upset we want to address your concerns, but not this way.

But what you're talking about is confidential even to you.

We don't want you to do this.

>> We don't discuss personnel issues in open meetings.

That's enough.

>> Ms.

Horelka.
Lydia horelka.

>> Good evening.

Thank you.

Okay.

Over 600 ped a gogs over the last three years including school psychiatrists, speech therapist therapists, guidance counselors and teachers, have been discontinued before attaining tenure they are then prevented from working at any public school in New York City and for any of the city's vendors.

These are people who wanted to improve the lives of children, and have been prevented from doing so.

The issues involved are multifaceted but easily remedied.

On a weekly basis, my email for DTOE is flooded with for help all their stories have common elements.

They wanted to educate, they lovwho instead of fostering an environment of support and joy , harassed and bullied them for various reasons Some of these reasons related to retaliation for whistle blowing on school based violations These educators are problem coded after they're discontinued and even when other principals want to hire them, they are unfortunately blocked by HR.

Even -- although they are nontenured, at will employees, they cannot and should not be terminated in bad faith.

This is what is happening.

We have guidance counselors who have come to us who are not direct service students and instead were given classes to tape.

When they spoke up they were argued and this continue -- discond.

We have school psychiatrists who took the full fall of a principle for not having students evaluated since 2009, when they spoke up they were targeted and discontinued.

We have young teachers who dared ask for state mandated mentoring.

When they spoke up, they were targeted and discontinued We have had teachers who were graded ineffective under the new evaluation in June

--

>> Ms.

Horelka are we talking about a single principal

>> No we're talking about multiple.

>> Okay.

~~-DELETE-~~ ~~-DELETE-~~ So you're talking about you want process changes

>> Yes, ma'am

>> Okay, we'll give you 15 more seconds.

>> Thank you kindly.

We have had teachers who are rated ineffective under the new evaluation system in June.

They are discontinued, and then their rating was moved up to developing.

Even though the -- (inaudible) on behalf of DOE , we are requesting

for a full review of every case involving both pedagogy or false evaluations or evaluations to be commenced immediate immediately and these educators as well as hundreds were harassed to resign be allowed to educate our 1.1 million students.

When you target educators who advocate for students , communities and colleagues, you hurt children.

Do not churn educators.

Thank you.

-DELETE-

>> Thank you.

>> Christina Vickers.

>> Hello my name is Christina Vickers, and I appreciate the opportunity to talk today.

I was actually taken aback when a fellow teacher -- of ours was removed from the room, so I'm glad I didn't give a speech, because my story is similar to her.

So without pointing out any specific principal or targeting any specific individual I'm really asking the panel to please consider that the story of the woman who was put out or me or anyone who is about to speak about what's happening to discontinued teachers, and probationary teachers , I'm asking you to take their stories seriously There's been about 600 discontinued teachers, and not all of them were horrible teachers, perhaps some of them needed to be removed, but far too many of them are being removed because of personal issues, because of subjective issues , because of things that are happening in the school that are just not right.

And all we're asking, just like Lydia just said , all we're asking is is for you guys to just pay attention to what is happening within your own department.

All we're asking is for you to create a task force or commission or team, a committee, whatever it is that you can do, to please look into what's happening to teachers, because as Lydia said, there's hundreds of stories of people who are losing their jobs, and not even understanding why.

So again, my name is Christina Vickers, and I'm just asking the panel to please consider looking into the issue of discontinued teachers.

And in addition to that, someone earlier mentioned the diversity, diversity inclusion committee , and so forth, and whatnot.

And I don't have statistics that actually prove that teachers of color are being targeted as discontinued teachers, but in addition to creating that panel, team or committee, I'm asking you to also look at the numbers and determine how many of those, quote unquote, discontinued teachers are teachers of color.

Thank you very much.

>> Thank you.

Kevin rogan.

>> Good evening, chancellor and members of the panel my name is Kevin prozan I'm here today as an English teacher at IS 230 in Jackson heights , and where I'm also the chapter leader , and as a good neighbor to my friends down the street at 152, and I'm here to speak to the proposal which I understand has been postponed for a month about the creation of a preK to 5 at that school, and I want to speak specifically to the question actually raised about the 60 students that she said were left behind currently by remaining at that school. I just wanted to say a little bit about IS 230 as a middle school, and offer up as an option to those students.

Tough data on our school and the metrics so I won't belabor them, as you know our school performs excellently, but I want to say something about the educational environment that we have, and the wonderful staff that we have at our school And the wide range of options that we provide for students in our school.

We have extensive art and music programs, photography , guitar, band, chorus, foreign language , our school is opening a dual language program next year in one of the most diverse neighborhoods in New York City.

And in particular, we actually this year opened a brand new annex across the street which exclusively houses sixth grade students.

And as someone who has caught sixth through eighth grade in that school 7 in that neighborhood , I want to say there's a huge difference in terms of the climate and culture.

You know, the sixth graders who used to have thinking big -- their big backpacks on, and run down the hall full speed they're now in a session where they're walking very quietly from class to class, it's civilized, they're caught chess so when you walk into the cafeteria instead of the usual pandemonium you see estudents practicing their chess game it's a diverse environment , welcoming environment, it's very good for our students I want to open our doors to the, I want to say chancellor you answered an email from one of my students who was doing a journal journalism project it was great to see that turn up in her project, and it shows that you are responsive to what's coming out of the classrooms in the system.

And so I hope you'll hear me in that spirit.

>> Jean colly.

>> Hi.

I just wanted to voice support for the playground , the roof top playground in PS 166 but I think everybody said it so well and there was a very positive response, so I just want to say please, if there's any way you guys can make it happen, that would be great.

Thank you.

>> Thank you.

>> Michelle Baptiste.

>> Good evening, panel.

I'm a member of the teacher diversity committee of New York City and I didn't come in that capacity this evening, but I do have to say I am heartened by the interest and the concern shown by the panel members about this issue of teacher diversity, and we have such a long, long way to go, but you know, anywhere that we can start, you know, it really heartens me. But once again I'm not here in that capacity this evening and I wrote a little statement.

After a difficult year of teaching fourth grade, I'm from district 17 in Prospect Lynn after a difficult year of teaching fourth grade in which my students learned to suffer due to the incessant and unreasonable demands of the testing regime I decided to move on to the non-testing non-testing grades I taught second grade many times in the last year of school year, my year in second grade was very eye opening and revelatory, from this vantage point I could see clearly why many of my fourth graders were struggling with reading.

There was an entire litany of problems with literacy instruction in the second grade, and on school -- and school-wide as well.

And I'm just going to tell you about one briefly. We were given for what was us -- for what was us a new phonics program to teach the second grade team called foundations.

We received no training in the program.

Sacrificing my lunchtime for an entire week, I sat on the foundations -- I sat in on foundation foundations lesson of a kindergarten class of the co-located school in the building.

With three administrators in the building over the years, not one of them had been trained in the program, and could offer us teachers any support.

Although we were promised training since September we did not receive any training until the week of November 22nd.

And that was only after asking for it repeatedly. Even then we had only one day of training, and not even -- not even all of us received that training.

For my colleague that didn't receive any training, I would invite her in on my foundations lesson period with the entire class, and I'd teach to 50 plus kids foundations in my classroom. Before that we were on our own, and after that we were also on our own.

I'm a member of the school leadership team at PS 92 K.

Having been duly elected by a majority of my colleagues, but none of these concerns can be brought before the SLT because I've been assigned the status of membership pending.

Although there's nothing in the chancellor's regulations or the team's bye laws that precludes me from acting in my capacity as an elected member, I, a teacher, have been denied participation. Although the SLT is not subjective to any -- subject to any collective bargaining agreements, I am being forced to go through the brief grievance proceedings in order to serve.

This now has been going on for three months.

What this actually means during the SLT meetings is that I sit there and I am silenced other teachers in the school community and on the

SCLT get the message.

Now this is the kind of -- I'm almost done, I'm just about done.

>> Thank you.

>> Now this is the kind of misuse of authority by a principal that may not be as dramatic as the stories of teachers being arrested and discontinued , but it all comes from the same place It's a fundamental and profound disdain, disregard , and disrespect of teachers teaching, and those whom they teach.

It can only exist in a culture of intimidation , bullying, and fear.

Please remember that our working conditions are the children's learning conditions.

Thank you.

>> Thank you.

August leppleMyer.

>> Hi.

I'd like to echo the teachers sentiments just a moment ago, I believe that we should reverse the decline of percentage of teachers of African-American and Latino heritage.

I'd like to speak mainly tonight on the ATR hiring issue.

ATRs are a resource that have not been properly utilized and I'd like to emphasize that they're not just excess teachers in location but they're also fwines counselors social workers psychologist psychologists and librarians.

There are many schools that are not hiring ATR s because of the salary differential that many ATRs are coming with a higher salary and it's an unfortunate financial disincentive to our being placed in a permanent position.

And many principals are forthright in saying so And so it means that students are being denied an experienced teacher, and that teachers are not being utilized to their best capacity.

Additionally, there are some very unfair practices There are many job fairs that are going on that are not well publicized and we only learn after the fact.

And then we are learning of too many instances in which people are being brought into position positions without the proper credentials.

ATRs are generally tenured and state certified and experienced.

Many times we're going on job interviews for which there's actually no position.

And so it's taking up the principal's time and it's taking us out of a time when we could be serving the school.

I see that my time is running up, thank you very much.

>> Thank you.

Allison can elly.

>> Hi, I'm Allison canelli, it's amazing standing up in front of all

of you.

And having a voice to express myself.

I myself many a third year teacher, I love teaching , I wake up every day and it's the most exciting feeling in the morning getting to look at my students and know that I'm going to teach them new concepts each day.

However, I, like many other teachers, I'm a probationary teacher and I am upon review for being discontinued.

I'm not going to get into specifics of my story because nobody wants to hear that it seems But I guess I'm here for future teachers.

And also for -- well, and for the kids.

That's why I'm here.

Because I was moved out of my classroom just recently for speaking up, for advocating that a bilingual program needs a curriculum.

And I feel that if we -- if we're cut off from the opportunity to speak up just because we're not tenured, it's affecting the students more than anything else.

So I guess what I'm saying is there's got to be some changes made in order that teachers that don't have tenure can speak, and advocate for their students, and not have their jobs in jeopardy That's all I have to say.

>> Thank you.

Deborah or Debbie McGowan.

Ms.

McGowan?

And then a yellow ticket -- I'm sorry, is someone coming down?

Take your time.

>> Hi my name is Deborah McGowan and I see some new friendly faces up there so congratulations Isaac.

~~-DELETE-~~ I wanted to come and thank you and chancellor Farina for listening this year.

I know PS 11 was up for truncating along with PS 150, so I wanted to thank you for listening to Dr.

Caposo and not truncating us.

Which brings me to my issue.

I'm here again to talk to you about middle school for our area.

You can look at our own maps and know that we are still missing a middle school in our middle school sfwon, we've been going over to IS 125 We are still seeing a boom in our populace, and I'm thinking that we have a Peter pan effect going on in our area, meaning that we've built PS 343 over in 124, PS 339, and we're also -- have a lot of the schools in the area that are also renting out space from you -- I'm losing my point.

But I'm basically seeing we need a middle school in our area.

To get that to happen I've been recently told that we need to prove it, we need to start a study on our populace, and understanding how we meet that need.

I know I'm standing here asking you for bbasically \$100 million to

build a school, that the 100 -- \$60 million construction I don't know what the property sale was at but it was also in works with the developers over in that area We do have some sites that we provided to you school construction authority and basically I'm asking you for your help in supporting a study to keep this idea going so we can after middle school for my first grader when she gets to that age. And I'm looking for a middle school that services all of our community.

We have 24 languages spoken at PS 11 and I want all of them to be there so they know each other in the playground.

Thank you.

~~DELETE~~

>> Thank you.

Speaker number 22, first name is Elizabeth and I apologize I can't make out the last name It starts with a P.

speaker number 22.

>> I'm actually going to go back to the contracts, and do panel members have any questions ~~DELETE~~ Or concerns regard anything of the items on today 's contracts agenda?

No?

Okay, well we'll vote on the resolution.

The first Madam secretary could you please note any recuseals related to these contract items

>> There are no recuseals this evening.

>>:Thank you Madam secretary.

Please raise your hand if you vote to approve resolution regarding approval of contract items 1 through 3 and 5 through 13.

>> 9in favor ighs unanimous.

Motion carries.

>> Thank you.

So the next regular meeting of the panel's educational policy will be held on Thursday, January 29th, 2015 at Taft educational complex.

This meeting is is -- this meeting is --