

Welcome.

>> Good evening everyone.

Thank you for your patience.

I would like to call this 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.

And a recording and transcript will be posted on 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 that you speak with one of the staff members in the audience.

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

I thank you in advance for your cooperation.

Madam Secretary, can you please call the roll.

>> Fred Baptiste.

>> Present.

>> Isaac Carmignani Kamillah Payne-Hanks.

Lori Podvesker.

Robert Powell absent.

Ben Shuldiner.

And Roberto Soto-Carrion is absent.

And Laura Zingmond and Miguelina Zorilla-Aristy.

>> Can we now have everyone on the stage introduce themselves.
We'll start over here with David.

>> Josh wallet deputy policy strategy.

>> Ben Shuldiner, appointee Deborah Dillingham.

>> Point tee.

>> Eric Adams pointee to the panel.

>> Lori Podvesker.

>> Vanessa Leung.

>> Courtney Jackson secretary.

>> Carmen chancellor.

>> Isaac Carmignani.

>> Kamillah Payne-Hanks.
Norm Fruchter.
David Ross, contracts and purchasing.

>> Elizabeth rose deputy chancellor for operations.

>> Thank you.

The first order of business this evening will be approving the minutes from the August 26th manual meeting a motion to approve the minutes from the August 26 panel meeting.

Thank you panel member Podvesker is there a second?

Thank you panel Payne-Hanks.

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

>> Eight in favor, motion carries.

>> Thank you Madam Secretary.

Chancellor, I know you'd like to share remarks this evening.

>> I think the most important one is we had a great start to the school year.

It was very smooth.

And I think particularly the fact that we moved the entire system into Burrough offices, I visited every one of them they're all functioning at a high capacity.

It's also one-stop shopping for parents and for everyone else.

The one in Staten Island is housed here in Patrites under the guidance of Anthony and Kevin it's off to a great start.

That's certainly one of our accomplishments and the fact for the first time that I ever remember we started the school year with a sitting principal in every single school in the city and with most of our teach vacancies field from the first day of school on.

We're looking forward to a great school year and look forward to giving you monthly updates.

>> Before the voting portion of the meeting I'll say a few words about public comment and rules of decorum at this meeting.

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

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

We will call speakers up in groups of five.

If you have a green ticket, please proceed to the aisle on my far right.

Once your number is called.

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

And there's a clock and 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 lot time so that speakers will know when their time is up.

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

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

On tonight's agenda, is a discussion on race and diversity in school admissions.

And a resolution to consider the removal of footnote one of chancellor's regulation A one zero one.

-DELETE- 101.

-DELETE- At our prior meeting in August panel member Norm Fruchter introduced a motion to hold this discussion and the panel voted in the affirmative.

Overall the panel believes that race and diversity in our schools is a complex and very important issue.

We definitely take this issue seriously.

And we want to begin to identify common goals.

Knowing that diversity means different things to different communities, we know that that's okay.

The panel remains committed to wrestling with these complex topics and doing it in collaboration with the administration, various school communities and all the stakeholders.

So we heard from community groups and individuals at the last panel meeting.

And we want to continue these important discussions.

And many of those who reached out to us on this issue are not able to be here tonight.

As you can also see, we don't have a full panel.

So I believe it would be in the best interests to table tonight's discussion and the consideration of the removal of footnote one of chancellor's regulation A 101.

Is there anybody who seconds that motion?

>> Second.

>> Thank you panel member Baptiste.

I'd like to move to vote.

Please raise your hand if you're in favor.

All in favor.

>> It's eight in favor.

It's unanimous.

>> I did want to open up to an opportunity if anybody on the panel wanted to make any remarks tonight.

Panel member Fruchter.

>> This discussion started, if started is the right word, for

discussion ever since there was a city school system.

At the last meeting, when somebody observed that we're one of the top five cities in terms of residential segregation and also one of the top five cities in terms of school segregation.

At the last meeting, I talked about a number of diversity efforts by individual schools across the city to increase the diversity of their enrollment.

And since that time lots of other people have gotten in touch both at the school level and I've become aware of efforts across the district level and lots of discussions around the city about increasing diversity.

And yesterday there was going to be -- there was a scheduled discussion between the PEP members, the DOE and constituency and advocacy groups working to increase diversity across the city.

That meeting had to be cancelled, but it will be rescheduled and I look forward to that discussion and to all the discussions around the city that are trying to develop approaches that increase diversity in the city schools because I think it's one of the most important things that we can do as a city, as a school system, and as a panel on education policy.

>> Thank you panel member Fruchter.

We have folks who have signed up for public comment.

Panel member Podvesker.

>> Sitting here thinking about can you hear me?

About this topic and this conversation and how powerful it is that as a group that we want to continue having these conversations and how it's very -- I'm sorry I'm at a loss for words because I get emotional over this stuff.

But I think it's a great thing that we are talking about this in the way that it needs to be talked about and putting in a lot of time and energy and heart and soul into exploring options and making things better for all of our kids as a special ed person I can't stress enough how important it is to me for students with disabilities to be part of this conversation on diversity and segregation and that -- stop making me nervous, Andrea.

I just want to say that I'm really happy to be amongst everybody here sitting at this table and you guys out there and the advocates and that this is something that is going to take a lot of nurturing to do.
Panel member Fruchter.

>> Tabling it doesn't mean it's going to go away.
It will come back.

>> That's right.

Hopefully at the next meeting.

>> We want to emphasize we want to make sure we're having thoughtful conversations about this and not move in haste in any way.

So I think we do have folks who have signed up for public comment and we would like to hear from them.
So Madam Secretary.

>> Certainly.

>> So if you have a green ticket for general public comment, I'm afraid I can't see where to my right your left only a few people have signed up so you can make your way to the side of the room if you have a yellow ticket for general public comment if you could go to my left, your right, and we will start, I think I see a speaker on the green side already.

So we'll start with green ticket number one, general public comment.
Gregory deStefano.

>> Thank you.

My name is Gregory deStefano.

I was a teacher for 33 years and addressed this panel on March 25th 2015.

, 2015.

At that time I addressed the problem of many probationary teachers who were discontinued unfairly.

Many were in schools with incompetent and sometimes corrupt principals.

Since that time, there was a protest on April 23rd, 2015, in front of the Department of Education.

Department of Education official met with some UFT members, including a UFT official on June third 2015.

3rd, 2015.

Since then, there has been no improvement in correcting the problem of discontinued teachers being able to work in other districts or under other licenses.

This is a clear violation of state law.

My question to the chancellor and her team is how much longer first year and second year teachers are going to suffer financial hardship and be prevented from working.

They deserve another chance.

Thank you.

[Applause].

>> I understand that someone is here from CEC 1.

>> 31.

>> Can you approach the nearest microphone.

And then we'll hear from the next speaker with a ticket.

>> Madam chancellor, thank you for hearing me.

My name is Michael Riley.

I'm the president of Community Education Council 31 for Staten Island.

I'd like to thank you for consolidating the Burrough.
I think superintendent Ladico is a fine chose to have K through 12 and
I think everything will work out well.
We have a real team effort here so thank you.
The next thing I'd like to talk about is the bussing issues.
We've seen recently some major issues.
And this isn't something new to Staten Island.
We all know we have yellow bus issues each and every year.
One of the things we're trying to put forward with CEC 31, we're going
to be talking about it at our October 5th meeting on Monday night, is
GPS tracking systems.
We'd like to have each bus mandated to have those GPS tracking
devices.
And let me be clear.
We're not asking for something like the MTA where the public can
monitor those buses, because we know that there are certain issues
that arise such as custodial interference cases.
So we do not want to have an open source for that.
But we do want OPT to have that information and maybe a school-based
supervisor.
That can immediately help parents when there's an incident that
arises.
We also would like to see somebody from OPT assigned to the borough,
each borough for the first three weeks of school.
I think that would be a tremendous as set.
asset have them work with the Burrough office without being in Long
Island.
That's what will help with these issues and also to release the
necessary amount of routes at the beginning of the year.
Right now we see each and every year that OPT releases the runs and
two to three weeks after school begins we see an abundance of routes
put forward.
to alleviate most of the concerns.
I think if we tackle it at the beginning of the year we can cut down
on these issues and we won't see a student on a bus for a long time.
We'll be able to address the IEP issues and make sure that we abide by
extended time and those are some of the things I think we really can
work on and I look forward to working with you and getting these
things accomplished.

>> I think those are very legitimate requests and we're looking into
it and we'll get back to you.

-DELETE-

>> Thank you.

>> Yellow ticket number one, Lori Cavaleri.

>> I'm Lori Cavaleri I'm dyslexic, this is my sign for everyone say
dyslexia in every school.

Chancellor Anthony Ledico I'd like to offer a letter to all our

schools to recognize October as Dyslexia Awareness Month as written as resolution from the senate No.

1180 and from the assembly No.

1151 -- excuse me.

Five two five.

525.

-DELETE- Have a letter go out to all our schools recognizing Dyslexia Awareness Month is October recognized by the state this year brought to us by decoding dyslexia.

Dyslexics will be the next gifted talented my son is in high school.

19 percent is white I hear that the principal said that our school does not warrant more than two AP classes because those students do not want to Excel anymore that.

They're also sitting on the SLT.

Those students we know are grade levels four or five grade levels below.

And again dyslexics are hands-on learners we know Mckey is full of dislections 41 percent la tannin know and 19 percent white we can do a whole better for gifted and talents in every school from K to 12.

Thank you.

>> Thank you next speaker to green side.

Andrea Lela.

>> My IEP gives me double time.

Welcome you know how much I love you admire you trust you.

Number one, as long as we sit at IEP tables and IEP teams tell us that they're not doing a medical model they're doing an educational model and refuse to give our children services that they desperately need, we will say no to Medicaid reimbursement.

You cannot take our medical reimbursement if you refuse to give us those services.

Services haven't begun in many schools.

The system you have gives contractor providers three weeks to turn down a case, then it goes to a secondary then it goes to a territory yArry and it can be two months before students start services.

This is not good for student achievement.

We need more ASD programs eight to one-to-one NS programs don't confuse parents by saying the program has increased when all it did was grow up to the next grade because the students moved on to the next grade.

We need more self-contained summer programs for children in this community school district we really don't need a district 75 for most children.

So we shouldn't force children to go there for summer programs.

We need more programs in this district for children with intellectual disabilities.

More trade and vocational programs, more transition programs.

Our children are graduating high school and they're basement babies because they're unable to do anything with that degree we need more

training for teachers and providers and schools need to stay open from seven to seven we need to provide after school services recreation therapy then we'll give you our Medicaid reimbursement.

We need ort Gilling ham trading and more positive reinforcement and sensory integration SND lint mood and bell if we spent the money I sued and I won this week on three students getting ABA services. You could have bought 2-B CBAs and trained all the teachers in two schools.

Please let's stop being penny, dollar -- penny wise and dollar foolish.

It's not working.

The last thing I need to speak to you about is how we talk to parents.

Parents are being bullied.

They're being intimidated.

They're being given misinformation.

And it's inappropriate.

And I have to tell you, they shouldn't have to come to me or CC me on an e-mail to make sure their children get what they need.

You are an excellent chancellor.

You are a fantastic instructional leader I have my full faith and confidence that you recognize the needs and you're going to make the changes that need to be changed.

Thank you very much.

>> Thank you.

Next speaker on the yellow side.

Francesco Somo.

Yellow ticket number two.

>> She ran to the bathroom.

>> When she comes back.

Next speaker on the green side.

>> Good evening.

>> My child is a first grader here on Staten Island I'm here.

>> Go closer to the mic please.

>> My child is a first grader here on Staten Island.

And I'm here this evening to draw attention to something that I think is a big deal.

Physical education plays a vital role in the development and growth of all students.

This is a quote from the top of the office of school wellness programs Web page on the New York City Department of Ed website.

And I quote for the record New York state education law 803 requires instruction in PE in grades K through 12.

K through 6 students must participate in PE for at least 120 minutes

per week, grades K through three shall participate in PE on a daily basis and grades four through six shall participate in PE no less than three times per week.

My child has recess for 15 minutes in which she is not allowed to run and then has gym for 45 minutes once per week.

I think that I don't need to extol the virtues of physical activity because New York state has codified that into law I'm asking for an opportunity Ms.

ForinaI understand you're a big fan of collaboration I'd welcome the opportunity to work as parents as teachers, to really make us compliant with New York law.

Thank you.

>> Yellow speaker.

Keith Gil.

>> My name is Keith Gil.

My daughter is an eight to one-to-one class.

I'm retired recently.

My wife has a full-time job.

My two children are my full-time job right now.

I'm the one who does homework with her I see how much she struggles I like to see the services reflect her needs her struggles first thing I'd like to see is pure grade classes right now she's in an eight to one-to-one class.

Seven students in the class, four are fifth graders and three are fourth graders.

And I would like to see her in a class with only fourth graders.

I'd like to see more after school activities for them.

Right now I don't see much of anything for that.

I'd like to see more opportunities for her to be pushed into regular Ed classes seems to be like they need an act of God to push her into her class right now.

The summer services, my daughter during the year she loves school, but for some reason she does not.

She really hates summer school.

I know not as many kids go to summer schools so there should be more opportunities to really invest time in their deficits, in their needs. It doesn't seem like they're doing that.

They should have more time like if my daughter doesn't read as well, should have more time to invest in that, which I don't see.

I like to see more fun summer program maybe put in sprinklers once a day or something like that because right now she didn't go to the summer program because she really didn't like it.

I worked with her during the summer just one-on-one seems like services are being cut, the A PE and from what Andrea said parents being bullied we don't know as much about the system as maybe Andrea does or some other people.

So we go on the word of occupational therapists on teachers and I don't know if that's one hundred 100 percent correct or if they're

filling an agenda that's about it.

>> Let me just answer one of your questions.

This year I'm asking all parents to be aware that we will be announcing our summer school schedule is either in late December or in January.

Because we anticipate having more summer programs, a lot of them around STEM.

But we want to give parents enough notice so they can plan their vacations, because last year a lot of the programs came in as we understand perhaps a little late for parents to make the plans.

But we will be instituting more summer programs and we'll be emphasizing STEM for nonmandated kids as well as mandated kids. Stay tuned, watch and pay attention.

>> Next speaker on the green side Joe Mccagliano.

>> Thank you my.

Son is a child on the spectrum.

He's in fourth grade in the community school district.

He's supposed to be in a 12 to one-to-one class, which is recommended on his IEP.

However, the school tried to inform me that they don't do that in our schools.

So we would like to put him into a 12 to one.

After an hour of an IEP meeting stating that my son was making little to no progress and needed all the extra support he could get.

I stood firm in my ground and now my son is in a two, three, four, split.

My son is the only fourth grader in the class.

We know that there's two teaching grades in the class.

I don't think anybody needs a degree to realize that this is obviously a problem.

I have a problem with that I have another parent who is going to address that from our school.

My second issue is I work for a high profile advocate on Staten Island.

Probably nobody heard of her Andrea.

And I thought that maybe I would take one thing off of her very full plate and call myself the borough support center to find out about my own child's P 4 services that I had not received his P 4.

I was unfortunately treated with very disrespectful comments that, wow, how does your son need all these services, wow, this is a lot, from somebody who has never met my son, never evaluated my son.

I find it very sad that when I call Andrea's Lella's office manager I get treated differently but I was calling just for my son I was treated in a different way.

I think it's sad when a parent feels like that and that's why our phone doesn't stop ringing there.

I would love to see all of these changes be made for my son and for

all the other children that are suffering in the board of Ed.
Thank you.

>> Next speaker on the yellow side, Krista Fisher, ticket No.
4.

>> Hello.

My son Christopher is in the second grade.

There are students falling behind in their early education.

Pull out services pull them out of.

Teachers avoid teaching core subjects with multiple children being pulled out multiple times a day this is virtually impossible the alternative is pulling them out during the preps which is their only down time during the rigorous school day for some the only time they don't feel inferior to or different from their classmates.

It is unfair to these children.

After school services affect not only the student who after enduring a long school day now have to sit through services, which they perceive to be more school, then do their homework when they're exhausted.

It also affects the siblings of these students who are being dragged around while they have their own homework to do.

The other option, bussing children to New Jersey, Brooklyn or mid town Manhattan.

Thirn who already have low self-esteem can't go to school with their siblings and neighborhood friends now they commute to a school a school which parents are exhausted by.

And there's gifted and Nest programs to educate the children enrolled in them academically poerpt ally appropriate for them.

Where is a school for dyslexic children.

What are we waiting for.

[Applause].

>> Thank you.

Next speaker on the green side.

Number five Christopher Baskin.

>> My name is Christopher Baskin my son is a second grade special education student at PS 42, Please note that I'm speaking on behalf of the parents of the other children in this class this evening as well. Our current class 12 to one-to-one, is a second third fourth grade bridge class.

The class consists of eight second graders, three third graders and one-fourth grader.

Our children are being taught three different curriculums by one special education teacher who is assisted by one formula para professional four additional one-to-one para professionals.

We met with the principal of the school as well as the teacher to voice our concerns about the current classroom structure.

Current instruction plan is as follows.

The teacher introduces the various curriculums each day and the

children break off into small groups with para professionals for further instruction.

Quite frankly this teaching model is unacceptable to us as parents. It's incomprehensible to us a three grade bridge class can be effective for a teaching model.

Our children just like their general education peers are entitled to be taught by a licensed and certified New York City Department of Education teacher full time.

They should not be instructed for significant periods of time by a para professionals who do not have teaching credentials.

Being afforded the opportunity to speak before the panel tonight it was our preference not to use words like incomprehensible and unacceptable.

As we didn't come here to incite emotion but come to easy immediate actionable resolution that's in the best interests of the children.

We are asking for the principal to be held harmless for the funding of grade pure self-attend classes.

As parents we would like to know why it's acceptable for our children to receive one-third of the teacher's time.

The obvious answer is it's not.

Our children deserve better.

Thank you.

[Applause].

Next speaker on the yellow side, number five, Marie WasNick.

>> Hello.

First I'd like to thank the parents of all the children of the special needs and students that are here, because I'm a para professional myself.

And I know how it is a team for the parents and the school staff to make this all happen.

For our children.

I'd like to address the chancellor and say first happy anniversary.

I heard you had 50 years.

With the DOE.

>> I managed to survive.

Thank you.

>> That's remarkable and probably I don't think we'll see other teachers in that position.

The reason I also want to speak up is that as a para professional, I'm only in the Department of Education four years.

But I really know that every para loves helping your children.

But what we would like, I've started a grassroots campaign is we would like a livable wage.

It's 2015, and para professional salary starts at \$23,000 in New York City.

The Governor has recognized that fast food workers can get a 15 dollar wage.

\$15 wage.

We need a livable wage.

Read in the New York Post that another city not DOE who makes a \$32,000 wage is homeless.

It's expensive to live in New York City.

I remember when the contract came around we were told by people there's no money in the city we have to take the contract.

I'm not going to comment on whether I like the contract or not.

I don't.

But afterwards the controller came out and told us how many millions of dollars surplus we have.

So I know that there's money there.

I don't think that a \$35,000 top salary for para is livable today.

I know that things have evolved in 25 years.

I've spoken to many senior paras.

What we do in the classroom, what this gentleman just spoke of, we have pair rahs who are not guiding teachers.

We do things that we're not supposed to do it but we do it because we love our work.

We need a livable wage.

I know there's a lot of energy in New York, the Mets just won.

The Pope was here.

We had a super moon.

So I hope that maybe oi would like an invitation in your office so we can sit down discuss my salary and 24,000 other paras and I've heard chancellor tell people how important paras are in the school system.

We need a livable wage.

Thank you.

>> Next speaker on the green side.

Lucio Celli.

>> Good evening panel.

I've come here to ask chancellor Fiorina.

I doubt people go to work and record people.

I've recorded people on the panel.

I've asked the Department of Education to provide me with the name of the administrator that lied on May 19th 2014.
, 2014.

I want that person arrested.

If you want to listen to it now, I can make you listen to it.

I want the person arrested.

There's no reason in the world what occurred on May 4th, 2015, there's no reason in the world what occurred on August 17 to me.

When we have recordings.

I want an answer.

I deserve an answer.

I have emailed tons of people.

Many times.

Why is the office of labor relations covering up crime.

Why is the office of appeals and review covering up a crime.
Why is anybody committing a crime against me?
I deserve an answer.

>> Next speaker on the yellow side.

Number six, Shirley Zacaria.

Shirley.

-DELETE- Did speaker number two Francesco Somo come back yet?

All right.

Then we'll go to speaker number seven, Leah Erlenback.

>> Hi.

My name is Leah.

This is my daughter Josephine.

She's a fourth grade student with special needs.

She has autism.

Suffers from anxiety, Crohn's disease and severe food allergies.

What I'm asking for should be very simple.

I'm asking for my child to be kept safe.

As a mother, I do what's necessary to provide everything that's necessary for her.

I feed her healthy foods.

I take her to the doctor.

I do everything to ensure her safety and her well-being and I bust my behind to work to get her everything she needs to ensure she meets her full potential.

With that being said, when I work on a daily basis with her teachers her therapists her doctors, her, working so vigilantly everyday to meet her maximum, to do her very best, and I'm unable to fulfill it because we can't get her to school safely.

All I'm asking is for my child to be safe when she's not in my care.

When she's with her school staff, her teachers and therapists, I know she's okay.

Unfortunately, she's not to bus.

I drove her to school for two and a half years because she was nonverbal and could not communicate her needs or let me know when she was safe.

I followed a bus when she was in pre-K that left her school and took her to the transportation company's headquarters.

They removed her from a bus.

Left her sitting there for 20 minutes and put her on a different bus so they could save money.

So I drove her for two years.

She was verbal.

I started following buses, put her on them again.

This year we're back to the same problem.

It's taking my daughter three hours to get home.

She was missing medicines and flaring from Crohn's.

She's been in remission for almost five years.

For the school to not ensure or OPT, I'm sorry, to not be able to get

her home in a reasonable period of time is unacceptable.

They changed the route.

We were good.

I have GPS on her so I know where she is.

Watch that GPS and saw that they were taking a route that wasn't hers.

Spoke with the driver and the matron they did tell me as per the supervisor they were picking up other kids who were not on her route.

After I spoke with the school an official in my child's school then approached the matron and said why did you do that to which she had already told my daughter it's a secret, don't tell anyone.

You just told my nine-year-old child who is autistic, a little girl, to keep a secret.

And we don't do that.

I spoke with officials at OPT.

I spoke with my lawyer.

I spoke with Ms.

Lella.

In the mean while, it's a week and a half later she missed a week's worth of school because she was so sick from the stress that she flared again.

This week since OPT hasn't been able to finish their investigation and decide how to get my child to school safely I'm within an inch of losing my job because I'm leaving Brooklyn driving her to school on a daily basis.

I then drive back to my job and work three hours so I'm putting something in and heading back to get her there.

I think at the very least our children should be safe when they leave our care.

If I have to provide GPS that's fine.

It's nice to be reassured know she's going where she is.

But when you can't get an answer as to why that child's not where she's supposed to be and you have a matron after a school official presents her with the problem, telling her that she's a bad girl because she told her secret.

>> Can I ask you to come up here give us all your information and someone will take it and we'll follow it.

>> Thank you.

>> Next speaker on the green side.

Nancy S aechld suka.

>> Hi.

I have to read from my phone good evening.

Chancellor Fiorina you stated earlier the year was off to a great start.

I'm a teacher I have to disagree because on day one the contract stated that teachers should be afforded the opportunity to create a nurturing environment for their students.

This wasn't the case in many schools.

The day was filled with meetings and PD therefore teachers were unable to create a nurturing welcoming environment for the student's first day of school.

The limited amount of time that we were given was boiling hot with dripping sweat moving around I moved from the third floor to the second floor moving things around.

It was impossible to do.

Another major issue is overtesting in schools.

Students are saying I'm getting a headache, I need a break.

I can't concentrate.

When will this be over.

The clAnts go on and on.

And these statements were all from today.

And the first few weeks of school they have taken two tests scan tron and DRP.

Scan tron blocks out one and a half hours and they're taking it three times a year.

DRP is a one and a half hour block also and it's three times a year.

So it's four and a half hours for scan tron, four and a half hours for DRP.

I ask them why they tell me data.

Isn't it all the same?

If one is reliable then why do we need to rely on that one.

It's just instructional time lost.

State testing another three days with anywhere from two to four to five hours blocked out for testing.

That's upwards of 15 hours over the course of three days being dedicated to a test that governor Cuomo stated that the tests don't matter.

Why is instruction secondary to testing.

Thank you.

>> Yellow ticket No.

8, Franchesco Portelos.

>> If you're close you can--

>> Nice to finally meet you Andrea.

My name is Franchesco Portelos stand here before you as a ninth year teacher and union active ist.

Currently looking to run as an opponent to Michael Mulgrew in April.

But right now I'm addressing you as a parent because if it wasn't for me becoming a parent I probably wouldn't be here.

I may not even be an activist to be honest first five years when I was teaching not a parent I had blinders on that I think a lot of teachers do.

You don't have time to look outside the four walls of your classroom.

Paperwork and everything else to deal with.

But when I became a parent, and I'm thankful now.

Actually, very surreal the other day.

My wife and I attended the meet the parents night and I was on the other side of it as a parent for my son's nursery school and preschool.

So my two sons are in school now.

And it's just wild because I asked the woman next to me who had my son's teacher, how is she?

I was crossing my fingers they said she's good she's a great teacher. Great.

Both of them great teachers.

And I want to tell parents or remind parents that as teachers in para professional school psychologists we're your eyes and ears for about seven to eight hours a day and we need to be supported because if we raise concerns, we're living in an era where you're possibly retaliated.

Greg, my hat's off to him, the discontinued epidemic, epidemic over 1500 teachers who wanted to teach for the longest time have lost their careers in the last few years.

15 hundred.

00.

-DELETE- -DELETE- New York City.

You won't see that in the news.

Two of them called me on the first day of school and told me they showed up to school and were told they were terminated.

Just like that.

Summer having fun whatever go in some of them set up their classrooms told me that the principal in another district they left because they were being bullied terminated them spt that did that now recently promoted is a superintendent Yolando Torres.

Please be vigilant, teachers as well.

We should work together.

Parents should be partners in this system where what place bullying allows and sometimes encouraged to break down tenure and pension accrual and things like that.

So we're fighting back as parents and teachers and really my hat's off to everyone who showed up.

I don't know if the camera picks up on how sad it is in here that this is the first panel meeting in over a year that came to Staten Island and this is all we have.

Thank you and just keep fighting for your students and we'll do the same on our end.

Next speaker green ticket Angela Cline.

Good evening.

Thank you for this opportunity.

My name is Angela Cline.

I'm the mother of a 13-year-old boy who is dyslexic.

My son Alex goes to school in New Jersey at the community school.

After not being able to receive the education that he deserved.

For five years I begged, literally begged for help for intervention and it never came.

I am grateful now that he's getting the education that he does deserve

but every child does deserve the education.
The reason I'm here is to speak about respect.
My son was ridiculed and made to be very small and insignificant when he couldn't keep up in the classroom.
No one knew what dyslexia was.
No one knew how to address it.
No child should be treated so disrespectfully by teachers, be embarrassed by his or her peers and that has to stop.
I'm begging you to provide training for all your teachers and your staff.
Teach them what dyslexia is.
They have staff development days.
Please introduce it.
I will volunteer to go anywhere you want in this city to help bring that to them.
If we expect our children to respect us, they're going to grow up and they need to understand that they need to be respected as well.
So we give respect and we get it.
Every child deserves a good education.
And deserves the patience and understanding to figure out how to teach them the way they can learn.
-DELETE- Thank you.

>> Yellow ticket No.
9.
Teresa Garcia.

>> Hi my name is Teresa Garcia.
I have three boys on the spectrum.
Needless to say they go to three different schools.
None of which is our zoned school.
Because of that I rely on transportation.
My youngest is four and he was on the ill fated route five 74.
574.
The four-hour bus tour I'm sure most people know about.
My question is it's easy to blame the bus driver, the matron the bus company.
For me all roads lead to OPT this was a route given to this company by OPT when the parents are calling OPT and getting nowhere when the principal is putting a call in to the chancellor and calling OPT and getting nowhere.
When Michael Riley is calling OPT and router won't return our calls or reroute our children who are they accountable to?
Who do we call?
Except for Andrea Lela.
Nobody knows.

>> I'll have someone answer that right now.

>> There actually have been a couple of questions that I think all

come down to the same thing, which is insuring that we are able to track buses.

We do have a pilot program that we are implementing on 500 special education bus routes that will include turn by turn driver GPS directions which in the case of the four hour bus ride the real issue here was that we had a substitute driver that day unfamiliar with the route.

We need to improve the training that happens for individual drivers when there's a substitute.

We do think that moving forward our new contracts require a GPS tracking ability on our buses.

That is something that with time we expect to expand and this test of putting in driver based turn by turn directions will help address these kinds of issues and we are very sorry for the experience that the children had on that particular day.

And we understand that's truly unacceptable.

>> The other thing we can do, and I won't get on this tomorrow, make sure all the superintendents have either a person that will have immediate feedback.

We'll try to do this.

But very honestly it may take us a day or two, but we will try to get a letter out to what the protocol is should this happen in the future city wide not just here in Staten Island.

Protocols.

Next speaker.

>> Madam chancellor and counselor my son was also on that bus.

I'm going to speak more about the problems that have been from the very beginning with this bus route which relate to a lot of problems that a lot of other parents are having with buses so I was very lucky. I did pick him up and I had my mom pick him up that day and the last two days of that week because the children were getting to school so late.

I received a call from the bus driver asked him about the ages on the bus because I've heard of things like this happening before.

The initial route that was created had seven children from the special needs school ages six to 20 and six children from the elementary school, primarily the students with the Verizon program who are in kindergarten and first grade.

You have five to six year old.

Luckily I reached out to Mike Riley for assisting with this and we were able to have this route split.

Within after the first week of school.

When I called OPT about this issue, the representative informed me that the students ages 16 to 20 were not of the same capacity of other high school students in gen Ed.

This did not have any bearing, and I didn't really appreciate them saying that, because that wasn't really the issue.

I didn't think that one of the high school students was going to try

to pick up my five-year-old for a date.

But my concern was more that they could potentially have some sort of meltdown or just kind of swing their arm the wrong direction and take out a 40-pound child.

The other issues that we have experienced in this route is now the children being late to school.

So on the second week of school, we did have the children arriving to school 40 minutes late.

On the Wednesday of the second week.

That afternoon on the school for over an hour and a half.

I've been on the phone with the assistant router Penelope Leon and left multiple messages for Byron Kistly and for James Campbell.

We still to date have not been able to get to a resolution.

We do have a new bus.

Vinnie's bus service is wonderful.

Wonderful matron driver and we're very happy about that.

But I have told them numerous times that they are going through a highly cluttered area.

They're going from --

>> I'm going to stop you because I'm going to ask you once again to give the information, because I totally agree with some of the things you've brought up.

There certainly are age spans that are appropriate on buses and age spans that are not.

And obviously this happens I've been unfortunately in this business a long time.

We always have glitches at the beginning of the school year but this is one that obviously we have to attend to.

So if you will please give all your information and Elizabeth and I will meet to come to resolution.

>> That was resolved that part of it.

>> But I think we need to look at the bigger issue.

One of the age spans on buses what is the right kind of, how many routes, long it should take it's a bigger issue.

I think it's a city not just individual cases.

>> I think we do need people on Staten Island who know the roads because nobody there seems to know --

>> All you need to do is find Highland boulevard and stay on it somehow you'll get to something else.

>> Thank you.

>> Speaker 11 on the yellow side.

Jacqueline Rodriguez.

>> Good evening I'm Jacqueline Rodriguez.

I'll try to read as quickly as possible.

I'm a special education teacher for the dough and a mother of a five-year old child named Lilly attends 650 horizon bussed out of zone and on Friday two children with special needs three to four hour bus ride after Reliant bus R 574 failed to drop off my child at the time at 3:30 I became concerned contacted.

By 4:14 they couldn't tell me where my daughter was they said they were around Clove Road which is 40 minutes from my house.

So he drove off in search of the missing bus.

OPT told me they were four minutes away.

They never arrived.

Reliant then gave my address without my consent to another mother who was trying to catch up to her son.

Who was the next stop after me.

For three hours no one at OPT or Reliant could give us answers anger quickly turned to fear fear of accident or abuse or whether we would see our children again we called 911 twice.

No one came to help finally Reliant gave the other mother the matron's phone number after we begged and begged she had a phone on her the whole time.

We called and she told us they were by Tyson's Lane 20 minutes away we jumped in the car arrived 5:40 p.m.

Three hours after the pick up.

Children were sweat issuing shaking and begging for water the driver and matron issued no polling.

Apology making excuses we're not from Staten Island and Brooklyn we had no GPS but she had a phone and obviously they had no common sense compassion or conscious.

At any point after realizing they were lost they could have called OPT and Reliant to ask for assistance and to ensure that they knew that we knew where our kids were.

That they were okay and that they were alive.

Sorry I'm very upset about it.

All we got were I don't know when we asked where the bus were our kids were helpless could barely communicate their needs and they took advantage of them.

The matron and driver may have been given an unfamiliar route.

But could not use good judgment and protocol to ensure the safety and well-being of our kids.

Port 8 the last drop off was 40 minutes away.

He was 40 minutes.

I'm sorry he was five blocks away from his home they took 40 minutes to drop him off.

He soiled his pants.

Where is the dignity in that?

They were stripped of it when the driver and matron acted in a completely selfish manner only caring about their own jobs.

He only lived five blocks away.

Why did it take so long for him to get home.

There needs to be consequences.

They need to hire drivers that are seasoned that are well trained and

they need to pay these drivers a fair wage and give them what they deserved so we don't have incompetent drivers on the road with our kids.

It should have never happened and our kids deserve better.

My daughter Lilly does have better.

>> My son is autistic.

authenticate.

Unfortunately, I was not able to come even close without the help of Andrea Lela who fathered very hard for my son to get retested he's now at P 60 horizon program doing great.

The only problem is that we live in an nonDale because both my husband and myself are working parents we're unable to drop him off and pick him up and that's where the issue started.

My son was one of the three children whose bus disappeared for four hours without a single phone call from the bus driver on the matron I can't express how helpless and devastated I felt not to know where my child was and if he was ever coming back to me in one piece.

I called the bus company only to be told that they didn't know where the bus was.

And most likely in traffic.

Neither the bus company nor OPT could give me any answers.

Finally after numerous phone calls to the bus company I was given a number of a matron who I was able to reach.

Another mother myself got to location where the bus was and went to get our children.

I can't express what relief I felt seeing my child.

At that point I didn't care about incompetent bus driver and matron, didn't care about complaining, I just wanted to take my son home.

Now that I was able to regain my strength I want to tell everyone that this would have never happened if EPP was still enforced.

Our special needs kids should be on the bus with drivers who know where they're going, who have compassion to our kids and to us to make a phone call if they're late.

It is unbelievable that autistic children are expected to sit on the bus away and back and have new drivers every day while children with no special needs get to have the same bus driver for years who know the children on the bus by name and don't spend more than 30 minutes on the bus.

To me that seems like discrimination to children with special needs.

It is just not right.

My child has been placed into horizon program, which I'm so grateful for.

But why does he have to stay on the bus for an hour and a half just to get appropriate education.

Horizon and Nest programs should be available to every autistic child within their local area.

Why aren't there more programs?

Instead of paying bus companies more money to drive our kids from so far away, invest into creating more ASD programs.

This is an investment into our kids' futures.
Our kids can be productive part of our society.
If DOE invests in them now.
We shouldn't have to fight for opportunity to get in.
It should be readily available for all of our kids.
I could only take care of my child in to get appropriate education for him but I believe that we have to fight for all the children to get appropriate education.
Thank you.

[Applause] yellow ticket No.

12 Tara Brian.

Yellow ticket No.

12.

-DELETE- Is there anyone on the yellow side who is holding a ticket who didn't speak?

>> Miss Soma who has been here dealing with a panic attack is asking to speak very briefly on her issue would that be permissible.

>> Of course.

>> Although she's an eloquent speaker I must say.

Miss Soma would like to discuss dyslexia.

Her child is dyslexic.

He goes to PS 215 in Brooklyn.

Thank you for coming here.

She's been having a very difficult time getting the appropriate methodology or instructional approach to meet his needs.

He's a child with a wonderfully average to above-average IQ who is truly battling with his letter sound association and decoding skills.

She's asking if the panel or if the chancellor could please consider obtaining either a partnership with the academy of Orton where they can train our and use them as practicum or provide more training over the summer for our teachers.

>> Andrea as you well know this has been something that's a priority for me.

Dr.

Esther Friedman has put out a list of workshops including orton Gillingham and other interventions on the RTI spectrum.

It went out this week.

It went out to every single school in the city.

Remind Anthony and principals to send teachers for the training we've invested heavily particular ly in dyslexic training working for Manhattanville this past summer.

Added more speech teachers to our school because we know they're generally the best providers for the specific --

>> It's a language-based disability.

>> That's true and most of the educators and training is done by the

everyone reading association which has ongoing workshops with parents weekly.

They just put out a new one what parents need to know about children with dyslexia and how you can help them at home.

They have a major conference in march.

I don't remember the exact dates usually a Monday and Tuesday.

And this year we haven't sent out the word yet but this year we'll be sponsoring groups of people from every part of the city educators, but parents are also welcome to go as a group and I really recommend it, because it's probably one of the only conferences that's specifically geared to parents and teachers for kids with special needs.

I'm happy to send -- Anthony do you have that information from Esther let me know or I'll send it to you directly.

>> Carmen what I would love to do and this district did it very successfully from 1999 to 2003.

Excuse me, 1997 to 2003, we had a partnership with The Academy of Orton where they came and used our students for their teachers for the practicum and/or ton fellowships and in turn teachers were able to get trained and turnkey we had it after school so if you could look into that.

>> I know hunter does that several other so certainly asking the college of Staten Island even St.

Johns.

I'm happy to do that.

Follow up on that.

>> The last thing I'm sorry you can shoot me when you're done.

>> No, I'll just send you a poison pen letter go ahead.

>> Carmen anything you send me is sent with love so I appreciate it.

>> I know.

>> I'd like to advocate on behalf of children but it's in the name of school psychologists so currently the city has the same number of school psychologists as we had in the '70s and the student population of special needs has gone up 267 percent to that date.

School psychologists have assumed the education vAnlt of the evaluator and turning five and assumed the responsibility of developing goals for those IEP meetings.

We beg of you cases are months and months out of compliance and I hate sitting there and growling at a school psychologists that took five months because compliance is about kids we need more school psychologists and we need to revisit the role of the social worker because you have licensed clinical social workers that are clinically certified and qualified to evaluate children and if we could expand utilize them to the maximum we can alleviate some of the compliance

issues that we're dealing with.

>> You should also know that the clinical psychologists have not been shy about emailing me on this very same day.

>> I'm very well aware of it sometimes I'm cc'd.

>> Green side, ticket 11 on the green side.

My name is Bernadette and my son Evan is 12 years old in the sixth grade, eight to one-to-one horizon program.

Currently he receives services in school and outside of school.

To date, he's received two speeches and no outside services.

My question is, is this legal?

And is it acceptable.

And that's it.

That's what I want to say.

He's not receiving his services.

It's already the end of September and it's heartening.

It really is.

>> Again, you'll have to give me, Anthony maybe you'll take it.

Okay.

Give it to the superintendent he'll follow up.

Even though it's the end of September we haven't had as many school days we'll certainly follow up.

Give it to your superintendent and he'll follow up.

>> And final speaker is number 12 on the green side.

>> My name is Valerie chancellor we spoke during the telephone townhall and I asked you about ASD programs for our growing population and you told me about all of the new NEST programs, but that's not really I have a child in the district 75 program and it's really not meeting her needs it's not challenging enough.

There aren't enough academics during the school day.

And I'm hoping for a program somewhere between district 75 and the horizon program, which she doesn't qualify for.

Is there anything up coming?

>> Off the top of my head, I can't answer that but I will certainly come back --

>> I can --

>> Right Andrea I'll put you on my payroll.

>> No, just so you know.

We're definitely looking at district 75 a little differently.

I mean I just met with all the principals in district 75 to talk a little bit about how do we look at existing programs and perhaps tweak them a little bit.

But I'm not going to give you an exact answer but if you leave me your

name I'll get back to when I've looked at this more fully.

>> Who should I leave it with.

>> Anthony if she leaves it with you you get it to me that's why I love superintendents.

I've died and gone to heaven since I've appointed superintendents.

>> Thank you.

>> That's it.

So thank you all for your comments.

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

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

>> Thank you Madam Chair.

The contracts committee met on -- is it on?

The contracts committee met on Thursday, September 17th and reviewed the contracts being considered by the panel tonight.

I met with contract committee members Isaac Carmignani, Norm Fruchter, and Kamillah Payne-Hanks.

At the meeting the committee unanimously recommended the approval of contract items 1 through 29.

The contracts committee recommends that contract items 1 through 29 be considered in three resolutions.

Resolution 1, including contract items 1 through 10, 12 through 18.

Resolution 2, contract item 11 and 19 through 23.

And resolution No.

3, contract items 24 through 29.

Thank you panel member Baptiste.

Before we begin Mr.

Ross do you have any text you would like to read into the minutes pertaining to today's contract items.

>> Thank you chairperson.

Yes.

-DELETE- First I note that I've provided panel members with technical changes to universal prekindz contracts approved by the panel at prior meetings and these changes have been posted on the Web.

For item 20 on this meeting's agenda the provider name of young mens and women's Hebrew association of Washington Heights is incorrect in the agenda.

The correct name is young men's and young women's Hebrew association of Washington Heights and Inwood Incorporated as indicated in the request for authorization.

At its may 20, 2015, meeting the contracts committee approved grandfather's bus and other vendors under item one contract agenda

estimated amount of 20 million.

That item was for a two-year contract extensions for against winter bus and escort services and one year option.

June 10 item eight sought approval for making these contracts for three years without DOE option to extend item eight however did not include grandpa's bus company in the agenda.

Even though it was correctly included in the request for authorization that supported the item with an estimated annual amount of 21 million 156 thousand 574 dollars.

\$21,156,574.

At its June 10, 2015, meeting the panel approved the contract with Little Lisa Bus Company which was among 25 others under item 10 of the contract agenda for a three-year contract extension to school bus service of special and general education pupils during the school year.

The agenda stated the estimated annual amount was \$68,405,556 due to a misplaced decimal.

The correct amount is much less.

It's six million 840 thousand 557 dollars.

\$6,840,557.

-DELETE- The same amount that is in the request for authorization that supported the agenda item.

Finally at the August 12th, 2015, meeting, item two the panel approved a contract with redeemer saint John's nursery school in the amount of \$227,160 the contract was submitted and approved at the August 26 meeting under item 15 we're withdrawing the latter contract from the August 26 2015 agenda.

, 2015, agenda.

-DELETE- Thank you.

-DELETE-

>> Thank you.

Madam Secretary, please present the three resolutions set forth by the contracts committee.

>> Certainly.

Also I forgot to add that we were joined by panel member Zingmond I think at the public comment section.

Resolutions are all entitled resolution regarding approval of contracts and as indicated by panel member Baptiste first resolution contains contract items 1 through 12 and 12 through 18 and second resolution item 11 and 19 through 23.

And the third resolution contains contract items 24 through 29.

Panel members please note that 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 and indicate the item number within that resolution and your corresponding vote.

>> Thank you Madam Secretary.

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

>> Thank you panel member Fruchter.

Is there a second?

Thank you panel member Sigmund.

Does the panel members have any questions or concerns concerning tonight's contract at this moment.

-DELETE- All right.

So we'll now vote on the resolutions Madam Secretary could you please note any recusals related to these contract items.

>> No recusals for these resolutions.

>> Thank you Madam Secretary.

So please raise your hand if you vote to approve the resolution regarding approval of contract items one through ten, 12 through 18.

Nine in favor.

It's unanimous.

Please raise your hand to vote approval of contract items 11, 19 through 23.

Nine in favor, it's unanimous.

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

Nine in favor, it's unanimous.

>> So that concludes the voting portion of the meeting.

And actually that's the last of our agenda items.

So the next regular meeting of the panel for educational policy will be held on Tuesday October 27th, 2015, at Murray Bertrhom high school.

The meeting is adjourned.

Good night everyone.

Please get home safely.