

Welcome.

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>> Good evening, everyone.

Thank you for your patience.

I'd like to call the meeting to order.

As a reminder, please note that panel meetings are being live streamed over the Internet for the convenience of those unable to attend, and a recording and transcript will be posted on the 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 discuss the matter with you and take down specific information so that they could follow up.

Thank you in advance for your cooperation.

Madam secretary, could you please call roll.

>> Fred Baptiste?

>> Present.

>> Isaac Carmignani.

>> Present?

>> Elzora Cleveland?

>> Present.

>> Deborah Dillingham?

>> Present.

>> Vanessa Leung?

>> Here.

>> Kamillah Payne-Hanks?

>> Here.

>> Lori Podvesker?

>> Here.

>> Robert Powell?

Ben Shuldiner?

>> Here.

>> Laura Zingmond?

>> Present.

>> And Miguelina Zorilla /AEURS /TEU?

>> Present.

>> Can we now have everyone on stage introduce themselves starting from my left.

>> Rayesha Mond, acting superintendent, CS 16.

>> I'm Michael Batista, office of guidance and school counseling.

>> Elizabeth Rose, deputy chancellor for operations.

>> Isaac Carmignani, mayoral appointee.

>> Kamillah Payne-Hanks, mayoral appointee to the panel.

>> Elzora Cleveland, mayoral appointee to the panel.

>> Chief of staff DOE.
>> Carmen Farina, chancellor.
>> Vanessa Leung, mayoral appointee.
>> Lori Podvesker, mayoral appointee.
>> Fred Baptiste, Brooklyn borough appointee to
the panel.
>> Stephanie Soto, mayoral appointee.
>> Laura Zingmond, Manhattan borough president
appointee.
>> Deborah Dillingham, Queensboro appointee.
>> Orlando.

I'm the chief financial officer.

>> Sarah Jonas, deputy executive director, DOE
office of community schools.

>> Thank you, everyone.

Thank you, madam secretary.

The first order of business this evening will be
approving the minutes from the December 16th,
2015 panel meeting.

Is there a motion to approve the minutes from the
December 16th panel meeting?

Thank you, panel member Podvesker.

Is there a second?

Thank you, panel member Zingmond.

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

11 in favor, unanimous, motion carries.

>> Thank you.

>> Chancellor Farina, would you like to share some
remarks with us this evening.

>> Sure.

First of all, we got some very exciting news this
past week about our high school graduation
rate.

We still have a long way to go, but it's moving
in the right direction.

And not only is that moving up, but our dropout
rate is moving down, which means we manage to
graduate more students with higher standards.

All of them had to take regions in order to be
part of that category and within four years.

And across all ethnicities, but all in terms of
English language learners, Hispanic, African-American.

So it's good news, and it gives us a foundation
to build on, but we will not be happy until
that number is much, much higher.

And also, I am thrilled today to be passing a resolution
to approve the community schools policy.

One of the things we've been working hard on the
past couple of weeks is visiting

thank you.

Go ahead.

Go ahead.

[CHEERS AND APPLAUSE]

>> And I thank the people who came out to support this.

I have been visiting schools, even having dinner appointments with several of our CBOs, and it's really interesting how all of them are taking a little different approach.

One of the things that has been pretty consistent is that in this plan, community-based partners are in schools all day.

They're embedded during the school day as well as the after school, and this is only going to be good for not only our students but also our parents.

So thank you.

And this is a whole community effort, and I look forward to seeing this program grow and grow.

>> Thank you, chancellor Farina.

I actually do want to echo that today I went to visit junior high school 145 in the Bronx, which is a community school, with the partner with the center for supportive schools.

It was one of the co-location proposals that the panel voted on in the beginning of

the end

of last year, school year, and we've seen

it

was exciting to see kind of community schools in action.

The three renewal schools that are part of that program, I see great collaboration, some great best practices that we need to capture.

I want to thank kind of the borough offices as well as central to kind of be so responsive to their needs and their requests.

But it was nice to kind of see the collaboration across the school campus, including the three middle schools, the three renewal middle schools, success academy, as well as the ALC.

So it was nice to kind of see that happening, and it's kind of exciting to see what will happen the rest of this year with additional resources that are going and that have been promised to the school.

So I want to thank the Chancellor for her vision for that too.

[APPLAUSE].

>> So just to give some things about some of the housekeeping stuff.

So before we get under way with the voting portion of the meeting, there was some words about the public comment and rules of decorum at this meeting.

So during the public comment period, speakers will be permitted up to two minutes to comment, and I'll ask the secretary to call the speakers up from the sign-up sheets.

And to ensure that the speakers stay within their allotted time.

We will call speakers up in groups of five, and if you have a green ticket, you will proceed to the aisle on my far right once your number is called.

If you have a yellow ticket, you'll proceed to the aisle on my far left once a number is called. There is a clock.

So the clock will indicate when there's one minute of time remaining for each speaker, and a light will indicate when there's one minute left so that speakers will know when to wrap up.

At the conclusion of each speaker's time, we will move on to the next speaker, and 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, you cannot redeem your place in the queue. So the first voting item in tonight's agenda is the New York City Department of Education's community schools policy.

[CHEERS AND APPLAUSE]

>> So here tonight to take our questions is Sarah Jonas, deputy executive director of the Office of Community Schools.

Miss Jonas, would you like to share any remarks with us this evening before we vote.

>> Yes.

Thank you, Chair Leung.

We are really excited to bring this policy before the panel tonight.

The community school's policy builds off of the strategic plan that the DOE and city hall released last spring, and was developed in a collaborative process that included stakeholders such as community partners, parent groups, school leaders, and others.

Through the DOE's office of community schools, we are currently providing support to 130 community

schools and almost 60,000 students.
Every school has hired a community school coordinator,
is providing new mental health services,
expanded learning time opportunities, and more
robust family engagement strategies.

Many cities that have implemented systems of support
to community schools have had a formal
policy passed by their boards, or voted on by
their boards, or governing bodies, and we believe
that by the panel supporting this policy, they
will strengthen New York City's support for
all community schools.

Thank you.

>> Thank you, Sarah.

Madam secretary?

>> We will now move to the public comment portion
of the meeting regarding the voting items
on tonight's agenda.

Since we only have a few people signed up, we'll
actually take everyone who is signed up for
public comment, whether it's on community schools
or general public comment.

Again, we will take you now.

So if you could, if you know that you have a ticket,
the number that you signed up for public
comment, you can start to move towards the microphones.

We will start with the CEC members who signed up
to speak.

Is Celia Greene here?

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>> Good evening, Chancellor.

Good evening members of the PEP, and good evening.

Tonight is an evening that shows that parents united
can get things done.

CEJ has worked on the community schools policy
for more than a year now, in collaboration with
other CBOs, this policy will ensure that community
schools last well into the future.

Community schools need to have guidelines and regulations.

Although they're individualized by their neighborhood
and by their needs, there needs to be

continuity, and this policy will ensure such.

So we're really happy for today, and we hope that
the collaborations will go on.

Thank you.

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>> Thank you.

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>> Next speaker from CEC 9, Josephine Affili.

>> Good evening, Chancellor Farina and members

of the panel.

My name is Josephine Ophili.

I'm the appointee to CEC 9. I also have a ninth grader in Manhattan.

I understand you'll be voting to approve the community schools policy tonight, so I'm here to express support for the policy.

For so many years, schools in district 9 were facing a lot of problems.

The district was one of the lowest performing.

We cried out for help.

It was not just about the academics.

There were other issues with our kids.

In order to take care of the academics, you have to take care of the whole child holistically.

You have to take care of other areas that affect a child's performance in school, such as the social and emotional, attendance rates, family issues at home, and many other areas.

Finally, you heard our cries and listened to us at district 9. You gave us community schools.

District 9 now has the highest number of community schools, 17 in all.

Our /TKHEURPB are getting the support they need.

Attendance rates are increasing.

Social and emotional needs are being addressed.

And academic performance is improving.

Parents and guardians are providing support are provided support.

They are actively participating in the decision-making process in their children's schools, and at the same time developing as effective parent leaders in their respective schools.

So I stand here before you, Chancellor Carmen Farina, to thank you and to ask the panel to pass the community schools policy.

This policy will establish a framework for community schools far beyond the three years, and more importantly, it will become a roadmap for all schools to connect.

All schools will be able to follow the same guidelines identified in the policy in order to achieve an equitable educational system.

Once again, we thank you for your support and collaboration and assisting our families in district

9. With the support and services, district 9 will rise to the top where it belongs.

In the end, it's our children that we are fighting for.

They are our hope and our future.

Thank you.

>> Thank you.

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>> I remember a meeting at the DOE 10, 12 years ago, when this first was one of the discussions, when you did the learning leaders, and it started all in those districts.

And I remember a lot of the conversations and going back and forth.

So it's almost like full circle but with a lot of extras.

So this is really great.

>> Next speaker, Gloria Corsino.

>> Hi.

Good evening, PEP, parents, and everyone attending.

I wanted to congratulate you guys on this resolution.

I think it's a wonderful thing.

As a D-75 parent, I live in a district that is pretty much city-wide.

I'm here today because there's a cause that I've kind of gotten involved with.

Students in transitional housing.

It has been something that they don't have a community they belong to because they're visitors in each community.

One of the things we've encountered is there's a position that's a DOE position that is in the shelter system that's called an educationally a son, and I don't know if it's maybe for lack of not knowing the semantics of district 75.

I've had district 75 students living in transitional housing who need maybe a placement in a different borough where they're now being transferred to, and the educationally a son simply hands them a metro card and the district office number.

I think that's a sense of frustration for me as

a DOE employee, they should be able to simply make a phone call or an e-mail to the district.

If they're not sure, they had always call downtown.

But parents are already struggling with a child with a disability and in a home that is not permanently theirs.

To then have someone hand them a metro card.

If they have more than one child, how do you travel with children with disabilities on a train to get to a district office?

I'd love to see if this is something the panel can look into and see if maybe the office of students in transitional housing can come up with

a policy that works better to help parents and enable them to maneuver the education system just a little bit better.

>> Gloria, we always know that, whatever you ask for, you'll follow through on.

I know we have another meeting tomorrow night.

So I'm going to hear this again.

I'd like to ask that maybe Deputy Chancellor Rose can answer this.

>> There are occasions where we can actually get to say we read your thoughts.

As of yesterday morning, we have begun offering yellow bus service to all students who are living in homeless shelters or commercial hotels.

[APPLAUSE].

>> For children in grades K through 6, for students who have IEPs requiring transportation, they should also always be receiving yellow bus service from their homeless shelter.

So we are making new strides in this area to support our students in temporary housing.

>> And I look forward to helping you in any way that I can.

>> I'm sure you will.

>> Next speaker, Ayesha you are Irvin.

>> I'm Ayesha Irvin.

I'm a member of the district community council and a member of the coalition for educational justice.

It is important that the panel for education policy votes for the school policy to ensure that community schools have a structure in place to ensure the long-term stability of community schools.

This policy gives anyone that picks it up a clear definition of what a community school is and what are their essential core components. policy.

Across the country, where there are community schools that are successful, they have an accompanying When the Coalition For Educational Justice realized this, we set out to create a policy that anyone who read it would know what a community school is and what it has to offer, and this policy does just that.

In District 5, where I live, we currently have two regional schools, one AAIDP, and two community schools that were started before all of this came about.

This policy would be essential in helping to strengthen what those schools are already doing and will give them guidance in the areas they are struggling.

It would also provide foundation for expansion of the initiative to other District 5 schools that would benefit from being community schools.

This policy would give parents in our community schools a better understanding of how they function and what to expect in the future.

I will be excited to see the policy pass.

Thank you.

>> I would like to say also that one of the schools that's taking advantage in District 5 is doing a phenomenal job, you know many, is 123. What's happened in that school is a prime example of what could happen because many of the students there are from one of the shelters on domestic violence, and already the community school in that school has made a major difference in keeping those students there rather than have to be transient.

So I congratulate District 5, and it's great to see that.

[APPLAUSE].

>> We'll next hear from those who signed up for public comment on the community schools.

So if you have a yellow ticket for community schools, you should be to my left, your right, and if you have a green ticket for community schools, you should be to my right and your left.

I don't see anyone on the right, so we'll start on the left side.

Excuse me.

The yellow side.

Angel Martinez, ticket number 1.

>> Hello, good evening.

I'm Angel Martinez, and I'm a parent leader with the new settlement parent action committee as well as the Coalition For Educational Justice.

And I feel that the community schools policy is a very necessary document that needs to exist because it serves as a blueprint for families who are in community schools to not only understand and to know what their place is but for them to know what to expect when coming into their school.

And I feel that it's something that's not just giving schools the say of do this, but it's also showing them how to operate and giving some guidance

on what they should be doing in the schools.
I come from the PS-64 campus that has been struggling
for a very long time, a very, very long
time, and my school is PS-294.

When everyone gave up on the school, this year,
just a few months ago, it was our parents who
had to step up, who had to teach the parents of
64 how to run their meetings and how to get
other parents out, and I'm very proud to use that
community school model to get them from 3
parents to 17 to 24.

Not just one fifth grade class, their entire school.
I think this policy serves as what can happen when
you have powerful and willing parents to
be centralized to create independence, to grow
other parents, and to really create a community
school when it's not happening.

And I think that that is going to be the biggest
investment of the policy is to be able to know
that you don't have to middle manage what's going
on at the schools because the expertise is
there.

The capacity is there.

And you have to be willing to invest in us, and
this partnership and this collaboration will
speak through this policy being implemented.
Thank you.

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>> Is Diana Campbell here?

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>> Hello.

I'm Diana Campbell.

Hello to the panel and Chancellor Farina.

I am an education consultant and also a member
with CEJ.

I feel that this policy of the community schools
needs to be passed.

Because the community schools are essential to
the advancement of our community and the world.

This policy will ensure that not only the children,
but the parents and the caretakers can share
the advancement of the minds, which equals quality
jobs and equal rights, which is the foundation
of America.

No child, no parent, no life should be left behind,
and I have a say as an educator, to teach
is to touch a life.

Thank you.

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>> Thank you.

>> Yellow ticket speaker number 2, Gloria Galfines.

>> Good evening.

My name is Gloria Alfines.

I'm a parent and president of parent association 128.

When I first set foot in the Bronx, my first couple of steps was right towards PATH, and it was three days of hell.

And then forward from there, I had to move three children from place to place until at some point we had stable housing.

In doing so, I already had an education.

I already knew I could get a job, but I had two children that were a lot older than

or I

had an infant, and then I had a 5 and 6-year-old.

At that point, I didn't know anything about decompensations or mental breakdowns.

At that point, my children at two separate schools decompensated.

I got a phone call, and I didn't know what to do.

The school didn't know what to do.

I said call 911.

Let's find one hospital that will take them.

In that, at least I was able to advocate in some way, shape, or form, but there are parents to the left of me, to the right of me, behind me, who are going through this, who are suffering in silence, who will not tell somebody what they're going through.

They would rather keep their children at home because they're ashamed and afraid.

My son had at one point attempted to commit suicide.

I could not see myself do anything but take care of my child.

I always felt my child, my responsibility.

But that is me, and I dare not ask for help.

But I had no choice because I need to ask for help for my children.

So I had to do something.

And still it was difficult because the children were not getting services inside the school.

Today MS-328 has been able to provide services, food pantry, coats, clothes, shoes, resources, a list.

If we couldn't do it, we knew somebody else could do it, and that's what we're doing here today.

Think about it, folks.

People are suffering in silence.

Thank you.

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>> Speaker number 3.

>> Hi.

Thank you.

I'm Kevin.

I'm the executive director of counseling in schools community-based organizations.

We have seven community schools that we are in a key position for and a few others that we provide mental health support for.

I want to encourage the panel in this policy to move it forward to continue to strengthen the community school model.

Among everything else that you're hearing from parents and the direct recipients and the people benefitting directly is it's getting a stronger place in the educational conversation from community-based organizations to be part of the support and the communities in which we'll work.

For a long time, I've been doing this for a long time, 23 years, and there's been a sense and a feeling at times that you're somewhat downstream in addressing the issues, and I feel that the community schools model, it brings us up to the front with everybody where decisions are being made where our experience and people coming into the organization with the community with skills that are needed to be back in the community are able to happen.

In this campus, specifically, we have two community schools where through this model we've been able to extend the school day an extra hour and a half, extending school time, bringing in culturally relevant and appropriate and engaging services to students, including Barbering, cosmetology.

We have 60 students who leave this building every day to go to paid internships.

They're getting career support and real life and realtime experience.

These are all things we've had the capacity to do for a number of years, but we now have both the permission and the resources and the structure to work with the principals of the school for support to provide those services and to provide that support that we're capable of.

This policy formalizes that and really creates a platform in which I believe this program can continue to grow and become just what would be

the standard model for education in New York.
Thank you.

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>> Ticket number 4, grace Bonilla.

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>> Good evening.

My name is Grace Bonilla, I'm the committee for the Hispanic children and families, and we're the lead CBO for Bronx school of business, which sits on this campus.

We're here to fully endorse this initiative. The huge change that we have seen in our students and in our parents in the short time that we have been here is significant.

We have worked tirelessly with the administration of the school to level the playing field for students that, but for this partnership, would have been forgotten.

So we applaud the administration's efforts to expand on this initiative, to make it a permanent initiative.

One of the things that we're the most proud of, as CHCF in the school, is the smile and the confidence in our parents when they walk into the school.

Having talked to some of them before coming in here, they feel like they are a part of this community.

They feel like they can speak to folks who are culturally and linguistically competent about things maybe before they didn't feel as comfortable speaking about, and their students, their kids, our kids are benefitting from it.

So the equity and comprehensive services that this initiative is adding to the school is something that you should all be very proud of.

I know we're very proud of it, and we're here to support you.
Thank you.

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>> Thank you.

>> The remaining speakers signed up for public general comment, the armed forces, Betonces. And then Matt, speaker number 2.

>> Good evening, Chancellor, members of the panel, and all guests in attendance tonight.

My name is Jenny Betonces, and I was raised in the Washington Heights community.

I lived here since I was 8 years old when I moved here from Puerto Rico.

I'm currently a proud member of the armed forces. I have been serving for 16 1/2 years, and I am the proud parent of the two kids.

My reason tonight for speaking to you is because I want to thank you for your consideration of changing the no child left behind act.

It is important to me to come back to my community and help all those students that decide to take the Armed Forces vocational aptitude battery exam and explain to them the opportunities and career exploration that they have.

I understand that most people think that the test is only a way to actually join the Armed Forces, but it is not.

It's a way for us to show our children that there are career exploration, for them to understand that there's more than just joining the Army or for them to do something else.

I am a product of that.

I attended George Washington High School, and I now will be retiring in three years.

I just want to give the same community that I grew up the opportunity for them to do the same thing as I'm doing right now.

I will be retiring at the age of 37, and I would like all those young Hispanic, black, African-American like my children to have the same opportunity that was granted to me.

Thank you.

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>> Is there a second speaker, number 2, Matt Valent?

Okay.

Then that concludes public comment.

>> Thank you, madam secretary.

So back to community schools policy, is there a motion to adopt the New York City Department of Education's community schools policy being presented tonight?

Thank you.

Is there a second?

Thank you, panel member Dillingham.

Comments?

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

>> We're happy that we're doing this.

Thank you for not just reaching out to us, but also helping to start the process by actually drafting specific things, not just asking for policy and not having any details, but you actually created a draft, and it was something to work

with back and forth, and it really was a collaboration. We're thrilled that it got to this point.

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>> And Isaac Carmignani.

>> I think you said it all.

What strikes me with this is oftentimes policies are in large manuals and hard to read documents that the public cannot necessarily wrap their thoughts around easily, and this is something that is easy to understand for the public.

That's one of the best things we can do as panel members, as individual, is make it easy for the public to understand while respecting the people that we're speaking to.

I'm very happy about this.

>> Panel member Cleveland?

>> Again, in support of exactly what my colleagues have said and especially what the public has shared with us, the collaborative effort, the input we received from the public is truly valued in the decisions we're making when we vote tonight.

It was a great work effort, and I think what our children need most, what our schools need most, what our teachers and parents want is just that piece of information that expands the vision.

So this policy is telling you what is going to be the standard across the board.

We will shape it to fit schools as they deem fit, and it will work, but we have, by offering an opportunity to offer this policy or when and if this policy passes tonight, we have expanded the opportunity for our schools to see a different vision, and there's nothing left in the future but success for our children.

>> Panel member Baptiste.

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>> I just wanted to note this was something that was a movement and a development in terms of understanding

you know, coming to that realization that our children do not exist in a vacuum.

They come to schools, and they have their issues, and they have their challenges as well.

I think it really speaks volumes in the sense that we've realized that and we've actually taken that step in terms of making a policy around that.

And I look forward to the success of the schools involved in the program.

And I definitely want to make sure what ways we

can expand the programs as well.

So we have all the kids that need the resources. Hopefully, we can institutionalize that and make it something that's part of the core of education here in New York City.

>> I also want to say that, in addition to the collaboration, I love when people come with a problem, but also a solution.

I actually ask everyone who's coming to see me to bring both.

But one of the things that maybe a lot of people don't know is that we encourage renewal schools who are community schools, if they share space, to share a community school partner.

And in the schools where they have done that, the collaboration across all the schools has created additional opportunities for students that did not exist before.

I'm thinking of a particular school actually in District 11, where there was an art teacher in one of the schools.

There's a science teacher in another.

And now all of a sudden, they're going to each other's classrooms.

Some of the students who are better at science want to take a class in one school.

It would not have happened without their having a common community partner.

I believe it's Phipps House in this particular school.

That's what this is all about.

It's not just the services to students, but the fact that everyone in the building has to come to the table and put something on the table before they get something back.

So I think this is another thing that we're going to see major results in for that purpose alone.

>> Panel member Dillingham?

>> I was just going to add we look at these communities as different entities, but this policy, in fact, is giving communities a holistic approach to education, and the way it's being framed is we're not just educating the student, but we're educating the family, and we're servicing the family, and we're trying to address all of the needs, all of the complex needs that come within that family.

This is a positive day for schools in New York.

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>> And I just want to reiterate, just its visiting

today on the campus of 145, it's amazing to see the three schools collaborating are providing three sessions of ESL classes for their parents, a GED program for their parents.

As one of the speakers said, there's a food pantry. They're doing a clothing drive.

But it is this idea that we need in order for

our students to succeed, there needs, their family's needs need to be addressed as well.

It was great to see that in action, and I'd love to be able to kind of visit more community schools and definitely see the support of how do we evaluate and measure that success?

Looking forward to working closely with the department as well as various stakeholders who want to see the success of our community schools.

Additional comments?

So I'll now move on to the vote on the New York City Department of Education community schools policy, madam secretary, could you please note any recusals related to this item.

>> Is there are no recusals for this policy.

>> Thank you, madam secretary.

Please raise your hand if you vote to approve the New York City Department of Education Community Schools Policy.

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[APPLAUSE].

>> It's 11.

It's unanimous.

Motion carries.

>> Thank you.

[CHEERS AND APPLAUSE]

>> And thank you all.

So we're moving on.

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

Madam secretary, could you please present the two resolutions.

>> Yes.

The first resolution is entitled proposed opening and co-location of Success Academy Charter School, NYC 784K to be determined with existing schools.

PS-25 Hubie Blake, 16K 205.

And upper school at PS-25, 16K 534.

In building K-025 beginning in the 2016/2017 school year.

And the second resolution is entitled proposed reciting and co-location of a portion of PS-19, Marino GINETTE, 24Q 019, and PS Q277 in building Q-315 for three years beginning in the 2016/2017 school year.

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

Motion?

To adopt?

Thank you, panel member Podvesker.

Is there a second?

Thank you, panel member Payne-Hanks.

by borough.

As is customary, we will hear questions from the panel on the aforementioned proposals borough Hearing the questions or concerns of the respective borough appointees first then the other panel members.

So panel member Baptiste, do you have any questions or concerns on the Brooklyn proposal?

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>> It's one of those things it's always a difficult proposal when there's multiple organizations in the building.

Going by some of the commentary and the conversation that's have been had, I know that

and

this is something that's been a recurring theme in terms of throwing the third one into the mix, especially if the issue has been issues with the schools.

I always find it difficult to throw that extra challenge in there.

Especially, I think, as we've been going through the conversation as well where we understand that schools need to reach a certain critical mass in terms of being able to survive.

I'm not sure if further dividing the community, especially because the Bed-Stuy community has so many organizations in there, I'm not sure if it's counterproductive after a certain point.

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>> Panel member Dillingham, do you have any questions or concerns on the queens proposal?

>> I just want to say, as I was driving here tonight, I thought what's often missed, when we come to these meetings, is that you don't see the amount of work that goes into each proposal that we bring to this table.

Often, there are things to be worked out.

I happened to come from visiting someone today in a hospital, and I walked out of the hospital, and I thought, ah, is the practice of medicine an art or a science?

Then I got in my car, and I had an hour to come here.

So I was thinking about this proposal, and I said, ah, is education the practice of education an art or a science?

When we look at these proposals, we see lots of numbers, and it's very much data driven, but what you don't see are the communities behind these proposals and the collaboration that takes place between the members of the DOE and the public officials when we encounter problems.

With this particular proposal, we had a school in District 24, which is one of the most overcrowded districts in the city.

With that, PS-19 is undergoing an expansion, a well-needed expansion, everybody wants it, but we ran into a problem with placement.

So I just want to say how pleased we are that working with the DOE, that we came to a compromise that works for everyone this coming year, and we only got there through a lot of discussion, and we are therefore very much in approval of this proposal.

>> Thank you.

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

None?

So we'll move to the vote.

Madam secretary, could you please note any recusals.

>> There are no recusals on tonight's school utilization proposals.

>> Thank you, madam secretary.

Please raise your hand if you vote to approve proposed opening and co-location of Success Academy Charter School NYC 784KPBD with existing schools Hubie Blake 16K 25 and upper school PS-25, 16K 534 in building K 025 beginning in the 2016/2017 school year.

>> 8 in favor.

>> All those opposed?

>> So motion carries.

No abstentions.

8 in favor, 3 opposed.

>> Thank you.

Please raise your hand if you vote to approve proposed reciting and co-location of a portion

of PS-19, Marino 24Q-019 and PS Q277, in building Q-315 for three years beginning in the 2016/2017 school year.

.
>> That's 11 in favor.

It's unanimous.

Motion carries.

>> Thank you.

So the next item on tonight's agenda is the approval of proposed amendment to chancellor's regulation A-101, admissions, readmissions, transfers, and list notices for all students.

Madam secretary, could you please introduce the resolution.

>> Yes.

The title of this resolution is resolution regarding the approval of proposed amendment to chancellor's regulation A-101, admissions, readmissions, transfers, and list notices for all students.

>> So is there a motion to adopt this resolution?

Thank you, panel member Zingmond.

Is there a second?

Thank you, panel member Baptiste.

Are there any questions or comments from the panel regarding this resolution?

A-101.

Seeing none, we'll move on to the vote.

Madam secretary, could you please note any recusals related to this item.

>> There are no recusals.

>> Thank you, madam secretary.

So please raise your hand if you vote to approve the resolution regarding the approval of proposed amendment to chancellor's regulation A-101.

.
>> 10 in favor.

>> All those opposed?

Any abstentions?

>> So the vote is 10 in favor, 1 abstention.

Excuse me.

10 in favor, none opposed, 1 abstention.

Motion carries.

>> Thank you.

The next item on tonight's agenda is the resolution regarding approval of proposed amendments to chancellor's regulation A-825, military recruitment.

We do have Michael Batista, senior administrator here from the office of guidance and school counseling with us, to address any questions or concerns anyone may have.

We welcome Mr. Batista.

>> Thank you, Chair Leung.

Chancellor's regulation A-825 deals with the disclosure of student information to the military as well as to institutions of higher learning. Chancellor's regulation A-825 is based upon federal law.

It's based upon the no Child Left Behind Act, which requires school districts to provide military recruiters and institutions of higher learning with student directory information, including names, telephone numbers, and addresses upon request. So within chancellor's regulation A-825, there's also an opt-out notification, where students and families can opt out of having their information provided to the military.

So if either of student or the parent submits the opt-out notification, which our high schools are required to provide to all 9th through 12th grade students and all of their families.

So if either of student or the family completes the opt-out notification, then that student's information is not disclosed to the military.

There's also a section in chancellor's regulation A-825, which deals with the ASVAB scores.

So the ASVAB is the armed forces vocational aptitude battery, which is the military entrance exam.

But it can also be used for the purposes of career exploration.

So it's been the policy of our agency that the few schools that choose to administer the ASVAB.

We have a little over four of these schools that administer the ASVAB.

It's been our agency's policy that no ASVAB scores are provided to the military.

Now, the change in the policy is we're implementing a standard notification that any of our schools offers the ASVAB, they have to send home the standard notification to parents, and with the notification, the notification offers a consent that, if the parent and the student would like for their scores to be released to the military, then the military entrance processing station can release the scores.

So we've always been respectful of students' privacy, and we continue to be respectful of student privacy.

At the same time, we want to be respectful of students and families who wish for their scores

to be provided to the military.
So the default will remain that their scores will not be released, but if they do complete the consent form, both the family and the student, then the score would be released to the military, the ASVAB score would be released to military recruiting.

>> Thank you.

So the title of the resolution is resolution regarding approval of proposed amendments to chancellor's regulation A-825, military recruitment.

>> So is there a motion to adopt this resolution?

Thank you, panel member Cleveland.

Is there a second?

Thank you, panel member Carmignani.

Does the panel have any questions or comments regarding the resolution to chancellor's
about

proposed amendments to chancellor's regulation A-825?

If not, we'll move now to the vote.

Madam secretary, could you please note any recusals related to this item.

>> There are no recusals related to this item.

>> Thank you, madam secretary.

Please raise your hand if you vote to approve resolution regarding approval of proposed amendments to chancellor's regulation A-825.

.

>> 11 in favor.

It's unanimous.

Motion carries.

>> Thank you.

The next item is the consideration of contracts.

We'll now ask the contracts committee member Fred Baptiste to 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 Tuesday, January 20th, and reviewed the contracts being considered tonight by the panel.

I met with contract committee members Isaac Carmignani and Benjamin Shuldiner.

At the meeting, the committee unanimously recommended the approval of contract items 1 through 31.

Item 30 was withdrawn.

The contract committee recommends that contract items 1 through 31 be considered in five resolutions.

Resolution number 1 containing contract items 1, 4 through 9, 13, and 18.

Resolution number 2 containing contract items 2 and 3. Resolution number 3 containing contract items 10, 12, 19 through 29.

Resolution number 4 containing contract items 14 through 17.

And resolution 5 containing contract items 11 and 31, noting that item 30 was withdrawn.

>> Thank you, panel member Baptiste.

Before we begin, I believe, Mr. Ross, you have some text you would like to read into the minutes pertaining to today's contract items.

>> Thank you.

I do.

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

It's June 23rd, 2015 meeting, item 8, the panel approved the contract for academic youth development support services for overage, under credited students, and professional development to the DOE partner organizations participating in the learning to work program.

The request for authorization indicated the vendor's name as Youth Development Institute fund for the city of New York.

The vendor's legal name is fund for the city of New York incorporated.

The same RA indicated another vendor's name as Catholic Charities Community Services, and the vendor's legal name is Catholic Charities Community Services archdiocese of New York.

At the September 25, 2015 meeting item 3, they approved a contract for math development services.

The agenda indicated the vendor's name is Ann Shannon.

The correct name is Ann Shannon and Associates LLC.

At its May 20, 2015 meeting item 16, they approved a contract for student support services.

The agenda indicated the vendor's name as counterforce, society for Hebrew day schools.

The vendor's legal name is national society for Hebrew day schools.

At September 29 meeting, items 11, teaching strategies LLC and 12, IAT interactive LLC, doing business as It's About Time, were approved for a contract time of 8-1-2015 to 7-31-2012.

The correct term as indicated in the RA is 8-1-2015 to 7-31-2022.

An RA previously disseminated and posted for item 1 on today's agenda for panorama indicated the estimated total amount for two one-year options to extend as \$1,480,695.

The amended RA included in your package shows the corrected total amount for the two one-year options as a combined \$2,961,390.

The two one-year amounts combined.

Thank you.

.

>> Thank you, Mr. Ross.

Madam secretary, could you please present the five resolutions set forth by the contracts committee.

>> The resolutions are all entitled resolution regarding approval of contracts and is indicated by panel member Baptiste, the first resolution contains contract items 1, 4 through 9, 13, and 18.

The second resolution contains contract items 2 through 3. The third resolution contains contract items 10, 12, 19 through 29.

The fourth resolution contains contract items 14 through 17.

And the fifth resolution contains contract items 11 and 31, again noting that item 30 has been withdrawn.

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 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 Podvesker.

Is there a second?

Thank you, panel member Payne-Hanks.

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

No, okay.

So we'll move on to the vote.

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

>> Panel member Benjamin Shuldiner is recused from item 6, museum of the city of New York.

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>> Thank you, madam secretary.
Please raise your hand if you vote to approve the
resolution regarding approval of contract
items 1, 4 through 9, 13, and 18.

.
>> With the stipulation on item 6.

>> Yes.

>> So as it related to item 6, there are 10 votes
in the affirmative.

None in opposition and no abstentions.

As to the rest of the bundle in the resolution,
it is 11 in favor and unanimous.

>> Thank you.

Please raise your hand to vote if you approve the
resolution regarding approval of contract
items 2 to 3.

>> It's 11 in favor.

Unanimous.

Motion carries.

>> Please raise your hand if you vote to approve
the resolution for contract items 10, 12, 19
through 29.

.
>> 11 in favor.

Unanimous.

Motion carries.

>> Please raise your hand if you vote to approve
the resolution regarding approval of contract
items 14 through 17.

.
>> 11 in favor.

It's unanimous.

Motion carries.

>> Lastly, please raise your hand if you vote to
approve the resolution regarding approval of
contract items 11 and 31, noting that item 30
has been withdrawn.

.
>> 11 in favor.

It's unanimous.

Motion carries.

>> So that's the
concludes the voting portion
and concludes our meeting.

Looking if we have any
okay.

So the next regular meeting of the Panel For Educational
Policy will be held on Wednesday, February
24th, 2016, at the High School of Fashion Industries.

So the meeting is now adjourned.

Thank you again.