

>> Hello, good evening, everyone.

Thank you.

Like to call this meeting to order.

Reminder, please note panel meetings are being live streamed over the internet for those unable to attend.

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

Also, please note that you sign up for public comment regarding to your school's personnel, we will ask that you speak with one of the staff members in the audience and they will discuss the matter with you and take down specific information for follow-up.

Thank you in advance for your cooperation.

We are designate the duties of Secretary Jackson Chase to Charity Geta, who will take the place of Mrs. Courtney Jackson Chase.

Please introduce yourself.

>> Good evening, Charity, chief Deputy Counsel, honor to be here tonight.

>> Thank you.

I also want you to know, we have a new panel member, Mr.

Gary Lennon, I'd like to ask Gary to say a few words.

>> Thank you very much.

My name is Gary Lennon, I've been in education over 12 years and currently serve as director for college summit that sports high school through college and career throughout the northeast currently, definitely excited to be part of this panel.

>> Please call role.

[calling roll]

>> Chief Financial Officer.

>> Elizabeth Rose deputy chancellor for operations.

>> Laura Zingman, president appointee.

>> Isack.

>> Debra,

>> Ben.

>> STEF NEE Soto, appointee.

>> Chief of Staff.

>> Carmen.

>> Charity, Secretary.

>> VA nessa.

>> Laura.

>> Mega.

>> Gary Lennon.

>> Good evening.

Appointee to the panel.

>> Troy Stallings Heart, district 19, east New York.

>> Alecia, district 14 superintendent.

>> Michael Alcot, high school renewal superintendent.

>> Barbara freeman, district 13.

>> Thank you.

First order of business this evening will be approving minutes from the January 20, 2016 panel meeting. There motion to approve minutes from the January 20 panel meeting?

Thank you, panel member BAPtiste.

A second?

Thank you.

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

Any abSTENTions?

>> One.

>> Thank you, madam Secretary.

Would you like to share remarks this evening?

>> Just that it has really been a pleasure to work with some of the people who are sitting around this table today, particularly the superintendents who have had to make some very difficult decisions, but in the best interest of students, I think that really is what we look at when we both open and close schools, what's best for kids and where are families going to also be nurtured and continue their education.

I thank them for their hard work.

They have been to multiple evening meet ings and then some.

We're on the right track to ensure there's a good place for every student in New York City.

Thank you.

>> Thank you, Chancellor.

public comment and rules of door corum.

Before we get underway with the voting portion of the meeting, I will say a few words about

During the public comment period, speakers permitted up to two minutes to comment and I will

ask the Secretary to call from the sign-up sheet.

We will call speakers up in groups of five, so

if you have green ticket, please proceed to the aisle to my far right, once your number is called,

if you have yellow ticket, please proceed to the aisle on the far left once your number

is called there is clock and the clock will indicate the amount of time remaining for each speaker

and light will indicate when there is one minute left so that speakers will know when their time

is up.

At the conclusion of each speaker's time, move on to the next speaker. If a speaker is not here,

we will move on to the next speaker.

Once we move on to the next speaker, you cannot redeem your place in the queue.

First voting item is consideration of proposals for significant changes in school utilization.

Madam Secretary, eight resolutions.

>> The first resolution is entitled proposed resiting of high school to new building X358 begin

nothing 2016 2000 17 school year.

The second resolution is entitled propose consolidation of SXAES diversity academy with metropolitan high school 12X248 in building 99 beginning in 2016-17 school year.

Third resolution, proposed closure of MS 596 Peace Academy 13k596.

At the end of the 2015-16 school year, the fourth resolution is entitled proposed closure of the school for the urban environment, 14k330 in building k-33 at end of 2015-16 school year.

5th resolution, foundation academy 14k322 in building K-33 at end of the 2015-16 school year.

Sixth resolution, proposed consolidation of young scholars academy for discovery and exploration, 16-K636 with brighter choice community school 16-K 627, building k304 beginning in 2016-17 school year.

Seventh resolution entitled proposed resiteing and colocation of the middle school grade of Apollo charter school 84-k 774 to 292 with junior high school 292 Margaret S. Douglas, 292 begin nothing 2016-17 school year.

The eighth resolution is entitled proposed opening and colocation of the high school grades of achievement first Brownsville, 34-k 626 and high school grades of achievement for Apollo, k774 with junior high school 292 19-K in building k-292 begin nothing 2016-17 school year.

>> Thank you.

Motion to adopt resolution being considered tonight?

Thank you.

Is there a second?

Second.

Thank you, Panel member.

We are going to do public comment.

So

>> We will move to public comment section of the meeting.

First we'll hear from CEC members, followed by the Principal of foundation High school and then Maian Russo and then to public comment for all resolutions being voted tonight.

>> We're going to start with Celia Green.

Is Mrs. Green here?

Thank you.

>> Good evening, Chancellor, panel for educational policy members, educators, administrators, staff, community-based organizations and most importantly, students, parents and all stake holders.

My name is Celia Green, first Vice President of council for district 75, as well as second Vice President for President's Council for district 13 and PA President for P-368 Star Academy.

I'm here to voice my concerns over the closing

of foundation academy high school and Urban Environment Middle School, which is actually the last zoned middle school for district 14.

And our school at P368 K resides in the same building as Urban Environment, as well as Foundations Academy.

Now District 13, I will voice my opinion about Peace Academy closing and there is also a d-75 within that building space, as well.

As a mother of two boys who are currently in high schools, as well as one who is currently in middle school, I think that this particular closing, especially with foundations with the middle schoolers, I think there are other schools they may find spaces, but I think it is really hard to make that high school match and I think for children, especially in the 11th and tenth grade, which is the years that are supposed to be looking at colleges and getting things together and getting their referrals out and doing their FAFSA, and so forth, it is stressful for them to look for another school to do the one year for.

I do understand that having phase-outs is not really an option, because when there's a phase-out, a lot of staff disappears, funding disappears and a lot of students disappear, as well.

I realize these are small schools, but these are schools that are making progress with some of the children that the principals themselves have pointed out other schools would not have necessarily taken.

So I think consideration should be given to whether or not closing the school is the best option or if there needs to be maybe a third option as opposed to a phase-out or let's close on June 30.

There was an expansion hearing I think about a year and a half ago, two years ago for success in the building at K-033.

One of the things the children foundation academy did mention at that particular hearing and also the children from UE spoke on that evening, they have never actually been in the same space twice.

So they had already felt disenfranchised before the school had the issues it's having now.

I think that I like the idea of small schools and large schools, as well, but I think better planning has to go into it.

I know small schools depends on populous to be able to sustain the funding and right now the funding is not sustainable.

That's understood.

But everyone doesn't do well in large schools, so there has to be some Leeway and some other alternative in there for students.

I feel most

I know educators will get other jobs, I feel strongly that the students and the parents really are at a disservice at this point. But hopefully, you know, they will find other matches for other schools and they will do well. Thank you.

>> Thank you.

>> Next we'll hear from Constance Asione.

>> Good evening, panel, Chancellor, educators, parents and students, my name is Constance, president of Citywide council on high schools.

I'm here to speak on merger of Peace and Diversity and Metropolitan High school in the BRONx.

I understand the challenges in small school environment as far as funding, the merger is not a problem as long as it is monitored years after it has been put into place and the students are tracked.

Their success ratio.

The two populations mesh well, there is no discontent and those who do not feel welcome in a new environment are allowed to transfer where they will succeed.

I am also concerned with the Foundation's population, the student population, disruption in the life of a student can sometimes prevent them from completing their education.

I think the Department has to be mindful these are individuals who are at a sensitive time in their lives and that they have to be accommodated to the highest levels.

I think all these students must be tracked, must be data after this showing they have acclimated to the new environment properly and if they don't, things are done to make sure they find an area where they will succeed.

Okay.

I am also dismayed at the fact there will be expansion by success charter in the building where Foundations is, since we have such a lack of high school students seats in the Bronx, Manhattan and Queens.

It would be mindful to come up with resolution where is they could give us other new high school

Thank you.

public high school proposal that would the student needs in that area.

>> Thank you.

Okay.

Next we'll hear from Neil Monhy, Principal of Foundations High School.

>> Good evening, Chancellor, members of the Panel, my Superintendents and of course fellow educators, parents and students.

I understand that we're here tonight to consider closing of Foundations because we're very,

very small and we're unsustainable at the current size.

But I also want to just point out on behalf of my staff that have been working very hard, on behalf of the renewal efforts that have gone into our school and behalf of the work of superintendents and my students, that despite that, we're small and have academic challenges with only one content specialist in each area, it is also difficult for us to feel PSALT, students have right to have a large school life.

That is a challenge for us.

We also have limited interactions or limited opportunities for social interactions.

But what I want to celebrate and give credit to tonight is the work we have been accomplishing. In the past two months we've seen significant rise in our attendance, we've met our college readiness goals for this year, we've met our college preparedness and prep index goal for this year and we're anticipating a continued upswing and uptick in our graduation rates.

And I think that comes down to that students with grids, students that push through and recognize they've had adversity, but they're in a place nurturing for them.

We have teachers that are determined to help them succeed.

We've had the support of renewal team, we've had the community school initiative sporting and embracing our students and we've had teachers engage nothing inquiry, which has been helpful for SXUS building transparent processes to support the kids.

I recognize this is a very small school, it's difficult to sustain our work, and I would hope that as we go forward, we will work diligently to help place our kids, if the panel does vote to close us, work with central support to place kids in places they can flourish and go forward.

Thank you.

>> Thank you.

Yes

>> I'd like to say something at this point, none of the other
you can sit.

All of the other issues are not about closures. I want to say that closing a school is very hard and I've actually gone to

I think I was there in your first month or two on the job. And certainly a Principal who has had the interest of every single child at his best interest, I think is something that is really important to recognize and the staff, as well.

But I also want to say that I take very seriously

how we support kids so they have a guidance counselor, gym teacher, the things that are crucial and when a school, specifically a high school under 100 kids, we don't see enrollment increasing, there is a decision that has to be made.

job and there will be other jobs for him.

I want to say, yes, we're carefully placing the teachers and the Principal, he's done a great I want to go back to what one of the speakers said, carefully monitoring mergers and consolidations and these are things we expect to see in mergers and consolidations.

First and foremost, co-PTA Presidents.

Certainly year one until people get used to what each brings to the table, having two PTA Presidents that model for the students what it is like to work together in a building and talk about the cultural differences, one school may be in the arts, another may be science-based, having two PTA President system one thing we're asking for. We're carefully giving all the students in the buildings that are closing a priority for other placements.

This is not about go out and find your own place, but these are schools that we are recommending you look at first, second and third choice or in some cases, particularly in closures, these are the three schools that you can choose from because we want to make sure this is a smooth transition as possible knowing other things are happening.

The other thing we're looking at mergers and closures, mergers and consolidations, what does each school bring to the table that is particularly worthy of the other school taking advantage of and one thing as we particularly in high schools, as we look for AP expansion for all schools, what are the school the other school can learn from.

So this is a very carefully all superintendents are receiving guidelines how to nurture the merge SXER consolidations, this is not something we're doing haphazardly, this is a plan we expect to do more often moving forward.

I think also many schools and I will tell you a funny story, this week I had two schools in one build WHOG said they would like to develop their own merge SXER consolidation plan to get ahead of the curve.

It is not fair to put students in a school where they are not getting full services.

If you don't have an art teacher, guidance counselor, it is not really a school.

I do understand what parents are saying, I'm hoping parents will be the model of how to work together and we're here to support you in whatever

way possible.

I thank the Principal and staff Foundations and other schools because I do think that this is crucial for the success of the kids and everybody else.

>> Thank you, Chancellor.

Okay.

Mary Anne Russo.

>> Hello, I'm Mary Anne Russo, council on high school block lin representative on behalf of foundation academy.

Parents understand that the school cannot support the needs of their students, but what we are let down is why didn't this happen sooner, you know, I believe everybody could foresee that the population was shrinking and resources were not there and allow the school community as a whole to choose and merge with another school, as you mention that the chancellor mentioned going forward, schools are doing this.

So I would urge DOE to really work closely with the school and have portions of the teachers, the staff and students move together so it would be a move, rather than a closure.

The other item, I'm here as a parent of Brooklyn Tech student.

So Brooklyn Tech, in terms of

one of the largest specialized schools and it is not getting enough fair student funding.

Brooklyn Tech gets \$87.37% compared to the other specialized schools who get a lot more.

One of the chancellor initiative is AP for all, Brooklyn Tech students, because of these budgetary shortcomings are going to lose AP classes and other CT specialties for seniors, so in other schools, the chancellor wishes to expand AP and is encouraging all high schools to expand and in this situation, classes are closed to students who want to take them and many of the students in the last two years have to choose a major, so they won't have the possibility to take additional classes that are outside their majors in terms of math, APs and other additional courses, so we urge that the panel please examine the disparity and put fair student funding on its agenda.

Thank you.

>> Thank you.

Okay, we're now going to hear from everyone who signed up for public comment on all of the resolutions being voted tonight because of the number of speakers, we'll hear from everyone.

Those with green tickets numbered one through five, please go to the microphone on my right, your left and yellow tickets one through five, go to the microphone on my left, your right.

>> Good evening.

My name is Aliss, Brooklyn Tech parent of a freshman and senior.

I'm the co-president of the PTA.

Last fall, Randy Asher, principal, came to me and said, can we help get answers as to why Brooklyn Tech has been funded at 87% of the fair student budget.

We are funded at 87%, lowest funded of all schools in New York City.

We receive 87%

American studies 114% and high school math and science engineering 124%.

We reached out to the DOE and that was Raymond Orlando and other heads of departments who spent time with SXUS enthusiastic about meeting parents and sharing what was going on.

It was explained to us the previous funding streams were rolled over to fair student funding.

The goal was when there was influx of money from Albany, everybody be bumped up to 100% and disparity and funding percentages wouldn't be issue anymore.

Unfortunately, that money never arrived.

Because of the mayor renewal schools this year, 94 schools were going to get additional funding and there wasn't any money for Brooklyn Tech or would there be any in the future.

We went back to the Brooklyn Tech community and garnered 5000 signatures, we have 2000 letters at school signed, we met with Brooklyn President's Office who came out in support of unfair funding of larger Brooklyn schools and recently stated when the new budget was presented and schools were raised to 87% but Brooklyn Tech wasn't getting a penny more, student education was being hindered at Brooklyn tech and other high schools of comparable size.

That's where we stand today.

I encourage the panel to examine this, to look into fair student funding and Brooklyn Tech.

Every student at Brooklyn Tech worked hard and deserve equal education to other schools in New York City.

Thank you.

>> Thank you.

>> Susan Blank.

Good evening, Chancellor, panel members and all present.

Susan Blank, Brooklyn Tech parent of a sophomore.

I'm here to talk to encourage that the panel take closer look at fair student funding because it appears to be anything, but fair.

Fair student fund suggest designed to improve student achievement, fund school equitable and make budgets more transparent, among specialized high schools those schools whose students

work hard and tested to reach Brooklyn Tech is largest at 5500 students and receive proportionately least of the fair student funding of the specialized high schools.

It also has largest minority representation of specialized high schools, one half of students are first generation and 65% of students get free or low-cost school lunch.

Yet it has received only 87% of its fair share while sister specialized schools are funded at almost 125% of their fair student funding.

Why are Brooklyn Tech students not getting their allocation?

We respectfully implore the panel and DOE to do a deep dive into the disparity of Brooklyn Tech's fair student funding and request accountability for having done so with report to the public showing that the homework was done.

Thank you.

>> Thank you.

>> Georgia.

>> Yes.

Thank you.

Good evening, everyone.

My name is Georgia and I, too, am a parent sorry,

of a Brooklyn Tech SOFo more and I'm here to talk about fair student funding.

Sorry.

So I'm going to repeat what everyone has said and the numbers you have them all.

Brooklyn Tech is largest specialized high school receiving the lowest level of fair student funding of any of the specialized high schools.

I think what is probably most important is that Brooklyn Tech is the most diverse.

It's largest high school in the country, almost 5500 students, 65% of them receiving reduced or free lunch.

Science 46% and at 45.

As you said over half the student body is first generation.

Most important in 2014, 2015, Brooklyn Tech's population was, is, 15% black and Latino, 15%.

Those numbers ain't great, but they're better than everyone else's.

Science 8% 3.5.

Simply being the best and the brightest for these kids is not enough.

They need resources, they need services if they're going to succeed.

A large portion of these kids can't afford to supplement their education with additional services, paying for the services that school can't provide for them.

So the AP classes they lost for these kids, they take majors so many of these poorer kids will enroll in majors that have a ton of AP classes so they can load up on them so when they go to college they can walk in knowing they're reducing college four years by a semester or a year.

So they don't have to pay.

That's insane for our kids, so we also implore that you add examining the disparities in fair student funding to your agenda.

Thank you.

>> Thank you.

SPEESHTH

>> Good evening, Chancellor, members of the panel, superintendents, educators, parents and students.

I'm mother of freshman at Brooklyn Tech and 5th grader in Brooklyn.

I respectfully ask your panel to add examining the disparities in fair student funding for specialized high schools to the agenda.

The numbers are stark, divisive and unjust.

Brooklyn Tech just comes in last, receiving only 87% of FSF funding while other high schools receive more and all but one of them significantly more.

High school of math, science, engineering 123%.

High school of American studies, 115%.

Stivenson

the painful cuts administration made that hurt students, may be AP classes have been cut, students are calling the school broken tech, they see words that don't work, computers that don't work.

Outlets in classrooms don't work.

Printers and machinery just to name a few.

Many students cannot take four years of math at tech because there is not funding to offer enough classes, that is outrageous, terrible for learning and a problem for college admission, lack of funding has effectively dismantled college counseling at tech.

Senior class this year with astonishing number, 1400 students has just 2.5 college advisors for the entire school.

Of the children who attend New York City high schools work hard to gain admissions, high school students should be treated equally.

I argue fairness is not just about funding per students, I get that and I want to ask you to consider that Tech has much more diverse student body with greater needs while funding is less.

It is the largest high school, I'm sorry, largest school in America with over 5500 students, many first-generation Americans.

47% of Tech students qualify for free or reduced

I'm sorry, free lunch.

High school of math, science and engineering has 32%.

Thank you.

>> Thank you.

>> Hi, Daniel, I have a SOFo more at Tech.

I'll pick up where my colleague left off.

The because of the size of tech, when we talk about the percentages, it doesn't really have the same impact because the numbers are so huge. So when we say 47.3% of students at Tech eligible for free lunch.

Free lunch means family of four live og \$31,000 a year and those 2608 students at Brooklyn Tech who fall into that category, the same amount as the other seven specialized schools combined.

Because of this way the school, the city chooses to allocate title 1 funding, none of the schools get money for this.

These numbers have a huge impact on the way children come to school prepared to learn.

The other thing I want to talk about, because of the average salary and buying power that each school has, percentage fair student funding don't even tell the whole picture.

For every \$1 million in fair student funding generated by the students in our school, the high school advance science and engineer category buy 15 teachers, the Stivenson can buy over 11 teachers, Bronx science, same funding percentage, lower teacher salary, \$10,000 lower can buy 11 and two-thirds of a teacher, Brooklyn Latin can buy 15 and two-thirds of a teacher and Brooklyn Tech can buy 10 and one-third teacher for every dollar generated and the whole point of fair student funding is that the needs of the students are equalized and needs should be the same and have the same value.

Thanks.

>> Good evening, all.

I am Angela, freshman secretary of the Student Government Organization in Brooklyn Tech.

I am here to talk about the unfair school funding in Brooklyn Tech.

Brooklyn Tech has been built in 1930 and a lot of things have not been fixed since then.

Many schools have been removed and a lot of them only many classes have been removed and we are the largest high school in the country with 5477 students and we have the least funding out of all the specialized high schools.

Many of the things that are broken in Brooklyn Tech are smart boards, computers, laptops, laptop batteries, bathroom stall rooms, stall doors, window, shades, printers, machinery and industrial design, water fountains, toilets and electricity.

All these things which could have been

which
are supposed to be provided in all high schools.
Thank you.

>> Thank you.

>> My name is Jonathan Taylor and I'm here to speak to you tonight about research I completed this fall graduate center concerning the validity of the specialized high school admissions test.

As you're all aware, admissions to the schools has been controversial for decades because of the underrepresentation of blacks, Hispanic and lesser extent of girls.

Those outcomes might be justifiable if the exam were a good predictor of how students will perform when admitted to the schools.

As it turns out, it is generally a very poor predictor.

For example, Bronx Science, students with grade point averages below 75 had almost identical test scores to those with averages up to about 85 to 90.

The test under predicts how girls will do and to that extent, it is unfair criterion for them.

When I examine discovery program at Brooklyn Tech, under which students were admitted, those students performed just as well as students in similar range above the cutoff point and in fact when compared to the entire class, which included students with admissions test scores up to 200 points higher, their GPA for freshman was only two points lower than the entire class. Additionally of interest, was that achievement test scores, New York City achievement scores were better predictors how students perform in the high school.

Looking at students admitted in 2008 and entered 2009.

So the achievement tests were better predictors when taken together with admissions test.

improved still N. Summary, I think that through the use of multiple criteria, it might be possible to increase the diversity of the student body at these schools without sacrificing the quality of the students for which I think New Yorkers are just very proud.

I did bring some copies of summaries, which I didn't know how many people would be on stage, I would love to share them with you later, have about a dozen copies.

Thank you.

>> Thank youment

>> Good evening

good evening, esteemed educational professionals, panel members, chancellor, fellow students and staff.

My name is Michael and I'm freshman class treasurer, current freshman class treasurer of Brooklyn

treasurers of the student government it is my job to oversee the finances of the SGO funds ly do.

and when I originally was applied I thought I would have more money than it turns out we actual Quickly became obvious and still is, Brooklyn Tech is in disrepair.

Classrooms, heaters and air conditioners fail to work.

Prevent students from sitting.

Lockers are broken and rusting, disabled students are unable to take elevators causing tardiness.

They have to climb upstairs, slows down everyone else.

In science, only have access to half science labs since the rest are broken or beyond disrepair.

So I state to our esteemed guests of honor, which is all of you guys, without funding, our school remains shattered.

If you want next generation to graduate from this praise-worthy school we bear on garments and everything we are associated with, you must support our dire cause.

Without funds we cannot progress on.

And progression from the past, from 1930 until now, in the present, and into the future is why Tech is a specialized high school and at least in my opinion, the best of them.

[Applause]

>> Thank you.

>> Good evening, my name is yani, current freshman at Brooklyn Tech and freshman class President of student government organization and I will be speaking about unfair funding in hopes the panel will add this to its agenda.

Brooklyn Tech is as you know and many have mentioned, the largest school out of specialized schools and offers many majors such as engineering, robotics, industrial design and many more.

It is very

resources that it has is very inadequate for majors because it has rooms that have two electrical outlets, laptops are charging carts which burn batterys and not enough wifi to handle all that goes on in the building.

I feel that is very unacceptable for technical high school to function under because it is difficult for majors to offer the best education that they possibly can to student fist they don't have the right resources to provide them with whatever learning they need.

And I hope that those details will motivate you in some way to add to the agenda.

Thank you.

>> Thank you.

[Applause]

>> Speakers with tickets six through 10, please

come up to the respective microphones.

>> Good evening, my name is Fern Parker, I'm a parent of a SOFo more at Brooklyn Tech and as many of the students and other parents have shared with you, we are at a deficit of \$2 million for upgrades of the building because it's such an aging structure, so we really would appreciate if you could put it on your agenda for fair student funding for the next meeting so Brooklyn Tech can be in par with the other specialized high schools.

If you would be willing to do 100% across the board for all eight schools that would be very helpful.

As it's been said, 65% of the students get free lunch, half of the students are first-time generation getting an education at Brooklyn Tech and we've lost a lot of teachers and AP classes as a result and I want to recognize that the Chancellor made a comment earlier all students are entitled to guidance counselors.

As tenth-grade parent, thinking of the future and going to college, there are only 2-1/2 college guidance counselors for the senior class.

Right now that is 1400 students.

I haven't even done the math to see how many students they will need to see on a weekly basis in order to get the proper guidance of college selection with just 2-1/2 teachers or guidance counselors, so the \$2 million that is deficit would certainly help Brooklyn Tech.

Thank you.

>> Hi, I'm also a Brooklyn Tech parent of a freshman. I actually did do the numbers and each one of those 2.5 guidance counselors would need to see 540 students to satisfy them and it's really almost impossible.

That is one big consideration and I'm familiar with that because I have another child who is a senior at Nest and by comparison, Nest with under 200 students has one full-time guidance counselor who works overtime and the Nest parents earned uproar to get another one.

It's a lot of work.

It's

you know, we're talking about the numbers at Brooklyn Tech especially because half the students are first generation and two-thirds of them, you know, are on free or assisted lunch. These kids need that and they're not getting that guidance.

My younger son was at Nest, until this year and one of the reasons we chose Brooklyn Tech was because Nest has very strong math and science and he was ahead in math and science and Brooklyn Tech was really the school that offered the most diverse and deep curriculum options for him

with math.

He took region physics in middle school, already he has AP physics and now we're finding advanced placement courses will not be available, especially if you don't major in that subject, so he might be very limited.

It is just not fair.

As Alissa pointed out, admission to all test specialized high school is based on one test and all the kids really do deserve that equal funding.

Thank you.

>> If we can just call up council member Inez Baron to the microphone, please.

>> Thank you.

I appreciate you're allowing me to jump the line and to the panel, thank you so much for having this hearing.

I do have testimony, it's a little late in getting to you, but hopefully you'll be able to have it for your records.

I'm Inez Baron, representing parts of east New York and east flatbush.

I represent the part of district 19 that includes market S. Douglas junior high school 292, which serves students in 6-8th grades.

As I testified at the joint hearing on February 9, 2016, I am opposed to the resiteing and colocation proposed for achievement first middle school and achievement first high school three junior high school 292.

There are several reasons.

Geographically, junior high school 292 is located within quarter mile of six other high schools.

Please forgive the typo, bringing another high school into that area would greatly increase the number of high school students who are commonly known to be very territorial.

Junior high school 292 is located a block away from Maxwell High school.

Junior high school 292 is four blocks away from Thomas Jefferson high school campus, which includes four distinct high schools.

Fire department high school, civil rights high school, watch and path, located on is east

New York family high school.

Number two.

Deciding of high school at junior high school 292 would mean the current students at 292 would no longer be entitled to all school free breakfast programs which are restricted to stand alone junior high schools.

There is high percentage of free and reduced students at junior high school 292 and they would lose entitlement of free breakfast for all.

It has been documented that when schools are colocated, their attention and disagreement as

to how the scheduling of services will be determined. Many times the advantage of the more desirable time slots for lunch, use of the gym and facilities, such as libraries and laboratories are given to the arriving school, rather than the whole school.

Even the issue of bell scheduling can be contentious with advantage going to the school with the greater population.

greater allocation, but over time, junior high school 292 use and time of the area will be diminished.

I think of the situation can junior high school 292 being the host school to achievement first, I'm reminded the fable of the traveller and the camel.

On a very cold night, a camel asked a traveller if he, the camel, could put his nose into the traveller's tent.

The host agreed.

The camel asked if the camel could put his head in the tent.

By morning the camel had taken over the entire tent and the traveller was out of his own accommodations.

I've had the distinction of serving in the Department of Education for 36 years.

I've taught for 18 years in the classroom and spent 18 years in various administrative positions, Principal in an elementary school which shared space with special education programs.

The challenges were many.

I do not want to think that the students of junior high school 292 should face the situation of the traveller.

Thank you.

>> I would actually like to

I have a lot of

respect for you and want to be very clear.

That the middle school will not lose any of its benefits, it is stand-alone middle school.

It is still in my opinion, stand-alone middle school.

Free lunch stays as placed.

No issues there.

I want to say in terms of the space allocation, we have changed our policy on how we do space allocations, we actually sent a team into the schools and together the decisions are made.

Elizabeth, do you want to add in terms of space allocation.

>> I think the piece to add that is important, we are not reducing, we are not doing anything to change the enrollment of this school.

The school has an eighth grade cohort graduating that is larger than the incoming 60 grade cohorts, so the plan which may be perceived as reduction, is in fact, a maintaining of the size of the

school as it is currently.

>> We are not limiting enrollment, not decreasing, it is market driven, again, it is still stand alone middle school.

>> Okay.

That's good to know.

If I have other junior high school buildings that share space with other grades, I can tell them they will also be

>> Not k-8.

Middle school, MS, IS junior high school designation, they are stand alone middle school.

>> If they have designation, as well as high school, thinking of the

>> No,00

>> KAP pa 5.

>> It has high schools in it.

Are they entitle SND

>> If it is stand alone middle school.

>> Chancellor

>> I will check to make sure.

>> Finally, the building proposal states that junior high school 292 will move from 35 classrooms now over period of four years down to I think 26.

And achievement first will move from nine classrooms now up to 21.

So we can call it and label it by many names, but the space allocation is shifting, it's going from one to the other.

That's what is in the plan that is here that I read.

And also, the time scheduling that I read in the DOE plan has the earlier time slots for the whole school in terms of the cafeteria, all of it is in the plan and the later times for the school.

>> I'm going to happy to have Elizabeth, Chancellor rose, having SLT meeting, we can do that.

>> We absolutely look to the building council to develop final plan and what you have and what

we agree with you, it should not simply be majority vote in that kind of a way.

We have staff to support our schools.

>> I thank you so much.

for allowing me to give testimony and to those who have been waiting, I thank you.

>> Thank you, Council Member Barron.

>> Hi.

I am part of the Brooklyn Tech onslot.

I want to talk to you briefly about there was a wise man who once said, there is a tale of two cities in our schools and we will not accept it.

That wise man is now our appointed chancellor,

but I'm here because when I was at 295, there was tremendous inequity.

We had PTA that raised \$10,000.

Five blocks away, PTA raised over \$200,000.

We had a school that was working as hard as it could to grow, to thrive, the other school had no problems growing and thriving, buying stuff.

Brooklyn Tech is my 295 now.

Brooklyn Tech is a school that thrives in spite of the fact it receives 87%.

And that is not a good thing.

It should thrive because it has resources it needs.

It has the smart boards, it has teachers for the students, it has the guidance counselors for the wonderful class of people who are eager and want to go to college, want to succeed and want to thrive, who are being stunted because they have 2-1/2, ugly thing.

Let's revisit this.

Let's make sure that our school has sufficient and fair, not asking for more, not asking for 123%, we're asking for fair funding.

Thank you very much.

[Applause]

>> Thank you.

>> Thank you.

Good evening, my daughter is a freshman at Tech, she also came from Nest, which is much smaller and she was very excited to hit the big time at Brooklyn Tech, they have huge architecture room with two-story building being built in it and they have indoor track, she thought she was really hitting the big time.

But she's very disappointed and not as proud of her school as she wanted to be because everything is falling apart.

She was shocked that the computers weren't working, the wifi is down, the smart boards aren't working, the bathrooms are falling apart, paint coming off the ceiling, air conditioning problems, heating problems and she got, you know, depressed about it and so I'm here to ask you to consider the percentages in your agenda.

Apparently some funding would help add additional parent coordinators because there are over 10,000 parents at Brooklyn tech and they get the same number of parent coordinators as small school, one.

They have one parent coordinator for parents in Brooklyn Tech and she's fantastic, Mrs. Nottingham, but it is not enough, obviously.

So we feel that we are being punished for being a big school, great big school and the kids would like to be proud to be there.

But they are not getting enough and we urge you to consider it in your next agenda.

Thank you.

>> Thank you.

[Applause]

>> Hi.

I'm manoel, I have two boys at Brooklyn Tech, a senior and a freshman and it's interesting to hear the broken tech story, I've never heard it from the senior, funny enough, but the youngest, who is most outspoken comes home and all I hear is Broken Tech and it breaks my heart to think that is where my children are getting their education.

On the flip side, the senior who is graduating this year is just so discouraging to see the kids from young age, Kindergarten or whatever we want to say they began their student path, get to wonderful school, specialized high school, get the grades to be part of that, only to get no support to go to a good college because it's a very complex system to find the right college, to find the right major, to find the right recommendation, right essay, everything that goes into planning college and it has just been so disappointing to be right there, the last moment, when they are finally taking off to be completely abandoned.

I urge you to reconsider the funding that you give Brooklyn Tech.

Broken Tech, I was going to say, and give our kids, all of our kids, a chance to excel and make New York City kids the best they can be.

Thank you.

>> Thank you.

>> Hi, it's

Valerie word process ganbino.

I am also a parent of freshman at Brooklyn Tech and you obviously have heard from a lot of us about the physics, he says his lab has broken equipment, they're unable to finish their assignments, he's barely scratching a 70 in physics lab while getting 90s in his regular physics class, which is just unacceptable.

They are not able to get data they need, the equipment just doesn't work.

And I was so proud that he really wanted to go to Brooklyn Tech, chose it over Beacon, that is all he wanted to do and now he's a freshman, I have another school in middle school, I'm reconsidering now about even applying to Tech if they don't have the funding to get kids the education they need.

So I just urge the panel to really reconsider to make sure all the schools are funded equally because all kids try so hard to get into the specialized high schools and they deserve fair funding.

Thank you.

>> I'm also a parent of a freshman at Brooklyn Tech, I'm here speaking for the fair student

funding.

As built on to all the parent and educator that has already covered all of the statistic and inequity that Brooklyn Tech receiving.

I want to make a point that admission to testing specialized high school is based on one test, so the SAT, when coding to the same level of excellence for entry, they should expect the same level of education disparity in funding prevent them from happening.

So I urge you to consider, examine disparity in the fair student funding in next agenda.

Thank you.

>> Cindy Ford.

>> It's Cindy Cue, I'm Brooklyn Tech Alumni, parent of

here today to ask you to review fair student funding practices and put on the agenda.

After two years at the school, I started to get the feeling Brooklyn Tech was ugly step-child.

Our friends that went to other schools, told us about all the extras available at no cost to families and our kids came home and told us this is broken, that class is no longer being offered, there is no funding for whatever.

The PTAn at Brooklyn Tech has been told, they know there are huge gaps in percentage of fair student funding, specialized or not, they have no plan to equalize the percentage.

Brooklyn Tech will remain 87 \$2 million deficit.

Anybody who runs a household knows there is only so long you can live with a deficit and this has been going on year after year, after year, which is why children and parents have spoken about Broken Tech.

Brooklyn Tech is most diverse specialized high school we have 55%, that is accurate number for this year, reduced or free lunch and 50% of our students are the first in their family to go to college.

Brooklyn Tech kids take the same test and they are being cheated and they deserve more.

I have a current seventh grader and as a Brooklyn Tech alum, for me to consider not sending him to Tech because he's getting cheated, just breaks my heart.

So please put it on your agenda to discuss the percentages of fair student funding and distributions, thank you.

[Applause]

>> Final speaker.

>> Hi, my name is Paula McKennon, guidance counselor at Brooklyn Tech.

Our population is 65% free lunch, free and reduced lunch and half the student body is first in their family to attend college.

I have volunteered at Yale University, I know the

needs of first-generation students and immigrant students.

I'd like to address some issues of how unfair funding has impacted our guidance department.

First of all, because of the physical layout of the guidance suites there are no dividers that reach the ceiling, no one point construction personnel came into the school to alleviate the situation, but the project was sadly canceled due to budget cuts.

Secondly, with average class of 1400, our college offices WOEfully under staffed, two full-time guidance counselor and one part-time teacher who serves as the financial aid and scholarship advisor.

At other specialized high schools, the college process is given utmost attention and there is higher number of counselors devoted singularly to the college process.

With more first generation students in our school, we are greatly underserving our students.

Thirdly, my students want to go to the most competitive colleges possible W. Deletion of AP classes, their transcripts are inadequate compared to other students.

We have no summer school to enable children to make up credits and one of the mother asked me to tell you, her child's trig textbook is over 12 years old, the teacher said he's having a hard time formulating lessons from such an old book N. Addition, we have a large special needs population and we could use extra SBST members to serve the students.

We also need additional social workers to address

the social, emotional needs of our students.

Teenagers are under pressure today to succeed and gain college entrance, some pressure, as well as social issues are overwhelming.

Our students need someone to talk to who is a professional besides a guidance counselor W. Addition of social workers that may be possible.

Even better would be establishment of a mental health clinic in our school as other specialized high schools have these clinics run by outside organizations.

We, however, have no money to engage such organizations.

Lastly, our teachers put nothing tremendous hours as advisors to clubs.

I am an advisor to two clubs, we get no compensation for such work.

Teachers perform these services out of goodness of their heart, it is fact as time goes on, more and more teachers will become unwilling to perform such services.

Our colleagues at other schools get stipends for chaperoning clubs.

I hope the panel will consider examining the disparities in fair student funding to the agenda.

Thank you very much.

[Applause]

>> Thank you.

>> We will now hear from additional speakers at the microphone with yellow piece of paper.

>> First of all, good evening.

Thank you for allowing us to speak, it's gracious of you.

My name is Richard Otto, here to speak on behalf of

charter school and proposed closure, schools located in Gardens neighborhood in Brooklyn.

It is a struggling neighborhood, neighborhood on the rise, but tough neighborhood, there are issues, right, racial tension, there is about 50 buildings going up all over the place and rents are going up and everybody is struggling to find place to live and affordable, struggling for place to park.

We have a great school there.

The charter school is amazing school.

My daughter has been there since inception, she's about to graduate this year.

So this closure doesn't really affect us personally, we'll be fine.

But as a member of the community, I'm upset and we're upset, this is successful school.

Of course that depends on the parameters you're looking at.

If you look at test scores and I know I don't judge my own children's success by test scores,

I test it by growth, what I'd like them to achieve.

I don't set measures of assessment and not provide resources they need to reach those standards.

I'm a former New York City Public School Teacher myself.

I taught global history for four years at a school in Brooklyn, a tough school.

Testing in schools are not test factories, we don't

this is not a measure of success and that should also not be how we assess schools and close schools.

Schools, we need them.

We need them and the needs this school.

It's slim pickings right now.

We would like you to reconsider, to visit, and one thing I did forget, I did want to thank you, I really do.

Unfortunately after leaving my public school teaching position, I started a cafe in this neighborhood, it's changed the neighborhood.

It's amazing, every neighborhood needs a place to meet and meet your neighbors and talk to them.

We didn't have that, pretty amazing, the teachers come in.

It's great.

Thank you for allowing us to speak, again, thank you for actually thank you, it's a slap in the face, sometimes you do need that, you need a wake-up call, I've been so busy open Thanksgiving cafe and opening a second location that I really haven't been the greatest parent or the parent I'd like to be to my child, thank goodness for the school, they stepped up to the plate.

Great community of teachers who are not giving up on children just because they're struggling through these really unfair tests.

Thank you for allowing me to go over my time.

>> Thank you.

>> Thank you.

Good evening, panel, and good evening chancellor.

My name is Ben and I represent the teachers of leffert garden charter school as CHAPTser lead not renew our charter.

This decision impacts 450 students and 70 professionals.

I bring this to the panel as issue of policy and out of deep concern for the community in which I work.

This is

have you gone on record to say you are committed to providing students with pathways to success.

I will take this time to tell you how closing our community-funded school limits pathways to success for the children of the neighborhood.

The main reason for closing the school that you cited is failure to meet benchmarks set by your office.

Namely test scores did not meet or exceed 17 average.

This is true, it is important to look at average of the five district schools for which students are zoned.

Our school outperformed three schools on the assessment last year.

We outperformed four of them in math.

By closing our school, you would be sending our students to programs faring worse than us, according to this metric.

I would like to point out this data is from test students took a year ago, as member of this collaborative teaching staff, we have continued to grow since April and our scores on upcoming exams will show this.

Significant growth trends are evident in achievement in assessment data.

It is unfortunate you did not take this into consideration before condemning us.

I need to speak of the problem of using this metric to evaluate this program.

New York State released report that called into

question assessments they have been using.
If the assessments validity is in question, how
can it justly measure our program?
Our school has begun DOE appeals process.
Chancellor forina, I ask you to look at the impact
your decision would have on the school neighborhood.
By closing the charter school, you would not be
creating pathways to success.
You would be failing to provide for a community
in need of resources.
Thank you.
>> Thank you.
So that concludes our public comment period.
Now we will go back to the proposals.
And as is customary, hear questions from the panel
on the proposals bure bure