

welcome

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Welcome

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>> Good evening everyone, thank you for your patience.
I would like to call this meeting to order.
As a reminder, please note that panel meetings
are now being live streamed over the internet
for the convenience of those unable to attend,
so a recording and transcript will be posted
to the panel website following the meeting.
And also please note that if you signed up for
public comment regarding an issue pertaining
to your schools personnel we will ask that you
speak with one of the staff members in the audience
and they will be able to discuss the matter with
you and take down specific information for
follow up so I thank you in advance for your cooperation.
I will begin now by calling roll.

/ / Fred Baptiste

>> Present feck feck present.

Geneal Chacon

>> Present.

>>

>> dilg ham.

>> Present.

vl vl.

>> Present.

>> Gary Linnen is present f can Kamillah Hanks.

>>.

>> Here.

>> Lori Podvesker.

>>

- is ab tent.

Stephanie Soto.

Present.

>>.

>> Present.

>> And mz mz is not here yet.

Can we have everyone on the stage please introduce
themselves we'll start with deputy chancellor
rose.

>> Can rose chancellor for operations.

>> Hanks.

Appointee.

>> Geneal Chacon.

>> Deborah dilg ham Queens bore 0 appointee.

>> Elzora Cleveland.

>> Vanessa,

>> Howard general council.

>> Chancellor.
>> LP LP may orial appointee Stephanie so to may orial appointee.
>>
/ / Fred Baptiste
>> Appointee.
>> lz lz appointee.
>> David contracts and purchasing.
>> Laura, supervising superintendent.
>> Marian a Guzman senior advisor to the chancellor.
>> Thank you everyone.

The first order of business this evening will be to introduce the resolution regarding appointment of a secretary for the panel of education policy for tonight's agenda.

So is there a motion to introduce the resolution appointing a representative to the panel for policy for tonight's meeting thank you manl member dilg ham.

Is there a second thank you Cleveland.

Please raise your hand if you plan to introduce a resolution for secretary for panel of education policy for the agenda for tonight's meeting.

Okay so it's unanimous thank you.

So we'll now vote to approve the resolution regarding appointment of a secretary for the panel for education policy.

Is there a motion to approve the resolution regarding appointment of a secretary for the panel for educational policy.

Thank you panel member dilg ham, is there a second.

Thank you panel member zig man.

Please raise your hand if you approve the resolution regarding appointment of a secretary for the panel for educational policy.

It's unanimous, thank you.

So I'd now like to introduce our secretary to the panel.

General counsel Howard Friedman.

>> Thank you.

>> Thank you very much.

We're looking forward to working with you.

So the second order of business this evening will be approving the minutes from the June 22nd panel meeting is there a motion to approve the minutes from the June 22nd panel me get?

Thank you panel member Podvesker, is there a second thank you panel member dilg ham please raise your hand if you vote to approve the minutes.

It's unanimous thank you.

So I will

chancellor Friedman would you have some remarks for us this evening.

>> Sure.

First of all, I would like to welcome our general counsel Howard Friedman, he's been on the job for what, about two weeks?

More or less?

>> Three weeks.

>> Three weeks, and already he's made us feel very confident about his ability and his willing willingness to listen, and also he's an expert on many things but I think the best thing I can say about him is I was at an event recently where his former employers and colleagues were there, and they were all saying

bad things about

me because we hired him away so that really bodes well for the future.

I also want to say this is one summer that doesn't feel like summer.

Because I have spent the last two or three weeks visiting schools, and I cannot tell you how excited I am.

Summer in the city programs have been oversubscribed, I was in a school this week that had 4

00 students signed up for the STEM programs and parents are coming as far away as a mile mile

an hour or more.

And the mother said it was the best investment of time and money she's made in all her life because all she needs is a Metro card to have her child wanting to get up in the morning and go to school and stay there until 6 o'clock.

So the summer in the city, the STEM programs have been fully subscribed and really are engage engages kids and doing some very creative things, getting involved in science on a very deep level, and I think that is really what we were hoping to see.

But I think we now have over 4,000 elementary school students in those programs.

We also have done a major investment in teacher professional development, and we are launching our social studies curriculum in September.

And over 1,000 teachers in the last month have gone through professional development in the new standards in social studies and they are getting a lot of materials to take home to their schools

, and it's been wonderful because we actually have filled up most of LaGuardia high school most mostly with professional development from teachers. Today I was there over a thousand teachers, there was standing room only for the tech summit and every teacher that goes there is expected to take something back to their school to improve the technology in their building.

And it was really wonderful.

We also have opened for the first time summer programs of enrichment for English language learners, I'm going to be visiting one of those tomorrow, and the idea was that our English language learners, as well as our special ed students should also be exposed to STEM programs this summer.

And that is something that each of those budgets was able to do and put in place, and also the teachers who are teaching in these programs, the kits and all the materials they get, they get to take back to their home schools to use during the rest of the school year, so that's really been a big plus.

We also have done a lot of teacher professional development in mathematics, we picked several districts in the city that are doing some innovative stuff because we know math is one of the areas that we have to pull up, and the work that they've been doing is going to be the prototype for what other districts will be doing, and moving forward.

So I think that is really exciting.

In the high school we have put in some very specific and strong programs for the high school students to be able to have more enrichment programs, and also be more college ready, and I would say right now I think we tried to figure out the other

we have over 300,000 students in some form of summer programs or another.

And I expect that number to keep growing, because as we checked this year and reviewed the work we've done, we'd like to see that grow for next year.

So thank you.

>> Thank you, chancellor.

Before we start, I did want to discuss a request to the DOE and your staff.

I know that last month there were really challenging colocations on the table that we had to

decide, and I think there's been a lot of work that the DOE has done in providing certain guidelines moving forward, especially like no colocations with high school in elementary schools, holding harmless especially special ed services, English language learners services, but I think it would be helpful for the panel if we had more of a public discussion maybe in the fall about just around space planning and have a

you know,
be able to work closely with you all around what that may look like and have that discussion.

>> It would be my pleasure.

One of the things that we've also been discussing with the CEC presidents, the copresidents, two of them, how many more committees we can put under the CEC presidents and this is one of the committees in terms of them working that, and diversity issues, and other issues.

At least three or four committees where the people who are elected to be in those positions can make

so I think working with the PEP and the CEC presidents going forward on some of these issues it makes a lot of sense.

So I welcome the opportunity.

>> Wonderful, thank you.

So before we get underway with the voting portion of the meeting I will say a few words about public comments, 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 will ask the secretary to call the speakerers up from the signup sheets and be sure the speakers finish their comments in the allotted time.

So we will call speakers up in groups of 5, so if you have a green ticket please proceed to my far left, once your number is called, and if you have a yellow ticket please proceed to my

to the aisle on my far left
right.

My other left.

Right.

Once your number is called.

So the clock, there is a clock and that will indicate the amount of time remaining for each speaker and a light will indicate when there is

one minute left so speakers will know when their time is left and at the conclusion of each speaker's time we will move on to the next speaker.

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

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Tonight we will hear comments on the agenda items preceding each vote, and once the member has been exhausted we will vote on the number, and move on to the next item.

So tonight's agenda is really the approval of contracts is the sole item for this evening.

And we don't have nibble signed up for comment on contracts.

anybody signed up for comment on contracts.

So I will move on.

>> Sure.

Thank you.

The only voting item on today's agenda is the consideration of contracts.

I will now ask that the contracts committee member lz lz summarize the contracts listed on tonight's agenda.

>> Thank you.

The contracts committee met on Tuesday July 26 and reviewed the contracts being considered by the panel tonight.

I met with contracts committee members ice 10 cam ag in an a Leung and pod invest ca.

At the meeting the committee unanimously approved 1 to 5, 7 to 23, item 6 was withdrawn.

The contracts committee recommends that 1 through 5 and 7 through 23 be considered in five resolutions

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First resolution, items 1, 10 through 12, and 21; second resolution, items 2 through 5, and 7; third resolution, items 8, 13 and 22; fourth resolution, items 9, 14 through 17, 21 and 23; and rest the fifth resolution items 18 through 20.

>> Thank you panel member sing Monday.

I believe you have some text to read into the minutes regarding today's contracts items.

>> Yes, I do first I note I provided panel members with technical changes to the contracts that have been approved by the panel at prior meetings and have been posted for this meeting.

These changes have been posted on the web. Additionally I note that changes have been made to item number 1 of the July 27 of this meeting , the second sentence of the request for authorization's purpose section reads, quote: This contract will replace services originally provided by the New York City Department of Buildings ," unquote.

The correct statement is, quote, this contract will replace services originally provided by vendors of the New York City school construction authority.

Additionally, the first sentence of the request for authorizations discussion section reads : Quote: To ensure the safety of its buildings, the DOE must comply with modifications to the DOB code.

Instead, the correct statement should read, quote: To ensure the safety of its buildings, the DOE must comply with the DOB co.

Thank you.
code.

Thank you.

>> Thank you Mr. Ross Mr. Secretary please read would you please present the 5 resolutions set forth by the contracts meet.

>> The resolutions are all entitled resolution regarding approval of contracts and as indicated by panel member zig Monday item 6 was withdrawn the first resolution contains contract item 1 through 10 and 21, the second resolution contains contract items 2 through 5 expefen.

The third resolution contains contract items 8, 13 and 22.

The fourth resolution contains contract numbers 9, 14 through 17, 21 and 23.

And the fifth resolution contains contract items 18 through 20.

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.

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>> Thank you, Mr. Secretary.

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

Thank you panel member Payne-Hanks.

Is there a second?

Thank you panel member Zingmond.

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

No.

All right, thank you.

So now votes.

Mr. Secretary, could you please note any recuseals related to these contract items.

>> There are no recuseals for these contract items.

>> Thank you Mr. Secretary please raise your hand if you vote to approve the resolution of contract items 1, 10 through 12, 21.

Thank you.

Please raise your hand if you vote to approve the resolution regarding approve of crakt items

2 through 5, and 7

Unanimous thank you.

Please raise your hand if you vote to approve resolution regarding approve of contract items

anticipate R 8, 13, and 22.

It's unanimous.

Please raise your hand if you vote to approve resolution regarding approval of contract items

9, 14 through 17, 21 and 23.

It's unanimous.

And lastly, please raise your hand if you vote to approve the resolution regarding approve of contract items 18 through 20.

And that is unanimous.

So that concludes the voting pors of the meeting and we will now accept general public comment

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So if you signed up for general public comment please move to the microphones in the exterior aisles the DOE reps will be there to assist and will indicate when you should begin your comments

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So.

If you have tickets 1 through 5 on the green and yellow side.

Mr. Secretary, would you like to

>> Okay, Mariam muster.

>> Here.

>> It's okay you can stay on this side.

You're green but it's okay.

That's fine.

You can speak.

>> Okay, good evening.

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My name is Naftali Moser and I'm the founder and director of YAFED, Young Advocates for Education. Months ago when the Flint Michigan water crisis erupted most Americans were outraged by what happened: poor children, mainly black and Latinos, being delivered dirty water for cleaning, bathing and drinking, but the main outrage wasn't about that; it was in response to the fact public officials had known about the problem for weeks and months but did absolutely nothing. Week after week, month after month, they ignored calls from parents and activists to fix the problem.

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Dear Chancellor,

For several years my colleagues and I have been trying to get the Department of Education to act on a major human rights violation as well as a state law violation taking place in many Hasidic and Orthodox boys' schools in New York City called Yeshivas. As four years ago we brought this to the attention of superintendents, two districts include testimony of Yeshivas. Since then we made many phone calls to your office and we even came down to these meetings just to speak to you.

We're just weeks away from a new school year and there's no remedy in sight.

That means if the DOE doesn't act quickly and urgently do their job of enforcing state standards, tens of thousands of children will begin a new school year and be deprived of a basic education.

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Boys under the age of 13 will get just six hours of secular studies a week, and learn only subjects English and math.

Boys ages 13 and older will get no secular education at all.

I repeat, thousands of Hasidic boys will spend long days, often 14 hours a day in Yeshiva, but will receive no secular education at all.

Time is running out: do you want to be known as the official that was told of the problem again and again and did nothing, or do you want to be remembered as the official that stood up for the tens of thousands of children and ensured that their rights to an education is no longer violated.

Thank you.

>> Thank you.

>> Thank you, Miriam Moser.

>> I want to start by

>> It's not

okay, I want to start by thanking the panel we've been here a few times, and we really appreciate everyone on this panel who listens to us month after month.

I know we bring the same grievances month after month, that's simply because our grievances are not being addressed.

So thank you for bearing with us, thank you for all that you do behind the scenes.

We have a lot of confidence in you and we hope you can help us make a difference for these kids

.

I'm going to be talking about the same thing that natali talked about and chancellor I'm going to be addressing you as well.

Chancellor, I have been at several of these BEP meetings already and so have some of the others who are here today, and yet each time we come we leave dismayed with you, dismayed at how unresponsive you have been.

A major human rights violation is taking place on your watch.

Tens of thousands of children are being denied a basic education.

They're born and raised in America, and yet they can barely communicate in the English language

.

They never learn science or history.

They don't know about the United States Constitution or about any of the civil rights our country fought for and upholds.

It must be embarrassing for you chancellor to confront this reality, this shameful reality, month after month at these meetings in front of a distinguished panel of may orial appoint ees and you know we wouldn't be here if we felt confident that this issue was being addressed

.

But we don't feel confident because you have misled us.

One year ago today the DOE promised an investigation, the investigation didn't really begin until more than 8 months later at yafed held a press conference on the stairs of city hall and the day after we appeared at this panel the day after we appeared on the panel suddenly the investigation was resumed and we appreciate the efforts of this panel because we presume

you guys had some part of in that.

In the months that nold we kept promised that developments would be coming now we're hearing that it seems like perhaps a report will never come, the developments are very questionable , and it's just really upsetting.

Over a thousand individuals have signed a petition demanding that real changes are put in place for this coming school year.

These individuals include dozens orabbis and scholars and activists if the problem isn't going away we won't be going away either we will be here until every hassidic child gets the education he deserves.

>> Thank you.

>> Marcy.

>> Good evening my name is Bonnie my son is a 7-year-old who attends Central Park east 1 I'm also somebody else who has been here multiple times and I keep coming back because I'm not I'm at a loss I don't really know what to do. This is my son's third year, he's going to be going into his fourth year at CP E1, it's an amaze amazing school, a very special school, I'm so grateful over the last three years I cannot tell you how many times I've talked to friends and family and said thank God he goes to the school he goes to.

And this year as has been presented here many times, and will be presented again, things have gone awrite at CP E1.

As somebody who also has worked for the DOE for the last 13 years and who works for families is one of the things I've always said to families of the students I work with is like use your voice, talk, like this is a part of what we do here is like parents have a lot of power and parents voice and parents opinions and needs we want neams to be involved much we spend a lot of time work on family engagement and getting families involved.

But for three years at my school it didn't seem like I was needed, like well, at the school

my son went to, I am a single parent, I'm a, would go parent, I sort of let the magic happen there and I would go on my way.

And it wasn't until this year I realized wow I actually have to put my the same advice I'm

giving other parents that I work with, in my professional capacity, I have to start doing that at my son's school, because there is a mace for me there, I am needed to stand up for him, to stand up for the education that's happening there.

And to push, to push for what I know is right there.

And I expected that when I gathered together with all these other families at the school and all my son's classmates parents and we had 70 percent of the parents demanding that the principal at the school be removed, that we had tons of we had also a petition with 1,600 signatures people asking for this, 2,000, excuse me, 600 signatures that we had a critical mass of folks who were actually like listening to us, listening to parents' voice, I'm almost done, that we would be able to get some help and get what it was that we as parents were asking for.

And I have been really shocked and like pulled out of my bubble this year to learn that it doesn't it's not working that way.

Have tried every possible channel.

We just were for the third time this month at the CEC meeting for district 4 talking to the CEC there, we had asked them to pass a resolution for us, and they wanted to do that but they were shut down by FACE and told they couldn't pass a resolution on behalf of patterns there , and they said to us fais was at this last meeting and they said to us you need to go through the proper channels you have to start with the principal.

We did that, it wasn't working.

You have to go to the superintendent.

We did that, it wasn't working.

As the time has come we realize the superintendent herself is actually a part of the problem

And we've learned that with mairnts across the district.

And so then

>> Thank you.

>> I'm so almost finished but my question is, after I do that, they say to us, like you have to follow the channels and you have to then you have to go to the chancellor.

And we keep coming and trying to come to the chancellor and what I really want to ask

I know

I'm not my time is up I'm really sorry but chancellor
I really want you to meet with parents
from CP E1 and talk to us
you because the people
who have been coming to talk to us, nothing
, nothing has been happening.
And we feel really like the system that's supposed
to be listening to parents, and wanting parents
to be involved, is not
it's not actually accepting
parents when we try to be involved.
Thank you.

>> Thank you.

Cindy chan.

>> Hi my name is Cindy ciao I'm a district 4 resident
and a parent at CEP 1 I wanted to share
some excerpts from a public letter written by
Debbie am I irthe rerenowned reform leader: The
success of these schools has been well documented
in many publications and films.

Debbie writes I am unequivocally on the side of
those who wisely have concluded that the current
principal must move on.

She cannot do the job required.

pringing in someone to help her where she is weak
is not a solution, but merely a postponing
of the inevitable drift into more standardized
practice and a more hierarchical school structure

What is needed is a solution that helps pull the
school together, allows for hiring of new staff
, sets the tone, and continues to improve the practices
that is marked CP E1 43 year history

These include staff governance, choices for family
and staff, dedication to serving predominantly
low income students of color and the belief that
a good open progressive school should be able
to serve all children together, without separating
them by tracking in any form, including
social or racial indicator.

CP E1 was dedicated to the task of creating a democratic
community of citizens, but last fall
it was clear that the newly appointed principal
had no background, experience with element
elementary, early childhood, and progressive education.
Much less supported the tradition of collective
decision-making.

And the belief that all children, not just the
privileged, were well served by our kind of pedagogy

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We had daet that it had worked for over 43 years.
So why all of a sudden was this kind of school
not sustainable we felt a solution would be fair
to the latest principal who might be fine with
a setting she is more in tune.

We would also provide the majority of the community
with leadership that would restore the CP
E1 that we put so much of our hearts into we need
to embrace the spirit of democracy that CP
E1 was intended to demonstrate.

That's write stand.

Deb May am I yerp teacher founding director of
CP E1.

Thank you.

>> Havisal.

>> Yes, Clara Salace.

8 years ago when I moved to New York I made east
Harlem my home.

Never did I think that New York would be the place
where I would become a mom and much less
establish my academic career.

I've had the honor of training some of the best
students in New York City, the val Dick tore
toreians and Sal uttorians of the top city high
schools.

They have taught me as much as I trawt them about
perseverance acceptance and excellence.

But even with the committee of ac dem itions and
administrators that believe these students
have all the potential to do what they want to
do something happens with that transition from
high school to college that makes it very difficult
for a diverse student body that come from
New York City public schools.

At first I thought it was just that they weren't
studying so I just told them to study more

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But the last couple of years in this struggle I've
learned they don't have the skills to think
critically and integratively, they have a tough
time thinking creatively when asked to engage
in problem based learning, that besides their
parents no one also believes in them and the
lack of diversity in their schools limits their
ability to engage in high quality cognitive
processing.

Their memories of high school are clouded by numbers,
grades on tests, GPAs on report cards
, and percentiles, spourdding a fixed mind set

and fear of not being the best, which comes with exclusive privileges.

That's why they may not get their bachelor's degree or even a doctorate.

Fast forward to two years, PA copresident of a Central Park east 1, I intentionally enrolled my black and purity rich son into east 1 because of its excellent academic achievements.

However I've learned that my district is plagued with a progressive system that institutionalized racism and segregation that the system is doing nothing about on July 8th we support supported a initiative because CPE has a to claims they want a model for integrated school with a diverse student body to engage in a multicultural complex world and deals with a democratic , that defines their voice, and that our principal wants to disregard because she only supports the children and families in a support her.

In the last month I've learned that there are at least four other schools in my district, where the principals abuse their power to fulfill their own agenda, their self-serving, their ego centric and they go against devoted teachers that are responsible for the education of our children

Chancellor are you going to be responsible for maintaining this institutionalized racism and segregation in our schools or are we going to do something about it.

District 4 is suffering, CPE is suffering and we need your help.

>> Thank you.

>> Hi, my name is Chiam I'm 18 years old three years ago when I was 1515 days I

15 hours a

day substituting to ra, and zero secular studies.

Following that I only had half an hour of English and arithmetic, we never learned science

, social studies, geography, we never learnt health and we didn't have gym or sports.

I felt miserable in my yeshiva because I was fascinated with the little science that I learned

from outside school, and I was craving for an education but my only choice was to attend a

school outside the community and in the process lose autopsy my friends and be considered a

an outcast within my family and community.

I decided I wanted to pursue a

- education

sacrifices but I was told as a minor I couldn't change schools without my parents' consent. I was shocked to learn a legal system would require me to stay in a school that teaches no secular secular shids and violates the educational requirements. After a struggle with my family that required me dropping out of the yashiva I was required to get an education outside of the community. Even though I was 15 years old I barely new English and faced the difficult challenge of catching up on my studies, and it's a challenge I'm still struggling with.

I had to sacrifice a lot to get where I am now. I lost all my friends and I feel exor sized if my community because I wanted to get a secular education, boys in the community have no choice about the education they receive and are required to attend school that lack the basic sf academic skills that they will need later on the life

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Ti challenge this panel to allow kids to
- I understand
it's hard to go gains the establishment
but please imagine if you were one one ofs it's
the human rights issue it's above politics
, please do something to ensure that these kids
receive education that they will need, and they
deserve.

Thank you.

>> Thank you.

>> Diana Rothstein.

>> Good evening my name is Hanna Rothstein and I'm here in support of yafed, the young advocates for fair education.

I'm here to express my outrage at the stalled investigation of the yashiva in New York City

that are not providing a fair education to their boys.

I want to be here as a voice of children who are being denied their basic human rights because they are not receiving the education mandated by the state of New York.

I am also here as a voice of the taxpayer whose hard earned dollars are going to support the products of this broken education system in has Sidic boys schools why do they get my tax dollars because graduates are functionally illiterate they're capable of earning enough to support their families and they rely on public assistance for most of their adult lives.

I'm also here because I also volunteer at another nonprofit organization that serves the formerly hasibic community, I work with young adults not so young adults anymore who have been deprived of an education and have helped them study to pass a GED exam.

I would say that the average level of English is fourth grade, and they are enumerate beyond basic additions and subtraction, they know nothing of science or history.

This is just criminal, I don't understand how we can sit by when students who have bright minds and who would be eager to learn are deprived because of a system that works against them.

Thank you for listening.

>> Thank you.

>> Diana

>> Hello, I have been a parent at Central Park east elementary for the past 10 years, and I'm here to speak about the pattern of administrative mistreatment of our school community, about which nothing meaningful has yet been done.

This past year my youngest son, 7 years old, lost his teacher part way through the year, thanks to the vindictive tactics of our new principal.

We parents were given no warning, and the children were initially given no explanation.

Some of them concluded that their teacher had cancer, or that his leaving was somehow their fault.

Parents had to hear the news through the grapevine and were only officially informed two days after it happened.

Our children were provided no support in the classroom until a groundswell of anger and protest prompted the guidance counselors belated involvement, and worst of all we learned that many young children had been asked leading questions about several of their teachers, without their parents knowledge.

Pressured to give answers and told to keep it secret.

But as I'm sure you've heard many times over the last several months this is just one among many examples of the failed and destructive leadership of the inexperienced person who was placed at our schools helm and backed up at every step by superintendent estrella.

It has become clear that our voices, those of an overwlemg majority of families at the school from all walks of life are being systematically

ignored.

We are here at this meeting to make sure that we are here and we intend to continue coming and continue fighting as long as we need to.

We want to ensure that the progressive education that we chose for our children, an education that teaches them not just what to think, but how to think, and that turns them into enthusiastic lifelong learners in an atmosphere of true and rare diversity, that this education is not further eroded by the hostility of the administration. Central Park east one is worth fighting for and we are not giving up.

Thank you.

>> Thank you.

>> Mike Childs.

>> Hello, my name is Mike Childs I'm an artist in New York, and I immigrated to the United States from Canada.

And ended up having a child here, he's been at CPE for two years, and I'm not a public speaker, but I just felt compelled to run over here from work today to say how much I support the tremendous history of education that I see going on at the school.

I've learned a lot about education, just by watching the veteran teachers do their work with the children in the most caring and concentrated way.

And just the level of expertise of these great educators sort of stuns me over and over again

We lost a third of them this year, so I'm just sort of throwing my hat into the ring and support supporting our movement, asking that our PA elected board be listened to, because we need to immediately stop the exodus to

of teachers and educators, some of whom have been there for a very long time, some of whom are even alumni of the school, to maintain its integrity.

Thank you.

>> Thank you.

>> Acosta Dais.

>> My name is Acosta Dais I'm a parent of CP E1 and I come here first I thank you for allowing us to address you, chancellor, and the panel, with our concerns as parents, and I'm Dominican, born and raised Dominican Republic, I'm an attorney, here, but I know very little about the

educational system of this country.

Elementary and high school level.

CP E1 represented to me the dream school that I could have attended and the dream school that my son could attend.

It's an extremely diverse, to my understanding, it's one of the most diverse schools in New York City.

And the methodology that they use to teach there brings the best out of children.

Those two things, which motivated me to bring my child every day, 100 blocks down from inwood to 106 street, we're going to lose by one reason that the board of Ed, hired somebody with no educational background, was not really ready, and I understand your reaction, which is very cynical right now, but this is important to us.

And just like I second the petition by the yashiva students, this is incredible, that in light of all our real concerns, you should be protecting the schools that are successful.

And the reaction of cynicism is the last thing that we need from a chancellor.

These are serious concerns that have been raised in front of you today.

Serious concerns.

We need immediate actions, actions have been delayed, we're going to lose a school that should be modeled instead of destroyed.

>> Thank you.

>> Jeffery row sack.

>> Hello Ms. Farina my name is Jeffrey low sack and I am a teacher, my mother was a teacher , my father was a teacher and my wife is currently a teacher in a daycare program.

I always lived to be a teacher.

Some of the best moments of my life have been in the classroom working to improve the lives and foundations of students who otherwise would have been overlooked of special needs.

I've given my all and mind and spirit emotional and financial to truly make a difference in the lives of my students.

All I want to do is to continue to be a teacher.

I've always been good at my job, whether you measure success with standardized test scores, administrative evaluations, or most importantly, the continuing and long-term success of my students.

At least that was the case until 2010.

My job became less about the success of the students, and more about cutting costs, saving nickel nickels and dimes, taking away resources from the most important things that matter.

All of a sudden I went from being the teacher who had the most rich environment in the school and received the best reviews, which to a teacher, who was being overpaid because I was basically a high salary.

Saying something is wrong when the students IEP is being blatantly disregarded that's not whistle blowing, that's doing the right thing.

When individuals are abused or students are cheated of the chance to succeed they need someone to stand up and fight for them.

That's what I did.

What you want to know, what they call that, insubordination.

I attempted to go higher and higher, bringing these injustices to light, including to the superintendent

.

You would think that the response would be one of support, praising the bravery, and a determination needed to stand for what's right.

Instead I was met with empty promises and broken words.

I was retaliated against for being a union delegate.

I was provided

I provided fellow teachers with information about their rights, one through collective bargaining.

When parents and teachers, myself included, went to the union to express concerns about the principal, principal's behaviors, we were retaliated against and abused by other school administrators

.

And finally, about 9 months ago I was told I would be fired from my livelihood, told I was incompetent, and insubordinate while ruling on my case has not been decided, these have been

these have still been some of the most painful few months of my life.

The lack of appreciation, respect from an institution I devoted my life to, and thought that

I may have another opportunity to impact the lives of our youth, absolutely devastated me.

Nobody should have to suffer the evils done to me.

School administrators shouldn't be running on hard nose bullying antics, abuse life, and sh

politics, and many wondering dictate or ships.
It should be about our youths, their role models,
and knowledge to be
to succeed.

I would appreciate a time period to meet with you
like you did with last month with iris Rosario
, Cathy Cole, and others, to speak with you at
a private moment because I really feel it's got
gotten to that point.

Thank you.

>> Thank you.

>> Yosefami.

>> That's me.

Thank you counsel farina and the panel, my name
is yosef.

Right now I'm a doctoral fellow at a clinical psychology
program in New York City.

When I was 18 years old I didn't know how to write
a sentence in English, yet alone a paragraph

I think a lot of the focus of disseminating education
to yashivas has been the basic ed.

Math and English.

However, I want to emphasize another point which
is education opens up your mind, education
allows you to see things in other cultures and
other person's point of view.

I'll just give you a few examples of that from
my personal life.

So the issue of consent.

Sexual consent.

When is it okay for a man and a woman to have sex.

The first time I heard about consent was in college.

Now, I never

I never assaulted anyone in my life,
but I never understood the concept of consent
until college.

That yes had to be said.

My first sex ed class was when I was 23

I mean

the first time I was in a sex ed health class
was when I was 23 years old, teaching it to kids
in a residential mental health facility.

When I was 19 years old, I believed homosexuality
was an illness that was a can challenge by
God that we had to fight from our own passion
to be connected to God.

Educating yashiva kids will not just allow them
to do their taxes, it won't just allow them
to make 50 K per year and get out of the welfare

system.

It will allow hundreds of thousands of kids to open up their mind, to see the world in a different perspective.

Perhaps become better citizens.

I hope you guys consider this in the future, when you could decide how the DOE could help disseminate education.

I don't know how the DOE could, I don't claim to know the answers or I'm not an expert on policy

But I feel what needs to happen is that DOE does need to come out on the side of education against educational marginalization.

Thank you.

>> Thank you.

>> Thomas fasista.

>> Good evening.

My name is Thomas defrisco I'm a former New York City public school teacher I'm also an elected member of two boards of education in Rockland county, I drove down tonight to attend this meeting.

New York state education law needs to be amended to ensure that all nonpublic school students are afforded a substantially equivalent education as their public school counterparts.

There are flaws in New York state academic standards regarding nonpublic consumes.

Existing New York state education law does not mandate the instruction of math, science and world history, in nonpublic high schools.

This certainly is not an indictment of all nonpublic schools.

Although education law 3204 states that instruction provided in nonpublic schools must be at least substantially equivalent, to the instruction given in the public schools, not every nonpublic school is required to meet the same educational standards as public schools.

Interestingly enough, nonpublic schools may, but are not required to, be registered with the New York state board of regents.

Only registered nonpublic schools must meet the same educational standards as public schools and may administer regents exams and receive regents diplomas.

34 of the 89 schools nonregistered schools listed on the NYSED website are listed here the vast majority of them are yeshivas through the

eighth grade nonpublic schools are required to provide the same instruction as public schools. Only the following classes not required in nonpublic schools.

English language, hygiene, patriotism, citizenship
human rights highway safety, traffic regulations

I am recommending that these nonpublic school academic requirements be thoroughly reviewed and amended to ensure that our nonpublic school students are properly prepared educationally by being offered substantially equivalent courses and instruction as provided in our public schools

So that they may have viable and sustainable employment opportunities.

Thank you for listening to me.

Thank you.

>> Thank you.

zl anica Tim.

>> Good evening, chancellor farina and panel.

Here we are again, Central Park east 1. Why are they here again, you're asking.

I'm here because CP E1 was my home, was a home to me when my parents were separated and I was traveling between homes, one in Washington heights and one on green street near city hall.

My teachers at CP E1 helped me to organize all the bags and the violin case that had to be transported between my mother and my father's homes.

They also helped to peel me off my parents' legs as I got dropped off at school.

Why am I still here at the PEP?

I'm here because I'm fighting for my son, who has special needs to have a home, too.

In fact, nearly 20 percent of the students at Central Park east 1 have IEPs.

CP E1 has always been a haven for children with special needs, because of a lens through which children are seen at the school.

Children are valued for their strengths and their challenges or what make them special and unique

CP E1 believes in all children and is truly inclusive.

That is why I wanted my son, who at 5 can read books about World War II, but needs a lot of support in many other ways, to be at CP E1.

Now, because so many teachers who believe in the CP E1 philosophy have fled from the abusive

environment the principal has created, we enter a new school year where the majority of teachers are very young, new to teaching, and inexperienced with CP E1 pedagogy.

And the principal has done worse than nothing to foster collaboration between old and new staff

Will these new teachers be able to differentiate instruction to a mixed age classroom, where 20 percent of the class has special needs?

So why am I here at the PEP?

I am here because I'm fighting for my son to receive an education that meets his needs.

Please don't take that away from him.

Thank you.

>> Thank you.

>> Rosado.

>> Avara?

>> Mar gur I ta Lopez.

>> Hi, my name is margarita Lopez and in September I was hired by William Collin Bryant high school in Long Island city Queens and in June I was discontinued.

I have my documents with me, all of my discontinuance documents, that show that over this past year I was only a teacher that got better.

Yet somehow at the end of the school year I was discontinued.

I've written a book on resistance training, I'm a phys ed teacher.

Clearly I know what I'm teaching yet I was discond

I sent an email to you I sent one to the mayor I sent an email to anybody and everybody I can think of and I got no response or any kind of help t I was told my appeal a was going to have to wait until September and in the meantime I'm unemployed.

Somebody else gave me their access to the open market, so I searched every single school on there every single principal, there's 80 something phys ed positions on the open marked right now in all of the boroughs and I've sent them emails saying I was discontinued whatever, whatever to every single principal that is on the open market right now, and I can't get a job from not even one pepper person.

Thank you.

>> Ms. Lopez I think there is a DOE staff that can speak with you.

So.

>> Thank you very much.

>> Hi, I'm Laura Rosado and I'm margarita's mother and I'm here to give her moral support.

Like she said she was discontinued from Bryant high school in Queens, this is her first year , and I know I was an educator and I retired after 33 years, from district 10 in the Bronx, and I know that in education there's always that phrase, 7 chances.

Well, my daughter was not even given a first chance, in this situation.

She has

all her credentials, she has her master's degree, she's very conscientious, dedicated , innovative, caring, and knows what she's doing. And she wrote a book, like she said on resistance training.

As a mother and as a grandmother, I'm here to give her support, and as an educator of 33 years I am now retired.

I know that she deserves that opportunity.

Thank you.

>> Thank you.

>>Ly, my name is falcowitz I got here a little too late to sign up to speak I'm not going to take much of your time I just want to make a brief few points.

>> Okay goo head.

>> I'm here I also went through the hassidic school system we didn't get an education on most of the studies and it's not overstated what they're saying none of the hassidic schools there are tens of thousands of them did not get the proper education, but that's not what I'm here for I'm here because I'm a father for three sons, I'm worried for their future what will happen , I want you to make aware of that I'm sure you're aware of that, that uneducated children grow up to be uneducated adults and as a result it falls a burden on the city, it falls a burden to the taxpayers, it's just not right for society it's not fair for the children who don't have a say in that matter.

I just want to make you aware of this and just think about it because I know this investigation has been going on for awhile, and we'll not get a response, just think about what's going on and please let us know what happens so we can get all the children the proper education they richly deserve.

Thank you.

>> Thank you.

>> Ma'am we could hear from you yes.

>> Thank you.

Good evening my name is Patricia Jew sdwit I come before the PEP years ago on behalf of students with special needs as the PT TA president for P 138.

I'm here this evening on behalf of students special needs and others, my daughter attends P 138, at J 117 at es per an za.

And I'd like to tell you that once again the DOE does fall short when it comes to kids with special needs, it's not a secret.

Asha is a success, a survivor despite the system. Asha is a success because of the teachers and the parents that actually work with her day-to-day , not because of the principals, pe see.

per se, not because of es strel la per se because when she first came to es per an za it was Estrella who blocked ler from going to the after school program.

It was asha who stood up in caring and said I do not understand why I cannot attend the after school.

Why.

What's wrong with me.

And she got an interview at the time.

Well you know that old saying, when the shit hits the fan then they come and give you time.

That's what happened asha stood up and spoke for herself.

And then again, when Estrella went and left and left Wendy in charge of es per an za, asha was again slighted, three years that girl maintained a Bern 85 average.

She should have graduated with honors.

Now, asha is in an inclusion program.

I asked the AP, Kim, how many kids do you have in the inclusion program that take the region ent's and city wide exams.

2. Of those 2 how many are passing those exams.

1. Well, gee, if you have one asha, why is it she's overlooked.

I had to ask them again and dwen, are you just giving this kid grades, or is she earning them ?

Well, if she's earning them, then she deserves the recognition that's due what she earned.

Finally, esperanza had a principal that embraced

those kids from D 75, and what happens?

You snatched them.

You snatched him.

The man had less than a year to turn a school that had only 40 percent of the kids that were going to pass, and graduate, to 70 percent.

And you snatched him out the building.

And when did we find out?

Two weeks later.

That's not working with the kids.

That's not giving the kids a fair shake, that's setting them up for failure.

I think you need to come back to the parents, have a dialogue with them, respect CPE.

Respect us.

Because we are invested in these kids' future, not estrella, not you.

You once told me Farina, come to you with a problem but better have an answer.

The answer is talk to us, listen to us.

We care.

Thank you.

>> Thank you.

So that's all our speakers for this evening.

I'm going to see do panel members have any questions or comments before we

So that concludes our meeting for this evening.

The next regular meeting of the panel for educational policy will be held on Wednesday, August

24th, at prospect high school locate at 883 cladSen avenue in Brooklyn so I'm going to call

the meeting is now adjourned, thank you, and good night everybody.

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