NEW YORK CITY DEPARTMENT OF EDUCATION - DIVISION OF PORTFOLIO PLANNING

J.H.S. 013 Jackie Robinson

2/25/13

5:30 P.M.

[START 334_033]

MS. MELISSA HARRIS: Good evening, ladies and gentlemen. My name is Melissa Harris [phonetic] and I'll be acting as the facilitator for tonight's joint public hearing. This is a joint public hearing of the Department of Education Community Education Council and the school leadership team to discuss the proposed phase-out of Jackie Robinson Junior High School 13. Tonight's proceedings will be recorded and transcribed. Before we begin the hearing, we ask that anyone who wishes to speak during the public comment portion of the evening sign up at the table outside of the auditorium. Sign up will end at 6:15. If you have a question you wish to be addressed during the question and answer portion of the agenda, please write that question on the index cards provided at the back and submit them to a volunteer by the table. Only people who have signed up to speak will be able to participate in public comment. All participants were asked to be here no later than 5:30 p.m. Now that we have started, if a panel participant arrives late, he or she will be given the opportunity to speak at the first

opportune moment. We want to be respectful of everyone's time here this evening. There may be elected officials who arrive at different times throughout the evening. If they wish to speak, we will do our best to accommodate them at the first opportune moment. Those who are here at the start of the public comment segment will be asked to speak first. There was an agenda posted outside of the auditorium at the sign in table. The format of tonight's joint public hearing will include a presentation of the proposal, and presentations by hearing participants, followed by public comment. Speakers should have already signed up at the table outside of the auditorium. Public comments can be no longer than two minutes each, and that time will be strictly followed and speakers will be informed when their designated time has ended. Again, there will be a question and answer period here this evening. If you have a question, please write your question on the index cards that were supplied at the table when you arrived this evening. While public comments are taking place, staff members will organize questions into categories and get them

1 ready for Q and A period. Some questions will
2 be asked directly from the index cards, while
3 others will be batched under headings in order
4 to avoid repetitiveness. Even though all
5 individual questions may not be addressed in
6 this forum tonight, questions--answers to
7 questions will be posted on the DOE Web site
8 prior to the panel meeting. If at the end of
9 tonight's hearing you still have questions, we
10 encourage you to direct them to us by calling
11 the telephone number that you can find on the
12 bottom of our fact sheet, or e-mailing us at the
13 e-mail address that you can also find on the
14 bottom of your fact sheet. I would like to now
15 introduce the panel which has been assembled for
16 this evening's joint public hearing, Jacob
17 Michelman, Donald Conyers, and Mark Sternberg.
18 We're also expecting the CEC at some point, and
19 when they arrive, they will be also invited to
20 either sit on the front or give a presentation.
21 I would like to now turn the program over to
22 Deputy Chancellor Mark Sternberg, who will
23 present the proposal.
24 DEPUTY CHANCELLOR MARK STERNBERG: Thank
25 you, Melissa, and I'll--pleased to be here.

1 Again, my name is Mark Sternberg, deputy
2 chancellor for the division of portfolio
3 planning. Want to just very briefly introduce
4 the evening, describe the proposal, and then
5 look forward to hearing from the SLT and to
6 public comment, and to answering some of the
7 questions that are addressed this evening. As
8 Melissa said, we welcome public comment and want
9 to make sure folks know to sign up--you've got a
10 few more minutes to do that--and if you have a
11 question, please submit one on a note card.
12 We're here tonight to discuss the proposed phase
13 out of the school, and that's a tough decision
14 for us to make, and a very difficult one, and a
15 tough evening for all of us. I sometimes find
16 it helpful, when I'm preparing for a
17 conversation like this, to remind myself and
18 others what tonight is designed to be and what
19 it is not designed to be, and maybe it's easier
20 to start with the latter. Tonight is not a
21 decision point. We are not going to decide this
22 evening whether M013 phases out or does not.
23 That decision is reserved for the panel for
24 education policy, which meets on Monday, March
25 11th, I believe, two weeks from today, at

1 Brooklyn Tech High School, 6:00 p.m., and
2 there's a lot of ground to cover between now and
3 the 11th. Donald and I, and others from the
4 department, are here to collect feedback and to
5 bring that back to the chancellor, and to help
6 make a recommendation to him, and this is a very
7 serious and grave decision we're here to
8 discuss, and obviously one that we take very
9 seriously, so we look forward to the input we
10 receive this evening and will be bringing that
11 back into what is the decision making process
12 for the chancellor to decide whether to pursue
13 this proposal, and for the panel to decide how
14 to vote on it. So it is not a decision point.
15 It is also not an evening for any of us, me, as
16 deputy chancellor, to convince any of you folks
17 who are clearly here because you have a
18 connection to this school and to this building,
19 that we are right in proposing this, and that
20 you are wrong. Tonight is designed to be a
21 moment for your input to be gathered and your
22 voices to be heard. It is that; it is a moment
23 when we step back from our work and are here to
24 discuss with you and to hear from you about a
25 very tough decision. We don’t make a tougher

1 decision in the department, and so tonight is a
2 hearing. It is--it also needs to be, for us, a
3 moment where we continue to confront a set of
4 student performance trends at this school that
5 are troubling. When we compare the performance
6 of this school to others in the peer group, to
7 39 other schools across the city that serve a
8 very similar need profile of students, receive
9 the same supports, receive the same per pupil
10 allocation, we see a set of schools, of 39 other
11 schools, that are getting better results,
12 dramatically better results, and we see a number
13 of trends here at M013 that are disconcerting.
14 We see demand trends that suggest that the
15 community is less interested today in attending
16 this school than it was, a 40 percent decline in
17 enrollment over the last five years. We see
18 that student proficiency is very low here. But
19 almost more importantly for us, as we evaluate
20 student outcomes here, we see that the growth,
21 the progress students are making as a result of
22 their instructional time, their time in
23 instruction at M013, compared to their peers, is
24 in the bottom 10 percent for ELA [phonetic] and
25 the bottom 15 percent for math when compared to

1 the city, and actually much lower than that
2 when compared to their peer groups, and overall
3 what we see is that the school--when all of the
4 various inputs are combined to produce a score
5 of a D on the overall progress report grade, and
6 an F in progress, we see that the school is in
7 the bottom 8 percent of all middle schools
8 citywide. So we are here to listen, and we are
9 here to question ourselves and to gather input,
10 but we're also here to confront a very troubling
11 set of student performance trends, and are
12 hopeful that we can hear, from folks in this
13 room, information that will help us understand
14 whether there--this really is the ultimate
15 question, whether there is the capacity in this
16 organization to dramatically improve outcomes
17 for students, and quickly. And we worry a lot
18 about pace, we worry a lot about the extent to
19 which students are well served. What we don’t
20 worry is whether the people who work in this
21 school mean well. This is not a personal
22 decision. We know that this is a very hard-
23 working group of adults who come to work wanting
24 to succeed. What we are asked, and must do, is
25 confront that question about capacity, and

1 that's what we're here to do. So let me just
2 jump through a few technical points that I want
3 to make clear, Melissa, then back over to you
4 for public comment. Again, we are here to
5 discuss the proposed phase out of M013, Junior
6 High School 13. J.H.S. 13 is located here in
7 School Building M013 at 1571 Madison Avenue. It
8 is co-located with Central Park East 1 and
9 Central Park East High School, both of whose
10 principals are here this evening. I believe we
11 have Bennett Lieberman here from the high school
12 and Lindley Uehling here from the elementary
13 school, and of course, Jacob, it's good to be
14 with you as well. Junior High School 13 is a
15 district middle school that currently serves
16 students in grades--sorry, I failed to mention
17 J.H.S. 13 is also co-located with East Harlem
18 Scholars Academy Charter School, which is in the
19 process of phasing into the building. We'll
20 talk more about that in a moment. Junior High
21 School 13 is a district middle school that
22 currently serves students in grades sixth
23 through eighth grade--sorry, grades six through
24 eight, and admits students through the District
25 4 middle school admissions process. On January

1 22nd, 2013, the department published the
2 proposal to phase out J.H.S. 13, based on the
3 performance trends that I have described. On
4 February 5th, 2013, the department published an
5 amended proposal which provided updated
6 information regarding availability of school
7 improvement grant funding. That proposal
8 discussed the track record of Junior High School
9 13 and why the department believes the phase out
10 is an option that the chancellor and the panel
11 should in fact consider. In separate education
12 impact statements, the department has proposed
13 several things, one to continue the co-location
14 of East Harlem Scholars Academy Charter School
15 in this building, and then, in a separate impact
16 statement, the department has also proposed to
17 open co-locate East Harlem Scholars Academy
18 Charter School 2, a new charter elementary
19 school, in this school building. I talked for a
20 moment about what this evening is about and
21 isn't about. It is a moment for us to
22 contemplate the--this very grave decision we've
23 proposed. There is a separate hearing, on
24 Wednesday of this week, to discuss the proposed
25 co-location of East Harlem Scholars Charter

1 School 2. Tonight is formally not an evening
2 to discuss that, although I think we can expect
3 some comment this evening on that. So before we
4 move to public comment, I just want to briefly
5 discuss the impact of the phase out proposal on
6 current M013 students. If the phase out is
7 approved, Junior High School 13 would no longer
8 admit new sixth grade students at the conclusion
9 of this, the 2012-13 school year. J.H.S. 13
10 would continue to phase out, one grade at a
11 time, until June 2015, when it would close.
12 Sixth grade and seventh grade students would be
13 supported here at Junior High School 13 as they
14 progress towards completion of middle school and
15 transition to high school. Current eighth grade
16 students are already participating in the high
17 school application process, the citywide choice
18 process, and will articulate into the ninth
19 grade per that process. Students may also--
20 students at Junior High School 13, that is, the
21 rising seventh and eighth grade students, may
22 also decide to finish middle school at another
23 school if they choose. They, through the public
24 school choice process, will be able to apply to
25 available seats in higher performing schools

here in District 4 and across Manhattan and the city. Applications will be mailed to families should the application--sorry, should the proposal be taken up by the panel and approved, with an April deadline to families and a June notification to families, again, of rising seventh and eighth grade students at Junior High School 13, if they choose to participate in this choice process. So thank you again for your attention; thank you for your presence this evening. We look forward to hearing from you and to answering your questions. Melissa, back to you.

MS. HARRIS: Thank you. We will now hear remarks from Raymond Bolton, representing J.H.S. 15's school leadership--13's school leadership team. Thank you.

[Applause]

MR. RAYMOND BOLTON: Thank you. Good evening, everyone.

[Background Noise]

MS. HARRIS: Here [phonetic].

MR. BOLTON: - -.

MS. HARRIS: Let me put it on the stand for you. - -.

1 MR. BOLTON: I would like to--for the
2 panel to look at the highlighted numbers that I
3 have on these papers right here that I'm about
4 to hand to you, just to show you that the
5 education system here, it is working, and I
6 don’t think that you should phase the school
7 out. I don’t think that--I think phasing the
8 school out is--to me is like--it's kind of like
9 a cop out, and I don’t--I think that's the easy
10 way out, to me. That's my opinion. I think
11 that people should be given…
12 [Applause]
13 They should be given a chance. There's four
14 papers there. Did you get to--
15 MALE VOICE: [interposing] Yes [phonetic] -
16 -.
17 MR. BOLTON: --get to see all four papers?
18 MALE VOICE: - -.
19 MR. BOLTON: But it's different years,
20 different grades, different--to show the
21 improvements that she made here at Central Park
22 East Middle School. And I [phonetic] - ---
23 that's it. That's it [phonetic]. I don’t see--
24 I don’t think that closing--phasing the school
25 out is a good idea. - ---there's a lot of kids

from this community that use this school as a zone school. You're taking away from the kids that--you know, in a zone. You have to think about the children. I think it's not so much--to me sometimes it's like--it seem like it's politics--

FEMALE VOICE: [interposing] It is.

MR. BOLTON: --it's just politics, it's just political red tape, that's all.

[Applause]

And that's all I have to say, really, 'cause at the end of the day, I mean, I just hope that the school don’t get phased out.

[Applause]

MS. HARRIS: Thank you. I see there are members of the community education council in the audience. If they wish to--if one or more of the members wish to give comment at this time, I invite them to do so. If not, I'll move on in the program. Yes? Okay. Uh-huh.

[Unrelated Background Conversation]

MR. JAMES THOMAS: Hello, everyone. My name is James Thomas. I'm a CEC member for District 4, and I'm here to support everybody here. One of the things that I've been working, and I've

1 been reading the papers, I've been pulling it
2 off my computer downstairs, and I've been
3 noticing that a whole lot of people needs help
4 on things that they need to do for these
5 schools, and one of the things is that I would
6 like to see this school, in [phonetic] this
7 building, stay open. I really, really do. I
8 mean, I understand what's going on. The
9 principal is doing the best he can do. We got
10 to do our job to help him out. Even though I'm
11 at another school and I'm all over the place,
12 it's important that we all work together as a
13 team to keep our schools open. One of the other
14 things is that I graduated from this school. In
15 1967 I graduated from here.
16 [Applause]
17 And we never had such a hard time until now.
18 Things is changing. We know things is happening
19 and schools is moving in and they moving schools
20 out, they building up all these high-rising
21 buildings, and all that stuff is just coming
22 into play, but we don’t need to lose our school.
23 I'm going to do what can to help out the
24 principals, the coordinators, whatever I have to
25 do, but I need your help to help me so that we

could keep our school here. I've been doing this for the last 15 years and my thing is now running again, but make sure that when I run again and my name is back up in there, I want to hear from your parents. Y'all give me the thing on--you know, write me letters and stuff like that and let me know how you feel; let me know what we need to sit down and talk about. We need to reach out to other parents to come in here. I don’t know when there's another hearing, I don’t know when there's another one that we need to go to, but if we can, we could all trying to stick together and go to these hearings so we could express our thoughts and our understanding for the kids because again I'm going to ask this question, and this question is where is our kids going to go if they close these schools. That's the question, and I ain't got no answer to that 'cause [phonetic] - ---I don’t receive anything from anyone, not yet, but I'm going to keep on asking that question until we get the answer to that. And to the panel up here, they working very hard; I understand they have a job to do, it's very important to their job what they're doing, but it's also very

1 important to our job to keep our kids in our
2 neighborhoods. Please--whatever you do, please
3 come out and support this school, and let's hope
4 for the best. Thank you.
5 [Applause]
6 MS. HARRIS: Thank you.
7 [Unrelated Background Conversation]
8 MS. HARRIS: Ms. Stacy--
9 MS. STACY FOYACAULT: Foyacault.
10 MS. HARRIS: --Foyacault--sorry.
11 MS. FOYACAULT: That's okay [phonetic].
12 MS. HARRIS: Of J.H.S. 13's SLT, wishes to
13 also give public comment.
14 MS. FOYACAULT: Hello, everyone. I would
15 just like to make…
16 [Applause]
17 Thank you. It's just a brief statement. I
18 have two boys, six and seven grade, that attends
19 this school, and to me it's a very good school.
20 It helps them, pretty much. When they're
21 struggling, the teachers they call me and let me
22 know what they're struggling in, and let me know
23 what they need help in, and they provide
24 tutoring, afterschool programs, and so on and so
25 forth. So I just believe that phasing out is

1 like giving up on the students. Just give the
2 help that the school needs to help the students.
3 And it's not just the school; it doesn't end
4 when they leave school. The parents also have
5 to step up and do their part also. Make sure--
6 just be on top of your student, your kids, make
7 sure that they are on top of their work. If
8 they need any help, if they're struggling, you
9 speak to the principal, parent coordinator,
10 someone in the school, and just let them know
11 what your child needs help in. If they don’t
12 know what your child need help in because you're
13 not speaking up, then nobody's going to know,
14 and then it's just going to go--no one's going
15 to say nothing, the school is going to be phased
16 out, and we're going to just give up on the
17 kids. Like he said, when the school is phased
18 out, where are they going to go? The other
19 schools are going to be overpopulated from
20 schools that students are not in here. So I
21 believe, instead of phasing out, give us another
22 chance, don’t just give up on us so easily.
23 Just hear us out, help us with the equipment,
24 and teachers, and other things that we need to
25 help the students further their education.

1 That's all, so thank you.
2 [Applause]
3 MS. HARRIS: Thank you. We have now
4 concluded the presentations by the panel, and I
5 invite Servia Silva of the UFT, and Raymond
6 Gregory of CSA, to please give comment at that
7 microphone over there.
8 MR. RAYMOND GREGORY: Good evening, ladies
9 and gentlemen. My name is Raymond Gregory. I'm
10 a field director for CSA, the Council of School
11 Supervisors & Administrators. Our president,
12 Ernest Logan, has asked me to make a statement
13 tonight in favor of Middle School 13. Once
14 again, the DOE has scheduled more than two dozen
15 schools for closure. The latest 26 schools
16 destined for the scrap heap don’t fit into any
17 particular pattern. Several have principals who
18 were told they would have time to turn the
19 school around; several have effective ratings
20 from the state; several have proficient quality
21 reviews; one actually has a principal who
22 exceeds expectations and has a quality review
23 that was well developed. The DOE seems to take
24 aim at schools if it's playing a game of Russian
25 roulette. The DOE worst practice often

1 devastate children and families. It usually
2 takes aim at students who have already suffered
3 setbacks and humiliation from previous school
4 closings. Many of them have been turned away
5 from the city's new schools for reasons of poor
6 academic performance or for--or because coming
7 from families without clout. Then the
8 youngsters are warehoused in other low-
9 performing schools that are likely to be closed,
10 too. This is a failing strategy for turning
11 schools around.
12 [Applause]
13 In conclusion, I have worked with the staff,
14 the administrative staff, at Middle School 13
15 for several years now, and over the years I
16 observed many improvements that I have seen that
17 I think would lead to the--a successful school.
18 This is coming from a man who's worked in middle
19 schools over 34 years in the City of New York.
20 And I support Mr. Michelman, and I hope that
21 you'll consider keeping Middle School 13 open.
22 [Applause]
23 MS. HARRIS: Thank you.
24 MR. SERVIA SILVA: Good evening, everyone.
25 My name is Servia Silva, and I'm here

representing Michael Mulgrew, who's the president of the United Federation of Teachers. He is here also; he wants to echo Ernie Logan's remarks, and also to say closing school is not the answer. It is never the answer to turn your back away on children. Children need to be supported and given what they need, and the support. And if you notice that there are around [phonetic] 12 schools being slated to be closed--if you see that list that are coming, another 26 in the city around, and notice it's all schools of children of color, children that need the most help, the most--the highest special ed, the highest English language learner.

[Applause]

They do not need to be closed. When I came here at the early engagement, my heart wept. When I heard the sixth grade students, and the seventh grade students, and the eighth grade students, just asking, "What about me? Where am I'm supposed to go?" There was this one little boy who said, "What about if I get left back? Then no one's going to want me. That's not going to be one school." J--Junior High School

13 has been here to open the doors, to help the students, to educate the whole child, because schools should not be punished because they have a high need bunch of students, who they have to do the right thing and suspend, and then actually get them in the way that they needed to be so that way the teachers can teach inside the classroom. So because a school did the things that the department of ed was saying, followed the discipline manual, then you're going to put the school in a high-needs zone that--the dangerous zone school? That school is not dangerous. It's not dangerous here in this school. I come in here every single day.

[Applause]

I've never felt [phonetic] for my life; I don’t think any teachers ever feel for their life. This is a safe school. Students want to come; parents want to come. Please, department of ed, think of another way to save the children of Junior High School 13. Please keep this school open.

[Applause]

MS. HARRIS: Thank you. We will not begin the public comment period. Just as a reminder…

1 Did you--oh. I'm sorry. Mr. Michelman wants
2 to speak.
3 MR. JACOB MICHELMAN: Good evening,
4 everybody. Oh, I know we could do better than
5 that. I said good evening, everybody. All
6 right. I got to say thank you to a bunch of
7 people, but tonight I committed to creating love
8 and passion. That's a lot of courageousness.
9 So I first want to thank the network for being
10 here and supporting. Greatly appreciated.
11 Deputy chancellor, superintendant, thank you so
12 much for being here. Thank you for the support
13 of the unions, both UFT and CSA. A huge thank
14 you to my colleagues for obliging me on the
15 separation of the two hearings. Greatly
16 appreciated there. And to my wonderful staff,
17 my wonderful parents, thank you so much for
18 coming out here, and to our partners as well,
19 thank you.
20 [Applause]
21 You can clap for that. I like claps. Claps
22 give me that encouragement. So I got some good
23 data and I got some bad data, but I have some
24 data that I believe proves a point of why we
25 should be continued to receive the support from

1 our wonderful network, and to continue to stay
2 open. In 2011-2012, our school had over--this
3 is an ugly number, but 230 suspensions.
4 Although majority of those reports were minor
5 cases, the numbers are truly excessive. We were
6 placed on a persistently dangerous school list;
7 we were given the responsibility to create and
8 execute a plan to significantly decrease
9 suspensions. We developed a PBIS team, an
10 action plan, and we expanded the scope of the
11 child study team and created a plan to
12 communicate expectations and support for
13 struggling students, and monitor incidents and
14 address any patterns identified. The result was
15 over a 70 percent decrease in suspensions. We
16 continued this great work this year with a 50
17 percent drop compared to last year, leaving us
18 out of our--if--for 100 incidents, there would
19 be only 15. It's clearly evident a concern was
20 raised and we addressed it.
21 MALE VOICE: Yes.
22 MR. MICHELMAN: Recent decline of incoming
23 sixth graders was also brought to our attention.
24 Unfortunately, this trend has been across almost
25 the entire district. When a district installs

1 more schools with the same amount of students,
2 fewer students will be available to attend each
3 school. Although not 100 percent of those
4 schools were affected, it did have an impact on
5 most of this. This is not just a J13 issue,
6 it's a district issue. Several points were made
7 based on a citywide survey in 2010-2011. The
8 biggest data cited was only 30 percent of the
9 staff thought the school was safe. It's--30
10 percent is awful. This number would normally be
11 upsetting, but what was not shared was only four
12 staff members actually took that survey, which
13 means only three people thought the school was
14 not safe. In addition, the results for the
15 2011-2012 showed gains in parent, student and
16 staff perception. Data from the citywide survey
17 was feedback. We use that feedback to identify
18 areas to address, and we did so. For instance,
19 over 70 percent of the staff believe the school
20 is safe. This was confirmed by over 85 percent
21 of our staff taking the survey last year.
22 [Applause]
23 Thank you. I needed that. Our progress
24 report scores have been dropping. That's the
25 ugly data. Our last five years include the

following grades: B, A, C, C, and D. Our decline from an A to a C, and repeating a C, was a downward trend that was felt across the city. Although our survey results during the 2010-2011 school year gave little points to improve our grade, our test scores, especially in our lowest third and special education population, yielded enough points to sustain a C. As for the latest D grade, our surveys gained more points, and our attendance as well. Our student regression [phonetic] dropped significantly. In the end, we were only four points away from scoring a C. This is not at all satisfying, but it only weakens the reasoning behind such a huge decision such as phasing out a school who has done so much to turn a dangerous environment into an institute for learning. As for attendance, we continue to improve each year. We are currently averaging 93 percent. Over--

[Applause]

Thank you. Over 80 percent of the students who arrive with over 20 absences in their previous school year decreased their absences while attending our school. That means we're getting--receiving a significant number of

1 students with low attendance, and we're
2 helping them, actually, improve to the school -
3 - expectation of 18 or less.
4 [Applause]
5 And I'd also like to address the latest quad
6 [phonetic] review rating of developing, and our
7 lack of progress on the state exam during the
8 2011-2012 school year. Two years ago, 2010-2011
9 school year, we missed a proficient rating by
10 four points. We were cited for low parent
11 involvement and a lack of rigor. We made
12 significant strides, improving parent voice and
13 involvement. We have a monthly newsletter,
14 weekly parent note, Web site upgrade, parent
15 surveys on a regular basis, online system for
16 parents to check their student's status, parent
17 surveys for input, monthly workshops, mailings
18 twice a month, weekly phone calls for events and
19 attendance, and an open door policy for parents
20 to address any concerns.
21 [Applause]
22 Our latest parent survey showed over 95
23 percent of our parents who attended our parent-
24 teacher conference earlier in the year believe
25 our school is a safe and welcoming environment.

1 They are--that same 95 percent also were
2 excited to be here and believe their child was
3 receiving a great education.
4 [Applause]
5 As for the rigor, we moved forward with an
6 instructional plan we believe was rigorous for
7 our students. Our units' assessment yielded
8 improvement from marked [phonetic] period to
9 marked period. Unfortunately, our quarterly
10 results show different, and our end of the year
11 show different as well, and we recognize that
12 and understand the urgency behind addressing
13 that, and this year we've worked with our
14 network, over the summer and the [phonetic]
15 beginning of the school year, to address that
16 rigor and to put in a curriculum we are proud--
17 with the shifts and the common core [phonetic]
18 deep in the work that we're doing, and we're
19 seeing a huge improvement with our students. As
20 for effective student support, we have
21 instituted a tier two response intervention - -
22 teachers are building individual support plans
23 to improve student engagement. We have
24 partnered with Northside Mental Health Center to
25 provide in-house counseling, with our

1 partnership with City Year, College Success
2 Office, and Regis High School to support
3 students in the classroom and increase
4 differentiation capability. Our main focus this
5 year has been installing a curriculum that is
6 both rigorous and engaging. Staff has worked
7 countless hours, and already, from the first
8 unit to the second unit, we have seen
9 significant gains from our students, with an
10 increase of 25 percent of our students reaching
11 proficiency. Over 50 percent of our students
12 receiving academic intervention services have
13 improved at least one grade level in just half
14 of a year. We are confident we will meet our
15 goals by June of 2013. Should we be phased out?
16 The more and more I think about it, I'm
17 confident we should be given the opportunity to
18 continue to prove. I would even--I would hope,
19 or urge, that we consider that--maybe even using
20 the SQR [phonetic] scheduled for May 7th to be a
21 clear and fair assessment that we should be
22 determined to decide on our fate. Every area we
23 were cited for improvement on our March 2012
24 SQR, we have reached 90 percent of meeting those
25 recommendations. This only reinforces how

1 reflective we are, and how committed we are as
2 a--in building capacity for our school. We are
3 deep in the inquiry process and are excitedly
4 moving through the common core [phonetic]
5 standards. We are facing challenges of turning
6 our students into writers, and we are confident
7 we will be successful. I ask the board that we
8 consider--the panel to consider another year of
9 extension in giving our school a clear
10 assessment as to whether or not we should be
11 phased out. Thank you so much for your time. I
12 appreciate it.
13 [Applause]
14 MS. HARRIS: Thank you. We will now move
15 into the public comment portion of this
16 evening's agenda. You are reminded that there
17 is two-minute time limit, and time will be
18 strictly capped. We will give you notice when
19 you have 30 seconds remaining, and when your
20 time is up. I know that you received two
21 different colors tonight; there was pink and
22 green, so what we'll do is call numbers one
23 through five in pink, and numbers one through
24 give in green, and the first batch that'll go is
25 the pink numbers and then the second batch

1 that'll go will be the green numbers. So
2 numbers one through five, pink and green, line
3 up over there.
4 [Background Noise]
5 MS. HARRIS: - -. Dominick [phonetic]?
6 MR. DOMINICK OSCIELLO: Yes.
7 MS. HARRIS: Okay. So first we'll do one
8 through five in pink, and then we'll do one
9 through five in green, so… I'm sorry. Okay.
10 Proceed.
11 MR. OSCIELLO: So my name is Dominick
12 Osciello [phonetic]. I'm a resident of Harlem,
13 and a CPE1 Elementary School parent for the past
14 five years. I'd like to just start by saying
15 that if the proposal to phase out the junior
16 high school is approved, I really wish those
17 students the best and hope that a transition and
18 completion of junior high school is easy and
19 productive for them. I'd like to briefly
20 address the issue of planning for the use of
21 space in the Jackie Robinson Educational
22 Complex, which is part of the proposal being
23 reviewed tonight. My question is how does it
24 come to be that leading up the announcement for
25 this hearing, of phasing out the junior high

1 school, that there's a building utilization
2 plan allocating space for an East Harlem
3 Scholars Academy Number Two for at least the
4 next eight years? So that's eight years of
5 planning for a use of space, when there has not
6 even been a hearing, or a public dialogue, or
7 votes on whether or not this junior high school
8 should really be phased out. So in other words,
9 why would the department of education propose
10 that another school enter the building when
11 there--have not even gone through the process of
12 reviewing and having a public hearing on the
13 phase out of the junior high school? To me this
14 makes me question the transparency with which
15 these decisions are being made, and strikes to
16 me of a lack of due process.
17 [Applause]
18 Thank you.
19 MS. HARRIS: Thank you. Next speaker. Go
20 ahead.
21 MR. JOHN RUIZ: Good evening, members of the
22 department of education, parents, and the
23 community of East Harlem. My name is Ruiz. I'm
24 the district leader of the 68 Assembly District
25 in East Harlem, right here, and I live a few

1 blocks away from here. Does anybody know how
2 long Junior High School 13 has been here? A
3 long time, right? So, for a few struggling
4 years that we've had, you're forgetting about
5 all the many years that this school has educated
6 many of the children in this district. This
7 year was a redistricting year, and we had a
8 community of - - severely divided. It got cut
9 up so bad that right now I don’t know in which
10 council matic [phonetic] district we're actually
11 standing in. This is a school with 30 percent
12 special education, 11 percent English and
13 Spanish learning. Yes, this is school is
14 struggling, but primarily because the department
15 of education has failed to give necessary
16 support to struggling schools in communities of
17 color.
18 [Applause]
19 Now, the parents of the students at Junior
20 High School 13 are some of the most concerned
21 and dedicated parents in the city, and it's
22 obvious that the DOE has abandoned Junior High
23 School 13, and that's why enrollment is low.
24 Sure, you keep building schools in the area, you
25 keep building charter schools, putting four or

1 five charter schools in one building, people
2 are going to leave, they're going to go
3 somewhere else. Studies have shown that school
4 closings disrupt the community and fail to
5 improve the education of our students, and we
6 need to invest in our schools, not shut 'em
7 down. The last quality review report stated
8 that the schools has a coherent strategy to
9 support student learning that aligns curriculum,
10 instruction, and organizational decisions. The
11 DOE must provide strategic support to build the
12 capacity of our struggling schools to
13 effectively educate its high-need students.
14 [Applause]
15 Now, since the mayor has taken control of
16 the DOE, his administration has closed over 120
17 schools during his tenure, all in low income
18 communities of color. Yes. Studies show that
19 these schools have been closed have served the
20 most--the city's most challenged students. Now,
21 this is an election year. We must show our
22 power, to those looking to fill the position of
23 mayor, that we do count. Putting our children
24 in the streets, school-less, where will our
25 children go? Closing schools in communities of

1 color is not the solution. I oppose the phase
2 out of Junior High School 13, and I pray that
3 they keep Junior High School 13 open for another
4 50 years. Thank you so much.
5 [Applause]
6 MS. HARRIS: Thank you. Next speaker.
7 SANDY: Hello. I'm--my name is Sandy
8 [phonetic]. I'm a teacher here, speech teacher
9 at Junior High School 13. Mr. Michelman stole a
10 lot of the data that I was just going to bring
11 up about what's going on this year in change
12 from years past at this school. I work with all
13 the grades here, six through eight, and with
14 many teachers, to collaborate with the IEP
15 students. Our school now has a consistent
16 curriculum that is aligned to the common core
17 standards, and the rigor in the classroom,
18 compared from this year and prior years, is so
19 significantly different. We're using data to
20 plan accordingly, and like Mr. Michelman
21 mentioned earlier, our teachers are using
22 student intervention plans where they're
23 collaborating and formulating strategies to aid
24 in challenging behaviors that do arise in the
25 classroom, so instead of throwing out students,

1 we are coming up with strategies to keep 'em
2 in the classroom and continue to work hard. And
3 I just wanted to stand up and show my support
4 for this building because I really feel like we
5 are making great strides this year in increasing
6 our performance, not only on these state tests
7 that are coming up in April, but also just in
8 the rigor that's being taught in our classrooms,
9 and we are truly a community here, and that's
10 just a few of the reasons. Thank you.
11 [Applause]
12 MS. HARRIS: Thank you. Next speaker.
13 ARIANA: Hi. My name is Ariana [phonetic].
14 I'm a second-year medical student at Mount
15 Sinai. I'm joined tonight by many of my medical
16 student colleagues. In addition to being a
17 medical student, I'm last year's director of the
18 MedStart program. For those of you who are not
19 familiar with MedStart, it's a program aimed at
20 East Harlem middle school students, and we try
21 to expose students to health and science
22 careers, and also increase basically health
23 knowledge. We run a one-week summer camp, and
24 have Saturday events throughout the year. In
25 addition, MedStart is a nationally recognized

1 program, and last year we received the
2 presidential volunteer service award. MedStart-
3 -
4 [Applause]
5 Thank you. Since MedStart began four years
6 ago, we have had a close relationship with
7 Central Park East Middle School and we're deeply
8 troubled by the news that it might be forced to
9 close its doors. We have attended countless
10 career days, parent nights, and have even held
11 events on school grounds. Working closely with
12 Dr. Phelps [phonetic] and Principal Michelman,
13 we have successfully recruited CPE students to
14 be an integral part of our program. Working
15 with CPE has allowed us, as medical students who
16 are committed to staying and working in the East
17 Harlem community, to understand the difficulties
18 of maintaining a healthy lifestyle here in East
19 Harlem, and has exposed us to the talent and
20 ambition of both CPE staff and its students. In
21 our program, CPE students have consistently
22 demonstrated tremendous potential and drive. An
23 example of one former CPE student who was
24 heavily involved in our program is Giandre
25 [phonetic]. He started MedStart in sixth grade

1 and is now in tenth grade. He came back last
2 year to serve as a mentor to other students
3 currently in the program. We at Mount Sinai are
4 committed to CPE, and we hope that you are, too.
5 Thank you.
6 [Applause]
7 MS. HARRIS: Thank you.
8 TEDDY: So my name is Teddy [phonetic] and
9 I'm also a second-year medical student, and last
10 year I was a recruitment officer for MedStart,
11 so I actually went out to schools and tried to
12 get students to join the program. As a
13 recruitment chairperson, I've actually visited
14 the school, attended career days, worked with
15 staff, and actually gone into the classrooms to
16 teach students about science and to get them to
17 join the program. Although I grew up in New
18 Jersey, I never felt unsafe here. I have to say
19 that. I don’t see how that was something. But
20 we just wanted to say that MedStart has always
21 had a strong relationship with CPE, and that CPE
22 M.S. students have been involved with our
23 program from its inception. Portions of the
24 camp have actually taken place here, and the
25 first year-round program took place at CPE M.S.,

1 and 30 of the--like, all the students, all 30
2 of them, came from this school. MedStart
3 recruits from various schools all over the City
4 of New York, from the four boroughs, and even
5 from New Jersey, and out of the 25 schools that
6 we had attending our last year camp and the
7 summer camp before, students from Central Park
8 East have consistently been some of the most
9 accomplished, successful students, serving as
10 leaders for younger students and bringing their
11 knowledge of science back to the classroom and
12 teaching others. So we just wanted to reiterate
13 that we believe these students have potential,
14 after observing them in a classroom setting, and
15 we sincerely hope that this school doesn't
16 close.
17 [Applause]
18 MS. HARRIS: Thank you.
19 MALE VOICE: And so, just in closing, we
20 just really want to emphasize the enormous
21 impact that Central Park East has had on the
22 success of the MedStart program. As medical
23 students, we all come from diverse backgrounds
24 and different parts of the country, and Central
25 Park East has, by far and large, been our window

1 into the East Harlem community. It's taught
2 us all about the challenges that kids face
3 growing up in this community, but even more so,
4 the enormous resilience and potential that these
5 students have, as well as the amazing effort
6 that the staff has made at this school to make
7 sure their students are interested in becoming
8 future doctors. Without CPE, MedStart would not
9 have developing into Mount Sinai's flagship
10 service program, and if the school is shut down,
11 we'll be losing one of our most valued and
12 trusted allies. It would be a loss not only for
13 the Mount Sinai Medical Center, but also for
14 East Harlem's potential as a whole to produce
15 future doctors that the community can proudly
16 call its own. Thank you for your time.
17 MS. HARRIS: Thank you.
18 [Applause]
19 Next speaker.
20 MALE VOICE: Good evening. My name is…
21 Well, I'm about respect. I'm from Helena,
22 Arkansas, less than 10,000 people, so I will
23 respect the panel and the people in the room.
24 [Applause]
25 I'm a very loving, passionate guy, and so no

one has really spoke about the student sitting in the room today. It's difficult. You cannot ask them, "In 10 years, where will you be?", so I'll be that student. They look like me, they feel like me, they hurt like me. Injustice anywhere is a threat to justice everywhere. For the month of February, let it ring.

FEMALE VOICE: That's right.

MALE VOICE: For Dr. King, let it ring. So I'll take you back to me, in Helena, Arkansas, five brothers, zero graduation, two sisters, zero college degrees; one teacher, one asshole of a student, bachelor arts degree from Jackson State University in psychology and Chinese studies; one year spent in Nanjing, China, teaching English, serving the community. Shift, get back to the U.S., get my degree, come back to New York. City Year, who's been a major influence in the school, I was able to serve. One year, one master's through University of Southern California, masters of art in teaching, this December.

[Applause]

MALE VOICE: Take a stand now for America. New York, you think you can't do anything about

1 what's going on in the Delta in Mississippi.
2 You can. Keeping this school open save children
3 in Arkansas, too.
4 [Applause]
5 MS. HARRIS: Thank you. Next speaker.
6 [Unrelated Background Conversation]
7 MR. LESTER CHAUNCEY: Good evening. My name
8 is Lester Chauncey [phonetic]. I am one of the
9 ELA teachers at Central Park East Middle School.
10 I started last year, so this is my second year.
11 Prior to coming here I was at an elementary
12 school. One of the things that I loved when I
13 came here was that the principal and the
14 assistant principal, they inspire a community of
15 teachers who work together, who care about each
16 other, and who model for the students what that
17 looks like. Our demographic--you can use all
18 the numbers that you want to compare us to the
19 other schools that you say are like us, but
20 every nuance makes a difference. Where we are
21 makes a difference. I can speak about this
22 neighborhood because three of my siblings, my
23 niece and my cousin attended school here. I'm
24 from this neighborhood. I know this
25 neighborhood. I know the challenges of this

1 neighborhood. We deal with the challenges of
2 this neighborhood, which go well beyond
3 academics.
4 [Applause]
5 We love our students, we go above and
6 beyond, and we work together. I did not
7 experience that in the elementary school where I
8 came from. Not only that, I recognize that our
9 children come to us how they come to us. If we
10 see them at the 10 percentile below, know that
11 that's probably a lot higher than they would be
12 without us. So 10 percent might seem like a
13 small number, but it's a much bigger number than
14 2 percent or 5 percent. Where we are today
15 compared to last year, for me, is a huge leap, a
16 huge leap. I wish you would give us an
17 opportunity to continue. We started getting
18 direction at the end of the year, and at the
19 beginning of this year--this is the year to
20 evaluate what that direction looks like in our
21 school. Give us an opportunity. Thank you.
22 [Applause]
23 MS. JODY MARCIER [phonetic]: My name is
24 Jody Marcier [phonetic] and I'm a parent at
25 nearby Central Park East 2 Elementary School and

1 the parents' association president there. I'd
2 like to address the use of your statement in the
3 educational impact statement that the DOE
4 strives to ensure that all students in New York
5 City have access to a high school--a high-
6 quality school at every stage of their
7 education, yet any access to middle school, much
8 less a high-quality middle school, seems to be
9 in danger right now. The fate of J.H.S. has yet
10 to be publically determined, likewise the fate
11 of M.S. 45, yet there are already proposals on
12 the table detailing how the spaces currently in
13 use by these buildings will be used, and I'm
14 concerned that the utilization plans don't
15 address how to fill approximately 240 middle
16 school seats that are being eliminated,
17 including the entirety of M.S. 45's 142 middle
18 school seats at year's end. Current proposals
19 state and appropriate District 4 would be found
20 in which to enroll these students who are
21 displaced by these closures, but we have not
22 seen evidence of any steps by the department of
23 education to allow new middle schools to grow
24 and replace the seats being eliminated. As I
25 said, I'm from Central Park East 2 Elementary

1 School. I know that you have a viable
2 proposal on the table for a middle school
3 extension, because I helped fulfill all of the
4 requirements requested by the department of
5 education for that extension last year. Our
6 request was effectively turned down because of
7 lack of space, but we were told that if any
8 changes to this condition existed in the near
9 future, the office of new schools would be glad
10 to review our request. Changes have happened,
11 but we have not received any notice that our
12 request is being reconsidered. Instead of
13 taking the opportunity to provide current middle
14 school students who are having their schools
15 yanked from beneath their feet the choice of a
16 school with a 30-year track record of success
17 behind it, the DOE is moving ahead with plans to
18 offer the space to a pair of untested charter
19 schools currently focused on the elementary
20 school grades. The decision creates a situation
21 in which it will take years to fill the void
22 being left by the closure of two public
23 [phonetic] district middle schools. Thank you.
24 MS. HARRIS: Thank you.
25 [Applause]

1 MS. KRISHAY LOVE: Good evening. My name
2 is Krishay Love [phonetic]. I'm an intern here
3 at Junior High School 13. The moment I stepped
4 into this building, I fell in love. The
5 students are amazing; the staff is powerful. I
6 came into this program wanting to help children,
7 and they ended up helping me. Children are
8 going to be children, disturbances,
9 distractions, maybe even fights, but you'll find
10 that at every middle school. The love and
11 passion you'll find here, I doubt you can find
12 that anywhere else. These kids brighten my
13 life, bring me joy and happiness. I even come
14 on my off days. I go home and smile just
15 thinking of them. Smart is an understatement.
16 They teach me something new every day. These
17 kids, most likely, are used to being separated,
18 they're used to being left. I made a promise to
19 them that I wouldn’t leave them. I can't
20 explain to anyone the joy in their eyes, the
21 happiness that just came alive in them. Don’t
22 let [phonetic] them get comfortable in an
23 environment. Don’t allow statistics that aren't
24 even admissible [phonetic] to break them away
25 from one of the places that they get love from,

1 a place that isn't home but feels more homey
2 than their own. Don’t separate them from the
3 family bond that they finally built. Do you
4 know how it feels to get comfortable for the
5 first time and for that comfortability
6 [phonetic] to be taken away, to feel like you
7 can trust and for you to open yourself up and
8 begin to, just for that trust to be broken?
9 I've been here for a short period of time, and
10 I'm more happy here than anywhere else. You
11 want to help? Give our kids more resources,
12 better equipment. If it comes down to getting
13 rid of me, do it. Get rid of the staff that you
14 may feel isn't up to par for the circumstances.
15 Don’t blame the kids. Find a way to make things
16 better, not worse. Allow other children to
17 enter into a family, to enter into love and
18 education all in one. Don’t give up on them.
19 They changed my life. Allow us to help change
20 theirs. Thank you.
21 [Applause]
22 MS. HARRIS: Thank you. We'll now have
23 numbers 6 through 7 green and 6 through 10 pink,
24 so we'll flip it around this time, so green 6
25 and 7, you guys go first, and then pink 6

1 through 10 line up behind them. Thank you.
2 Karen [phonetic], six green; seven green is Lori
3 Fry [phonetic]. Karen?
4 KAREN: Okay. Thank you very much for this
5 opportunity. I'd like to welcome everyone, and
6 again thank everyone for coming in support of
7 keeping Junior High School 13 open. I'd like to
8 offer a counter proposal to the one that's
9 already on the table, and that counter proposal
10 goes something like this: Given the high needs
11 of most of the students in our school--and I'm
12 speaking of general ed--class sizes need to be
13 capped at 15; curriculum that addresses
14 vocabulary, spelling, grammar, since many
15 students arrive without being able to read,
16 should be emphasized. More academic support is
17 provided at the elementary school level to help
18 prepare students for the middle school. In
19 short, all the community gives input as far as
20 what we expect a student to be able to learn and
21 do. A listing of known skills in academic
22 studies desired for our students; more
23 inclusiveness when it comes to these types of
24 decisions, to enable all to share ideas about
25 student learning for our school. Support an

1 effective communication and staff retention,
2 in those areas especially. That's what we mean
3 when we say we'd like strategic support. We
4 look at the whole child at our school, and as
5 many have already articulated, we're--we do not
6 turn any child away; we're like a hospital. So
7 there is a lot that we are dealing with when we
8 try to educate our children. We need a lot more
9 support, not just any kind of support, it must
10 be strategic support, the support,
11 unfortunately, we have not yet received. So I
12 would propose that you take a look at another
13 proposal. I also would like to say that Junior
14 High School 13--and this I say on behalf of our
15 community and parents, is definitely in need of
16 definite changes and/or additional support;
17 however, closing the school and/or phase out is
18 not the answer for our community. Phasing out
19 is the easy way out.
20 [Applause]
21 Let's keep our schools open. Thank you.
22 MS. HARRIS: Thank you. Next speaker.
23 MS. LORI FRY: Good evening. I'm Lori Fry.
24 I'm a parent of four students with learning
25 disabilities, which is why I'm here tonight in

1 District 4. My children attended elementary
2 school in District 3, and, Deputy Chancellor
3 Sternberg, I'm glad to see you here tonight
4 'cause I think you have a lot to answer for.
5 This is sort of my first time to dig into the
6 documents for District 4, but everything looked
7 really very familiar to me, including the 30
8 percent special ed students in a school that's
9 just been co-located by a private location
10 operating a charter school, because that's what
11 we've seen again and again in our--in the
12 District 3 portion of Harlem. You know, Harlem
13 used to be one school district, and then they
14 sort of chopped it all up, which has not
15 necessarily served everyone very well. So it
16 seems to be a night for numbers. I dug into the
17 special education service delivery [phonetic]
18 report because that is a very real report in my
19 world, and what I noticed is that when the co-
20 location came in with the charter, that the
21 students awaiting services went up by 30
22 percent, and the number of providers have
23 dropped in the past two years by about 40--maybe
24 it was 38 percent, so I think there maybe is a
25 clue in there for how you might turn the school

1 around and avoid the whole phase out and all
2 the harm that would be done to students if you
3 go through with that plan. I also noticed that
4 in this district, right in this neighborhood,
5 well, 98th Street to 108th Street, that in your
6 directory you have--for primary schools you have
7 seven--with the one you want to put in here,
8 you'll have seven charters and only five
9 catchment schools, so it seems like something's
10 happening in terms of choice, which is you're
11 losing your choice, or maybe you'll just have no
12 choice but go to a charter.
13 [Applause]
14 Okay. Thank you. So my [phonetic]--I'm
15 done with my comments, but I do have questions
16 on some numbers that I really hope you can
17 address because I've been digging through,
18 trying to find the answer to this. I did find
19 that the tuition for a charter is just about
20 $13,500 on--from--it comes from the state, and
21 my understanding, from documents I've read--I
22 guess this is where I need to know if this is
23 correct--if I multiply that times your target
24 size of 28, for a junior high student, that
25 comes to something like $378,000 a room, and so

1 I need to know if I'm somehow not doing the
2 math correctly, because then I also found, in a
3 presentation by the DOE, that the base rate for
4 fair--catch that--fair student funding is about
5 $4,000, and then you get some weights here and
6 there, but $4,000 times 28 only comes to about
7 $112,000 a room being allocated to your school.
8 Now, I think the explanation is the rent, and
9 the buses, and the food, and the security, all
10 the facilities management, and it makes sense
11 that the central office holds back some of the
12 per-pupil allocation to pay for the rent, and
13 the food, and the bussing, and the
14 transportation, and my understanding, from what
15 I've seen in our district, and looking at the
16 numbers--or my thought is that somebody's
17 getting a fair--you know, a free ride, and that
18 to close a school means that somebody's getting
19 very rich because if you open a charter--and in
20 my district it's about 188 students--that's $2.5
21 millions right--million dollars right off the
22 bat in the per-pupil funding. But, now, Deputy
23 Chancellor, you can correct that for me, and I
24 would appreciate that. Thank you.
25 [Applause]

1 MS. HARRIS: Thank you. Next speaker.
2 MS. DEBBIE MEYER: Hi. Thank you very much.
3 My name is Debbie Meyer [phonetic]. I'm not
4 the founder of the Central Park East Schools,
5 but I--
6 MALE VOICE: [interposing] What's your name
7 again?
8 MS. MEYER: Debbie Meyer.
9 [Applause]
10 I'm not the founder of the Central Park East
11 Schools. I am from Arizona. My father made
12 sure I learned how to speak Spanish. I don’t
13 speak perfectly, but it was important to him
14 that I understood there were many cultures in
15 this world, and that I could communicate in more
16 than one language. I've lived in Mexico for
17 college, I've lived in Ecuador for work, and I
18 hope my Spanish is now at least as good as the
19 mayor's.
20 [Laughter]
21 When I moved to New York to discover the
22 many cultures here, I was amazed, but when I
23 looked for schools for my son, I saw far too
24 many schools that looked like what I saw in
25 Apartheid, South Africa, and it's much more--

1 when--much different than what I would expect
2 in a multicultural city like New York. My son
3 attends Central Park East 2; he has an
4 incredibly diverse class. He has friends here
5 in District 4 that live in niche [phonetic]
6 buildings, he has friends in Central Harlem that
7 live in rental apartments, and condos in
8 renovated brownstones. If all this disappears
9 at middle school, that's going to be a real
10 shame. So with the proposed phase out of J.S.
11 13 and the closure of M.S. 14, the DOE is
12 eliminating two district middle schools. Under
13 the current proposal, they are proposing
14 replacing those seats with elementary schools,
15 and that'll [phonetic] be several years before
16 the missing elementary schools are replenished
17 as these charter schools grow to these grades.
18 The CPE schools have proposed a viable middle
19 school option that would help in the nearer
20 term. Like many parents of Central Park East
21 community, I am thrilled that the East Harlem
22 Tutorial program and its scholars can - ---serve
23 and continue to serve the children of East
24 Harlem. We're not anti-charter, we're not anti-
25 East Harlem Scholars, we simply want to locate a

1 middle school extension in a logical place.
2 We're also extremely proud that, as a citywide
3 mini [phonetic] program, now with a preference
4 for families from Districts 4 and 5, we serve
5 more children and families of District 4 and 5
6 than any other citywide program. We want to
7 continue to do this and offer these children
8 educations through eighth grade, preparing them
9 for high school. We want to continue to offer
10 the choice of a progressive curriculum in a
11 diverse community, and in the small school
12 community that the other Debbie Meyer created.
13 Thank you.
14 [Applause]
15 MS. HARRIS: Thank you. We have now been
16 joined by Senator Perkins, and I invite him to
17 give comment. Thank you.
18 SENATOR PERKINS: Thank you very much. I
19 don’t--I wanted to follow the last speaker, and
20 all the other speakers who have spoken, parents
21 and teachers and those who have a real vested
22 interest in the success of our children, and so
23 I didn’t come to make the case. I think it has
24 been well made already. I want to make one
25 observation, though, A, I don’t like the idea

1 that they have security standing around here.
2 I think that they should sit and be respectful
3 of the folks as opposed to standing around--
4 [Applause]
5 --as they are, as if these folks need to be
6 policed like that, okay. That's number one, so
7 I want to put that on the record. Number two, I
8 don't want to make the case that has already
9 been made. Instead I want to suggest to folks
10 that they join me on Sunday at my office in the
11 Harlem State Office Building, on the 9th Floor,
12 at 2:00, so that another level of action can be
13 taken beyond the speak out for those who,
14 generally speaking, as I have witnessed it in
15 almost all these hearings in my district, they
16 don't pay much attention to what you're saying
17 in terms of the final result. So I'm not saying
18 this from the perspective of cynicism, in fact,
19 quite the opposite. I know that Debbie Meyer
20 has been in this neighborhood for a long time,
21 and in fact, the vision for schools that she has
22 brought, I believe is a model of success that
23 needs to be replicated and allowed to graduate
24 to additional facilities. I'm not here to
25 promote that either, but I do know that there

are models that we have seen developed in this neighborhood that have proven themselves to be successful, that are not being given the opportunity to spread the good news and the best practices that they have learned. So I think that the best I could do is to encourage you to join what I believe is going to be a citywide collation to address this, I believe, in a more effective way, Sunday, at my office at 2:00. Bienvenidos.

FEMALE VOICE: Stop the real estate takeover.

SENATOR PERKINS: Stop the real estate takeover.

MS. HARRIS: Thank you. Back to the pink list of speakers. I call numbers 7--or 6 through 10 prior, so, pink, anyone with number 7 through 10?

[Background Noise]

It's eight? Okay. So numbers…

[Unrelated Background Conversation]

MS. HARRIS: Got it.

MALE VOICE: Seven. No seven?

MS. HARRIS: Okay. Proceed.

JEFFREY: I'm Jeffrey [phonetic], and I'm an

1 eighth grader, and this is my school, J.H.S.
2 13, and I don’t think it should close because--
3 I'm very nervous right now. I like [phonetic]
4 Mr. Michelman, passion and love, and it's like,
5 the teachers are very, very helpful all the
6 time, and they tell us that they love us, and we
7 love them too because they help us all the time,
8 and we always get to do what we want in terms of
9 academics, to get to where we need to, and Mr.
10 Michelman helps us. He even lets us sit in our
11 office and--in his office and do our work all
12 the time if we're having troubles, and we can go
13 right to the teacher afterwards to get it
14 corrected. And this school needs to stay open
15 for the sixth graders that should come next
16 year, and we should learn, learn how to be
17 excellent, the statement [phonetic], excellent.
18 Destination excellence. Brought out the
19 statement destination excellence in 2016, then
20 there will be less kids to do destination
21 excellence, and there's a lot to be done. No
22 phase out.
23 MALE VOICE: No phase out.
24 [Applause]
25 MS. HARRIS: Thank you.

1 DR. PHELPS: Hi. I'm Dr. Phelps. I've
2 been here 10 years. I could talk about the
3 past, but I prefer to talk about the future, and
4 our future looks like teachers co-planning, our
5 future looks like inquiry work, our future looks
6 like assessments, pre and post assessments, and
7 then us reviewing the data, looking at our
8 common core standards, and based on our common
9 core standards, are the kids meeting the mark?
10 And if the kids are not meeting the mark, what
11 are we doing? We're reflecting, we're
12 revisiting, we're tapping into the students.
13 The students are reflecting, revisiting, "What
14 is it that I didn’t get? What do I need? What
15 support?" Teachers are coming in at 7:00 in the
16 morning; teachers are leaving at 7:00 at night.
17 It's a different place. It's a different
18 environment.
19 [Applause]
20 We don’t work with the norm, which I have no
21 idea what that is 'cause I've been here for 10
22 years. The norm for me is many parents and
23 children in shelters; the norm for me is
24 families are being told that "If you're an
25 immigrant, the place that you go is to Junior

1 High School 13." Why? Because in sixth
2 grade, when you deficient in language, by the
3 time you're in eighth grade, you're going to be
4 marketable for one of these great schools. So
5 what is the norm outside of these projects, I
6 can't relate. I packed up my stuff. My child
7 and I live in Harlem. Why? Because I am
8 invested in Harlem, I am invested in public
9 school. I want to say thank you to all of our
10 community supporters that continue to come to
11 support us when no one else supports us, from
12 Hunter College School of Social Work to Mount
13 Sinai, who has never had a positive reputation
14 in our community but stands and shows up and
15 supports us academically. We did not have SMART
16 Boards; we didn’t have a library. It is 2013
17 and we have only had a library for three years.
18 It is disgusting that we have not had the
19 competitive edge, as many of the schools that
20 are actually in this building. It is disgusting
21 that there are schools in the area that have had
22 SMART Boards, innovative opportunities to teach
23 their children, and our kids aren’t given the
24 same support, respect and opportunities in this
25 day and age, so I appeal to you all to support

1 us in being competitive globally, not just in
2 the U.S. I challenge you to support us, to stay
3 open, and be the last standing community school
4 that believes in East Harlem.
5 [Applause]
6 MS. HARRIS: Thank you. Next speaker. And
7 also, speakers with numbers 12 through 15.
8 Twelve through 15, they could also line up.
9 MS. NAOMI SMITH: My name is Naomi Smith and
10 I'm the principal at Central Park East 2
11 Elementary School, two blocks away. I'm
12 worried. I'm worried that portfolio, who--I
13 know portfolio has a hard job, but it just seems
14 to me there is a package deal. The package deal
15 is East Harlem Scholars Academy needs more space
16 and how can we create that space? When Central
17 Park East 1 and 2 asked for middle school
18 expansion, not to take the place of Central Park
19 East Middle School, but to expand, we were told
20 there's no room, last spring. We were said
21 [phonetic], "There's no room. We'll let you
22 know if the situation changes, but there's no
23 room," and now a school is giving an extension--
24 it had K, 1 [phonetic]; now it's getting
25 extension to stay in the building; a new school

1 is getting permission, East Harlem Scholars
2 Academy 2, to open another school in this
3 building, and there's room. It looks like a
4 package deal; it looks like someone, maybe
5 someone who has more money to spend than our
6 schools on publicity, on lobbyists, on high-cost
7 people that can find space, are getting the ear
8 of portfolio more than we are, because I have
9 the letter in my hand that we were told,
10 "There's no room for you," last spring; I have
11 the letter in my hand that says, "If the
12 situation changes, we'll let you know." But now
13 a charter school is opening, and guess what?
14 East Harlem Scholars 2 said so many people
15 applied to East Harlem Scholars 1 they need to
16 open another school. CPE 1 and CPE 2 have had
17 three times or four times the number of
18 applicants for limited kindergarten spaces for
19 years, so that should not be the measure of who
20 gets the space.
21 MS. HARRIS: Thank you. Next speaker.
22 [Applause]
23 [Unrelated Background Conversation]
24 MS. HARRIS: Okay. Oh. Reminder, 12
25 through 15. Twelve through 15. Please proceed.

1 MS. REBECCA MYATT-HAMMONDS: I was
2 unclear. Sorry. Thank you. I am Rebecca
3 Myatt-Hammonds [phonetic], and I am a parent
4 here at Central Park East 1. I have three
5 children here and--twins in first grade and a
6 third grader, and I have a graduate who's a
7 sixth grader. How difficult is it to find
8 middle school options after leaving Central Park
9 East 1 and our sister school, Central Park East
10 2, continuing on in the progressive, the
11 individualized way that we take care of
12 children? I am so sorry, it's so disheartening
13 that the DOE chooses to go after neighborhood
14 schools. It hurts, and it does break up
15 communities. Central Park East 1 and 2 have
16 been in the community for years, as this middle
17 school here, and I am, frankly, worried about
18 our existence. If you're going to go after a
19 school that's been here and located in this
20 building for years, I have no choice be--to be
21 worried about what's going to happen to other
22 schools that are rooted in the community. Two
23 years ago you sat here, the DOE, and you said
24 that a charter school will be incubated here for
25 two years. Sure, we'll share. Of course.

1 There's more--there's room for you here.
2 We've existed. But you keep saying that their
3 school--you offer schools of choice. No, you
4 don't, because you're taking away this middle
5 school, and another middle school in District 4,
6 and you're not even opening up choice--choices
7 for the Central Park East 1 and 2 schools,
8 combined, to extend three grade levels. There
9 is no space for us. There're two new schools
10 here. There--you're planning and you're sitting
11 there and saying that it's not a done deal, yet
12 there are documents that show that you plan to
13 incubate a school here for--until--for eight
14 more years, or something like that. But you
15 have to explain that to us. It's really
16 confusing, and the transparency is confusing
17 too, and nonexistent. Thank you.
18 MS. HARRIS: Thank you. Next speaker.
19 [Applause]
20 MS. VERNISON ABRIA: Yes, this is good.
21 Good evening. My name is Vernison Abria
22 [phonetic] and I am a resident of Bergen County,
23 New Jersey, and supporter of Central Park East
24 Middle School. Through my work in Harlem, I
25 gotten the pleasure of getting to know the

1 compassionate staff at Central Park East
2 Middle School, and the shining stars that are
3 the students, like Jeffrey. What I witnessed is
4 that there is a population of high-need students
5 that need a model of success, so as a volunteer,
6 and as a global citizen, I brought an NFL Super
7 Bowl player who grew up in the projects, who
8 came here to speak to the children as a model of
9 success. I was also able to bring a celebrity
10 photographer who grew up in the foster care
11 system and spoke to the children as a model of
12 success. This Wednesday, WNBA Liberty
13 basketball players will be here to show a model
14 of success to our young girls. So I say--I
15 humbly ask the board not to close this school,
16 instead to tend to its needs. I'm a single
17 mother, entrepreneur, from Bergen County, New
18 Jersey, and a volunteer, and I'm dedicated to
19 consistently supporting this school. Thank you.
20 [Applause]
21 MS. HARRIS: Thank you. Next speaker.
22 MR. ARIEL GUERRERO: Evening, Deputy
23 Chancellor Sternberg, Superintendant Conyers,
24 Ms. Harris, Principal Michelman. My name's
25 Ariel Guerrero [phonetic]. I am a community

1 member here. I live here in the community,
2 and I actually had the pleasure of working with
3 the East Harlem - - program and CPE, J.H.S. 13
4 and CPE High School several years ago, and you
5 guys know me at the table, and I want to just
6 provide some type--another kind of level of
7 intangible data that is part of this school and
8 I think can help to part of this decision. This
9 school didn’t have a library, what, five six
10 years ago? Maybe a little less than that. They
11 didn't have the clinic. The playground was
12 under construction. I--Jeffrey's--actually was
13 one of my students in the afterschool program
14 four and a half years ago, something like that.
15 Sixth grade, so oh, no, two--three years ago--
16 two years--two, three years ago, and so I've
17 seen the school, I've had the opportunity to
18 work with Dr. Phelps, Ms. Terry [phonetic] in
19 her career, events that she did for the kids,
20 Nedra Friednevak [phonetic], and all the other
21 staff, and so I think, with the right support--
22 and I know Principal Michelman and I've had the
23 opportunity to work with him on a number of
24 different initiatives here in the school through
25 East [phonetic] - - program, and outside, I had

1 the pleasure to work on the advisory with CPE
2 as well as number of years ago, and so think
3 part of this is just these are some of the
4 different intangibles that we don’t see in the
5 data, and that help support a school like J.H.S.
6 13, and this district does need middle schools.
7 And so, again, it's my [phonetic] one piece of
8 information to help you guys kind of, again,
9 inform to part of that decision, so appreciate
10 it. Thank you, and have a good night.
11 [Applause]
12 MS. HARRIS: Thank you. We have now
13 concluded public comment and will move to the
14 question and answer period of this evening's
15 agenda. Just as a reminder, there will be some
16 individual questions, and others that have been
17 bucketed into categories. Any question that was
18 not addressed here this evening will be answered
19 on the Web site. If you have additional
20 questions at the conclusion of tonight's
21 proceedings, we ask that you direct them to us
22 via the telephone number and e-mail address
23 that's found on the fact sheet. I'll now turn
24 the program over to Deputy Chancellor Sternberg.
25 DEPUTY CHANCELLOR STERNBERG: Thank you,

1 Melissa. There were a few questions, and I'll
2 look forward to answering those here as best as
3 I can. I want to first thank everyone for the
4 feedback. I anticipated up front that we would
5 hear from some folks here, current teachers,
6 current students, former students, parents,
7 enthusiastic support for the school, and that's
8 exactly what happened, and community partners as
9 well. So I think that I can speak for Donald,
10 our superintendant, here this evening when I
11 share that just as anticipated, we received the
12 kind of input we need to now go back into our
13 decision making and think hard about how we'll
14 present this to Dennis [phonetic], the
15 chancellor, and move forward with our decision.
16 There were a few questions about M013, Junior
17 High School 13. I want to address those first.
18 There were also some questions about our
19 decision making process around space, and we
20 heard some comments this evening. I will
21 desists those a little bit, and, again, welcome
22 those of you interested in a more full
23 discussion of these questions to join us on
24 Wednesday evening for a joint public hearing
25 about--to discuss the space considerations in

1 the building. There were a few questions
2 around charter spending and the per-pupil
3 spending for--again, for the charter schools and
4 non-charter schools, a question around the
5 tuition, the charter tuition of $13,000 per
6 student. Charter schools are public schools;
7 they are free of tuition. There is a per-pupil
8 allocation that is a state formula, so for all
9 charter schools in the state there's a universal
10 base funding amount, and $13,000 per student
11 sounds approximately right. So charter schools,
12 like all schools in New York City, receive
13 funding on a per-pupil basis to provide service.
14 I believe the second part of--but I guess the
15 key point here is that--is to make the point
16 that there is no tuition fee for parents to send
17 their children to a charter school. These are
18 publically funded--privately run but publically
19 funded schools. Charter schools are publically
20 run, privately funded, but still public schools
21 with public school students and public school
22 families. There was then a data point around
23 $4,000 per student, fair student funding. I
24 think that was your--yes. And that, it may in
25 fact be a base amount that is provided to a

1 school to serve a student, depending on the
2 need profile and the location of the school. So
3 maybe you can stay afterwards and we'll look at
4 the specific data that you're looking at.
5 Here's--I think you anticipated the answer to
6 the question though, which is that, actually,
7 the amount of money that the department spends
8 per child in a non-charter setting exceed--well
9 exceeds $13,000. The different amounts of money
10 make it to the school building, just as you
11 anticipated, right, because there are many
12 expenses that happen outside of the school
13 building, like facilities maintenance, and
14 bussing, and food services, so in aggregate, the
15 amount of--and pension for the staff member and
16 health benefits. So all of these things--I
17 mean, the department spends more than $22
18 billion, $23 billion annually to manage schools
19 across the system and to serve 1.2 million
20 students--1.1 million students. But the
21 question you were--yes, I'm happy to take a
22 follow up here in a sec. But different amounts
23 make it to the school building. Now, there is a
24 base amount that might be $4,000. Again, I'd
25 want to look at the specific data point that you

1 were looking at. The school--non-charter
2 schools receive funding on a fair student
3 funding per-pupil basis and the actual amount
4 that makes it into the school budget is
5 determined by the need of the child, all right.
6 So a child receiving set [phonetic] services, or
7 designated as an English language learner, or in
8 a self-contained environment could receive
9 twice, maybe even three times the amount of
10 funding that a general education student would
11 receive, and there are other inputs that drive
12 the exact amount of fair student funding as
13 well. Those formulas are universal across all
14 schools, and have been for the last, I want to
15 say six or seven years, so a fair student
16 funding formula that approximates, in many ways,
17 the charter approach. So I hope that answers
18 some of the funding questions. I'm going to
19 proceed with the other questions, and I'm happy
20 to stay and answer your questions as best as I
21 can.
22 FEMALE VOICE: - - down to DOE [phonetic] -
23 -?
24 DEPUTY CHANCELLOR STERNBERG: For the--from
25 the state? It's a--that's a good question, and

1 why don’t we try to find this out and we can
2 talk afterwards. It is--but it's a combination
3 of local funding, state funding and federal
4 funding, right. I think 60, 70 percent of our
5 schools are Title I, so they're eligible for a
6 portion of state funding. This school is
7 designated as a priority school, so there are
8 some additional SIG dollars that could be
9 available for the school; that's additional
10 federal money. But across all the schools, the
11 $22 billion--you know, and I think $22.5 billion
12 budget that the department has is inclusive of
13 local, state and federal dollars.
14 FEMALE VOICE: - - telling me [phonetic] - -
15 pay their rent [phonetic]. Is that--do we pay
16 the rent for charters?
17 DEPUTY CHANCELLOR STERNBERG: Charter
18 schools do not pay rent. That is a cost that
19 the city absorbs.
20 FEMALE VOICE: Okay. - -, and security - -
21 our district and our system.
22 DEPUTY CHANCELLOR STERNBERG: There are
23 certain costs, centrally, that the department
24 absorbs, and there are others that the
25 individual charter schools want and develop and

1 pay for.

2 FEMALE VOICE: - - that $13,000 [phonetic] -

3 -?

4 DEPUTY CHANCELLOR STERNBERG: Those are

5 state funds that--

6 FEMALE VOICE: [interposing] - -.

7 DEPUTY CHANCELLOR STERNBERG: --a charter

8 school receives, is authorized to receive by the

9 state, and by The State University of New York,

10 on a per-student basis.

11 FEMALE VOICE: - - about rent - ---

12 [Crosstalk]

13 DEPUTY CHANCELLOR STERNBERG: [interposing]

14 All right. We're going to--I'm going to move

15 forward with the questions. Charters do--

16 FEMALE VOICE: [interposing] - - question.

17 DEPUTY CHANCELLOR STERNBERG: Well, I'm

18 answering it very directly, and I'm not going to

19 take any more time.

20 FEMALE VOICE: - -.

21 DEPUTY CHANCELLOR STERNBERG: Charters do

22 not pay rent. This is a well litigated public

23 discussion, and I think you know very well that

24 our position--that this mayor and this

25 chancellor have taken the position that charters

1 are public schools and have access to space
2 the same way that non-charter schools should.
3 FEMALE VOICE: - ---
4 DEPUTY CHANCELLOR STERNBERG: [interposing]
5 So let's move forward. Thank you very much. So
6 there were a few other questions that were
7 specific to M013 about…
8 FEMALE VOICE: - -.
9 DEPUTY CHANCELLOR STERNBERG: One question
10 about how the schools in the building--there
11 would be five schools, with different
12 administrations, would be able to share space.
13 So there was a question about how co-location
14 would work in this building, and I think what
15 the principals--all the principals would say
16 here--and there are four organizations
17 presently--is that this is--you know, co-
18 location and working out how organizations will
19 share space is nothing new here, and I think in
20 many ways this is a campus that has taught the
21 city, and has done it for a decade or more, how-
22 -other schools across the city, how to share
23 space, so we have every confidence that this is
24 a co-location that organizations here on this
25 campus will, through a functioning building

1 council, find creative and productive ways to
2 address, as they have over the last several
3 years. There's a question about supports that
4 the school has received, and I thought the
5 principal spoke eloquently and graciously about
6 the relationship that the administration has had
7 with the superintendant and the network over the
8 course of the last several years, and will not
9 be able to build on his comments so much about
10 how the school has received support. We have
11 some folks from the network here who have shared
12 with me the work they have done with the
13 leadership team--that's the principal, assistant
14 principals and team leaders across the building-
15 -to implement a new math program, how they have
16 supported the work of the school in aggressively
17 addressing safety here--and I thought the
18 principal spoke very eloquently about that--
19 identified supplemental resources to address--to
20 help the school support its special needs
21 students, and support the implantation of the
22 common core curriculum. Again, we've got some
23 folks from the network here, who are--I think
24 would be happy to speak after the hearing in
25 more detail if folks have other questions. So

1 there were then a set of questions, I guess
2 two questions, about plans for the space in the
3 building, and again I want to touch briefly on
4 this. It is well known to me in advance of this
5 evening that there are strong interests from the
6 Central Park East 1 and 2 families for a middle
7 school. What I can say here is that we are
8 actively engaging the CPE 1 and 2 Elementary
9 School leaders. We understand that there is
10 interest from families at both of these schools
11 for a progressive middle school here in District
12 4 that will serve students articulating into
13 middle school from those two schools. We are
14 actively engaging this conversation; we feel
15 that--we certainly are interested in continuing
16 the conversations, and in thinking about options
17 for 2014, and I know Drew [phonetic], who is our
18 Manhattan planner sitting here this evening,
19 again, is actively engaging with the schools,
20 and will continue to do so. And I think that's
21 all I want to say for this evening. We are--we
22 take this work and our record of communicating
23 clearly with the community seriously, and I've
24 heard this evening that there's some frustration
25 about that. These are complicated decisions,

1 and we do aim to be transparent. So I will
2 leave it at that and look forward to talking
3 about this more deeply at the hearing on
4 Wednesday evening, but, again, we are actively
5 talking with the CPE 1 and 2 administrations,
6 understand that there is interest, and will be
7 actively talking with those principals and their
8 SLTs about options for the 2014 school year.
9 There was a last question about why we are
10 proposing--and I think there were some comments
11 about why we're proposing to replace J.H.S. 13
12 with a charter school and not a non-charter
13 school, right, so really a question about the
14 supply of elementary--sorry, middle school seats
15 in District 4, and a suggestion that we are--we
16 have a dearth of middle school--of non-charter
17 middle school seats in the district, and
18 therefore are creating this problem, and I want
19 to refer folks to Page 21 of the education
20 impact statement, the proposed phase out of
21 Junior High School 13, Page 21 of that document,
22 which discusses this very directly, and
23 discusses the fact that even without the middle
24 school seats from Junior High School 13, that
25 there are still 400 middle school seats in

1 excess here in the district. We are committed
2 to a portfolio approach; we are committed to
3 great schools across New York City and here in
4 District 4; we are committed to ongoing
5 conversation with CPE 1 and 2 about options for
6 a middle school for those two communities. In
7 the case of East Harlem Prep, this is an
8 organization that has a five-decade relationship
9 with this part of Harlem and we are thrilled to
10 be able to support their contributions to K to
11 12 learning in Harlem, and thrilled to be able
12 to stand by them and support their growth. It
13 does not--it--there are seats, there are
14 adequate middle school seats in District 4, so
15 we will continue to support those and to help
16 build a portfolio of high-quality options here,
17 and we will continue to engage the Central Park
18 East community as well. So just one more
19 question, right? So what percentage of current
20 Junior High School students, teachers and
21 parents were involved in the proposal at the
22 table? So, I think, several points about the
23 Junior High School 13 community. First of all,
24 our early engagement process started, I want to
25 say in September, all right, so we are now six,

1 seven months removed from the beginning of a
2 conversation about the trends in this--in the
3 school in question this evening, Junior High
4 School 13. There were a series of conversations
5 internally over--sort of in August and
6 September, about the concerns that we had about
7 a large number of schools, and then specifically
8 about this school, and there were at least four
9 meetings convened and conducted by the
10 superintendant here in the building with the
11 school leadership team and the principal, with
12 parents at the school, with the faculty of the
13 school, and again, those conversations started
14 in earnest not long after the school year began
15 in September. We recognize that there are folks
16 who are not happy with the proposal as it
17 stands. We understand that, and we anticipated
18 this evening that we would hear from--hear those
19 voices, and we have, but I do want to be clear
20 that the engagement work of having this tough
21 conversation and engaging the data that we find
22 most troubling, the student performance trends
23 that we find most troubling, has--you know, is
24 now in its sixth month.
25 MS. HARRIS: Thank you. We have heard many

1 significant comments here this evening and we
2 appreciate your feedback and contributions to
3 this hearing. The information shared tonight
4 will be shared with the panel on education
5 policy, which will have its hearing on March
6 11th, 2013, at the Brooklyn Tech High School, to
7 vote on this proposal. Public comment can be
8 submitted via e-mail and/or phone until March
9 10th at 12:00 a.m. You may submit comment by
10 phone by calling this number: (212) 374-4--3466,
11 or you could submit any comment in writing by e-
12 mailing d04proposals--with an S--@schools--with
13 an S--.nyc.gov. This information is also
14 included at the bottom of the fact sheet. Thank
15 you all for coming. This joint public hearing
16 is officially adjourned.
17 [END 334_033]
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1 C E R T I F I C A T E

2 The prior proceedings were transcribed from
3 audio files and have been transcribed to the
4 best of my ability.
5
6 Signature
7 Date February 26, 2013
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