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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**

**Opening and Co-Location of a New
District High School at M052**

**10/22/13
5:30 p.m.**

1 [START RECORDING]

2 MR. ANTHONY LODICO: Okay, once again, good
3 evening, everyone. We're going to begin. My
4 name is Anthony Lodico. I am the Manhattan High
5 Schools Superintendent, and I will be the
6 Chancellor's designee for this evening. Before
7 we officially begin, I want to first--I want to
8 start by acknowledging the IS 52 Inwood Tiger
9 Marching Band that entertained us upon arrival
10 today. So thank you to all the students in the
11 band, and as well as their teacher, Mr. Brian
12 Moore. Thank you very much. Give them a round
13 of applause.

14 Okay, so this evening we're here, this is a
15 joint public hearing of the Department of
16 Education Community Education Council and school
17 leadership teams for the proposed co-location of
18 a new district high school with existing
19 schools, Junior High School 52 Inwood and High
20 School for Excellence and Innovation. In this
21 building, M52, beginning in the 2014-2015 school
22 year.

23 Once again, I am the Manhattan High Schools
24 Superintendent. My name is Anthony Lodico, and
25 I'm serving as the Chancellor's designee this

1 evening. We have asked the District 6
2 Community Education Council and the school
3 leadership teams in the building to participate
4 in this hearing, and I'm joined tonight by a
5 panel from the CEC and from the schools that
6 will be speaking.

7 Starting right on my right, I want to
8 welcome Tyona Washington, the principal of High
9 School for Excellence and Innovation, Lynette
10 Smith, a parent representative from the High
11 School for Excellence and Innovation, Angela
12 Garces--oh, I'm sorry, Miriam Aristy Ferrar
13 [phonetic]. She is the CEC 6 President.
14 Yuderka Valdez, SLTPA President and CEC 6
15 Member--Secretary, CEC 6 Secretary. We have
16 Charles Ivy, a teacher and UFT Chapter Chair for
17 High School for Excellence and Innovation. And
18 at the end, we have Zachariah Plotkin, the SLT
19 and UFT Chapter Leader for IS Junior High School
20 52.

21 I just want to remind everyone that the
22 hearing tonight is being recorded, and the
23 purpose of this hearing is for you to provide
24 comments about the proposal. So before I
25 describe the proposal, I want to make sure that

1 everyone is aware of the opportunity to provide
2 your input. All of those who wish to speak must
3 have already signed up in the speaker area. If
4 you haven't, it's located just outside the
5 auditorium, and the sign up list will close in
6 15 minutes. So if you have not signed up or
7 anyone arriving late will have 15 more minutes
8 to sign up. Speakers will be given the floor in
9 the order that they signed up. All comments
10 will be limited to two minutes.

11 There may be elected officials who will
12 arrive at different times throughout this
13 hearing, and if they wish to speak, we will do
14 our best to accommodate them at the first
15 opportune moment. Those who were here at the
16 start of the speaking will be allowed to speak
17 first.

18 I just want to also--I'm sorry, recognize
19 the principal of IS 52 is here with us, Salvador
20 Fernandez. Thank you.

21 So all comments this evening will be
22 mentioned in the analysis of public comments to
23 be published and provided to the panel for
24 educational policy the evening before the panel
25 votes. The vote is scheduled for October 30th,

1 2013, at 6:00 p.m., at Prospect Heights campus,
2 which is located at 882 Classen Avenue,
3 Brooklyn, New York, 11225.

4 In addition to the comments, questions and
5 concerns heard tonight, we welcome any comments
6 and feedback that you have at any time before
7 the panel votes. So again, you have an
8 opportunity to give any comments and feedback up
9 until the time the panel votes on the proposal.
10 The e-mail address and phone number where
11 comments may be made are
12 D06proposals@schools.nyc.gov, or you could call
13 212-374-3466. So again, the e-mail is
14 D06proposals@schools.nyc.gov, and that should be
15 in the literature that you received on your way
16 in this evening, and the phone number is 212-
17 374-3466.

18 At this time, I'm going to present to you
19 the proposal summary. The New York City
20 Department of Education, or DOE, is proposing to
21 open and co-locate a new district career and
22 technical education, or CTE, early college high
23 school, or 06M211, in building M052, beginning
24 in the 2014-2015 school year. If this proposal
25 is approved, 06M211 will be co-located with the

1 two existing schools in the building, Junior
2 High School 52 Inwood, or Junior High School 52,
3 and High School for Excellence and Innovation,
4 or HSEI.

5 Junior High School 52 is a district middle
6 school that currently serves students in grades
7 six through eight. HSEI is a high school that
8 currently serves students in grades nine through
9 12, and admits students age 15 or 16, who are
10 entering high school for the first time and have
11 a record for being held back twice in elementary
12 and/or middle school.

13 The proposed new school, 06M211, would offer
14 CTE programming in the information technology
15 career cluster, with a focus on health care
16 technology, as well as early college
17 programming. CTE early college programs
18 provides students with a career focused
19 educational experience that prepares them for
20 career track employment within their field of
21 study.

22 Through a six year program, students will
23 have the opportunity to earn a CTE endorsed
24 regents diploma, Associates Degree free of
25 charge, and industry recognized credentials.

1 Students at CTE early college programs
2 seamlessly earn credits, so that they can
3 graduate within a six year period, having earned
4 both a CTE endorsed regents diploma and a
5 related Associates Degree. 06M211 students will
6 also have the opportunity to begin earning
7 college credit in ninth through twelfth grade.

8 06M211 will partner with Microsoft, New York
9 Presbyterian Hospital and one of the 23 colleges
10 within the City University of New York school
11 system. Classes and internships will emphasize
12 computer information and systems--I'm sorry,
13 computer information and systems management, as
14 students will train for health care technology
15 on Microsoft systems for New York Presbyterian
16 Hospital's operations.

17 06M211 will enroll approximately 75 to 85
18 students in ninth grade, and will gradually
19 phase in by adding one grade per year. 06M211
20 is expected to reach full scale in 2019-2020,
21 where it will serve approximately 450 to 510
22 students in grades nine through 14.

23 Building M052 has a target capacity to serve
24 1,207 students. During the 2013-2014 school
25 year, the building serves a total of

1 approximately 759 students, yielding a building
2 utilization of--utilization rate of 63%. This
3 means that the building is under-utilized and
4 has space to accommodate additional students.

5 In 2019-2020, once 06M211 is fully--has
6 fully been phased in, the schools in M52 are
7 projected to enroll 1,175 to 1,305 students,
8 yielding a projected building utilization rate
9 of anywhere from 97% to 108%.

10 The standard utilization rate is likely
11 overstated, because it includes 150 to 170
12 students who will be in the grades 13 and 14,
13 that will primarily complete their studies at
14 the offsite locations and will only occasionally
15 be in the M52 building. In addition, the
16 utilization rate over-estimated enrollment and
17 utilization, and that it presumes all incoming
18 ninth grade students will exercise their option
19 to enroll in grades 13 and 14. Therefore, the
20 DOE expects that utilization in the fifth and
21 sixth years of this proposal will be on the
22 lower end of those projected ranges.

23 If this proposal is approved, there will be
24 sufficient space to accommodate 06M211, Junior
25 High School 52, and HSEI in building M052. The

1 DOE strongly believes in the importance of CTE
2 education and supports the opening of a new high
3 school in the M052 building, which will offer
4 CTE programming and information technology, as
5 well as an early college program.

6 The co-location of 06M211 will offer new CTE
7 opportunities to families and connect students
8 with an early college educational option that
9 will give students the opportunity to earn an
10 Associate Degree free of charge.

11 Okay, that concludes the proposal summary.
12 At this time, we're going to move right to the
13 presentation by our hearing participants on the
14 panel, and we'll just--we'll start right down at
15 the end with Zachariah Plotkin.

16 MR. ZACHARIAH PLOTKIN: Thank you. Good
17 evening, everyone. Thank you for coming out
18 this evening. My statement will be very brief.

19 The proposed co-location of the new
20 district high school in the IS 52 building has
21 been sold to the staff, the parents and the
22 administration as a positive for the community.
23 Yet in the proposal, the community is described
24 as taking priority for individuals from
25 Manhattan. It will be a citywide application

1 process. That means that there will be no
2 guarantee or benefit for this community, Inwood
3 and Washington Heights directly. It means that
4 there is a strong possibility that our space
5 will be taken, our programs that have already
6 been lost will never be made whole again, and
7 we'll be servicing students from all over the
8 city, and that's just not right.

9 That's really all I have to say. I don't
10 like the way that it has been sold to everyone
11 as this enormous positive for this community.
12 The definition of district high school and
13 community is very vague. There are going to be
14 many people speaking towards the myriad of
15 issues that there are with this proposed co-
16 location in terms of safety, logistical and
17 educational issues.

18 We had the Tiger Marching Band perform not
19 as entertainment. We wanted to demonstrate to
20 the Department of Education that this is
21 something that we are extremely proud of and
22 very fearful that we may lose as a program if
23 this space is lost.

24 Over the past five, six years, IS 52 has
25 grown to become an integral part of this

1 community. We have gone from a good school to
2 a great school, starting all sorts of new
3 programs in science, STEM research, visual and
4 performing arts, and the only way we have been
5 supported by the Department of Ed is by budget
6 cuts. We have lost programs, we continue to
7 lose programs, and now they're proposing that we
8 lose space so that those programs are never put
9 whole again.

10 I hope people speak tonight against the
11 several safety issues that are of great concern
12 to the staff and parents, the logistical issues
13 of how this is actually going to work, because
14 there is no plan right now, and the educational
15 outcomes of how this is going to hinder learning
16 at HSEI and 52 and the new proposed CTE. Thank
17 you.

18 MR. LODICO: We have two guests, Patrick
19 Sullivan from the Manhattan PEP Member. I don't
20 know if you wanted to speak, because now would
21 be a good time. Thank you. Yeah, you can speak
22 from there.

23 MR. PATRICK SULLIVAN: Hi. Is this on? Use
24 that mic. Hi, I am a member of the Panel for
25 Educational Policy. I'm one of the people who

1 will vote on the proposal that is being
2 presented tonight.

3 There are 13 members on the panel. The
4 mayor appoints eight of them. Each borough
5 president appoints one. I have been appointed
6 by Manhattan borough president, Scott Stringer.

7 So I mostly came to listen to you. I will
8 introduce myself briefly. I live on the Upper
9 East Side. I have two children in public
10 school. My family lived in this neighborhood.
11 My father grew up on this street. I think we're
12 at number 650. He grew up at number 603.

13 I haven't been here in many years, but--and
14 the neighborhood has changed, but one thing that
15 has been the same is it has always been a
16 community that welcomed immigrants. My
17 grandparents and father came from Ireland. I
18 see many faces from many different lands here.
19 As immigrants, there is always someone in the
20 city who will tell you what you need, who will
21 tell you what has to be done for you.

22 I'm here to tell you that I'm listening to
23 you and will do what you tell me to do. I will
24 vote how you tell me to vote. My view, this
25 school belongs to your community and you should

1 have the say what is done with it. Thank you.

2 MR. LODICO: Thank you. And we also have
3 the representative from Scott Stringer's office.

4 MS. INGRID SOTELO: Thank you. Ingrid--

5 MR. LODICO: Yeah, just say your full name
6 for the--

7 MS. SOTELO: Good evening, everyone. My
8 name is Ingrid Sotelo and I'm here representing
9 Manhattan borough president, Scott Stringer.
10 Unfortunately, he is not able to be here
11 himself, but I do have a testimony that he wants
12 me to read tonight.

13 So--better? Okay. I would like to thank
14 the Department of Education, DOE, and the
15 Community Education Council 6 for the
16 opportunity--can you hear me? Great, I will
17 start all over again.

18 My name is Ingrid Sotelo, and I'm here from
19 the Manhattan borough president's office.
20 Unfortunately, he is not here himself tonight,
21 but he did write a testimony that he would like
22 for me to read tonight.

23 First, he would like to thank the Department
24 of Education, the Community Education Council
25 for District 6, for the opportunity to share his

1 concerns about the DOE's proposal to open and
2 co-locate a new career and technical education
3 early college high school here in this building
4 for the year of 2014-2015.

5 He grew up in Washington Heights and is a
6 very proud graduate of Junior High School 52.
7 Junior High School 52 is a - - community school
8 with a long history as a respected local
9 institution, located at 650 Academy Street in
10 Manhattan. Junior High School 52 currently
11 serves shared space with the High School for
12 Excellence and Innovation, a transfer school
13 dedicated to educating youths who are over age
14 and under credited.

15 I have long supported DOE's expansion of
16 early college high school models to improve
17 academic options and outcomes for city students.
18 However, DOE has repeatedly failed to engage
19 local communities in the educational decision
20 making process. This has long contributed to
21 strained relationships with city families and
22 proven grossly counterproductive to its broader
23 goal of developing healthy school space sharing
24 arrangements. The community has spoken loud and
25 clear. This is the right school, but it's in

1 the wrong place.

2 Indeed, community members have presented a
3 very different vision for the use of space in
4 the M52 building, to expand Junior High School
5 52 into high school grades, a request that DOE
6 rejected and then refused to engage with the
7 community on the topic in a very meaningful way.

8 I urge the DOE to go back to the drawing
9 board and work collaboratively with members of
10 the local community to, one, discuss and better
11 understand their needs and interests, and two,
12 identify an appropriate alternative site for
13 01M211, so that this new high school and Junior
14 High School 52 and HSEI each have a real
15 opportunity to grow and thrive and succeed in
16 this community. Thank you.

17 MR. LODICO: The next speaker is Charles
18 Ivy.

19 MR. CHARLES IVY: Good evening, everybody.
20 My name is Charles Ivy. I'm the chapter leader
21 union rep of HSEI, as well as an SLT member, and
22 I'm going to be brief, just as Zeke said.

23 Wow. While this plan sounds good, the
24 school--the idea of the school sounds good,
25 there is some questions on how it's going to be

1 implemented. I mean, it's a good idea, but it
2 would be the wrong place to put this school in
3 this building.

4 Number one, you have the safety issues. I'm
5 an assistant dean also in my school up in HSEI,
6 on the penthouse floor, and we don't have a lot
7 of security here. When we first got here, we
8 had two security SSA agents, and then they
9 vanished. They told us we have to share our
10 agents that are security with IS 52. By adding
11 another school in here, you're going to create
12 safety problems.

13 What if a fight, God forbid a fight breaks
14 out? What's going to happen then? What's going
15 to happen during lunch time, when we have a
16 third school in here and we have to share that
17 single cafeteria over there with three different
18 schools? What's going to happen?

19 I mean, it is very hard to educate, and I
20 see some of my students being over here tonight,
21 because I am also a teacher. But it is very
22 hard to educate a student on an empty stomach.
23 They cannot concentrate. It is hard--and they
24 have--and if we have a third school in here,
25 some students are going to have to wait until

1 1:30, 2:00 just to eat. I mean, that's, like,
2 about five, six hours until they eat food.

3 Another issue I have, the sharing of the
4 bathrooms. Our staff, we already have a problem
5 with the third floor bathroom, because
6 everybody--there is at least five people a
7 period waiting to use the bathroom. What's
8 going to happen when you put another school in
9 here? Are you going to build another bathroom?

10 Oh, wait a second, the DOE promised us
11 another science lab upstairs. I have yet to see
12 that. The DOE promised my school upstairs some
13 space. Well, our space is limited upstairs. I
14 mean, we have a CBOE site house and we have just
15 one converted classroom for six advisors. We
16 can't have this school in here. It's a great
17 idea, but you're going to have to go elsewhere.

18 Another thing, we don't want to lose
19 programs. We've got a nice marching band at IS
20 52, we have a great community here, and by
21 adding that school in here, we're going to lose
22 the opportunity for students that have options
23 other than academics to perform out there and to
24 succeed in the real world.

25 I am against this proposal. I would like

1 them to go elsewhere. And as people of this
2 community, because me, myself, I attended
3 Manhattan high schools. I attended Edward Stead
4 [phonetic] on 168th Street in Washington
5 Heights, a product of the public schools, and I
6 attended Manhattan Center. I also live in a
7 neighborhood in the Bronx called Morrisania,
8 which is one of the poorest neighborhoods in the
9 region. And it is not fair to deprive our kids,
10 who are living in poverty their right to a
11 decent education like everybody else in this
12 city. Thank you.

13 MS. YUDERKA VALDEZ: - - . Good evening.
14 Good evening. I'm just going to say a few words
15 in Spanish, but I'm jumping right back to
16 English, okay? No, no, I'm going to.

17 [Spanish language]

18 All right. Now, my name is Yuderka Valdez.
19 I am the IS 52 Parents PA President. I am a
20 member of the SLT in IS 52, and I am also a
21 member of the CEC of District 6.

22 I grew up in Washington Heights. I came
23 here when I was five years old from the
24 Dominican Republic. I grew up in Washington
25 Heights. I went to public school, graduated

1 from public school, went to Catholic school
2 and back to public school. My children all are
3 in public schools. My son went to MS 322--wait,
4 PS 189, MS 322. Then we tried Catholic school,
5 but that didn't work for him. Back to public
6 school we went, and now he is at NYU. And my
7 daughters are both currently at IS 52, seventh
8 and eighth grade.

9 This CTE school that is being proposed to us
10 is a wonderful model. It sounds marvelous. The
11 program is very--I mean, it's offering something
12 great for our children. I don't see why our
13 children need to be offered just an Associate's
14 Degree. I believe our children can be offered
15 Bachelor's Degrees, which is what they deserve
16 to go all the way, not just halfway there.
17 That's one point that I don't like about that
18 school.

19 The other point I don't like about it is
20 that why do they have to bring it into an
21 already co-located school? Co-locations are not
22 good. I've made this point before. You cannot
23 have more than one chief in a building. It
24 doesn't work.

25 In our school, we have what they call in DOE

1 empty space, available space, under-utilized
2 space, but why is it under-utilized, you might
3 ask. It is because our budget has been cut so
4 drastically that we cannot afford to pay the
5 dance teacher, the culinary arts teacher, and
6 every other teacher that should be in those
7 under-utilized rooms.

8 You promise us that you're going to bring in
9 a CTE school that goes up to an Associate's
10 Degree and tell us not to worry about
11 overcrowding, because the college students are
12 going to be at offsite locations. Sorry that I
13 don't believe you, because you promised us an
14 extra security guard when HSEI came into the
15 building, and we're yet waiting for that. You
16 promised HSEI extra divisions in their room, and
17 they are yet waiting for that. They need the
18 extra space and they're going to have to be
19 losing space when the extra school comes into
20 the building. Whose best interests is that in,
21 I really wonder.

22 Partnerships come and go. HSEI started with
23 Children's Aid Society, which was supposed to
24 help out also for IS 52. That was our selling
25 point. It was going to be something good for

1 the school, because we had Children's Aid
2 Society. That partnership didn't last very
3 long. Marriages come and go, divorce happens.
4 What's going to happen when this wonderful
5 partnership that you're having with Microsoft
6 and with New York Presbyterian ends? What
7 happens to us then? The building council is
8 going to come and decide and help out on that,
9 when the building council sometimes has problems
10 deciding who is going to use what room, when,
11 how?

12 Our Tiger band that performed for you guys
13 today, a proud part of our school. They have
14 their offices in the first floor. Come in
15 another school, that space is going to be used
16 for classrooms. What's going to happen to our
17 Tiger band? Where are we going to put them?
18 They're not soundproof over there. Even if you
19 close the doors, you still hear them practicing.
20 What's going to happen with that?

21 They practiced all of two months, a little
22 under two months. They practiced a little under
23 two months and they were out here tonight.
24 Those of you that heard them, they were out here
25 tonight in full force, sounding awesome. Just

1 give them more time and you'll see how amazing
2 they are. What's going to happen to that
3 program?

4 We didn't have the chorus here tonight. I
5 don't know why. But we have an amazing chorus.
6 We had a dance program that is not there right
7 now because there is no money to pay for a dance
8 teacher. These are the concerns that the DOE
9 should be addressing right now, how to help our
10 children get the best out of their education.

11 At IS 52, the parents and the teachers are
12 united. We're united to keep the arts and the
13 sciences in our school. We are against co-
14 locations. We want a better education. We
15 don't want any more co-locations.

16 My concern also about the calculations that
17 are being made is that what do they take into
18 account when they are deciding on putting this
19 school in? The CTE that is being offered to our
20 building is a technical school that's going to
21 need good wiring. Did they consider how old our
22 building is and how old our wiring is? Are they
23 going to come in and re-wire just the parts for
24 that new school, or are they going to re-wire
25 our whole building for everybody equally? That

1 is a major concern for us.

2 I'm not going to take up any more time, but
3 I thank you all for coming out tonight, and I
4 hope that the DOE can finally say to one of
5 these co-locations not the right place for it.
6 Thank you.

7 MS. MIRIAM ARISTY FERRAR: Good evening. My
8 name is Miriam Aristy Ferrar, and I'm the CEC
9 President. I'm just going to say something in
10 Spanish real quick and then I'll speak in
11 English as well

12 [Spanish language]

13 So my name is Miriam Aristy Ferrar. I'm the
14 CEC President for District 6, and I've met with
15 the principals, with the parents. I'm from this
16 community myself. I was born a few blocks away
17 and my first residence was on Dykeman and Post.
18 So it means a lot.

19 So I'll read my statement. It's easier for
20 me to do that. What I want to point out is the
21 process and timing and the community feedback.
22 Less than two weeks ago, I stood inside another
23 District 6 school auditorium, PS 192, way down
24 on 138th and Amsterdam, saying what I am about
25 to say in regards to the process, timing and

1 courtesy my community is given in regards to
2 the decision making process in education of
3 their children, everyone in this room's
4 children.

5 IS 52 is a wonderful school, as many will
6 speak to. This is a nationally accredited GE
7 school, and even with international acclaim, as
8 I learned when I met with its principal. Brazil
9 sent a group of education secretaries to
10 northern Manhattan, of all places, to learn what
11 IS 52 was doing so well.

12 The school is a wonderful success story.
13 After a long journey, IS 52 is one of the
14 District 6 best middle schools. It is a
15 community hub, offering many programs in sports
16 and the arts, as well as hosting summer camps
17 for our community. We were not pleased that the
18 DOE has asked the school to reduce enrollment in
19 2012--in the school year 2012-'13, when DOE has
20 made it clear--when the district has made it
21 clear we need good middle schools.

22 District 6 children were turned away by
23 order of the DOE at IS 52 while the school had
24 space. We suspect this was to then propose a
25 co-location based on low enrollment, which they

1 created. I will repeat, there are great
2 things happening in this building, and that is
3 why they put together a very impressive grade
4 expansion plan in 2012-'13, so much so that they
5 were approved in the first round by the
6 Department of Education.

7 Now I'm going to take you through a timeline
8 of why the CEC and myself feel that process
9 timing and community feedback was not followed.
10 You can hold us to the Chancellor's rules and
11 regs, but you'll see on the dates here that
12 things don't line up.

13 The DOE claims conversations with the SLT
14 occurred in June 2013, at the last week of the
15 school year about this co-location. The SLT
16 parents have no record of this conversation.
17 The DOE did walk through the school in April,
18 May of 2013, when the school was in its second
19 round of review for a grade expansion, and the
20 purpose of that walk was to look at the school
21 for a grade expansion, not a co-location.

22 On April 19th, the first round of grade
23 expansion was approved. On May 3rd, the second
24 round of the expansion plan was submitted and a
25 planned site visit was the next step. On June

1 11th, Office of Portfolio Management visits IS
2 52 for a grade expansion tour. On June 15th
3 through the 17th, the school worked on an
4 addendum to their expansion plan, per the
5 request of the Office of Portfolio Management.

6 The Office of Portfolio Management was
7 supposed to come back within a three to five day
8 timeframe, which is what the process calls for.
9 On June 30th, the Office of Portfolio Management
10 failed to respond to IS 52 in regards to its
11 expansion plan.

12 On July 22nd, the school, while they were
13 out on their annual trip to summer camp to Nassa
14 [phonetic], received via e-mail that their
15 expansion plan was rejected. I find it also
16 interesting that the CEC at the same time had
17 voted in new members, myself included, and on
18 July 23rd, the Office of Portfolio Management
19 reached out to myself, to me privately, over
20 this co-location, in violation of the open
21 meeting law.

22 On August 30th, you know, keep in mind, July
23 23rd, schools are closed, parents are not
24 available and the CEC is supposed to engage the
25 community, when the schools are closed. Do you

1 go to a bank and do banking when a bank is
2 closed? So to engage a community in the summer
3 was very shady.

4 So on August 30th, the CEC was able to meet
5 with the principal of IS 52 for the first time.
6 We had a wonderful meeting. We were made aware
7 of what an incredible school. We met the
8 assistant principals, and we realized what a gem
9 this school was and how incredibly wrong what
10 was being proposed was.

11 At this point, we are not able to meet with
12 the parents yet. School began September 9th.
13 We could not reach them. Even having an IS 52
14 parent on the CEC was not enough for us to be
15 able to engage. You were all out on vacation.

16 The first time the DOE posted your
17 educational impact statement was September the
18 30th. The Spanish version was posted September
19 the 27th. I attended a city council hearing on
20 October 2nd, where the Chancellor himself
21 admitted that it is inappropriate to post an
22 educational impact in English and not in Spanish
23 at the same time. I will reiterate, the
24 population of this school is over 90% English
25 language learners. We should have received the

1 EIS in Spanish at the same time.

2 So here we are, it's October 22nd. You do
3 the math. I mean, the time that they submitted
4 everything to this date to the PEP meeting on
5 the 30th is almost less than a month. They're
6 supposed to give you--I think it's 45 to 60
7 days, something like that. So right there in
8 terms of process and timing, they haven't given
9 you the right amount of time, forget about
10 engaging you. They're telling you what to do,
11 they are not engaging you.

12 So as you see from the dates, the
13 information and the process is way off. IS 52,
14 I'll point out, serves 77% population special
15 needs and ELL, and 62% ELL. It is critical that
16 when you engage this community, you do so in
17 Spanish.

18 And I will also point out while the district
19 would benefit from a CTE high school, it also
20 benefits from middle schools like IS 52. I
21 think the parents at this school will highlight
22 that the best interests of the children and the
23 many concerns for safety. This is a co-located
24 site, where they know firsthand why mixing 11
25 year olds with 17 and 18 year olds is not a good

1 thing. They also know the OPM promises that
2 are never met in regards to security support
3 when a co-location happens.

4 Many of us understand and believe we live in
5 a democracy. District 6 currently has an online
6 petition with 927 signatures against any more
7 co-locations. We also took informal surveys at
8 community meetings with an overwhelming response
9 against them. As the Community Education
10 Council and a volunteer to take on this role, I
11 ask why are you ignoring the will of a
12 community? Why are using volunteer time, like
13 CEC members--CEC members who are here to move
14 education in the right direction on public
15 hearings and meetings when our voices will be
16 ignored at PEPs, as evident in the October 15th
17 PEP in Brooklyn?

18 These parents and administrators asked for a
19 grade expansion, not a new high school.
20 Especially a high school with citywide
21 admissions, where once again, District 6
22 children will have to enter a lottery against
23 neighboring boroughs and communities for a seat
24 in their own community. The CEC would like to
25 see a cost analysis of a new school versus an

1 expansion. That would be real community
2 engagement to provide that before a public
3 hearing.

4 The CEC has also come to learn of a possible
5 site for the new CTE high school, which again,
6 the community would like, just not here. If D 6
7 is a coveted district to site such a school, why
8 not use the 138th Street and St. Nicholas
9 location that is currently in your portfolio of
10 properties and sitting empty? With all due
11 respect, how dare you come into our community,
12 take everyone's time up with co-location games
13 when you have an empty property perfectly
14 capable of housing a new high school in District
15 6?

16 And lastly, I ask that you really listen to
17 what the community is saying here tonight and
18 take it into account on October 30th. These
19 schools do not want a new high school in their
20 school. Thank you.

21 MS. ANGELA GARCES: Good evening. My name
22 is Angela Garces. I am a CE 6 parent member of
23 special education. There is really not much for
24 me to say after all of this. I would just like
25 to reiterate to keep in mind the community that

1 you're coming into.

2 All across the board, there are schools that
3 have no materials, half their materials. There
4 is a bunch of waste lying around for stuff that
5 can't even be sent back. There is always budget
6 cuts. How is there money to come in to an
7 already crowded school? It just doesn't make
8 sense.

9 So I truly, honestly begging you to go back
10 to the board. This is a great idea. We're not
11 saying we don't want it. It just doesn't belong
12 here. Keep in mind that there are 11 year olds
13 here, and I would not want my 11 year old in a
14 bathroom with a young adult.

15 So I strongly urge you, go back to the
16 board, engage. There are other solutions. I
17 don't see why there has to be a rush, why it has
18 to be pushed through so quickly. If it's truly
19 a good idea, let's take our time and do it
20 correctly, in the right place, for the right
21 reason, at the right time.

22 MS. LANETTE SMITH: Hello, everyone. My
23 name is Lanette Smith. I'm a parent. My son
24 goes to HSEI.

25 And my concerns, really listening to

1 everyone on the panel, my concerns are the
2 same as everyone else's. Safety, have a safety
3 issue, and mostly space. It's no space
4 available at all. If someone can show me how
5 everyone got the extra space, or are they going
6 to have extra space for this new school, then
7 why isn't it split up between the school that's
8 in here to get more space?

9 You have counseling and you have a one on
10 one teaching with some of the students, but they
11 can't get the one on one because it's so crowded
12 space, they have to share space with other
13 people. So no one can be--my son is not getting
14 the extra help that he's supposed to get,
15 because all of the noise that's going on from
16 the other class, from the kids in the same room,
17 because they don't have any space. We need more
18 space. So we don't--we don't really have space
19 for another school.

20 The bathroom is an issue, because I agree
21 with everyone else, you don't want your younger
22 child in the bathroom with another older
23 student. And then on top of that, where is the
24 safety? Where is the security, the safety that
25 we're supposed to have? Are we going to get

1 that?

2 And if that's the case--if that's the case
3 it took for another school to come in here for
4 you to want to give us security, so it took for
5 another school to come to get security, but we
6 can't get security now, we can't get the safety
7 now, we can't get the extra rooms now, but the
8 other school will have the extra rooms. I don't
9 get that. That I don't get.

10 These two schools are very good schools.
11 Matter of fact, I'm from District 5, and I don't
12 understand why you all can't come to District 5
13 and put that school there. It's a good school.
14 Put it in District 5.

15 I live on 145th, 7th and 8th. 138 is
16 available. Put it there. I don't--we don't
17 have nothing there. It's empty buildings.
18 It's--I have not heard of a school yet to want
19 to come in our neighborhood in District 5 like
20 this school is trying to do. Bring that school
21 over there. We'll accept it over there.

22 So I just think that you guys really have to
23 look at these issues. These are really strong
24 issues. This is nothing just to push to the
25 side. I mean, would you--you know, speaking as

1 a parent, I'm just a parent, you know, and I'm
2 very concerned. I'm very concerned about
3 everything.

4 I mean, this is--I come out of my way. My
5 son come out of his way. Remember, I said we
6 live in District 5, so we come all the way from
7 145th in Harlem. We come all the way up here,
8 because we finally found a good school, and HSEI
9 is a good school. So I'm willing to come out of
10 my way to make sure my son has the proper
11 education.

12 But if you guys can't provide what they're
13 supposed to have, I mean, HSEI needs more room.
14 We need more room. This is ridiculous. You've
15 got everybody want to be cluttered up in one
16 room. We can't all be cluttered up in one room.
17 We need a lot of space.

18 They're doing a--these teachers are doing a
19 really good job, really good job, and I think
20 that no one really takes that in perspective.
21 Everyone just pushes that to the side. Oh,
22 we're just going to throw another school in
23 here. No. I don't think it can go there. It's
24 a very good--believe me, the school sounds like
25 a very good school. I say bring it to District

1 5. Bring it to my district. Thank you.

2 MR. LODICO: Thank you. I'd like to welcome
3 City Council member Rodriguez to speak. Thank
4 you.

5 MR. RODRIGUEZ: Well, we want the school in
6 northern Manhattan, okay? Don't be wrong. I
7 want a science and technology school here. You
8 know, after listening to President Obama and
9 hearing using the IBM CUNY [phonetic] model as a
10 model that he wants the whole nation to follow
11 all, a model where a student goes from nine to
12 14, two years of college credit without paying,
13 without using financial aid, without paying any
14 tuition, it's important.

15 And a school that is in partnership with
16 Microsoft and IBM and Columbia - - is a good
17 one. Don't take me wrong, it's a good one, and
18 we want it here because northern Manhattan has
19 been left out with a lot of things that the city
20 has been doing for the last four years.

21 So one of the things that I want to be clear
22 with everyone is that let's separate it. We can
23 have a discussion about where this school should
24 be established, in northern Manhattan, in
25 northern Manhattan, okay?

1 [Spanish language]

2 With the children that will be taken from
3 nine grade to 14.

4 I used to be a teacher of high school for 13
5 years. I work with those students, and I also
6 chair the Committee of Higher Education. You
7 know what's happening in the city? It's that
8 right now the number that all of us we are
9 responsible, all of us, elected officials,
10 administration, teacher, principal, parents, is
11 that only 60% of our students in high school
12 graduate, and from that number, most of them,
13 they end up going to community college, and 86%
14 of them, they don't know how to read, how to
15 write, how to do math, how to do science,
16 according to the college level. And when you
17 look at community college, only 27% graduated
18 from community college after six years.

19 So there is a lot that we've got to do. You
20 know, education is the new - - . I believe that
21 I will be re-elected, and do you know my goal
22 right now is? To embrace all first grade
23 teachers, parents, schools, and make a
24 commitment that our first graders, they will be
25 top students when they finish high school, when

1 they finish their junior high school, so that
2 they will be prepared to be able for them to go
3 to - - , that they will be having choices when
4 they go to high school.

5 So, you know, our reality, especially
6 working class in New York City, is that we start
7 them out too late. You know, if any of us, as a
8 teacher - - principal, we work at Hunter
9 [phonetic] Elementary and you get to run the
10 school, you will do great, because you will get
11 a kid that they start them in the level four
12 from the beginning, and they are surrounded and
13 equipped with everything that they need, and
14 that's what we're missing, and that is the
15 crisis that we are in right now.

16 So when it comes to our - - to choices, to
17 looking at what to do, you know, I want to talk
18 to those parents, that we don't know if our kids
19 will be prepared. To have choices when you have
20 to apply to a junior high school, to have
21 choices when you have to apply to high school.

22 So this is an important conversation. You
23 know, whatever is the school right now, the
24 schools right now will be carried on by the new
25 administration, whoever the mayor is going to

1 be, and we will have a lot of opportunity also
2 to look while we continue with the new
3 administration. Why would we have to change?

4 Therefore, as a council member, as a
5 chairman of the Education Committee, my position
6 is first I support northern Manhattan getting a
7 nine to 14 high school, where the students will
8 have two years of college credit without using -
9 - and Pell, that they will be getting ready to
10 have a career, if that's what they would like to
11 do, especially in the - - . However, the
12 question is addressing is should that school be
13 co-locating with IS 52. I know that that's--I
14 know that that's a question, okay?

15 I haven't said--I haven't said going to say
16 yes or no, right? Okay, but so let me finish.
17 So if you let me finish, I think that we can
18 communicate and understand each other.

19 I believe that the best location to bring
20 the school is in the empty building on 183rd and
21 - - . However--however, again, this is not
22 something to be taking a position with passion,
23 because as I said, if we have a parent here,
24 that they already talk about the story about
25 their grandfather having engineering, being a

1 doctor, being architecture, their mother being
2 a principal, it's a different story for many of
3 us that we see in our children sometimes the
4 first generation that they will get a college
5 degree.

6 So that's what I'm saying. You know, let's
7 be open to the conversation. Let's put our
8 position on the table. But at the end of the
9 day, what we only have to think about is
10 students first, students first. Me, as a
11 council member, students first before
12 administration, and students first before
13 anybody else, because they have--that is not
14 true that not every single child is ready to be
15 college material. They are, they are, they are,
16 and that we, the adults, have been failing, and
17 that's why they have not been ready to go to
18 college.

19 So I am committed to continuing working with
20 the members of the CEC and continue working--
21 committed to continue working with the parents,
22 with the DOE. I congratulate Microsoft, I
23 congratulate also the hospital, and I hope that
24 we can be able to be the - - , but I propose
25 that we bring that school inside 183rd.

1 And as a former teacher that I was, when I
2 - - , in a small building, we didn't have a gym,
3 we didn't have an auditorium, but we made it.
4 We made it with a number because we got parent
5 support. We made it with a number because we
6 were able to make a case in front of the
7 Chancellor Klein [phonetic] and the mayor, and
8 they built a new building for us at 165th and -
9 - .

10 So I have no doubt. The question is not if
11 we need to bring the school to IS 52. Let's get
12 a school in northern Manhattan and let's get--
13 let's a school at 183rd and St. Nicholas Avenue.
14 Thank you.

15 MR. LODICO: We have two additional speakers
16 that signed up for school leadership team,
17 Rosalba Acosta and Blanca Aviles. Are they
18 here? Okay.

19 MS. ROSALBA ACOSTA: My name is Rosalba
20 Acosta. I have two girls in this school, two
21 daughters. I belong to the school leadership
22 team in IS 52.

23 My question, suggestion and preoccupation is
24 the following. Why invade our space?
25 Suggestion, why don't you let us grow as a

1 school to another level. And my concern is
2 the bathrooms, the security in the bathrooms,
3 the security in the school. The cafeteria
4 schedules, the auditorium schedules.

5 Why is that money being invested in another
6 school? Why not to our school? Return our
7 school dance club, the space that was taken
8 away. This is my concern.

9 MR. LODICO: Blanca Aviles.

10 MS. BLANCA AVILES: Good evening. My name
11 is Blanca Aviles. I'm part of the SLT of IS 52.

12 I have five children, two graduated from
13 this school. One is 12, that is here now. The
14 nine year old is in sixth grade. I have two
15 others that are in fourth and kindergarten.

16 I have a question. Instead of co-locating
17 another school, why don't they extend the school
18 to 12th grade? My concern is when my younger
19 children come to school in the community, and
20 that school is no longer here because the school
21 that will be co-located here and slowly but
22 surely will be invading the space.

23 That money that they want to spend to
24 bring a co-location school into this school, why
25 don't they just use it and build their own

1 building? Make their own building so they
2 don't have to come in here.

3 Like everyone else has said, I'm very
4 concerned about the security of my children.
5 They will be here together with children of more
6 age, more adult age. If you are so concerned
7 about the security of our children, take that
8 into account, that bringing in a school into
9 this building, they won't have the security that
10 they need. There will be no security agents
11 outside or inside in the high school that we
12 presently have upstairs. Thank you.

13 MR. LODICO: And we have one more member of
14 the CEC who is going to speak, Ms. Tory Fry.

15 MS. TORY FRY: Good evening. My name is
16 Tory Fry and I'm a Community Education Council
17 District 6 elected parent member.

18 First, I want to start by thanking Patrick
19 Sullivan for coming here tonight. Patrick has
20 been one of the very few, and oftentimes the
21 only member of the panel for educational policy
22 who has actually represented the wishes of
23 parents in our city for the last, I don't know
24 how many years, and I just want to thank you.

25 Something we've heard a lot tonight is that

1 the idea of a CTE high school is a very good
2 thing, and in fact, it is something that our CEC
3 has articulated as wanting in our district or in
4 northern Manhattan for several years. This
5 school, according to the EIS, would actually
6 give priority to Manhattan students, and given
7 the location in Manhattan, upper Manhattan would
8 likely draw a number of students from our
9 district. Earning an Associate's Degree for
10 free in two years, while gaining technical
11 training is admirable, if ambitious. Given that
12 a number of high school graduates in New York
13 City actually have to spend the first couple of
14 years taking remedial classes, I'm not quite
15 sure that it would actually result in an AA, and
16 that's something I'd like to see a little bit
17 more data on and have more information from the
18 DOE on.

19 But we as a community and our CEC and I
20 myself have a number of concerns around this
21 school, which I want to speak about first and
22 then the parents from the two schools already in
23 the building will articulate the problems and
24 the negative impact that this will have on their
25 schools.

1 The EIS is very thin on the details of
2 these partnerships. The CUNY partner school
3 isn't named. The partnership is just stated.
4 There is no actual details on how this is going
5 to work. The EIS notes that the school is not
6 going to be accredited as CTE by NYCID
7 [phonetic] at first, but it offers no timeline
8 on when and how that's going to happen.

9 But with so many of the DOE's proposals,
10 what they say to us parents is don't worry, just
11 trust us. The EIS notes that students in their
12 fifth and sixth years will spend the majority of
13 their time outside the building of M052, but we
14 know that they're going to have to come into the
15 building periodically to meet with advisors, to
16 take certain classes. They offer no information
17 on how this has worked at other schools, but
18 once again, the DOE's response to our concerns
19 and to us is don't worry, just trust us.

20 This building, in order to house a CTE
21 school that focused on information technology,
22 which actually of all the technical skills that
23 one could acquire is actually one of the lowest
24 paid, when compared to, for example, plumbing,
25 steamfitters, things like that, or automotive

1 technicians, things like that, where the
2 median or the mean average wage for those
3 professions are in the 50s, but for medical
4 technologists, it's actually in the 30s. This
5 building would have to be significantly re-wired
6 and receive a lot of investment in
7 infrastructure to support a school like that.
8 The parents have already expressed concerns and
9 wonder will the entire building benefit from
10 that, but there is no discussion in this EIS or
11 proposal of how the DOE plans to do that for
12 this school.

13 And so we may very well end up in a
14 situation which has happened before, where,
15 again, what they're saying is, oh, no, just
16 trust us. But we have evidence and we know that
17 we shouldn't trust them, because they have
18 already sited a CTE school in a building and
19 then had to remove it because of their poor
20 planning. They sited a CTE called Mather
21 [phonetic] and then ended up moving it to Murry
22 Bergtraum because the original site was
23 incapable of actually meeting the needs of the
24 students in that school.

25 So again, this is another example of how the

1 DOE says to us, oh, don't worry, just trust
2 us. But you know what? We don't trust you. We
3 cannot possibly trust you after so many promises
4 broken and so many failures on your part to
5 actually meet the needs of our students.

6 I just want to say one thing about the space
7 issue in this building. If parents are
8 wondering, you very eloquently spoke about, you
9 know, we actually need more space, and the IS 52
10 parents are worrying about what's going to
11 happen to all of the wonderful programs that
12 they have. Well, what's going to happen we know
13 is that they're going to disappear, and the
14 reason for this, of course, is the footprint,
15 and the footprint says this about middle
16 schools.

17 In a middle school, one to two rooms can be
18 used for student support services, such as a
19 guidance office, a records room, a college
20 office, a parent coordinator office, a PTA
21 community partner office, conference rooms or
22 SEDs, special ed rooms. That's seven different
23 activities that they say according to the
24 footprint can go on in one to two rooms. So if
25 you're wondering why they come in and say that

1 you're--you have space, but in fact, you look
2 around and you don't have space, it's because
3 they believe our children only deserve one to
4 two rooms for seven distinct, equally important
5 activities that will propel them on to college
6 and career or just career, and that is
7 completely unacceptable.

8 And the last thing is the footprint also
9 offers just two to three rooms for
10 administrative needs. So if you actually have a
11 dean and you have academies, where you actually
12 have instructional leaders in both of these
13 academies, if you want them to have space, well,
14 forget about it. Two to three rooms for the
15 main office, the principal's office and
16 assistant principal's office, an attendance
17 teacher, a dean, a program office or a teacher
18 workroom, because teachers certainly don't need
19 space for them to do their common planning and
20 stuff like that. So again, that's seven
21 different activities stuffed into two or three
22 rooms.

23 So what is going to happen? You're going to
24 lose your wonderful programs. We know that to
25 be true. And your school is, according to the

1 EIS, going to get to 108% capacity. But maybe
2 not, because maybe some of the students won't be
3 actually on campus and maybe some of the
4 students won't actually continue all the way
5 through to the AA degree. And once again, they
6 say all of this and they say don't worry, just
7 trust us.

8 MR. LODICO: Thank you. Okay, we have now
9 concluded the formal presentations and we're
10 going to move to the public comments. At this
11 time, I want to remind everyone that the public
12 comments are limited to two minutes and there is
13 a timekeeper that will be in front of the
14 podium. So I'll ask speakers one through 10 to
15 come up, and you'll line up by row three from
16 the other side and we'll start with speakers one
17 through 10. Thank you.

18 I'll just ask all speakers to introduce
19 themselves by name first before they begin
20 speaking. So we'll just wait for the first 10
21 to get there and then we'll start.

22 MR. MARTIN PLOTKIN: Hello. My name is
23 Martin Plotkin. I was born almost 70 years ago
24 in a hospital where 218 now is. I spent 45
25 years teaching, of which about 30 of them were

1 here in District 6.

2 I was a district rep for the United
3 Federation of Teachers, and I saw every school
4 in this district that got taken apart--and got
5 taken apart, and not one situation did it work.
6 They had problems, they had fights. The
7 principals didn't get along with each other.
8 The children didn't get along with each other.
9 Their scores did not go up. It is a farce.
10 They do not learn. These are the people from
11 the Board of Ed. They don't learn as to what is
12 happening and what they've done.

13 All I ever cared about was educating our
14 kids. That's what it is supposed to be all
15 about, nothing else. Not politics, not who is
16 the best. Taking care of our children so they
17 have a great life.

18 They have forgotten this. They're giving
19 another snow job now, and all it is, is trying
20 to show that they can do whatever they want, and
21 that's what's happening. You've got to fight
22 it, because if you don't fight it, even if you
23 lose, you knew you tried, and we can continue
24 fighting afterwards.

25 I vowed never to go into a school again

1 after so many years, but when I heard about
2 this, my son spoke earlier, he's the chapter
3 leader in this building, I figured I better come
4 here, because it's worthwhile and you deserve
5 the best, because all of you are the best. Good
6 luck.

7 MR. DANIEL PINCUS: My name is Daniel
8 Pincus. I have an unusual relationship with
9 this school, in that I do not have children who
10 go here. I live across the street. And through
11 a musical activity, I learned about the band
12 here.

13 Now, so I'm here--I'm here simply to
14 register the opinion that it is very unlikely
15 that the band will continue in this newly
16 reconstituted school if it's co-located here.
17 You have a band room downstairs with specially
18 designed--specially designed for band. A
19 beautiful tradition will be lost, I believe, no
20 matter what the language says of the letter.
21 And just this week, we learned that all these
22 powerful people, Alan Greenspan and others, who
23 attribute their great success in life to their
24 musical activities. To see a musical activity
25 die because of likely logistical problems is not

1 the direction I think a school should go in.

2 No one doubts that the DOE people love kids,
3 but the question is simply not of love, but of
4 judgment. It seems that to put a school in this
5 school--another school in this school, when
6 there is a shell of a building nearby which
7 could be completely re-wired by Microsoft, give
8 it to Microsoft, let them do all they--paying
9 for a complete wiring. Make it the Bill Gates
10 whatever school. But to put another school in
11 here, it's just an issue of, well, what's going
12 to happen to the schools already in here.

13 Everyone talked about the bathrooms and
14 everything better than I could. I'm simply here
15 to say a beautiful musical arts tradition and
16 program, not only for the kids who are members,
17 but for the entire school, it's just poor
18 judgment.

19 MS. EVELYN DAVID: Hi. My name is Evelyn
20 David. I am the art teacher downstairs. I'm
21 very lucky, because--yes. I am lucky because we
22 get to hear the band practicing, so when they're
23 up there on stage, we're, like, right in there,
24 because we can hear it all, okay?

25 So my question is, to the people that want

1 to take over our building, because ultimately
2 that's what it is, have you been downstairs?
3 Have you seen the art room? Have you seen the
4 murals on the walls? Have you been into the
5 chorus room? Do you know what goes on?

6 Okay, it is not just a band that you are
7 destroying. You are attacking--I'm sorry. You
8 are attacking the fragile nature of our school,
9 the creative spirit, and therefore, this school
10 and the entire school system, because it's every
11 single school you go into, you ruin it.
12 Teaching is not about Microsoft. It is not. It
13 is a very fragile thing.

14 Okay, we have packed rooms downstairs,
15 packed to the gills. I tell the kids, "Keep
16 your arms in, take your papers, do this, do
17 that. It's okay, we can survive," and we are.

18 I want to address a notice that was sent to
19 us. It was sent to the parents. It was sent to
20 us dated September 13th, 2013. It is the
21 original notice for this meeting. You at the
22 last page have four bullet points--I know.

23 Proposal says this proposal is not expected
24 to impact the admissions enrollment. What does
25 expected mean, okay? You say students currently

1 attending Junior High School 52 would have the
2 opportunity to remain enrolled. What does that
3 mean, the opportunity to remain enrolled? That
4 means at some point they're not going to be
5 enrolled anymore?

6 Rising ninth grade students may apply.
7 Students from Junior--what does that mean, and
8 then what happens? Students from Junior High
9 School 52 would share some common space. You
10 mean the bathrooms, the gym? Okay, I know.

11 For these and many more reasons, we are
12 completely opposed to this project in this
13 school, period. If you wanted another high
14 school in this building, you should have taken
15 Dr. Fernandez's plan to expand the arts and
16 sciences for students that could have continued
17 to pursue their academic careers in this
18 neighborhood in a meaningful way.

19 MS. VICTORIA MORENO: Hello. Good
20 afternoon. My name is Victoria Moreno. I have
21 a child that is 12 years old here in this
22 school. And I also represent the Parents
23 Association.

24 The thing that bothers me the most, and
25 basically everybody says what I am about to say.

1 For me, one of the things that bothers me is
2 the invasion that they're going to do to the
3 school. That's something that bothers me. When
4 you have some sort of privacy, nobody wants you
5 to invade it. Nobody wants you to invade it.

6 That's what I know, that I consider having
7 older children coming to the school, younger
8 children being mixed with older children, like
9 17, 18 year olds. They could feel intimidated.

10 There is a lot--there is a lot of good
11 things that could be for that school. It's good
12 for the community, but not inside of this
13 school. It's good to let the school grow to
14 another level. That's what I--my insight.
15 Thank you, have a good night.

16 MR. LODICO: Speaker number five.

17 MS. ELVIA OLIVO: My name is Elvia Olivo and
18 I have a child that goes to 52nd.

19 My daughter is in seventh grade. I would
20 like her as a student and as a young girl to--I
21 don't want her to share the bathroom space with
22 12 and 18 year olds to share the bathroom space.
23 I would also would not like for them to cut off
24 the lunch period of that they eat, because it is
25 not sufficient time for them to eat 15 minutes

1 or 20 minutes. And the reason why is because
2 we have to permit another high school to come to
3 this school.

4 Since I have another child that is seven
5 years old and he is in 98, who is in special
6 education, and I would like him to come to this
7 school also, I do not like the fact that other
8 school--a high school come here and invade the
9 space that we have, that we have our children
10 in.

11 Me, like a mother of a family, since I've
12 been in this school already, sixth and seventh
13 years, and I know how the school is, since 25
14 years ago to this point. I'm not in agreement
15 of having another high school come into this
16 school. Respect our space. The children will
17 be--have more confidence being around other
18 children of the same age. And things like
19 promising us things like more security and
20 things like that, knowing that it wasn't
21 accomplished.

22 And being a mother, a working mother, and
23 I'll be worried of, you know, what's going on to
24 my daughter. I would have to come early out of
25 work to go pick her up. And this is something

1 that worries of me of having another school in
2 this school. Thank you.

3 [Crosstalk]

4 MS. JACQUELINE LA SALA: Good evening. My
5 name is Jacqueline La Sala. I go to the Parents
6 Association. I have a child and a nephew here.
7 But tonight I'm not here for just them two. I'm
8 here for all your children, in the struggle to
9 not have a high school here in 52.

10 I am a witness of how it's been with Mr.
11 Fernandez, the principal of this school,
12 together with the parents, struggling for the
13 security of this school. I am a witness also of
14 Mr. Benitez - - , the Parents Association. They
15 all go outside to receive our children. Also,
16 when they leave in the afternoon, they walk with
17 our children, almost an entire block with them,
18 to be sure that our children arrive home safely.

19 This is why I'm very angry, because why?
20 Who gives them the right? Who gives them the
21 right to come here and invade our space?

22 Our children are small. Don't think for a
23 minute that we are ignorant parents. Yes, we
24 know that is a good program, but not here.

25 Thank you.

1 [Crosstalk]

2 DOE SECURITY: Number eight. [Spanish
3 language]

4 PARENT: Good evening. How are you? I am a
5 member of the PTA, IS 52. I have a daughter in
6 IS 52. I was concerned at the beginning of
7 bringing my daughter to this school. I knew the
8 reputation. I grew up in Washington Heights.

9 Mr. Fernandez is doing a wonderful job, and
10 I ask you to consider, very consider, why ruin a
11 good thing when it's happening? You've got it
12 from the perspective of economics. First of
13 all, there is no high school in this area. So
14 when our kids graduate from this junior high
15 school, we've got to spend money to send them to
16 another area in the city. That is another point
17 of view that nobody has mentioned over here.

18 I am a working New Yorker. You know, I am a
19 third generation plumber, proud of it, and I am
20 concerned. Why not continue the education that
21 was proposed at the beginning? It's as simple--
22 is that space available? Okay, no problem. But
23 why bring other kids from everywhere else, when
24 we have them here already? Right?

25 Let's keep our kids in the school. They

1 feel safe, they know each other. Let's
2 continue the education that they're giving to
3 kids here already, because why bring kids from
4 other places when we have them here already?
5 You understand?

6 [Spanish language]

7 Let's support our school. Thank you.

8 MR. LODICO: Okay, we are up to speaker
9 number 10, and at this time, speakers 11 through
10 20 could come over by the podium and line up.
11 This way we can be ready. Speakers 11--well, 10
12 through 20. Thank you.

13 [Crosstalk]

14 Once again, speakers 11 through 20 should be
15 coming over to the side with the podium. Thank
16 you. And again, I ask the speakers, just
17 introduce yourself by name when you start.
18 Thank you.

19 MS. OFELIA SANTIAGO: My name is Ofelia
20 Santiago, and I graduated from this school. I
21 know how to speak English, but I'm going to
22 speak in Spanish. I have to speak in English,
23 I'll say it English also. I'm speaking Spanish
24 because I'm a little timid.

25 I have my daughter 10 years old, she is here

1 also. I graduated in '98, and we all had the
2 same mental capacity. We were all the same
3 level. We had the same capacity all of us, we
4 had the same environment as children. There was
5 no disparity of ages with a high school here.

6 I don't think it is beneficial for any child
7 to share a bathroom, like people have said it
8 several times already. Sharing bathrooms with
9 children that are already almost adults and they
10 have a total other mental capacity.

11 I don't think that having another school,
12 which there is no space for anyway, will help us
13 or the children that are here develop what they
14 are supposed to develop. I believe that is not
15 the best thing for them to do here. They
16 already said they have other places, other
17 locations to put it. Put it in another
18 location.

19 I want you to hear this, hear it good. I
20 don't want that high school here, because if
21 something happens to my daughter because she is
22 sharing a bathroom with a child that is much
23 older than her, almost an adult age, something
24 happens, you're going to hear it from me and
25 other parents here. And I'm going to be harsh

1 on you guys.

2 MS. LUISA PADILLA CORBETT: Hi. My name is
3 Luisa Padilla Corbett [phonetic]. I am a
4 teacher here, and my--and my point is that if
5 you want a strong community here and if you want
6 to support this community, we need to have good,
7 strong schools. And I think the idea of putting
8 a high school that has all of these wonderful
9 programs, it sounds fantastic. But this school
10 is serving this community perfectly, and you
11 will be undermining the work that we are doing
12 here. We do not just serve this community; we
13 are this community.

14 If you want to diminish a community, take
15 away from its schools, and that is how you chase
16 away the very families that are making this
17 community stronger and better. You will chase
18 away the people. Listen to the families
19 talking. Who wants to put their child into a
20 situation that isn't safe, where they're going
21 to be concerned about safety issues.

22 We have to be realistic. I am very
23 passionate about this, because I am a teacher
24 here, but also I grew up in this area. I grew
25 up on 177th Street and on 181st Street. I went

1 to 143 for junior high school. I went to PS
2 132. I have lived through this history before.
3 I lived through when 187 was under-utilized, and
4 rather than extend itself to the other schools
5 in the community, they just said, well, we'll
6 become a K to 8, because they weren't going to
7 lose their space.

8 So right now we're in a situation. We are a
9 vibrant school. We offer a true education for
10 the children here that is comparable to a
11 suburban school that is high powered. We have
12 incredible programs, we offer STEM programs, we
13 are doing--we have engineering, we have
14 environmental studies, robotics. I'm trying to
15 remember everything. And, okay, with all of the
16 programs that we're offering, if you want to
17 really support this community, you need to keep
18 this school as vibrant as it is. [Spanish
19 language]

20 [Crosstalk]

21 MALE VOICE: Speaking in English or Spanish?

22 MS. MAYRA CRUZ: English. I can do both,
23 actually three. But good evening, everyone. My
24 name is Mayra Cruz. I am the UFT representative
25 for District 6. I am honored to be here

1 tonight. My fight is your fight. Your fight
2 is my fight.

3 Everyone has spoken eloquently tonight;
4 Tory, Yuderka, Miriam. You have all done a
5 wonderful job and gave all the reasons why that
6 school should not be here tonight. But there is
7 one thing that most of you don't know and that I
8 am going to share with you tonight, and that is
9 that for the past four years, the UFT have taken
10 to the Department of Education to arbitration
11 over class size at IS 52, with classes with 38
12 and 40 students in them. And the reason why
13 those classes were so high and still high is
14 because the parents want to send their students
15 here. They want to send their children to IS
16 52, and they need that opportunity to do that by
17 providing the space that they need.

18 I thank all of you for coming out. This is
19 not over. Your fight will make this not happen
20 in this school.

21 Mr. Dennis Rodriguez mentioned using the
22 building at 183rd. As a community, that is a
23 disgrace. We're not going to accept the
24 building like the one on 183rd because I've been
25 in there and I know what that building is like.

1 But we will take it as a temporary housing
2 until they can build a building that is a state
3 of the art building that this community
4 deserves. Keep it strong, stay together. The
5 fight is not over.

6 MALE VOICE: Number 15. [Spanish language]
7 State your name first. Spanish?

8 MR. LOUIS CABRERA: No, English. Good
9 evening, everybody. I am Louis Cabrera. I am
10 the Youth Service Program Manager for Inwood
11 Community Services, a community based
12 organization that provides services to here at
13 IS 52.

14 The co-location of the new high school does
15 not improve the Inwood community. I'm sorry,
16 I'm a little nervous, that's why. I'm not a
17 good public speaker. The co-location of this
18 new high school does not improve the Inwood
19 community. IS 52 makes great strides to improve
20 the educational experiences of their population.
21 Sorry--of the population, and this co-location
22 is a step backwards, because it takes away the
23 precious resources.

24 Years ago, families fought to not have their
25 kids attend these schools. But now they look

1 for ways to have their kids enrolled into this
2 school.

3 Junior High School 52, grade expansion has
4 been denied, but a new outside school has been
5 approved, and I don't understand why. This new-
6 -sorry, this new high school is a great idea for
7 District 6, but the co-location of a third
8 school would not only stunt the continuous
9 improvement Junior High School 52 has made to
10 the student population, but eventually phase out
11 a great junior high school for the people of
12 this Inwood community. Thank you.

13 MR. ANTHONY KLUG: Good evening, everybody.
14 My name is Anthony Klug and I am a special
15 representative with the United Federation of
16 Teachers, and I stand with you tonight, with
17 you, to oppose the proposed co-location that
18 would impact 52 and HSEI.

19 As you all know, what educators do, we teach
20 our students to grapple with questions and we
21 want our students to answer and defend those
22 questions. So the question here tonight is very
23 simple. Would 52 and HSEI be negatively
24 impacted if another school were to be coming
25 here, and the answer is simple. It is yes.

1 Now, let's not confuse the issue. The
2 career and technical education option that is
3 being put forth, as I've heard, is needed, is
4 wanted, should thrive. But that, just like 52,
5 that, just like HSEI, should thrive unencumbered
6 with competition from other schools. Now--and
7 this isn't happening.

8 Now, I just had actually a conversation here
9 and I would put forth that everybody in this
10 room wants what is best for our children. Every
11 single person in this room loves our children.
12 It is a question of judgment, though, and the
13 reason why we have every person in this room
14 speaking against this option is because when
15 these co-locations happen, what is visited upon
16 our students is literally a type of violence.

17 Now, if we can be told that a co-location in
18 this building will not result in any more
19 overcrowding, if we can be told that co-location
20 in this building will have students in this
21 building who are currently more access to
22 science labs, more access to chorus rooms, more
23 access to band--did I say that? More freedom in
24 the hallways, more safety, then let's do it.
25 Let's make sure we all thrive together. But in

1 this case, we are robbing a little Paul to pay
2 a little Peter, or I reverse that, and we can't
3 do that.

4 So again, in the spirit of love, harmony,
5 what is best for our students, I again oppose
6 this co-location. And tonight there is another
7 hearing going on where they are actually talking
8 about a grade expansion. Downtown, they are
9 building a new building, and this is what all of
10 our students across the city deserve.

11 I know we are circumscribed with resources.
12 There isn't always going to be enough for our
13 students. But we've got to find a way, and it
14 can't be on the backs of our students.

15 MR. ELIGIO REYNOSO: Eligio Reynoso. I
16 could do it in English, but I would like to take
17 advantage of my two minutes.

18 First, I mentioned that I have a child that
19 is in the eighth grade here. I received a call
20 at emergency and that's why I'm here today
21 present at this meeting, and when I get here,
22 you know, I find out that it is about a school
23 that is going to be created inside of this
24 school.

25 My experience as a teacher of the sport of

1 tennis and graduated from George Washington,
2 like, about 18 years ago, they started trying to
3 experiment, like, in trailers, like in PS 5 and
4 George Washington. This is a concept from the
5 Department of Education, something that has not
6 functioned. I say this--I say this because I am
7 proud of the program that I run, which is
8 tennis. Until this day, they still have
9 programs in PS 5 of trailers because of that
10 program.

11 And like me, like other parents, I'm not
12 going to be the first go to against the
13 Department of Education. I will--I'm going to
14 clarify. I'm not going to be the first one that
15 goes along with the Department of Education on
16 this one. I'm against--I haven't had nobody go
17 against this program - - .

18 I could translate it, okay. I'm not going
19 to be the first one who goes along with the
20 Department of Education on this one. I
21 thoroughly agree with parents, with Scott
22 Stringer, with Dennis Rodriguez, that this is a
23 wonderful project. It is a great idea.
24 However, it needs to be done from ground up, not
25 in this school, in another place. In another

1 place, not here.

2 MR. BRIAN MOORE: Good evening. My name is
3 Brian Moore. I am the band director and music
4 teacher here at IS 52. More importantly than
5 that, though, I am a community member. I live
6 in this community, I have longer than I've been
7 a teacher here. So--thank you.

8 I just want to talk a little bit about what
9 I know, because you've heard a lot of compelling
10 arguments against this co-location, and I am
11 also completely against this co-location, okay?
12 Not in my own self interest, but in the interest
13 of the students that were up there tonight
14 playing in the band. The arts program here, and
15 I will speak for myself, the band that the
16 students are in and that are proud to show off
17 to the community, the neighborhood, all around
18 the streets, okay, that is an opportunity that
19 they would not otherwise have, and it is an
20 opportunity that is important in their
21 development, both as students and as
22 individuals.

23 Now, what I don't like as a member of this
24 community is when I hear people from downtown
25 talking about numbers, percentages, the percent

1 that a building is vacated or that has usable
2 space based on the enrollment cap that we placed
3 on them for the last three years. Okay, when
4 you are a member of the community and you live
5 and you work here, you know what's going on. If
6 you're someone from downtown looking at numbers,
7 we have nothing to say to you, okay? We don't
8 need that here.

9 Now, I want to talk very quickly about the
10 promises that are made, because they are
11 promises that are always broken by the DOE. The
12 DOE has said that it is for and it supports arts
13 education, music education. However, they do
14 things like this that takes away my facilities,
15 they don't provide the facilities. They take
16 away a band room that houses my instruments,
17 that houses the instruments the students play,
18 that we all take care of, that we all use. We
19 don't have the facilities, we don't have a band.
20 They're for arts education, but then they're for
21 co-location, and we can't have the two at the
22 same time, when it takes away the facilities
23 that we need. Thank you.

24 DOE SECURITY: [Spanish language] 21.

25 MR. LODICO: Numbers 15, 20? Number 20?

1 Okay, thank you. All right, I'd like to thank
2 everyone for taking the time to be here tonight.
3 I would also like to thank everyone who spoke
4 for their thoughtful, passionate and cogent
5 comments and feedback.

6 I want to remind you, though, as I stated at
7 the beginning, that tonight doesn't end the
8 opportunity for comments and feedback, that you
9 can still at any time before the vote, before
10 the Panel for Educational Policy vote on October
11 30th. That's when they are voting on this
12 proposal, that you can send e-mail or phone--
13 make a phone call, where you can make additional
14 comments, or if you did not comment tonight and
15 would like to comment, and I will remind you of
16 the e-mail, which is
17 D06Proposals@schools.nyc.gov, and the phone
18 number is 212-374-3466. Again, the proposal--
19 the vote, the educational--the Panel for
20 Educational Policy will vote on this proposal on
21 October 30th, 2013, and the meeting is taking
22 place at 6:00 p.m. at Prospect Heights campus,
23 883 Classen Avenue, Brooklyn, New York.

24 I thank everyone again for their
25 participation. This joint public hearing is now

1 closed.

2 [END RECORDING]

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C E R T I F I C A T E

The prior proceedings were transcribed from audio files and have been transcribed to the best of my ability.

Signature

Golly VanderHart

Date 10/24/13

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