

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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

P.S. 073 Thomas S. Boyland

February 25, 2013

5:30 P.M.

1 [START RECORDING]

2 MS. LAURA FEIJOO: Good evening, ladies and
3 gentlemen. Good evening, ladies and gentleman.
4 My name's Laura Feijoo, and I'll be the acting
5 facilitator for this evening's joint public
6 hearing. This is a joint public hearing of the
7 Department of Education Community Education
8 Council and School Leadership Team to discuss a
9 proposed phase-out and replacement of P.S. 73,
10 Thomas S. Boyland School. Tonight's proceeding
11 will be recorded and transcribed. Before we
12 begin the hearing, we ask that if anyone wishes
13 to speak during the public comment portion of
14 this evening's agenda, sign up at the table in
15 the back. Sign up ends at about 6:15. If you
16 have a question you want addressed during the
17 question and answer portion of the agenda,
18 please write that question on an index card
19 provided at a table in the lobby of the
20 auditorium. And either staff member or at that
21 table, you can submit questions to be answered
22 during the question and answer portion of
23 tonight's agenda. We will accept questions on
24 the index cards, and still - - panel
25 presentations and comments. Following - -

1 presentations and comments we will then begin
2 public comments. Only people who have signed up
3 to a seat at the table in the lobby will be able
4 to participate in the public comment section of
5 this agenda. All panel participants request you
6 be here no later than 5:30 p.m. And now we'll
7 get started. If a panel person submit arrives
8 late, he or she will be given time to speak at
9 the first opportune moment. We want to be
10 respectful of everyone's time. It may also be
11 left to the officials to arrive at different
12 times throughout the evening. If they wish to
13 speak, we will do our best to accommodate them,
14 again, at the most opportune moment. Those who
15 are here at the beginning of the start of the
16 public comment section will be asked to speak
17 first. As you'll see, the full agenda is
18 described in the posters in the lobby of the
19 auditorium. The format context joint public
20 hearing will include the presentation of the
21 proposal, and presentations by hearing
22 participants, followed by public comment.
23 Speakers who have already signed up at the sign-
24 in table in the lobby, public comments will be
25 no longer than two minutes each. The time will

1 be followed and speakers will be informed when
2 their designated time has ended. There will
3 also be a question and answer period. Members
4 of the audience, if you have questions, please
5 write your questions on the index cards supplied
6 at the sign-in table when you arrive this
7 evening. While public comments are taking
8 place, staff members will organize the questions
9 into categories and get them ready for the
10 question and answer period. Some questions will
11 be asked directly, others, if they're the same,
12 will be categorized into groups and we'll answer
13 them together. We want to avoid repetitiveness.
14 Even though all individual questions may or may
15 not be able to be addressed this evening, they
16 will all be posted on the DOE's website prior to
17 the panel meeting. If at the end of the meeting
18 you still have questions, we encourage you to
19 direct them to us by calling the phone number at
20 the bottom of the fact sheet, or using the email
21 address also at the bottom of the fact sheet.
22 Send them to us directly, by email, and again,
23 by the phone number there.

24 FEMALE VOICE: - - , I apologize. I forgot
25 to introduce the interpreter, Rene Monique

1 [phonetic], Interpretation Services.

2 MS. MONIQUE: This announcement is in
3 Spanish.

4 DR. FREIJOO: So I'll just go over the
5 agenda once, and if you wish to speak, please
6 sign in at this time at the sign-in sheet at the
7 table where you first came in. If you want to
8 ask a question, you have to put it on index
9 cards. Those are available at the sign-in table
10 where you came in. And you can also return them
11 to the staff sitting at the table, or around the
12 auditorium. So we will take sign-in for another
13 five or six minutes, till speaking time, and
14 then we'll take questions up until that time as
15 well. I would like to now introduce the panel,
16 which has been assembled for this evening's
17 joint public hearing. The CEC has confirmed
18 that they were going to participate in tonight's
19 joint public hearing. At the moment, Mr.
20 Williams is not here. But as he comes in and
21 joins us, he'll be asked to sit at a table and
22 we will give him an opportunity to speak at the
23 first opportune moment. If any other CEC
24 members do arrive, who'd like to participate,
25 again, we'll give you an opportunity to speak.

1 They did confirm their attendance at this
2 evening's hearing. To my far right is Ms.
3 Stowe, who you know, Principal P.S. 73. Seated
4 next to her is Mr. Cumberbatch, Superintendent
5 District 23. To my right is Deputy Chancellor
6 Dorita Gibson, and she will be presiding over
7 tonight's hearing. Also in the audience, not to
8 - -, I do want to introduce Mr. Joseph Mahler,
9 who's the School Leadership Team Chairperson.
10 If you could just... Thank you. And Mr.
11 Saunders, who's a PTA President, also here with
12 us as part of the panel. In the audience,
13 joining us as well is Mr. Steven Rosen, with the
14 CSA, Counsel of Supervisors and the
15 Administrators. And from the United Federation
16 of Teachers - - Ms. Ualin Smith has a
17 designation of...?

18 MS. SMITH: - - .

19 DR. FREIJOO: Great, thank you. I will now
20 turn the program over to Deputy Chancellor
21 Dorita Gibson, who will present the proposal.

22 CHANCELLOR GIBSON: Thank you, Dr. Feijoo.
23 Good evening, ladies and gentlemen. I'd also
24 like to take an opportunity today to thank - -
25 support of - - . And our Network Leader, Ms.

1 Marks, and Deputy Network Leader, - - . And I
2 thank you for coming out this evening, so we can
3 talk about the future of our school. This joint
4 public hearing was convened to discuss the
5 proposed phase out and replacement of P.S. 73,
6 Thomas S. Boyland. And for purposes of
7 tonight's hearing, I will refer to P.S. 73,
8 Thomas S. Boyland, as P.S. 73. The decision to
9 phase out P.S. 73 is a difficult one, and we do
10 not take these decisions lightly. We examine
11 many factors and data before we will propose a
12 course of action. We engage families, the
13 community, and community members, in a decision
14 about what is and what's not working at the
15 school before determining whether or not the
16 phase out is appropriate. All of us want our
17 schools to provide a high quality education to
18 all of our students. And we must hold all
19 schools to the same standard of excellence,
20 because every child in the city deserves the
21 very best possible education. When a school is
22 - - still do well, we have to take action to
23 make sure that current students do not fall even
24 further behind and that future students will
25 have better options. I want to acknowledge the

1 students who are here with their families and
2 who feel that their children are being served
3 well by P.S. 73, and we will hear some of their
4 success stories. And we will honor these
5 stories and we will honor these children. But
6 we also need to consider the other students in
7 the school it's not serving well, and who do not
8 have the same kinds of success stories and
9 experiences. And I have to say that these
10 students really deserve better. Now I mentioned
11 earlier tonight, we will be discussing the
12 proposed phase out of P.S. 73. In addition to
13 the proposed phase out, we're proposing to
14 replace P.S. 73, with a new District Choice
15 Elementary School, and a new District Choice
16 Middle School. P.S. 73 is currently located in
17 School Building K-73, at 251 McDougal Street, in
18 Brooklyn, New York. P.S. 73 currently serves
19 students in Kindergarten through eighth-grade,
20 and offers a Pre-K program. P.S. 73 currently
21 in its Kindergarten through fifth-grade
22 students, who reside in this zone. It also
23 serves sixth through eighth-grade students and
24 gives priority for admission to continuing
25 fifth-grade students. On January 22, 2013, the

1 New York City Department of Education public
2 proposals to phase out P.S. 73, based on its
3 long-standing performance struggles. These
4 proposals discuss the track record of P.S. 73,
5 and why the Department of Education believes
6 that phase out and replacement is the best
7 option for the P.S. 73 community. P.S. 73's
8 performance data indicate that the school has
9 struggled in the - - department, and assessment,
10 that the school lacks the capacity to improve
11 quickly. And that means it may not be able to
12 meet the needs of all the students in the - -
13 program. For example, P.S. 73 scored an F, on
14 its most recent progress report, including
15 inquiries in student progress and students'
16 performance. It marks a steep decline in
17 performance from prior years, as P.S. 174
18 received a C-grade in its progress report, in
19 the 2010-2011, and 2009-2010 school years. I'm
20 sorry, P.S. 73. Furthermore, the overwhelming
21 majority of P.S. 73 students made a low grade
22 level in English, Science, Arts, and
23 Mathematics. In 2010 to 2012, 2011 to 2012,
24 only 22% of the students were performing on
25 grade level in English Language Arts, putting

1 the school at the bottom of the 3% of the K to
2 8 schools that are citywide. Only 28% of the
3 students were performing on grade level in Math,
4 also putting the school in the bottom 3% of the
5 K to 8 schools citywide. Given that schools
6 that continue to decline in performance, the
7 Department of Education thinks that the only,
8 and the most serious intervention, needs to take
9 place, the gradual phase out and eventual
10 closure, and replacement of P.S. 73. We will
11 address its longstanding struggles that will
12 allow for new school options to develop - - that
13 will better serve future students and the
14 community. In a separate educational impact
15 statement, the Department of Education has also
16 proposed to open - - , under the District Choice
17 Elementary Schools, and the new District Choice
18 Middle School in this very building. If
19 approved on March 11th, the new elementary
20 school, like all District 23 elementary schools
21 next year, will enroll students in the District
22 23 Elementary School Choice process. In
23 addition, the new elementary school will offer a
24 full day pre-kindergarten program. The new
25 middle school will serve students in sixth

1 through eighth-grades, and will admit students
2 to the District 23 Middle School Choice Program.
3 The new middle school will be open to students
4 and residents of District 23, and will offer
5 priority to continuing P.S. 73 fifth-grade
6 students in the 2013-2014 school year. Before
7 we move on to the public comments section of
8 this meeting, I would like to briefly discuss
9 the impact this proposal will have on the
10 current P.S. 73 students. If the proposal is
11 phased out as a group, P.S. 73 will no longer
12 admit new - - Kindergarten and new Pre-K, first-
13 grade, second-grade, or sixth-grade students at
14 the end of the school year. I'll repeat that.
15 If the proposal is approved on March 11th, P.S.
16 73 will no longer admit - - Pre-Kindergarten
17 program, Kindergarten, first-grade, second-
18 grade, or sixth-grade students at the end of the
19 school year. P.S. 73 will continue to gradually
20 phase out one grade at a time. The middle
21 school will close after June 15th, and the
22 elementary school will close in June 2016. The
23 following - - of what will happen in September
24 for each grade of students. The current Pre-
25 Kindergarten students at P.S. 73 will have

1 priority for Kindergarten admissions in the
2 new elementary school, in 2013-2014. The
3 current Kindergarten and first-grade students at
4 P.S. 73 will be enrolled in a new elementary
5 school. The current second and third and
6 fourth-grade students at P.S. 73 will continue
7 to be enrolled in P.S. 73. The current fifth-
8 grade students will have an opportunity to
9 graduate from P.S. 73 at the end of the school
10 year. These students should already apply to
11 the middle school, their choices, to the middle
12 school application process. The current sixth
13 and seventh-grade students will move on to the
14 next grade at P.S. 73, in September 2013. These
15 students may remain at P.S. 73 through their
16 eighth-grade graduation, assuming that they meet
17 the - - criteria. Current eighth-grade students
18 will have the opportunity to graduate in P.S. 73
19 at the end of this school year, and they should
20 have already applied to the high school, to the
21 citywide high school application process.
22 Students may also apply to finish school
23 elsewhere if they wish. As some of the - -
24 choice process, current students at P.S. 73 will
25 have the opportunity to apply to transfer to

1 another elementary or middle school.
2 Applications for this transfer opportunity will
3 be available to students this spring, with
4 enrollment starting in September. Now this is a
5 policy change for the Department of Education.
6 I'd like to thank you in advance for all of
7 those who are here today, and will share their -
8 - tonight. We look forward to hearing your
9 comments and questions. Thank you.

10 DR. FREIJOO: Thank you, Dr. Gibson. We're
11 now to the panel presentations. I just want to
12 ask if Mr. Williams has arrived, our CEC member,
13 has arrived. Ms. Stowe, - - would you like to
14 make a comment.

15 FEMALE VOICE: I would just like to welcome
16 everyone. Thank you.

17 MS. STOWE: Good evening everyone.
18 [Background noise]. As principal of P.S.I.S.
19 73, I'd just like to take this opportunity to
20 thank all of you for joining us here tonight on
21 such an important occasion, as we often do, to
22 hear comments and opinions if you have some
23 about the - - tonight. Thank you.

24 FEMALE VOICE: Thank you. Mr. Mahler, - -
25 take your comments.

1 MR. MAHLER: As an educator here at
2 P.S.I.S. 73--

3 FEMALE VOICE: I'm sorry. It's not coming
4 out well.

5 MR. MAHLER: As an educator here at P.S.I.S.
6 73, we strive for greatness. Over the past
7 year, we've been made a focus. So I'm saying
8 that additional funds have been provided to the
9 school to help provide the instruction and bring
10 up - - . In addition to those funds, we, at
11 P.S.I.S. 73, also want to thank you for - -
12 utilizing an improved student score, improved -
13 - , improved student performance inside the
14 classroom. The SLT has also been granted two
15 additional grants, totaling \$3,500, so we are
16 trying. We are committed to have an impact here
17 at P.S.I.S. 73. We just want to have an
18 opportunity to prove ourselves that we can
19 improve and give a high quality education. That
20 is our job, that's what we strive to do. We
21 just want to be given the added time to prove
22 ourselves.

23 FEMALE VOICE: Thank you. I'd like to
24 invite Mr. Saunders up to speak. He's the PTA
25 President and also a member of the school

1 district team. Thank you.

2 MR. SAUNDERS: I'm sorry. - - . We as
3 teachers, educators, parents, volunteers,
4 everybody that's come here, we go above and
5 beyond - - . We help them - - . We try as hard
6 as we can, - - . - - .

7 FEMALE VOICE: Thank you. From the Council
8 of Supervisors and Administrators, CSA, Mr.
9 Steven Rosen.

10 MR. ROSEN: Thank you. I am Steve Rosen and
11 I'm the director for the Council of Supervisors
12 and Administrators. I've been in the system for
13 40 years, actually. I grew up in Brownsville,
14 and went to - - , which is one of the schools
15 that's been closed, reopened, closed and
16 reopened. So once again, the Department of Ed
17 scheduled more than two dozen schools for
18 closure. - - don't fit in to any particular
19 pattern. Several, like 73, have new principals,
20 like Ms. Stowe. For this whole thing to have
21 time to turn the school around, several of these
22 principals that are being possibly phased out of
23 our schools, have effective ratings from the
24 state, - - while in reviews. One actually has--
25 the school has a principal that exceeds

1 expectations. And the quality review is well
2 developed. The Department of Ed seems to take -
3 - schools as if it's playing a game of Russian
4 roulette of thoughts. Whatever they did, goes
5 down. This Department of Ed worst practice
6 often devastates children and families, and
7 usually takes aim at students who have a race -
8 - , setbacks, and possibility of - - from
9 previous school closings. Many of these
10 children have been turned away from the cities
11 and schools for reasons of poor academic
12 performance, or for the coming--or for coming
13 from families without any political clout
14 [phonetic]. The youngsters are then warehoused
15 in other low performance schools that are, I
16 think, being closed, too. It's obvious this is
17 a failing strategy for turning schools around.
18 This has to be stopped. We're all educators,
19 parents; we and the children know this is not
20 working. Opening and closing schools is just
21 not working without support. There's no reason
22 that a neighborhood in a district like this,
23 that schools don't have the support for parents
24 and children that are in homeless shelters.
25 Guidance counselors; there's no guidance

1 services for elementary schools. And we know
2 all of the reasons why schools succeed and why
3 schools fail. Let's let--this school is going
4 to have a chance, and I think the rug is being
5 pulled out from under them. I implore you to
6 find another way. Thank you.

7 FEMALE VOICE: From the United Federation of
8 Teachers, - - ?

9 FEMALE VOICE: Thank you, and good evening.
10 I also feel that closing a school is not the
11 answer to turn it around. In order to turn a
12 school around you have to involve - -. That's
13 the parents, the teachers, administration, here
14 in the community. Find out what needs exists
15 within that school. Instead of DOE holding a
16 meeting in the fall, and then coming back months
17 later and saying, we're closing you. This
18 school is entrenched in - -. When a school
19 closes, it disrupts the community, it's
20 stressful and difficult for our children, it's
21 difficult for parents. - -, time and time
22 again in this--in this community, and in our
23 city that closes schools, it's not the answer.
24 - - parents, students, community members, they -
25 - that does not close schools. And - - they did

1 exactly that. Brownstone, at the - - , our
2 needs are just - - . We need support, we need
3 social services in this school, desperately, to
4 support our parents, to support our teachers, to
5 support the community. And it's been asked in
6 many meetings, and we see the struggles in 73,
7 we see the struggles of other schools in the
8 community. I have yet to hear an answer that
9 makes any kind of sense. What are we going to
10 do when this mid-school at 73 - - . What are we
11 going to bring in and give to 73, and help them,
12 support them, and give them opportunity to grow.
13 Coming in and closing it down, opening a school.
14 Next year we'll have to leave schools in this
15 building. That's going to be a hardship for
16 parents, the staff, the administration, and
17 students. What is it, and that's my question,
18 what is it that the new school's going to have
19 that 73 doesn't? - - . Again, involve the
20 parents, involve the students, involve the
21 administration and teachers, community
22 organizations, - - . That's what makes a school
23 be successful. Thank you.

24 FEMALE VOICE: We have now concluded the
25 formal presentations. We're going to begin the

1 public comment portion of tonight's agenda. -
2 - . 'Cause we're glad to just call each speaker
3 up. Mr. Rosen, you have signed up to speak. I
4 don't know if you have any additional comments.

5 MR. ROSEN: Okay.

6 FEMALE VOICE: Ms. Tameka Scurry.

7 MS. SCURRY: I know - - . I'm a parent of
8 two - - . I have one - - . He did not have the
9 best grade, but I come home, I stood by my kids
10 and I understand this is a poor school, but I'm
11 disappointed also about the moms. I'm afraid
12 the parents would not be here because by us not
13 being here, I guess the people are saying to
14 close up. I heard that you come here three
15 times prior - - . I called - - in my - - ,
16 don't do this, don't do that. And by 11:00 my
17 needs are met by you - - Kindergarten in, and
18 draw these kinds of schools because you want to
19 close down the school. As a parent, I believe I
20 have to also be an aid, by the determination of
21 the teachers and parents. And I believe that
22 school - - , and I believe it's a decision - -
23 and cause this school, you guys are closing.
24 When people's emotions, and everything, like
25 that, and I believe it's all money.

1 FEMALE VOICE: Speaker No. 3, Margaret
2 Lewis.

3 MS. LEWIS: Good evening, ladies and
4 gentlemen. I am Margaret Lewis. My
5 granddaughter's in Kindergarten, but I've come
6 in to all the meetings, and all I hear is the
7 fates of schools, - - changes, but if a school
8 is - - . So what's the difference of the new
9 school? Because the children in this - - . My
10 brothers and my sisters go to this school. This
11 is a landmark. So why don't the kids that live
12 in this vicinity, they need an education.
13 Education that's weak does not work. Because
14 kids need to learn - - . A test is not showing
15 that a child is not doing well. It's just that
16 some kids don't - - tests. That's all my
17 comment is about. Thank you very much.

18 FEMALE VOICE: Signed up as No. 4, is Mr.
19 Saunders, who's already spoken, but is welcome
20 to speak again.

21 MR. SAUNDERS: Okay. I have a bunch of
22 questions. Please let me know if there's a
23 chance for - - to change. And what these
24 students have isn't being given to them in the
25 seventh-grade. If these new ideas work for

1 closing - - schools that's coming in, why
2 didn't they even take here first? Try it here
3 first? If it does work, but it don't work, then
4 - - . And education is a - - that teachers,
5 staff, parents - - . If support is given to the
6 teachers and - - , why not - - support? And the
7 student received this support and the progress
8 hasn't been made, - - .

9 FEMALE VOICE: That was the last speaker for
10 the public comments portion. Before I move to
11 the question and answer segment, I just want to
12 just make sure that no one from the CEC and Mr.
13 Williams, or anyone, did arrive and would like
14 to make any comments? Okay. So the speaking
15 portion and the public comment portion has
16 ended. I do want to say something about the
17 questions that were brought up during people's
18 comments. As a part of the process of this
19 hearing, the staff here is jotting down the
20 questions, those that were on the index cards
21 that you were asked to fill out in back, as well
22 as the questions that speakers stated during
23 their public comments. And so we typed and
24 clustered those answers together, or
25 individually, we'll answer those questions

1 during the public presentations and the public
2 comments. We jot those questions down and
3 either categorize them or answer them directly.
4 So as we move towards the question and answer
5 period, it is not only the questions that people
6 wrote down that will be answered, but also those
7 that were brought up during public comments. So
8 we hope to be able to answer all those
9 questions. And they will also be posted on the
10 website, on the DOE's Website. If after this
11 hearing, you have additional questions, please
12 feel free to add them by calling the phone
13 number at the bottom of the factsheet or the
14 email at the bottom of the factsheet. I will
15 turn the microphone back over to Deputy
16 Chancellor Gibson, who will take us through the
17 questions and answers. Thank you.

18 DEPUTY CHANCELLOR GIBSON: Thank you. The
19 questions that I have, multiple people may have
20 asked them, so we're going to respond to them
21 together. What resources were provided to the
22 parents and the families of P.S. 73? The
23 network conducted professional developments on
24 how to - - parents, they trained a parent
25 coordinator on common core standards,

1 discipline, the Department of Education's
2 accountability tool. If this proposal is
3 approved on March 11th, the network will continue
4 to work with the P.S. 73 parents. We received a
5 question and answer, what would happen to the
6 staff in the upcoming years, throughout the
7 course of the phase out? P.S. 73 will phase out
8 gradually, year by year. And each year the
9 number of grades served will decrease. And then
10 some of those positions will be in excess. At
11 the same time, two new district schools will be
12 opening and growing, and will need to hire
13 staff. Possibly some of the same staff. There
14 are also other schools in District 23, in
15 Brooklyn, and in the city, that will be opening
16 next year and adding new teaching positions for
17 their schools. What happens about the ATRs?
18 The teachers in those positions are excess, and
19 do not get hired by these schools that are - -
20 or other schools in the city, they will enter
21 what we call the ATR pool. The questions--
22 another question about the ATR pool is, are
23 teachers who are currently in the ATR, eligible
24 to apply to the new schools here as well as
25 other schools in the city? What will happen to

1 the staff that's in this school? And I'll
2 just repeat, some of them will stay as the
3 grades start to decrease. But sometime they may
4 apply to the other schools that are rebuilding.
5 So that's an important piece to understand. The
6 teaching staff will be taken care of, one way or
7 the other. The students have an opportunity,
8 those that can remain in 73, other students can
9 apply to other district schools, or the new
10 school in this building. The next question is
11 about when the process moving forward--what is
12 the process of moving forward - - the proposal.
13 The department selects the public comments
14 you've made, and not just the questions that you
15 had, and of course, you can also go to the
16 website and ask questions. Will you continue to
17 gather the public comments to the email that
18 Laura mentioned on the phone line? All comments
19 will be analyzed and given to the - - policy,
20 prior to the vote on March 11. There's clearly
21 an understanding here at the school for what
22 needs to happen with the children, and the
23 parents spoke up, the teacher representative
24 spoke up, the principal also spoke up and
25 thanked you for coming. But I'd say that

1 there's an opportunity for the students to get
2 an education that - - was very good. Very
3 typically, as soon as they come in, I will - -
4 to have an understanding of what the needs of
5 the children are. And I think, putting in two
6 separate schools, having a Pre-K through five,
7 we focus on the elementary school, we focus on
8 the early years. And you have a middle school,
9 you have a whole middle school curricula, you
10 focus on the middle school as well, that's going
11 to be in the building. If we continue to
12 believe that the phase out, it's a replacement,
13 it's the right - - P.S. 73, the panel, the
14 educational policy will vote on that proposal.
15 And then we'll hear the answers to what they say
16 on that day. I urge you to come out for that
17 meeting if you'd like, and I'm sure there'll be
18 other parents across the city that will be there
19 speaking out on what the next phase will be.
20 But the policy that's in place this year that we
21 didn't have before, is that students at P.S. 73
22 will have an opportunity to apply to other
23 schools in the district, and middle schools
24 also. But this is a unique situation whereas
25 this school will have a K to elementary, a Pre-K

1 through five, and a sixth through eighth-grade
2 program at school, running at the same time.
3 And I also want to add about the size of the
4 building. There is still a possibility that
5 this is not--the planned records have been here,
6 they've looked at some plans, and I think it's
7 going to be an ability to have the right number
8 of seats, and the children that need - - very
9 well. Thank you very much.

10 FEMALE VOICE: We have heard many
11 significant comments this evening. We
12 appreciate the feedback and contributions to
13 this evening's hearing. The information will be
14 shared with the panel, the education policy,
15 which will have it's hearing to vote on this
16 proposal on March 11th, 2013, at Brooklyn
17 Technical High School, 29 Fort Green Place, in
18 Brooklyn, New York. Again, public comments may
19 be submitted via email, or at this phone number
20 that's at the bottom of your factsheet. Thank
21 you all for coming. This - - public hearing is
22 officially adjourned. Good evening.

23 [END RECORDING]

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13

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 *Wanda Henry*

Date February 27, 2013