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

**Temporary Partial Re-siting
of 25Q024 at Q107**

March 12, 2015

5:30pm

**Building Q107
167-02 45 Avenue
Queens, NY 11358**

1 [START 441138_MASTER.MP3]

2 [Background noise]

3 MS. DANIELLE DIMANGO: Good evening. This
4 is a joint public hearing of the Department of
5 Education, Community Education Council, and
6 School Leadership Team for PS24 and PS107. I am
7 District 25 Superintendent Danielle Dimango. We
8 have asked the District 25 Community Education
9 Council, and the School Leadership Team for PS24
10 and PS107 to participate in this joint public
11 hearing. I am joined tonight by Miss Debra
12 Cassidy, Principal of PS24, and Miss Wendy Chen
13 [phonetic], SLT member of PS24, as well as Miss
14 Lori Cummings, Principal PS107; Miss Terry
15 Tabella [phonetic], UFT Chapter Leader, PS107;
16 and Miss Marion Sheren, SLT Chapter - -; as well
17 as Morris Altman, Dawn Acevedo, and Lisa Kahn
18 [phonetic] from the CEC of District 25. Oh, and
19 Kim Markley [phonetic], of course - -. And Kim
20 Markley from the CEC. This hearing is being
21 audio and video recorded. As far as this
22 engagement process, we've met with both
23 communities in - - of January 9th, 2015, and in
24 additional community meeting - - at PS107 on
25 February 24th, 2015. Before I describe the

1 proposal, I want to make sure you are all aware
2 of the opportunity to provide your input. All
3 those that wish to speak must sign up at the
4 speaker sign-up area located just outside the
5 auditorium. The sign-up desk will close in 15
6 minutes. Speakers will be given the floor in
7 the order that they signed up. All comments are
8 limited to two minutes. There will be no Q&A as
9 part of this hearing. There may be elected
10 officials who arrive at different times
11 throughout the evening. If they wish to speak,
12 we will do our best to accommodate that at the
13 first opportune moment. Those who are here at
14 the start of our public comment segment will be
15 asked to speak first. All comments will be
16 mentioned in the analysis of public comment, to
17 be published and provided to the Panel for
18 Educational Policy the evening before the panel
19 votes. That vote is scheduled for March 25th.
20 In addition, we welcome any comments and
21 feedback you may have at any time before the
22 panel votes on this proposal. The email address
23 and phone number where comments may be made are
24 d25proposals@schools.nyc.gov; D-25 proposals,
25 with an S, at schools, dot N-Y-C, dot G-O-V.

1 And 212-374-7621. 212-374-7621. Proposal
2 summary; the New York City Department of
3 Education is proposing to temporarily re-site
4 one grade level of PS24 into - - for building
5 Q24, located at 141-11 Holly Avenue, Queens, New
6 York, 11355 in Community School District 225 to
7 building Q107, located at 167-02 45th Avenue,
8 Queens, New York, 11358 in District 25. If this
9 proposal is approved, PS24's re-sited grade
10 level would be co-located to the existing
11 district elementary school PS107 Thomas A.
12 Dooley for a three year period, beginning in the
13 2015/2016 school year. A re-siting means that
14 students will attend classes in a different
15 building than in previous years, and a co-
16 location means that two or more school
17 organizations are located in the same building,
18 and may share common spaces, such as auditoriums
19 gymnasiums, libraries, and - -. A project - -
20 in addition to the Q24 build date is scheduled
21 to begin in the 2015/2016 school year, and will
22 require PS24 to temporarily re-site some of its
23 students. If this proposal is approved, a
24 portion of PS24 students will be co-located for
25 three years in PS107 in building Q107 while the

1 addition project is completed. The addition to
2 Q24 will increase elementary school seats in
3 District 25, which is in need of additional
4 capacity. PS24 is an existing zoned elementary
5 school that serves students in kindergarten
6 through 5th grades in building Q24.
7 Additionally, PS24 serves students in
8 transportable classroom unit Q936, located at
9 the same address as building Q24. The
10 utilization rate across buildings for the
11 current school year is approximately 166%,
12 indicating a need for additional capacity for
13 PS24, which is why construction of an addition
14 to Q24 is planned. Construction of an addition
15 to Q24 involves demolishing TCU Q936, which has
16 four rooms, and four rooms in main building Q24,
17 which will require some PS24 students to vacate
18 the main building. Building Q24 does not have
19 sufficient space to absorb the students
20 currently served in TCU Q936 and the four rooms
21 in the main building that has to be demolished.
22 If a portion of PS24 does not re-site in the
23 next, and PS24 attempts to serve all of its
24 students in the main building, the approximated
25 utilization rate of Q24 is projected to be 175

1 to 186% in 2015/2016. Therefore, a temporary
2 partial re-siting is needed in order to
3 accommodate all PS24 students while the addition
4 is under construction. The addition is
5 anticipated to have a capacity of approximately
6 500 seats, which will substantially increase the
7 capacity of the Q24 building. The construction
8 of the addition is anticipated to be completed
9 prior to the start of the 2018/2019 school year,
10 at which time the PS24 students being served at
11 Q107 will return to building Q24. Building
12 Q107, where the DOE is proposing to re-site one
13 grade level of PS24 houses PS107, an existing
14 zoned district elementary school that serves
15 kindergarten through five, and involves four
16 sections of a full day pre-kindergarten program.
17 Building Q107 is approximately 1.2 miles away
18 from building Q24. According to the 2013/2014
19 enrollment capacity utilization report, building
20 Q107 has a capacity to serve 939 students. In
21 2014/2015, the Q107 building serves 966
22 students, yielding an estimated utilization rate
23 of 103%. If this proposal is approved, during
24 the course of the year the seat limitation in
25 2015/2016, there will be a total of 1,062

1 through 1132 students served collectively by
2 PS24 and PS107 in building Q107. This yields a
3 projected target utilization rate of 113 to
4 121%. During the third and final year of this
5 proposal in 2017/2018, PS24 and PS107 will serve
6 a total of 1,067 through 1,137 students in
7 building Q107. This yields a projected target
8 utilization rate of 114 to 121%. Although
9 utilization in excess of 100% suggests that a
10 building will be overcrowded in a given year,
11 this rate does not account for the fact that
12 rooms may be programmed for more efficient or
13 different uses than the standard assumptions in
14 utilization calculation. Thank you. The next
15 presenter will be Morris Altman of the CEC.

16 MR. MORRIS ALTMAN: Hi. It's nice to be
17 back in 107. My son went here; I was on the
18 School Leadership Team here - - career to the
19 school. I'm your neighbor living a few blocks
20 from here; I walked over. And I also consider
21 myself a neighbor to PS24, and I think both
22 schools--everyone is neighbors here. You all
23 visit Kissena Park, or at least most of you, and
24 probably see each other in the park, in the
25 stores, in the bank, - -, in buses, taking the

1 number seven train to an event - we're
2 neighbors. When you look at the situation at
3 PS24 right now, and you see classes being held
4 in closets, in offices, two classes being held
5 in one classroom - that's how crowded the school
6 is. It's really sad. But quality education was
7 going on there, just like in - -. My son went
8 here before - -. There were almost 1200
9 children here then. The school had a lot of
10 children, and you - - by today's standards would
11 be totally - -, but the school didn't - - then,
12 and - - than that. Yes, when you looked out at
13 the schoolyard, there were a mob of children at
14 lunchtime that are - -. And - - remember all
15 the nice programs that you have - that all - -
16 today, and from what I hear from the principals,
17 that's going to have to change. So, from
18 everything I hear, this plan should work and
19 work well. The children will all get the same -
20 -, the same - - programs that they get now;
21 there's really no risk to what they have. I
22 think once this program is up and running, I - -
23 really going to notice the difference in what -
24 - this community. Thank you.

25 MS. DAWN ACEVEDO: Thank you to the PS107

1 and PS24 community for attending this year.
2 Tonight - - one in your community. The CEC has
3 reviewed this proposal; the four coauthors have
4 attended each community event. We want to - -
5 administration from each school, each school's
6 SLT and PTAs for - -, as well as the
7 superintendent and additional leaders for their
8 support. We understand the fear of the unknown
9 can be scary, and for - - for every person
10 that's not. However, we are confident if this
11 proposal is approved that both schools will be
12 well supported through the co-location. We are
13 excited, and look forward to helping our
14 community schools grow. This is a great
15 opportunity. We support this proposal because
16 we know that PS24 is in extreme need for more
17 space, and because we are confident of PS107's
18 ability to give the children of PS24 a safe
19 environment to learn during construction. We
20 thank you again.

21 MS. DIMANGO: Our next speaker is Debra
22 Cassidy, Principal of PS24.

23 MS. DEBRA CASSIDY: Good evening, everyone.
24 Hello to all my staff members and - -, and hello
25 to PS107 community. We're here hoping that the

1 proposal is passed. As was said before, we
2 need more space. We find ourselves very
3 fortunate to have been selected to possibly
4 share space with you for the next three years.
5 I look forward very much to work with Ms.
6 Cummings. We share very similar philosophies,
7 and I know that all three years, not only
8 sharing space but sharing ideas, I'm sure, in
9 practice, will be good for all of us. So it's
10 very nice to meet you all, and I'm hoping - - we
11 become good friends and neighbors over the next
12 three years.

13 MS. DIMANGO: Thank you. Our next speaker
14 is Ms. Lori Cummings, Principal of PS107.

15 MS. LORI CUMMINGS: Welcome to everyone
16 who's here. Of course, my families, and I see
17 many other faces here tonight. Welcome. What I
18 can say is, I know that you all have concerns
19 here in this room; I do hear the concern of 24,
20 I hear the concern of my families and my staff.
21 What I can say from my leadership stance to all,
22 and all concerns, is that if this proposal does
23 go through, I am absolutely committed to
24 children as a whole; children in our building,
25 children of PS24. Ms. Cassidy and I have

1 already had conversation and will continue to
2 work collaboratively together to insure that
3 there is a low impact on our children, and yet
4 high - - and expectations that we have always
5 had and will always have of children. Again, I
6 cannot say enough - I know we have concerns. If
7 this does go through, please know and trust that
8 you have two leaders here who will work
9 together, because our children are our
10 investments.

11 MS. DIMANGO: Thank you. Our next speaker
12 is Miss Marion Sheren, SLT Chapter chairs.

13 MS. MARION SHEREN: Okay. - -. Before I
14 make a statement from the School Leadership Team
15 this evening, I would like to preface it by
16 saying that while our team has 14 vibrant
17 members of our school community working together
18 very passionately to make our schools successful
19 in all areas of school life, what we seek here
20 tonight is to be not only our collective voices,
21 but we represent to our community collective
22 feelings and - - that have come to us as a team
23 in the month that this proposal was shared. To
24 that end, I want to state - - that PS107 School
25 Leadership Team that PS107 has always been a

1 family; a functional, - - family. And as a
2 family, we have always welcomed with open arms
3 any new members to our school community. In
4 doing this successfully, we have always been
5 mindful that when anything happens to the
6 family, we must insure before doing this that
7 any of - - space, and facilities available to
8 provide for them equally along with everyone
9 else already in our home. This consciousness
10 has been the key to the success of our family,
11 however much we - -. To do anything less would
12 be considered - -. You would never want a new
13 addition to the family to have less because of
14 the current - - of the family, and at the same
15 time, we would never want our current members of
16 the family to be deprived of things in place
17 that they have come realize that they will be a
18 success, because of the addition to the family.
19 If the Department of Education and the Office of
20 Space Planning see a vision that allows for
21 adding five classrooms filled with more
22 beautiful learners in our home, and an
23 administrator for them, to lead them in a way
24 that's consistent with our just expressed best
25 practice of planning for new members, then we

1 say welcome to our home. And we say it with
2 open arms. Our initial experience with this
3 being rolled out to us is not ideal, but --,
4 and we believe some steps might have been taken
5 to go out with the feeling of complete
6 transparency. The -- as a school community
7 deeply concerned with the impact this proposal
8 would make. Some believe in --, which has
9 accepted this proposal, we would like to say
10 that any proposal that does not have in it an
11 accountable commitment to both transparency and
12 collaboration between the Department of
13 Education and our school community; information
14 flow that's timely, equal, and complete; respect
15 for all -- in the community no matter which
16 differences; and follow a safety plan that
17 includes without fail a third permanent security
18 guard; opportunity for learning enhancements, a
19 space plan that includes for some of class size
20 -- to be used, and a transportation plan the
21 acknowledges all of our -- concerns related to
22 transportation. As a team, we have concentrated
23 our efforts this year to conform our rules,
24 using both governmental data and anecdotal data
25 that provide the chances we envisioned for each

1 school's student achievement. Otherwise, we -
2 - strong family connections all wrapped up in
3 trust. Some of these capacities were negatively
4 expressed in some ways during this process, and
5 there have been some gaffes along the way and -
6 - initial - - to support this proposal. All we
7 ask tonight is that commitment we gave the
8 Department of Education that all of these - -
9 points we state here as necessary for a rich and
10 vibrant school to succeed under this proposal
11 will be planned for - - at both the initial
12 planning stages as well as any changes along the
13 way. And that these changes recognize the
14 valuable input from all community members via
15 the School Leadership Teams to be included as
16 side-by-side partners with the administration.
17 Then, not only will we feel at ease to open our
18 arms to these beautiful children - not only will
19 we of course treat them as our own, but we will
20 have the necessary reassurance that all students
21 will be safe and learning in a school that has
22 not compromised anything that both new and - -
23 children have come to depend on and expect for
24 success in our wonderful home called PS107.
25 Thank you for the opportunity to share our

1 concerns and needs, and we're - - this
2 proposal.

3 MS. DIMANGO: Thank you. We have now
4 concluded the formal presentations. We will now
5 open the floor to public comments. Speakers
6 will be given the floor in the order that they
7 signed up. All comments are limited to two
8 minutes. Our first speaker is - -.

9 FEMALE VOICE 1: Hi. I don't have any
10 children in - -. I don't have any children in
11 24 or 107. I live up the block, and I didn't
12 hear any comments addressed to how you're going
13 to accommodate getting off these children into
14 this building. When I was here two weeks ago
15 for the meeting, somebody says, "Oh, they're
16 going to be bused in." 125 kids aren't going to
17 be bused in; a lot of those parents drive them
18 in. There's many times we can't get up this
19 block. There's been numerous times I can't even
20 get into my driveway. I tried to look at the
21 times to see, you know, when school is getting
22 out, or whatever. So if I'm at home, or I come
23 home after that - but a few times, I - I can't
24 help it. I'll come home, I can't get into my
25 driveway; there's somebody parked in front of

1 you. Usually somebody's there, and I knock on
2 the window and say, "Listen, I'd like to get
3 into my driveway." They don't move. A lot of
4 the time, I've had people give me the finger,
5 and I've been cursed at - -. Last year somebody
6 called the police because the guy had to go to
7 work; there was somebody parked in front of his
8 driveway, and was there over an hour. The guy
9 was late for work. Somebody comes and parked a
10 Humvee in the middle of the street once at
11 school; everybody else had to back out. I
12 didn't see any comments about how you're going
13 to accommodate all of this. Because how are you
14 going to accommodate 125 new kids. And I know
15 what the problem is getting children when you've
16 got a kindergarten kid coming in. My kids went
17 to St. Catherine's so I know what it's like
18 where I had to be there - you know, it's getting
19 kids home. But I haven't heard anything being
20 addressed as to how you're going to, you know,
21 accommodate this. And some of you who know me -
22 I'm the one who walks around the schoolyard in
23 the morning - one second - and there's many
24 times people are blaring their horn because they
25 can't make the turn off 167th Street. You've

1 got buses parked there, you've got somebody
2 parked across the street, and so nobody can
3 turn, and it's de Blasio's new thing now with
4 any crosswalks, especially around schools, that
5 if somebody gets in that crosswalk - you're not
6 supposed to make the turn, so you've got people
7 blaring horns, and you've got people walking out
8 of their cars, seeing that their kids get into
9 the school, and all of a sudden starts moving,
10 and -

11 [Applause]

12 MS. DIMANGO: Thank you. Our next speaker
13 is Lydia E. Erasmus [phonetic].

14 MS. LYDIA E. ERASMUS: Good evening. I'm -
15 - SLT. I'm here on behalf of the first grade
16 teachers who asked me to read a statement for
17 them. They are Marcia Goldschmidt, Susan Young,
18 Tricia Speary [phonetic], Tricia Grace
19 [phonetic], Beth Ditson [phonetic], Cara
20 Jakovsky [phonetic], and Veronica - -. As
21 teachers, we believe in quality education for
22 all. We also understand the need to make
23 adjustments so that all students are educated.
24 If PS107 has to open their doors to accommodate
25 displaced students coming from another school,

1 we are on board. With that said, we are
2 concerned that this move may negatively impact
3 the high quality education our students are
4 accustomed to. Based on research in a sample of
5 high need New York City schools, we are a
6 community in a large state like New York, with
7 substantial facility capacity issues, ongoing
8 funding constraints, co-location often
9 exacerbates resources. Resource can have
10 inadequacies, and further limits forming other
11 resource schools abilities to provide sound
12 education. And this was a study done by
13 Teacher's College on co-location. As dedicated
14 teachers we represent the - - for our students,
15 and want nothing but the best for them. With
16 this new school coming in, we fear that our
17 students within our zoned community will no
18 longer be receiving the best. There will not
19 even be enough room for our students to be
20 educated properly and effectively, and that all
21 of our class sizes are at a max of 35 students.
22 As classes increase in size, we are concerned
23 that our zoned students will have no place to
24 go. At PS107, we have fabulous rooms and
25 programs, such as Science, Yoga, to - - students

1 are highly engaging in. We need assurance
2 that these programs and rooms will continue to
3 be available for our students. For instance,
4 the fabulous kitchen is an asset to our special
5 and general education students, which enables
6 students to implement a universal design, and
7 allows them to assess curriculum all of the
8 programs we utilize make sure to include every
9 student, no matter their academic entry point.
10 I'm going to skip. According to a Teacher's
11 College study on co-location, the New York City
12 Department of Education's implementation of co-
13 location has been extremely controversial. Oh,
14 Lord. The - -; let me finish one sentence.
15 Critics, including - - public icons. Public
16 advocate Bill de Blasio charged that the
17 required analysis of the educational impact of
18 co-location had been - - and are based on
19 unreliable information about building
20 utilization; that the city had not sufficiently
21 engaged affected communities in its decision-
22 making process for co-location, and that co-
23 location has created an inequitable and
24 substandard learning environments for affected
25 students. Thank you.

1 [Applause]

2 MS. DIMANGO: Thank you. Our next speaker
3 is Jean [phonetic] - -.

4 FEMALE VOICE 2: Hi. I will be - - speaking
5 on behalf of - -. I've come here tonight out of
6 concern for what I believe to be a true
7 misunderstanding of how the parents of PS107
8 felt and feel today in accepting this co-
9 location. I feel the need to clarify that being
10 against anything is not how we think or behave.
11 What I want to say here tonight is that we were
12 not given the proper opportunity, as a
13 community, to learn about this co-location. For
14 example, we had no input in planning the dates
15 of the community engagement and joint public
16 hearings. Tonight is parent-teacher conferences
17 at many middle schools. Many parents were not
18 able to attend tonight. This date would not
19 have been chosen if we were given an opportunity
20 to choose the date. A community meeting was
21 also scheduled one day after mid-winter break.
22 Shouldn't the parents have been put in charge of
23 the time and date? In the education process of
24 our children, the family and the DOE are
25 partners. With the discussion of this co-

1 location, we were not treated as an equal and
2 valuable partner. There was no transparency of
3 this - - process. The panel assigned to us
4 provided us with no information. Instead, we
5 were pushed aside and shut down, once we became
6 passionate for the future of our children. This
7 does not sound like the DOE parents should trust
8 to do the best for their children. If you are
9 not passionate towards our kids and their
10 future, would we then - - around children? I -
11 - against this co-location. The parents of
12 PS107 have always - - that have been necessary,
13 but we cannot be left out of this or any
14 process.

15 [Applause]

16 MS. DIMANGO: Thank you. Our next speaker
17 is - -. Thank you, our next speaker is Winnie
18 Young.

19 MS. WINNIE YOUNG: Good evening. I don't
20 want my back turned towards people. Good
21 evening. My name's Winnie Young, and I am a
22 parent at 107, and this is my third year at the
23 school, - -. My first challenge I have - - is
24 communicating peacefully, with confidence, that
25 despite the timing of this, and the lack of the

1 concrete answers that were given to - -, we
2 still need to work together to make sure our
3 children will not be negatively impacted by this
4 experience or the potential co-location. - -
5 all of us parents and teachers naturally react
6 to protecting our children from yet another
7 drastic change, and we are not. If every one in
8 here, including the ones in the past, who are
9 parents put yourself in our shoes and gone
10 through what we have, you would surely feel and
11 react the same way we have. It was only when
12 Principal Cassidy and Principal Cummings spoke
13 together at the CEC meeting that any of our
14 parents began to see and get any feeling of
15 reassurance that we needed to insure all our
16 children will be taken care of one way or
17 another. 107 Families was never against PS24
18 getting an extension as - - that benefited their
19 children. We have benefited from our extension,
20 and we are sure you will too. Our families
21 simply want to protect our children and make
22 sure they are safe, and their academic
23 experience and well-rounded experiences that
24 they have thus far, and is not jumped back or
25 taken away. Now, why is the school space

1 working - - improved from - - form - - they
2 made this - - to improve. One of the
3 recommendations was the use - - report to be
4 provided to parents - - discipline and made
5 communication more effective as ESI was not the
6 easiest document to get through. I hope going
7 forward, DOE will provide more - - planning
8 communications to make this process more
9 transparent and understandable for all
10 stakeholders. With that said, - - qualification
11 - - we will welcome the PS24 parents with open
12 arms, and work together to insure all children
13 will be safe and have an educational experience
14 that will bring them great memories to - - time
15 at 107. We believe it's going to be a great
16 partnership if we all have the support. Thank
17 you.

18 [Applause]

19 MS. DIMANGO: Thank you. Our next speaker
20 is - -.

21 FEMALE VOICE 3: Hello; good evening. I'm
22 speaking on behalf of a parent at - - school,
23 and I actually spoke to her, and wanted to hear
24 her concerns to have 125 new kindergarten
25 students into this school, which - she's eight,

1 so there's only so much I can actually explain
2 to her. Her major concern and first impression
3 that she gave me was; her question was, is the
4 library going to be taken away? She was afraid
5 that her clusters like science, library, music -
6 any other cluster - was important to her, and
7 she didn't want anything to be taken away from
8 her. Because PS107 has a lovely - -, and
9 different for different children. I had the
10 pleasure of being in this school - this school
11 is amazing. It's great. We just want to make
12 sure that she's not, that our children are not
13 going to be taken away from anything that's
14 important to them. And she expressed this to
15 me, and I thought it's my job, as her mother, to
16 bring it up, and tonight - -. I just don't want
17 our children to get impacted in any way in the
18 negative. That's best for education.

19 [Applause]

20 MS. DIMANGO: Thank you. The speaker list
21 is now exhausted. Is there anyone else in the
22 audience who would like a - - to speak? Again,
23 we welcome any comments and feedback you may
24 have at any time before the Panel for Education
25 Policy votes on this proposal at it's March 28th

1 meeting. The email address and phone number
2 where comments may be made are
3 d25proposals@schools.nyc.gov; that's
4 d24proposals@schools.nyc.gov - and 212-374-7621.
5 Thank you for your participation. This joint
6 public hearing is now closed.

7 [END 441138_MASTER.MP3]

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C E R T I F I C A T E

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3 The prior proceedings were transcribed from
4 audio files and have been transcribed to the
5 best of my ability. I further certify that I am
6 not connected by blood, marriage or employment
7 with any of the parties herein nor interested
8 directly or indirectly in the matter
9 transcribed.

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11
12
13 Signature



14 Date: March 16, 2015
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