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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**
Re-Site D75 Program (75K053@19K838)
Livonia - 3/9/12

1 [START 120309_001.mp3]

2 MALE VOICE: You can just call up people to
3 the... You can just say if you're on the CEC and
4 you plan on sitting on the--

5 FEMALE VOICE: [Interposing] If you're on
6 the CEC and you're planning on sitting on the -
7 - , we ask you to come up at this time.

8 [Crosstalk]

9 MALE VOICE: [Foreign language.]

10 MS. BARBARA JOSEPH: Good evening, everyone.

11 FEMALE VOICE: Good evening.

12 MS. B. JOSEPH: Thank you. I'm Barbara
13 Joseph [phonetic], and I'm Deputy Superintendent
14 of District 75, and I'm very happy to be here
15 with you tonight. This is an overview of the
16 hearing process that I'm going to read to you
17 momentarily. But before I read that, I would
18 like to please invite Councilman Barron up, who
19 would like to say a few words.

20 MR. BARRON: Thank you very much. What I
21 wanted to do, the assemblywoman is here also,
22 Assemblywoman Inez Barron [phonetic] [foreground
23 applause].

24 They're going to go through all of the
25 motions of a hearing. Sometimes it's just going

1 through the motions and then they do what they
2 want to do anyway. So we're not going to have
3 that. We want to see some real make-some-sense
4 changes to what they're proposing to do.

5 First and foremost, they must realize that a
6 school is not a building. A school is people
7 and 53 is a family, is a family, is a family.
8 It makes no sense to take eight classes, put
9 them in a new building, take five other classes,
10 split them up all over the place. Even in a new
11 building we're not sure that they're going to
12 have the services or the staff that's supposed
13 to take care of the special needs that our
14 students have that are being taken care of right
15 here. We don't even know that that's
16 guaranteed. We need to find out from them why
17 not keeping everybody here or send everyone to
18 the new school?

19 One of the problems is there's some
20 structural problems with the building? Never
21 told us about that. And if it is, fix it. Is
22 it a rent problem? You can't possibly have no
23 money with a \$23 billion budget, so it can't be
24 a leasing problem that you want to empty out the
25 school to do what? So we came today to say it

1 is unacceptable for us. I sat down and when we
2 wanted a new school coming into our district, it
3 didn't mean that you dictate to us what goes in
4 that school. It makes no sense to have two
5 competing high schools in a new school without
6 specialty students on the second floor. That
7 doesn't make sense. That doesn't make sense.

8 So I wanted to come by. I have three more
9 stops, but I'm going to leave you in better
10 hands than I. Assemblywoman Inez Barron has
11 been an educator in the Board of Education
12 system for 36 years. 36 years. A master
13 teacher for 18 years, a principal, an assistant
14 to the superintendent. She has gone to
15 Washington to testify for both congress. So we
16 have an education expert. Some people aren't
17 experts in education, but we have an education
18 expert who will be left with you to make sure we
19 can go through this process and understand
20 that's going down.

21 I just wanted to say that we're going to
22 fight. We're going to fight because we can't
23 just sit back and let them do whatever they want
24 to do to us. Can't even tell us what's going
25 on. This is a question of respect, that you

1 have to respect our community and not just come
2 in here and do whatever you want to do. So we
3 got a new building? Then put us all in a new
4 building. And if you can't move us all, then
5 don't move none of us. I'm going to leave you
6 with my - - . Let's give Omar Walley
7 [phonetic], education liaison a big hand, clap
8 for helping her organize us. And Joy Simmons
9 [phonetic] our chief of staff is here. Fatima
10 Turner [phonetic] was here earlier. Some of our
11 staff will be here. Assemblywoman will be here.
12 And look, this is just the beginning. We're
13 going to have to continue the fight, even if we
14 have to take it to Tweed [phonetic] and tell the
15 chancellor that we are going to fight for our
16 respect and our children. Thank you very much.

17 MS. INEZ BARRON: Good evening. Again, I am
18 assembly member Inez Barron. And yes, not only
19 was I with the Department of Education for 36
20 years, but in my building I had a special ed
21 school. I was a principal at P.S. 81 and it was
22 P.S. 4, which is a special needs school, in my
23 building. So I know firsthand what's involved
24 in the operation of a special needs school and
25 as it shares in space with the building. I was

1 the primary principal. They did have a
2 assistant principal on site.

3 There are so many needs that are attendant
4 to children with special needs. The very fact
5 that these children may all as a group go to a
6 new location can be very troubling and
7 unsettling because special needs children get
8 used to a particular routine. And when you
9 disrupt that routine, you cause all kinds of
10 problems emotionally, academically and socially.
11 Even if we all go to the new school, we need to
12 be prepared for the needs of those children as
13 they are put into another environment. And as we
14 talk about moving to the new environment, we're
15 going to look to make sure that all of the
16 supporting pieces are in place, that there's no
17 reduction in the formula for the needs of the
18 children as according to their IEP, that all of
19 that is put in place.

20 We're going to be watching, we're going to
21 be fighting, and let me just say that as we come
22 together in unity, we're able to do whatever it
23 is we want to do. You may remember that there
24 was a plan to take--there was actually a law
25 that took the students' Metro cards from them

1 and the students came together and they said,
2 "No. We are informed and we know what our
3 rights are and we are protesting." So they came
4 together and they fought, and some of my
5 colleagues that has passed that bill to take
6 their Metro cards were very embarrassed. But I
7 stand with you, I'm here with you, and as we go
8 forward, and as we continue this fight, we're
9 going to stay united, we're going to stay
10 strong, and our voices will be heard and will be
11 respected. Thank you so much.

12 MS. B. JOSEPH: So once again, I want to
13 welcome everyone and say good evening. Thank
14 you. This is a Joint Public hearing of the
15 Department of Education Community Education
16 Council and School Leadership Team for the
17 proposed reseating of a District 75 school,
18 75K53 to building K422, beginning in the 2012-
19 2013 school year. Once again, I'm Barbara
20 Joseph, the Deputy Superintendent of District
21 75, and I'm happy to be here with you this
22 evening.

23 We have asked District 19 Community
24 Education Council and the School Leadership Team
25 of 53K to participate in this joint public

1 hearing. I am joined tonight by Principal
2 Heather Leykam of 7553K. From the School
3 Leadership Team, Ms. Joseph, and from CEC 19,
4 Erica Perez. This hearing is being recorded.

5 The purpose of this hearing is for you to
6 provide comments about the proposal. Before I
7 describe the proposal, I want to make sure that
8 you are aware of the opportunities to provide
9 your input. All of those who wish to speak must
10 sign up in the speaker sign-up area located just
11 outside this auditorium. The sign-up list will
12 close in 15 minutes. Speakers will be given the
13 floor in the order that they signed up. And all
14 comments are limited to two minutes.

15 There may be elected officials who arrive at
16 different times, and we've already heard from
17 two elected officials. Some additional might
18 arrive at different times throughout the
19 evening. And if they wish to speak, we will do
20 our best to accommodate them at the first
21 opportune moment. Those who were here at the
22 start of the public comments segment will be
23 asked to speak first.

24 All comments will be mentioned in the
25 analysis of public comment to be published and

1 provided to the Panel for Educational Policy
2 the evening before the panel votes. That vote
3 is scheduled for March 21st, 2012. In addition,
4 we welcome any comments and feedback you may
5 have at any time before the panel votes on both
6 proposals. The e-mail address and phone number,
7 where comments may be made, are
8 D19proposalsandschools.nyc.gov. And calls can
9 be made to (212) 374-0208.

10 Now I'm going to read to you the proposal
11 summary. The New York City Department of
12 Education, the DOE, is proposing to re-site one
13 location of the a multisite District 75 school,
14 75K053, that currently serves 368 students who
15 are emotionally disabled, hearing impaired or
16 deaf, intellectually disabled, and students with
17 multiple disabilities and learning disabilities,
18 or students who are autistic in kindergarten
19 through 12th grade. These students are served
20 in classes that are 12:1:1 ratio, 12:1:4 ration,
21 9:1 inclusion, 8:1 inclusion, and 6:1:1
22 settings.

23 The site that the DOE is proposing to re-
24 site is P53 @ K838, which is currently located
25 in school building K838@720 Livonia Avenue,

1 Brooklyn, New York, zip 11207 in Community
2 School District 19. Currently, P53@838 is not
3 collocated with any other school organization.

4 If this proposal is approved, the P53 @ K838
5 will be re-sited to school building K422. K42
6 is located in 165 Elton Street, Brooklyn, New
7 York, 11208, and Community School District 19,
8 which is a newly-constructed facility with space
9 designated specifically for use by District 75
10 program. If approved, this re-sitings would be
11 effective beginning in 2012-2013 school year.
12 P75K53 is currently located at seven separate
13 sites throughout Brooklyn, including P53 @ K838,
14 this location. The other six sites are P53K @
15 Intermediate School 88K, located at 544 7th Ave
16 Brooklyn, New York, 11215; P53K @ P104K located
17 at 91-15 5th Avenue, Brooklyn, 11209; P53K @
18 Abraham Lincoln High School located at 2800
19 Ocean Parkway, Brooklyn, New York, 11235; P53K @
20 Kingsborough High School located at 1830 Shore
21 Blvd, Brooklyn, New York, 11235; P53K @
22 Intermediate School 296K located at 125 Covert
23 Street, Brooklyn, New York, 11207; and 53K @
24 P384K located at 242 Cooper Street, Brooklyn,
25 New York, 11207.

1 P53 @ 838 currently offers six 12:1:1
2 classes for students with intellectual
3 disabilities and learning disabilities, five
4 12:1:4 classes for students with multiple
5 disabilities, and two 6:1:1 classes for students
6 with intellectual disabilities and autism. If
7 this proposal is approved, P53 @ K838 will re-
8 site eight of its classes to K422. The
9 remaining classes will be moved by 75K53 to
10 other existing sites or the students will
11 graduate.

12 Specifically, three 12:1:1 classes for
13 students with intellectual disabilities and
14 learning disabilities and five classes for
15 students with multiple disabilities--12:1:4--
16 currently served by 53K @ 838 will be re-sited
17 to K422. In addition, 75K53 will move one
18 12:1:1 classes for students with intellectual
19 disabilities and learning disabilities currently
20 served at P53 at 838 to 53K at intermediate
21 School 88K. And two 6:1:1 classes for students
22 with intellectual disabilities and autism
23 currently served at 53K @ 838 will be moved to
24 53K @ Kingsborough High School.

25 District 75 projects that one of the two

1 remaining 12:1:1 classes for student with
2 intellectual disabilities and learning
3 disabilities will graduate, and the other will
4 articulate into the District 75 Brooklyn
5 Transition Center, which is a vocational program
6 of the District 75 School 75K373 designated for
7 students over the age of 18. The proposal is
8 not expected to affect P53K @ 104K, P53K @
9 Abraham Lincoln High School, P53K @ Intermediate
10 School 296K, or P53K of Public School 384K.

11 K422 is a new building designated to house
12 two secondary schools, serving students in grade
13 6 through 12 in a District 75 program. The
14 building is expected to become available for use
15 by September of 2012. On January 18th, 2012,
16 the Panel for Education Policy, PEP, approved
17 the DOE's proposal to re-site, expand, and
18 collocate Academy for Young Riders, 14K404 and
19 existing high school currently located at
20 Community School District 14, with a new
21 secondary school, 19k422, and a District 75
22 program in K422, beginning a 2012-2013 school
23 year.

24 The DOE is now proposing that 53K @ K838 be
25 the District 75 program to be cited in K422,

1 which represents the DOEs complete plan for
2 utilizing the newly-constructed K422 building.

3 Now I would like to give the presentation
4 over to our hearing participants. I want to
5 thank you. And the next presenter will be Erica
6 Perez, CEC 19.

7 MS. ERICA PEREZ: First of all, I want to
8 congratulate this school. Getting a well-
9 developed a feat that I have to congratulate you
10 guys on that, so applaud yourself. Because we
11 have mainstream schools that cannot get well
12 developed in this district. That goes to show
13 how strong the staff is at the school.

14 A lot of these children are travel trained.
15 They're only trained to travel from point A to
16 point B. Once you have them traveling outside
17 the district, you're putting them in a world of
18 confusion. I can sympathize because I have a
19 special needs child. I know that just having
20 them accomplish the feat to get the school is a
21 huge accomplishment for the parents here. If
22 you're going to move a school, it should be
23 enough school to include all children because I
24 don't believe in segregation. And if keeping
25 only eight classrooms instead of the 13, you're

1 segregating our children.

2 If everybody's so united and working
3 together, that's just--I heard an example from a
4 woman and it broke my heart. She told me how
5 her child was in a District 75 school in Coney
6 Island and how she had to spend \$40 per day to
7 get her child to and from school. And these are
8 the sacrifices we as parents make. So for her
9 to find one in the neighborhood, it was a
10 wonderful miracle for her. Not only that, but
11 before her child was at this school, her child
12 was not speaking for two years. Once her child
13 got situated within the school and got more
14 recognized with the teachers, she was able to
15 speak. Now she's reading. She's writing.
16 That's a great feat.

17 We don't want to keep segregating our
18 children. We don't want to keep moving our
19 children to different places. If you're going
20 to move a school, move it as a whole. You can't
21 pick and choose. If you have more than one
22 child, you're not going to be forced to pick and
23 choose between your children, so why should the
24 DOE do it to our children? Thank you.

25 MS. B. JOSEPH: Thank you, Ms. Perez. Our

1 next speaker is from P53K's leadership team.

2 I'd like to welcome Ms. Joseph to speak.

3 MS. JOSEPH: Good evening, everyone. Good
4 evening. First I'd like to say it's a pleasure
5 to [off mic]. I'm not going to be very long. I
6 just wanted to say I'm very pleased to see a lot
7 of parents and as we say, we're going to stay
8 united as we fight for our kids. It's not
9 really the school 'cause the school is a very
10 good school and we love P53, so we just got to
11 show our appreciation that if all of our classes
12 can't go in one space, we have to fight and
13 please let us stand as one shoulder. We are not
14 going to stand [applause].

15 MS. B. JOSEPH: Thank you, Ms. Joseph. And
16 next I have Principal Leykam, who would like to
17 speak.

18 MS. LEYKAM: First and foremost, I want to
19 say thank you to each and every one of you for
20 coming out here tonight, for letting your voices
21 be heard, and for really being a participating
22 member in this community. And I'm really the
23 most proud to see so many of our students here
24 tonight. And I'm so proud that we get to show
25 everyone a little bit of the family that really

1 is at work in this school, so thank you all
2 very much for coming.

3 This is a tremendous opportunity for a new
4 space and it comes with a lot of controversy.
5 But we know that at the end of the day what has
6 to happen is what's best for our children and
7 that's what we are--we plan to do, is to do
8 what's best for kids and certainly what's at the
9 heart of everything for our family here at 53K.
10 Thank you.

11 MS. B. JOSEPH: Thank you Principal Leykam.
12 We have now concluded the formal presentations
13 and we will now open the floor for public
14 comments. Speakers will be given the floor in
15 the order that they have signed up and all
16 comments are limited to two minutes. And I know
17 that's difficult sometimes, but I'm going to ask
18 everyone if they could please respect that. We
19 do have a member who's going to be able to show
20 a sign when you're getting close to the end of
21 your two minutes. And what I think I will do in
22 order to be able to get through the list--
23 because there are many names--is that I'll call
24 five names up at a time. And I apologize ahead
25 of time if I don't pronounce some names

1 correctly. And so if those five people can
2 come up to the microphone, and we will start
3 with Ms. Gonzalez, Joyce Bulb [phonetic], David
4 Best, Tamika Carter, and Alexander Show
5 [phonetic]. Ms. Hawkins [phonetic] can switch
6 please with Ms. Carter. Again, Ms. Gonzalez,
7 Ms. Bulb, Mr. Best, and Ms. Show.

8 MS. GONZALEZ: Okay. [Foreign language]

9 TRANSLATOR: Well, my son is going to be
10 really struggling if the school is transferred
11 because my son has a renal failure and he's with
12 Down's syndrome as well. And we came here all
13 together to fight against this proposal they are
14 trying to make. It's just it's going to be a
15 great struggle for me and for everybody to go
16 every day to this new school.

17 MS. BULB: [off mic] I can't understand why
18 we're only getting--

19 MALE VOICE: Speak into the mic.

20 FEMALE VOICE: Yes, that's actually very
21 important for this. You missed the most
22 important thing.

23 TRANSLATOR: And also, I have to bring him
24 lunch every day, so also this will be a major
25 problem if the school is transferred.

1 MS. JOYCE BULB: I just wanted to say I
2 can't understand why P53 only gets 10% of the
3 space that they're supposed to move to, why they
4 can't just get as much space as they need. Why
5 does it have to be a number? That's all. Thank
6 you.

7 MR. DAVID BEST: Good evening. How you all
8 doing? My name is David Best. I'm formerly a
9 president of CEC, and I was on the panel where
10 they did the proposal for this district. And we
11 were told that there were supposed to be 72
12 seats for this school, a District 75 school.
13 They didn't tell us that this will be this
14 particular school. We said wherever school is
15 going to be, that they may need more space.
16 'Cause we know a District 75 school has more
17 than 72 students in the school. So when we said
18 no, they turned around and said, well, we'll
19 take that advisement. We have right here the
20 form that they gave us--

21 FEMALE VOICE: [Interposing] I'll put that
22 there.

23 MR. BEST: --which is a survey that they
24 asked us basically in what we wanted in that new
25 school. And we said that we wanted certain

1 programs there. We didn't ask them to bring
2 another school from Williamsburg to our
3 district. We didn't ask them to move any
4 schools. We were told we're getting a new
5 school basically to house our District 75 School
6 in its entirety, not portions of it. So I think
7 it's an insult that you're going to have partial
8 of a District 75 school moving to that building
9 and spread the rest around.

10 I want to say this; you all must be a bunch
11 of morons because number one, all these kids
12 need to be with the people who they've been
13 with. These teachers actually help them and
14 love them and have raised them. Once you move a
15 child out of their own environment where they
16 feel comfortable, these new people have to start
17 all over. Do you know how hard it is to reach a
18 child? What are you all thinking? I understand
19 this is not your children. I challenge you all;
20 keep our kids in one of our schools. I
21 guarantee we get the--you all get the resources
22 that you all need for you all kids. Do the same
23 for our kids.

24 MS. CAMILLE HAWKINS: Good evening,
25 everybody. My name is Ms. Camille Hawkins, - -

1 of Tyler Hawkins. He's been a student at P53
2 for the past four years. Our son has multiple
3 disabilities. He's mentally retarded with
4 autism. He has diabetes and he also has
5 epilepsy. My son was born 1 pound 3 ounces.
6 He's a miracle baby. Now he is over 200 pounds
7 and he's very cute. But the problem is that on
8 a daily basis he needs to take medication to
9 survive because the epilepsy has degenerated his
10 brain to the point that he tried to commit
11 suicide twice at 10 years old.

12 This disease didn't strike him until he was
13 5. He was talking normal just like I'm talking
14 to you right now up until 5 years old. And I
15 saw the deterioration of his body and brain take
16 effect and it really hurt me, and I understand
17 why he wanted to take his own life, 'cause he's
18 very intelligent. This school brought something
19 out of my son and gave him a will to live. It
20 gave him confidence in himself. It made him see
21 that there's other things in life that's worth
22 living for because people do really care.
23 There's going to be people that tease you. I
24 mean, I get teased. Everybody has got teased,
25 but my son knows right from wrong. All these

1 children know right from wrong and I hope and
2 pray to God that you will do the right thing for
3 our children. Thank you very much.

4 MS. SHOW: Good evening, everyone. I have
5 two kids. They're autistic. They are currently
6 going to school at 296. I live in East Flatbush
7 and the closest District to me would be the new
8 school. My kids have to go all the way to--I
9 forgot the area. But Bushwick? And it's a
10 really long distance for me to even get to that.
11 It's really hard for them and I see so many
12 potential in this district. I love the staff.
13 I love the children and I want my children to be
14 a part of it. And they're graduating and I want
15 them at the new school. Thank you.

16 MS. B. JOSEPH: I would like the following
17 parents to come up. Blanco Calisto [phonetic],
18 Margarita Cansares [phonetic], Julia Boyd,
19 Joanne Teik [phonetic]--I'm not sure if I'm
20 pronouncing that name correctly, Tyler Hawkin's
21 mother? Joe Tale [phonetic], I'm sorry. Nakia
22 Ortiz.

23 MS. BLANCO CALISTO: We have children of
24 every - - and severely sick and they cannot
25 tolerate long bus rides. We have a 30-minute

1 bus ride. He's [off mic] and he's autistic
2 too. So I'm really concerned. I want all the
3 people to go together, and we stand united.

4 MS. NAKIA ORTIZ: Hello. My name is Nakia
5 Ortiz. This is my son, Dylan Ortiz a student
6 here at P53K. Dylan has autism. We are
7 residents of District 18. This is our
8 community. I can sit here and tell you many
9 stories of progress, being a student here at
10 P53K, with the help of his family, teachers,
11 counselors, staff and peers.

12 I know all these parents today here probably
13 can tell you about your child, but we have a
14 more serious problem here at hand that needs to
15 be addressed. You are telling us that we have
16 to accept that we are not going to be united as
17 a whole school together anymore. Teachers,
18 staff, counselors, students are all going to be
19 divided. Our children have to be divided into
20 other schools with further distance because it's
21 not enough space for us to enter into this new
22 building as a whole. I don't know, but do you
23 truly understand the depths of the need with the
24 children you all are dealing with and how this
25 would affect them? These are children with

1 special needs, students without--being it
2 said, these children require to be dealt
3 specially on a regular basis with special care.
4 Tearing apart who and what they know, divided
5 their mentors, their help, their journey and
6 progress it not beneficial to them. Transition
7 for our kids is a process and most of the time
8 our kids is rewarded. Our kids will not see
9 this as a reward.

10 We the parents look forward for our children
11 to transition into greater every day. But we
12 also accept it's a process and can't be rushed.
13 Our kids can't just be pushed around, go into
14 any school, be considered mentally or physically
15 able in society as normal, and that's already a
16 handful for our children with special needs.
17 Dividing what they're familiar with and not
18 giving them a chance to transition on their own
19 will be a downfall, making it harder for most of
20 us devoted parents not to be as active in our
21 children and occasional processing needs because
22 of the distance of allowing our children to have
23 to travel longer for their educational needs.
24 It's not beneficial. Most of our children
25 require daily assistance, medically during

1 school hours. A witness of child medical
2 needs, medical reports, patient-doctor
3 relationship will all have to be transitioned
4 out of their district, where they're not
5 familiar to. Do you really think Dylan, with a
6 child with special needs, this will be in the
7 best interest for them?

8 We as parents with children of special needs
9 strive for transition in our children. We can't
10 afford any setbacks. And it's here in the point
11 of togetherness of a school because it's a
12 stepping school to achievement for our kids, a
13 school we all consider as a big family that
14 meets the needs of our children. Why wouldn't
15 you understand and accept that P53K needs to be
16 kept and moved united. This is our building,
17 where they can progress and transition on until
18 their journey in society. Please allow us to
19 enter into this new school together. We need
20 it. We deserve it. This is our community.
21 This is our district. This should be our school
22 first. Thank you.

23 MS. B. JOSEPH: I would like Ms. Gentry
24 [phonetic] to come up please, Ms. Gibson, Ms.
25 Rodriguez, Willey Ortiz [phonetic]. So after

1 Ms. Gentry, we're going to have Ms. Gibson,
2 Ms. Rodriguez, Willey Ortiz, and Onika Thomas
3 [phonetic].

4 MS. RHONDA GENTRY: Yes, my name is Rhonda
5 [phonetic] Gentry. I have a daughter here at
6 P53K, and she'll be here for three years,
7 regular school. That's a long way for my
8 daughter. She graduated from P.S. 36, which is
9 on Linden and Miller. After that there, she
10 went to P721K in Coney Island. My daughter
11 break down and stopped speaking for two years.
12 Two years. She wouldn't go to school, she won't
13 get on the school bus, she won't do no homework.
14 I had to pay \$40 a day to take her to school.
15 It's sad because I used to cry every time. I
16 said where's my daughter going to go to school?

17 Every day used to call me. Ms. Gentry,
18 could you please come get your daughter. I said
19 that's not my problem. That's your problem.
20 She used to come home with paint in her pocket,
21 somebody else's clothes, and you're calling me?
22 And the teacher knows that she cut her hair.
23 They combed her hair back. Three days later
24 she's going to call me. Did Josephine
25 [phonetic] tell you that she cut her hair? I

1 said why do they got to tell me that? You
2 don't teacher her. Why would you all comb her
3 hair back so I couldn't know that they cut her
4 hair? How did she get a hold of scissors?
5 She's in a special ed school? How did she get a
6 hold of scissors and you're just telling me
7 three days after that they let her cut her hair?

8 She had plastic in her pocket, which never
9 came from my home, but we're not exclude them
10 that and I brung her clothes back there. I
11 said, well, what you all going to do with this?
12 She got paint all over her clothes. You all not
13 going to pay for her clothes now? You know what
14 she tell me? Well, she could use that to paint
15 in. No, you're supposed to provide the smock
16 when she at art class. Don't send her home with
17 this. She come home with somebody else's
18 sweaters, not her brother's, in somebody else's
19 clothing. So where's the clothes? I write her
20 name on her clothes to make sure that when she
21 leave them, they come back with her. I didn't
22 get no answer.

23 I took her out. I put her here. They
24 really are doing--started talking again. I love
25 them. I love them. I mean, three years. Three

1 years. [Foreground applause]. And I like to
2 see the school together when they leave here and
3 go as one [foreground applause]. One. Thank
4 you.

5 MS. MARION RODRIGUEZ: Good evening,
6 everyone. My name is Marion Rodriguez. My
7 daughter attends P53K @ 384. She may not be a
8 high school student, but seven or eight years
9 from now she will be attending the high school
10 portion of it. My concern is--it's not just for
11 me, it's for the other families, okay? Only 8
12 of the classes out of the 13 are going to the
13 new site. What about the other ones? Some of
14 them aren't going to be okay to all go down to
15 the Kingsborough Community College area. Do you
16 know how hard it is to travel? For some
17 families it's going to be about 2 hours, 2-1/2
18 hours. So you got to keep the school together.
19 It'll be much easier, okay? So I just wanted to
20 bring that out.

21 And also, I don't understand why for the
22 whole school, only 40% of the space is being
23 used. Why isn't there any room for all 13
24 classes? Forget about the 10% and tell me
25 what's--just include all 13. Keep us all

1 together, all staff, all of their related
2 services unseparated, please.

3 MR. WILLEY ORTIZ: Hello. Good evening. My
4 name is Willey Ortiz. I'm [off mic] our son
5 Dylan. How you doing again? Good evening. My
6 name is Willey Ortiz. My wife is Villa
7 [phonetic] Ortiz and [off mic] Ortiz. I just
8 wanted to say since you have started the school,
9 it has grew so much. And by you breaking us
10 apart for future children, that would do no
11 good. So if we can stay together, I would
12 really appreciate that not just for my son, but
13 for all the other children [foreground
14 applause].

15 MALE VOICE: Hello - - .

16 MS. B. JOSEPH: Jackie Moore, Mr. Ponderosa,
17 Joyce Lynn, Nulate [phonetic], and Ina Brodney
18 [phonetic]. Mr. Ponderosa is [off mic]. Okay,
19 we're going to go to Ms. Parokey [phonetic].
20 Okay, Ms. Rodney.

21 MS. RODNEY: Good afternoon to everyone.
22 Good afternoon to everyone. I have a daughter.
23 Her name is Karen Rodney and she attend this
24 school. And this--she was in too many schools
25 and this is the school I loved very much. I

1 love all the teachers, the staff, everybody.
2 And I will like every one of the children to be
3 united together not to go to separate places
4 here because it's very hard for them. They all
5 are fragile. Everybody has different
6 disabilities and I will love them to be
7 together, and I will love this [foreground
8 applause]. Thank you.

9 MS. JACKIE MOORE: Good evening. My name is
10 Jackie Moore and my name is Irene Bamberg
11 [phonetic] and she has been at P53 for several
12 years. I love it here. More than the teacher
13 that is assigned to the classroom, everyone
14 works together at P53. When Irene comes through
15 the door, she knows Officer Cooke [phonetic].
16 She says good morning to Suma [phonetic]. She
17 knows the other people who are walking around.
18 Paras who actually have no interaction with her
19 through the day, she actually knows who these
20 people are. She sees them; she's comfortable
21 with them. I don't want that to be taken away
22 from her. She deserves to have that.

23 And I don't want to dwell on placing blame
24 for why we find ourselves at these crossroads,
25 but before I say anything else, I want to say

1 that it's important that--I'm saying that
2 having only recently learned about this move and
3 the division of our children and the staff, the
4 parents of P53 have actually had our options
5 taken away from us. We are now forced to move--
6 we are not forced to make critical decisions and
7 choices under severe time constraints.

8 The bottom line is the students and staff of
9 P53 must stay together. We're not happy about
10 having to move, but if we must go, then we're
11 all going together. We're all going together as
12 a progressive, functional, cohesive, and
13 supportive unit that is P53.

14 As parents of special needs children, our
15 burdens are insurmountable, and for this
16 district to add unnecessary burdens to our
17 family is proof that the district does not care.
18 To not make our children a priority within this
19 district is proof that we are an afterthought.
20 To cause our special needs children to ride
21 almost two hours each way on a school bus is
22 proof that you have disregarded those special
23 needs. If we are not an afterthought, if we are
24 not being disregarded, and these statements I am
25 making now are not true, then prove it by making

1 us the exception to the 10% rule and by
2 accommodating our children and keeping us all
3 together.

4 MS. B. JOSEPH: I would like the following
5 folks to come up. Deborah Act [phonetic], Lenny
6 Nagrawn [phonetic], Tania Suarez [phonetic],
7 Fatima Turner, Monarita Sessaries [phonetic].

8 MS. DEBORAH ACT: Good evening, everyone.
9 I'm Deborah Act. My daughter, Destiny Sutton
10 [phonetic], goes to P53. I am totally emotional
11 about this. My daughter's been in this school
12 for four years. My daughter has grown
13 tremendously. She only has one more year before
14 she goes into transitional. I have to fight
15 with my child when it comes to having her go
16 through change. Destiny does not adapt to
17 change, but she can adapt to change as long as
18 everybody is together, together as a whole. It
19 would make this change for her much more easier.

20 This is tearing me apart. I have a physical
21 disability. If you move my child to Manhattan,
22 how the hell do you expect me to get to
23 Manhattan with a physical disability. I fight
24 every day to go to work so I don't have to be on
25 public assistance, so my child knows that there

1 is a better life. Do you understand me? We
2 have to go as a whole. This is for my child,
3 for her life. She is 18.

4 Taking away P53, her family that she knows,
5 is unheard of. We must be made a whole family.
6 If my child has to be separated, she will
7 digress and it will be the district's fault if
8 she digresses. Who's going to help me pick my
9 child up off the floor when she's crying or
10 can't understand why or where is the rest of her
11 friends at? Where is her teachers that helped
12 her? Who is going to help me? Is the DOE going
13 to help me? Is the DOE going to help me with my
14 child when she digresses because none of her
15 friends, none of her teachers--no one is around
16 her to help her?

17 We must--the DOE must realize these are kids
18 with special needs. How dare you disrupt their
19 life like this? You make us as parents fight
20 and make our kids priority. You make us say why
21 don't you come to the meetings? Why don't you
22 come to the meetings? But yet, still, the DOE
23 wants to tear us apart. You all don't take our
24 kids as priority, but you want the parents to
25 make our kids priority. We do make our kids our

1 priority and we want the DOE to do the same.

2 MR. LENNY NAGRAWN: My name is Lenny
3 Nagrawn. I'm a parent of students at 53 for
4 over ten years, and over the ten years, not only
5 have I seen my children progress and excel, but
6 I seen many children do better. I've not met
7 one children that progressed backwards, not yet
8 in over ten years.

9 Now also, in the past couple of months--I
10 have ADD bipolar, so if somebody could bring
11 this down for me, please do so. In the past few
12 months, the Department of Education has made it
13 more than obvious that they closing our school
14 wasn't like to say phasing our schools because
15 the children are not doing good, they're not
16 performing - - , the administration is not
17 doing good, the teachers not doing good. I
18 could go down the list. My principal is doing
19 good. My teachers, they're all here. They're
20 doing good. So why are we being punished? Why
21 can't we be rewarded? We didn't ask for a new
22 building.

23 All we asked was for the right funding for
24 the right books, for the right stuff that we
25 need for the children. In no point did I hear

1 we want a new building, so give us five
2 classrooms. That's all we want, five. Five
3 classrooms. We don't want a big gym. We don't
4 want big flat screens. We don't want none of
5 that stuff. Yes, technology is good for
6 education. You, we'll take it more than
7 welcome, give it to us, but don't minimize our
8 room. Our population is growing every year.
9 Every year. So explain it to me. We do good,
10 we still going to get pushed to the side? So we
11 getting bullied. We're getting bullied. We're
12 getting punished with our consideration, with
13 our concern, with our input. The Department of
14 Education love data. Why then--I've been
15 looking at it. Our data's good. If you got - -
16 . [Foreground applause]. So what these guys
17 look at?

18 Before I go, I'm kind of confused 'cause I
19 know you're my children. I know you're District
20 75. You're my PTA. I know you too. What is--
21 where's the Department of Education at? Where
22 you at? One person? Then where you at? Even
23 our students--no, he's doing his job. He's
24 dictating, but where's the people that we're
25 supposed to be speaking out to? Where? Where's

1 the people you sending that to? Where are
2 you? Where are you? Where are you? I got a
3 guy dictating here for you, but where are you?
4 Where are you?

5 MS. TANIA SUAREZ: Hello, my name is Tania
6 Suarez. My name is Tania Suarez. I've also
7 been a parent for ten years. For a couple of
8 years I've been hearing No Child Left Behind.
9 That doesn't go for our minority, special needs
10 children, because we're being left behind in the
11 dust. Another thing, our safety. How are you
12 going to put two competing high schools when
13 there's enough violence between them and our
14 kids right in the middle, when they're getting
15 bullied just getting home. They're getting
16 bullied. On the bus they're getting bullied and
17 your sticking over high school students that
18 have nothing else better to do but bully people
19 and put it on you too.

20 MS. B. JOSEPH: I would like to invite Kent
21 Smolz [phonetic] up, Gladys Servez [phonetic],
22 parent of Buseth Vagos [phonetic], and Emily
23 Montez [phonetic] and Vanessa Moore.

24 MR. KENT SMOLZ: Hello. How you doing,
25 people, teaching staff and parents. I would

1 like to thank you dearly for coming today and
2 - - to us. We are upset with the fact that
3 you building a new school in our district, but
4 then turn around and say all our students don't
5 need to be in there. I personally think it's a
6 good idea because I'm sure they have a lot of
7 new things in there that would actually help our
8 students and make it even better for our staff,
9 but we have to come there together. Not only
10 half of them deserve to go there, and it's in
11 our community.

12 Why are you giving more space to students
13 from outside of our community and telling ours
14 that we don't deserve that new--we don't deserve
15 to be in that new school? We have a great
16 staff. My son has been in this school for
17 almost three years and I've seen the change in
18 him. He's doing great and he loves the people
19 that he's around. They treat him well. I
20 don't--I think all children love that and they
21 shouldn't be sent out of the district. We got
22 parents that actually have to get to their
23 students right away, their child. Now you send
24 them across town, that could be a problem. Now
25 they have to have the jump--pay cab fare when

1 that wasn't necessary. That's more money out
2 of their pockets. And if we talking about
3 children with special needs, it not like they
4 can just ride home by themselves. Now you
5 going--are you going to provide busses to get
6 them back home right away or the parents to get
7 to them?

8 There's so much to this. You have--you
9 built a brand new building with enough space for
10 not just our students, but our staff, for our
11 security. Like I say, they know the security
12 and security knows them, and they watch over
13 them. You cannot take that away from the
14 because you want to give the space to someone
15 else. This is District 75. Why are the kids
16 leaving? Why are they going somewhere else when
17 we got a brand new building in our community?
18 That's what I want to know.

19 MS. EMILY MONTEZ: My name is Emily Montez.
20 I have a son here. His name is Brandon Wilkist
21 [phonetic]. He likes this school. Why do they
22 have to throw him around like guinea pigs in all
23 this area like my kids going down to [foreground
24 applause]? Where are we going to go with these
25 kids? My kid, he loves this school? Like he

1 told me, why do they have to change me? He
2 learned how to hear. He knew how to write right
3 now. He's like--he loves this school. Why do
4 you have to throw them around? Why is it you
5 don't think about the kids that they love this
6 school. Why you don't think about it? Why am I
7 saying to this? Because I love my kids. My
8 kids, they come here tell me he love Ms. Cooke.
9 He love all the staff in this here. He talk
10 about everybody here. Why do you have to move
11 him out of here, this area, move him this way
12 and this way? Why? Why? What is the sense of
13 this? Are you throwing kids like this? You
14 throwing kids over there? Where are they going
15 to go?

16 Where he going to know how to look out for
17 himself. He doesn't know how to fight? What
18 if--suppose they beat him up? I can't go over
19 there, running all the time. I come over here
20 because it's more closer than where I live. I
21 take the train here so my son could travel.
22 Why? Why is the sense? Why? Why? Why they
23 took him out of this--why they going to close
24 this down? Because it's not enough a foundation
25 right here? There got to be so much money that

1 this life and this school. That's why I'm
2 asking [foreground applause]. Why they have to
3 move him around? That's all I want to know?
4 Why? Why can't he stay in the same area? I
5 can't go. Who's going to pick up my kid over
6 there? What if something happened, this is
7 emergency? What about the appointments? Who's
8 going to go over there? Who's going to come
9 pick up my other son, my 12-year-old kid? My
10 family sometimes could do it, but they cannot do
11 it. My mother cannot do it. That's - -
12 schools.

13 MS. B. JOSEPH: Ms. Catalina, Mr. Banks,
14 Rhonda Pitts, Macaleb Diaz [phonetic], and
15 Juanita Ayella [phonetic].

16 MR. BANKS: First of all, let me say good
17 night and let me say thank you to all the
18 parents that came out today that can express
19 that they're mad as hell and they're not backing
20 down. It is disrespectful to our community to
21 continue to disrespect us. This is a village
22 right here and it takes a village to raise our
23 family and to keep our family together. You're
24 not going to disrespect this village and think
25 you're going to get away with it. these

1 children, they're the most delicate of our
2 society. They're the most delicate of our
3 society and you continue to disrespect us,
4 continue to throw our kids, think that they're
5 animals. We're not animals. We should be
6 respected. We should be respected like the kids
7 in your community. Whatever your kids go, they
8 should respect our kids. But that's not being
9 done.

10 You come here; you never speak; you don't do
11 anything. You don't listen to the will of the
12 people. You sit here, take everything back to
13 the DOE. Your guy right here, he's taping
14 everything, but nothing is respected. Nothing
15 is respected. Everything that's being said
16 today is going to be thrown out the window.
17 We're not backing down. This is a fight that
18 we're not afraid to fight. We're going to win
19 this because we're right; it's about our kids;
20 and they're not backing down. My name is Chris
21 Banks.

22 MS. RHONDA PITTS: Good evening. My name is
23 Rhonda Pitts. My son is Tysine [phonetic]
24 Pitts. He's 16 years old. We have been with 53
25 for a couple of years now. He has been shifted

1 already to Kingsborough School, we aren't
2 going to stay in. It will take--he's taking the
3 school bus right now. If the school bus closes
4 and stops taking kids, it will take him two
5 hours. I'm a District 19 parent, I live in
6 District 19, I work in District 18, and it takes
7 50 minutes if I have to drive him to school, and
8 it will take him two hours because he cannot
9 travel by himself on the bus. It will take him
10 two hours, three buses, to get to Kingsborough
11 school all by bus, if he winds up getting
12 transitioned on the bus to go there. If he
13 takes the train, it's four trains and a bus.

14 P53 has been a family to him. He loves this
15 school. He didn't really understand that he was
16 leaving right now. He left last week Monday and
17 he started there. He likes the school. It's
18 nice, it's calm, and it's neat, it's clean, but
19 it is far. It is very, very far. District 19
20 has Spring Creek. It's ten minutes from my
21 house. Now he's going two hours away. Two
22 hours away. You all have to understand that
23 these are kids that have special needs, that
24 have transitional issues, and they cannot do
25 this. He has to wake up early in the morning.

1 Monday he caught the bus 6:30 in the morning;
2 Tuesday he missed it. If he misses this bus, he
3 has to stay home or have to drive him to school
4 and then I have to go to work. I'm a Board of
5 Ed employee myself. I think it's outrageous,
6 outrageous that this has not been [foreground
7 applause]. I had to grab the seat at
8 Kingsborough. I didn't want him to go there,
9 but I had to grab it. If I would've waited
10 'till September, he wouldn't have had a seat.
11 Then my son could've sent who knows where?
12 There are some kids in Brooklyn that go Upstate
13 New York.

14 Learn to understand that we are parents with
15 special needs. We need this school. We need
16 the family. We need everybody to stay together.
17 Together. If you have a special needs child
18 yourself, I'm sure you would understand, but you
19 don't. Understand our needs, please. Please
20 understand this. My son is 16 and he cannot
21 travel.

22 MS. NATALIE DIAZ: Hi, good evening. My
23 name is Natalie Diaz and this is my daughter,
24 Mallory [phonetic]. Mallory is the student here
25 for the past four years and she's one of the 6-

1 1-1 that attends and one other students that
2 they want to take to Kingsborough. This is a
3 child that came from the school where commute
4 was only 40 minutes. That was it. And in those
5 40 minutes, Natalie would freak out. She could
6 not take it. Mallory would bang the windows.
7 Mallory--and I will show you--scars of self-
8 abuse because she cannot verbally tell - -
9 dysfunctional.

10 This is a child that the only word that fits
11 would be ridiculous of sending to a school that
12 is more than almost a two-hour commute. This is
13 a school here too that I feel safe sending my
14 child to. I am Mallory's mother, but Ms. Anna
15 Acosta [phonetic] is her mother here at this
16 school.

17 Now I don't want to blame DOE. What I
18 really do blame is the ignorance, because that's
19 what it is, the ignorance. Because we really do
20 need to be educated. And if you really do want
21 to be educated, live with one of these jewels
22 24/7. That's the only way that you truly are
23 going to understand. Through what is it that we
24 go through every single day and not only as a
25 parent, but those teachers, they have these

1 children here five times for seven hours every
2 single week. So, thank you.

3 MS. B. JOSEPH: Ms. Tamika Carter. Please
4 come up. My Ayella, Ms. Servo [phonetic], Ms.
5 Disporito [phonetic].

6 The parent that just spoke actually touched
7 me because it is so difficult to have a child
8 with special needs. I'm calm about it. I
9 understand. I've been doing this for maybe, I
10 don't know, four months now. I've been running
11 from school to school because they're closing my
12 daughter's school, 22. They're closing K and my
13 other daughter was in the District 75 school,
14 and now my son. Because I've been running,
15 speaking to the chancellor, and really, they
16 don't care. The DOE is destroying the
17 foundation of our public schools, and we need to
18 understand that.

19 The BEP is just puppets, okay? You are
20 separating our children from people that they
21 have known from 3-7 years. My son has been
22 here. He has flourished. I know everybody say
23 they know Ms. Cooke. He calls her Ms. Cook
24 Homes. But you're separating our students.
25 You're separating them. You're not even giving

1 us an opportunity to decide where you want us
2 to send our kids. You're separating them. It's
3 like separating a child from his mother. We
4 have been together. Let us go together as one.

5 My son has known his P53 family. He's used
6 to the structure and the people within the
7 building. Changing his routine will have him
8 regressing, and this is for every child. They
9 will regress, and we asking you, we're asking
10 you to tell DOE that we want to go as a whole.
11 It is a new building. I don't know who they're
12 saving it for, but they're not telling us
13 exactly the truth and they won't. But there is
14 enough space, if it's a new building, to house
15 all 13 classes in there.

16 At the end of this meeting, Barbara Joseph,
17 I ask you to be our ally for P53. I ask you to
18 take this information back, our heart, our
19 passion for our children back to BEP, the DOE,
20 Bloomberg. Take it back to them and let them
21 understand that we love our children and sending
22 them across Brooklyn--which I live almost three
23 hours from Kingsborough, where you're going to
24 send my son. It's too much and it's not fair.
25 We should have first priority. As we said, if

1 we cannot go as a whole, we are not going
2 anywhere.

3 MS. B. JOSEPH: Nefetiri's mom, come up
4 next. We got Sheila Russell, Nakia Ortiz--we
5 did that. Okay, so let's go back. Mr.--
6 Nefetiri's dad is here. Okay. Sheila Russell,
7 Oswaldo--Oswaldo's mom just left. Jumelia
8 Soladu [phonetic]?

9 MS. JUMELIA SOLADU: Yes, good evening.
10 Basically, I wanted to say to the DOE, to
11 Bloomberg, we read over this - - that we
12 followed, my whole family. My sister - - when
13 they said there weren't enough--I think Mason
14 then was 10 years old and knows with Cornell - -
15 Center and who's - - I cannot forget it. And
16 we told Homone [phonetic], which is the father.
17 Basically we said all or nothing and we all went
18 to half as a whole. I want to quote someone
19 from Susan and Dew [phonetic] who said the same
20 thing, that we judge a civilization how they
21 treat their most lovable. If you can mistreat
22 them, you must say to them you're wrong. You
23 look them in the eye and you stand, they say
24 you're wrong. And I say to you, it's coming
25 back to you. Like I say, I did this fight

1 already, but my younger sister is hurting me
2 to hear it hurts and IT 75 [phonetic] is coming
3 back again.

4 So we are parents, students, a community,
5 administrators, everyone need to come together,
6 like Bloomberg. Everyone knows the building is
7 for the students. It is not for District 14.
8 Again, reminder, we judge a civilization how we
9 must treat our most lovable, and where they
10 can't stick up for themselves.

11 MS. B. JOSEPH: Next is Leonard Pole
12 [phonetic], John Sernexti [phonetic], Rosalie
13 Tenexti [phonetic], Laura Joseph [phonetic], and
14 Emily Montez.

15 MR. LEONARD POLE: Good evening. I have a
16 son here, - - . He's a very sick boy.
17 Everyone have to fight it. But when he sees
18 outside the world to P.S. 53, he so happy
19 because he's going to have a great. And those
20 staff here and what room I have is staying for
21 here. I don't want my son to go [foreground
22 applause]. My son really needs District 75.
23 Nowhere else. Because I will get up 5 o'clock
24 in the morning, come in from work 3 o'clock. I
25 cannot afford for my children for somewhere else

1 for me to get off 3. When I come in, I have
2 no time. Please, leave him on P.S. 53.

3 MS. B. JOSEPH: Mr. Wheeler, Vincenzo Mosco
4 [phonetic], Jackie Moore, Rhonda Gentry, and
5 Calibel Colderole [phonetic].

6 MR. WHEELER: [off mic] he can only work [off
7 mic].

8 MS. B. JOSEPH: Mario Latino [phonetic],
9 Verna King [phonetic], Benito Worel [phonetic]
10 and - - .

11 FEMALE VOICE: - - . --get exactly what
12 you need - - special needs. We don't want - -
13 . She was just doing - - . All I'm saying
14 is put our family - - family is clear that
15 they want - - . We don't want to see our
16 family - - . We don't want to see our family
17 separated - - . There are two school that I
18 can speak about from all the students at - - a
19 new school. I have one that I can talk about.
20 I didn't bring my - - in the school, even
21 though you have the services. - - , her
22 mother. - - for the school. - - .
23 Gentleman, I want you to feel it. You have to
24 see it. - - as a woman, as a mother, - - ,
25 you have to see what he said to me. You have to

1 look - - . This child, I'm not going to - -
2 . I especially want to know how I'm going to
3 - - . She has to go to the - - on a bus. -
4 - . They're special. I think - - and keep
5 our school - - . Go down to that school and
6 you have - - that school.

7 FEMALE VOICE: [Foreign language.] - - .

8 MALE VOICE: - - , but I want to talk to
9 you, and I want - - so much. And so when you
10 having diploma, and a very powerful diploma, you
11 have - - . And when you speak the wrong - -
12 gentleman standing right next to you, we need to
13 be - - . But once you see - - . This is not
14 going to be easy because decisions have to - -
15 in the tradition of how the DOE has done it.
16 Once you make a decision, that's it. You have
17 to make up your mind. You have to decide
18 whether - - and you can - - . I said to
19 someone to the DOE, - - .

20 When we take the most vulnerable and
21 disrespect them, it is a measure of you who are.
22 And so the panels and - - , that's not - - .
23 You have to talk to the ones who - - , and you
24 have to be prepared to talk to them in a way
25 that they understand. So I'm saying, as you

1 respect your children with all of the - -
2 told them to be the best that they can be and
3 share every struggle with them, you cry with
4 them, you laugh with them - - , is there a way
5 that - - . There is a school and it's not a
6 building - - .

7 And so before you leave tonight, - - the
8 next meeting will be. It won't be Wednesday.
9 You need to be there to - - because we need a
10 strategy and we need all of you so we can win
11 this. wherever we go, so - - . Whether we go
12 to their office, whether we take our kids out of
13 the school because they're not going back to
14 school until they go to the ones that you want
15 to go to. Be prepared to be uninhibited in what
16 you're prepared to do - - . Expect yourself
17 what your children expect from you. - - .

18 MS. B. JOSEPH: I think that the list is now
19 exhausted. Has everyone had an opportunity? On
20 behalf of District 75, - - , but I'd like to
21 say - - parents, - - . Your passions, your
22 commitment to your children and to your school
23 was evidenced - - . I have been with District
24 75 for 42 years and your passion is my passion.
25 The 10% is a DOE policy - - District 75 and I

1 really - - that the - - within P53's sites
2 will be based upon their - - and in your
3 conversations with parents, with administration,
4 and with District 75 placement office. So I
5 want to thank you again for coming out - -
6 your children, and I'd like to read the last
7 piece.

8 Again, we welcome any comments and feedback
9 - - policy both on this proposal - - when we
10 first meet. - - address and phone number
11 where comments can be made are
12 D19proposals@schools.nyc.gov and (212) 374-0203.
13 That email address and phone number are - -
14 and have documents that are available for - - .
15 I thank you again for your participation. This
16 joint public hearing is now closed.

17 FEMALE VOICE: Once again, this is just the
18 beginning of our project, so like she said,
19 tomorrow's - - and 6 o'clock is the [off mic].
20 Those are the people that will be making the
21 decisions for P53, and we have to take our - -
22 . So that is going to be--they are just the
23 messengers. - - carry back our message, our
24 passions, how we feel about our kids. At that
25 BEP meeting, - - that every parent, every

1 family member that you have, every child needs
2 to be at that meeting on March 21st. If you
3 have to get a bus, you will get a bus, okay? So
4 that meeting's on March 21st. It's at 6 p.m.
5 Okay? - - fact sheet. You need to be at that
6 meeting. [off mic] 225 West 24th Street, New
7 York, NY - - . - - at 10 o'clock - - . So
8 you have a fact sheet outside. It's a fact
9 sheet. It has a address of our next meeting - -
10 .

11 [END 120309_001.mp3]

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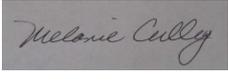
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C E R T I F I C A T E

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

Signature 

Date_____3/15/12_____