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

**Opening and Co-Location of a New
District Elementary School at X192**

1 [START RECORDING]

2 MR. TIMOTHY BEHR: Welcome to the joint
3 public hearing for the campus 08X192. This is a
4 joint public hearing of the Department of
5 Education, Community Education Council, and the
6 school leadership teams for the Urban Assembly
7 Academy of Civic Engagement, the Urban Institute
8 of Mathematics, and Mott Hall Community - - .

9 I am Community School 8 Superintendent,
10 Timothy Behr. We have asked the District 8
11 Community Council and the school leadership
12 teams of Urban Assembly Academy Of Civic
13 Engagement, Urban Institute of Mathematics and
14 Mott Hall Community School to participate in
15 this joint public hearing.

16 I am joined tonight by Mr. George Tobias,
17 the UFT representative, the SLT Chair from the
18 SLT from Civic, Mr. Tobias; Mary Peters from the
19 Urban Institute of Mathematics, from the
20 leadership team; Vincent Mancino, the school
21 leadership team Chairperson from Mott Hall. In
22 addition, we have the administration from the
23 schools. We have Ms. Jennifer Joint, the
24 Principal of 371, Urban Institute of
25 Mathematics; the Assistant Principal from the

1 Urban School of Mathematics, Mr. Joseph Martin.
2 We have MaryAnn Shepherd here from Civic
3 Engagement, Ms. Shepherd. We have a new person
4 on the block in this building. She's Principal
5 - - , just recently assigned, Ms. Jenny Rosario.
6 Ms. Rosario, thank you for being here, and her
7 Assistant Principal from Mott Hall, Mr. David
8 Brenner. Thank you for being here.

9 From CEC, we are joined by Mr. Bryan
10 D'Ottavi, the CEC District 8 President; Lisa
11 Mateo, First Vice President; Janet Bosch, Second
12 Vice President; Aurora Ronda, Secretary; Eduardo
13 Hernandez, Treasurer. We have Ms. Jean Dipizza,
14 the District 8 Family Advocate, and we have Ms.
15 Carmen Quinones, the District 8 UFT Chapter
16 Chair representative, Ms. Quinones.

17 This hearing is being recorded. The purpose
18 of this hearing is for you to provide comments
19 about the proposal. Before I describe the
20 proposal, I want to make sure you are all aware
21 of the opportunity to provide your input. All
22 those who wish to speak must sign up in the
23 speaker sign-in area located just outside the
24 auditorium. The sign-up list will close in 15
25 minutes. Speakers will be given the floor in

1 the order they signed up. All comments will be
2 limited to two minutes.

3 There may be times when elected officials,
4 who arrive at different times throughout the
5 evening, if they wish to speak, we will do our
6 best to accommodate them at our first opportune
7 time. Those who are here at the start of the
8 joint public hearing comment section will be
9 asked to speak first.

10 All comments will be maintained in the
11 analysis of public comment to be published and
12 provided to the Panel for Educational Policy the
13 evening before the Panel votes. That vote is
14 scheduled for October 15, 2013. In addition, we
15 welcome any comments and feedback you may have
16 at any time before the Panel votes on this
17 proposal. The e-mail address and phone number
18 where comments may be made are
19 d08proposals@schools.nyc.gov, or you may call
20 212-374-5159.

21 The proposal summary, the New York City
22 Department of Education, or DOE, is proposing to
23 co-locate a new district elementary school 08
24 X392 in school building X192 beginning in the
25 2014/2015 school year. Building X192 is located

1 at 650 Hollywood Avenue, Bronx, New York,
2 10465, in Community School District 8.

3 If this proposal is approved, the proposed
4 new district elementary school will open in
5 2014/2015 with kindergarten, and we'll add one
6 grade each year to serve students in
7 kindergarten through fifth grades in the
8 2019/2020 school year and will be co-located
9 with the Urban Assembly Academy of Civic
10 Engagement, the Urban Institute of Mathematics,
11 and Mott Hall Community School, which are all
12 district middle schools serving students in
13 grades six through eight.

14 If this proposal is approved, the new
15 elementary school will open the X192 building in
16 September 2014 as a non-zoned school, meaning
17 that admissions would be open to all students
18 across District 8 in accordance with
19 Chancellor's Regulation A101. The school may
20 become zoned in the future, pending interest of
21 the Community District 8 Education Council, or
22 CEC 8.

23 Additionally, elementary school capacity is
24 urgently needed in District 8, particularly in
25 the Throgs Neck portion of the district where

1 building X192 is located. The organization
2 utilization rates of the other four schools in
3 the neighborhood that serve elementary grades
4 range from 93% to 132%, indicating a need for
5 additional elementary capacity in this area of
6 District 8.

7 If this proposal is approved, in 2014/2015
8 school year, the new elementary school will
9 serve approximately 45 to 55 students in
10 kindergarten and will subsequently add one grade
11 each year until it reaches full scale in the
12 2019/2020, serving approximately 270 to 330
13 students in kindergarten through fifth grades.
14 In 2019/2020, once the new school has reached
15 full scale, it is projected that there will be
16 approximately 930 to 1,080 students served in
17 the X192 building, thereby yielding an estimated
18 building utilization rate of approximately 66 to
19 77%. Thus, the X192 building has sufficient
20 space to accommodate the proposed co-location.

21 Our next presenter will be Mr. Bryan
22 D'Ottavi, the President of Community Education
23 Council 8.

24 MR. BRYAN D'OTTAVI: Thank you, Mr. Behr.
25 Hi, as they say, there is space here. Okay,

1 there might be a little bit. There is
2 deception in their language, and this proposal
3 is sickening. If you notice, it's not going to
4 be a Throgs Neck District-zoned school, in other
5 words, a zoned priority choice school. It's
6 going to be a non-zoned school. For those that
7 don't know what a non-zoned school is throughout
8 the district, it means that they can send
9 anybody from anywhere in the city to this
10 school.

11 Now, when the proposal was brought to me
12 back in July, I was said right to my face, this
13 is to alleviate 71. How do you figure? It's a
14 non-zoned school. How does it alleviate 71?
15 Well, we already finished. We already
16 accomplished solving our issue with 71.

17 For those that don't know, we have been
18 approved for a new school in the Throgs Neck
19 section, as well as the Sam Hugh section, who is
20 getting a brand-new school around the corner
21 from IS 131, which they are doing the same
22 thing. They are putting in a K through 5 school
23 in a middle school around the corner from a new
24 school scheduled to be built.

25 I don't get it. It makes no sense, right?

1 They think we're stupid. You know what it is,
2 they are counting on so many parents not
3 participating, or voicing their opinion, that
4 they're going to push what they want through
5 anyway. Okay?

6 They also don't tell you how, before this
7 came about, we were in discussions about sites
8 for a new school in Throgs Neck, because we
9 solved that for Sam Hugh, and we were approved a
10 brand-new - - school on White Plains Road and
11 Berkner Boulevard. It's the newest school that
12 this district has seen in--excuse me, 10 years,
13 Mr. Behr, 15 years?

14 MR. BEHR: Over 20.

15 MR. D'OTTAVI: Over 20 years, and we're
16 going to get another one to alleviate this
17 overcrowding problem. But, instead of pushing
18 their--or focusing their energies on finding a
19 site, or pushing the test along to move it
20 along, they've been dragging it for the past
21 eight years. Why? They don't want to build a
22 school. They want to coexist. It saves them
23 money, bottom line. That's what this is all
24 about, money. Your kids are going to suffer
25 because of money.

1 Somebody made this decision because they
2 came to work saying, you know what, this sounds
3 good. Don't affect me; don't affect my kid;
4 don't affect my family. Just another day at
5 work, the 9:00 to 5:00 that we pay for. We pay
6 them to make these so-called decisions. They
7 are paid with taxpayer money.

8 You need to come out and voice your opinion
9 about how this is detrimental to not only your
10 child's learning, the students that are going to
11 be put into this school, as well, their safety
12 and educational values are going to be
13 compromised because somebody didn't think this
14 through. They just said, you know, what sounds
15 good. Looks good on paper. The world looks
16 beautiful on paper. I make it look like ponies
17 and rainbows, but I'm a realist. I live in the
18 real world with you people.

19 And the other thing the DOE tries to do,
20 they hold a vote on a Tuesday night at 6:00 p.m.
21 out in Brooklyn. It don't even phase them. It
22 don't even concern where they are holding the
23 vote. So why would they have it all the way out
24 in Brooklyn on a work and school night where
25 some of us get home from work between 5:00 and

1 6:00. Then, we usually have to pick up our
2 kids, or feed our kids, and do homework, and,
3 then, we're going to have to fight a rush out to
4 Brooklyn only for them to tell us, sorry, you
5 didn't make the vote.

6 So they are setting us up for the fail, not
7 only us, our children, as well. This does not
8 sound--what's the word I'm looking for?
9 Transparent is the word I'm looking for. The
10 proposal is full of deceitfulness, and language
11 that--I'm sorry, somebody like me, layman, you
12 know, I'm lucky I could get by with my high
13 school graduation.

14 You know, it took me, like, three or four
15 times before I read it, and it sunk in, and
16 somebody still had to bring it to my attention.
17 And, then, they try and overwhelm us. It's not
18 just this building. There is two other
19 buildings in this district that they want to do
20 this to that I'm fighting, as well.

21 This is my home, though. I live around the
22 corner. I know it's a bad thing for the
23 community. Believe me, if this passes, it's not
24 going to affect my kids, so I'm not fighting for
25 my kids. I'm fighting for everybody else's kids

1 who they are thinking about sending to this
2 place. Who are they going to put in jeopardy?
3 I'm sorry, but I feel like I've been repeating
4 myself over and over and over. Many of you that
5 have been to some of our other meetings are
6 probably saying, yeah. You know, I'm almost
7 exhausted, but I can't stop. I just can't stop
8 fighting.

9 I just want to read a letter that I wrote to
10 the DOE, the Chancellor, everybody under the sun
11 that has something to do with the high
12 administration profile in the DOE and has
13 something to do with this proposal, or if it's
14 stopping. I'm talking about Senators,
15 Councilmen, Assemblymen. Hopefully, some of
16 them are here tonight. I know some of their
17 aides might have made it. I know I haven't met
18 up with you, but I will. I appreciate you all
19 coming out. I know we'd all rather be somewhere
20 else right now or have somewhere else we'd
21 rather be, but it goes to show that this is
22 important to you, as well as us.

23 I have all my executive members here. That
24 shows we care. I almost have a full Board here.
25 We do. There is only one of us missing, or two

1 of us missing, but they could be late. I know
2 we are all volunteers. We are volunteers. We
3 have no gain from this whatsoever. That's why
4 they tried to shoot us down, because we actually
5 had the children's concerns in our heart. All
6 that goes with it, safety, educational, just
7 growing up with kids their same age.

8 Who wants to send their five, six, seven-
9 year-old to school with kids twice their age?
10 Can I have a show of hands? Who would want to
11 send their five-year-old, six-year-old, seven-
12 year-old to school with kids twice their age?
13 Anybody?

14 FEMALE VOICE 1: - - .

15 MR. D'OTTAVI: You do?

16 FEMALE VOICE 1: No. We - - . - - .

17 MR. D'OTTAVI: PS 71 has had that in place
18 for many, many years, and it works. To the
19 point, let me just say something. It works to
20 the point that they want to overcrowd this
21 school because your school is overcrowded 'cause
22 that's what they said to me. This proposal was
23 brought to me to alleviate 71.

24 FEMALE VOICE 1: We are not seeing it as
25 your kids and our - - . We are seeing it as a

1 whole - - the children. We are here to--

2 MR. D'OTTAVI: Exactly.

3 FEMALE VOICE 1: --[Crosstalk] for all
4 children.

5 MR. D'OTTAVI: Exactly.

6 FEMALE VOICE 1: So we are talking about how
7 to make the laws that--

8 MR. D'OTTAVI [Interposing] I can't debate
9 right now with you.

10 FEMALE VOICE 1: Okay. No problem. - - .

11 MR. D'OTTAVI: But we are here for all the
12 kids. Like I said, this won't affect my kids.
13 But I like to read to you the letter that I sent
14 to--like I said, everybody under the sun this
15 morning.

16 I wrote, "Hello, I'm Bryan D'Ottavi, and I'm
17 from the CEC District 8. I hope all of you are
18 very well today. I have enclosed for you all
19 that have been listed to receive this
20 correspondence, attached is a letter of
21 nonsupport to the Office of Portfolio Planning
22 with a request for a full retraction of said
23 proposal for building X120, building X131, and
24 building 192. The communities of District 8 do
25 not want these co-locations, and they feel..."--

1 FEMALE VOICE 1: [Interposing] They can't
2 hear you in the back - - .

3 MR. D'OTTAVI: He can't hear me?

4 MALE VOICE 1: - - .

5 MR. D'OTTAVI: Even with this mic, you can't
6 hear me?

7 FEMALE VOICE 1: Now, he can.

8 MR. D'OTTAVI: Now, you can? Okay.

9 FEMALE VOICE 1: - - . Speak up. Take the
10 - - off.

11 MR. D'OTTAVI: All right. I'm sorry. "...
12 The communities of District 8 do not want these
13 co-locations and feel they will not only be
14 detrimental to, most important, the children's
15 safety and education of those that attend the
16 schools now, but for the future students, as
17 well. We already have in place a plan that was
18 approved already to solve the overcrowded
19 problem in our district. We approved one of two
20 new schools, we were approved for. We are still
21 waiting on ground tests and full assessment of
22 sites. The hereby proposals to co-locate a K
23 through 5 school with existing middle schools
24 already strapped for space. Please think about
25 it for one second. Would you want your five,

1 six, seven-year-old to be socializing with
2 children twice their age, especially with this
3 bullying epidemic in our schools and, in some
4 instances, even older?

5 "Now, let's remember the proposal is to co-
6 locate elementary school K through 5 into a
7 building with middle school kids which, in most
8 cases, I know for a fact that all three
9 buildings have students that are 15, 16, and 17
10 years old. In one case, and even an 18-year-
11 old. Okay. So now, you want to throw five,
12 six, seven-year-olds in with them in the same
13 building, using the same bathrooms. The
14 contingency plan never worked. They will, at
15 one point in time, cross paths, even though they
16 are not supposed to, they say.

17 "It's not good. Let the middle school
18 flourish by themselves. Middle school is the
19 biggest growth period in the shortest amount of
20 time throughout their educational journey.
21 Again, ask yourself, if it was your five, six-
22 year-old, would you want my child to go to
23 school under these circumstances that they will
24 be exposed, at one point, to all the children,
25 maybe unsupervised.

1 "Let this proposal be suffice to your
2 expectations as parents and members of the
3 community. As a parent, I think it's
4 unconscionable to this section children in this
5 position. I hope you will not force your - - to
6 move these proposals into effect, as it would be
7 a travesty to the district, as well as the
8 community.

9 "Remember the votes that has these proposals
10 aren't even being held in our district or our
11 communities. In fact, it's being held at a
12 school on a working night at 6:00 p.m. where
13 people need to come from work, feed their
14 families, and do homework with the children, and
15 be out of Brooklyn, which without traffic is, at
16 least, an hour plus away. All this in the
17 middle of rush hour.

18 "We feel, by having this vote in the
19 community, that it's not even affecting; it's
20 pointless. And, as well as, a smack in the face
21 who can't make it 'cause of time-consuming
22 constraints of family life.

23 "The Department of Education says all the
24 time how they want more parents to be involved,
25 and then, in turn, makes it nearly impossible

1 with important issues that work out better for
2 the Department of Education's agenda. The
3 communities also believe that the Department of
4 Education knows this scenario will have a major
5 effect on the turnout at this PP meeting and is
6 trying to use this in their favor.

7 "Again, the communities of District 8 feel,
8 all around on every aspect, that these proposals
9 are detrimental and unsafe, and we also have
10 full support from some of our local elected
11 officials, as well as our Community Boards.

12 "Thank you for taking this time to read this
13 letter and our resolution."

14 The resolution reads [applause]. Thank you.
15 The resolution reads that we passed an emergency
16 meeting on Friday to have, tonight, to hand the
17 portfolio. "We, the members of District 8,
18 Community Education Council, representing
19 children, parents of the District 8 Community
20 hereby give the New York City Department of
21 Education, Panel of Educational Policy, and
22 Office of Portfolio Management this letter of
23 nonsupport for co-location, grades K through 5
24 in building X120, building X131, and building
25 X192, to discourage the proposal now, or at any

1 time in the future. We want, on behalf of the
2 children, parents, the community of District 8 a
3 full retraction of here said proposals of
4 building X120, building X131, and building X192,
5 and, to, instead, look into other important
6 tasks of building two new schools that we are
7 approved for, for this district to solve the
8 issue of overcrowding in our district, not
9 create it." Thank you.

10 MR. EDUARDO HERNANDEZ: Hello. Good
11 evening, everyone. I'm Eduardo Hernandez and
12 the treasurer of the CEC. Divide and conquer,
13 that is the theme that used to work in many
14 instances. That's part of the policy of the
15 DOE, competing our parents against parents.
16 Usually, in every decision they make, whether it
17 be rezoning or co-location, there is always
18 something to gain from different parents within
19 the near by schools so, therefore, they cannot
20 deny that, even though it's a bad idea, they
21 will never unite either behind it or against it
22 because they will be divided by the issue
23 itself.

24 I don't see why it's so hard for the DOE to
25 request information on - - from parents prior to

1 trying to force this decision upon them.
2 There are too many bright parents in our
3 communities. And, if you bring these issues, we
4 can come up with better ideas than what they
5 come up with. Instead of wasting our time here,
6 we got to be fighting against this, and wasting
7 everybody's time. They should seek for this
8 information prior to making the decision that
9 will impact people that they don't even care
10 about. They say they do, but they don't.
11 Because, if they would, they would ask you for
12 your opinions prior to imposing this upon
13 ourselves.

14 This is, you know, everything that they come
15 up with they always say that the children are -
16 - is better for the children, but it's not.
17 Most of the decisions, they are not well
18 thought. It's short minded, and it's just
19 ridiculous. These co-locations of elementary
20 school kids with middle school kids, it doesn't
21 work, no. All of a sudden, your young kids will
22 be coming home cursing, and they know it's not--
23 they are not getting it from you, but you got
24 older crowds in there, and it's just a threat.
25 All this bullying, now, we are dealing with so

1 much bullying among themselves, their own
2 peers. What do you think they are going to do
3 to the little kids? They are just fresh meat.
4 Okay?

5 So I just think that everybody needs to get
6 involved, whether you think because your kids is
7 going to--you think is going to relieve the
8 elementary school overcrowding on section, but
9 you don't want to put your kids at risk. That's
10 not the way to do it. There are much better
11 ideas, and I just wish that DOE finally wised up
12 and, instead of putting out proposal after
13 proposals, and having parents get involved just
14 to fight it, to actually seek out the parents'
15 input prior to wasting all this time, coming up
16 with these proposals on their own, and having
17 the parents fighting to avoid it. Thank you.

18 MS. LISA MATEO: Okay. My name is Lisa
19 Mateo. I'm a CEC member, as well as SLT of Mott
20 Hall, as well as a sixth-grade parent of a
21 special needs child in Mott Hall.

22 I'm speaking on behalf of as a parent and
23 SLT first. I'll tell you right now they should
24 not be allowed to be in here, but in our
25 building, at all. Okay? It's not going to work

1 at all. I understand it works in other
2 buildings, some places, but, as a CEC member
3 that has visited other schools as a task, it
4 does not work. I've seen it firsthand. I've
5 seen the little kids going and getting involved
6 with the older kids, seeing things they
7 shouldn't see, bumping into kids, sharing
8 bathrooms that they shouldn't share, boys and
9 girls sharing one bathroom, by the way.

10 I understand they tell you that they are not
11 going to take away music, art. By the way, a
12 school this year just took away music labs
13 because another school came into the building,
14 and they needed the space. So don't tell me
15 they are not going to take it away because,
16 eventually, they are going to take it away
17 because, right now, they don't need the extra
18 space. They only need a couple of rooms, but
19 they have taken K to 5.

20 I hope you are all listening, K to 5, which
21 means, eventually, they are going to take up
22 more classrooms, and you are going to lose for
23 space. So you're going to be losing more
24 teachers, more school aides. You're going to be
25 losing art, music, everything that don't mean

1 nothing to everybody, but it means something
2 to these kids.

3 My daughter loves music. She loves singing.
4 She loves dancing. She's a special needs child.
5 That is what reaches out to her and what
6 triggers her, what reaches her. Do you
7 understand me?

8 These kids, let me tell you, they are going
9 to bump into each other in the cafeteria. They
10 are going to bump into each other in the
11 hallways. I've seen it firsthand. There was a
12 class in a gym. Another class from another
13 school was coming down to go into the gym. They
14 could not enjoy the gym because the other school
15 was in the gym. So where was the kids? Sitting
16 in the hallway on the floor waiting for that
17 school to exit the gym. Don't tell me that it
18 will work. I've seen it firsthand. It's not
19 going to work.

20 MR. BEHR: I've like to embellish a few
21 people who are here that were recognized in the
22 beginning, my colleagues, Ms. Pazzalio
23 [phonetic] from PS MS 71, Principal. Thank you
24 for being here. Mr. Fausto Padero, the
25 Assistant Principal, from PS 71, MS 71, thank

1 you for being here. My two colleagues on the
2 CEC, Ms. Robinson, thank you for being here, and
3 Ms. Barry, thank you. We also have Assemblyman
4 Deke Anodino here, thank you very much for being
5 here this evening. And Community Board, Tim, we
6 have Mr. John Marino and Mr. Kenneth Kearns.
7 Thank you very much for being here this evening.

8 At this time, I'm going to ask the
9 representatives from the CECs to speak if they
10 so wish, Ruth Salt and Mr. George Tobias. Mr.
11 Tobias, would you like to speak you to speak,
12 for anyone from the school leadership team?

13 Okay. From UIM, George--okay.

14 MR. GEORGE TOBIAS: How are you doing? I
15 just have one question. I just want to know how
16 we are going to be sharing these common areas?
17 Like, right now, in our schools, we have lunch
18 starting from 10:45 all the way down to 2:15.
19 How is a new school going to be able to have
20 that here? - - [Applause].

21 [Crosstalk]

22 MR. BEHR: From 371, Ms. Peters, do you want
23 to speak, Mary Peters?

24 MS. MARY PETERS: Hi, good evening. I am
25 representing UIM as a parent, and SLT member,

1 and PTA vice president. As a parent, I have
2 many concerns, as well as many people in this
3 area, not only the neighborhood, but the parents
4 that are in these schools.

5 Okay. We have three schools already. And
6 as that gentleman just said about the lunchroom,
7 that's a big concern when my daughter in UIM had
8 lunch at 10:30 in the morning. I don't fathom
9 how you could fit another school in here. I
10 worry about safety. That's another issue.

11 There is three schools in one building, and
12 I understand, but I also worry about the
13 neighborhood. You are saying that you're
14 opening this up to anybody coming in, and I
15 understand that, 71, we all do. We are all in
16 agreement with this. But do you think it's fair
17 for our neighborhood, for our children? I don't
18 think so. I think we have many things to
19 discuss about this.

20 Now, another concern I have is that if this
21 is going to be voted on in Brooklyn, what
22 happened to District 8? Why couldn't we have
23 the vote here in our neighborhood? Am I wrong?

24 I have a question, and I am new to all of
25 this, but I speak as a parent, as a neighborhood

1 person all my life. Who decides where this
2 vote takes place? Shouldn't it be the people
3 that our children are in the school? I think
4 so. I do. I think so.

5 I just have a couple of other points. I'll
6 make it short and sweet. I understand there is
7 a need for a lower grade school. I get that. I
8 respect that. But to do that in this building
9 when we can't even find room or time to have a
10 dance, a dance for our school, because we have
11 to be cooperative with the other two schools.
12 How do you do that to the little ones when they
13 want to put on a show or something? Isn't that
14 fair?

15 I think this really needs to be justified as
16 to space and take a tour of this school. Have
17 you taken a tour of this school? Do you know
18 the space, what's entailed in this school? But
19 look at the lunchroom. Look at this area.
20 There is one auditorium for three schools. Am I
21 wrong?

22 So to put another school in, its not fair
23 for the little ones. I think they should have
24 their own school. Yes, we are in need. I
25 understand that with 71, and 72, and 304, well

1 aware of that, and so is every parent here.
2 But my concern is there is no space. It's not
3 fair to our children, and I have a fifth grader.
4 He's going to come here next year. Do I want
5 him here with an overcrowded school? I don't
6 think so. Something to think about. So I thank
7 you for your time, but I know, deep in my heart,
8 I'm not the only parent that is going through
9 this, and we are very concerned.

10 MR. BEHR: Ms. Jennifer Joints, the
11 Principal of 371.

12 MS. JENNIFER JOINT: So I am Jennifer Joint,
13 the Principal of UIM 371, and I want to say
14 thank you to everyone for coming out tonight. I
15 really appreciate it, and I know the weather is
16 rough. I know you have many other things to do,
17 but your support for this is really, really
18 meaningful to us, and I represent the other two
19 principals in the building, so thank you.

20 In speaking tonight, I'm the only principal
21 that's going to speak, and I recognize I am a
22 DOE employee. So I'm just going to say some
23 things that maybe are in your mind, that someone
24 could speak more deeply on because I'm really
25 not at liberty to do so. Okay?

1 Many of the things were mentioned, and,
2 Bryan, you hit it on the head, and, then, Mary -
3 - , and Mr. - - around the district versus the
4 zone piece. If it were truly looking to
5 alleviate the concerns of overcrowding in 71,
6 which I know is a real problem, how are we going
7 to ensure that those children who need a school
8 will actually have seats in this building and
9 actually want--

10 [Applause]

11 MS. JOINT: And actually want to come to
12 this building? We are located in a very
13 interesting area. We are basically on a
14 triangle of three major highways. I have a
15 young daughter at home. I obviously have
16 another on the way. Do you want to send your
17 five-year-old to a middle school building that
18 is in the cross section of the Cross Bronx
19 Expressway, the Bronkner Boulevard--and tell me
20 the other highway. I'm losing it as I'm up
21 here.

22 MALE VOICE 1: Throgs Neck.

23 MS. JOINT: Thank you, Throgs Neck, thank
24 you. There you go. We are in uninteresting
25 area. How are you going to get here? Is it

1 going to create a bussing problem? And do you
2 want to put your five-year-old on a bus from
3 your community near 71, which is a lovely
4 community? We have a lovely committee, too.
5 But what will that commute look like for the
6 five-year-olds that are getting on the bus? I
7 wouldn't put my five-year-old on a bus. I'll
8 tell you that now.

9 Most people will bring up the point that a K
10 through 8 school works, and I know it does at
11 71. You have an - - school, and I love that
12 you're represented, and you want to maintain
13 that. The difference that isn't mentioned here,
14 these are going to be four different units, or
15 entities, in one building. The reason that 71
16 is such a beautiful school is that you have one
17 principal, APs, teachers, parents in one unit
18 from K through 8. Here, we would have three
19 different middle schools, and we would have an
20 elementary school with four different
21 principals.

22 We also haven't talked about the CBO that's
23 in the building and has a presence seven days a
24 week, a PHIP speaking program. So that's five
25 entities, 5 leaders, or directors, that have to

1 work together to ensure all of these things
2 can happen.

3 And so I bring up what Mary started on,
4 cafeteria. This building was built in the
5 seventies, and it's a very odd arrangement. We
6 call it a T, but, then, it's an H. We have
7 rooms in the interior without any windows. We
8 have very small rooms, and we have very large
9 rooms. So I agree with Mary. Come take a tour.
10 We have a very small cafeteria. We have one
11 very small gym, and we have a huge yard. That's
12 the only thing that we have that's really..

13 So what will it look like to share these
14 spaces equitable? The proposal does state that
15 these things will not be removed from the middle
16 schoolers or the elementary schoolers. But, as
17 the principal that's been here the longest--I've
18 been here seven years. I've been here longer
19 than most of the people, maybe, in the office of
20 new schools that are here tonight.

21 I know what it's like to have transitions.
22 And some of the parents shaking their heads, you
23 were with me when we came in seven years ago.
24 I'm all for getting new schools. I'm all for
25 change, but I just don't know if this is the

1 right change because I don't see how we can
2 still be equitable amongst our space with such
3 small space that we have. So those are just
4 some things that I wanted you to think of. But,
5 more importantly, I want your voices to be
6 heard, but I wanted you to know that the
7 principals are here, and we are here to support
8 you in whatever you want. And we appreciate all
9 the voices that have come out.

10 MR. BEHR: At this time, I'd like to
11 introduce the school leadership team,
12 Chairperson from Mott Hall Community School, Mr.
13 Vincent Mancino.

14 MR. VINCENT MANCINO: I won't be long. I
15 actually wrote a speech, but I left it in my
16 folder because speeches don't go over.

17 A couple of things about the numbers in this
18 report, which stood out to me, I want to
19 mention. It goes through a lot of trouble to
20 say that those other schools rate 90 to 100-and-
21 something percent, and we are now at 50 or 60%.
22 But here is a good question. A few years back,
23 when 71 expanded to eighth grade, didn't
24 somebody do an assessment, at that point in
25 time, to see what that school might look like in

1 a few years?

2 And I'm not throwing you guys under the bus.
3 I mean, somebody must have taken a look at this,
4 right? And my question is what happened? If
5 they are at 100-and-something percent now, and
6 the other schools are at 90%, at somewhere along
7 the way for each and every one of these schools
8 in our neighborhood that are in dire straits,
9 someone at the Department of Education had to
10 take a look at this. How did they get from
11 point A to point B when they are right now? And
12 why should we trust that the numbers that are in
13 their report that justify what they want to do
14 are even accurate, right now? I mean, how do we
15 know that we are not going to get bigger?

16 The whole report is based on the assumption
17 that there is going to be no growth. If you
18 look, you'll see charts that show from this day
19 to that day, from this school year to that.
20 You're going to be at 225 or 255 people which,
21 by the way, for Mott Hall is less than we have
22 now. How do they know? And if they require us
23 to do it, maybe we want to grow.

24 And if we have space in our footprint--and
25 there is a whole wonderful discussion in there

1 about footprint--it's our space. Maybe we
2 want to do something with it. Maybe we want to
3 have a program so maybe we can turn that closet
4 that they are proposing be used as a classroom
5 into something we want to do with it. It's our
6 space. I don't trust the report where it says
7 we are not going to grow. And if they decide to
8 make us not grow, I like that even less. This
9 is our school. Maybe we want to grow. Maybe we
10 want to use the space a certain way. Clearly,
11 they got it wrong before with these other
12 schools, or they wouldn't be at 90 to 100-and-
13 something percent. Or is this the first--

14 [Applause]

15 MR. MANCINO: Is this the first educational
16 impact statement that's ever been done before by
17 the Department of Education? Somebody sat down
18 and crunched these numbers somewhere, and it
19 looks beautiful. This can't be the first
20 educational impact statement that's ever done.
21 Were they ever wrong before? God, I don't know.
22 How could that be? How could a school possibly
23 be at 100-and-something percent if someone did
24 an educational impact statement?

25 Well, they did one today, and, guess what,

1 in 2020, when the new school is in here--and
2 it's going to be--in 2000--sorry about that,
3 folks. I'm a pessimist. In 2020, when the new
4 school is in here, we are only going to be at
5 what, what does it say, 80%, 90%, something like
6 it? Do you believe that? Does any--

7 [Crosstalk]

8 MR. MANCINO: Does anybody actually believe
9 that? And suppose we want to complain about it
10 in 2020? Well, guess what, none of us are going
11 to be ahead. None of them are going to be here.
12 It's going to be a whole new slew of people.
13 It's garbage. You can make numbers say whatever
14 you want numbers to say.

15 One last thing, I don't want to take too
16 long. Bryan mentioned something about the zone
17 school versus non-zoned school. It's clear that
18 they want--they don't want to build a school
19 because they save money. But ask yourself this,
20 why is the burden on the CEC to find an interest
21 in making it a zoned school, and all the stuff
22 that has to be done, and, possibly, by November,
23 is it, in order for us to open as a zoned
24 school? Why are they making us jump through
25 those hoops and barrels? Why do they want to

1 make it so difficult?

2 If they're going to do this anyway, why did
3 they make it--why make it so difficult for us to
4 open as a zoned school, which would solve the
5 supposed real problem of overcrowding in our
6 neighborhood, right? That's why we are here
7 because we have overcrowding in our
8 neighborhood. Why are they doing that? Do they
9 really care about solving a problem in our
10 neighborhood, or is there some other agenda?
11 I'm a conspiracy theorist. I'm not going to
12 share with you my theories. Figure it out for
13 yourself.

14 MR. HERNANDEZ: Follow-up, you could follow
15 up on your - - the data of the overcrowding. -
16 - I'm going to learn who is going in that area
17 and - - . I know that the enrollment date of
18 the kids, and you could see the problem for all
19 the - - schools, apparent from - - through
20 fourth grade added a fifth grade, and that was
21 everybody went home and threw up. So you're
22 right. And everybody looking at it, so now - -
23 they took those grades from the middle school,
24 and now - - they got underutilized because they
25 overcrowded - - . So that was the reason why

1 because nobody bothered to do anything on
2 projections - - . So everybody went from being
3 at 90% to 120, 130%, just on the fact of adding
4 that extra grade.

5 MR. BEHR: I'd like to also acknowledge Ms.
6 Margarita Cologne, the Council for Supervised
7 Administration, principals represented in
8 District 8, and the Principal of PS 72, Ms.
9 Cologne. We have Kathy Felicione here. Do we
10 have the public--the speakers' list, please? Do
11 you want to speak? Yes.

12 MS. KATHY FELICIONE: Good evening. My name
13 is Kathy Felicione. I am a school aide at PS
14 71, and I'm also on the school leadership team.
15 My concern is, years ago when I went to 72, and
16 my mother moved, we had to go to our zoned
17 school. We weren't about to stay in a school
18 that wasn't zoned. Why at PS 71 do we have
19 children that shouldn't be there that's not in
20 our zoned school? And that's my main concern
21 'cause we [applause] this if that were to be
22 taken care of.

23 We have people, and we know we have people,
24 that don't live in the area, but we can't get
25 them out because their attendance is good, and

1 they are good children, and we don't want to
2 get rid of them, but we have no choice. And
3 now, we are part of it. So, to me, I think you
4 really need to look at zoning before you do what
5 you're going to do.

6 MR. BEHR: Our next speaker will be Ms.
7 Carmen Quinones, the UFT representative for
8 District 8. Ms. Quinones.

9 MS. CARMEN QUINONES: Good evening. My name
10 is Carmen Quinones, and I am the district
11 representative for District 8.

12 When I hear co-locations, and we talk about
13 co-locations, it's allowed. Okay? We have
14 three middle schools here, and I was here when
15 they were created. I was here when 192 was
16 closed, and I want to talk to you a little bit
17 about my own personal history with so-called co-
18 locations.

19 I am a proud member of PS 119. That is
20 where my teaching career has been. We've had
21 several--when we first started with the over
22 crowdedness, we were at the 101 building when it
23 first opened. Then, we had the portables.
24 We've been sharing space with IS 125 for a few
25 years now, and, then, they brought in a new

1 middle school blueprint. Now, 125, the whole
2 school, is in the last floor, overcrowded, and
3 119 has part of the first floor. There are
4 problems when you pull an elementary school in a
5 middle school. Okay?

6 Some of those problems, not so much the
7 bullying, as it is that the bathrooms, the
8 shared space. Okay? I want you to know that I
9 ate lunch at 9:30 for years. Now, I - - later.
10 And I ate lunch at 9:30 because that's the only
11 way that we could put all the lunch periods in.

12 Let's talk about the gym. It's real, okay,
13 because, in the middle school, they have to have
14 gym. So what do you do with the little guys?
15 Okay. Let the lunch group, it has to work like
16 clockwork. Okay?

17 So let me tell you there are challenges.
18 And these people that say, oh, we're helping you
19 out with the over crowdedness, that's a lie. As
20 a district rep, I tell you, 12 years, I've heard
21 the lies.

22 This is their Band-Aid to a problem that
23 needs to be fixed. District 8 needs schools.
24 For the last 20 years, there has not been a
25 school built, and I know; I've been here 28

1 years. Okay?

2 It has to be for real. This is not going to
3 work. It's not going to work. Okay? This is
4 not school against school. This is a Band-Aid
5 that they are putting on it. They'll do this
6 PEP. They'll put on a Band-Aid on it, and
7 you'll pay the price for it. Thank you.

8 MR. BEHR: Representing Assemblyman office,
9 we have Ben Mendazo. Mr. Mendazo.

10 MR. BEN MENDAZO: Hello. My name is Ben
11 Mendazo. I am Chief of Staff for Assemblyman
12 Michael Bennadarro.

13 MALE VOICE 1: Louder.

14 MR. MENDAZO: Hello. I'll try it again. My
15 name is Ben Mendazo, and I represent Assemblyman
16 Michael Bennadarro. He's in Albany right now
17 and can't be here, but he wants me to read you a
18 message.

19 Remember something that--the Assemblyman was
20 a schoolteacher. Before he became the
21 Assemblyman, he brought in PS 164 for our city.

22 "I come here today to testify against the
23 proposed co-location of a new elementary school
24 into the building, into the X 192 building."

25 FEMALE VOICE 1: Can't hear you.

1 MR. MENDAZO: Try now. Okay. "I believe
2 that this proposal is wrong. It should be
3 discarded and alternative approaches reviewed.
4 This 192 building was, and has always been, a
5 middle school and was outfitted for older
6 children, not elementary age students. Put in
7 300 grade school students there would be
8 difficult. Also, I am uncomfortable at mixing
9 young children with elementary school age with
10 children of middle school age. The structure
11 that is important to the elementary school child
12 may be disrupted by the more carefree atmosphere
13 of the older children.

14 "Furthermore, entry of a new school into the
15 building would add a fourth school - - to the
16 site. Having four schools in the same building
17 would create scheduling problems for lunch
18 rooms, gyms, auditorium, and schoolyard access,
19 not to mention four administrations trying to
20 coexist. I urge the Department to rethink the
21 plan and leave 192 site - - ." Did they hear
22 me? I guess they don't want me to speak.

23 [Crosstalk]

24 MR. MENDAZO: Okay. All right. Just to
25 summarize what he's saying here, we think this

1 is a bad idea. Okay? We think it's a bad
2 idea because the school is designed for a middle
3 school and not for an elementary school. - -
4 the standing problems that you're going to have
5 in the schoolyard, and the gym, the cafeteria,
6 the lunch room, all of it will make it
7 impossible. Too many things going on in one
8 place is not a good - - . There has to be
9 another alternative, and, if the Board of
10 Education wants to work with the community, the
11 Community Board, with the Assemblyman, - - to
12 find one. Thank you.

13 MR. BEHR: I'd like to introduce Mr. Kenneth
14 Kearns, representing the Community Board 10.
15 Mr. Kearns.

16 MR. KENNETH KEARNS: To the members of the
17 Community Education Council, CEC, - - , my name
18 is Kenneth Kearns, and I'm District Manager of
19 Bronx Community Board 10.

20 I would like to offer testimony regarding
21 the proposed co-location of a new elementary
22 school 08 X392 with the Urban Assembly of Civic
23 Engagement 08 X366, the Urban Institute of
24 Mathematics, 08 X371, and the Mount Haven
25 Community School, 08 X467, and the IS 192 campus

1 located at 650 Hollywood Avenue in Bronx
2 County.

3 It is the considered opinion of our Board
4 that the placement of another school within the
5 IS 192 campus would not be in the best interest
6 of the community. The three schools that occupy
7 this space enjoy decent academic reputations and
8 the support of the parents in the community that
9 - - . These are good schools that are
10 functioning.

11 They have all worked out sharing agreements
12 of common areas, such as the cafeteria, library,
13 and gym. The administration, teaching staff,
14 and parents have created an atmosphere of
15 respect where education thrives.

16 The Department of Education is interested in
17 relocating a new school on the campus because it
18 wants to - - elsewhere. The addition of a new
19 school creates the same problems at the IS 192
20 campus.

21 To the Department of Education, our Board
22 respectfully states that the current school
23 arrangement works very well, and we ask that you
24 leave it alone. To add another school will
25 reduce this delicate balance and jeopardize the

1 positive learning environment that has been
2 created. Thank you for your attention and
3 cooperation in this matter.

4 MR. BEHR: Thank you. We have now concluded
5 the formal presentations. We will open the
6 floor for public comments. The speakers will be
7 given the floor in the order that they have
8 signed up. All comments will be limited to two
9 minutes. But, before we speak, we have one of
10 our CEC members, Ms. Aurora Ronda, our
11 secretary, would like to say a few words.

12 MS. AURORA RONDA: Good evening. My name is
13 Aurora Ronda, and I'm a CEC rep. I am also a
14 parent volunteer of PS 72. I'm on the PTA board
15 there, and there have been numerous incidents
16 made here that have been useful, kids bullying -
17 - in our school. I don't agree with them
18 putting an - - school here [background noise].
19 It could be dangerous to the younger children.

20 We have had over two dozen calls between - -
21 with complaints about middle school kids - -
22 public school. They have school when - - . So
23 I - - to oppose this proposal. Excuse me. I'm
24 a little - - .

25 You know, it's the safety of our children.

1 It's the safety of our children has to come
2 first. Thank you. [Background noise]. - -
3 that proposal - - we have - - petition that we
4 have - - .

5 MR. BEHR: So, once again, we will now open
6 the floor for public comments. The speakers
7 will be given the floor in the order that they
8 have signed up. All comments are limited to two
9 minutes. Mr. John Demico, Mr. John Demico.

10 MR. JOHN DEMICO: Okay. It's actually
11 Demico, but that's--you were very close. I'm a
12 teacher here at UIM and have been here for, I
13 think, six of the seven years that it's been
14 open.

15 One of the points I wanted to make was that
16 the DOE said when they closed 192--and it was
17 very bitter, 'cause I was here as it was
18 closing--was the building is too crowded. It
19 can't function properly. We need to close 192.
20 We need to get rid of it, and we're going to
21 open these new schools. Well, those new schools
22 are wonderful. The three schools cohabitate
23 youth--

24 [Applause]

25 MR. DEMICO: However, to create even more

1 crowding with another school is not going to
2 help us. I'm the dance teacher. I know I'm an
3 old man, but I'm the dance teacher. I use the
4 common spaces all the time, the auditorium.
5 Will my dance studio even exist? Will they take
6 it? I mean, that's being selfish, but the
7 auditorium, the cafeteria, my colleagues that
8 teach in the phys ed department, there isn't
9 enough room.

10 The lunches, everybody said, and it's true,
11 there isn't enough room for the lunches, the
12 gym, or any of the other--you know, elementary
13 schools are notorious for having lots and lots
14 of assemblies, and they should. I believe it,
15 and I used to teach in elementary school.

16 So I really believe that this will be a bad
17 move for the community that we have built, and
18 we also have to remember Beacon. Ms. Joint
19 mentioned Beacon. Beacon uses it, so it would
20 be five, not four entities in one building. And
21 I used to work at an elementary school that was
22 made to go to eighth grade, and they wound up
23 having to backtrack because it destroyed the
24 elementary school, and that was PS MS 25 down on
25 149th. And it practically destroyed those

1 smaller children. And thank you very much.

2 MR. BEHR: Thank you. I our next speaker
3 will be Mr. Carlos Fernandez.

4 MR. CARLOS FERNANDEZ: Good evening,
5 everyone. Like Mr. Demico, I have been here
6 since the new academies came in, and it was sad
7 to see how 192 was phased out, and how the
8 people felt. So I feel like we have been down
9 that road already, and now we have this
10 beautiful road ahead of us, and we finally can
11 see the light. And I just don't want to go down
12 that road again. That's all I want to say.
13 Thank you.

14 MR. BEHR: Our next speaker will be missed
15 of Chuck Bauer.

16 MR. CHUCK BAUER: My name is Chuck Bauer,
17 and I've been a social worker on the school base
18 support team for the last 28 years. I service
19 the three middle schools in this building and
20 three middle schools in another building.

21 As a member of the school base support team,
22 with the school psychologist, we evaluate
23 students with special education services, and we
24 are members of the People Personnel Committees
25 in each school.

1 I would like to comment on the proposal to
2 put kindergarten through fifth grade in the
3 school with three middle schools, six to eighth
4 grade. I do not believe it's a good plan to
5 have five, six, seven-year-old students in a
6 school with 10 to 16-year-old students. We have
7 a number of older students who might tease and
8 intimidate the younger children. If I was a
9 parent of a younger elementary school child, I
10 would be concerned with the safety of my child
11 with much older children in the same school
12 building.

13 As a member of the school base support team,
14 if we have an elementary school in our building,
15 we are responsible, the school base support
16 team, for preschool evaluations for the children
17 who are turning five in the district, in the
18 area. I have worked on preschool evaluations,
19 and they are time-consuming. In January,
20 February, and March, these evaluations usually
21 take three full days a week for the three
22 months. Our school base support team would be
23 so overworked, we would neglect the middle
24 school students, as well as the elementary
25 school students that we would be served.

1 Therefore, I do not feel the plan to house
2 kindergarten through fifth grade in our building
3 is a good idea. I believe that continuing
4 having the three middle schools in our building
5 is a much better plan.

6 MR. BEHR: Our next speaker is Steven Mateo
7 J.

8 MR. STEVEN MATEO JR: Good evening,
9 everybody. I just want to emphasize how of the
10 - - situation. Well, first of all, my name is
11 Steven Mateo. I have a little sister here as a
12 sixth grader who are in Mott Hall, and I know
13 how it is to be bullied. It's not even - -
14 'cause you got three junior highs, and that's a
15 lot. That's a lot of junior high students that
16 could just, like, start fights with, like,
17 different schools, or, like, that's just more
18 problems causing. And, sometimes, even though
19 they are separate schools, they try to, like,
20 pick on the younger kids, and me myself, also,
21 like, in my years past, in my junior high years
22 and my elementary years, I have been bullied,
23 too. I know how it is, and I've been in fights
24 I don't even want to be in.

25 And, honestly, it's not worth the time to,

1 like, get bullied or, like, be in those
2 problems, so you're better off just keeping it
3 all junior high's where everybody is on the same
4 level, and everybody is able to, like, corporate
5 with everybody, really. And this is me speaking
6 as a high school student from Newman High
7 School. That's all I have to say.

8 MR. BEHR: Thank you. Our next speaker is a
9 former Community Education Council District 8
10 member, Colleene Byrne.

11 MS. COLLEENE BYRNE: Hello, Mr. Behr. Hi,
12 Jean Dipizza. So, first of all, thank you,
13 everybody, for coming out because I know how
14 hard it is on a rainy night to come from work to
15 a meeting. So thank you so much to the CEC. I
16 get it. I understand. I know that you are
17 giving your time, so I so appreciate it.

18 I have a kid in seventh grade. Next year
19 won't affect me. You're bringing in a couple of
20 kindergartners, but I live here. You are going
21 to bring prices, and it's going to be 304 all
22 over again. We are going to have buses triple
23 parked. The poor people who live on Hollywood
24 and Randall, they won't be ever, ever be able to
25 sell their houses, never.

1 Bussing, alone, is ridiculous. So you're
2 going to have three middle schools coming out,
3 then you're going to have little guys trying to
4 get on a bus. We already have trouble in the
5 neighborhood trying to control the middle
6 schoolers as it is. It takes the entire
7 community. Ms. Joint can tell you, if I'm on
8 the Avenue, and I see a kid, I see a shirt; I
9 call the school.

10 We are a community. We need to stick
11 together. I understand there is overcrowding.
12 I know where the overcrowding is.
13 Unfortunately, it's not going to come from 71 if
14 it comes into this building. It's not. It's
15 going to come from Soundview. It's going to
16 come from Lafayette. It's going to come from
17 Hunts Point. And I know those schools are
18 overcrowded.

19 Build the new schools. Make their schools
20 better. Don't come here and ruin something that
21 we fought so hard to build. I've been here
22 since the beginning with Ms. Joint. I fought
23 very hard to make this work. Don't mess it up,
24 'cause, you know, it's not worth it.

25 So I have 30 seconds. I'll let you go.

1 Thank you very much, but keep fighting. Do
2 not stop. Resolution 716 [applause]. Show up
3 at the scene. - - on the 16th and ask Mr. Behr
4 where we stand. Thank you.

5 MR. BEHR: Our next speaker is Kelly
6 Tulipano.

7 MS. KELLY TULIPANO: My name is Kelly
8 Tulipano. I'm a former PTA president at PS 304.
9 I have a student there, and I have two students
10 in UIM. We recognize that this community is
11 thriving. It's not going to stop thriving no
12 matter what you do.

13 We recognize the need for helping out our
14 local community schools, but our local community
15 school that's overflowing is 71. So, if
16 somewhere, they can put in this proposal that 71
17 is going to get preference to come here, then
18 maybe we need to look at that. Perhaps, we also
19 need to discuss the fact that this is a middle
20 school, and we can keep it a middle school by
21 inviting 71 students that are middle schoolers.
22 Let the fifth-graders apply to UIM, to - - , and
23 to Civic, the way PS 304 does, and 14, and 72.
24 They all had to apply. They got to take their
25 choice and come here. It's a great way for them

1 to merge into this already middle school. If
2 you do it with kindergarten, they're going to
3 collide. They are not going to merge.

4 We can share lunch space with other middle
5 schoolers. We can share the gym time. If there
6 is so much space out in the parking lot, perhaps
7 if there is all this money, instead of building
8 another elementary school and bringing another
9 teachers, and another principal, and an
10 assistant principal, how about we build a little
11 annex, maybe a planetarium. Nobody has one of
12 those. But we need to keep it into this
13 community, and we need to ensure that 10461 and
14 10465 are going to be first priority with
15 special consideration for PS 71.

16 If, next year, you have all your fifth-
17 graders apply here, and there is no sixth grade
18 there next year, in two years, you've opened up
19 four or five classrooms for new kindergartners
20 to come in, and, at some point, somebody is
21 going to ask for a pre-K over at 71, too. Thank
22 you.

23 MR. BEHR: Our next speaker is a bus
24 Tulipano.

25 MS. AVA TULIPANO: Hi, my name is Ava

1 Tulipano. I'm a seventh grade student here at
2 UIM, and I would like to talk to you about the
3 problems that are going to occur next year on
4 behalf of the UIM students here in Mott Hall and
5 Civic.

6 My lunch period is at 10:30 in the morning.
7 I'm hungry by the time it's one o'clock. If
8 kids come here next year, what happens to my
9 lunch period? Is it going to be moved to 9:15?
10 What happens when I'm in eighth grade? I'm
11 going to be moved to two o'clock. My lunch
12 period for eighth grade is now is one o'clock.
13 It's not fair to all of us. We are going to be
14 losing our time.

15 Our dismissal is at almost 3:30 in the day.
16 We are going to have to extend our day just
17 because the little kids are coming here. That's
18 not fair to us. Also, one of the reasons that I
19 applied here is because we had extra classes,
20 like music and dance. We are going to need to
21 make a room for these little kids. Where are we
22 going to put them? Are we going to take away
23 our classes like dance and music? That's not
24 fair to us.

25 Also, if the kids are coming here, they are

1 going to be mixing in with kids ranging in the
2 ages of 12, maybe even 15 years old. What
3 happens if they get hurt? Their parents are
4 here fighting for their safety and for their
5 education. And, honestly, that might not happen
6 if they get here. They could be coming home
7 with multiple curse words. That is not what
8 they want. Honestly, you will be making a big
9 mistake if you bring them here. Thank you.

10 MR. BEHR: Our next speaker will be Suzanna
11 Alarcon. Suzanna.

12 MS. SUZANNA ALARCON: Good evening. Can you
13 hear me? My name is Suzanna Alarcon. I'm a
14 parent from PS 71. I am the PTA president and a
15 volunteer for the last four years. I'm also a
16 learning - - . And, first, I want to take the
17 opportunity to express my concerns about the
18 problem that you all know by now that our school
19 is overcrowded.

20 As a - - , our school was built from 900
21 students. Currently, we have 1,715 kids in our
22 school. There is not enough due space. We have
23 25 to 32 students in each classroom. We have a
24 makeshift classroom in the inner yard for
25 kindergarten students because there is no place

1 to put them.

2 They are working on moving tables in between
3 the different OT, the therapist, the speech
4 therapist, which are also located in the inner
5 yard due to the lack of the space.

6 We know that we need a solution, a permanent
7 solution, not just a Band-Aid, as the lady--I
8 forgot her name, sorry--said. We need a brand-
9 new school to house the kids.

10 And the other problem is that our school is
11 supposed to be zoned, but we get kids from many
12 other different places that are not our zone.
13 [Applause], by train, by taxi into our school,
14 but since they come every day. They come on
15 time. We can't say anything. So that's one
16 thing that I want you to think about it. We
17 need our school for our kids.

18 And as you are aware, also, for our kids - -
19 for the future, and there is nothing that - -
20 than our kids, and we want them to grow and to
21 learn in a safe environment. As of now, our
22 middle school and the elementary school works
23 thanks to our principal, and our staff, our
24 school aides. All of those are a big family.
25 All of those try to help our kids, and it's just

1 organization, but we do need space. We do
2 need a newer school or help us with the students
3 that don't belong in our--from - - that are not
4 coming - - . Thank you.

5 MR. BEHR: Our next speaker is Magda
6 Rodriguez.

7 MS. MAGDA RODRIGUEZ: Good evening. Thank
8 you for housing us here. As you know, you
9 already know the numbers, the figures, that were
10 thrown out to you. This is what we are dealing
11 with as parents, as workers. I'm a parent. I'm
12 on my second child going to PS 71. My oldest
13 graduated from there with no problem, even
14 though we have a middle school. Part of it,
15 yes, goes on the administration. I can't give
16 them more than, you know, the hands-up on what
17 awesome work they have done as administrators
18 and educators.

19 But, at the same token, we do have a
20 problem. We have a big problem okay? Our
21 number is double, 900 figure. It's doubled. We
22 need to find a place for these kids. We need to
23 find a place for our children because, you see,
24 this is a neighborhood. But, you know, where I
25 come from is a community, and I think that this

1 is all community. We are part of this
2 community, and we need to look about--we need to
3 look at where our children and where they are at
4 in their safety. And are they getting educated?
5 Are they getting the dance, the music, and
6 everything else?

7 So, with that being said, I understand the
8 problem. I understand the fear. But what
9 happens to us? You know, what happens to us?
10 Maybe it is a Band-Aid. I don't know. Maybe it
11 is. But we got to look at the bigger picture,
12 and we got to all work together and not pull and
13 tug on neighbors, and neighborhoods, or
14 whatever. We need to look at the bigger
15 picture. Thank you.

16 MR. BEHR: Our next speaker is Raymond
17 Capone.

18 MR. RAYMOND CAPONE: Good evening, ladies
19 and gentlemen. I'd like to thank you for
20 providing this forum for us to voice our opinion
21 and our concerns, as long as you are informing
22 us of what's going on.

23 I have two young children in PS 71. The
24 only problem with being a 10 speaker is the
25 other 10 speakers have stolen my thunder. So

1 they've already asked many of the questions I
2 wanted to ask. So what I'd like to do is I'd
3 like to change course a little bit, and I'd like
4 to ask--coming into the meeting, I was ignorant
5 of the fact that they were building new schools
6 to house--

7 FEMALE VOICE 1: [Interposing] We can't hear
8 you.

9 MR. CAPONE: I'm sorry. Coming into the
10 meeting, I was ignorant of the fact that they
11 were building new schools to house our zone.
12 Now, PS 71 is a zoned school, but we have the
13 problem, like other parents have stated, of
14 children who don't live in the neighborhood
15 coming in and creating overcrowding, hazardous,
16 chaotic problem that we have.

17 Will the new school that is being erected be
18 zoned?

19 MR. HERNANDEZ: Can I answer the question?

20 MR. CAPONE: Oh, I'm sorry.

21 MR. HERNANDEZ: It's coming. Just so
22 everybody knows, we've got a brand-new question.

23 FEMALE VOICE 1: - - .

24 MR. HERNANDEZ: - - comments.

25 MR. CAPONE: Okay, thank you. And the other

1 problem is, now, I graduated from here 30
2 years ago this year, and I graduated from PS 71
3 38 years ago. I'm like, again, addressing the
4 Board.

5 There is a reason that there is elementary
6 school, middle school, and high school is to
7 protect the innocence of the children on their
8 level of childhood and learning. We can't have
9 these older children with the younger children.
10 It's going to cause chaos and problems. So I'd
11 like to say, where do I sign the petition?

12 FEMALE VOICE 1: Right here.

13 MR. BEHR: Our next speaker is Joaquin T.,
14 Joaquin.

15 MR. JONQUIN TOLEIDA: - - . I go to school
16 right here for - - . Okay? And I - - speaking
17 here on the kids - - . - - this school. - - .
18 Okay? But every day - - . - - kindergarten - -
19 all of those - - a parent - - . All right. But
20 guess what, this year - - to get us more - - .

21 [Crosstalk]

22 FEMALE VOICE 1: Please - - .

23 [Crosstalk]

24 MR. BEHR: I would like to thank everyone
25 who attended this evening. It is about everyone

1 has their own busy schedule. I don't have--
2 you want to come to me? Please. I don't have
3 you on the list.

4 FEMALE VOICE 1: - - .

5 MR. BEHR: I don't have you on the list.

6 FEMALE VOICE 1: - - .

7 MR. BEHR: Please, please, if you want to be
8 speak. I don't have you on the list, so I can't
9 acknowledge you. Please, sir.

10 [Crosstalk]

11 MR. JOHN SHANLEY: My name is John Shanley.
12 I am on the SLT at UIM. I'm a parent, a parent
13 of a sixth grader at UIM, a teacher myself for
14 15 years and a community member for over 10.
15 All right?

16 In this day and age, high expectations and -
17 - standards, you would assume that the
18 Department of Education would do everything to
19 ensure a safe learning environment for
20 everybody, yes, for everybody. But this
21 proposal just seems to just be contradictory to
22 anything logical, anything. I understand there
23 are needs to be met, but this does not do that.

24 As a teacher, I think of common cords, the
25 present and future of education. One of the

1 many things coming down the road is
2 computerized testing. How in the world can
3 there be computerized testing for three schools,
4 let alone four? Three schools where, yes, they
5 are all middle schools, but now elementary? It
6 makes no sense whatsoever.

7 As a committee member, how in the world is
8 this not a zoned school? If it's supposed to
9 help - - 71, how, on paper, how could it be
10 presented and logically by adults who are
11 educated to say, oh, - - . It makes no sense.

12 As a parent, like I said, my daughter Leila
13 is a sixth grader, and she loves, absolutely
14 loves, UIM. She comes home every day and is the
15 happiest kid in the world, homework and all.

16 One of the reasons is the amount of
17 extracurriculars that are here. What will
18 happen to those extracurriculars? They will be
19 limited. They will be gone. All right? It's
20 not right. This does not do anything to
21 alleviate any problems. All right?

22 What I do ask is that when those people who
23 are going to vote, and I doubt they are here,
24 when they decide that they are going to sit
25 there, and they are going to make a vote that

1 affects everybody here, and not them, that
2 they take to heart everything that's said by the
3 Board, by the parents, by teachers, and
4 everybody. All right? Yes, we need a solution.
5 This is not it.

6 MR. BEHR: Someone else that would like to
7 speak that we are not aware of? If you would be
8 so kind as to introduce yourself, please? Thank
9 you.

10 MS. CATHY PANAYESE: Hi. My name is Cathy
11 Panayese. I'm an associate - - , and I'm also
12 co-president of Munro PTA.

13 My main concern is having older children
14 with younger children. Our school is not even
15 equipped for kindergarten kids here. We don't
16 have school - - nothing. I don't want my
17 seventh grader in the bathroom with a
18 kindergarten kid. It would create problems for
19 him and problems for me. One little kid has to
20 say one thing wrong. The kids in middle school
21 do not talk the way kids in kindergarten to. I
22 have a seventh grader, and I hear his language
23 sometimes when he's in his room and yelling, and
24 I - - with kindergarten parents don't want their
25 children subject to middle school language.

1 'Cause it is - - out there.

2 And our gym, we have to have gym time for
3 all these children. We have to have lunch time
4 for all these children. What happens to the
5 kids who are on extended day? They are going to
6 have lunch at 9:30 and then have to go home at
7 four clock? What happens to those kids? They
8 are not going to eat all day? Because I know
9 that sometimes they put snacks in the classroom,
10 but I've dealt with that, too. Sometimes,
11 teachers don't want snacks in their classroom
12 because they are afraid of bugs or - - roaches
13 and mice and all that. So my kids are not going
14 to get snacks. They can't have juice. They can
15 only have water. Some teachers don't want water
16 because they are afraid it will spill on their
17 papers.

18 So we are not equipped for a new school
19 here. You need to build another school
20 somewhere else that's going to accommodate 71.
21 I understand they are overcrowded. Perhaps they
22 want it--the DOE, that's their problem. They
23 should have looked into it better. And - -
24 because that's what's going to happen to this
25 school if we put a school here. We are going to

1 end up overcrowded.

2 MR. BEHR: Before we close, is there someone
3 else that wants to speak that we do not have on
4 the list? This is your time. Just make sure
5 you introduce yourself. Just introduce
6 yourself.

7 MR. MICHAEL LAMB: Good evening. My name is
8 Michael Lamb. I am a teacher at UIM and also
9 the chapter leader here, and I want to say thank
10 you, again, to the families and the committee
11 members that are out here spending your evening
12 hours with us because your voice is important.

13 I think we all are going to work at, and
14 live around, and send our kids to a great
15 school, a successful school. And when schools
16 aren't doing well, I can understand the talk
17 about opening up a new school so that we can do
18 just that.

19 What's odd about the situation is that we
20 have three schools that are doing quite well,
21 yet we still have the same talk about opening up
22 a new school in this building. Co-location
23 seems to have a dirty meaning behind it, or is
24 now a dirty word. What's odd to me is, if you
25 look at what these three schools have done,

1 we've no longer made it a dirty word. We made
2 it work for us. We have leadership that works
3 altogether, and we have minimal issues, if you
4 look at some of the other co-location situations
5 throughout the whole city.

6 And, finally, this seems to be a response to
7 a short-term elementary overcrowded crisis. We
8 cannot respond to this crisis by creating a
9 long-term middle school overcrowded situation.
10 We ultimately need a long-term-- - - problem to
11 that crisis. So we need a long-term solution to
12 this problem. We can't create problem number
13 two to solve problem number one. That just
14 doesn't make any sense for anyone.

15 MR. BEHR: Quincy?

16 MR. QUINCY TYLER: Hello, ladies and
17 gentlemen, my name is Quincy Tyler. I was an
18 old student here in - - 22. My school had shut
19 down because, apparently, the Board of Education
20 said we were overcrowded. So, if you want to
21 take a middle school that has three schools in
22 this building and put an elementary in it, you
23 are going to make it overcrowded even more.

24 The safety hazard, for example, like Mr.
25 Demico said, a teacher said, there is no - -

1 safety around here. So why are you putting in
2 an elementary school. If you want safety,
3 apparently, or you want to have space limited,
4 you should do more things. You should build a
5 different building, I think. You should do
6 different options. And not, you know, just say,
7 oh, put this school in that one, if you want to
8 help us, to be honest.

9 MR. BEHR: So, once again, on this rainy
10 Monday night, I do want to thank you very, very
11 much for being here, to voice your concerns, or
12 support, for this proposal. I wish you a very
13 safe evening home. We welcome any comments and
14 feedback you may have at any time before the
15 Panel for Educational Policy votes on this
16 proposal at its October 15, 2013, meeting at
17 Prospect Heights campus located at 883 Classon
18 Avenue, Brooklyn, New York.

19 Again, the meeting is October 15, 2013, at
20 Prospect Heights campus located at 883 Classon
21 Avenue, Brooklyn, New York. The e-mail address
22 and phone number where comments may be made are
23 doaproposals@schools.nyc.gov. You may call 212-
24 374-5159. Thank you for your participation.
25 This joint public hearing is now closed.

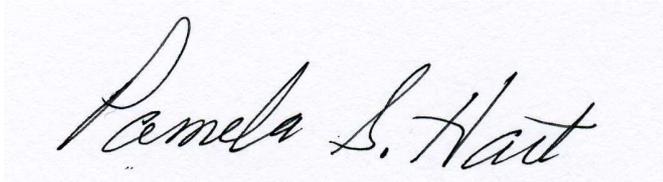
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C E R T I F I C A T E

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

A handwritten signature in cursive script that reads "Pamela S. Hart". The signature is written in black ink on a light-colored, slightly textured background.

Signature: _____

Date: October 10, 2013