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

**TER of IS 171 at K171
and
Opening of New District
Middle School**

**10/8/13
5:30 p.m.**

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[START RECORDING]

FEMALE VOICE: - - of a new district middle school, - - , with existing school 171 and - - for 2014-'15. Please note that the Department - - information from the school leadership team - - . I will begin when - - . Tonight, this meeting is recorded and transcribed, which is another reason - - to stay at this level, so that the transcription can be run correctly and - - . before we begin, - - an opportunity to do so at this time. We will close the speaker list in 10 minutes. Only people who sign up will have an opportunity to speak. - - who will be able to speak - - . We have a representative from the - - office - - . It is 6:08 and we have officially begun this - - . Tonight's format will include a presentation of the proposal, a presentation by the panel - - , followed by - - . If you have not signed up to

1 speak, you must do so within the next 10
2 minutes. I want to remind you - - no longer
3 than two minutes, and - - every speaker an equal
4 opportunity to speak. We will get time - -
5 people will let you know when 30 seconds are up,
6 so you will have a chance to finish up. You
7 will then - - . You're not listening any
8 longer. When your time is up, you can finish
9 your thought. If you have more to say and you
10 ran out of time, please feel free to hand me
11 your notes and I will make sure they get
12 recorded into the record. I would now like to
13 introduce the panel, - - , go back to my seat
14 over there, and I will sit from there. From my
15 far left, from the SLT, is - - Rodriguez. We
16 have Principal Barbara Kendall. You have the
17 CEC President, Erica Perez. - - District 19
18 Superintendent, Ms. Joyce - - . I now turn the
19 program over to your superintendent - - , who
20 will read the proposal. It is particularly
21 important that we have complete quiet for the
22 reading of the proposal.

23 [Spanish Language]

24 [Crosstalk]

25 FEMALE VOICE: Good evening. The proposal

1 summary reads as follows. The New York City
2 Department of Education, or DOE, is proposing to
3 open and co-locate a new district middle school,
4 19K760, in building K171, which is located at
5 528 Ridgewood Avenue, Brooklyn, New York, 11208,
6 in Community School District 19. If this
7 proposal is approved, 19K760 will be co-located
8 in K171 with IS 171, Abraham Lincoln, an
9 existing middle school serving students in
10 grades six through eight. 19K760 will begin
11 enrolling sixth grade students in the 2014-2015
12 school year and will add one grade level per
13 year until it reaches full scale, and serves
14 students in sixth through eighth grade in the
15 2016-2017 school year. The DOE is also planning
16 to reduce the enrollment at IS 171 over a period
17 of three years, beginning in September 2014. IS
18 171 will admit fewer sixth grade students after
19 the end of the 2013-2014 school year, and will
20 continue to admit a reduced number of sixth
21 grade students in subsequent years. By 2016-
22 2017, enrollment at IS 171 will have decreased
23 by approximately 320 to 350 students, to
24 stabilize at a new lower total enrollment of
25 approximately 420 to 450 students in sixth

1 through eighth grades. This will provide an
2 opportunity for IS 171 to concentrate on a
3 smaller cohort of students and allow for a new
4 option for middle school students in building
5 K171. If this proposal is approved, both 19K760
6 and IS 171 will admit students through the
7 middle school admissions process, using an - -
8 admissions method and offer priority to students
9 residing in the K171 zone. The DOE has
10 identified a K171 building as an unutilized
11 building. According to the 2011-2012,
12 enrollment had to be utilization report or a - -
13 , building K171 had been - - to serve 1,140
14 students. In 2013-2014, IS 171 is serving
15 approximately 772 students, yielding an
16 estimated building utilization rate of 68%. If
17 this co-location proposal is approved, 19K760
18 will gradually phase into K171, while IS 171
19 simultaneously scales back its enrollments. The
20 new school will serve students in sixth grade in
21 the 2014-2015 school year and will add one grade
22 level every year until the school reaches its
23 full grade span of sixth through eighth grade in
24 the 2016-2017 school year, serving approximately
25 345 to 375 students. In 2016-2017, once IS 171

1 has completed its enrollment reduction and
2 19K760 is at full scale, it is projected that
3 there will be approximately 765 to 825 students
4 served in K171, thereby yielding an estimated
5 building utilization rate of approximately 67%
6 to 72%. If this proposal to co-locate the new
7 district middle school is approved, the middle
8 school seats that will be lost as a result of
9 the enrollment reduction at IS 171 will be
10 recovered by the new seats available at 19K760.

11 FEMALE VOICE: We would now like to hear
12 from our CEC President, Erica Perez.

13 MS. ERICA PEREZ: Hi, good evening. On
14 behalf of CEC, we formally reject the proposal.
15 There is no pre-engagement as voiced by the
16 parents. Upon conducting a walk through, we
17 observed that the blueprints are outdated and do
18 not accurately show the school's building and
19 make up. There are only two floors with
20 functioning bathrooms. The bathrooms are
21 segregated as well. It is very time consuming
22 for the teachers to bathroom the boys and then
23 the girls. The boys are on one side of the
24 school building, while the bathrooms for the
25 girls are on the other side. It's also a safety

1 concern by bringing in another school. The
2 building's make up is so small that dumbwaiters
3 can be found on each floor of the building, not
4 that they are functioning. There are also no
5 labs, nor are there any demo labs in the
6 building at all. As school cafeteria workers
7 are preparing food, just two feet away, students
8 are taking their gym class. Even the dumpsters
9 for the waste are out in the plain view, less
10 than five feet away from where the children are
11 eating lunch. There aren't even water fountains
12 and there isn't even space for the water
13 fountains. After lunch periods, gym once again
14 has to start, so this space is occupied all day
15 long. The room that holds the computer server
16 houses the guidance counselor as well. Because
17 the air conditioning must remain on, every child
18 that visits the guidance counselor will be
19 subjected to freezing temperatures all day long.
20 There are only two bathrooms, one on the first
21 floor and one on the third floor. It would be
22 safe to say that chaos would truly ensue with
23 over 700 students being designated to one
24 bathroom. At this point, the school is even
25 utilizing the teacher's cafeteria one period of

1 the day for the children. By putting another
2 school in this building, there would no longer
3 be an arts program, which just started this
4 year. And as for what they claim is a school
5 yard, there is no school yard, nor has there
6 been for the past two years. So the children
7 have to walk around within this space, which is
8 confined. Even the initiative for the Middle
9 School Success Center would be hindered. It is
10 a part of a three year program that is supposed
11 to be able to grow, but how will it be able to
12 do that with another school being housed here
13 that wants to grow as well? Thank you.

14 FEMALE VOICE: - - . All members, all
15 constituencies - - IS 171 school community. I
16 want to thank you for your presence this evening
17 at this hearing of a proposal to have another
18 school be - - on IS 171. As Ms. Perez pointed
19 out, I do not wish to reiterate the whole point,
20 but I need to hone in and just repeat just few
21 things. Firstly, we heard the superintendent's
22 proposal that this school has a utilization of
23 68%, based on our 700 - - to 790, based on our
24 students on register. However, the question of
25 space utilization has to be viewed in a more

1 practical sense, and I'm speaking on behalf of
2 the teachers, the students who are here,
3 functioning on a daily basis. We have a
4 cafeteria and a gym that occupy the same space.
5 For half of the day, from periods one through
6 period four, students have the opportunity to
7 perform gymnasium--at the gymnasium. From the
8 fifth period through the seventh period, that's
9 the time that the students have to eat, within
10 that same space. So students cannot have the
11 opportunity to have the full privilege to
12 exercise within the gym all day. So that is a
13 space issue. How could another school come
14 here? No, we envision that there is going to be
15 a real difficulty in sharing cafeteria time and
16 the gym time in that same location. My second
17 point, for years our students who are doing
18 reading academic - - courses, ELA, math,
19 science, social studies, - - reading and
20 arithmetic, so to speak, right? And that is all
21 they were getting. Just last year, we were
22 fortunate to bring performing arts into this
23 school, and I can tell you how having the
24 performing arts program, that program has really
25 uplifted our students, in terms of motivating

1 them to come to school. Based on the report
2 that I got from my attendance teacher, since
3 school has started, in District 19, we--our
4 attendance, it's above the top. I think she did
5 say it's in the top within the district. We are
6 averaging about 90% attendance in middle school
7 so far, so that is a great plus. And you see it
8 transform the students' attendance and focus in
9 the classroom. All students have the
10 opportunity to engage in performing arts. If we
11 have another school here, that program will be
12 killed. Our students will no longer have the
13 opportunities to engage in the arts. Different
14 types of dances, like tap dance, modern dance,
15 African dance, band, chorus, African drums, - -
16 , videography, those are all of the performing
17 arts programs your children, our children are
18 exposed to. To have another school here, they
19 would no longer have that. And yes, it might be
20 a good idea according to the proposal to utilize
21 space that is measured by square footage. In a
22 practical sense, you heard about depletion of
23 our students' intake, you heard about teachers
24 who would have to leave, evidently, if our
25 student enrollment declines, and what do you

1 think that would eventually lead to? I can
2 classify that as what the underdeveloped
3 countries refer to as a brain drain, when you
4 have that chance for your resources, your
5 qualified students, your qualified teachers
6 having to leave, and they would be going to the
7 very school that would be co-locating here. So
8 there would be a shift in the human resources,
9 and what would that do to existing 171? Can we
10 figure that out? A total decay in performance
11 in the students who are here, because evidently
12 the next school would be attracting our best
13 students. And hence, in two schools operating
14 effectively, there would be a total decay of IS
15 171 as we envision. So I speak on behalf of my
16 teachers, I speak on behalf of my parents who
17 have consulted me, and I know the mic is going
18 to be open for individual remarks. So with all
19 those - - , those two points that I wanted to
20 bring up - - , I can bring up more, but I have
21 to share the time. I am saying at this point a
22 co-location may not be in the best interest in
23 the programs that we have here, and just to go
24 back to one point that our CEC president
25 mentioned. We just got a Student Success Center

1 as a special grant that we - - here at IS 171.
2 For the first time, our eighth graders are
3 getting real guidance, preparing them for
4 college and career readiness. That two year
5 program, that would have to be killed out. So
6 we are utilizing space here effectively, in
7 terms of bringing richer and more engaging
8 programs to our children here at IS 171. I
9 thank you.

10 FEMALE VOICE: We will now turn the mic to -
11 - .

12 MALE VOICE: Good evening. My name is - -
13 Rodriguez. I'm the president of the parents'
14 association. Good evening. My name is - -
15 Rodriguez. I am the president of the parents'
16 association.

17 [Spanish language]

18 MALE VOICE: I want to thank you all for the
19 - - , everyone who volunteered, because it's
20 very important for us to do what is needed.

21 [Spanish language]

22 MALE VOICE: Dr. Kendall spoke about the
23 space. I'm going to speak about another matter
24 that is as important.

25 [Spanish language]

1 MALE VOICE: - - I think from the school
2 IS 171.

3 [Spanish language]

4 MALE VOICE: Our goal was to recommend that
5 - - .

6 [Spanish language]

7 MALE VOICE: Unfortunately, the - - because
8 another school--we are going to give this space
9 with another school, and we are going to be
10 forced to start over again, all over again.

11 [Spanish language]

12 MALE VOICE: We have worked very hard, and
13 with the help of Dr. Kendall, we have
14 accomplished a lot.

15 [Spanish language]

16 MALE VOICE: Most of you have noticed that
17 regarding to safety, this school is - - the
18 school has changed.

19 [Spanish language]

20 MALE VOICE: We are not - - . We want all
21 students to wear a uniform. Right now, 90% of
22 the students wear a uniform.

23 [Spanish language]

24 MALE VOICE: Another school is going to take
25 place, or going to share the same space, all

1 that effort is not going to be--it's going to
2 be cut off. It's going to be stopped, and we
3 need to really, with the head, the principal and
4 some other--some of the teachers to make this -
5 - to come true.

6 [Spanish language]

7 MALE VOICE: We want to keep our family. We
8 cannot allow another school to share this same
9 space that we are in. We want to be working - -
10 , achieving what we are setting as a goal.

11 [Spanish language]

12 MALE VOICE: I cannot say that all functions
13 - - Department of Education, - - . I can't say
14 that some of them do not want us to achieve--
15 accomplish - - , and we want to feel proud in
16 the future when we see our children when they
17 accomplish what is the goals we set forth.

18 [Spanish language]

19 MALE VOICE: The Department of Education do
20 not allow the other school to share the same
21 space that we are. Thank you.

22 FEMALE VOICE: - - .

23 [Background noise]

24 MALE VOICE: - - .

25 [Background noise]

1 MALE VOICE: - - .

2 [Background noise]

3 MALE VOICE: - - the Department of
4 Education, run - - the CEC. Secondly, it is the
5 decision to co-locate - - a decision that is
6 already made and - - . And if that is the case,
7 the decision - - any school in 171 - - .

8 [Background noise]

9 MALE VOICE: - - that is not 171 - - . Some
10 of the - - right in the same room when the
11 Department of Education tried to close this
12 school down. The school got a second chance.
13 The school - - progress.

14 [Background noise]

15 MALE VOICE: - - . Thank you.

16 [Background noise]

17 MALE VOICE: - - . And one thing I want to
18 - - my community and my constituents is that - -
19 safe school, - - . Thank you.

20 [Background noise]

21 FEMALE VOICE: - - .

22 FEMALE VOICE: - - , and again, we were on
23 the - - . The downsize in space would have been
24 - - services in - - environments. - - at a
25 school - - . The New York City Department of

1 Education did not rely on evidence - - this
2 school, because of the adverse affects on the
3 students and faculty - - .

4 [Spanish language]

5 FEMALE VOICE: - - . If you would like to
6 speak, - - . Yeah, absolutely. - - . I do
7 want to - - . You are so far - - , and so the
8 applause did not take away from their time. But
9 the speakers that are - - to come only have two
10 minutes, and so the applause will either drown
11 out what they're saying on the mic or take away
12 from their time. So I have a suggestion. If
13 you approve of what they're saying, you can use
14 the sign of waving, and if you disapprove, you
15 can cross your arms. In order to make this
16 work, this group of students in the back will
17 have to stand on one side and wave your signs so
18 that this will be for all the approval, - -
19 stand to the side and wave. Do you want to - -
20 your sign one time?

21 [Crosstalk]

22 FEMALE VOICE: Okay, so you can put them
23 down now. Thank you. So if you approve of what
24 the speakers say, tell me, are you going to
25 wave? Okay. And then at the end of each - -

1 everybody applause for that group of speakers
2 before we go on. We are now ready for our last
3 - - .

4 FEMALE VOICE: - - . She is not here
5 fighting - - cuts to public education. She is
6 not here to start - - . - - is not here - - .
7 What I need are the - - and especially the - -
8 to once again - - education. We've got a
9 message. We will - - fighting - - public
10 education. What we need and what - - should be
11 - - make those decisions - - .

12 [Spanish language]

13 FEMALE VOICE: We are - - administration - -
14 school. Taking away resources that are very - -
15 as is from IS 171 for another school. The - - .
16 - - education for all children, but this cannot
17 be done at the expense of these kids. Co-
18 location is a very - - . Children that have the
19 most need and the most - - education. And - -
20 have been - - by New York City DOE. - - . This
21 will not have - - and that is not enough. We
22 need to send a message to DOE that we will
23 actively - - to reconsider, to - - IS 171 and -
24 - . We need a - - that is - - in key positions.
25 This decision should not be made in darkness.

1 We've got to - - , and that is the problem
2 we've got. It is not just this school. This is
3 city-wide. There is - - today. We - - New York
4 City represents a - - . That - - is a community
5 based organization with - - parents, with very
6 little teachers that care about their children
7 and work with them at the school, that encourage
8 them on the - - , and that's why we want a
9 strong - - . And you can't do that if you're
10 going to - - , no gym, no science labs. You are
11 taking away the resources that are needed to
12 expand our learning opportunity, and that is why
13 - - .

14 [Background noise]

15 FEMALE VOICE: - - to make that position,
16 and that's what - - . Thank you.

17 FEMALE VOICE: At this time, I think we have
18 - - , if the other - - .

19 [Background noise]

20 FEMALE VOICE: If you do, please - - the
21 mic.

22 [Background noise]

23 FEMALE VOICE: Please remember that time is
24 taken away - - . Thank you.

25 MALE VOICE: Good evening. - - .

1 [Background noise]

2 MALE VOICE: - - doesn't make sense. There
3 is - - education. - - in the other school. Now,
4 if someone - - other school, - - in the classes
5 of the other school. This is not fair. If - -
6 school, we should be making the school better.
7 Now, last week we had a meeting and - -
8 education. This brings up - - that you're not -
9 - . Three years ago, - - school. The parents
10 came home, - - what they think of the school.
11 We can't do that anymore. We have to find
12 another place for our kids - - come to this
13 school. - - have a better education than the -
14 - , but both - - go to school. Thinking of the
15 safety, because - - this school, I believe you
16 are not thinking about their education.

17 [Background noise]

18 MALE VOICE: - - . This school - - other
19 elementary schools. This is not even - - 171 -
20 - middle school. - - downsizing, bringing those
21 students, and what is probably going to happen -
22 - . Then you're going to give the new students
23 first crack at all those - - than 171 - - and
24 fall back into a struggling school again.
25 That's not how you fix this. Put the money in

1 the school. If you want to fix something, - -
2 a new building, get them out of this. You
3 shouldn't have to segregate boys on one side,
4 girls on the other side. The lunch room
5 shouldn't be the gym. That's not fair. This is
6 where - - , I have to eat - - . Let's fix this.
7 We shouldn't have to wait until - - . Let's fix
8 it now. We're going to be here - - .

9 [Background noise]

10 MALE VOICE: - - .

11 [Background noise]

12 FEMALE VOICE: - - . We would also like for
13 - - . Please let me know if you would like to
14 speak - - .

15 [Background noise]

16 MALE VOICE: - - .

17 [Background noise]

18 MALE VOICE: - - .

19 [Background noise]

20 MALE VOICE: - - .

21 [Background noise]

22 MALE VOICE: - - .

23 [Background noise]

24 MALE VOICE: - - .

25 [Background noise]

1 MALE VOICE: - - .

2 [Background noise]

3 FEMALE VOICE: - - . In 1999, we had to - -
4 another school in - - .

5 [Background noise]

6 FEMALE VOICE: - - . This is my school.
7 This is our school, and - - school is not - - .

8 [Background noise]

9 FEMALE VOICE: - - .

10 [Background noise]

11 FEMALE VOICE: - - . We have four students
12 who have signed up to speak. Very few - - of
13 students - - deserve to have their full time.
14 So at this time, I'd like to ask Alexander--
15 Alexia, sorry, - - .

16 [Background noise]

17 FEMALE VOICE: - - . So would the four
18 students who signed up, please line up and
19 please give your name. Please remember that the
20 applause takes away from their time. So please,
21 - - clap at the end of all four students.

22 FEMALE VOICE: My name is Alexia - - and I
23 want to - - . We have gym during lunch and we
24 have - - in the whole school. Okay, because of
25 the - - , we wouldn't have art class or the arts

1 anymore. This is our school, and it's not
2 going to change.

3 [Background noise]

4 FEMALE VOICE: I'm - - .

5 FEMALE VOICE: - - more space, and if the
6 other school comes, - - . Thank you.

7 [Background noise]

8 FEMALE VOICE: Good evening, ladies and
9 gentlemen and fellow students. I really don't
10 think - - to bring another school to ours
11 because - - . We love our school the way it is
12 now, and we want it to stay that way. We also
13 don't agree with this decision, because instead
14 of going to school we need more - - , such as a
15 proper gym and a proper arts center. - - .

16 [Background noise]

17 FEMALE VOICE: - - .

18 [Background noise]

19 FEMALE VOICE: - - .

20 [Background noise]

21 FEMALE VOICE: - - .

22 [Background noise]

23 FEMALE VOICE: - - . This is our - - and
24 this is our future. - - .

25 [Background noise]

1 FEMALE VOICE: First of all, - - our
2 school.

3 [Background noise]

4 FEMALE VOICE: And we don't have the space
5 to - - . We don't have any - - , so we are not
6 - - hallways - - .

7 [Background noise]

8 FEMALE VOICE: - - . This school does not -
9 - walk in the hallways. - - . Thank you.

10 [Background noise]

11 MALE VOICE: - - .

12 [Background noise]

13 MALE VOICE: - - .

14 [Background noise]

15 MALE VOICE: - - .

16 [Background noise]

17 MALE VOICE: - - .

18 [Background noise]

19 MALE VOICE: - - .

20 [Background noise]

21 MALE VOICE: - - .

22 [Background noise]

23 FEMALE VOICE: - - . Hi.

24 [Background noise]

25 FEMALE VOICE: Well, the first thing I have

1 to say it that even though this school is
2 huge, everybody else is way too crowded.

3 [Background noise]

4 FEMALE VOICE: Because even though it's
5 crowded and - - , they will have to divide a - -
6 in half and then it will be - - . Everybody
7 will be - - .

8 [Background noise]

9 FEMALE VOICE: - - everybody else - -
10 because all those kids in the other school - -
11 in the school. And then - - . Nothing.

12 [Background noise]

13 FEMALE VOICE: I want to thank the students
14 who represented themselves well and - - .

15 [Background noise]

16 FEMALE VOICE: At this time, we want to call
17 numbers one through five to the podium. Please
18 line up, numbers one through five. - - .

19 [Background noise]

20 MALE VOICE: - - . My name is Orlando - - .
21 - - as parents and as a principal, this school
22 is - - , and I feel - - what is going on is - -
23 and the - - , because the building that is
24 overcrowded - - , because it is a fire hazard
25 and - - the fire would be involved and then we

1 pull out of the school - - . So please, - -
2 of our schooling, of our children, - - . And I
3 do not, because I love my country, I love my
4 neighborhood, I love the children, and I want
5 the children to go to school - - . And I think
6 three years - - and I think - - for 21 years to
7 - - a school, and that is why my son is a - - in
8 Houston, Texas, and that's what we have to do,
9 fight for our children. - - .

10 [Background noise]

11 MALE VOICE: - - in Houston, Texas. I - - ,
12 because the part of - - , because they don't
13 follow - - the safety of the - - . Please, - -
14 to have - - for all.

15 [Background noise]

16 MALE VOICE: Thank you.

17 FEMALE VOICE: Number three. Is number
18 three here? What number are you, sir?

19 [Background noise]

20 FEMALE VOICE: Would number four please be
21 ready - - . Please begin.

22 MALE VOICE: [Spanish language]

23 [Background noise]

24 FEMALE VOICE: Would numbers five, six,
25 seven and nine please come forward. Five, six,

1 seven and nine.

2 [Background noise]

3 FEMALE VOICE: - - please consider the time.

4 FEMALE VOICE: Okay. Hi, I have a - - , and
5 I think this school - - . If we have
6 overcrowded classrooms, we should use the space
7 that we have - - . Thank you.

8 [Background noise]

9 FEMALE VOICE: - - you may begin.

10 FEMALE VOICE: Hi, I'm - - at this school.
11 I have two sons that go here now, and another
12 son - - two years. My - - is going to create
13 overcrowded classrooms, which is going to be
14 difficult for the children to receive - - . So
15 whoever - - the proposal for the school, - - .

16 [Background noise]

17 FEMALE VOICE: - - these children, - - , and
18 that's why I love this school. - - our
19 students, our children can - - .

20 [Background noise]

21 FEMALE VOICE: - - . And honestly, with all
22 due respect, any institution with the word
23 education in it, I find reprehensible that - -
24 our children by allowing other schools to come
25 here and take - - to provide - - .

1 [Background noise]

2 FEMALE VOICE: - - taking what our children
3 need the most. We should - - . And I do have
4 to add to the Board of Education, - - came back
5 the next year and - - teaching, because it had a
6 - - . And I need to know - - work now, - - .

7

1 [Background noise]

2 FEMALE VOICE: - - be happy. Because
3 basically just trying to take - - take our kids
4 - - , they already - - , they already - - the
5 bathroom, one bathroom, two bathrooms for one
6 school. This is our future. Let's everyone
7 make some noise.

8 [Background noise]

9 FEMALE VOICE: - - put another school here
10 and they take away basically what they put in
11 the school - - .

12 [Background noise]

13 FEMALE VOICE: - - . Our children, now our
14 children. This is our future. This is our - -
15 . Stand up for them, - - .

16 [Background noise]

17 FEMALE VOICE: - - .

18 [Background noise]

19 MALE VOICE: - - for this school. - - this
20 school. This is not a - - . This school has -
21 - my child coming to this school. - - this
22 school, and that really is - - this school.
23 However, I was invited to this school. I got
24 the - - , and I still - - and I've seen the
25 change and I've seen the - - . I've seen--I

1 feel - - as a parent sending my kid to this
2 school, because she loves coming to this school.
3 If you don't have the real resources to - - ,
4 the teachers, the parents - - . We see the - -
5 and we see - - . It's not good - - . This
6 school is - - , another school is not the
7 answer, because - - , and the - - way is the way
8 our children's education - - , and that is my -
9 - . Thank you.

10 [Background noise]

11 FEMALE VOICE: - - .

12 [Background noise]

13 MALE VOICE: - - .

14 [Background noise]

15 FEMALE VOICE: We have people in the back, -
16 - . There is a lot of moving around when the
17 speakers are speaking. It makes it hard to
18 record it. So if you need to move or you need
19 to leave, just - - , please do it now so that
20 the speakers can - - on the recorder. The next
21 three speakers, - - Santiago, - - and - - ,
22 numbers 14, 16 and 17.

23 [Background noise]

24 MALE VOICE: - - .

25 FEMALE VOICE: We want to - - settle down.

1 Please, take a seat, - - and please - - on the
2 speakers. We're going to wait until it settles
3 down. There is a lot of - - . We're going to
4 wait. Thank you, you may begin.

5 MALE VOICE: My name is Victor - - , and my
6 daughter is there in the school, - - , because
7 they are - - in this school. - - now bringing
8 another school here, this is a really long
9 process. It's got to be stopped. We don't need
10 another school here. We need some more money to
11 better this school, to better this--to better
12 the school and to better the children. If we
13 are - - want to say that someone - - that needs
14 - - . Thank you.

15 [Background noise]

16 FEMALE VOICE: - - . Is Laura here? Number
17 17, - - . Thank you, you may begin.

18 FEMALE VOICE: My name is--my name is - - .
19 I have seen - - . I was - - the kids after
20 school and - - in a lot of - - , a lot less
21 fighting, so many problems and - - so much to
22 do. There is so much to - - , the teachers
23 don't have the - - . And I think if you bring
24 another school here, it not only has blocked the
25 kids of - - here, - - with a school - - . We

1 have - - and need to be - - is an overcrowded
2 school - - . Thank you very much.

3 [Background noise]

4 FEMALE VOICE: - - . Number 39, - - .
5 Please, go ahead.

6 FEMALE VOICE: Good evening. My name is - -
7 . I am the mother of one of the students at
8 this school, 171. I want to say the Department
9 of Education of - - with the person - -
10 principal and all the community parents, because
11 - - in this school. Because we want the - - and
12 school is - - . We are some parents, we need
13 some - - with education. Our children need
14 safety. They need to - - . We are parents, we
15 work, don't they know that our children are - -
16 . That is the reason why we are working. We
17 don't need--we don't want a new school like
18 this, because - - we worry. We don't know--we
19 don't know what kind of person is coming to this
20 school. Furthermore, the other school, this
21 school - - don't need a new school, we don't
22 need a school to get in here and share this
23 space. We ask - - think about our children.
24 Think about our children. We are - - , we are - -
25 and we are going to - - as a family, because - -

1 171 to think about it.

2 [Background noise]

3 FEMALE VOICE: Number - - , please - - .

4 Serrano, last name Serrano. Is last name
5 Serrano here? Urena, last name Urena. Armando
6 Urena? Would the last four students please line
7 up - - . Last name--the first name of the next
8 speaker is Miguel, - - , Beatrice and Arthur.
9 Please - - your name.

10 FEMALE VOICE: Hi, I am Michelle - - .

11 FEMALE VOICE: Thank you, Michelle. You are
12 next.

13 FEMALE VOICE: I am Michelle - - . I'm the
14 Executive Director of - - , a community based
15 organization where I - - , community center and
16 - - Student Success Center. We have been here
17 for the last - - community for the last 30
18 years. We stand at the faculty parent CEC - - .
19 Our location has - - , and has a center based
20 here - - location. - - in this building, where
21 we - - . We can't - - in IS 171 will - - first.
22 We fear that if - - , that all - - for the
23 school. One of the things that made this
24 special, this school special, - - really because
25 it selected and specialized in schools in New

1 York City, and those students - - . We - -
2 last year, - - in PS 7 to IS 171 - - . We ask
3 that you not repeat the mistakes of the past,
4 that you - - of this school, and that you - - .
5 Thank you.

6 [Background noise]

7 FEMALE VOICE: - - . Please begin.

8 FEMALE VOICE: Thank you, ladies and
9 gentlemen. My name is Elizabeth--

10 FEMALE VOICE: - - .

11 FEMALE VOICE: My name is Elizabeth
12 McDowell. I have lived in this neighborhood for
13 33 years. My son went to school here from - -
14 straight up to 171, and he graduated. Then he
15 went to Franklin - - and he graduated from there
16 with honors. I have seen what this school - - .
17 I was PTA president twice here, I was parent
18 volunteer here as well. Some people sat here -
19 - some of the parents - - as well. At that
20 time, the DOE gave us what was given to us now,
21 the same thing, the same levy. Nothing - - .
22 Our sixth graders have - - , because that's how
23 - - we were. These students have - - . I
24 remember when this was a - - , literally - - .
25 But things have changed, and we are so focused

1 on - - , we're going to do adding and
2 subtracting when we have to put this focus on
3 our kids. It's that - - . Then to bring in
4 another school, with their students, who - - ,
5 and - - will come to see what is that he or she
6 has - - . I've been in this school, and the
7 other school - - come here and - - . Everyone
8 here is - - many, many things in this school.
9 These students have earned - - . That is a
10 guarantee. They have earned their - - . These
11 parents have struggled - - in the school.
12 Truthfully, and quite honestly, I think the
13 Board of Education should first clean their
14 house before they come in to this school.

15 [Background noise]

16 FEMALE VOICE: - - .

17 [Background noise]

18 FEMALE VOICE: - - .

19 FEMALE VOICE: - - . We weren't planning to
20 - - . We are - - , that we could - - . Okay,
21 if we - - .

22 [Background noise]

23 FEMALE VOICE: - - . We work - - and we - -
24 . This is our school, - - . We have to - - .
25 That means that - - on the weekends, because - -

1

.

2

[Background noise]

3

FEMALE VOICE: - - .

4

[Background noise]

5

FEMALE VOICE: - - talking about - - .

6

Research shows - - . Research shows that from a

7

- - . Research shows that when kids are

8

together with parents, teachers and

9

administrators, - - . So adding another school

10

is - - will actually change something else in

11

this school, - - . And - - do not need more - -

12

to get together. Teachers have struggled to get

13

- - together. Families are struggling to - -

14

together and changes like these are not helping.

15

A charter school is not better than a public

16

school. Research shows that - - .

17

[Background noise]

18

FEMALE VOICE: What our - - and what our

19

teachers do is - - . We have - - teachers who

20

do a lot of extra work - - in the classroom. So

21

the woman - - to make teachers work harder - - .

22

So I just - - need to think about what that

23

shows and - - . Thank you very much.

24

[Background noise]

25

FEMALE VOICE: Our last speaker is - -

1 Flores. Is Ms. Flores still here? We have
2 completed the speakers list. I just want to
3 verify the - - . I do know that there is a lot
4 of - - . I can tell you that the proposal calls
5 for - - . I just want to make that clear - - .
6 We've seen a tremendous - - tonight, - - . There
7 were many comments that we can't - - . I know -
8 - - . We appreciate your feedback - - . I can
9 guarantee you that the information will be
10 shared with the - - , at 88 - - Avenue in
11 Brooklyn. If you have more to say, and there
12 are people here in the audience that know other
13 people that would like to - - , you can provide
14 comments at B19 - - @schools.nyc.gov. I'll
15 repeat that, B19 - - @schools.nyc.gov. Further
16 - - , 212-374-0208, 212-374-0208. That
17 information along with the comments tonight - -
18 . I want to thank you again for coming. This
19 hearing is officially adjourned.

20 [END RECORDING]

21

22

23

24

25

C E R T I F I C A T E

1
2
3 The prior proceedings were transcribed from
4 audio files and have been transcribed to the
5 best of my ability.

6
7 Signature

Jody VanderHart

8 Date 10/10/13
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