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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Phase Out and Replacement of K019
(Clemente) - 01/18/12**

1 [START RECORDING]

2 MR. ANTONIO SETTLE: Good evening.

3 [Background noise]

4 MR. ANTONIO SETTLE: Good evening. Just
5 once more we'd like to make the announcement
6 that we do have translation and interpretation
7 services. So, if you are in need or would like
8 to take advantage of that, I would ask that you
9 please see the gentleman at the piano.

10 Also, we will also announce to you that this
11 evening's recordings, uh--proceedings will be
12 recorded and transcribed so that they become a
13 part of the official record. And so if there is
14 anyone who would--and if anyone wishes to make a
15 comment during the open comment, or have a
16 question, we'd ask that you either please go to
17 the table outside the door to register, or to
18 see one of the young ladies with an index card
19 where you can write your question. We will
20 place all of the questions in the public forum
21 at a later date.

22 So, with that said, we'll take just another
23 second if anyone wishes to take advantage of
24 translation and interpretation.

25 [Pause]

1 MR. ANTONIO SETTLE: Good evening. My name
2 is Anthony Settle and I will be the acting
3 moderator for this evening's proceedings. This
4 is a joint public hearing of the Department of
5 Education, the Community Education Council for
6 District 14, and the School Leadership Team of
7 P.S. 19, to discuss the proposed phase out or
8 phase--the phase out and replacement of P.S. 19,
9 the Roberto Clemente Elementary School.

10 Tonight's proceedings will be recorded and
11 transcribed. Before we begin the hearing, we
12 ask that anyone who wishes to speak during the
13 public comment portion of the evening to please
14 sign up at the table outside the door to my
15 left. Sign up will end at 6:15. And if you
16 have a question that you would want to be
17 addressed during the question and answer portion
18 of the agenda, please write the question on the
19 index card provided by the young ladies with
20 index cards. Only people who have signed up to
21 speak will be able to participate in the public
22 comment.

23 All panel participants were asked to be here
24 no later than 5:30. Now that we have started,
25 if a panel participant arrives late, he or she

1 will be given time to speak at the first
2 opportune moment.

3 We want everyone to be respectful of
4 everyone's time and we will try to allow for
5 everyone to be heard. There may be elected
6 officials who will arrive at different times
7 throughout the evening. If they wish to speak,
8 we will do our very best to accommodate them at
9 the first opportune moment. Those who are here
10 at the start of the public comment will be asked
11 to speak first.

12 I would ask that you please take a look at
13 your agendas. The format will include a
14 presentation of the proposal and presentation by
15 the hearing participants, followed by public
16 comments.

17 Speakers should have already signed up at
18 the sign-in table in the lobby. In order to
19 provide for all public comment, we ask that it
20 be no longer than two minutes. The time will be
21 strictly followed and speakers will be informed
22 when their designated time has come to an end.

23 There will be a question and answer period.
24 Members of the audience, if you have a question,
25 each of you--we ask that you write the question

1 down on the card that was supplied at the sign-
2 in table or by a young lady with the index
3 cards. While the public comments are taking
4 place, staff members will organize the questions
5 into categories and get them ready for the Q and
6 A. Some questions will be asked directly and
7 others will be batched under one heading in
8 order to avoid repetitiveness. Even though all
9 individual questions will not be addressed in
10 the forum tonight, the answers will be on our
11 website prior to the panel meeting.

12 If at the end of the hearing you still have
13 questions, we encourage you to direct them to us
14 by calling the number on the bottom of the fact
15 sheet, or sending them to us via email to the
16 email address provided on the fact sheets.

17 I would now like to introduce to you the
18 panel which has been assembled for this evening.
19 Starting to my right we have Mr. Mario Aguila
20 from the Community Education Council. To Mr.
21 Aguila's right is Superintendent Jim Quail. To
22 Mr. Quail's right is Deputy Chancellor Dorita
23 Gibson. To the Deputy Chancellor's right is
24 Elaine Manatu of the CEC, Ms. Tesa Wilson, the
25 CEC Chair, and Mr. Ramon Peguero, CEC--of the

1 CEC.

2 We also have present with us members of P.S.
3 19's School Leadership Team; Camill Yavon,
4 Patricia Tambachas, Denise Fallania, Laura Papas
5 [phonetic], Emilia Marmalayho [phonetic]. Thank
6 you; Julia Rios [phonetic], and Ms. Maria
7 Witherspoon, who is the principal.

8 [Applause]

9 [Pause]

10 MR. ANTONIO SETTLE: At this time I also
11 would like to give anyone who has not had an
12 opportunity to sign up for the public comment,
13 this would be the last call.

14 MALE VOICE: In seven minutes.

15 MR. ANTONIO SETTLE: In seven minutes. So
16 at this time I would like to turn the program
17 over the Deputy Chancellor Dorita Gibson who
18 will present the proposal. Ms. Gibson?

19 MS. DORITA GIBSON: Thank you, Mr. Settle.
20 Good evening ladies and gentlemen, and thank you
21 for being here this evening. You've met the
22 panel and I'd like to say thank you to the
23 School Community, the CEC, our elected
24 officials, and our Superintendent Quail who
25 graciously is here today as he's on his way for

1 retirement. So I need to say that this
2 district is very close and dear to his heart, as
3 well as this school. And the fact that he's
4 here this evening really is a testimony to that.

5 Also, someone who wasn't introduced this
6 evening who is in the audience is our network
7 leader, Margarita Nell [phonetic], and I thank
8 you for being here and supporting the school.
9 And I know you will continue to support the
10 school. Thank you, Margarita.

11 [Applause]

12 MS. DORITA GIBSON: She's here with her
13 team. So that's great. I have to say that the
14 decision to phase out a school is never an easy
15 one, and we don't take this lightly. We examine
16 many factors, look at data, and before we
17 propose a course of action we reach out to the
18 families in the community. So I know what it's
19 like to sit here in the audience and I know that
20 it's not an easy evening for those of you that
21 are here today. But I hope we'll be able to
22 have a lot of conversation and talk about what
23 next steps look like.

24 Before I present the P.S. 19 proposal, I'd
25 just like to take a few minutes to say a few

1 words about why we're here this evening. All
2 of us count on our schools to provide a high
3 quality education for our students and we must
4 hold schools to the same standard of excellence
5 because every child in the city deserves the
6 best possible education. When a school isn't
7 doing a great job, we have to take action to
8 ensure its current students don't fall even
9 further behind and new students will even--have
10 an even better opportunity and options.

11 P.S. 19 is located at 325 S. Ford Street in
12 District 14, in the borough of Brooklyn. It
13 currently serves students in grades kindergarten
14 through five. On December 13th, 2011, the New
15 York City Department of Education published
16 proposals to phase out and replace P.S. 19 based
17 on its longstanding performing struggles. P.S.
18 19 performance data indicates the school has
19 struggled and confirms the DOE's assessment that
20 the school lacks the capacity to turn around
21 quickly, to better support students' needs.

22 For example, on the 2010-2011 progress
23 report, P.S. 19 received the lowest overall
24 progress report score of any elementary school
25 in the city. The school received an overall F

1 grade, including an F for student performance,
2 student progress, and a B for school
3 environment.

4 The overwhelming majority of P.S. 19's
5 students remain below grade level in English and
6 math, and last year 22% of the students were
7 performing on grade level in English and math,
8 putting the school in a low percentile among
9 elementary schools citywide in terms of English
10 and math proficiency. P.S. 19 was rated
11 "developing" in its most recent quality review
12 in 2010-2011 school year.

13 Based on these evaluations, the DOE
14 conducted a comprehensive review of the school
15 to determine which supports and interventions
16 could best benefit the students and the school
17 community. The DOE also consulted the
18 superintendents, other experienced educators who
19 have worked closely with the school, and held
20 community meetings with parents, school staff,
21 and solicited the feedback.

22 Based on this comprehensive review, the
23 evidence that additional supports were not
24 working, the DOE believes that only the most
25 serious intervention, the gradual phase out and

1 eventual closure of the school, will address
2 its longstanding performance struggles and allow
3 for new school options to develop that would
4 better serve future students and the broader
5 community.

6 P.S. 19 is located in building K019. While
7 no other school organization is collocated in
8 K19, the Office of Adult and Continuing
9 Education holds evening classes in this
10 building. In a separate EIS, also posted
11 December 13th, 2011, the DOE has proposed to
12 open and co-locate a new elementary school, P.S.
13 414, in K019, which would serve students in
14 kindergarten through fifth grade when it reaches
15 its full scale in 2015-2016.

16 This new elementary school would give
17 priority to students residing in P.S. 19 zone
18 and provide a new elementary school option for
19 District 14 parents. P.S. 414 will be
20 collocated with P.S. 19 and P.S. 19 phases out
21 and it phases in. The DOE does not anticipate
22 that the proposed phase out and replacement of
23 P.S. 19 will impact the evening classes offered
24 by the Office of Adult and Continuing Education
25 at K19.

1 Before we move to the public comment
2 section of this meeting, I would like to briefly
3 discuss the impact of this proposal on current
4 P.S. 19 students and families if it is approved
5 on February 9th. If this proposal and the
6 proposal to open and co-locate P.S. 414 are
7 approved, the current kindergarten and first
8 grade students at P.S. 19 will receive priority
9 for the new elementary school, P.S. 414, that
10 will open in September 2012 in K019.

11 If the school proposal is approved, current
12 second, third, and fourth grade students at P.S.
13 19 will continue to be enrolled in P.S. 19.
14 This includes students in grades--who entered
15 New York City public schools during this school
16 year.

17 The current fifth grade students who meet
18 promotional criteria requirements would apply
19 for middle school through the District 14 middle
20 school choice process, as they typically would.
21 P.S. 19 will close after June 2015.

22 P.S. 19 students who do not meet promotional
23 standards for grades no longer offered at P.S.
24 19 in the following school year will be
25 supported in transitioning to P.S. 414. This

1 applies to kindergarten, first, and second
2 grade students in the year 2011-2012; third
3 grade students in the year 2012-2013; fourth
4 grade students in 2013-2014; and fifth grade
5 students in 2014-2015. I thank you and we look
6 forward to hearing your comments and question.
7 Mr. Settle?

8 MR. ANTONIO SETTLE: Thank you, Deputy
9 Chancellor Gibson. At this time, I would like
10 to announce that the sign-up sheet for public
11 comment is now closed. And I would also like at
12 this time to introduce our next presenter, Ms.
13 Elaine Manatu and Mr. Ramon Peguero.

14 MS. ELAINE MANATU: In 2008-2009, this
15 school had an overall progress report grade of
16 B; an A of the--an A for their environment, a P
17 for passing quality review score. 51% of the
18 kids performed at three or four when it came to
19 the ELA. 65% performed at three and four when
20 it came to the math. And they had 94%
21 attendance.

22 In 2009-2010, it fell to a D. 2010-2011, it
23 fell to an F. The DOE met with the school to
24 determine what intensive supports and
25 interventions they needed that would benefit not

1 only the school but this community. Some of
2 the things they came up with was extensive
3 leadership and mentoring for the principal and
4 assistant principal, creative systems and tools,
5 workshops for the teachers, onsite support, help
6 with the Magnet grant strategies for enriching--
7 proving enriching opportunities. And you know
8 what? The school ended up worse than they had
9 before the DOE came in and intervened. Okay?

10 So, instead of pointing to P.S. 19 and talk
11 about what hasn't worked in P.S. 19, DOE needs
12 to look at themselves and look at the fact that
13 they have failed the school and that they have
14 failed these kids.

15 [Applause]

16 MS. ELAINE MANATU: The DOE has provided
17 substantial and inadequate support. And, you
18 know, you might wonder why did this happen.
19 Okay? You might wonder why did they not meet
20 the needs of our kids here. Maybe it's perhaps
21 that there are 20% of the children here who are
22 ELLs. Maybe it's because 28% of the children
23 here have--I'm sorry, 20% of the kids have IEPs.
24 28% of the children have--are ELL. And 11% of
25 the children are in ICT or CS--or receiving SE

1 services. Is that why they failed our
2 children? Because they feel that our children
3 are behind everybody else?

4 They're not looking at the fact that our
5 children require additional supports and not the
6 supports that the DOE gave because we know now
7 that the services that the DOE gave have failed
8 and they've failed us. So please don't let them
9 shut our school here because we haven't done
10 anything wrong. We were at a B before they got
11 here.

12 [Applause]

13 MR. RAMON PEQUERO: [Foreign audio]

14 [00:19:00-00:21:55]

15 [Applause]

16 MR. RAMON PEQUERO: I just want to say that
17 I've been a Community Education Council member
18 for the past seven years and we are, by statute
19 of the state, the representatives and the
20 liaison of the parents to the Department of
21 Education. And I find it very interesting in
22 sports and in every other venue when you believe
23 that something is not working you change the
24 administration, you restructure and you move on.
25 But that is not what is happening here. What is

1 happening here is that a school that has been
2 a symbol of a community is going to be
3 eradicated, is going to be removed, is going to
4 be shut down. And a new, totally new school
5 with no history is going to be put into this
6 building.

7 But interestingly enough they're saying that
8 P.S. 19 does not work and P.S. 19 does not
9 provide quality education to our children.
10 However, the fifth grade, the fourth grade, and
11 the third grade will stay behind in a school
12 that they are saying does not work. Where is
13 the support system for those children? Do they
14 not matter? Are they not important? Our
15 children should all be important.

16 [Applause]

17 MR. RAMON PEQUERO: And I know that this
18 community is changing. And I know that there
19 are newcomers that are requiring and perhaps
20 demanding of DOE certain expectations and
21 certain things. But this community also needs
22 to be respected and heard from. The Community
23 Education Council has not met with the new
24 leadership. We don't know who the new
25 principal. We don't know who the new assistant

1 principal. We don't know who the new teachers
2 are.

3 What is their plan and why makes the DOE
4 believe that this new administration is going to
5 provide what the old administration didn't
6 provide? Where is the plan and why are the
7 parents not being privy to this information?

8 We have to stand together and tell DOE and
9 any other force that we are a community and that
10 we stand together, and that we must be heard
11 from. Thank you very much.

12 [Applause]

13 MR. ANTONIO SETTLE: At this time, I'd like
14 to present our next presenter, Ms. Patricia
15 Tambachas of the School Leadership Team.

16 MS. PATRICIA TAMBACHAS: Well, you know who
17 I am. I wear a couple of different hats in the
18 school. Okay? I'm on the School Leadership
19 Team. I also represent the teachers in the UFT
20 and I'm the site coordinator of the Magnet
21 grant. And I am really disheartened to have to
22 stand here before you tonight because for 27
23 years this school has been a part of my life.

24 The kids are wonderful. The parents are
25 wonderful. The teachers are wonderful. Let me

1 tell you something. The DOE did nothing.
2 It's a lie. They can't prove it. They did
3 nothing to help us.

4 [Applause]

5 MS. PATRICIA TAMBACHAS: We got a B. The
6 reason we got a D is because the DOE said,
7 through the testing scale, everybody had to drop
8 two letters. So we legitimately dropped from a
9 B to a D. And all the sudden, surprise, we get
10 an F. Why? We're in the prime real estate.
11 Don't ever forget that.

12 FEMALE VOICE: Yes.

13 MS. PATRICIA TAMBACHAS: Okay? Number two,
14 I guarantee you, and I'll bet anything on it,
15 within three years when they phase us out,
16 there's going to be a charter school in here.
17 They're appeasing us now. They're lying to us.
18 Okay? This community deserves better. This
19 community is a very important part of my life
20 and I'm going to be out fighting and screaming.
21 Okay?

22 [Applause]

23 MS. PATRICIA TAMBACHAS: And you need to go
24 with me. Do not--P.S. 414, it's a number. It's
25 called a turnaround. That's the other trick.

1 They do turnaround schools. See, the union
2 wouldn't agree to the turnaround rule on book
3 18D in the UFT contract. I know my contract.

4 So the mayor found a little loophole. See,
5 he just closes out a school ground, phases it
6 out, opens up a new school, new name, new
7 identification, new teachers, new staff. Okay?
8 And then he keeps the funds, the federal funds.
9 He doesn't lose them. But our union refused to
10 do it the other way and the mayor is a crook.
11 All right? He's a crook in my book.

12 [Applause]

13 MS. PATRICIA TAMBACHAS: The mayor says
14 curse words in the paper about the UFT. Last
15 week he said teachers, flunk 'em. I mean the
16 guy bought his third term. He's a criminal.
17 He's a thug.

18 FEMALE VOICE: Bureaucrat.

19 MS. PATRICIA TAMBACHAS: Yeah, he's a
20 bureaucrat. And you're all going to let him, by
21 not fighting, do what he wants to do. You need
22 to stand up and know your rights. You need to
23 fight for these kids. If nothing else, these
24 kids deserve P.S. 19. They deserve the
25 teachers. They deserve everything that goes in

1 this community.

2 [Applause]

3 MS. PATRICIA TAMBACHAS: Last year, sadly,
4 we celebrated the hundredth anniversary, 1911 to
5 2011. It was going to be a big whoop-de-doo
6 celebration, but we cancelled it. Why? Because
7 it turned out to be a very sad time for us.

8 On December 8th I was off that date. It was
9 a religious observance. I got a call to come
10 in. It was an emergency meeting. I came in and
11 was told they were phasing us out. They were
12 closing our school, but 50% of my teachers were
13 going to be hired. Baloney. Baloney.

14 Let me tell you why. Because every year
15 since 2008 we've lost 46 teachers. So we don't
16 have no new teachers. So we have senior
17 teachers. Who's going to hire me? I'm a two-
18 for. You get two teachers for me. Not that I'm
19 making \$100,000. I'm certainly not, I
20 guarantee. You can look it up. But I'm a two-
21 for. It's around cheap labor. Cheap labor and
22 non-union, if they can get it. But the UFT does
23 stand with us tonight and I appreciate that.

24 The other thing is, let me tell you a little
25 bit about our staff. We have no math teacher.

1 We have no literacy teacher. We have no music
2 teacher. We have no science teacher. We have
3 no librarian. Okay? We have no academic
4 intervention teachers. Do you know who they
5 are? Those are the people that pull out the
6 struggling students and give them enforcement
7 and help.

8 How are we supposed to pass when they're
9 setting us up for failure? How are we supposed
10 to pass?

11 [Applause]

12 MS. PATRICIA TAMBACHAS: You parents come to
13 these meetings, and I've got to say it because
14 I've been at them, and you sit here and you're
15 very docile while they're feeding you garbage.
16 They're feeding you--they're lying to you. What
17 guarantee is 414 going to be? I didn't see
18 anything. I know a lot but I'm not supposed to
19 know, but that's another story. But I know that
20 there is no proposal with an education plan that
21 guarantees.

22 I'm going to say something else. As long as
23 I've been in P.S. 19--see, we don't make junk
24 here. P.S. 19 don't make junk and kids are not
25 junk and we don't throw anybody away. If your

1 child has special needs, we'll take you. If
2 you just came from the Dominican Republic and
3 you've never been in school before, we'll take
4 you because you deserve a chance.

5 [Applause]

6 MS. PATRICIA TAMBACHAS: So - - that we are
7 not going to have all three floors. We are not
8 because those children require special services
9 that we can't provide because the DOE keeps
10 cutting our budget and cutting our staff. So
11 you better watch out, parents, because 414 is no
12 guarantee that your kid's going to come out of
13 here and go into college. Okay?

14 You need to fight. You need to say "No."
15 You need to send a message and you need to stand
16 together. I need you to stand up and talk
17 tonight and tell these people how you feel.
18 We're behind you. We've got your back, always
19 got your back.

20 [Applause]

21 MS. PATRICIA TAMBACHAS: So that's all I'm
22 going to say. I'm going to end it now before I
23 get in trouble, but thank you. And, listen, I'm
24 there for you. The teachers are there for you.
25 The staff, the administration is there for you.

1 So, parents, we've got your kids covered. All
2 I can always tell you that I say this, not on my
3 watch. Thank you.

4 [Applause]

5 MR. ANTONIO SETTLE: Thank you. At this--
6 that now concludes the formal presentations.
7 And I would ask those--I would ask those who've
8 been assigned numbers one through five--I would
9 ask those who've been assigned numbers one
10 through five to please approach the microphone
11 at the other end of the auditorium. We will now
12 open our public comment phase.

13 You are reminded that the public comment
14 must be limited to two minutes. Please allow me
15 to repeat that. We ask that--we ask that you
16 please be mindful that the public comment is
17 limited to two minutes. And the time will be
18 kept and we will signal you when we have--when
19 you are at the 30 point remaining to your time.

20 MR. STEVE ROSEN: Good evening, everybody.
21 What's happening here at P.S. 19 is nothing new.
22 This has happened before. Let me introduce
23 myself. I'm Steve Rosen. I'm one of the
24 directors for the Council of School Supervisors
25 and Administrators, and I'd like to read a

1 statement from our President, Ernie Logan,
2 regarding school closures.

3 The Department of Ed has scheduled 25 more
4 schools for phase out and closure and said that
5 the new schools opened under Mayor Bloomberg are
6 better than those they replaced. Yet, in the
7 latest round of closing, 11 schools that were
8 opened during this mayor's administration--11
9 schools were opened that are now closing.
10 Ironically, some of the mayor's new schools are
11 usually among those that are closed and become
12 part of the vicious cycle of failure.

13 The New York City public school system is
14 not a place for experimentation where we open
15 and close schools for students who have already
16 been traumatized by previous school closings.
17 Then there is the tragedy of all the young
18 people who have not been saved, even briefly, by
19 the city's new school safety net but have been
20 turned away from new schools for reasons of poor
21 academic achievement or for other reasons, and
22 sent to be warehoused in other low performing
23 schools that will probably be closed too.

24 This is a losing strategy for turning around
25 low performing schools. The endgame of the

1 strategy is to eliminate schools that the
2 administration has had at least a decade to fix,
3 and to improve its data by creating new schools
4 that won't have their own data for as long as
5 another four years. The fact is that closure is
6 an admission of failure by city hall and the
7 mayor.

8 The Bloomberg administration needs to take
9 more responsibility, not less, for schools that
10 are not doing well, rather than turning them
11 over to private entities like EPOs, or closing
12 them and washing their hands of a deep rooted
13 problem that has been unsuccessful, that they
14 have been unsuccessful in remedying.

15 I'll give the rest of my time to the young
16 lady over there. Thank you.

17 [Applause]

18 MS. WALKIRIA GONZALEZ: Good evening. I'm a
19 parent here, of course. I have no complaints of
20 the school. Like I mentioned the last time, um,
21 I'm new to the community and I'm very, very,
22 very happy with the school. Okay? As a new
23 student, she does very well and as a mom, as an
24 observer, um, I'm wondering as to why, instead
25 of you bringing in a new school, why don't you

1 help what's happening here?

2 [Applause]

3 MS. WALKIRIA GONZALEZ: Why? Why, instead
4 of having to invest more money, invest it in
5 what needs to be done for the children that are
6 here now? Okay? Basically because it's about
7 the kids. It's not about you guys or the
8 teachers. It's about the kids. Okay? We're
9 all adults in the world. We've come, but now
10 it's what we have. The children are our future.
11 Okay? And we have to provide for them as of
12 now. Okay?

13 I feel that there's no need to bring in a
14 new school when this school needs help. Okay?
15 The teachers are wonderful. Okay? I can vouch
16 for that. I have seen, observed. I have no
17 problems. When they come here, everyone's
18 welcoming. There's nothing better to know as a
19 parent that you're at peace to know that your
20 child is safe. Okay? And this school has that.

21 As a new parent here, okay, I'm not ignored
22 when I walk through that door. Why? Because I
23 give my all to the teachers, to the students, to
24 what--however I can, I can help out. But I feel
25 it needs help and, you know what, maybe things

1 will be better with just the help instead of
2 just phasing out. Because bottom--bottom line
3 is the ones who are going to get affected are
4 the children and we're here for them.

5 Thank you so much. And thank you, Ms.
6 Witherspoon [phonetic]. Thank you, the staff.
7 Thank you, the faculty for being wonderful to
8 our kids. Thank you.

9 [Applause]

10 MR. ANTONIO SETTLE: At this--at this time,
11 I'd like to introduce to you Councilmember Diana
12 Reina, who would like to address the--

13 [Applause]

14 MS. DIANA REINA: I just want to take this
15 opportunity to ask everyone here who does not
16 speak English if they have a device for
17 translation. [Foreign audio] [00:37:18-
18 00:38:27]

19 Thank you for that opportunity. My name is
20 Diana Reina and I am the city councilmember
21 representing this community, District 14. It is
22 a shame that the Department of Education has
23 once again failed our schools, our parents, and
24 most of all our children.

25 Throughout the city, schools are being shut

1 down as a solution for low performing schools.
2 I know. I was present for a few. In my--in
3 this district they shut down M.S. 49, I.S. 49.
4 Today, that school, one would say, is not
5 functioning despite three new schools.

6 However, I have been crying out for help for
7 almost a decade as I have been representing this
8 school. I have had countless meetings in order
9 to salvage P.S. 19, Roberto Clemente, at the
10 very heart of the Williamsburg community, and
11 this please has gone to deaf ears.

12 This school has progressively worsened. It
13 has been plagued with a lack of resources.
14 There has been no bilingual teacher for the past
15 three years, no bilingual teacher for the last
16 three years. Seven teachers were cut in 2010,
17 seven. Last year there was no assistant
18 principal, no literacy coach, and know we are
19 threatened the Magnet grant funds, more than a
20 million dollars, and no one know what will
21 happen to that.

22 Meanwhile, the school has some of the most
23 vulnerable students; 30% English language
24 learners, 20% special needs. Do the math. 50%
25 of a population in this school that's only a

1 mere 350, and I'm probably rounding up as
2 opposed to down, of students that cannot read at
3 their appropriate level because they're in need
4 of special services. That doesn't mean that
5 that child can't achieve. That just means it
6 needs special attention.

7 The school does not need to turn away a
8 child. It never does. On the first day of
9 school their enrollment jumps because this is
10 the school an immigrant family counts on for
11 their child to be accepted because no other
12 school--

13 [Applause]

14 MS. DIANA REINA: No other school. While
15 the resources are consistently decreasing, our
16 children's needs remain the same and there has
17 been no corrective action plan, no real attempt
18 to change the school culture and to improve the
19 educational achievements at this school by the
20 Department of Education.

21 We've worked with organizations locally like
22 St. Nick's Alliance to bring an afterschool
23 program here. What is going to happen to that
24 afterschool program?

25 And now the Department presents their

1 solution, a school closure, even though the
2 school is not on a state Department of Education
3 list and can get lost because it's hard enough,
4 as I representing you in government, to
5 understand the rules and the policy and how the
6 state governs but also the city. And there's
7 two masters but no one to hold accountable.

8 That's what mayoral control was supposed to
9 about, holding someone accountable. And today
10 we've yet to see who we hold accountable because
11 the state never said the school should be shut
12 down. It didn't give it a bad review.

13 Well, who was checking the state Department
14 of Education and who on the state level was
15 assessing the school? And we question then on
16 what basis was the Department of Education at
17 the city level trying to assess the school as
18 well. We can't continue to close our schools
19 without giving an opportunity to flourish. We
20 cannot continue to cut our school budgets and
21 expect them to be successful. We can't.

22 [Applause]

23 MS. DIANA REINA: We can't continue to have
24 academic programs that do not adequately
25 strengthen our children's capacity for learning.

1 We want to challenge our kids.

2 I came to this school not as a student
3 enrolled in the school but as a summer school
4 student because my parents didn't believe in
5 just nine months of school. They wanted us in
6 school all year round. And so we needed to come
7 here to have the summer meal program but we also
8 took advantage of making sure we were
9 strengthening our skills as students. And
10 perhaps we didn't like it. Today I certainly
11 appreciate it and my kids will be challenged
12 even beyond my expectations, of which my parents
13 set for me.

14 The Department of Education has infused
15 itself with irresponsible and crippling policies
16 that do not properly engage the communities in
17 which they look to better serve. How many of
18 you participated in a conversation with the
19 Department of Education to say or ask or mention
20 that this school needed something else because
21 your child was struggling? Did you? Did you
22 ever have that conversation?

23 FEMALE VOICE: They never asked.

24 MS. DIANA REINA: We need to start
25 demanding. This is not a time for us to be

1 asked. This is a time for us to be demanding.

2 [Applause]

3 MS. DIANA REINA: As a parent, I am
4 concerned and alarmed by the failing grades, the
5 broken system. As a representative, I demand
6 more. I demand that our community be involved
7 in this process. I demand that before any
8 resolutions are put forth our community is
9 afforded the opportunity to present their own
10 solutions. You know better and you have to
11 believe you know better and you have to want
12 better. I demand that resources be equitable
13 and that academic programs are infused into the
14 school in order to meet the need of every single
15 child in this school.

16 Moving forward, what does that mean? If
17 this school is phasing out, that means there
18 will be a few students remaining. What is
19 happening to those few students and who's to say
20 they're still going to be here? Parents are
21 scared. They have no idea what is coming for
22 September and they only have one chance to do
23 this right for their child. I know I only had
24 once chance to raise my child.

25 I demand a dual language program, a dual

1 language program.

2 [Applause]

3 MS. DIANA REINA: There's a big difference
4 and you have to know your rights as parents to
5 understand the difference. A bilingual program
6 is very different than a dual program. When you
7 have a dual program you're learning both
8 languages, not just one. We continue to assume
9 a child is educated in their own language, other
10 than English. No. That may be a conversational
11 language but not a learned language.

12 And we need there to be dual language
13 because we want to teach through our culture,
14 our spoken language, and it should be in a
15 learning environment as well, the way we want to
16 nurture a learning environment in English. And
17 the program exists in other places. I know. I
18 went to visit and I've been asking for this for
19 this school.

20 I demand that the school name remain Roberto
21 Clemente.

22 [Applause]

23 MS. DIANA REINA: I met--I met the son whose
24 legacy of Roberto Clemente is being kept alive,
25 and he would be astounded at the fact that this

1 is a proposed school to close and his father's
2 name being striped. This building is the
3 essence of our Latino community, our culture.
4 The name Roberto Clemente is not plastered
5 everywhere. There is a very selective few
6 institutions and we are lucky in this
7 neighborhood to have two; this school and a
8 housing development.

9 And the struggle that we had to go through
10 to name the housing development--the sit down
11 and takeover of that housing development so that
12 it wouldn't be given to everyone else but
13 Latinos--and so we know how to struggle. We
14 understand what it means to have a sit down in a
15 building overnight so that we're not striped of
16 our rights, our stakes in this community.

17 I demand that the Magnet grant stays at P.S.
18 19, at the Roberto Clemente School.

19 [Applause]

20 MS. DIANA REINA: We've only just begun and
21 this particular grant took a very long time to
22 put together, to advocate for, to making sure
23 that there was a curriculum that was enriched
24 because this was supposed to be an opportunity
25 to bring all the pieces together. And just when

1 we're about to start it for the first year
2 we're being stripped of an opportunity to
3 execute. So we only had a taste, but we can
4 never get the flavor.

5 I demand that no child is left behind in
6 this process. I implore the Department of
7 Education to get it right and we cannot continue
8 to allow for the Department to do this along.
9 They need parents, yourselves, to say what it is
10 you think is wrong. You have to go and observe
11 your classrooms. Make sure that you're taking
12 the time to see what's happening in your
13 classroom with your child.

14 As busy as I am, I make sure I walk in to
15 find out what is happening in my child's
16 classroom. I look at the board. I look at
17 their work. I look in their desk. I look in
18 their book bag.

19 It takes all of us to care and want them to
20 achieve. This is not the responsibility of the
21 Department of Education. This is our
22 responsibility. Remember it takes a village to
23 raise a child and we are that village. Thank
24 you.

25 [Applause]

1 MR. ANTONIO SETTLE: At this time, I'd ask
2 those who received slips three through seven
3 please approach the mic. Three through seven,
4 please approach the mic.

5 MS. LISONYLI RAMUS: Hi. I would like to
6 say, first of all, I am a parent of a child in
7 P.S. 19, as well as a member of this community.
8 My problem is that I see the lack of funding
9 there is for this school. We need more programs
10 for our children. This is a Hispanic community
11 where we need more funding for our children to
12 learn fluent English. If our children do not
13 know fluent English, how are they supposed to
14 know what they're reading, what they're writing,
15 and what they're being spoken to?

16 I lived in Staten Island for three years,
17 perfect example. A school, grade school--my son
18 was in kindergarten. What did they have? Dual
19 language program, fluently speaking English
20 children being taught Spanish. Why can't we
21 have in this school dual language programs?
22 Children that need help to learn English, not
23 Spanish, so our children progress and be better
24 in the future. That is my problem.

25 We need help with funding for our children

1 better understanding, better funding for our
2 children to learn. If there is no funding for
3 our children to learn English, our children are
4 going to be left behind. Thank you.

5 [Applause]

6 MR. ESTEBAN DURON: Thank you, parent, SLT,
7 CEC members, superintendent, and Ms. Gibson. At
8 this point, I'm going to address the crowd since
9 nobody up here, though, is going to be voting at
10 the panel for educational policies. [Foreign
11 audio] [00:53:06-00:55:19]

12 So I'm going to say that in English too.
13 And that is that this community right here is
14 our community. Nobody here--when nobody wanted
15 to live here, we made this our home. So when we
16 made this our home, now the Department of
17 Education, after going three years without
18 giving us the proper teachers, were cutting a
19 million dollars of Roberto Clemente, now they're
20 going to try to come up and say that we've--that
21 this school is failing, so we're going to fail.

22 Our children didn't fail us. The Department
23 of Education failed us.

24 [Applause]

25 MR. ESTEBAN DURON: And, because of that--

1 because of that, because they failed us, we're
2 not going to allow them--we're not going to
3 allow them to just give us this plan for the
4 school without having a seat at the table.
5 We're going to demand the seat at the table.
6 We're going to demand that the name stays the
7 same. We're going to demand to choose who the
8 leader of the school is, to make sure that that
9 leader knows our community, understands our
10 community, speaks the language of our community,
11 understands our culture and our history of the
12 community, and gives us what we need for our
13 community.

14 So, with that, I want to thank you. I also
15 want to let you know that we have a petition
16 going around. If you haven't signed the
17 petition, please sign it, because we are going
18 to meet again as a community to talk about how
19 we're going to improve the school. So [Foreign
20 audio] [00:56:40-00:56:56]

21 [Applause]

22 MR. JUAN MARTINEZ: [Foreign audio]
23 [00:57:02-00:57:06]

24 [Applause]

25 MR. ANTONIO SETTLE: If I may?

1 MR. JUAN MARTINEZ: Good evening. My name
2 is Juan Martinez. It's my pleasure--

3 MR. ANTONIO SETTLE: [Interposing] May I
4 just interrupt, please, if I may? In the
5 interest of time, and we do want everyone to
6 have an opportunity to speak. So we do ask that
7 you be mindful and respectful to the two minutes
8 so that everyone may have an opportunity for
9 their voice to be heard.

10 FEMALE VOICE: But if somebody say something
11 that's important, I got my two minutes. I'm
12 sure she got two minutes, and everybody - - .

13 [Applause]

14 MALE VOICE: That's right. It's a public
15 hearing, all right? And the public wants to be
16 heard, right? We want to be heard. So if we
17 take a couple of minutes more we'll make an
18 excuse for you to get home and, uh, you'll be
19 all right.

20 [Applause]

21 MR. JUAN MARTINEZ: Good evening to those of
22 you on the panel, Ms. Gibson, Mr. Quail. My
23 name is Juan Martinez, a former president of
24 School District 14. I come here many occasions
25 to P.S. 19 to celebrate graduations and to

1 celebrate achievement of young people. And
2 it's sad that we're here today after last night.
3 The reason it's sad to be here today after last
4 night is because last night we were talking
5 about another plan to displace another District
6 14 school, Junior High School 50. And yet it is
7 even sadder that in addition to that they're
8 talking about another District 14 school, Junior
9 High School 126, to close that.

10 So it seems that this community, this
11 district, is under attack, and we cannot accept
12 that.

13 [Applause]

14 MR. JUAN MARTINEZ: [Foreign audio]

15 [00:58:59-00:59:53]

16 MR. JUAN MARTINEZ: We have talent in our
17 community. We have excellence in our community.
18 We took Eastern District and made it Grand
19 Street. We made it shine. We brought schools
20 that make a difference. We give young people
21 hope. We give them opportunity. And that's
22 what we want for P.S. 19.

23 We want all opportunity and we want a say.
24 We want a say in what happens here. We don't
25 want it selected without a voice. Every time

1 the Department makes decision without
2 community, they fail. You have failed us at
3 this point and you will fail us again if you do
4 not work with us.

5 We want successful schools. We are the
6 sons of Duarte. We are the daughters of Alstos
7 [phonetic]. We are the children of Marti
8 [phonetic]. We know what education is about.
9 We come from a proud heritage of knowledgeable,
10 literate people who respect and love education,
11 and value education, and value success.

12 But we will also be valued. We will also be
13 respected, and we want you to take that message
14 to the chancellor, that message to the mayor,
15 and listen to what we have to say. Respect and
16 work with our community. Thank you and God
17 bless you.

18 [Applause]

19 MR. LUIS GARREN ACOSTA: [Foreign audio]

20 [01:01:27-01:01:38]

21 [Applause]

22 MR. LUIS GARREN ACOSTA: Good evening. It
23 is so good to see all of you, our heroes of our
24 community. In particular Jim Quail, and we've
25 got a few days left with him and so we're going

1 to savor every single day. It's good to see
2 you, Jim.

3 [Applause]

4 MR. LUIS GARREN ACOSTA: [Foreign audio]
5 [01:01:59-01:03:27]

6 [Applause]

7 MR. LUIS GARREN ACOSTA: I just want to make
8 three points. The Department of Education and
9 in particular the mayor, he says he's in
10 control, needs to come to this community to
11 apologize. They need to apologize for the harm
12 that they've done. It isn't as if they didn't
13 know. It isn't as if they didn't know that our
14 young people went eight months without a
15 teacher, there has been no bilingual education
16 teacher for three years.

17 It isn't as if they didn't know this because
18 Diana Reina has been telling them over and over
19 and over again, and they would not listen. They
20 would not respond. They would not help Jim
21 Quail. He told them. Our superintendent told
22 them.

23 They wouldn't do anything, but now when
24 things are falling apart and they're about to
25 look bad, now is when they want to do something.

1 Well, they will not do it without us under any
2 circumstances.

3 [Applause]

4 MR. LUIS GARREN ACOSTA: Point two, the
5 demands that we made, the legitimate demands
6 that we made as spoken by our councilwoman is
7 and are the demands of all of us. The Southside
8 Community School Coalition, our coalition, is
9 made up of every church, every organization,
10 ever parent association in the entire Southside.
11 So they can't say that we're not unified. We
12 are unified but we will insist that, as Esteban
13 said, that we be at the table working hand-in-
14 hand with the Department. Why? Because they've
15 failed in the past. They've done this before.
16 They've closed schools only to open up new
17 schools, only to close them again. So we can't
18 risk that with our children.

19 And the third point, you know, we have a few
20 heroes in our community. I know that we are
21 taught about George Washington and Benjamin
22 Franklin, and they're great people and we don't
23 take anything away from them. They're the
24 fathers because we have very few mothers of our
25 country.

1 [Laughter]

2 FEMALE VOICE: You can't have fathers
3 without mothers.

4 MR. LUIS GARREN ACOSTA: That's what I--
5 that's what I'm hinting at, you know. That's
6 what I'm hinting at. It's only, you know, white
7 man, but we'll let that go. But, you know, we
8 have some wonderful men and women that our young
9 people need to know. They need to aspire to be
10 like them. They need to know Cesar Chavez. They
11 need to know Malcolm X. They need to know
12 Roberto Clemente.

13 [Applause]

14 MR. LUIS GARREN ACOSTA: And so we will
15 never, ever give up that name. Thank you.

16 [Applause]

17 MR. ANTONIO RENOSO: Hello everyone. My
18 name is Antonio Renoso and I was born and raised
19 on 49 Hewes Street, a couple blocks down. And I
20 went to this school and I'm a direct product of
21 this school and this community. So I want to
22 thank you for raising me. So and I want to
23 thank the Department of Education for giving me
24 the education that I received here, in this
25 school, P.S. 19.

1 [Applause]

2 MR. ANTONIO RENOSO: This school has an
3 amazing history. Do you know this school is
4 celebrating 100 years? And I'll be damned if
5 I'm going to celebrate the hundredth year
6 closing it, not in my--not in my community and
7 not me. So I'm not going to stand for that and
8 I don't think a lot of folks here are going to
9 stand for that either.

10 I also want to say that how many people here
11 have heard about Success Academy? All right.
12 We've got about maybe 5% here. And you've got
13 it in your mail, some of you. Guess what?
14 That's intentional. That is no mistake that
15 only 5% of you got that in the mail.

16 If you were to live in the Northside, I
17 guarantee everyone here would have raised their
18 hand and known about Success Academy because
19 they are working systemically to displace our
20 community not only at our homes, at our
21 locations--as you can see the new development,
22 we're not moving into those locations. They're
23 kicking us out. They've gone after our homes
24 and now they're going to go after our schools
25 and we cannot allow that.

1 We have to stand up for what we know is -
2 - . This is our home and we've got to make sure
3 we preserve every single institution that is
4 ours; our churches, our homes, and our schools.
5 And I'm willing to stand by you as long as
6 you're willing to stand with me.

7 [Applause]

8 MR. ANTONIO RENOSO: And I just want to say
9 one last thing to the Department of Education.
10 You are going to replace an administration, you
11 want to replace teachers. I want to know when
12 are we going to find the time to replace you.

13 [Applause]

14 MR. ANTONIO RENOSO: When people in
15 California read about how terrible the schools
16 in New York are doing, or Nevada, or any state
17 in our country, and they read about how terrible
18 they're doing, they're not asking for Antonio
19 Renoson or Diana Reina or Luis Garren Acosta.
20 They're saying the Department of Education is
21 failing the school and you've got to recognize
22 that and you should step down and let new
23 leadership take on what it is, our education
24 here in this community and the city overall.
25 Thank you and have a great day.

1 [Applause]

2 MR. ANTONIO SETTLE: I would like to remind
3 everyone we have a very loaded schedule, a very
4 loaded agenda. We want everyone to have an
5 opportunity to speak. And so that is the reason
6 why we've asked for two minutes. It's a matter
7 of respecting who you are and what you need to
8 say to us, and for us to have an opportunity to
9 listen. But, if we go beyond the two minutes,
10 it's difficult. Not to mention there is a
11 question and answer period that follows the open
12 comments.

13 So we don't want to prolong the evening
14 longer than it has to be and we want everyone to
15 have that opportunity to say what needs to be
16 said.

17 And so, with that said, I'd ask those who
18 received numbers 8 through 13 to please approach
19 the microphone. Before that, I've asked Mr.
20 Martin to speak on behalf of councilman--
21 Assemblyman Lopez.

22 MR. ANTHONY MARTIN: Thank you very much.
23 My name is Andy Martin. I am here representing
24 Assemblyman Vito Lopez. First and foremost, I'd
25 like to apologize in his behalf for not being

1 here. As you guys know, he has a very busy
2 schedule.

3 As we--as we all know, this community has
4 been Latino for many, many years. I am
5 Dominican. I live in Bushwick, in our
6 neighboring community, and I know what it is to
7 go to a public education--public school.

8 I am currently a senior at a catholic
9 university in Washington D.C. and it wasn't
10 through catholic schools that I went to it. It
11 wasn't through private universities that I went
12 through--I mean private schools. I went
13 straight through public education and I ended up
14 at a private university, full paid academic
15 scholarship.

16 [Applause]

17 MR. ANTHONY MARTIN: Now, I've been sitting
18 here listening to everyone speak and obviously
19 we're all angry about this. Obviously we want
20 to keep the school here. We want to keep the
21 name. Obviously we want to make sure that we
22 have dual language, like our councilwoman
23 mentioned. But we need to also get united and
24 get behind our representatives because we cannot
25 fight without your help. We cannot stand

1 together, hand-by-hand, and fight the fight if
2 we don't have the community behind us.

3 Now, what the assemblyman is proposing to do
4 is closing down the--not closing down the school
5 and instead having the Department of Education
6 sit down with parents, sit down with community
7 leaders, sit down with teachers, and sit down
8 with people that are going to--can I speak,
9 please?

10 FEMALE VOICE: Sure, but where is he?

11 MR. ANTHONY MARTIN: He is at a meeting
12 right now. I just mentioned that. I'm sorry.

13 MALE VOICE: Where is he going to?

14 MR. ANTHONY MARTIN: Now, I think we should
15 just, you know, have a little respect for
16 everybody. I really appreciate it. He would
17 really appreciate having everybody come together
18 because only then will we truly have something
19 that the community wants, and only then will we
20 want to fight for what our kids want.

21 I just want to say one interesting story
22 before I finish. The other day my eight-year-
23 old little brother came up to me and he said, "I
24 hate all these school budget cuts." And I'm
25 like, "What are you talking about? How do you

1 know about this?" And he said to me, "My
2 teacher doesn't know what she's talking about.
3 My teacher just screams at us all day long and
4 my young teacher just got fired because of all
5 these budget cuts."

6 And that's what reminded me that our kids
7 are truly hurting in our schools and that
8 reminded me that until we come together nothing
9 is going to happen. Until we get together as a
10 community, nothing is going to happen.

11 And so I need to now go to my school and
12 fight because my mom is working in a bodega 24/7
13 to fight for my little brother now that I can
14 graduate from my college university, to make
15 sure that my little brother also gets there.

16 So thank you for your time and again I
17 apologize for the assemblyman not being here.

18 [Applause]

19 MR. ANTONIO SETTLE: Numbers 8, 9, 10, 11,
20 12?

21 MS. OMARIS: Hello. Hi. My name is--

22 [Applause]

23 MS. OMARIS: Hi. My name is Omaris and I
24 think this school should stay open because kids
25 are learning. They're learning more and they're

1 being good. So, if you have kids in the
2 school that want to learn and read, you have
3 them in this school to learn if no one is going
4 to close the school down because this school is
5 a learning institution.

6 [Applause]

7 MS. CUSILEAN DFESUS: What I want to say to
8 all the parents here from the community--

9 MULTIPLE VOICES: [Interposing] Talk in the
10 mic, into the mic.

11 MS. CUSILEAN DFESUS: I'm from the community
12 and I am very disappointed that we're having
13 this meeting and that they're planning on
14 closing the school. How everything is occurring
15 now, there's no one to blame but the Board of
16 Education. How Ms. Witherspoon came into play
17 was wrong, and now this is what's going on. Mr.
18 Quail is going to retire now. They want to
19 phase out the school and maintain Ms.
20 Witherspoon.

21 To me, I feel that they--what they need to
22 do is have new administration, new leadership in
23 the school, get everybody that has to be out and
24 start new, and keep Roberto Clemente going. We
25 demand that our children get equal opportunities

1 in education.

2 Mayor Bloomberg is the puppeteer and he has
3 Eva Markowitz who is a--who is running for
4 mayor, who wants to make all these schools
5 charters, and to hell with our children. This
6 is how they see it because this is an upcoming
7 community and they don't believe in union and
8 charter schools should be it. So, like that,
9 these teachers can be out and they can run the
10 schools the way that they want because Bloomberg
11 is Dennis and Eva Markowitz's puppeteer. They
12 are the puppets and this needs to stop.

13 This is not about me. This is not about
14 you, Mr. Quail. It's not about no one up there.
15 It's about our children and we demand that we
16 sit at the table. We want to see the brand new
17 proposals. And that we as parents choose who's
18 good enough to be our children's new principal.

19 FEMALE VOICE: That's right.

20 [Applause]

21 MS. CUSILEAN DFESUS: We demand that. We
22 deserve that. It is our children who need our
23 schools open and it's a shame that you guys been
24 seeing how the school's been failing and the
25 Board of Education didn't do nothing. That's

1 for yourself too, Mr. Quail. I am sorry to
2 say you have--you guys are playing Monopoly with
3 our children. This is bad when they involve
4 politics with education. It has to stop.

5 [Applause]

6 MS. CUSILEAN DFESUS: Our children are our
7 tomorrow. Our children are our tomorrow's
8 future and politics are not played into
9 education. We, as parents, must take over and
10 show them, no, it's not what you want.

11 Do you know in order for Mayor Bloomberg to
12 become the mayor you have to vote for him?
13 Well, here we go. We're going to vote that P.S.
14 19 does not close, that we have a new
15 administration, and that we maintain the
16 majority of the teachers that we have in our
17 school.

18 MR. ANTONIO SETTLE: Thank you.

19 MS. CUSILEAN DFESUS: Enough is enough.

20 [Applause]

21 MS. MONICA BATISTA: Good evening, everyone.
22 I want to thank everyone for being here. I'm
23 going to start by recalling, uh--reminding Mr.
24 Quail thank you very, very much for being here
25 and everyone in the panel. But I'm going to

1 make use of my right of speaking in my native
2 language. [Foreign audio] [01:18:22-01:21:35]

3 FEMALE VOICE: Um, hi. I don't have a
4 number, but I don't think I need one. I resided
5 in Williamsburg Brooklyn in 334 South 3rd
6 Street, and I came to P.S. 19. And my mother
7 raised five children on welfare and, um, I came
8 to this school and I learned a different life.
9 And I actually remember my second and my third
10 and my first grade teacher, which is surprising
11 being that I'm 47-years old.

12 Make a long story short. It is sad to say
13 that we, all of us in this community that has
14 many generations here of people, are going
15 through this phase. Point one is this is a
16 business for everybody. Unfortunately, the
17 thing in Williamsburg, Brooklyn--I'm just going
18 to count from my--from my area--is that the
19 parents are very busy and, you know, their
20 concept about education is just dropping the kid
21 off and moving on and letting this take its
22 course.

23 What I notice in my time here as residing
24 here all these years is that unfortunately the
25 school management has taken this and railed it

1 the wrong way. They have abused their power
2 and they haven't done anything with it.

3 I'm getting a little backtracked. My, my
4 thing was when, um, I had a situation with, um,
5 Ms. Witherspoon, the principal here, she did
6 something that wasn't right. She pulled six
7 children out of their classes without a parent's
8 consent to have them investigated. And when I
9 saw that, you know--I saw my sister running to
10 the school because my nephew mentioned that this
11 happened to him--I was devastated because I felt
12 like I was insulted or that we were as a
13 community insulted that you can take my child or
14 my nephew or my niece out of her class without a
15 parent's consent and think that it's okay.

16 When I saw that happen, that allowed me to
17 really evaluate the situation that's going on
18 and now I understand why we are in the
19 predicament we are today. If you have a
20 business, you have to know how to manage it,
21 whether it's education, whether it's a shoe
22 store, whether it's a bodega. You have to be
23 kind to the people who have allowed you to have
24 a salary that's pretty wealthy in your pocket
25 without having to have any type of political

1 influence because this is my point. Where are
2 they now? Where is Vito Lopez? Where is Diana
3 Reina? Where is, um, Linda Velasquez?

4 [Crosstalk]

5 FEMALE VOICE: No, no, no, no, no. You know
6 why? Because we need--these are the people who
7 we vote every single year for and they're not
8 standing here. This is their job right now to
9 do. You understand? And that's why I'm upset.
10 No, because it's already gotten this far. It's
11 already almost too late.

12 MR. ANTONIO SETTLE: Thank you.

13 FEMALE VOICE: So, um, I really hope that if
14 we do get new management that unfortunately is
15 going to be bad for the rest of the teachers but
16 this will be easier, I guess.

17 [Applause]

18 MR. ANTONIO SETTLE: If I may, before the
19 next speaker, because this is a hearing, a
20 public hearing, we would need your name for the
21 record. And therefore, if you have signed up,
22 we ask that only those that have signed up and
23 have been given a number please approach the
24 microphone.

25 It is for a matter of public record. This

1 gets transcribed and it is produced. And so
2 we ask that it please be according to the
3 numbers and those who have signed up to speak.

4 If you have not signed up to speak, we'd ask
5 that you refrain from approaching the
6 microphone.

7 MS. BARBARA MEDINA: Good afternoon
8 everyone. Greetings. And I want to say thank
9 you, Quail, for having this meeting. And I was
10 there the last time. I also want to thank the
11 elected officials for being here and supporting
12 because elective officials have been supportive
13 to the issue that's happening.

14 I advocate for parents and I have to say
15 that this has been a school that's been called
16 Roberto Clemente in the community for many,
17 many, many years. Unfortunately, after Ms.
18 Witherspoon became the principal, the
19 administration went down. And, as you can see,
20 the parents here today, that has been their
21 complaint. So if there has been anything that
22 has fallen into deaf ears has been the years
23 that people have complained that the
24 administration in this school was no good. And,
25 as a leader, Ms. Witherspoon was not the

1 principal to continue leading the teachers to
2 get and execute that profound, excellent
3 education to our Latino children in our
4 community.

5 And I think that today that it may not make
6 a difference with a new program or new school or
7 the phase out that's going to take place. I
8 think that we should give the good teachers in
9 this school the opportunity not to be phased out
10 because it's not their fault that the principal
11 has been a failure to this school. And Roberto
12 Clemente, the name, should carry on because that
13 name shall not be disrespected because of
14 someone that is at fault.

15 Now, I know that this is a two minute small
16 speech but I just want to mention something.
17 Today the parents you see here--and I'm sure
18 that there were parents who couldn't make it,
19 and then there are parents who says, "Why? It
20 falls of deaf ears because everything that we
21 spoke about has been about the principal." But
22 we really don't hear complaints about the
23 teachers. So that speaks for itself and maybe
24 that's something that everyone should start
25 looking at. [Foreign audio] [01:27:19-01:27:37]

1 [Applause]

2 MR. ANTONIO SETTLE: I would--I would remind
3 all of our speakers that we do have interpreters
4 for those who are in need of interpretation
5 services. So we ask that you please keep the--
6 your comments to two minutes so that we can keep
7 the program moving.

8 At this time, I'd like to call numbers 10,
9 11, 12, and 13.

10 MS. CHEVRELLE: Good evening. My name is
11 Chevrelle. Hello everybody. First of all, I
12 would like to say, like, you could--there's a
13 saying that--oh, I'm tall. There's a saying
14 that goes you could fix what's broken but you
15 can fix the cracks. So therefore my question
16 you're trying to bring a new school and so on
17 and so on, but the school--the students that are
18 here, they're going to stay here. They're still
19 going to be the same thing, right?

20 It's basically the same thing because you're
21 not--I don't understand why would you want to
22 bring a new school, um, change everything
23 around, new teachers, and I just--I'm not
24 comprehending. I'm not--I'm trying--I'm sitting
25 here.

1 I actually cried when I saw Ms. Tambachas
2 actually speaking. 27 years, that's a lot of
3 years. You devoted your whole life. I came to
4 this school. Everybody else--we've been here
5 for so long. We've been here for so long and
6 you're just taking something away.

7 Everybody's talking about Roberto Clemente.
8 Mr. Quail, I would like to--I would like to ask
9 you a question. Do you know what Roberto
10 Clemente did?

11 MR. JIM QUAIL: Yes.

12 MS. CHEVRELLE: Do you know how he died?

13 MR. JIM QUAIL: Yes.

14 MS. CHEVRELLE: How he die? A plane crash
15 doing what? Doing a mission. He was giving
16 actually food to Nicaraguans 'cause there was a
17 hurricane. This is something sacred to us,
18 sacred, and you're trying to just break that up,
19 you and your--I don't even--I don't even know
20 what to--I don't even know what to call the
21 Board of Ed. I really don't know because they
22 so dysfunction and they just want to take
23 everything away like if it's plain and simple.

24 No. We are parents. We are students. My
25 son is about to be coming to this school. I

1 came to this school. My mother came to this
2 school.

3 MR. ANTONIO SETTLE: Thank you.

4 MS. CHEVRELLE: I actually--hold on. No,
5 hold on. Look, another ticket, another ticket.
6 No, my--I am devastated. I'm devastated. My
7 aunt--my aunt, rest in peace, used to--she, she--
8 --hold on 'cause I'm getting emotional. She used
9 to come over here when there was, um, votings
10 and stuff like that and stand outside and talk
11 to the community. What is wrong with you guys?
12 You just--you guys are just trying to take
13 everything away like it's plain and simple.

14 Do you have kids? I bet you your kids are
15 in a nice, nice, good school, right? Private
16 schools, look at that, charter school, Success
17 Academy, the lottery. They even had money to
18 actually do a film to, to bring--how to, um,
19 enroll their kids in. Right?

20 All these--lottery, how does it guarantee
21 that my son is actually going to be coming to
22 this school, to his own school? It's by
23 lottery. Everything is by lottery.

24 All this is politician and there's good
25 politicians, the ones that actually are

1 advocating for us, and then there's the ones
2 that they just don't give a BS about, excuse my
3 French, a commoner, put it like that. They
4 don't give a damn about us, a damn about us.

5 You're living--you're--right now you're
6 probably going to forget about everything.
7 You're going to go to your nice queen size bed,
8 probably sleep it off, and leave us wondering,
9 leaving us in the limbo. And that's not fair.
10 That's not fair at all. That's not fair to
11 those little kids right there.

12 You don't see somebody growing up to be
13 somebody? There's actually people that's been
14 in this community that actually done something.
15 We have registered nurses. We have G-Y-N
16 doctors. We have a politician. We have
17 everything, a little bit of everything.

18 MR. ANTONIO SETTLE: Thank you.

19 MS. CHEVRELLE: Everything, and you're just
20 trying to take it away from us.

21 MR. ANTONIO SETTLE: Thank you.

22 MS. CHEVRELLE: There's--I don't even know
23 what to--what else to say. I'm speechless.

24 [Crosstalk]

25 MS. CHEVRELLE: No, not even.

1 MR. ANTONIO SETTLE: Thank you.

2 MS. CHEVRELLE: Not even.

3 [Crosstalk]

4 MR. ANTONIO SETTLE: Thank you.

5 MS. CHEVRELLE: I'm just disgusted.

6 FEMALE VOICE: - - welfare, more reasons to
7 keep it open.

8 [Applause]

9 FEMALE VOICE: They want us on welfare.
10 They want us on - - . They want us on
11 government aid - - .

12 MR. ANTONIO SETTLE: I'd like to introduce
13 to you Ms. Evelyn Cruz, who is representing
14 Congresswoman Velasquez.

15 [Applause]

16 MS. EVELYN CRUZ: Boy, there's a lot of
17 emotion in here tonight.

18 FEMALE VOICE: Yes.

19 MS. EVELYN CRUZ: [Foreign audio] [01:33:04-
20 01:33:06] Hi. Good evening members of the
21 panel, Mr. Quail, the leadership in the
22 community. I'm here representing Congresswoman
23 Nydia Velazquez, who is in Washington and
24 hopefully landing shortly.

25 But, listen, I've been here before and

1 you've heard our message. You've heard the
2 concerns we have and that's why have for more
3 than a year fighting to see how we can make this
4 school right. Our kids, as the congresswoman
5 says, our kids all have a God given potential
6 and it is the job of a school, of the Board of
7 Education, to help develop and create our kids--
8 our children's future. And it is a shame. I'm
9 going to have to say it's a shame that DOE
10 failed the school.

11 We're in this situation now because we feel
12 that DOE turned a blind eye. They said they did
13 this, that they helped here, that they did that,
14 but they didn't do it enough. They didn't do it
15 consistently, and they did not invest resources
16 as needed here.

17 We know that in 2010 seven teachers left the
18 school. Not one was replaced. We know that 98%
19 of the population at P.S. 19 is African American
20 and Latino. And yet DOE, central DOE has done
21 nothing to bring down the concentration of low
22 proficiency students and English language
23 learner students by bringing in additional
24 resources. They have failed to do that.

25 So when a school fails and children in our

1 community listen and see that they got an F
2 when at one time it was an A student, these
3 kids, like their parents, feel like, "You know
4 what? I'm a failure." If a child fails in our
5 community, a parent feels like they have failed.
6 And when a parent feels like they have failed
7 it's like the community has failed. And that is
8 not right and that is not true.

9 We are a community that cares about
10 education just like any community in New York
11 City. But what we have to do is we need to be
12 more proactive and we need to fight together.
13 And that's what the congresswoman is saying. We
14 have to fight DOE. We need to keep this school
15 open. We need to make sure that those kids that
16 are supposedly going to be phased out have
17 people lobbying for them. That's what we need,
18 a kids' lobbyist, as Governor Cuomo has stated.

19 [Applause]

20 MS. EVELYN CRUZ: We need to make sure that
21 our children have a voice. And you know what?
22 We have collectively created a voice. I am part
23 of that voice. The congresswoman is,
24 Councilwoman Diana Reina, many of the churches
25 in our community, El Puente, another A school in

1 our community, and others are part of that
2 movement. There's a coalition and we're urging
3 DOE to work with that coalition.

4 Many of the parents here--as you know, Mr.
5 Quail, as you know, Ms. Witherspoon, Ms.
6 Tambachas, and many of you here, many of these
7 parents are Spanish speakers and to me it is
8 disappointing because of the language barrier
9 that the parents face sometimes information is
10 not properly communicated to them.

11 I came here to a meeting about a month ago,
12 maybe two months ago, and there was a parent
13 that came up to me. And Mr. Quail is a witness
14 to this. This parent was crying, jurando,
15 crying. And I thought she got ill. And do you
16 know why she crying? Because her son--she was
17 concerned. She said, "Evelyn, please tell media
18 my son--I'm crying because my son hasn't had a
19 math teacher in the classroom for a month and
20 I'm worried that he's going to not get a four,
21 a level four test. He's not going to pass."

22 And when you--when I heard that, I was
23 shocked. So if there's not a classroom, a
24 teacher in a classroom, whether they're on
25 vacation or they're sick, if there's no

1 replacement in that classroom that child is
2 going to fail because they're not going and
3 they're not being taught every day. And that is
4 a part--a problem that DOE has failed to
5 address. They're great teachers, you know it,
6 but we also know that we have teachers that just
7 come in to clock in. And I'm not saying they're
8 here but they exist.

9 And what we have to do is work collectively
10 with the coalition, and that is what we're
11 demanding. We are demanding that this school
12 remain open, that we do preserve the legend of
13 Roberto Clemente.

14 It is sad that these children here, like
15 other schools throughout this district, were
16 unable to celebrate their hundredth anniversary
17 because of this baloney of DOE proposing to
18 close the school. How do--how do you--how do
19 you promote role models? How do energize kids
20 if you can't even conduct a simple celebration
21 to honor, to honor them as Latinos? That is
22 just not right.

23 So, again, I'm not going to repeat what has
24 been said. I know Councilwoman explained and
25 expressed our demands. The bottom line is we

1 need DOE to work with this coalition. We need
2 to be at the table like every parent that is
3 here and even those who are not here because
4 they are working to put food on the table for
5 their kids.

6 And I know there's translation, but things
7 get lost in translation. [Foreign audio]

8 [01:39:01-01:40:53]

9 [Applause]

10 MS. EVELYN CRUZ: So, again, I'm just
11 wrapping up that we're not here to support any
12 closure. We are here to transform the school
13 and transformation is for a better future. We
14 want multi-language classes, dual language. We
15 need afterschool programs. We need to make our
16 kids go from what is a so called F--because
17 they're not an F. We need to help them excel.
18 We need to help them develop their God given
19 potential. And DOE has to do that. So how we
20 do it is what we need to do together. Thank you
21 very much.

22 [Applause]

23 MS. EVELYN CRUZ: We want to hear from
24 parents. [Foreign audio] [01:41:36-01:41:41]
25 Okay?

1 MR. ANTONIO SETTLE: At this time, I'd
2 like to call Cusilean DFesus, Maria Toledo,
3 Monica Batista, Shabrit Gil.

4 [Crosstalk]

5 MR. ANTONIO SETTLE: They all went? Anthony
6 Hunter? Anthony Hunter?

7 FEMALE VOICE: What number?

8 MR. ANTONIO SETTLE: Number 14. Pedro
9 Valdez Rivera, number 15.

10 FEMALE VOICE: 15.

11 MR. PEDRO VALDEZ RIVERA II: Buenas noches -
12 - . Good evening, Southside. My name is Pedro
13 Valdez and I'm a member of El Puente since 2006.

14 [Applause]

15 MR. PEDRO VALDEZ RIVERA II: And I was an
16 alumni for P.S. 297. I'm also an alumni for
17 I.S. 49, the school that was closed down. I'm
18 also an alumni for the Grand Street campus High
19 School for Legal Studies, which I worry about to
20 shut down.

21 One, I'm extremely worried about the
22 consequences if the P.S. 19 would be phased out
23 or shut down, and also I worry about if P.S.
24 19's name, Roberto Clemente, will not go
25 through. What happened to the young children

1 coming here to Williamsburg? What happened to
2 the young children who get the--all the support
3 that they need for the teachers, etcetera? What
4 will happen to all the good times at P.S. 19,
5 their 100 year legacy of P.S. 19, the central
6 cultural history of P.S. 19?

7 [Applause]

8 MR. PEDRO VALDEZ RIVERA II: And also the
9 legacy of Roberto Clemente; not only just a
10 baseball player for the Pittsburgh Pirates, also
11 a true humanitarian, just like the likes of
12 Malcolm X, Gandhi, and Martin Luther King Jr.

13 And also I'm not here to oppose anything.
14 I'm here for the Williamsburg as one community,
15 no matter the race or ethnicity, to come to be
16 united for one common unity with the Department
17 of Education. And thank you so much for me
18 being a part of the Department of Education.

19 So, as a result, I will find one word to
20 say. We need to come up with a better solution
21 for P.S. 19 besides shutting it down, such as
22 make better improvements for our kids, for our
23 teachers, and our parents. Thank you so much.

24 [Applause]

25 MS. GEOVANNA CHAVEZ: I'm number 16. My

1 name is Geovanna Chavez. I came here, um,
2 when I was younger. I graduate here 2005. I
3 was valedictorian here. I went to 318 and now I
4 go to Brooklyn Tech. Okay?

5 [Applause]

6 MS. GEOVANNA CHAVEZ: And in order for a
7 building to work the foundation needs to be
8 good. And my foundation here was excellent.
9 The teachers were the same. The teachers up
10 there, they were still teachers when I came
11 here.

12 FEMALE VOICES: Yes, indeed.

13 [Applause]

14 MS. GEOVANNA CHAVEZ: I was an English
15 language learner. I came here. I immigrated
16 and I didn't learn any--I didn't know any
17 English. I came here, learned English,
18 graduated valedictorian, and now--and now I'm
19 going to Brooklyn Tech and my sister goes here
20 now. I came here when it was rated an A. My
21 sister goes here and it's rated an F. All
22 right? And from one year to another it went
23 from a D to an F. So somewhere along the lines
24 this school went wrong. The administration went
25 wrong because when I'm here and all the teachers

1 are the same, the programs are the same,
2 something went wrong. It's not the teachers.
3 It's not the students because everything is the
4 same. It's the administration.

5 [Applause]

6 MS. GEOVANNA CHAVEZ: Okay, hold on. I
7 remember when I graduated everybody in my class
8 either got a four or a three on the exam,
9 everybody. And it wasn't hard. Everybody was
10 there bragging about a four. They said, "Oh,
11 what did you get?" "Four." "What did you get?"
12 "Four." What did you get?" "Four." Now my
13 little sister is struggling to get a three.

14 All I'm saying is this school is good; good
15 teachers, good resources. All right? Don't
16 tell us what we need. Ask us what we need and
17 tell us--and we can show you how to make the
18 school better. All right? And we want to be
19 part of the process. We don't want you phasing
20 us out, telling us we're going to do this so
21 that the school can improve. We want to be a
22 part of this. We want our voices to be heard.
23 All right? Thank you.

24 [Applause]

25 MR. JOSE GONZALEZ-COLON: Buenos tardes. My

1 name is Jose Gonzalez-Colon. I am the pastor
2 of the First Spanish Presbyterian Church here on
3 South 3rd Street. We've been in business for 87
4 years.

5 [Applause]

6 MR. JOSE GONZALEZ-COLON: Distinguished
7 panel, Mr. Quail, thank you for the opportunity
8 for speaking. I'd like to say, quite frankly, I
9 am dismayed because of the facts. I am
10 originally from Cobble Hill, Brooklyn and I'm
11 what you would call the last of the Moricans
12 [phonetic] in downtown Brooklyn.

13 [Laughter]

14 MR. JOSE GONZALEZ-COLON: Because of the
15 fact that what they did to us over there in
16 Brooklyn--it was the oldest Latino neighborhood
17 in Kings County. And what's happened--this is
18 nothing but ethnic cleansing because all they
19 view is markets and the first place they started
20 to raise the real estate was to mess with the
21 schools. We did not have the community
22 organization or the structures or the ability to
23 fight back the powers to push--they were pushing
24 our people out of the community.

25 I'm saying here today what is different here

1 in Williamsburg is that even though the real
2 estate market is up our schools are down because
3 they're trying to starve our children. And when
4 you're starving children you're taking them out
5 of the community, you take out families. You
6 take out families; you take out the businesses,
7 the bodegas, and the very small businesses that
8 are here. You take out the businesses, you take
9 out the lifeline of the main employment in our
10 community right now that we have here in
11 Williamsburg.

12 So there's a whole ecosystem that's involved
13 here in the struggle to keep our community and
14 our neighborhoods intact. When this
15 neighborhood was crime ridden it was the
16 community that fought to put it back together.

17 [Applause]

18 MR. JOSE GONZALEZ-COLON: Now that we
19 cleaned it up you guys want to clean us out.
20 And all I want to say is that we have a
21 coalition here that is our coalition. All I'm
22 saying [Foreign audio] [01:48:47-01:48:54]

23 [Applause]

24 FEMALE VOICE: 20 years ago, 30, 40 years
25 ago those same Jewish teachers that were all

1 coming from Long island were coming in and
2 teaching our kids, and that's the sad thing.
3 That's the sad thing.

4 MR. ANTONIO SETTLE: I would ask George
5 Hernandez, Luis, uh--number 19, and David
6 Dabosz, number 20, to please approach the mic.

7 MS. KATE YOURICE: I think there was some
8 confusion. Um, my name is Kate Yourice and I am
9 a community member. My children go to P.S. 132.
10 I live right nearby here. I came and did an art
11 program here at the school. I spent quite a few
12 weeks here with the children and the teachers.
13 It was a wonderful experience.

14 I watched. The teachers have a wonderful
15 relationship with the students. I saw students
16 laughing. They were known by their teachers.
17 Their teachers understood them. They understood
18 their style. They understood their sense of
19 humor. Um, I watched the students feel really
20 empowered and, and free in those classrooms, and
21 it was a great experience for me. I had a
22 wonderful time.

23 Those relationships are the key to
24 education. I think teachers understand
25 relationships. It's part of the art and the

1 craft of teaching. It comes especially from
2 experience and something that experienced
3 teachers bring to the table. As parents, we
4 also understand relationships. It's a really
5 important part of what we do.

6 Unfortunately, I think our mayor has a gap
7 in this area. I don't think he understands
8 relationships. He needs to understand things in
9 terms of numbers and data, and he's turning our
10 children into numbers and data. And we're
11 watching the repercussions of that as he
12 manipulates the data, which is something he
13 seems to trust. I trust relationships. He
14 trusts data.

15 He's manipulating that data to bring about
16 the picture that he would like to see. And that
17 picture is that--is that teachers are failing
18 our students. They're not. Teachers are
19 building beautiful relationships and our
20 communities are building beautiful relationships
21 and our families are building beautiful
22 relationships.

23 When he comes in to close a school, he is
24 systematically destroying relationships. When
25 he brings a superintendent out of a teacher--out

1 of the principal's office and out of the
2 school and forces them to be responsible for
3 data collection, when the Office of
4 Accountability is not accountable in a
5 managerial sense but in a data collection sense,
6 he's destroying the managerial relationships
7 that assure the kind of responsible leadership
8 that we need in our schools.

9 This is a systematic destruction of
10 relationships that is leading to the failure of
11 these schools to educate our children. We have
12 to stop this. This mayor is not responsible and
13 he cannot continue.

14 [Applause]

15 FEMALE VOICE: He bought his way in.

16 MR. ANTONIO SETTLE: Thank you.

17 [Crosstalk]

18 MR. ANTONIO SETTLE: Next speaker, please.

19 Number 18, George Hernandez?

20 MR. GEORGE HERNANDEZ: Good evening
21 everybody. I came to the school, like, 50 years
22 ago, kindergarten. I remember my first day I
23 was crying. My mother left me there. And back
24 then this neighborhood was really rough. It was
25 nothing but gangs and drugs.

1 And I remember we had a quality education
2 here. I remember we had recorders in music
3 school. We had all kind of programs here. And
4 back then the situation was way worse than what
5 it is now. It was a lot of poverty.

6 Remember Patches? You could have called me
7 Patches because that's what I had on my knees
8 was patches. You know, there was no money to
9 buy new clothes, second hand-me-down from all
10 the brothers.

11 All my brothers and my sisters went to this
12 school. They all graduated from here, um,
13 except for me. I got kicked out 'cause, you
14 know, I acted up. But I've been through P.S.
15 17, P.S. 16, and over there I went to 15.

16 But the thing about it is they had a good
17 quality education. I have a brother who's a
18 lawyer. He went to school with John F. Kennedy
19 Junior, Albany Law School, and he was successful
20 because he--you know, he hit the books. He had
21 good teachers.

22 I don't know what's going on, but you know
23 the enemy is not a not - - . The enemy is a
24 preacher named Greed and it comes in all colors.
25 Okay? So now I don't know.

1 Right now we got--we got a new - - in the
2 school. I don't know the situation here because
3 I haven't been around here in years. Like I
4 said, it's been years since I went to the
5 school. But I can see that with the lack of, of
6 funding and, and lack of, you know, of
7 facilities for the teachers to work with, of
8 course the school is going to fail.

9 And if you look at the neighborhood, the way
10 it's turning now--I work in Transfiguration with
11 Father Corvallis-O'Brian [phonetic] and with
12 Father Steven Lynch [phonetic]. And I worked at
13 the youth center after I came out of the service
14 'cause I'm a Vietnam era veteran and after I
15 came out I got a job over there with them. And,
16 uh, we were working with the street gangs to try
17 to--'cause there was too much. There was the
18 bikers. There was the Satan's Souls. This was
19 all infested.

20 So we got together and we got all those
21 three gangs to call a truce and we--and we kind
22 of straightened out this neighborhood. Then
23 after we cleaned out the neighborhood they're
24 trying to push--they started--they pushing
25 people out of the neighborhood.

1 MR. ANTONIO SETTLE: Thank you.

2 MR. GEORGE HERNANDEZ: They just said right
3 now it's like--

4 MR. ANTONIO SETTLE: [Interposing] Thank you
5 for your comments.

6 MR. GEORGE HERNANDEZ: Yeah. Well, the
7 thing is that you people got to stick together
8 and we know what it's all about. It's all about
9 greed and it's--you know, it's always the same
10 thing. The rich get richer and the poor get
11 poorer. So we got to stick together 'cause it's
12 not about money. It's about the children.

13 [Applause]

14 MR. ANTONIO SETTLE: Mr. David Dabosz
15 followed by Befalio Delion.

16 [Crosstalk]

17 MR. DAVID DABOSZ: Oh, okay. You think this
18 will work? Okay, okay. Ready? Okay. Good
19 evening panel, parents, children. My name is
20 David Dabosz. I'm a deacon at St. John the
21 Evangelist Lutheran Church. Our parish is a
22 member of Churches United for Fair Housing, and
23 that automatically makes us part of the
24 Southside Community Schools Coalition.

25 We know that P.S. 19 can education its

1 children. If it education Antonio Renoso, we
2 know it can. It educated our children in the
3 '60s when we had community control. Yes, back
4 then there were still problems with schools of
5 color getting less resources than white schools,
6 but we educated our children and that's
7 perfectly clear.

8 But remember before the '60s it was far, far
9 worse. That's why we occupied the schools and
10 sat in and forced the Board of Education at that
11 time to listen to us. And they were forced to
12 because we closed the schools and shut them
13 down. We boycotted the schools. They had no
14 choice.

15 Sorry to say the problem began when our
16 assembly people and our senators up in Albany
17 voted in mayoral control.

18 [Applause]

19 MR. DAVID DABOSZ: That was the problem.

20 [Applause]

21 MR. DAVID DABOSZ: I didn't hear Mr. Lopez's
22 representative say that Mr. Lopez is now against
23 mayoral control, but there is one man in our
24 community that I did hear say it, and that's Joe
25 Lentol. He apologized and said he was wrong.

1 He never should have voted in mayoral control
2 because the mayor's idea of right is not our
3 idea of right. We ask the Department of
4 Education to do the right thing but they are
5 doing the right thing in their eyes. They call
6 it portfolio development. What do you put in
7 the portfolio? You put your stocks and your
8 bonds. You put your real estate deeds in there.

9 [Laughter]

10 MR. DAVID DABOSZ: They are not about
11 education. They are about shifting around the
12 real estate.

13 [Applause]

14 MR. ANTONIO SETTLE: Thank you.

15 MR. DAVID DABOSZ: They don't believe that
16 we own the schools. Joel Klein said that the
17 chancellor owns the schools, the mayor owns the
18 property. And as long as we leave it in his
19 hands we are in trouble because they don't want
20 El Puente here. They're dangerous. They don't
21 want the teachers that teach the kids about
22 their culture and civil rights. They want it
23 wiped out. What are they--what are they--

24 FEMALE VOICE: [Interposing] They want to
25 make all that money.

1 MR. ANTONIO SETTLE: Thank you.

2 MR. DAVID DABOSZ: What are they replacing
3 it with? They're replacing it with these gosh
4 awful tests that are dumbing down our children.
5 They are trying to make our children a servant
6 class of which we cannot let them do it.

7 [Applause]

8 MR. DAVID DABOSZ: Occupy our schools. Get
9 together. We will all get together and shut
10 them down. We've got to boycott them again.

11 [Applause]

12 MR. DAVID DABOSZ: We can do it. We don't
13 have to be afraid because if we don't do it we
14 will have the genocide that Pastor Gonzalez is
15 talking about. We must save ourselves by going
16 in and taking over those schools and forcing a
17 culturally based curriculum with all the
18 language and all the studies that are going to
19 empower our children.

20 [Applause]

21 MR. ANTONIO SETTLE: Thank you.

22 MR. DAVID DABOSZ: If we let them become
23 servants they will become robots of the 1%. We
24 must stop it now.

25 [Applause]

1 MR. ANTONIO SETTLE: Thank you.

2 MS. BEFALIO DELION: Hello. I want to start
3 by saying that me, myself--for everybody that's
4 there, my name is Befalio Delion. I came to the
5 school in the '80s. My son, Isaiah, is sitting
6 right there. He's 15. He also graduated from
7 here and my brother is almost 40, he also did.

8 I've seen a lot of changes in this
9 community, like buildings that have been built
10 for years coming down, a lot of changes. My
11 mother owns out here and thanks to God 'cause if
12 not we would have been put out too. The last
13 thing I want to see is this school closed down,
14 honestly speaking, because at the end of the day
15 it's not just a school. It's somewhere where we
16 have a lot of memories that once these guys do
17 close it down, no matter what name you put it,
18 you start closing down a lot of memories.

19 And it hurts to say that it's not the
20 teachers and it's not, you know, the students or
21 what. It's the funds. Because when I was
22 coming here they dealt with me seven years
23 'cause it only went up to the sixth. I got left
24 back and I did seven years. Mr. Levine
25 [phonetic], which was a hell of a president that

1 I--I mean a principal that I remember.
2 Everybody remembers him. You know, he did a
3 hell of a job. Our music teacher--that I don't
4 think this piano has been open--Mr. Tressler
5 [phonetic], has been a hell of a music teacher.

6 These kids that are growing up now ain't
7 even seen the beauty of actually having memories
8 of a good school. And yous guys, the Board of
9 Ed, once again, really stole that from us 100%.

10 I have teachers that are looking at me now
11 back there that seen me grow up. Look, we got
12 Ms. Tambachas right here. We got the twins that
13 I called, you know. You know, and, yeah, you
14 want to talk about some bad students? We were
15 very hard students, but these teachers made sure
16 that we graduated. You know what I'm saying?
17 They made sure.

18 [Applause]

19 MS. BEFALIO DELION: And all I want to say
20 is--

21 FEMALE VOICE: [Interposing] Wait, wait, let
22 me give a shout out. Ms. Cassab [phonetic] and
23 her sister, I love you guys.

24 MS. BEFALIO DELION: All I want to say is if
25 you can spread the news to Bloomberg, to the

1 president, to the Board of Ed, to whatever it
2 is, please whatever we got to do ask for it and
3 the community out here--especially I'm one, I've
4 been out here 35 years--I'll make it the best.
5 If we got to collect money, if we got to hire
6 new teachers, if we got to do what we got to do
7 but the best thing you could do for us is not
8 close the school down.

9 Please, it really means a lot to us and for
10 the future that's growing up now. It hurts to
11 see memories go down the drain. Thank you very
12 much once again.

13 [Applause]

14 MR. ANTONIO SETTLE: This now concludes our
15 open comment. We will now begin with a question
16 and answer period. Remember, there will be some
17 individual questions and others that have been
18 bucketed into categories where will have
19 representative's questions--representative
20 questions asked. And any question that is not
21 answered here tonight will be answered on our
22 website.

23 If you have additional questions--if you
24 have additional questions at the conclusion of
25 tonight's proceedings, we ask that you direct

1 them to us via our phone number or email
2 address, which is on the bottom of your fact
3 sheets.

4 I now turn the proceedings over to Deputy
5 Chancellor Gibson.

6 MS. DORITA GIBSON: Thank you, Mr. Settle.
7 I have a few questions here that I'm going to
8 read and I'm going to give you the answers to
9 the questions. I'm going to ask, um, our
10 superintendent to help with one of the answers,
11 and our network leader to help with another one
12 of the answers.

13 MR. ANTONIO SETTLE: I'd ask that please we
14 keep the--please be respectful of those who are
15 speaking. Thank you.

16 MS. DORITA GIBSON: The first question is,
17 "Is it better to keep P.S. 19 with enriched
18 programs than establish another public school
19 which might face the same challenges?" A
20 similar question asked was "Instead of closing
21 P.S. 19, why didn't you introduce an innovative
22 program, such as dual language that we heard a
23 lot about tonight, that not only benefits us
24 current students but can also attract new
25 students to Williamsburg?"

1 You know, I said earlier when we started
2 that this is not a--this was not an easy
3 decision to make. A great deal of conversations
4 took place with the school community. We used a
5 qualitative approach as well as a quantitative
6 approach. We did look at the data. We had to
7 make some decisions and we really feel that P.S.
8 19 cannot turn around very, very quickly.

9 Ultimately it was determined that, um, a
10 gradual phase out would happen at P.S. 19. And,
11 um, we would introduce a potentially new school
12 that will be a zone school, that children that
13 are in this school can also continue to go to
14 the other school.

15 Um, our superintendent has a little bit of
16 history but I think it's important that you know
17 that we value the school community. District 14
18 has many great schools. Great things are
19 happening. Great programs are happening.

20 And I don't want to lose that information
21 that we are--that we've been sharing here
22 tonight. I also don't want to lose the fact
23 that we spoke about the Magnet program that's
24 been in the school that's been very helpful.

25 But I'd like Mr. Quail, our Superintendent

1 Quail, to talk a little bit about, um, some of
2 the other schools and a little bit of the
3 history of P.S. 19.

4 MR. JIM QUAIL: Okay, thank you, Dr. Gibson.
5 And thank you to the audience for your patience.
6 You're really a great audience. I told Dr.
7 Gibson about P.S. 19. I said it's a wonderful
8 school with wonderful kids and the parents are
9 just great. And they will be very respectful of
10 you and they will listen to you even if they
11 disagree. And I'm very proud to say that as the
12 outgoing member of District 14.

13 But I would like to take a few minutes to
14 share with you the fact that I truly believe in
15 your children. I think everyone here believes
16 in your children. And what I'd like to remind
17 you about is the history. I heard some people
18 say tonight that they remember Mr. Levine, who
19 was the principal of the school many years ago.

20 There are members in the audience who have
21 gotten grey along with me and they remember the
22 days when P.S. 19 had 2,200 children. They
23 remember the days when this school--you're too
24 young, Nydia, you're too young. But we remember
25 the days when this school was on triple session.

1 I also want to tell you that I have a long
2 history and a rich tradition in this district.
3 And I know that in the days when I was a
4 principal, a young principal in this district,
5 that P.S. 19, when we rated our reading scores,
6 that this school was always fifth or sixth out
7 of 25 or 26 schools in the district. It always
8 had very high performance.

9 The record in this school was wonderful and
10 I used to say to myself, well, we can compare
11 P.S. 250 to P.S. 19. And the reason we could do
12 that, our kids were basically the same. They
13 were both very large schools. While this school
14 had about 2,100 children my school had 1,400
15 children.

16 So I also would like to say that in the
17 surrounding areas of this school that we should
18 never leave--lose hope that around us are
19 schools that have A's. Around us are schools
20 that have B's. And around us are schools that
21 are making very fine academic progress.

22 We have two schools in our district, two of
23 them--and this is unheard of--that are blue
24 ribbon schools. These are schools where 90% of
25 the children are reading at proficiency in

1 reading, where 90% are at math, where their
2 attendance is approximately 95-6%, where they
3 have been recognized by the President of the
4 United States for their outstanding academic
5 achievement.

6 Now, just as the children in P.S. 19, many
7 years ago--and some gentleman said that tonight
8 and I remember those days when I was a young
9 principal. It's true. This was a poor
10 community. We had lots of kids that were on
11 free lunch. We had lots of problems with crime.
12 We had lots of problems with gangs, but our
13 children produced. And it was a credit to the
14 accomplishments of all us working together. So
15 there's been a long and rich history of success
16 in the school.

17 Unfortunately that's not the case in the
18 past couple of years here at P.S. 19. The
19 academic performance of our children has
20 dwindled. They suffered and declined. And the
21 Department, in its venture, has decided that
22 they're going to phase out the school.

23 But I am pleased. I am very pleased to know
24 that children, at least in the design as it was
25 explained to me and as the network leader and I

1 explained to you many times over, that
2 children will remain the priority, that children
3 do not have to leave the school, that this
4 physical building will be here. And your fight
5 to keep the name of the school should go on, but
6 the building will be here. Many of the teachers
7 will be here, that there will be a familiarity.

8 And I want to say, as the representative, as
9 Nydia said tonight--or as, as you said tonight,
10 Ms. Cruz, that there was an issue with a teacher
11 in the school about a placement and about--the
12 next day the network leader and I met with the
13 principal and the next day that issue was
14 resolved. When we know about problems, when we
15 can work together and put our brains together,
16 we can do a lot.

17 So I want to reassure you that your voice is
18 heard tonight. And I want to tell you that I
19 have a long and rich history here. And that if
20 one of our schools can do well close by then all
21 of our schools can do well. We can't lose hope.

22 As a principal, I always said I wanted to
23 compare myself to the school next door. I
24 wanted to compare myself to P.S. 19. I wanted
25 to compare myself to P.S. 18. I wanted to

1 compare myself to 31, 17, 34, 132. These were
2 the measures of my success. Are we measuring
3 up? And at P.S. 250 we did that. And at P.S.
4 19 we did that too here. And you know that's
5 true. And some of you are graduates of the
6 school and you know.

7 Unfortunately we have to move ahead. How
8 this will unfold will be with your support. I
9 understand that the new school will have an
10 opportunity for you as parents and leadership to
11 meet with the people, to have a discussion, and
12 also to have a direction in which that school is
13 going to go.

14 Tonight we heard some very fine comments
15 from the audience and elected officials about a
16 dual language program. We just started a few
17 years ago a dual language program, and the
18 principal is here tonight, at P.S. 84. It could
19 be very easily mirrored here in this building if
20 that's the direction of the new school and if
21 that's the direction where you want to take it.
22 And that's where your input is going to be
23 valuable. This is a roadblock. We're going to
24 do well. We're going to confront the issue.
25 We're going to do better.

1 And someone said it tonight, I think it
2 was Kate Yourice, it's about relationships. And
3 I agree whole heartedly with her. If we work
4 together we can make anything happen for the
5 better.

6 MALE VOICE: Well, why change the name of
7 it? Why can't it be the same thing?

8 MR. JIM QUAIL: Well, that's something I
9 think that will be discussed. That's something
10 that you can present to the Department.

11 MS. ELAINE MANATU: The name change will
12 have to go through us, Mr. Quail.

13 MR. JIM QUAIL: Through the CEC, then you
14 could use the CEC.

15 MALE VOICE: - - anything right now.

16 MR. JIM QUAIL: Excuse me?

17 MALE VOICE: I say it's a dictatorship, Mr.
18 Quail. You know very well we cannot present it.
19 That's not - - .

20 MALE VOICE 2: It's already a done deal.
21 It's a wrap. It's already been sailed. It's
22 already a done deal.

23 MR. JIM QUAIL: I'm not saying that. It
24 very well may be. The PEP may vote on this
25 proposal and it probably will happen. What I am

1 saying is sometimes you have to sit back, and
2 my advice is you have to face reality and you
3 have to deal with the issues that you're
4 confronted with.

5 FEMALE VOICE: - - is that you're just
6 giving us crap. It's bull--BS right now.
7 That's what you're trying to say, you signed the
8 paper and you're just giving us BS.

9 MR. JIM QUAIL: No, I'm not. I'm just
10 giving you my advice and my, my opinion about
11 the school.

12 FEMALE VOICE: So you're preparing us for
13 the worst?

14 MR. JIM QUAIL: I'm preparing you for the
15 possibility--a very strong possibility that the
16 school will be phased out. I can't--I can't--
17 I'm not a member of the PEP. I can't tell you
18 that, but I can tell you--I can tell you
19 historically that the PEP usually votes on these
20 proposals and usually it goes through. That I
21 can tell you, but I can't say definitely.

22 One last thing I'd--

23 FEMALE VOICE: [Interposing] Well, that's
24 what I see and we're going to have to protest.
25 Get ready to get that - - .

1 [Applause]

2 FEMALE VOICE: They all trying to feed us
3 bull crap right now, take over - - .

4 MR. JIM QUAIL: Okay. I just--

5 FEMALE VOICE: [Interposing] Maybe - - .

6 MR. ANTONIO SETTLE: If we can have some
7 order? Okay. If we can have some order?

8 [Crosstalk]

9 FEMALE VOICE: I - - and she was the only
10 one that came into that interview. I was very
11 disappointed.

12 MR. JIM QUAIL: I'm going to ask you--I'm
13 going to ask you--ma'am, I'm going to ask you--

14 [Crosstalk]

15 MR. ANTONIO SETTLE: I'm going to ask that
16 you please refrain.

17 [Crosstalk]

18 MR. JIM QUAIL: Okay. Officer? Excuse me.

19 [Crosstalk]

20 MR. JIM QUAIL: Ma'am? Ma'am? Okay.

21 You're--ma'am, you're disrupting. You're
22 disrupting the meeting. You can disagree but
23 you don't have to do that. Thank you.

24 [Crosstalk]

25 MR. JIM QUAIL: Okay. I think a member of

1 the audience, a member of the elected official
2 staff--

3 [Crosstalk]

4 FEMALE VOICE: Know your neighborhood. This
5 is not--the majority are Hispanic speaking.
6 Know your school. Teacher, don't be - - .

7 [Crosstalk]

8 FEMALE VOICE: What do you care?

9 MR. JIM QUAIL: Well, I've had 40 years, 42
10 years in the district. I kind of know it. And
11 I think I know the district quite well, I do.
12 And I think the district knows me. May I answer
13 the question that was posed to me over here?
14 And the question was how come a dual language
15 program hasn't been in place in the school. And
16 a lot of that has to do--excuse me. A lot of it
17 has to do with the School Leadership Team. A
18 lot of it has to do with the direction in which
19 that School Leadership Teams wants to guide and
20 take the school, but it's something--

21 [Crosstalk]

22 MR. JIM QUAIL: May I finish? May I at
23 least present? You know, I was very polite to
24 you. When you spoke, I listened. I did. I'm
25 just--

1 [Crosstalk]

2 MR. JIM QUAIL: Can I just--can I just speak
3 myself? Can I--

4 FEMALE VOICE: [Interposing] What sense is
5 that?

6 MR. JIM QUAIL: I understand. Ma'am, ma'am.

7 [Crosstalk]

8 MR. ANTONIO SETTLE: Excuse me.

9 [Crosstalk]

10 MS. DORITA GIBSON: Okay. We're going--we
11 wanted to answer the question about the dual
12 language and that's something that
13 Superintendent Quail said you need to bring back
14 to the table and keep having those questions--
15 asking those questions as we move forward. I'm
16 going to go to the next question, which is, "Are
17 they going to change the teachers?"

18 [Crosstalk]

19 MALE VOICE: The decisions are not being
20 made by the people - - . The decision is not
21 being made by you. The answers are not going to
22 come from you. The answers are going to come
23 from this community as - - .

24 [Applause]

25 MALE VOICE: - - you will see what the

1 community can do when it gets together. It is
2 not going to accept what you say. We're going
3 to decide what's going to happen here and what's
4 going to happen here is this school is going to
5 remain and we will force the system to make the
6 school - - .

7 [Applause]

8 MR. ANTONIO SETTLE: If I may?

9 FEMALE VOICE: You're fired. You're fired.
10 You're fired.

11 MR. ANTONIO SETTLE: If I may? There was an
12 opportunity for open comments. There was a time
13 period for that. We are now--there are
14 questions that have been posed by members of the
15 audience and we would the superintendent to have
16 an opportunity to answer those questions that
17 came from this community.

18 FEMALE VOICE: There's no parents here.
19 They all left because they have to wake up early
20 in the morning to go to work.

21 MR. ANTONIO SETTLE: I'm sorry. Ma'am, is
22 there a question?

23 FEMALE VOICE: No, that's an answer.

24 MR. ANTONIO SETTLE: We're now--

25 FEMALE VOICE: [Interposing] That's an

1 answer. Where are the parents? Half of them
2 already left. There's nobody here.

3 MALE VOICE: I think it's time we all leave.

4 FEMALE VOICE: Exactly.

5 [Crosstalk]

6 MALE VOICE: I think that we should all go
7 together now. We don't have to sit here.

8 [Crosstalk]

9 MS. DORITA GIBSON: The answer to question
10 will we change all of our teachers and the
11 answer is that the UFT has an article called
12 18D, and it's required that 50% of the staff is
13 interviewed to be a part of the school that's
14 going to be coming into the building. Many of
15 the teachers are going to be in the school if
16 they chose to stay in the school.

17 The next question--I'd like to read the
18 other question from one of our parents.

19 "Roberto Clemente, P.S. 19, has not been given a
20 change to improve because of lack of resources
21 and lack of funds. Why other schools are given
22 that opportunity and not this school? We are in
23 need of resources and funds, not a phase out of
24 closing of school, whom I have attended, my
25 child attended, and my second child is

1 attending."

2 I just wanted to start by saying that there
3 has been support given to the school by the
4 network team, as well as the superintendents.
5 And I'm going to ask our network leader to just
6 talk specifically about some of the work that
7 they've done in the school, as well as the fact
8 that we've had a Magnet grant in the school. We
9 have a Magnet coordinator here. There's been a
10 lot of professional development here. There's
11 very few people left in the audience but some
12 people might want to hear what you've done.
13 Thank you, Ms. Nol.

14 MS. MARGARITA NOL: Um, I'm Margarita Nol.
15 I'm the network leader. And I was fortunate
16 enough to welcome P.S. 19 into the network only
17 this school year. So it's regrettable to us
18 that we haven't had an opportunity to work with
19 P.S. 19 in the past.

20 We want what everybody else wants, which is
21 quality instruction in every classroom. And
22 while there are many people who talked about the
23 history of the school, having gone here as a
24 child, um, and now leading successful lives,
25 which is what we want for all children. T

1 The instruction that you received in the
2 classroom then is not the instruction that we
3 want for our children today. Teachers have to
4 grow. They've got to get smarter. They have to
5 learn new strategies. The standards for
6 performance raise continuously every single
7 year. So we're expecting that teachers also are
8 continuous learners.

9 I can't speak to the resources that the
10 school received in the past, nor the lack of
11 resources that all schools are experiencing as a
12 result of the budget. But what I can tell you
13 is that this school, this year, had the benefit
14 of having a Magnet grant. With that grant, we
15 worked with the school, the administration,
16 superintendent, the teachers absolutely.

17 And through that we were able to provide
18 professional development for teachers this year
19 that was different from any PD that they
20 received in the past. They were involved in
21 instruction that led to higher order thinking
22 skills for kids, for instruction around
23 strategies that--reading strategies that would
24 heighten their ability to think critically.

25 They are now engaged in math and looking at

1 math instruction where they are taking
2 rubrics and they're looking at model lessons.
3 And they're duplicating it in the classrooms.
4 And teachers here at 19 have been attending
5 those PD sessions in record number.

6 You have a new assistant principal here this
7 year. She has been valuable in making sure that
8 the schedule allows for it. So we know that
9 with support children can do better.

10 There is one thing that's being lost, and
11 that's that kids cannot continue to perform at
12 the low levels that they're performing now.
13 It's impossible. They won't be successful in
14 middle school. They're not going to be
15 successful in high school. Nor will they have
16 the kind of success that many of you have
17 experienced who went here in the past because
18 the teachers were teaching to the culture and to
19 the standards that were set then.

20 We know now this is a global market. Kids
21 are smarter than they ever were. They're
22 expected to be even smarter than we know them to
23 be, and they're capable of far more than we're
24 expecting them to produce. And the school's got
25 to get better. That's the bottom line. And we

1 know that the teachers are capable and able
2 to learn and to grow, as we all are, and that we
3 can continue to move instruction forward.

4 Dual language programs that you spoke about,
5 we have the expertise on our team to make that
6 happen. In fact, we have implemented dual
7 language programs across 29 of the schools that
8 we have within the network. So we know that
9 that's possible.

10 We want to make sure that however this pans
11 out--and the decisions are not ours to make--
12 that the children that are in this building
13 continue to get quality education because they
14 deserve it and you deserve it. And after all
15 the politics are said and done the quality of
16 instruction in a classroom will determine the
17 success of those students. And we've got to
18 make sure that what they're receiving in each
19 and every class is quality instruction. Not for
20 1990, not for 1980, but for 2012.

21 [Applause]

22 MS. DORITA GIBSON: Thank you, Ms. Nol, very
23 well said. The last question is, "How can I be
24 sure that my daughter is going to receive the
25 benefit of a good education if she's going to

1 grade four and won't be part of the new
2 school?"

3 The answer to that is part of what our
4 network leader said, that this work will
5 continue. The good work and professional
6 development will continue in the school. That
7 will not stop. With our phase our schools
8 typically we continue to give resources and to
9 make sure that the quality of education is
10 continued throughout the duration of the school.

11 I have to say that it is important that if
12 this should happen, if it is voted up on, that
13 we do need the support of our school staff. We
14 do need the support of our network leaders and
15 our superintendent to make sure that this
16 happens.

17 This has been, um, a very long meeting in
18 terms of us listening to the concerns that our
19 school community has. And I can just let you
20 know that the questions will be on our website
21 but also, more importantly, we're going to
22 listen to everything that you've said. We're
23 going to take a lot of that back and we'll give
24 some consideration to a lot of the things that
25 you said.

1 This has been, um, a long evening and
2 it's not an easy thing, as I said before. But a
3 lot of time and a lot of energy and a lot of
4 conversations and looking at data and talking to
5 everyone has come across our desk. And we're
6 really making some decisions here that's what's
7 best for our students. We want to make sure
8 that they have a quality education. We know
9 that that can happen and we want to continue
10 that that happen. So I want to thank you for
11 being a good audience tonight. And I'd like to
12 turn it over to Mr. Settle. Thank you.

13 MR. ANTONIO SETTLE: Thank you, Deputy
14 Chancellor. We've heard many significant
15 comments this evening and we appreciate the
16 feedback and contributions that you've made.
17 The information will be shared with the Panel on
18 Education Policy, which will have its hearing on
19 February the 9th, 2012, to vote on this
20 proposal.

21 We ask that you please use the phone number
22 or the website on the bottom of the fact sheet
23 if you have any other questions or concerns or
24 comments. With that, I thank you all for coming
25 out. This joint public hearing is officially

1 adjourned.

2 [END RECORDING]

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C E R T I F I C A T E

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

5
6 Signature:



7 Date: January 19, 2012
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