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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Resiting of Grades 3-5
of 15K130 to K437**

1 [START 423003_MAST]

2 MS. ANITA SKOP: - - before I begin to read
3 the speech because once I stick to this, I have
4 to read it in its entirety. I also want to
5 thank you for coming downstairs. - - how much I
6 appreciate it today. Having said that, let me
7 begin. Good evening. This is a joint public
8 hearing of the Department of Education Community
9 Education Council 15 at the School Leadership
10 Teams for the proposed resiting and colocation
11 of a portion of PS130, the Parkside School, with
12 a new district middle school and a District 75
13 program, 75K053 in new building K437, beginning
14 in the 2015/2016 school year. I am Community
15 School District Superintendent Anita Skop.
16 We've asked the District 15 Community Education
17 Council and the School Leadership Teams of PS130
18 and 75K053 to participate in this joint public
19 hearing. I am joined tonight by many members of
20 the SLT from PS130 and by Heather Leykam, the
21 Principal of the 75K053 programs SLT, as well as
22 Nyla Rosario, President of the CEC. And this
23 hearing is being audio and video recorded. The
24 purpose of this hearing is for you to provide
25 comments about the proposal. Before I describe

1 the proposal, I want to make sure you are all
2 aware of your opportunity to provide your input.
3 All of those who wish to speak must sign up in
4 the speaker sign-up area over there located just
5 at the long table this side of the multi-purpose
6 room. The sign-up list will be closed in 15
7 minutes. Speakers will be given the floor in
8 order that they--in the order that they signed
9 up to speak. All comments will be limited to
10 two minutes. There may be elected officials who
11 arrive at different times throughout the
12 evening. If they wish to speak, we will do our
13 best to accommodate them at the first opportune
14 moment. Those who are here at the start of the
15 public comment section will be asked to speak
16 first. All comments will be mentioned in the
17 analysis of public comment to be published and
18 provided to the Panel for Education Policy the
19 evening before the Panel votes. The vote is
20 scheduled for next Tuesday, November 25th. In
21 addition, we welcome any comments and feedback
22 you may have prior to 24 hours before the Panel
23 votes on this proposal. The email address and
24 phone number where comments may be made are:
25 d15proposals@schools.nyc.gov, and phone number

1 is (212) 374-0208. Present with us as well
2 this evening is Principal Maria Munziata, who is
3 the Principal of PS130.

4 FEMALE VOICE: Thank you.

5 FEMALE VOICE: Thank you.

6 MS. SKOP: I will now begin to read the
7 proposal summary. District 15 is one of the--is
8 currently one of the fastest-growing community
9 school districts in Brooklyn, and is in need of
10 additional seats, particularly at the elementary
11 school level. The purpose of this proposal is
12 to address this need by relocating the 3rd
13 through 5th grades of PS130 to space that has
14 become available in Building K437, otherwise
15 known simply as K437, which is a new building
16 located about - - blocks from the PS130
17 building. If this proposal is approved,
18 students in grades 3 through 5 for PS130 will be
19 served at K437 beginning next September, where
20 they will share space with a District 75
21 program, 75K053, as well as a new middle school,
22 which will open serving only 6th grades next
23 September and will phase in gradually to serve
24 grades 6 through 8 by the 2017/2018 school year.
25 This partial resiting and colocation is related

1 to a resulting proposal that was approved by
2 the District 15 Community Education Council last
3 Wednesday, November 12th. That rezoning will
4 expand PS130 zone while reducing the zones of
5 two neighboring elementary schools: PS131
6 Brooklyn and PS154, the Windsor Terrace School.
7 This proposal was a direct response to ideas and
8 interests expressed by the PS130 leadership and
9 families to have their school grow, while
10 continuing to serve the communities they
11 currently serve. The split siting proposal,
12 paired with the improved rezoning will add much-
13 needed elementary school seats to the area and
14 reduce overcrowding and improve learning
15 conditions at PS130, PS131 and PS154. In
16 addition, the proposal will provide all PS130
17 students and families with access to the new
18 shared facilities at K437, such as an
19 auditorium, playground and gymnasium. Details
20 of the proposal can be found in the Educational
21 Impact Statement, copies of which are available
22 here this evening. Presentation of hearing - -
23 participants - - . Thank you. The next
24 presenter will be Nyla Rosario from the CEC.

25 MS. NYLA ROSARIO: Hi. Good evening,

1 everyone. Good evening, everyone.

2 AUDIENCE: Good evening.

3 MS. ROSARIO: I need some of that warmth - -
4 to warm up today. Thank you so much for being
5 here, coming out. It's been really a pleasure
6 for me to be a part of this process. It's been
7 a learning experience - - me, and I want to
8 thank you all the parents, not only the parents
9 at 130 that - - organized with - - and really
10 make this happen, but also the parents at 154,
11 the parents at 230 and as far as the parents
12 that don't have kids in the school district. We
13 were able to hear from a lot of parents and
14 spent a lot of time and consideration. And
15 believe it or not, it was really up to - - for
16 us. But overall, we're really happy with a
17 result and think that this is going to be a
18 great thing, not only for PS130, but also for
19 the entire area. So I want to thank you all for
20 taking the time and sending emails. And believe
21 it or not, we read all the emails and tried to
22 get back to as many people as we could. And
23 like I said, this process, I think, - - and we
24 want to thank you. And I hope only this is only
25 the beginning of your involvement in the

1 districts - - , but also in the CEC. I welcome
2 you to join us, to be a part of what we're
3 doing. We have monthly meetings and we'd like
4 to see all of you. So thank you again so much.
5 And I would just - - I look forward to your
6 involvement.

7 MS. SKOP: It is now my pleasure to call up
8 Nina Sedola [phonetic], who will represent the
9 SLT at PS130.

10 MS. NINA SEDOLA: Hi, good evening. My name
11 is Nina Sedola, and I'm the parent of a 2nd
12 grader here at PS130, and I'm on the SLT. And
13 I'm reading this statement on behalf of the SLT.
14 So we, the parents, teachers and staff of PS130
15 who make up our School Leadership Team support
16 the split siting proposal for the creating of an
17 upper/lower PS130. In the past three years,
18 PS130 has experienced a 35% increase in students
19 and is now at 141% capacity and rapidly growing.
20 This is meant a marked increase in average class
21 size, staggered lunches beginning at 10:10 a.m.,
22 and a now-dire lack of space. The school has
23 managed to flourish without a gym, library,
24 workroom, facilities for special needs students,
25 - - for teachers. But PS130 desperately needs

1 space and resources with which to appropriately
2 serve its ethnically, linguistically and
3 socioeconomically diverse community. Because
4 this school is so strong, with a visionary
5 principal and assistant principal, excellent
6 teachers and devoted staff, and an increasingly
7 active parent community and PTA, it would only
8 benefit from more space in which to grow. Split
9 siting PS130 would immediately relieve crowding
10 issues. In contrast, a new standalone school
11 would begin with just pre-K and kindergarten
12 classes and would not meaningfully relieve
13 overcrowding for a number of years. Split
14 siting would also allow rezoned PS154 families
15 to join PS130's thriving schools in the
16 community to immediate benefits from the new
17 facilities. In addition, split siting would
18 prevent an unnecessary division of the existing
19 PS130 community, which has the most diverse
20 student body in District 15. Split siting has
21 worked successfully at our neighboring school,
22 PS230, which has an annex for pre-K,
23 kindergarten and 1st grade students. We are
24 confident that this model, which has worked so
25 well for PS130, would most effectively help

1 PS130 to relieve overcrowding at PS154 and
2 benefit the entire community. Thank you.

3 MS. SKOP: We have now concluded the formal
4 presentations. We will now open the floor for
5 public comments. Speakers will be given the
6 floor in the order that they signed up. All
7 comments are limited to two minutes. Our first
8 speaker is Erin Langstad [phonetic].

9 MS. ERIN LANGSTAD: Good evening. Thank you
10 so much for being here. I'm Erin Langstad, the
11 guidance counselor here at PS130. I'm also a -
12 - member. But I'm speaking on behalf of our
13 wonderful - - University Settlement, Ms. - - .
14 She has left a letter for us to speak about how
15 they're feeling about this. It says, to whom it
16 may concern, as the Site Coordinator for
17 University Settlement at PS130, I would like to
18 express our strong support of the split siting
19 proposal of upper/lower PS130. PS130 and
20 University Settlement have built a successful
21 partnership to support the success of strong - -
22 . Since 2008, we have successfully partnered
23 to support students - - learning experiences
24 that support families in need of after-school
25 services. Through the arts offered at

1 University Settlement, our students have grown
2 in the area of social and emotional learning as
3 the - - for any enrichment activities, remedial
4 academic services, sports and arts, activities
5 for our entire school community. University
6 Settlement works closely with the day school
7 staff to design and align our extended-day
8 curriculum, the Common Core and the academic - -
9 . University Settlement staff is an integral
10 part of the PS130 school community. The
11 extended new model office greatly resources and
12 supports to students and their families in - -
13 in instruction and community. The University
14 Settlement team participates in - - orientation,
15 - - professional development and they host a
16 variety of - - . University Settlement has
17 worked - - for the treatment - - support by the
18 teachers and they also provide homework, help
19 and tutorials. They are also - - part of the
20 school guidance counselor and our own - - .
21 University Settlement will greatly invest - -
22 the split site program. As it stands now, we're
23 only able to increase our enrollment by a very
24 small percentage. Our waiting list is quite
25 lengthy. The split plan would provide more spot

1 opportunities for our students to participate
2 in our - - . We welcome the opportunity to open
3 up many more spots to our families in need.
4 University Settlement also provides exciting
5 services during the holiday seasons. It is
6 often heartbreaking to be unable to service so
7 many children - - to join us for any - - . The
8 split site model would allow us to provide
9 meaningful academic activities and trips - -
10 families that have been on our waiting list for
11 far too long. We support the split. Sincerely,
12 Shatoya Moore [phonetic], Site Coordinator.

13 MS. SKOP: Our next speaker is Neil
14 Eisenberg [phonetic].

15 MR. NEIL EISENBERG: Hi. I'm Neil
16 Eisenberg. I - - in Brooklyn. My wife - -
17 Brooklyn. My son is fifth generation of our
18 family in Brooklyn Windsor Terrace. I am - - a
19 long time. I am against this proposal. We are
20 in the 154 School District right now. And this
21 is the first--starting in October was the first
22 that we heard about this. This October was the
23 first that we heard about this proposal. The
24 CEC has done a poor job of reaching out to
25 families - - school district to let them know

1 about the proposal. These proposed changes
2 are going to affect not only the lives of the
3 families that live and have homes in the area,
4 but who send their kids to school - - before.
5 So if they had an intent to let 154 parents know
6 and have them be intimately involved, the
7 heading on their announcements might call out
8 154 as a school affected by this, which it does
9 not. Only in the body of it you read it. You
10 notice there are very few families here
11 representing the 154 School District. There's a
12 reason for that. It's poor - - . The key
13 points--and I haven't had a chance to really
14 prepare anything, but I took a few notes to
15 myself here of what I wanted to do. You know,
16 while I do--I'm sure that this does benefit
17 students at that 130 and - - families that were
18 involved in the conversations early on have
19 something to gain from this, when you talk about
20 decreasing overpopulation of schools, the one
21 thing to note is that from their own statistics,
22 which are forecasted, the school will be
23 overcrowded again in as little as a year, 2016,
24 - - percent - - estimated. So you get
25 overcrowding in a year. So this change that

1 affects--greatly affects families especially
2 in the Windsor Terrace 154 School District is
3 not solving your problem. So instead of
4 thinking outside the box of alternate solutions
5 that might help all--thank you--all people in
6 the community, they have done something that
7 splits the community. I live on Sealy
8 [phonetic] Street and my block is split down the
9 middle. So on Sealy Street, my side of the
10 block will be affected by this while the other
11 side of the block will stay at 154. So families
12 that have kids, you know, that have families in
13 this area, which their children will now have to
14 go to separate schools, and the communities are
15 divided. Not only that. They have to travel to
16 a new school by a dangerous intersection, and
17 they're going to be attending a school - - is
18 not equal quality. Their test scores are
19 significantly lower than 154, is significantly
20 lower than - - . That's just not acceptable. I
21 think that's all the time I have - - . Thank
22 you so much. I appreciate your time.

23 MS. SKOP: Our next speaker is Lisa Coley
24 [phonetic]. Lisa?

25 MS. LISA COLEY: Hi. My name's Lisa Coley.

1 I likewise did not prepare. But I will first
2 say I have a 2nd grader here at PS130. I am
3 also a Department of Education high school
4 teacher. I've taught in the Department of
5 Education for nearly 20 years now. So I'm
6 familiar with the processes or processes at the
7 Department of Education. I just have a few
8 concerns. One, I'm in support of the split
9 programming or split--what you call it--split
10 siting. But I am concerned about many things.
11 One, right now, my daughter is in a school that
12 is very well run, it knows what it's doing, it
13 has a family unit of teachers and administrators
14 who know what they're doing. And when they're
15 opening a new school, a lot of things happen.
16 And these are my concerns. One is, has a
17 decision been made about a new principal for
18 running this new program? And, you know,
19 concerning a elementary and middle school
20 programming, programming for an elementary
21 school and programming for a middle school are
22 very different. And the needs for the
23 elementary school students and needs for middle
24 school students are very different. And I have
25 concern if my daughter's going to be a 3rd

1 grader and she's going to be, you know,
2 approximately 8 years old in a school building
3 with kids who are in the--in 8th grade who could
4 be up to 16 or so. That's a concern for me. So
5 that's one thing that I have concerns about.
6 And also, I'm wondering about the after-school
7 programs. My daughter now attends PS230 after-
8 school programs. She travels. So I'm wondering
9 about right now, if she's in another site that's
10 further away and they're traveling to the other
11 site or are they going to be, you know, more
12 after-school programs that are going to go on in
13 that site? There are a lot of advantages that
14 are available. But you can have beautiful
15 facilities, every gym in the world, every
16 cafeteria in the world, you know, involving
17 every--everything. If you don't have leadership
18 and you don't have teachers who know what they
19 are doing in the building, it doesn't matter.
20 And that's my concern. So I'm wondering what is
21 being set as far as who's going to run the
22 school and who's making the - - decision. Thank
23 you.

24 MS. SKOP: We have exhausted our list of
25 speakers. Very small list. Having said that,

1 again, we welcome any comments and feedback
2 prior to 24 hours before the Panel of
3 Educational Policy votes on this proposal at its
4 meeting on next Tuesday, November 25th. The
5 email address and phone number where comments
6 may be made, again, is
7 d15proposals@schools.nyc.gov. And the phone
8 number where a comment can be made is (212) 374-
9 0208. Thank you for your participation. This
10 joint public hearing is now officially closed.

11 [END RECORDING]

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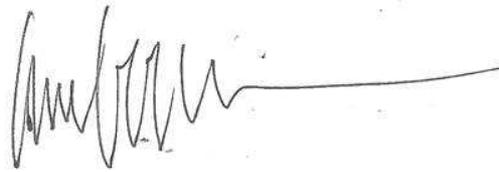
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C E R T I F I C A T E

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

A handwritten signature in black ink, appearing to be 'Amber M.', written over a horizontal line.

Signature _____

Date November 21, 2014