

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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

New School at Q226

March 6, 2013

5:30 P.M.

1 [START RECORDING]

2 MS. MICHELLE LLOYD-BEY: Good evening,
3 everyone.

4 VOICES: Good evening.

5 MS. LLOYD-BEY: This is a joint public
6 hearing of the Department of Education,
7 Community Education Council, and school
8 leadership team for the proposed colocation of
9 New School 27Q297 with an existing school,
10 Junior High School 226 and PSQ233 beginning in
11 2013-14 school year.

12 I'm the district 27 superintendent. My name
13 is Michelle Lloyd-Bey. I would like to thank
14 you for coming out this evening.

15 We have asked the district 27 Community
16 Education Council and the school leadership
17 teams and the building to participate in this
18 joint public hearing, and tonight I'm joined by-
19 -and I'm just going to--I'm going to down the
20 dais - - I have the principal, Ms. Rochelle
21 White, is here. Mr. - - who's from the CEC, the
22 Community Education Council. I'm also joined by
23 Josh Hirschman--Hirschman, also from the
24 Community Education Council, and then we have
25 the president of the PTA and school team

1 leadership member. This is Mona Lisa Chandler,
2 and she is joined also by a member of the school
3 leadership team, Ms. Aleathea Shaw. I think
4 that's it.

5 The hearing is being recorded. So the
6 purpose of the hearing is where you--for you to
7 provide information--excuse me--comment
8 regarding the proposal for the school, the new -
9 - location school.

10 Before I describe the proposal, I want to
11 make sure you're all aware of the opportunity to
12 provide your input. So all of those of you who
13 are here this evening, if you wish to speak, you
14 must sign up, which is closed now I believe, in
15 the speaker area when you came in this evening.
16 Speakers will be given the floor in the order
17 that they signed up and all comments are limited
18 to two minutes.

19 Now during the course of this hearing, there
20 may be elected officials who arrive at different
21 times throughout the evening. If they wish to
22 speak, we're going to do our best to accommodate
23 them at the first opportune moment. Those who
24 are here at the start of the public comments
25 segment will be asked to speak first. All

1 comments will be mentioned in the - - of public
2 comment to be published and provided to the
3 panel for educational policy the evening before
4 the panel votes.

5 On March 2nd, the Department of Education,
6 they anticipate posting an amended hearing
7 notice for this proposal stating that the
8 proposal will now be considered at the March
9 20th, 2013 meeting of the Panel for Educational
10 Policy, March 20th, 2013. The 3/20 vote, the
11 3/20 vote will take place on Wednesday, March
12 20th, at 6:00 p.m. at Brooklyn Technical High
13 School located at 29 Fort Green Place, Brooklyn,
14 New York 11217.

15 In addition, we welcome any comments and
16 feedback you may have at any time before the
17 panel votes on both proposals. The email
18 address and phone number where comments may be
19 made are--for those of you who are writing--
20 d27proposals@schools.nyc.gov. Again where
21 comments may be made, the email address is
22 d27proposals@schools.nyc.gov, and the telephone
23 number is 212-374-7621. And I just received
24 word that you may sign up to speak is--will be
25 open until 6:25 p.m. So if you're interested in

1 speaking it's going to be open until 6:25 p.m.

2 So with that said the proposal summary. On
3 January 22nd, 2013, the New York City Department
4 of Education, DOE, issued an Educational Impact
5 Statement, also known as EIS, describing a
6 proposal to open and collocate a new district
7 new school 27Q297 in school building Q226. The
8 DOE strives to assure that all students in New
9 York City have access to high quality schooling
10 at every stage of their education. The proposed
11 opening and collocation of 27Q297 in building
12 Q226 is part of the Department of Education's
13 central goal, which is to create new schools,
14 options that will better serve future students
15 and the community at large.

16 So here are some major points. The
17 proposal, 27Q297 will admit students through the
18 middle school application process administered
19 by the office of student enrollment. 27Q297
20 will be open to students and residents of
21 district 27 through a limited, unscreened
22 admissions method offering priority to students
23 residing in the Q226 zone.

24 Limited, unscreened schools give admissions
25 priority to students who demonstrate interest in

1 the school by attending an information session,
2 attending an open house event, or visiting the
3 school's exhibit at any one of the middle school
4 fairs.

5 If this proposal is approved, the new
6 district middle school will be collocated in
7 Q226 with Junior High School 226 and PS Q233.

8 A collocation, it simply means that two or
9 more school organizations are located in the
10 same building and they share common spaces like
11 auditoriums, gymnasiums, and cafeterias. In
12 2013-2014, 27Q297 would enroll approximately 100
13 through 115 students in sixth grade. In 2015-
14 2016, 27Q297 would complete it's phase in
15 reaching full scale and serving approximately
16 315 through 345 students in grades six through
17 eighth.

18 According to the 2011-2012 enrollment
19 capacity utilization report, also known as the
20 blue book building Q226 has a target capacity of
21 2,034 students. That's the capacity rate. In
22 2012-2013, the building serves approximately
23 1,416 students yielding a target utilization
24 grade of 70 percent. In 2015-2016, once all
25 schools are at full scale, it is projected that

1 there will be approximately 1,724 and at the
2 high end 1,788 students served in Q226 yielding
3 an estimated utilization rate 85 through 88
4 percent. Therefore, if this proposal is
5 approved there will be sufficient space to
6 accommodate Junior High School 226, PS233, and
7 27Q297.

8 The Department of Education intends to
9 increase the number of middle school seats
10 offered to students in district 27 and this
11 community. In doing so the Department of
12 Education believes that the district 27
13 community and Queens as a whole will benefit
14 from having additional options in Q226 building-
15 -in the Q226 building.

16 And so we're going to move into the next
17 part of the hearing, which is the presentation
18 by hearing participants, and so we do have
19 someone, a representative, an elected official.
20 I'd like to just announce him please.
21 Councilman Reuben Weils, please, I just want to
22 make sure - - [applause] and so with that I'm
23 going to--can I - - All right. Councilman, if
24 you're ready.

25 MR. REUBEN WEILS: Yep.

1 MS. LLOYD-BEY: Thank you.

2 MR. WEILS: Good evening, everybody.

3 VOICES: Good evening.

4 MR. WEILS: I know you guys are tired, and I
5 see that we don't have a big outpouring tonight
6 and I think that's because everybody was scared
7 of the inclement weather that was supposed to be
8 coming. I actually wrote DOE a letter this
9 morning asking them to cancel this meeting
10 because of the weather, but in going and being -
11 - DOE not - - parents they decided to keep going
12 with this meeting anyway because that's the
13 style of the administration.

14 This is supposed to be a proposal. The
15 definition of a proposal is a plan or a
16 suggestion put forward for consideration for
17 discussion by others, and the way that DOE
18 handles these collocations is in direct
19 contradiction of the word proposal. I don't
20 want to give the definition of the word scare,
21 but this is basically what this is.

22 The collocation for proposal if we're having
23 any joint - - and now and we're waiting for a
24 PEP vote later should not be underlined by
25 letters going out to parents saying that they

1 have an option for a new school before we even
2 have this preliminary meeting. Nor should a
3 principal already be selected [applause] for
4 that new school before we go into any other - -

5 So I have a testimony that I'm going to read
6 and I'm going to wrap it up really quickly
7 because we have a lot of work to do to try to
8 stop this. We have basically gone over for the
9 entire week, myself and my staff, to see what
10 rooms were able to be turned into this new
11 Junior High School, and we could not find the 11
12 minimum rooms that the DOE said is in this
13 program. Nor could we find anywhere legally in
14 the Chancellor's - - or in the New York
15 Education - - that says they have to give us the
16 plan for this location this collocation, which
17 we know they already have because Queens
18 utilization has already tried to stop certain
19 things from going forward. So we know they have
20 the plan, they just don't have to legally tell
21 us what the plan is.

22 What we need to know is why, if they're
23 trying to put 315 to 340-something-odd students
24 in this school, why couldn't 226 absorb those
25 students instead of starting another school.

1 [applause] It makes no sense. In addition to
2 that, why do we spend more money on more
3 principals, on more AP's, on more administrative
4 staff instead of giving money to this school in
5 the budget to be able to take those new kids on?
6 [applause] That doesn't make sense, and they say
7 that it is to give more of a need for district
8 27's parents. I don't know the superintendent
9 has that answer, but how many people have
10 applied for the new school?

11 MS. LLOYD-BEY: I'm not going to answer.
12 I'm going to let you finish.

13 MR. WEILS: Okay, because I doubt that we
14 have a 100-something or 150 applications
15 included that the applications have to be in by
16 the 6th of March, which makes no sense to me
17 either, which is today, which makes no sense to
18 me either.

19 So a lot of these things that the DOE is
20 doing that they're supposed to be--this is not
21 for the superintendent. She is our
22 superintendent, but the people at the top are
23 not education which is evidenced by this whole
24 sham of a process that they have going forward,
25 and I'm glad this is being taped because I will

1 send this over to Mayor Bloomberg also. This
2 is a slap and an affront to the face of our
3 communities.

4 We have put--well, I have put upwards of
5 many hours into this school in the last two
6 years for cultural and technology enhancements
7 [applause]. The DOE has put zero into this
8 school in the last two years to make sure we
9 benefit our children. I don't see how they can
10 come from the building of -- and come into our
11 community without any type of real input and
12 tell us that this is something that they're
13 going to do.

14 And believe you me, this is done. This is
15 not a real discussion that is going on here.
16 They already have a principal picked out for
17 this new school that we don't need. What is
18 that going to do but now cause more problems
19 internally in the school, give us division
20 because two visions is not the best thing to do.

21 We need more elementary schools see to not
22 try to collocate an elementary school into the
23 school or give us an elementary school run by
24 the same leader like they have at 124. That's a
25 successful model. Why don't they model after

1 that?

2 We don't have enough space. We don't have
3 enough technology. We don't want our children
4 to face the same drama that other children are
5 facing in different districts where you have a
6 new school that moves in. The program in the
7 school is such now that can't use the gym or the
8 lunchroom because they have too much of a
9 conflicting schedule. So we have children
10 eating lunch at 9:30, 10:00 in the morning,
11 which is absurd, or people never getting gym or
12 using the assembly or auditorium as gym. That's
13 not acceptable, and we as a community need to
14 stand up and tell them this is not acceptable.

15 I understand this is the first time I've
16 gone - - my community. I understand why this
17 room is not packed because we're supposed to
18 have an incredible storm tonight, but again the
19 DOE, like I first said when I opened up, did not
20 understand that. They did not care. They don't
21 want anyone here to speak out about this.

22 So we have--I don't see where there's 13 or
23 15 classrooms to stuff into this school. Why
24 don't they put the money into the school and
25 allow more kids to come in, have budgets? Why

1 are we sitting in this school with 30 or 32
2 children in each class, which is against the
3 lawsuit that was brought? You have - -
4 [applause] because of oversized classes but of
5 course administration - - need to do in 226.

6 My testimony is here. We will leave a copy
7 of it for hopefully everybody here at the back
8 table going out. This testimony will be given
9 in. Thank you very much for allowing us to
10 speak. And again [applause] - -

11 MS. LLOYD-BEY: Thank you. So our next
12 speaker will be from the Community Education
13 Council, Joshua Hirschman.

14 MR. JOSHUA HIRSCHMAN: Thank you,
15 Councilman. You just about - - what I was going
16 to say, but I'll go ahead. Basically we just,
17 at CEC, we just heard about the school as well
18 and proposed school. We were like if this is a
19 proposed school why is there an application to
20 attend already available online. Yes, it says
21 proposed on it. We understand that, but it just
22 shouldn't be there. That's why the parents get
23 upset. That's why parents don't want to get
24 involved. Parents get to the point where they
25 get frustrated with the DOE. They don't want to

1 do anything.

2 So if we're having - - panel discussion here
3 to have--if the decision--excuse me. Why are we
4 having this joint panel discussion if the
5 decision has already been made? If the DOE has
6 already decided to collocate the school, why are
7 parents taking the time to try and prevent this?

8 We are told that - - 226 has the space - -
9 wanted to add a science lab advanced program or
10 something, they won't be able to do that in the
11 future if there's a collocated school that comes
12 in.

13 The brief presentation that we saw, it was
14 nice to hear. They have great things that they
15 want to do, but why not give them their own
16 building and have a building that's opening up -
17 - what have you. It's supposed to be early
18 education, maybe change it to a middle school.
19 I know district 27 needs a middle school more.

20 So thank you very much. Thank you.

21 MS. LLOYD-BEY: Thank you. Our next
22 speaker--our next speaker is going to be Ms.
23 Mona Lisa Chandler of the school leadership team
24 from 226 - - 226.

25 MS. MONA LISA CHANDLER: Good evening.

1 Thank you everybody for coming out. Basically
2 a lot of what Josh and what Councilman Weils has
3 said is what I was going to say.

4 Being a parent and having my child here,
5 seeing the students when they're changing
6 classes, the school is crowded enough as it is
7 and to have the proposal to bring additional
8 students in I don't see it as a - -

9 Yes, our middle schools are overcrowded.
10 I'm not going to deny that, but I'm in agreement
11 with--if that is the case then if they give the
12 school the resources that they need to be able
13 to handle the students coming in because if you
14 think of it the size of the building is not
15 going to change. The size of the building is
16 always going to remain the same, so if you're
17 bringing those students in there is no room for
18 expansion for either school. So if you have - -
19 school that's here the programs that we have in
20 place or whichever they cannot expand. The new
21 school coming in cannot expand and have any
22 programs because they don't have the room. So
23 why would you try to squeeze more into this
24 building. Give them their own building. That's
25 what they deserve. As new students coming in,

1 they deserve to have their own building so
2 they can expand properly, that they have the
3 resources to be able to do that and not
4 infringe.

5 Right now, yes, Councilman Weils is right.
6 When my son came in--he's in seventh grade right
7 now--when he came in as sixth grade, he was
8 eating lunch at 10:00 in the morning. That's
9 with the current student enrollment. So if you
10 have another school that has to share the
11 cafeteria, the auditorium, the gym how is that
12 going to affect the programs that are already in
13 place because adjustments will have to be made.

14 I don't think that it's fair to the students
15 who are here who worked hard, who came here, and
16 for the teachers and the staff that are here
17 that work hard to make those programs a success.
18 You're setting them up for failure. That's not
19 what we're supposed to be about. We're supposed
20 to encourage our children and give them the
21 ability to be able to soar, to be able to make
22 those improvements.

23 Having another school come in does not
24 accomplish that. That's going against
25 everything that we're supposed to stand for. So

1 my only thing is find another building. There
2 are plenty of buildings within Queens that have
3 been vacated. Maybe a former Catholic school or
4 another commercial building. They've done it in
5 the past where they've had other buildings that
6 they've renovated for student - - Why don't that
7 not be an option first before you try to max out
8 this school?

9 So I didn't--I'm in agreement with everybody
10 else and do--I am in opposition of it. I don't
11 know how the DOE made the determination on how--
12 what - - we don't have any space? Do you - -
13 space that's a classroom that has two doors that
14 has 32 students in it so if that's what you're
15 saying then of course you need to have that
16 space because there are 32 students. The
17 classes are overcrowded as it is. Are they
18 counting the space outside with the trailers,
19 which has not been used in years? To me the
20 trailers when they first used them were - - Our
21 children are not cattle. They are not supposed
22 to be in trailers. They are supposed to be in
23 classroom. If you are in a trailer, you are not
24 changing classes. You're staying in that
25 trailer, and you're breathing that same air, and

1 you're not getting off - - That's not
2 satisfactory to our students or the students
3 coming in. So I--before they determine how they
4 - - the space, I'd like to see a floor plan
5 because there might be things like you said,
6 Josh, that we were planning on doing and now
7 that space is being taken away and now we can't
8 do it.

9 One of the issues was the dance studio,
10 which has yet to be constructed, was supposed to
11 be--I don't know what happened with that. I
12 don't know if that was space that they counted
13 or not. So it's things like this that make me
14 wonder.

15 And, yes, why is the DOE - - the school as a
16 school, as a choice on that application and we
17 haven't even had the hearing. To me that just--
18 it makes me very--

19 MR. HIRSCHMAN: Suspicious.

20 MS. CHANDLER: Suspicious, yes, but the
21 trust factor is then taken away because you
22 didn't trust us enough to have this hearing
23 first, make a decision first, and then if the
24 decision was then made put it on the
25 application. They've adjusted schools--the list

1 of schools before, so it's not the first time
2 that they would be adjusting that availability
3 list. They could have adjusted the availability
4 list later on or let the parents know in
5 district 27 you know what? We now have a new
6 school if that was the decision after the DOE
7 hearing.

8 To me it's saying okay, well, you know what?
9 We're going to do it anyway regardless of what
10 it is that the parents - - want in opposition.
11 We do have petitions here of over 500
12 signatures, you know, of parents saying no that
13 they don't want this here. But we were not
14 asked. This is the first time that we're being
15 asked - - thinking how we feel about it.

16 So I'm going on record as everybody else in
17 opposition. Thank you.

18 MS. LLOYD-BEY: Thank you. And before we
19 move to the next speaker we have another
20 representative from Pondo Smith-Meeks'
21 (phonetic) office. Is the representative here?
22 Okay, Mr. Nathaniel--would you please say your
23 last name? It's in script. I can't read it.

24 MR. NATHANIEL HEZEKIAH: Hezekiah.

25 MS. LLOYD-BEY: Hezekiah. Thank you for

1 being here.

2 MR. HEZEKIAH: No problem.

3 MS. LLOYD-BEY: Are you giving - - Okay.

4 Thank you so much. Okay. And so our next
5 speaker is also going to be from Junior High
6 School 226 and she is a part of--a member of the
7 school's leadership team. And her name is Ms.
8 Aleathea Shaw. [Applause]

9 MS. ALEATHEA SHAW: Good evening. I'm in
10 agreeance with everyone that has spoken so far,
11 but my concern about the school is a - - The
12 classrooms are crap. If you're in this--I'm in
13 this building quite often and when the kids
14 exchange classes you have to literally stand up
15 against the wall so they can get to class. Now
16 with another 300 children in this building how
17 they going to be able to move. To me if there's
18 an emergency in this building and they have to
19 run, that's a fire hazard to me.

20 And another thing is the kids that comes to
21 - - eating lunch. They're eating at 10:00 in
22 the morning. I have to give my son extra money
23 every day because by the time he gets out of
24 school, he's starving. So if they're eating at
25 10:00 in the morning, what you going to do?

1 Change it to 8:00 in the morning for lunch.

2 That's still breakfast time. That's not fair.

3 Another thing that I don't understand that
4 why is it that if they have the money to pay
5 their own staff--I'm talking about your own
6 principal, your own teachers--why can't they get
7 their own building? If you have the funds to
8 pay your own staff, why not just go get your own
9 building?

10 I don't understand also, just like Ms.
11 Chandler stated about our program. Like right
12 now we have Saturday school. We have actually
13 37 and a half minutes more - - to help the kids
14 get back, and we--you're going to take that away
15 from them to help put in another school? How
16 does that help the kids and then when it comes
17 time for testing because they need the extra
18 help but now you - - and then when the test
19 scores - - you're going to be complaining about
20 that. So my thing is this: why do we have to
21 have another school here when it's not--I don't
22 see where the - - is? Even out in the
23 community, the people that live around this
24 building, they don't even want it because of the
25 crowd - -

1 I know a couple years ago they said the
2 school was so crowded that it was - - for the
3 community because it was too many kids.

4 Another thing is too, also, I don't
5 understand why you sent out these letters
6 stating that the school is already here and had
7 been voted. Just like the gentleman said, I
8 think that was just being sneaky, and you can't
9 trust sneaky people.

10 Also another concern that I had too, also,
11 was school safety. Now how--I mean we already
12 have our own school safety here. How are they
13 going work in with our school safety? Also - -
14 the disciplinary. Does our school staff want to
15 be able to discipline these kids when they get
16 into trouble? Also are they going to be in
17 uniform? We wear uniforms. That's going to be
18 a conflict if they're not in uniforms. Also, I
19 thought about--excuse me--also, too, there's
20 going to be 1,400 kids in this building.
21 There's five other schools next year that have
22 to filter into this school, so I don't know if
23 the DOE counted those five other schools that
24 have been filtered in with sixth graders next
25 year. - - the fifth to sixth graders and the

1 seventh and the eighth graders that already
2 exist in a building. To me that's not fair.
3 You're taking away from what Ms. White
4 (phonetic) has already put in place, the
5 programming, everything that she's put in place,
6 they're taking away from that to do another
7 school. Why not just give her funds to do what
8 she needs to do to make the school run even
9 better?

10 Bottom line, like I said before, if you have
11 the money to pay your own staff, go get your own
12 building. [Applause]

13 MS. LLOYD-BEY: Thank you, Ms. Shaw. We
14 have now representatives, SLT representatives of
15 Q233 and before I introduce the speaker I just
16 would like to let everyone know the principal
17 from that school is here. Ms. Debbie - -, we
18 just want to say good evening to you, but
19 Kathryn Sanchez is going to be the speaker from
20 that school.

21 MS. KATHRYN SANCHEZ: Hello, everyone. I'm
22 not sure if you are aware, we're a district 75
23 program. We have about 48 students on register
24 and our students, 24 of them are inclusion
25 students, which means that they--they attend

1 classes within 226, but the first issue I'd
2 like to address is we already experience the
3 overcrowding in the classrooms. This year
4 particularly because we have two of our students
5 are in wheelchairs, and it's a daily challenge
6 to have them participate in the classes with the
7 overcrowding.

8 The remainder of our students are students
9 with autism and multiple disabilities, so of
10 course our primary concern is their safety.
11 We've established a really nice working
12 relationship with the administrative team at
13 226, the safety team, the custodial team, the
14 list goes on and on. We regularly participate
15 in their safety meetings. They constantly
16 address our concerns and we try to come to a
17 mutual agreement.

18 There's three areas that we're kind of
19 really concerned with. The first that I'd like
20 to have on record, the first is we now have our
21 students admitted and dismissed from the side
22 entrance. All of our students come on yellow
23 busses, so they enter from the side entrance.
24 We've stopped the policy of having any of the
25 general ed kids come in from the same entrance,

1 so they now come immediately--I'm losing where
2 I am, but they come right into the auditorium.
3 So that was a big issue for us to overcome.
4 Again, ensuring our students' safety.

5 The second piece is we're hoping that we
6 will still have equal consideration for the
7 shared spaces in the building. It's already a
8 challenge including the auditorium, the
9 gymnasium, the lunch room, but to date we've
10 been able to work out all of the obstacles that
11 we faced.

12 And the last issue that we want to make sure
13 is on record, our concern is we have all of our
14 classes are based in one hallway and we do--none
15 of the general education students come through
16 the--down that hallway. They use the stairwells
17 but they don't come in because some of our
18 students we get them out of their wheelchairs.
19 They're in the hallways on scooters and it could
20 be really dangerous. So that's really the gist
21 of our concerns, right, Ms. - - ? Okay, thank
22 you. [Applause]

23 MS. LLOYD-BEY: And thank you. Our next
24 speaker if going to be a member from the 226
25 school, and it's the UFT representative, Mr.

1 Angelou Zev (phonetic).

2 MR. ANGELOU ZEV: Zev.

3 MS. LLOYD-BEY: Zev.

4 MR. ZEV: That's all right.

5 MS. LLOYD-BEY: I'll get it right. Zev.

6 Thank you.

7 MR. ZEV: Okay. Let me start by saying that
8 if--I really don't believe that DOE has any idea
9 of how to take care of the children of this
10 school. They're saying that 1,700 is fine, but
11 what happened about certain years ago when they
12 had almost 3,000 kids in this school. They put
13 those kids in this school. Three thousand kids
14 almost. They packed us with students from around
15 the region, from around the area with suspended
16 kids in the junior high. They put them in the
17 trailer. They put the high school suspended
18 kids in the trailer. Okay? Our school was
19 dangerous.

20 So if our capacity is 2,000, why didn't they
21 care when it was 3,000 almost? They didn't.
22 We're actually letting the snake in the door.
23 Forget about being sneaky. All this is just
24 undermining everything. Okay?

25 We're actually in the last couple years

1 we've gotten more resources. We're trying to
2 grow. All of a sudden that's got to be a - -
3 It's been halted. Why? Because they--this is a
4 technicality to them. Legalities, protocol? A
5 technicality. That's how they view it. And
6 we're allowing it to happen. I'm hoping that
7 our parents go home and inform everybody about
8 what's going on here because trust me.

9 These new kids that are going there, they're
10 not going to be the average students that we
11 have to deal with. They're not going to be the
12 special needs students that we have to deal
13 with, okay? They're going to be the students
14 they want, and if you really believe that
15 they're going to stop with 300-something
16 students--Bloomberg made himself a third term
17 out of nowhere. Okay? [Applause] They'll do
18 what they want to do when the time comes - -
19 phase us out when they feel it's ready--when
20 they're ready.

21 Do you think there's not going to be
22 friction when there's students getting smaller
23 class sizes? Why didn't our 150 get smaller
24 class sizes? Why didn't you give--if the max is
25 300-something students, why didn't we get a

1 principal for every 300-something students?

2 We don't the resources that they're going to
3 get. And we're allowing it to happen.

4 A storm is not important. We should have
5 been here for this. This is important. Okay?
6 The majority of our students will not get the
7 benefits of these kids. So I guess you know
8 that I'm opposed to this. [Laughter] okay?

9 I have a self-interest in it. This is what
10 I'm here for. I'm going to hopefully be in for
11 the next 15 years. I don't want my students to
12 keep saying why do they get all these resources?
13 Why don't we have smaller class sizes? It's not
14 going to happen that way.

15 We're already in a schedule to try to use
16 the library that we just got. A brand-new,
17 awesome library. It's hard to get in there.
18 You think it's going to be easier when we have a
19 new school?

20 Who wants their child eating at 9:50? By
21 the time they get out of here, they haven't
22 eaten for almost six hours. You think that's
23 healthy? You think the DOE cares about that?
24 They don't care about that. They care about--
25 they have some other agenda, okay, which we can

1 all speculate on, but you can guarantee this.
2 It's not for the betterment of the students in
3 this school. [Applause]

4 MS. LLOYD-BEY: At this time, I just want to
5 make sure that all the representatives from the
6 school leadership teams have been properly
7 announced and have been given speaking time, and
8 if I did not announce someone from the school
9 leadership teams, please make your presence
10 known at this time.

11 VOICE: - -

12 MS. LLOYD-BEY: Okay. In terms of on the
13 school leadership team? From which school?

14 VOICE:- -

15 MS. LLOYD-BEY: Did you--? Okay. If you
16 are - - sir--

17 MALE VOICE: Sign in, man.

18 MS. LLOYD-BEY: As a speaker--did you sign
19 in as a speaker, sir?

20 MALE VOICE: - -

21 MS. LLOYD-BEY: Then I'm going to get to you
22 in a minute.

23 MALE VOICE: Not a problem.

24 MS. LLOYD-BEY: Okay, so I want to close out
25 this part. Excuse me?

1 MALE VOICE: Ms. Davis. She's on the
2 committee.

3 MS. LLOYD-BEY: Okay. Ms. Francine Davis,
4 your name is here.

5 MS. FRANCINE DAVIS: Okay. Hi - - PC37.

6 MS. LLOYD-BEY: I'm going to ask you to keep
7 your comments short, please. Thank you.

8 MS. DAVIS: Good evening, everyone. Thank
9 you for coming out. I am really, really - -
10 with this and tonight I'm like not feeling well,
11 but the whole thing is this is really bothering
12 me.

13 I started in this school when Mr. Baxter was
14 here, and I saw this school grow, break down,
15 and grow again. I saw the same with Mr. Zev is
16 speaking when 3,000 students was in this
17 building, and it was like a brush fire happening
18 in this building. We can't not stick another
19 school inside this building until we fix what we
20 have in this building [applause] and as we're
21 going along and fixing the problem then the DOE
22 is breaking down the problem and saying no.
23 We're going to halt what Middle School 226
24 agenda is, we're going to make our agenda here,
25 and we're going to make sure the parents because

1 it bothered me when I get a fluster of phone
2 calls saying I just got an application here and
3 it's saying that my child can - - to this new
4 building that's coming in here. And I'm saying
5 what? We didn't even have a form for this
6 program yet. How dare them to send out an
7 application for your child to start in Middle
8 School 226 2013-2014. That shouldn't have never
9 happened. First and foremost, you didn't hear
10 from the community. You didn't hear from the
11 parents. You didn't even hear from the staff in
12 the building. And you didn't even walk through
13 our building and find out the wonderful things
14 that we have going on for our students in our
15 building.

16 We have the Beacon program in this building.
17 And they're working hard, diligent every
18 afternoon making sure those children that don't
19 have nowhere to go in the street to come in here
20 and have a place where they can call their home.
21 Their home. Some of these children don't have a
22 home. Our children is [applause] walking daily
23 into gunfire, into drug deals out in the street
24 and you getting ready to push these kids right
25 back out there in the street with all them drug

1 dealers out there, with all them gunfires out
2 there. You cannot, you cannot, do this to us.

3 We have so many goals, so many things out
4 there that we want our children to reach. So
5 many programs and ideas that we gave to our
6 children already that they're going home and
7 telling their parents mom this is a great thing
8 that our school is doing right now. We're
9 getting ready to do this and that. But now they
10 go home and says mom we getting ready to be
11 bought by another school, and they going to play
12 favoritism to that school and forget about us.
13 So you know where they're dreams go? Down the
14 drain. So who they looking at? Nobody but the
15 drug dealers.

16 See this don't happen in nobody else's
17 neighborhood but our neighborhood. [Applause]
18 This has to stop. Parents, you need to go out
19 there, knock on everybody's doors, go into every
20 bodega's out there because if you think this is
21 going to change, it's not. It's not because if
22 you don't fix the problem here first, how can
23 you fix another problem that coming in here.
24 We're all going to be - - to the same old thing
25 over and over, every year, every week, and every

1 night. We need to stop and think about what
2 we're doing to our children.

3 We keep telling them they're education is
4 our future. How can it be? Can someone tell me
5 how can that be when you keep overcrowding
6 schools packing it the way it is and not solving
7 the problem first? We got students sharing
8 books. That means this school come in and they
9 get the privilege of getting books and getting
10 workbooks to take home and they will be able to
11 go home and do their work. Our student can't.
12 Our children will be forgotten again.

13 Thank you very much and you guys - -
14 [Applause]

15 MS. LLOYD-BEY: The gentleman, Mr.
16 Richardson. I don't know the first name - -
17 first name please?

18 MR. ANTHONY RICHARDSON: Anthony.

19 MS. LLOYD-BEY: And Mr. Anthony Richardson
20 from the school leadership team.

21 MR. RICHARDSON: Thank you, Ms. Bey.
22 Councilman Rueben Weils - - proposals - - White
23 and her staff and for MSQ233 I welcome you all
24 to hear what I have to say.

25 I been in this school for the last three

1 years, and I've seen this school grow and I
2 saw it grow from Ms. White. Mr. Weils - - good
3 idea. If you're going to bring students into
4 this school, why not - - under one front. Why
5 have separate fronts? Why not give Mrs. White
6 the extra boost that she needs and to create
7 more--I want to say conformity-- with the staff,
8 have the staff work together. Build a staff,
9 then the school resources. Add to the school,
10 not make it a separate entity. We don't need a
11 separate entity. We need one family. We
12 already have a principal. We don't need another
13 one. We have good working staff personnel. We
14 don't need divided staff. - - you just
15 messenger. I know that, but maybe - - could go
16 back to Lincoln High School under the proposal
17 all over again, you know.

18 But, besides this is not to insult anybody
19 because my intelligence has been insulted by the
20 word proposal and I feel very, very offended by
21 it.

22 Now, there are certain things that this
23 school has accomplished in the last three years,
24 and I do not want to see it go down the tubes.
25 The staff and the teachers have built a

1 cohesiveness in this school, and I do not want
2 to see that destroyed. The resources that have
3 come from the community has not been fed by the
4 DOE as much, and I believe if they're going to
5 have that kind of funds to put into another
6 school use those funds, right, build a school,
7 and make it better. We want improvement. So
8 does everybody else. It's all come in the
9 community. The maximum amount of students for
10 this school as described by DOE was what? Two
11 thousand? Twenty-four hundred?

12 MS. LLOYD-BEY: - -

13 MR. RICHARDSON: Two thousand twenty-four.
14 What room--what's the room accommodation for
15 this--for each floor? Was that even considered?
16 For the disabled and the kids that have other
17 types of disabilities and the school annex, how
18 many can fit actually inside each room?

19 The cafeteria, the gym, the traffic in the
20 hallway, what time periods have the bean
21 counters put into consideration as it stands
22 currently? That is something we need to know
23 and we need to find out, so please educate me
24 and tell me how we end up with a floor plan to
25 carry 2,024 kids when we can barely carry 1,369.

1 I would like to be educated just like other
2 parents want to be educated. I'm pretty sure
3 some of the teachers and the assistant principal
4 would like to know also. If you want to bring
5 more students in, please educate me and tell me
6 how you arrived at the numbers that you got;
7 otherwise, stay out. Thank you. [Applause]

8 MS. LLOYD-BEY: Our next speaker is going to
9 be Ms. Francine Davis (phonetic), SLT leader.

10 MS. FRANCINE DAVIS: Good evening,
11 everybody, and thank you for allowing me to
12 speak. I've been in this building for 22 years.
13 Prior to that I taught for 25 years, so this is
14 my 47th year of teaching. I have seen this
15 building evolve since Mr. Baxter as well.

16 I'd like to state firstly that mathematical
17 wizards can make statistics say anything, and
18 many of the calculations are erroneous. We
19 don't have two gyms. Classrooms with two doors
20 and two different numbers were counted. It
21 stated in the proposal that the population of
22 226 would not change, and yet students from 226
23 have received applications.

24 It also stated that it would be a middle
25 school with the same population of students that

1 we already have. To me that does not make
2 sense. I would tack on a high school as 202 did
3 or tack on an elementary school unless the new
4 school will be just gifted and talented. Since
5 I'm not privy to that information we're all up
6 in the air.

7 You need to take back your school. We are
8 still the have-nots. Not by race or not by
9 community, but you will still be able the have-
10 nots from the Board of Education because we will
11 still be at the bottom while the new school is
12 privy to all of the funding and all of the high
13 tech instruments possible to make them a
14 success. Go out into your community as was said
15 before, knock on those doors. If you don't take
16 back your school, we are doomed. Thank you.

17 [Applause]

18 MS. LLOYD-BEY: SLT member Ms. Comacho
19 (phonetic), - - Comacho if Ms. Comacho is
20 speaking. And SLT member, Debbie Sing
21 (phonetic).

22 MS. DEBBIE SING: Good evening, parents. My
23 first thing is this: the application that has
24 been already out there for four different
25 schools in the area. My thing is when I

1 received this letter and parents--my phone was
2 going off the hook. I had parents was calling
3 me and asking me because they already know that
4 I'm on the SLT team in 226.

5 My thing was that my heart couldn't take it
6 no more because we already have so much that's
7 going on in here that we're trying, and we're
8 working hard with our teachers. And we have
9 very wonderful teachers even our principal, Ms.
10 White. You know, we try to work with them as a
11 team and bringing another school in the
12 building, it's not going to work. Our students
13 is not going to get the privilege that they have
14 now and all the programming that we have is not
15 going to be in place because it's going to be
16 taken away from our students. And who are they
17 cheating? Our students. They're not cheating
18 us, but they cheating on the students.

19 And my thing is bring in another school is,
20 you know, and what is - - going to be saying
21 because we already have so much that's going on
22 from different schools. Chad Adams (phonetic)
23 is right here. They have a couple - - schools
24 around the area that we having problems with on
25 the street when these kids then go out. They

1 coming in from the school, making problems,
2 fighting, and the 106 precinct keep coming into
3 the building. And the thing is what is going to
4 happen when that other school comes in the
5 building. Do we ever think about that? Did the
6 Board of Ed ever think about what's going to
7 happen? It's chaos is going to be happening
8 because you know what? Until somebody lay on
9 the street I guess that's when they going to
10 realize that a student is laying there dead.

11 I think we need, you know, we need to go out
12 there as everybody else is saying, go out there,
13 knock on each other's door, you know, and let's
14 do it together. Let's just don't say it. Let's
15 do it all together. You know, like tonight it
16 was so disappointing to see that half of the
17 school is not even here. Everyone has something
18 to say, but, you know, nobody turned out. - -
19 this is what we need to build our foundation for
20 our foundation. This is where we start because
21 our teachers are willing to work with us, and if
22 we can't--if we as parents can't come out and
23 say something it's never going to be done
24 because you know what? They're going to cheat
25 us. And they're already--to me with this dumb

1 deal it's already out there because these are
2 the information that's out there that the school
3 is already coming into the building. How can we
4 provide them not to come in the building? How
5 can we not say that you know what? We don't
6 want them because to me the application is
7 already out there, and this is the proof.

8 So this is what I have to say tonight. I
9 think it's a wrong idea to bring that other
10 school in the building and I think we, as
11 members, and we, as teachers and parents, we
12 need to work more together to get--to let them
13 know that we mean business. That's what I have
14 to say tonight. [Applause]

15 MS. LLOYD-BEY: Thank you, Ms. Sing. And
16 the last speaker possibly from the school
17 leadership team, Tonya Cooly (phonetic). Okay,
18 not here. Okay. So at this time we're going to
19 move forward with the next part of our hearing,
20 and we are going to offer the speakers who
21 signed up when they came in. We're going to
22 open up the speaker list. Again, you will have
23 two minutes to speak, and you will be called in
24 the order in which you signed up. And so with
25 that I would like to first invite to the floor

1 Douglas Von Holt (phonetic). Thank you.

2 MR. DOUGLAS VON HOLT: Thank you so much.
3 Hello. Test. All right. Thank you, everyone,
4 for coming out. I heard some--I really like
5 what I've heard so far tonight, and I really
6 want to thank Councilman Weils in particular for
7 saying so many things that have been on my mind
8 about this issue. He said it very well and
9 really expansively.

10 I've been the media specialist here for some
11 time. I try to mainly help the kids do the
12 library. I also help with the computers, and
13 I've been here since 2001 when Ms. Davis was
14 talking. Like 2003 it was severely overcrowded.
15 It was hard. I was a travelling teacher. We
16 have to move around with the kids. Yeah,
17 clearly at that time the DOE had some plans that
18 were not helping the children that were here,
19 but getting back to the library, the councilman,
20 his wife, the superintendent have put an amazing
21 amount of work and resources into this school
22 really since Ms. White started here, and our
23 students need those resources. Echoing what
24 other people have said there's no way that any
25 of those resources can or will be taken away

1 from our students. When I see what this so
2 called proposed plan is pulling the rug out from
3 underneath the 226 community.

4 In particular I work with the library books,
5 the library items, every--there's a budget for
6 every students. It's about \$8.00, and it really
7 hasn't changed in years. So I'm already
8 imagining the new school, maybe it's on the
9 fourth floor, they have a library budget. God
10 knows how that will be spent and who will spend
11 it, and suddenly we'll have to be hosting their
12 kids in our library which is already very busy.

13 I'm running short on time, but I just wanted
14 to mention we've been working so hard. We have
15 wonderful, amazing resources put in lately, and
16 the students at 226 deserve and need these
17 resources.

18 Lastly, I think the new school if it had a
19 different theme, like it was all girls or it was
20 all special education--I know--it would have
21 been an easier sell to us, but it just seems
22 like they're cherry-picking students through the
23 application process. So we'll have level four
24 reading students--reading level students in the
25 new school. This school will have lower reading

1 level students, and it will just slowly erode
2 what all the gains are that everyone's made.
3 Thank you very much.

4 MS. LLOYD-BEY: The next speaker Cardette
5 Shgrim (phonetic). Okay. If you are - - go
6 right over there to the mic. Thank you, sir.

7 MR. CARDETTE SHGRIM: Good evening,
8 everyone. I'm the parent of a child, and I'm
9 also a staff member here. My child has been
10 through this school from sixth grade. She's now
11 eighth, and I'm seeing progress.

12 This year I've seen my own students. I work
13 with 120 students every year. I have four
14 classes, and I've seen progress in this
15 building. I am totally against the idea of
16 bringing a new school into this building. I
17 don't see the rooms available for a new school.
18 We already have 1,400 students in this school.

19 In addition, we have PS 233 in this school.
20 PS 233 has some middle school students that
21 share our space, so those - - come to my classes
22 every day. So apart from my students at 236, I
23 have students from 233, Middle School 233 - -
24 and they come in here. I've seen wheelchair - -
25 prosthetic in the hallway and - - school here

1 would make matters worse.

2 It would be crowded. There - - because of
3 those kids. I mean the hallways are already
4 crowded as it is, and I don't see enough rooms
5 here for a new school. We have a few rooms but
6 most of them are small. In high school, they'll
7 be used as prep rooms. There are not enough
8 rooms. I don't see who would want to be in a
9 room without no windows or we have a few inner
10 rooms. Most of them are small. I don't see
11 where 345 kids will fit.

12 Okay, so I'm totally against this idea.
13 I've seen progress in this school in the past
14 three years, and I don't know where this idea
15 came from to have a new school, and I see it as
16 a slap in the face of this community that
17 applications are out while we're having this
18 hearing on this proposal - - Thank you.
19 [Applause].

20 MS. LLOYD-BEY: Next speaker on the list--
21 thank you--Sahire Mathmoud (phonetic).

22 MALE VOICE: She just went to the bathroom.

23 MS. LLOYD-BEY: Okay. So I'll tell you--excuse
24 me.

25 MALE VOICE: - -

1 MS. LLOYD-BEY: Okay. Number six--no, she's
2 not here. She'll be back. And so I'll tell you
3 what while she's on her way, we're going to go to
4 number eight, Paula Rose. Paula Rose, thank you.

5 MS. PAULA ROSE: Hi. Good evening. Good
6 evening, everyone. Again, I'm Paula Rose. I'm a
7 parent of a sixth grader and also a student that
8 graduated a couple years ago. Major difference.
9 During the time our older daughter was coming here,
10 it was chaotic. It was just ridiculous. The kids
11 were wild literally. Now it's calm, everybody in
12 uniform. The school has made great progress.

13 A lot of the issues I wanted to discuss, you
14 know, they already discussed it already, but I'll
15 just reiterate. I was very upset when I found out -
16 - was having lunch that early. It made no sense,
17 you know. And I came up here a couple times - - and
18 literally they were just hunting for rooms to be
19 used, so I don't understand how you're going to add
20 some kids to the school. How's that going to work?

21 And for them to have an impact statement
22 without the environment of the school, the parent.
23 How can that be effective? So I'm very concerned
24 because when I was looking for a junior high, I
25 wasn't thinking about sending my other daughter to

1 226 because of what I'd been through previously,
2 but then when I came to the barbecue which they'd
3 never had before, I was very impressed. I spoke to
4 some of the faculty that's here and they said the
5 school has turned around. The kids are they're a
6 lot happy, and I was very impressed. So I didn't
7 even look to another school except this one, so I
8 don't know what's going to happen now if this
9 proposal comes through. So that's what I have to
10 say. Thank you. [Applause]

11 MS. LLOYD-BEY: Thank you. And I think Ms.--I
12 hope I'm saying your name, Ms. Mathmoud? Okay.
13 Thank you.

14 MS. SAHIRE MATHMOUD: Good evening. Many of
15 you probably already know me. Those of you that
16 don't my name is Sahire. I'm the Assistant Director
17 of the Beacon Community Center, and it's inside of
18 this school.

19 I want to start off by saying that this can't
20 happen. It really cannot happen. The fact that
21 it's even an option is beyond me. I spoke with Ms.
22 White recently a couple of weeks ago and we were
23 talking about her vision for the school and what she
24 wants to see happen. She said something about how
25 she wishes that she had enough resources for every

1 single kid to feel as though whatever they believe
2 in and whatever they want to achieve can come true
3 with enough resources. Now how is that possible if
4 we are taking away the resources that are already
5 available and putting it into another school.

6 I do understand that we want every single kid
7 to have the opportunity to learn to grow, but give
8 us that opportunity to help those kids. Let us do
9 that. I don't think it makes sense to add another
10 school just because we feel like there's 10 extra
11 classrooms. You want to use those extra classrooms?
12 You can give them to us.

13 We're here a lot of hours. We're here until
14 9:00 p.m. We're here on Saturdays, and it could be
15 used. We work with these kids, and they--like Ms.
16 Aleathea said this is home to them.

17 And whatever agenda the DOE has I'd like to see
18 it because right now it makes no sense and I hope
19 that this meeting is beneficial and I hope whoever
20 needs to hear this message is listening to the
21 message because it really doesn't make any sense. I
22 really does not make any sense.

23 So I just want--I'm going to close out by
24 saying that I hope that we can take more action.
25 I'm going to speak on behalf of the kids because I

1 don't see any youth here, but I know when you talk
2 to the kids they will let you know that they do not
3 agree with this whatsoever. This is their school.
4 This is their home, and to share it it just doesn't
5 make a lot of sense. That's all. Thank you.

6 MS. LLOYD-BEY: Thank you. [Applause] At this
7 time we do not have any other speakers on the list,
8 and the speaker list has been exhausted. Excuse me.

9 FEMALE VOICE: - -

10 MS. LLOYD-BEY: Ma'am, I'm sorry. You're - -
11 is so wide, you look like one of - - And the
12 principals can vouch for that. Would you come up,
13 please? Ms. Carrie Rashard (phonetic).

14 MS. CARRIE RASHARD: Yes.

15 MS. LLOYD-BEY: Thank you. And I do apologize.
16 I wasn't trying to leave you out.

17 MS. RASHARD: No problem.

18 MS. LLOYD-BEY: Thanks.

19 MS. RASHARD: I realize the time so I'm going
20 to be quick. I just want to say--I just want to say
21 that this school has improved so much - - this
22 school. I have had two kids come here, three - -
23 and I have two more kids come to this school, so I'm
24 very concerned about what's going on.

25 I've been on the SLT team and - - with

1 everybody in this building to - - And it has
2 improved so much. About two or three or four years
3 ago, this school was considered dangerous and it
4 needed improvement. And at that time DOE paid no
5 attention to us, gave us no extra help, or no extra
6 funding. Now that this school has improved with the
7 hard work that we have been doing, now they are
8 interested in bringing another school in here. If
9 we have a so-called 11 extra rooms, our classes are
10 overcrowded. Our - - They need to let us have - -
11 extra room and - - our administration and our
12 principal - - [applause] of everything. I would - -
13 and they won't have the problems that we have here -
14 - All we need is the encouragement and the funding
15 to give our kids a fighting chance. Have a good
16 night. [Applause]

17 MS. LLOYD-BEY: Thank you, Ms. Rashard. Now
18 the list is exhausted. So I'm going to close, and
19 I'm going to for clarification purposes only, I'm
20 going to give remarks regarding the application
21 because I think it's needed, and it's only for
22 clarification.

23 So this week--I think it was early really last
24 week some of the children came home with
25 applications. So students received and they

1 submitted their middle school applications in the
2 fall for their placement for 2013-14, that school
3 year.

4 But in districts across the city with proposed
5 new schools, students received the supplementary
6 application this week for any new school option for
7 which they were eligible. Some kids got it, I
8 believe it started going home last week.

9 The new school application, we wanted you to
10 know, is optional. And students who choose to
11 participate may make their placement for their new
12 school and if--this is still a proposal--and if the
13 proposal goes through, then the new school children
14 for the sixth grade will get their placement. If it
15 doesn't go through, then their application, it will
16 just revert back to their second choice. So it's
17 not a ruse for the children. I know the way it
18 looked but it's not a ruse for the children with
19 regard to the application, and I'm only commenting
20 on that.

21 And the last thing I'm going to comment on only
22 for clarification so that you are aware. The
23 Department of Education is always looking at space
24 in buildings. The Department of Education will
25 speak with the principal and the children's - -

1 networks and let them know what's the formula
2 that's used for space. That is not for my comment
3 this evening, but I wanted to say that when I heard
4 this proposal last year the network leader, the SFN,
5 myself, we spoke, and the principal, we spoke
6 directly to the Department of Education and they
7 held off for this year. They did not put a school
8 or even consider it for this school year. This is
9 just a clarification only. Okay? So this is just
10 for your information so you can know that a school
11 was supposed to be here last year and we recognized
12 some of the things that you were saying this evening
13 and because of that a school did not go in this
14 year.

15 So the new vote is going to be on March 20th,
16 and, again, we want to thank parents and community
17 members, staff for coming out this evening.
18 Everyone at the dais, thank you. We welcome your
19 comments and your feedback and on March 20th, you're
20 welcome to attend the Panel for Educational Policy.
21 Again, the telephone number for those who came in
22 later, if you need to call and comment is 212-374-
23 7621. And for those of you who would like to make
24 your comment via email, you can make it a
25 d27proposals@schools.nyc.gov, and I'd like to thank

1 you for your participation along with my
2 colleagues at the Department of Education. At this
3 time the joint public hearing is closed.

4 [END RECORDING]

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

C E R T I F I C A T E

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

6
7 Signature *Amee Robinson*

8 Date: March 10, 2013
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25