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

**Co-Location Extension of
Children's Aid Society at X193**

10/23/13

5:30pm

1 [START RECORDING]

2 [Background noise]

3 MS. ASHLEY DAVIES: Hi. My name is Ashley
4 Davies and I am from the DoE. We're going to
5 get started with tonight's evening.

6 Superintendent Rodriguez is going to start with
7 a brief overview of the proposal and then we'll
8 move into commentary.

9 MS. MYRNA RODRIGUEZ: Good evening.

10 [0:00:48] [Spanish spoken]

11 If everyone can have a seat so that we can
12 have an orderly meeting tonight and safely - -
13 if there are students in the audience, you're
14 welcome to do your homework or to read or to
15 listen because this is your civic duty, so
16 that's wonderful that you're here. I'm a high
17 school math person and I love to see students.
18 So welcome and I hope your parents know you're
19 here or they're with you, okay?

20 So I'm a little confused when people
21 give me pieces of information and I'm not so
22 sure if the information is correct. So I just
23 want to make sure that we're here for the right
24 reasons. And at this point, we have in PS 211
25 elementary/middle school we have 640 students.

1 At 318, middle school 318/628, there are about
2 370 students. And at the Children's Aid Society
3 school, we have about--what was the number for
4 your school?

5 FEMALE VOICE: Two-eighty.

6 MS. RODRIGUEZ: Two-oh-eight, okay. I want
7 everyone to be very clear on this. We are not
8 taking any child out of 211. We're not taking
9 any child out of 318. They are our wonderful
10 schools for District 12. I just want because
11 someone said something like don't take away my
12 school and I'm like huh? What school are you
13 talking about?

14 We have opened our arms to the Children's
15 Aid Society and they have helped with the other
16 schools as the other schools have helped them.
17 This community has worked together. Many of the
18 children here I asked where are you coming from
19 and many of them said they're in the Children's
20 Aid Society afterschool program. We need as
21 much help as we can get. But I'm going to tell
22 you something else. PS 211 with Principal Betty
23 Gonzalez-Soto and Principal Maria Lopez have
24 made great contributions to CAS. They have
25 worked together and my intention is to see a

1 wonderful community because just wait till you
2 see the report card grade. I'm not allowed to
3 tell you. It's embargoed for a few more days.
4 But just wait till you see the wonderful things.
5 I'm not going to do anything and I'm going to
6 fight. I'll be on your side, too, if we were
7 going to close or make smaller any of the
8 schools in this building. I just want us to be
9 very clear because I had some people saying
10 we're closing the school. And I said what
11 school because I don't know about it, all right?

12 This is a proposal. I will read it to you.
13 You could get it in writing. And if you have
14 any suggestions or you have any problems with
15 it, that's what today is about. I want to be
16 able to hear you. We want to be able to record
17 it because this--there have been no decision
18 made. This is a proposal that will be put to
19 the Panel for Educational Policy. So bear with
20 me. I got to read it because I can't memorize
21 those three pages. But it's pretty fast. And
22 then I'm going to call you by--I have a list of
23 speakers. And I will have you come up and you
24 have about two minutes or and then from there we
25 will get any information that you need in

1 writing or through the telephone or in--through
2 the web site. Okay. So I welcome you all
3 again.

4 The proposed grade reconfiguration and
5 extension of the co-location of Children's Aid
6 College Prep Charter School--boy, that's a big
7 name--with PS 211 and IS 318, the School of
8 Mathematics, Science, and Technology through the
9 Arts in Building X193, this used to be 193, so
10 that's the way the Board calls this building.

11 I have here Lillian Reyes to my left, your
12 right, CEC member for District 12, these are my
13 fighting moms. The others are in other schools
14 doing other work. And next to her is Shanta
15 Budron [phonetic], who is CEC member also. And
16 next we have your principal, your great
17 principal, PS 211, Ms. Gonzalez-Soto, and then
18 we have your School Leadership Team, Theresa
19 Massaro, thank you for joining us. I have
20 Principal Maria Lopez, hi, everyone. I don't
21 know, 318 is around, but your great principal is
22 here.

23 [Cheering, applause]

24 MS. RODRIGUEZ: Jason Brown, School
25 Leadership Team, thank you for joining us.

1 Principal Lenard for the Children's Aid
2 Society.

3 [Applause]

4 MS. RODRIGUEZ: And two members of the
5 School Leadership Team, Vilma Vargas or
6 Children's Aid Society.

7 [Applause]

8 MS. RODRIGUEZ: And Casey Vier, thank you.
9 You should all be proud of the people that serve
10 you. They have - - hard for you.

11 Okay, welcome, then, all of you. This is a
12 joint public hearing of the Department of
13 Education, Community Education Council, and
14 School Leadership Teams for PS 211, IS 318, and
15 the Children's Aid College Prep Charter School.
16 My name is Myrna Rodriguez. I am the Community
17 School District Superintendent for your schools.
18 We have asked the District Community Education
19 Council, they are here, and the School
20 Leadership Teams of 211 and 318, and the
21 Children's Aid College Prep to participate in
22 this joint public hearing.

23 This hearing is being recorded. I think
24 that this is a wonderful educational civic duty
25 that we show children how we discuss issues, how

1 we put problems forth, how we look for
2 solutions together.

3 The purpose of this hearing is for you to
4 provide comments about the proposal. Before I
5 describe the proposal, I want to make sure
6 you're aware of the opportunity to provide your
7 input. All those who wish to speak must sign up
8 in the speaker sign-up area located just outside
9 of the auditorium. The sign-up list will close
10 in about 15 minutes. Speakers will be given the
11 floor in the order they signed up. All comments
12 are limited to two minutes, but you have an
13 opportunity to write your comments or call them
14 in.

15 There may be elected officials who arrive at
16 different times. We'll try to accommodate them
17 if that's possible. I just need for them to
18 tell me they're here. If they wish to speak, we
19 will look for that time.

20 Those who are here are the start of the
21 public comment segment will be asked to speak
22 first, but I don't think anyone has identified
23 themselves as of yet. Okay.

24 All comments will be mentioned in the
25 analysis of public comment to be published and

1 provided to the Panel for Educational Policy
2 the evening before the panel votes. The
3 analysis of public comment will also be
4 available on the Department of Education web
5 site prior to the panel's vote. That vote is
6 scheduled for October 30th.

7 In addition, we welcome any comments and
8 feedback you may have at any time before the
9 panel votes on this proposal. The email address
10 and phone number where comments may be made
11 will--is available at the back of the room or at
12 the end you could come to me and I will give it
13 to you so you won't have to write it down.

14 Proposal summary--the New York City
15 Department of Education or Department of Ed is
16 proposing to indefinitely extend the co-location
17 of Children's Aid College Prep Charter School
18 and reconfigure the grade span served by that
19 school in Building X193 beginning in 2014/2015.
20 Building X193 is located at 1919 Prospect
21 Avenue, Bronx, New York, in Community School
22 District 12. Children's Aid College Prep
23 Charter School is an existing public charter
24 school that serves students in grades
25 kindergarten through two in the X193 building

1 where it is co-located with PS 211, an existing
2 school that serves students in grades
3 kindergarten, pre-kinder through eight and Head
4 Start also it has been reminded me and offers a
5 pre-kindergarten program, and 318, the School of
6 Mathematics, Science, and Technology through the
7 Arts, an existing middle school that serves
8 students in grades six through eight.

9 A co-location means that two or more school
10 organizations are located in the same building
11 and may share common spaces like auditoriums,
12 gymnasiums, and cafeterias. Grades kindergarten
13 through two of Children's Aid charter school
14 were approved to be temporarily co-located in
15 Building X193 on January 18th, 2012. At that
16 time, Children's Aid College school prep planned
17 to move into the private space after 2014/2015
18 school year. Since then, Children's Aid College
19 Prep Charter School has notified the DoE that it
20 plans to apply to expand to serve kindergarten
21 through eight and that there has been a delay in
22 the space acquisition, design, and construction
23 process of its private space.

24 If this proposal is approved, Children's Aid
25 College Prep will remain in X193 building, where

1 it will eventually serve students in grades
2 five through eight, but the other students will
3 be in another place.

4 Children's Aid College Prep will continue to
5 scale up inside this building until it serves
6 grades kindergarten through four in 2015/2016.
7 Thereafter it will gradually re-site--in other
8 words move the lower grades to their new site.
9 In the year 2019/2020, you will all be in high
10 school. When Children's Aid College Prep
11 Charter School is serving students in grades
12 kinder through eight, only grades five through
13 eight will be located in this building. Grades
14 kindergarten through four will be located in
15 their private space. If this proposal is
16 approved, in 2019/2020, the final year of the
17 grade reconfiguration, Children's Aid College
18 Prep Charter School will be projected to serve
19 245 to 315. Remember the number I told you at
20 the beginning? How many students are in your
21 school?

22 Audience: Two hundred and eight.

23 MS. RODRIGUEZ: Two hundred and eight. The
24 proposal is that they will have about 245 more--
25 not more. Two hundred forty-five. So we're not

1 talking about that another school is going to
2 take away how many seats do you have, Ms. Soto--
3 Gonzalez-Soto?

4 MS. GONZALEZ-SOTO: - -

5 MS. RODRIGUEZ: Now many?

6 MS. GONZALEZ-SOTO: - -

7 MS. RODRIGUEZ: Okay, 640, so she will have
8 640. And how many do you have, Ms. Lopez?

9 MS. LOPEZ: - -

10 MS. RODRIGUEZ: How many - -

11 MS. LOPEZ: Three seventy.

12 MS. RODRIGUEZ: Three seventy, okay.

13 Currently this building serves 1,140 students.

14 This is a building utilization rate of 72%.

15 This means that the building is underutilized

16 and has space to accommodate additional

17 students. In 2019/2020, when Children's Aid

18 College Prep grade configuration is complete,

19 the charter school, PS 211, and 318 will

20 altogether--where did Page 3 go? Altogether

21 there will be somewhere between--it depends how

22 many children are born in the neighborhood. You

23 know that, right? Okay? Somewhere--the

24 mathematicians looks at this--between 1,166

25 children to 1,356. The school holds 1,400

1 seats. Now we don't do this math either.
2 Unfortunately this is something that the Board
3 of Ed has - - the facilities, they are the ones
4 who come and count seats. It's not that Ms.
5 Gonzalez or Ms. Lopez or Ms. Lenard say oh, we
6 have 800 seats or we have two seats. Somebody
7 comes and counts where children could sit. We
8 can't lie because they come every year to all my
9 schools and they check to see because we have a
10 lot of new buildings going up and we need to be
11 sure I can not tell a parent we don't have a
12 seat.

13 By the time we finish in 2019/2020, the
14 building will have a utilization rate of between
15 74% and 86%. All schools will receive space
16 that meets their structural needs and the
17 building has space to accommodate PS 211, 318,
18 and Children's Aid prep charter school is at
19 scale.

20 And I want everyone to be very clear. All
21 of us want all our schools to have their own
22 building. I'm very clear on that. That's my
23 job to look, but I don't have the power. The
24 chancellor doesn't have the power to build
25 schools. That money, you know where it comes

1 form. That's where our parents have to help
2 us. But we are also very, very clear that all
3 schools should have more space than what the
4 planners say. But we are not the planners and
5 we have to go by if they say the seats are
6 available, it may mean that you don't have all
7 of the extra rooms that would be wonderful to
8 have. So we're very clear that we want as much
9 space for each school. And that's why we depend
10 on the three principals cooperating to make this
11 a wonderful place for children.

12 This proposal to reconfigure the grades and
13 extend the co-location of Children's Aid prep
14 charter school is not expected to impact the
15 admissions, enrollment--I hope the students are
16 listening to this.

17 MALE VOICE: Yay.

18 MS. RODRIGUEZ: Okay, very important to you.
19 This is your civic duty. This proposal is not
20 expected to impact the admissions, enrollment,
21 or educational options of students currently
22 attending PS 211 and IS 318. Additionally, this
23 proposal is not expected to impact academic or
24 extracurricular offerings for 211/318 because if
25 not I wouldn't be sitting here. That's not what

1 we want for our building, for the children in
2 this school. All students will continue to
3 receive mandated special education services,
4 hopefully more, and structured for English
5 language learnings, hopefully more and better
6 services.

7 Now thank you for listening. We're very
8 polite and I know, you know, when we're upset
9 it's hard to really listen, but I just want you
10 to fight the fight with the right facts. That's
11 all that I'm interested in. And, you know, you
12 could agree or disagree. That's the wonderful
13 thing about this country that we can do this in
14 a civic manner so we can teach our children how
15 we should fight the good fight, whatever that
16 is, for each one of us, okay?

17 So the next presenter--do I have anyone from
18 the SLT making any - - is there anyone from the
19 panel who wishes to speak? You guys could speak
20 first and then we--I have a list of a roster.

21 FEMALE VOICE: Okay, Ms. Gonzalez, okay, I
22 don't know if - -

23 [Crosstalk]

24 FEMALE VOICE: Everyone, I present to you
25 Ms. Massaro from PS 211--

1 MALE VOICE: [Interposing] Testing one,
2 two, three, testing.

3 [Applause, cheering]

4 MS. THERESA MASSARO: Good evening ladies,
5 gentlemen, students, and my colleagues, my
6 principal, and the principals here and, of
7 course - - thank you so much for all coming and
8 participating.

9 FEMALE VOICE: We can't hear you.

10 [Crosstalk]

11 MS. MASSARO: Okay, can you hear me now?

12 AUDIENCE: Yeah.

13 MS. MASSARO: Okay. I sat here two years
14 ago advocating for the Children's Aid Society
15 because I believed that they were here to help
16 us, to provide glasses for the children if they
17 needed it, to provide counseling for the
18 children if they needed it, and there were other
19 really wonderful programs. Yes, the afterschool
20 program is working out.

21 However, I don't feel a warm, comfortable
22 feeling anymore. I feel as if the proposal,
23 which once said one thing, has now completely
24 changed. And so - -

25 [Applause, cheering]

1 MS. MASSARO: --five years from now - -
2 there's not going to be another proposal. I
3 would like to know the address of the new
4 school, where it is, so we can go and see it
5 because it seems that there is no address.
6 Everything is up in the air and we're being the
7 last people to know about it.

8 I also teach second grade. I've been
9 teaching for over 25 years in the Department of
10 Education. I've worked at PS 211 for 16 years.
11 My daughter graduated from this school from pre-
12 K--she's in college now--to eighth grade. So
13 I'm not just talking out the side of my head. I
14 care about my school. I love my school. I love
15 my students. But we need bathrooms. We need
16 space. We need a balanced education.

17 [Applause, cheering]

18 MS. MASSARO: Thank you. Thank you very
19 much.

20 [Crosstalk]

21 MS. RODRIGUEZ: I will be calling about
22 seven or eight people so that we can move the
23 process and be sure that we spend the time
24 hearing you rather than waiting for people to
25 come up. So I will be calling about seven

1 people. If you would come and line up in the
2 order that I call you, I'm calling you in the
3 order that you signed up, so I'm not choosing.
4 The first person, Carrolyn Viviari, second
5 person Martha Clanton-Thurman [phonetic],
6 Elizabeth Felix, Tinitia [phonetic] I. White,
7 Jonathan Mouri [phonetic], number six is Richard
8 Feldman, number seven Rossana Berigarte, and
9 number eight, Martha Rodriguez, and then we'll
10 call the others.

11 [Background noise]

12 MS. RODRIGUEZ: The first person - -

13 [Background noise]

14 MS. CARROLYN VIVIARI: Good evening.

15 MS. RODRIGUEZ: Let's be respectful of your
16 representatives who are coming to speak.

17 MS. VIVIARI: Good evening. Good evening,
18 Superintendent Rodriguez, members of CES 12 and
19 District 12 community members, my name is
20 Carrolyn Viviari and I am the parent of Winter
21 Coleman [phonetic], a first grader at Children's
22 Aid College Prep. I am here this evening to
23 speak in support of the Department of Education
24 proposed co-location of the Children's Aid
25 College Prep Charter School here at X193 campus.

1 I want to focus on Children's Aid
2 afterschool program. The afterschool program is
3 helpful for a working parent like myself. They
4 assist the children with homework and provide
5 many activities. I also want to acknowledge the
6 summer program provided at - - Road. That was a
7 new experience for me and my child. The staff
8 at Children's Aid made it very comfortable for
9 me to send my child a long distance. The
10 experience my child received was excellent. I
11 look forward to the new things Children's Aid
12 College Prep has to offer in the upcoming years.
13 Thank you for the opportunity to speak with you
14 tonight.

15 FEMALE VOICE: Thank you.

16 FEMALE VOICE: Thank you.

17 [Applause]

18 MS. RODRIGUEZ: Ms. Martha Clanton-Thurman.

19 FEMALE VOICE: Thank you.

20 MS. MARTHA CLANTON-THURMAN: Good evening
21 and all due respect to all of the panelists and
22 everyone, first I would like to thank the
23 parents for coming out. I'm very proud. I also
24 live in this community. I've been living in
25 this community since 1970. I have been involved

1 in different community actions and participate
2 with the community school--I mean with the--
3 where I'm a member of the library volunteers.
4 I've been working at PS 211 for quite some time
5 and I'm just proud to see so many people out
6 taking an interest in this.

7 I feel that all schools do have a right to
8 exist, but coexistence is just not the way. I
9 feel that when you give someone a little space
10 and you turn around and there's more space and
11 your space is taken away from you because I see
12 as working in the school, we're losing our
13 special ed classes. There's a big gap. We're
14 losing our bilingual classes. There's a big
15 gap. So we are losing. I don't care what the
16 numbers say. We are losing.

17 [Applause, cheering]

18 MS. CLANTON-THURMAN: - -

19 [Applause, cheering]

20 MS. CLANTON-THURMAN: - - for this, I want
21 to see everyone bring - - people with you. We
22 have to win, okay? Because if we allow this to
23 go any further, we will definitely disappear.

24 [Applause, cheering]

25 MS. CLANTON-THURMAN: - -

1 MS. ELIZABETH FELIX: I can't even read my
2 - - they say they have 1,000 seats. You're
3 going to put more kids in the school to fill
4 those 1,000 seats. Yet charter schools have a
5 limit on how many students are in the class.
6 But then 211 and 318 have more kids and more
7 kids and more kids bunched up the top of each
8 other. These kids are this big - -

9 [Applause, cheering]

10 MS. FELIX: - - we've got bridge classes.
11 How the hell are they going to pass the test if
12 they're in third grade and fourth grade together
13 - -

14 [Applause, cheering]

15 MS. FELIX: - - resources and smart boards.
16 Everything is still in the charter school. They
17 didn't give it to us. They don't pay rent. We
18 are stuck with large classes. Eventually our
19 kids are going to underperform and the
20 conspiracy is well, 211's going down in scores.
21 Oh, 318's going down in scores. Hey, let's us
22 step in and say we're doing a better job. Well,
23 yeah, because we got 45 kids. So eventually in
24 our classroom - -

25 [Applause, cheering]

1 MS. FELIX: We lose teachers. We look
2 like we're not doing our job. The kids can't
3 concentrate. They don't have enough seats. We
4 don't got enough - - books. What the hell are
5 we supposed to do - -

6 [Applause, cheering]

7 MS. FELIX: The building will not - - it's
8 not going to happen. You're going to have K to
9 two become K to eight and that building that's
10 being built some secret place, it's not going to
11 be ready. And when it's not ready and we lose
12 and 11 and then we 15 and then we lose 22
13 classrooms, they get to still teach 25 kids in
14 their room while your kids are going to be
15 sitting on top of each other not learning, us
16 not being able to do our jobs, our scores are
17 going to go down, and guess what? It's a
18 perfect opportunity for them to become K to 8
19 school and be charter for free public space.
20 That's what's going to happen. Wake up.

21 [Applause, cheering]

22 MS. FELIX: - -

23 MS. TINITIA WHITE: - - represent for--

24 [Background noise]

25 MS. WHITE: All right, good evening,

1 parents, students, of course, the teachers and
2 the faculty that's here, good evening. I'm here
3 in order--I'm here to represent the child
4 association, the Child Aid Association of Head
5 Start, of Head Start, y'all, of Head Start,
6 which is on the second floor, located on the
7 second floor. For my child, I have two boys,
8 and for it's very important to make sure that
9 they get the proper education of curriculums
10 that - - to offer. Now for the Head Start
11 program, our--we are the--we are feeded off--we
12 are the feed to 211. So basically my children
13 that are in Head Start that is associated with
14 Child Aid Association, even though they are
15 Child Aid Association, they are part of Head
16 Start, and we are mainly the feed for y'all. So
17 basically well, if my child is starting off in
18 pre-K, with Head Start, they are first priority
19 to 211 classes. So I do agree with 211 for my
20 child needs to be, you know, placed in a good
21 enough class for enough space ready to get the
22 proper curriculums that it has to offer for
23 today without being over-clustered - -

24 [Applause, cheering]

25 MR. LARRY: - - hi. My name is Mr. Larry.

1 I'm a teacher at 211. I'm speaking against
2 the proposal. I personally have had to be
3 relocated three times in the past three years
4 because of which classrooms got changed.

5 FEMALE VOICE: Sshh.

6 MR. LARRY: - - down here - - I did want to
7 say, though, what concerns me and Ms. Felix
8 brought this up as well is on the proposal on
9 Page 2, Paragraph 3, it says that for the--after
10 the 2015/2016 year that that the charter school
11 gradually re-site grades K through 4. Gradually
12 seems really vague to me and I would like to
13 know sort of what that means because I envision,
14 oh, exactly what Ms. Felix envisions, although I
15 did want to also add that these are all our
16 children in all of the schools that are in this
17 building and it is upon the staff to be cordial
18 to each other. And I really feel that just a
19 nod in the hallway or something like that
20 between the different schools, we--it's all in
21 the best - - children. Thank you.

22 [Applause]

23 MS. RODRIGUEZ: Could I have the following
24 parents up? Vanessa Bell.

25 FEMALE VOICE: - -

1 MS. RODRIGUEZ: Okay, Vanessa Bell, Steven
2 Goldberg, Laura Cowley [phonetic], Zarian Davis,
3 Joanna Asoria, and Delores Coleman. Mr. Richard
4 Feldman is the next speaker. Mr. Feldman?

5 MR. RICHARD FELDMAN: Good evening,
6 Superintendent, panel, parents, students,
7 faculty, and community. Thank you for this
8 opportunity to talk. My name is Richard
9 Feldman. I've been at CS 211 for almost 28
10 years. During that time, I've seen a lot of
11 change. We've moved to three locations from
12 Lafontaine to Main to Prospect. And with each
13 move, there have been many, many changes - -
14 fight to be accepted. We've had to adjust to
15 new circumstances and to grow and to include a
16 larger community. We've changed our
17 consideration for the needs of the city. When
18 there have been new schools that have had to
19 come into our building, we've welcomed them.
20 We've worked with them. We've worked to be
21 accepting of them. We've changed to improve the
22 opportunities for our students to find a better
23 building where they could grow and where our
24 community could develop. And through all of
25 these changes, we've still maintained continuity

1 with our original community. We've seen four
2 generations grow through these years, great
3 grandparents, grandparents, parents, and
4 children, the web of brothers and sisters,
5 cousins, aunts and uncles at CS 211 is wide and
6 deep. And so while we are accustomed to many
7 changes and we realize that change is a part of
8 our lives and we welcome change, at this time,
9 there are too many changes.

10 [Applause, cheering]

11 MR. FELDMAN: And - - and with too many
12 changes comes a lot of uncertainty. And there
13 is a lot, a lot of uncertainty - - at the
14 federal level, there is tremendous economic
15 uncertainty. And the state level, all of our
16 educational systems are changing to address the
17 Common Core and new evaluation systems. Okay.
18 On the city level, we're going to have a new
19 mayor. And that means a lot of change. So it
20 seems to me that to best deal with the needs of
21 our community right now, we need to have a
22 moratorium on change. It seems to me that there
23 is enough uncertainty in our community and we
24 need to catch a break. We need a moratorium on
25 change. Thank you all.

1 [Applause, cheering]
2 FEMALE VOICE: [0:33:58] [Spanish spoken].
3 [Applause, cheering]
4 [Background noise, conversations]
5 FEMALE VOICE: [0:34:37] [Spanish spoken].
6 [Crosstalk]
7 FEMALE VOICE: [0:34:52] [Spanish spoken].
8 [Crosstalk]
9 MS. RODRIGUEZ: But not everybody
10 understands what she says.
11 [Crosstalk, yelling]
12 FEMALE VOICE: [0:35:07] [Spanish spoken].
13 [Crosstalk]
14 FEMALE VOICE: I thought that they are--
15 [Background noise, yelling]
16 FEMALE VOICE: It's okay.
17 [Crosstalk]
18 [Background noise]
19 [Applause, cheering]
20 FEMALE VOICE: [0:36:24] [Spanish spoken].
21 [Applause, cheering]
22 FEMALE VOICE: [0:36:33] [Spanish spoken].
23 [Crosstalk]
24 FEMALE VOICE: [0:36:40] [Spanish spoken].
25 FEMALE VOICE: [0:36:45] [Spanish spoken].

1 [Applause, cheering]
2 FEMALE VOICE: [0:37:25] [Spanish spoken].
3 [Applause, cheering]
4 FEMALE VOICE: [0:37:51] [Spanish spoken].
5 [Applause, cheering]
6 [Crosstalk]
7 MS. RODRIGUEZ: Ms. Rodriguez.
8 [Background noise]
9 MS. RODRIGUEZ: [0:38:26] [Spanish spoken]
10 we want those people who have many of our
11 community members - - excited, which fine. They
12 need to know what she said because she - - many
13 of you support what she's saying.
14 [Crosstalk]
15 [Applause, cheering]
16 FEMALE VOICE: She's saying that - -
17 [Crosstalk]
18 FEMALE VOICE: - - that do not speak English
19 and don't understand - -
20 [Crosstalk]
21 FEMALE VOICE: - - translate from English to
22 Spanish - -
23 [Crosstalk]
24 [Applause, cheering]
25 MS. RODRIGUEZ: We have simultaneous

1 translations, those who wanted to have
2 translation from Spanish - - equipment. She's
3 translating at the same time that things have
4 been happening in English. Many of the audience
5 understand both languages. That's why they're
6 not getting a translation, okay? All right.

7 FEMALE VOICE: - -

8 MS. RODRIGUEZ: And if there is someone who
9 needs that translation, we're very happy to have
10 the - - we have the translators here.

11 Now senora - - for the public record for
12 public record.

13 [Background noise]

14 MS. RODRIGUEZ: [0:40:06] [Spanish spoken].

15 [Applause, cheering]

16 [Crosstalk]

17 [Background noise]

18 MS. RODRIGUEZ: When people came in, they
19 were asked if they wanted translations, so
20 that's how we know who gets translations.

21 [Background noise]

22 [Crosstalk]

23 MS. RODRIGUEZ: At the front desk they were
24 supposed to be asked if they wanted a
25 translation. They were asked if they wanted

1 translation. This allows us not to go back
2 and forth in English and Spanish, so that's
3 being done at the same time. Sorry to hold you
4 up. Okay.

5 [Background noise]

6 [Crosstalk]

7 MS. RODRIGUEZ: [0:41:28] [Spanish spoken].

8 [Background noise]

9 MS. RODRIGUEZ: [0:41:54] [Spanish spoken].

10 [Background noise]

11 [Crosstalk]

12 [Background noise]

13 MS. RODRIGUEZ: Ms. Martha Rodriguez.

14 MS. MARTHA RODRIGUEZ: [0:43:24] [Spanish
15 spoken].

16 [Applause, cheering]

17 MS. RODRIGUEZ: [0:43:46] [Spanish spoken]

18 no matter what - - okay, they say in - - 2019
19 and 2020, okay, we - - because - -

20 [Applause, cheering]

21 MS. RODRIGUEZ: And let me tell you
22 something. This community need - - school - -
23 talking about that she coming from - - with her
24 three children for - - school, okay - - school
25 and - - because - - like this - - English - -

1 this is not their language, okay, and this is
2 the - - bilingual school - - in one building - -
3 for many year, okay, and - - from them for this
4 building - - children are coming and they coming
5 - - school we are so happy, very nice. Also - -
6 okay - - but you know what? This building - -
7 this building don't have a - - every floor. For
8 that reason, the - - [0:46:25] [Spanish spoken]-
9 -

10 [Crosstalk]

11 MS. RODRIGUEZ: - - okay - - boy or girl,
12 it's okay. It's little children. But - -
13 children - - we need them. We need - -

14 [Applause, cheering]

15 MS. RODRIGUEZ: Okay, okay - - okay - - this
16 meeting today, okay - - okay because - - okay.
17 Thank you.

18 [Applause, cheering]

19 MS. RODRIGUEZ: Vanessa Bell, please. I'm
20 calling up number 15--

21 [Crosstalk]

22 MS. RODRIGUEZ: Ms. Alexandra - - and Noami
23 [phonetic] Fortie.

24 ALEXANDRA: Yes, I just want to say that I
25 don't give a crap about the numbers that the

1 Board, you know, the Board of Education, okay?
2 What the problem exists, this school is already
3 crowded. What it is is that I see that two
4 teachers have to--no, one teacher has to teach
5 two grades in one classroom. And, you know,
6 that's, you know, that's unfair. And also I see
7 that there's a lot of programs that's being
8 taken out of this school. And I'm saying that
9 okay, we don't need another school. This school
10 is already crowded.

11 [Applause, cheering]

12 MS. RODRIGUEZ: Go ahead, Mr. Goldberg.

13 MR. STEVEN GOLDBERG: Good evening,
14 everybody. My name is Steven Goldberg. I am
15 the District 12 United Federation of Teachers
16 representative. I want to say this. This is a
17 usual practice for the Department of Education.
18 They have taken space away from public schools
19 when we are at an all-time high of over class
20 sizes, not only in this district, but across the
21 city. We have no choice but to stop our
22 enrollments in schools. We can't grow our
23 public schools because they're taking schools'
24 space away for the charter schools, usual
25 practice. Another usual practice is the Panel

1 for Educational Policy in Brooklyn, yes, they
2 make it difficult for parents to get to. They
3 make it--when you go there, it's already
4 predetermined what the outcome is going to be
5 because the mayor has selected the majority of
6 the people on the panel, on that panel. So it's
7 already predetermined what the outcome is going
8 to be.

9 This was a nice idea, bringing the
10 Children's Aid Society, which I think is an
11 amazing organization. It's a great community-
12 based organization. But when you change
13 proposals to make it that those schools are
14 going to end up staying indefinitely, we have no
15 options to grow our wonderful public schools.
16 It is the Department of Education's and Mayor
17 Bloomberg's mission to do this. All I must say
18 right now is make sure that you use and exercise
19 your right to vote. We have elections coming up
20 for a new mayor. Bill de Blasio has already
21 spoken about charging charter schools for the
22 space, as well as doing away with all of these
23 proposals that Bloomberg is trying to fit in
24 before he leaves office. So hopefully there
25 will be hope of change when Bill de Blasio is

1 the next mayor. Thank you.

2 [Applause, cheering]

3 MS. RODRIGUEZ: Thank you. Laura Cowley?

4 MS. LAURA COWLEY: Good evening,
5 Superintendent Rodriguez and members of the CEC
6 12 and District 12 community members. My name
7 is Laura Cowley and I'm a kindergarten teacher
8 at Children's Aid College Prep Charter School.
9 As a staff from the Children's Aid College Prep
10 Charter School, we are willing to work together
11 and form positive relationships to push all of
12 our children from this community forward. Let's
13 create a strong relationship and establish
14 consistency now so you do not have to begin
15 again with a new school that will move in if we
16 are not granted permanent co-location. The new
17 school may not have the connection that we all
18 have with Children's Aid Society that is willing
19 to work with all of the schools. The effort we
20 have put in during the past two years can only
21 improve this campus. Teachers at both schools
22 are serving the same families. Let's use our
23 resources together to improve the same
24 community. We are all here for the same
25 purpose, to improve education in this school, to

1 beat the statistics of - - per year
2 graduating, so why not fight this battle
3 together? Thank you.

4 [Applause]

5 MS. RODRIGUEZ: Mr. Zarian Davis.

6 MR. ZARIAN DAVIS: Good evening, everyone,
7 Superintendent Rodriguez, members of the CEC 12,
8 District 12 community members. My name is
9 Zarian Davis and I am a parent of Imani Davis.
10 She is in first grade of Children's Aid College
11 Prep Charter School. I am here at this event to
12 speak in support of the Department of Education
13 proposed co-location of the Children's Aid
14 College Prep Charter School here at X193 campus.
15 Since my daughter has attended this school,
16 Children's Aid College Prep Charter School, her
17 academic has improved tremendously. Last year,
18 I am proud to say that she scored in the 99
19 percentile in the ITBS [phonetic] exam. The
20 teachers communicate with the parents to let us
21 know how our child is doing and what they can do
22 to improve on their learning. Workshop is also
23 set up for parents, teachers, and student to
24 come together and socialize with each other.
25 Thank you.

1 [Applause]

2 MS. RODRIGUEZ: Ms. Joanna Asoria.

3 MS. JOANNA ASORIA: Good evening,
4 Superintendent Rodriguez, members of CEC 12, and
5 District 12 community members. My name is
6 Joanna Asoria and I am a Children's Aid College
7 Prep Charter School school teacher. I am here
8 this evening to speak in support of the
9 Department of Education's proposed co-location
10 of the Children's Aid College Prep Charter
11 School here at X193 campus. I have the
12 opportunity to work as a teacher in the Summer
13 Quest program. It was a positive experience
14 because as a public servant, I was able to serve
15 scholars from Children's Aid College Prep and CS
16 211. In addition, by working together, positive
17 relationships and best instructional practices
18 were formed between teachers and administrators
19 from both schools. My presence in the second
20 floor has opened doors for communication between
21 students, teachers, and parents. Thank you for
22 the opportunity to speak with you tonight.
23 Thank you.

24 [Applause]

25 MS. RODRIGUEZ: Ms. Delores Coleman.

1 MS. DELORES COLEMAN: Good evening,
2 Superintendent Rodriguez, members of CEC 12, and
3 District 12 community members. My name is
4 Delores Coleman and I am the parent of two
5 students at Children's Aid College Prep Charter
6 School and also serve as a member of the school
7 Board of Trustees. I am here this evening to
8 speak in support of the Department of Education
9 proposed co-location of the Children's Aid
10 College Prep Charter School here at X193 campus.
11 The Children's Aid College Prep Charter School
12 is a full-service community school and will
13 eventually serve K through eight students. The
14 long-term vision of the Children's Aid College
15 Prep school is to ensure that all children have
16 the opportunity to achieve the promise of
17 America. We believe that college graduation
18 will provide our students the best opportunities
19 to live the life of their dream.

20 FEMALE VOICE: We do, too.

21 MS. COLEMAN: Now it is--now in this second
22 year, the school goals remain to effectively
23 remove as many of the barriers to learning as
24 possible for all students by providing both our
25 high-quality academic program and the social

1 services and support families - - in order to
2 remain together, stable, and focused on school
3 success. Children's Aid College Prep is
4 committed to serve the needs of all children.
5 We are so serious about this that we give
6 preference in our lottery to District 12
7 students, English and language learnings,
8 students who are currently or have been involved
9 in the child welfare system, first grade who did
10 not attend a full-time kindergarten, students
11 from single parent's households, and students
12 from the families who living below the self-
13 proficiency standards. I am a proud parent and
14 trustee of the school, which is helping students
15 with the support from their parents to reach
16 their dreams. Thank you.

17 [Applause]

18 MS. RODRIGUEZ: Ms. Alexandra - -

19 ALEXANDRA: Good evening. Good evening,
20 Superintendent Rodriguez, members of CEC 12, and
21 District 12 community members. My name is
22 Alexandra - - who is in the first grade. I'm
23 here this evening to speak in support of
24 Children's Aid College Prep Charter School. I
25 am very thankful that my daughter Selena is

1 attending Children Aid charter college. By
2 her academical [phonetic] and behavior
3 performance, I am very impressed - - Children's
4 Aid College Prep to extend our vision.

5 [Applause]

6 [Crosstalk]

7 FEMALE VOICE: Ladies and gentlemen - -
8 broken English and in Spanish. If the - - if
9 the charter school is serving our community,
10 then why are our kids being bused? Why isn't it
11 our kids in our community, number one. Number
12 two, talk about my day, my day, I have to look
13 and see when my kids can use the bathroom.

14 [Applause, cheering]

15 FEMALE VOICE: My kid, sometimes I have to
16 take the parents' bathroom, block it off, don't
17 let no parents come in, and have my children,
18 girls first and then boys, because the facility
19 in this school does not support--that's the
20 problem. It doesn't support the bathrooms. My
21 kids are eating an hour later than they used to
22 and they're starving by the time they go to
23 lunch here.

24 [Applause, cheering]

25 FEMALE VOICE: - - children - - is there, or

1 the charter school, sorry, is there an hour--
2 the hour that our kids used to eat. I think it
3 is--it's not that any other schools are sharing.
4 It's that the capacity beyond the classrooms has
5 been stretched to the point where the kids can
6 not go to the bathroom, eat when they're
7 supposed to. That is the big problem.

8 [0:58:36] Spanish spoken.

9 [Applause]

10 FEMALE VOICE: [0:58:44] [Spanish spoken].

11 And by the way, I'm a kindergarten teacher and
12 98% of my kids were above level - -

13 [Applause, cheering]

14 MS. RODRIGUEZ: The School Leadership Team
15 wishes to speak.

16 FEMALE VOICE: Can I ask--will we be able to
17 ask y'all questions?

18 MS. RODRIGUEZ: No, no, we're--

19 [Crosstalk]

20 MS. RODRIGUEZ: --still have more speakers -
21 - they can get a chance.

22 [Crosstalk]

23 [Background noise]

24 FEMALE VOICE: Well, can I ask questions?

25 [Crosstalk]

1 MS. RODRIGUEZ: --all of the comments.
2 Everyone has to say what they needed to say.

3 Ms. Lenard, the principal - -

4 [Applause]

5 MS. LENARD: Good evening. So I want to be
6 able to respond and answer all of the questions
7 that have come up thus far. I spent a lot of
8 the--I had prepared a speech, but one of the
9 reasons that I recognize today has happened is
10 because we never launched our entry into the
11 school the way that it was supposed to happen.

12 FEMALE VOICE: Thank you.

13 MS. LENARD: And that is--that was a
14 problem. So I will say that I started to work
15 in the Bronx in 1993. I am from East Harlem.
16 When I go back to my mother's building, I always
17 represent her and I am around Hispanics and
18 blacks all my life. I dedicated myself to be
19 able to work with children of color since 1993.
20 I started working in - - down the block in
21 beacon program - - beacon programs any more, but
22 I've always worked here. The second thing,
23 right now we are under--we have interviewed.
24 I'm going to the new building location because
25 I--that is public information and it's something

1 that is worthy of being expressed. The new
2 building has--the site for the new building is
3 1232 Southern Boulevard. It is closer to the
4 Freeman train station. Four architect firm
5 groups have already been interviewed to be able
6 to, you know, they bid, architects bid for
7 development and design of the new property. The
8 building is not scheduled to be built until
9 three years from now because we've had to be
10 just like all New York State property, you have
11 to be able to have the site surveyed and right
12 now we're having a GO environmental survey to be
13 able to test the ground. So I am an employee of
14 the school. I am not an architect. I am not a
15 superintendent. I have worked for DoE for eight
16 years. I worked for the archdiocese for three
17 years. And for the rest of the other 15 years
18 I've been working for public schools.

19 FEMALE VOICE: We don't need your resume - -
20 [Crosstalk]

21 MS. LENARD: Okay. So I felt it was
22 important because my work here in the school has
23 been with Principal Lopez and Principal Soto for
24 so many years. And the work here is for the
25 children in the community.

1 [Applause]

2 MS. LENARD: The next point is the charter
3 of the school. When I accepted the job just
4 like anyone else accepts a job, the charter for
5 the school was written so that there are 24
6 students in every class. That

7 MS. RODRIGUEZ: That charter was written in
8 2009. I did not write the charter. That is
9 public access. So the school was already
10 predesigned to be able to have a set curriculum
11 and a set amount of teachers and children in the
12 classroom. The co-location was not a part of my
13 decision. The permanent location in this
14 building was not a part of Principal Lopez,
15 Principal Soto, or my decision. We all received
16 the same email. We all received the same email
17 that we would have permanent location here. It
18 was not our decision. It was not my decision to
19 have five to eight--fifth to eighth grade here
20 at this building. It was decided from the
21 powers that be above us.

22 FEMALE VOICE: Well, who's that?

23 MS. LENARD: Superintendents, building--
24 district building leaders.

25 [Crosstalk]

1 MS. LENARD: I agree. I, too, I taught, I
2 had--I understand what you mean, ma'am.

3 FEMALE VOICE: - -

4 MS. LENARD: I have--listen. I agree. So
5 I'm trying to explain. I, too, know what it's
6 like. I've taught 42 kids. I worked in
7 District 7 right down the block from Lincoln
8 Hospital, so I know what it's like to have a
9 large group.

10 [Crosstalk]

11 MS. RODRIGUEZ: Ms. Lenard - -

12 [Crosstalk]

13 MS. LENARD: So what I understand is that
14 this hearing is about the co-location for the
15 school. It is not about the grievances that the
16 other teachers have for their school. So I am
17 in support of the co-location for fifth through
18 eighth grade here at this building campus.

19 [Applause, cheering]

20 MS. RODRIGUEZ: Our next speakers, please,
21 Ms. Lirica [phonetic] Presamay, Casey Vier,
22 Marisol Nueves Brown, Taneek Foster, Dreema
23 Brown, Ethan Leonard, Joel Rodriguez, Melissa
24 Dias. If you would come in that order, Ms.
25 Lirica, you're seventh--you're the first.

1 FEMALE VOICE: Yes - -

2 MS. LIRICA PRESAMAY: Good evening,
3 Superintendent Rodriguez, members of CEC 12, and
4 District 12 community members. My name is
5 Lirica Presamay and I am the second grade life
6 coach for Children's Aid Society. I am here
7 this evening to speak in support of the
8 Department of Education's proposed co-location
9 of the Children's Aid College Prep Charter
10 School here at X193 campus. As an employee of
11 Children's Aid Society, I work with Children's
12 Aid College Prep to teach children how to manage
13 their emotions, stop and stay cool, and resolve
14 conflicts. I witness Children's Aid College
15 Prep scholars use the strategies I teach them in
16 the classroom on the playground and on field
17 trips. Parents report that their children help
18 their siblings manage emotions at home, at the
19 dinner table and other situations. I have been
20 successful in teaching children how to focus and
21 how to listen in order to prepare them for not
22 only college, but for their personal lives and
23 careers. I work with scholars at Children's Aid
24 College Prep individually and with their
25 families to manage challenges they experience at

1 home and throughout their lives. Through my
2 life coach position at Children's Aid Society, I
3 build socioemotional growth throughout the whole
4 families. Thank you for the opportunity to
5 speak with you tonight.

6 [Applause]

7 MS. RODRIGUEZ: I would like to remind the
8 audience that this is a public forum and I
9 believe everyone wants to be heard. You don't
10 have to agree and you don't have to applaud, but
11 let people speak, okay? All right, I want to
12 hear everything. Casey Vier. All of the
13 students may have to go home and that's fine,
14 but be sure you go home with a parent. Okay,
15 thank you. Casey Vier.

16 [Background noise]

17 MS. CASEY VIER: Good evening,
18 Superintendent Rodriguez, members of CEC 12, and
19 District 12 community members. My name is Casey
20 Vier and I am Academic Dean at the Children's
21 Aid College Prep. I am here this evening to
22 speak in support of the Department of
23 Education's proposed co-location of the
24 Children's Aid College Prep Charter School here
25 at X193 campus. As a former special education

1 teacher, I have worked in this neighborhood
2 for seven years and have been successful in
3 moving all children to accomplish and exceed
4 their goals regardless of needs, abilities, or
5 outside logistics. I came to the Children's Aid
6 College Prep Charter School to continue this
7 critical work for such limitless children and
8 deserving families in a community with so much
9 potential. The co-location of schools is
10 exciting to me. This is another opportunity for
11 adults to come together and share best practices
12 and resources, once again proving that
13 collaboration and a child-centered environment
14 are the keys to closing the achievement gap, our
15 ultimate goal. As a team for this community, we
16 must work to improve the outcomes of the
17 children in this ZIP code despite logistics that
18 are beyond our control.

19 [Applause]

20 MS. RODRIGUEZ: Marisol Nueves Brown.

21 MS. MARISOL NUEVES BROWN: Good evening,
22 Superintendent Rodriguez. Good evening,
23 Superintendent Rodriguez, members of CEC 12, and
24 District 12 community members. My name is
25 Marisol Nueves Brown and I am the proud parent

1 of Troy Brown, who is in the first grade at
2 the Children's Aid College Prep Charter School.
3 I am here this evening to speak in support of
4 the Department of Education's proposed co-
5 location of the Children's Aid College Prep
6 Charter School here at the X193 campus. The
7 teachers at the Children's Aid College Prep
8 Charter School assessed my child and noticed he
9 was not articulating his words properly. The
10 special education coordinator arranged for my
11 child to be evaluated by the Committee on
12 Special Education. The evaluation provided
13 information on his speech needs, but also form
14 needs, that he was at a second grade level in
15 math. He is currently receiving speech therapy
16 at the school. His articulation has improved.
17 He is attending the - - academy, where he and
18 other students receive enrichment services to
19 improve their overall academic levels. I am
20 thankful for the staff at Children's Aid College
21 Prep and thank you for the opportunity to speak
22 with you tonight. Have a good weekend.

23 [Applause]

24 MS. RODRIGUEZ: Taneek Foster.

25 MS. TANEK FOSTER: Good evening,

1 Superintendent Rodriguez, members of CEC 12,
2 and District 12 community members. My name is
3 Taneek Foster and I am the parent of Tishawn
4 [phonetic] Foster, who is in second grade and is
5 at the Children's Aid College - - I am here this
6 evening to speak in support of the Department of
7 Education's proposed co-location of the
8 Children's Aid College Prep Charter School here
9 at X193 campus. I would like to say that I feel
10 honored and fortunate that my son attends a
11 school that focuses on the child as a whole,
12 that have - - life coaches who spend individual
13 time with each child and try to come up with a
14 plan to not only help the child academically,
15 but also emotionally so that we can bring out
16 their full potential. I've always - - if a
17 child is having difficulties grasping any
18 academic concept, the teachers will regroup and
19 figure out a way to help this child as opposed
20 to just moving on to the next concept as a whole
21 class. I have personally seen a tremendous
22 academic growth in my son. I have always and
23 will always support the Children's Aid College
24 Prep. Thank you for the opportunity to speak
25 with you tonight.

1 [Applause]

2 MS. RODRIGUEZ: Thank you. Ms. Dreema
3 Brown.

4 MS. DREEMA BROWN: Good evening, panelists.
5 Good evening, X193 campus community. My name is
6 Dreema Brown. I'm the VP of School-Age Programs
7 at Children's Aid Society. While it was great
8 to see so many young people here tonight,
9 especially with the signs about fighting for
10 their school, I just want to say on behalf of
11 the Children's Aid Society, you have no fight
12 with us. Children's Aid College Prep Charter
13 School, 211 programs here, our wonderful work
14 with Principal Lopez and her team as we continue
15 to support all of the children on the campus is
16 why we're here. And although it is popular to
17 create this fight in the communities we work in,
18 the only fight that we have as Children's Aid
19 Society is to ensure that all of the 1,400
20 children on this campus have what they need to
21 thrive. It is not in our best interest to take
22 anything from anyone.

23 [Applause]

24 MS. BROWN: And we wouldn't support this
25 proposal ourselves as an agency if it did that.

1 So please understand that for us, our presence
2 here is about support and being a helping aid.
3 And so we want to just extend that, that word to
4 you all tonight as we're here. I just want to
5 say a couple of final things about this. We
6 have been in this community for 15 years,
7 focused here in this district, supporting
8 children and families, not just on this campus,
9 but in several other campuses here in the Bronx.
10 Our vision in collaboration with these
11 principals is to create the kind of robust
12 campus that we have in Washington Heights and
13 have had for 20 years where there are the full
14 range of services that you've begun to build
15 here in support of all of the children on the
16 campus. It is popular to believe that schools
17 have to fight each other so that everybody can
18 get what they need for their students. We don't
19 believe that. And we're not here supporting
20 anything tonight that does that. I had a
21 prepared speech, too, but I'm just telling you I
22 don't come here to take anything from anyone.
23 We don't either.

24 FEMALE VOICE: - -

25 MS. BROWN: We are here to support all of

1 the children. Those children who were here
2 tonight, many of them did their homework tonight
3 with us in support of - -

4 [Applause]

5 [Crosstalk]

6 MS. BROWN: That's why we are here. That's
7 why we are here. And thank you for your time
8 and attention. I speak on behalf of support of
9 this proposal for co-location of Children's Aid
10 College Prep Charter School.

11 [Applause]

12 [Crosstalk]

13 FEMALE VOICE: - -

14 FEMALE VOICE: - -

15 [Background noise]

16 FEMALE VOICE: Oh, I'm sorry - -

17 FEMALE VOICE: Okay - -

18 [Background noise]

19 MS. RODRIGUEZ: Okay, Mr. Joel Rodriguez.

20 MR. JOEL RODRIGUEZ: Yes, Ms. Rodriguez, and
21 thank you for the Department of Education.
22 Yeah, thank you, Ms. Rodriguez, from the
23 Department of Education - - this meeting - - I'm
24 a parent. My kids are from CS 211. I'm not
25 here - - and all of that - - very unprofessional

1 in my case. I'm here to point out that every
2 time we get - - new school or co-locate I should
3 call it - - and one thing that I do notice is
4 every time there's added more classrooms to one
5 particular classroom--I mean more students in
6 one classroom and then on the new school,
7 there's less - - there's 24 in one classroom of
8 the new schools and there's like 30-something
9 kids in CS 211. Why the differentiation? Now
10 here's the thing - - have a question for you.
11 How many special needs students do you have
12 registered for this new charter school that you
13 guys are going to bring in? Because I noticed
14 they're going to put it in anyway - - please let
15 me finish. And the second question that I have
16 for this new charter--for the charter school,
17 now many students per class who are in the room,
18 are in this classroom, that are special needs
19 students? We are not paying attention to this.
20 And then also having a teacher or should I say
21 two grades at the same time, one fourth, one
22 fifth, at the same time, does not help a
23 student, does not help the school, does not help
24 the community. The point is that the charter
25 schools are being added with our consent to a

1 certain point. The mayor is doing this from
2 high schools. They're doing it to the small
3 schools. And they may damage CS 211 and other
4 good schools that are here. Let's say, for
5 example, the adding of this new school, where
6 are the new resources going into? They don't
7 have smart boards. They have some 20- to 30-
8 year-old TVs. I'm exaggerating, by the way.
9 But the point is this--that's the whole point.
10 That's where my daughter has gotten sick because
11 she can not go to the bathroom because she got
12 an infection--I'm not going to go into details--
13 because there is not enough allocated room for
14 these kids, not just my daughter, but my son,
15 enough for CS 211 and the other schools. There
16 is a balance that has to be met. And right now,
17 I know the truth. The mayor is tearing the
18 Department of Education, weighting the teachers
19 down, and kicking us parents out. Why? Because
20 we don't have access to that. I have a hard
21 time coming here. And I--it break my heart that
22 I see a lot of cooperation, but at the same time
23 adding another school to this location will not
24 benefit academically nor the population. Sure,
25 it sounds great on paper, but the truth is it's

1 not going to help. It's going to bring down
2 grades because we're going to have special--I
3 mean, special needs students added more to the
4 other old schools and then we get the result
5 that they - - to the point.

6 [Applause]

7 FEMALE VOICE: - - and a volunteer from CS
8 211 and I oppose the proposal because I
9 volunteered when I first - - these kids - - they
10 have been taken out physically from the
11 bathrooms when it's not their time. No one here
12 has a time schedule to use the bathroom I'm
13 pretty sure. Are you? Because I don't when I
14 want to go. So these kids are - - in the end
15 because they have nowhere to go. They're
16 getting thrown out of everywhere. Our lunchroom
17 was taken away. Our time for the lunch was
18 taken away from us. The gym, sometime when it's
19 our teachers' turn, the charter school is in
20 there and we can't go in. The onsite, too.
21 This is unfair and the kids are not going to
22 learn this way. Little by little, these charter
23 schools, they phase us out, okay. We all see it
24 in the media, in the news, what happens in the
25 end. The charter schools stay with the school

1 and the public school stays, the school gets
2 thrown out. That's it.

3 [Applause]

4 MS. RODRIGUEZ: The following parents or
5 community leaders Vilma Vargas, Miguel Val
6 Buena, Brenda--sorry, but I can't read it - -
7 Brenda? Any Brenda in the house? Daisy
8 Jimenez, Brenda Asoria Ramos, okay. Carmen
9 Peres, Robin Fleischman [phonetic]. Vilma
10 Vargas first, Val Buena, Brenda, Daisy, Brenda
11 Ramos, Carmen Perez, Robin Fleishman. Ms. Vilma
12 Vargas, thank you.

13 MS. VILMA VARGAS: Thank you. Good evening,
14 Superintendent Rodriguez, members of CEC 12, and
15 District 12 community members. My name is Vilma
16 Vargas and I am the Operations Manager at
17 Children's Aid College Prep Charter School. I
18 am here this evening to speak in support of the
19 Department of Education proposed location of the
20 Children's Aid College Prep Charter School here
21 at the X193 campus. The vision of Children's
22 Aid College Prep Charter School is to ensure
23 that all children have the opportunity to
24 achieve the American dream. We are here to
25 provide the excellent education to underserved

1 children in the Bronx so that they can go on
2 to college and graduate. Children's Aid College
3 Prep is a public school just like the other
4 schools located here at 9292 Prospect Avenue.
5 The community has the misconception that
6 Children's Aid College Prep are here to take
7 away their school. No, we are here to add to
8 the community, to give parents other educational
9 options. Parents have the right to choose the
10 best education for their child. We did not ask
11 for permanent space. It was offered to us. And
12 I believe that many people are misinformed about
13 charter schools and our purpose. Some of you
14 may not know this, but charter schools will get
15 less money than DoE schools. We have to have
16 fundraisers. We have to have donations from
17 private organizations. We actually have to bend
18 ourself backwards to get money just for our kids
19 - - education just like your kids. But you
20 still get - - money from DoE.

21 FEMALE VOICE: No, we don't.

22 MS. VARGAS: Yes, you do.

23 [Crosstalk]

24 MS. VARGAS: And lastly--

25 FEMALE VOICE: [Interposing] - - the

1 classroom.

2 MS. VARGAS: --I want you all to know that
3 the mission of our school is to make sure that
4 our kids get the best education and that they
5 graduate and go to college.

6 [Crosstalk]

7 MS. VARGAS: That's why--I'm here to serve
8 them. I'm not here to serve everybody else.

9 [Applause]

10 [Crosstalk]

11 MS. RODRIGUEZ: Miguel Val Buena.

12 MR. MIGUEL VAL BUENA: Good evening,
13 Superintendent. Good evening, parents.

14 [1:21:10] [Spanish spoken].

15 [Applause]

16 [Crosstalk]

17 MS. RODRIGUEZ: - - interpretation - - we
18 will translate.

19 MR. VAL BUENA: The reason I spoke English
20 because I want the community - - my name is
21 Miguel Val Buena. I am the Interim Campus
22 Director for Children's Aid Society. I have
23 been a product of School District 12. I know
24 Ms. Myrna Rodriguez. And I'm saying to the
25 parents that we are here to work in

1 collaboration as a campus. When I - - we are
2 fighting the wrong struggle. The struggle is
3 how do we fight as a community to be able to say
4 that our children need the best, that we don't
5 need to - - because we're killing each other
6 off. What's happening is that we need to voice
7 the concern. The concern is that Children's Aid
8 Society has come to 211 campus to work with the
9 three principals, to unite the - - and to say we
10 need to protect the integrity of the families
11 and the children of this community. We will not
12 accept less. I came back to this district to
13 ensure that Children's Aid Society works well
14 with the principals. I want to show you that
15 the value here is to advocate for less classroom
16 spaces, to combine, to co-locate, to work as one
17 community. And that's the agenda that we have
18 as Children's Aid. We have a Head Start program
19 in this campus - - we have early childhood
20 programming. We have a middle school program
21 that's wonderful that serves 211. We are
22 working with Children's Aid - - to offer the
23 same service that has been given to 211. My
24 role and my mission here is to ensure that I
25 hear you, that I support you all so that we can

1 work together and align the services with the
2 three principals of this campus. Thank you and
3 have a good night.

4 [Applause]

5 [Crosstalk]

6 MS. RODRIGUEZ: Is there another Brenda here

7 - -

8 [Crosstalk]

9 MS. RODRIGUEZ: Okay, do don't want to skip
10 anyone. All right, the next person is, okay,
11 Brenda Ramos.

12 FEMALE VOICE: No--

13 [Crosstalk]

14 MS. RODRIGUEZ: I'm sorry, Daisy Jimenez.

15 MS. DAISY JIMENEZ: Hi. I'm Daisy Jimenez.

16 I'm a parent of--hello? Hi. I'm a parent of -

17 - hi. I'm a parent of CS 211. My daughter

18 attends fifth grade - - and I have a lot of--oh,

19 sorry. I have a lot of concerns - - sorry.

20 Because the proposal says permanently after you

21 move. First after two years, well, it said

22 temporary - - that before. That bothers me

23 because we don't have enough space. We have too

24 many children in one classroom. How is my

25 daughter going to succeed? I want her to

1 succeed. Understand everybody want their
2 child to, but honestly we can't if we have too
3 many children in one class with one teacher.
4 And I would like to know the percentage - - of
5 the charter school because we have a great
6 percentage. And they need help. They need
7 services. As you can see, they were not
8 accommodated for all, a lot of the complaining.
9 I'm really emotional about this because I grew
10 up with this school. I came to this school.
11 And you can't take it away. I'm sorry.

12 [Applause, cheering]

13 MS. JIMENEZ: - - school. A lot of people
14 came here from generations and I will not allow
15 you to do this.

16 [Crosstalk]

17 MS. JIMENEZ: - -

18 [Crosstalk]

19 MS. JIMENEZ: - - where it does say
20 permanent because I don't know--

21 [Crosstalk]

22 MS. JIMENEZ: Okay. And we're--and I know
23 I'm upset. I know plenty of the parents are
24 upset because when the proposal came out, we was
25 like okay, we will let you. Now they want to

1 take and we're not willing to give up what we
2 have for our students, what we can expand, what
3 we can grow like they want to grow. What is the
4 difference from public school to charger school
5 that we can't do the same, why we can't be
6 great?

7 [Crosstalk]

8 [Applause]

9 MS. RODRIGUEZ: Thank you.

10 [Applause, cheering]

11 [Crosstalk]

12 FEMALE VOICE: [1:27:35] [Spanish spoken].

13 FEMALE VOICE: We want everyone to hear you

14 - -

15 [Crosstalk]

16 FEMALE VOICE: Good evening, Superintendent,
17 Ms. Rodriguez and the panel. First I would like
18 to talk about the bathrooms.

19 Our children have to wait until the charter
20 school students go to the bathroom before we can
21 go into the bathroom. They have priority, so we
22 have to share the bathrooms.

23 And, of course, there's not enough
24 bathrooms, so a lot of the children are
25 urinating on themselves. And at the PTA

1 meetings, the parents are complaining about
2 this constant problem.

3 We didn't know about this new proposal until
4 now. All of a sudden there are changes.

5 The charter schools have 24 students for one
6 teacher and we have 33 students for one teacher.
7 Like where are we going to end up because of the
8 bridge classes? We have a lot of children in
9 the bridge classes. And the teachers have to
10 divide themselves to teach two different grades.

11 [Applause]

12 FEMALE VOICE: - - program, it's not fair.

13 MS. ROBIN PLUSHMAN: Good evening. Good
14 evening. My name is Robin Plushman [phonetic]
15 and I am the Deputy Director for the School-Age
16 Division for the Children's Age Society. And I
17 would like to re-give warm greetings to everyone
18 from our District 12 community. First I would
19 like to just speak briefly in reference to what
20 our plan was at Children's Aid. When we first
21 set out in 2012 and we were here in front of
22 you, we anticipated only temporary co-location.
23 But the Department of Education presented us
24 with a wonderful opportunity for permanent co-
25 location in the building. And you could imagine

1 how thrilled we were to be working here in a
2 community that we have already established some
3 really deep partnerships with. And so we
4 accepted that proposal. The unique thing about
5 this campus is that we have three powerful
6 principals on this campus. This affords the
7 very unique opportunity to work collectively as
8 one to serve all of the children and families in
9 this community and on this campus in particular.
10 Our plan going forward is to continue to provide
11 more services through our school-linked model
12 where our clinic is located right on Southern
13 Boulevard. We want to expand our mental health
14 services to all three of the schools and
15 families on this campus, provide vision
16 screening, provide more expanded educational
17 opportunities, and continue to service as many
18 children and families on this campus. I would
19 have to say as I leave you today that like I
20 said, we have three powerful principals on our
21 campus. Undoubtedly they're all working for the
22 good of all of our children on our campus, as
23 well as Children's Aid Society. So with that
24 said, our greatest strength and our power lies
25 in our capacity to think, organize, and work and

1 educate collectively. Thank you.

2 [Applause]

3 [Crosstalk]

4 MALE VOICE: - - 32.

5 MS. RODRIGUEZ: Thirty-one.

6 MALE VOICE: Thirty-two.

7 MS. RODRIGUEZ: Thirty-two is blank.

8 MALE VOICE: Okay, 33.

9 FEMALE VOICE: I'm 34.

10 FEMALE VOICE: - -

11 FEMALE VOICE: - - 34.

12 MS. RODRIGUEZ: Okay - - I just don't want
13 to leave anyone out. Is Marida Odorno
14 [phonetic] here? Okay, they may have left. And
15 you are?

16 FEMALE VOICE: I'm 42 - -

17 MALE VOICE: Thirty-four.

18 FEMALE VOICE: Thirty-four.

19 FEMALE VOICE: Thirty-four - -

20 [Crosstalk]

21 FEMALE VOICE: Good afternoon, Ms.

22 Rodriguez, principals, leaders, parents, and
23 students. And I am here tonight because I
24 believe in public education. I am a product of
25 public education. I am a teacher. I have a

1 master's degree. I came from a community like
2 this one in Puerto Rico. I studied between the
3 projects and I'm here. We didn't have charter
4 schools.

5 [1:33:32] [Spanish spoken]

6 [Applause]

7 FEMALE VOICE: The solution, the solution is
8 the parents and the teachers working together
9 and the parents will be doing their homework
10 with me. I didn't have teachers doing homework
11 with me. Parents have to be there. We have to
12 work together.

13 [1:33:57] [Spanish spoken]

14 I am here as a teacher - - teacher, and as a
15 parent. My kids - - and Magda right there, they
16 have school. They went to this school. They
17 graduated from CS 211. They are proud graduates
18 of 211. My daughter, she had wonderful
19 opportunities here. And public education,
20 people, I mean, we have--

21 [1:34:25] [Spanish spoken].

22 She was offered the opportunity to be in
23 gifted and talented. She was - - she went to -
24 -

25 [Applause]

1 FEMALE VOICE: --here in public school.

2 She work for a senator, this school. This is a
3 public school. We're proud of it.

4 [1:34:44] [Spanish spoken]

5 [Applause]

6 FEMALE VOICE: Okay, now certain things that
7 I have seen here in this document that I see
8 that they are red flags. And I had a wonderful
9 experience last year with Children's Aid
10 Society. Ms. Rosales is aware of it. I worked
11 the Children's Aid Society in my classroom. I
12 offered my classroom. It was a great
13 opportunity. I appreciate what you all are
14 doing for our students.

15 [1:35:12] [Spanish spoken]

16 But the red flag, you know what it is? When
17 they told me they want to be here permanently.
18 When you say that you have a building that
19 you're buying and it might be in three years, it
20 might be four, you know, that's the concern.

21 [1:35:35] [Spanish spoken]

22 My classroom was taken last year. I lost a
23 lot of - - in my classroom because I was told
24 the day before the school year was over that I
25 was leaving that classroom.

1 [1:35:52] [Spanish spoken]

2 We have to fight for 211 and we don't want
3 to phase out. So 211 is the - - school. It is
4 the community school and I love 211.

5 [Applause]

6 MS. RODRIGUEZ: Loraine Burch [phonetic].

7 MALE VOICE: I have 36 here.

8 MS. RODRIGUEZ: Thirty-six is--okay, is
9 Loraine Burch here? Okay, Bianca Coldsmith
10 [phonetic].

11 MS. BIANCA COLDSMITH: I would like to say
12 good evening to everyone and basically what the
13 reason of my purpose is here very important.
14 I've heard many important words, collaboration,
15 working together. Unfortunately I haven't seen
16 that.

17 FEMALE VOICE: Hello.

18 [Applause, cheering]

19 MS. COLDSMITH: I only have two minutes. I
20 only have two minutes. It's a pleasure meeting
21 you. I've never met you before. We've been
22 here for two years. My name is Ms. Bianca,
23 second grade teacher. It's a pleasure meeting
24 you teachers, okay. I don't even know you by
25 name. I've maybe seen this young lady. It's a

1 pleasure, okay? So right now, what I'm trying
2 to say, if we are here working, you are here as
3 visitors, then we should work as a team. Why I
4 say that? Because we are the role models for
5 our students and whatever we do will reflect on
6 our students. So if we are working in
7 segregation, then that's what we're teaching our
8 children. And I totally am opposed to that.
9 Now if it's going to go through, I'm fine with
10 it. However, we need to actually if we're going
11 to speak it, then we need to actually do it.
12 That's all I have to say. Thank you very much.

13 [Applause, cheering]

14 MS. RODRIGUEZ: The following speakers,
15 Michelle Walker, Ramona Perez, Juan Pena
16 [phonetic], Oscar A. Gale, Maria Hill - - Oscar
17 - - probably, Lachelle Walsh [phonetic], I'm not
18 too sure, sorry.

19 [Crosstalk]

20 FEMALE VOICE: Number 37.

21 MS. RODRIGUEZ: Ah, okay, good, we've got a
22 number. And Leonedes [phonetic] - - Michelle
23 Walker, are you here?

24 [Crosstalk]

25 MS. RODRIGUEZ: Is Ramona Perez here?

1 MALE VOICE: Ramona Perez?

2 MS. RODRIGUEZ: Is Juan Pena here? Oscar
3 Hill?

4 MALE VOICE: Yeah.

5 MS. RODRIGUEZ: Yeah - - okay. Maria Hill?

6 MS. MARIA HILL: Right here.

7 MS. RODRIGUEZ: Okay, you're Ms. Walker?

8 MS. LACHELLE WALKER: Yes.

9 MS. RODRIGUEZ: Thank you.

10 MS. WALKER: Good evening, everyone.

11 Spanish spoken.

12 MS. WALKER: My name is Lachelle [phonetic]
13 Walker. I'm the Program Director for the RSA
14 early childhood programs for Children's Aid
15 Society. I operate the early childhood program
16 within community CS 211 school. We have
17 families from 211, some from the charter school,
18 some from 318. We also are a feeder school for
19 other schools eventually. And I just wanted to
20 say as the program director the things that the
21 families have shared, we hear you. We could and
22 will do better in terms of working and being a
23 community. We did make attempts. The community
24 school director, Mr. Val Buena, myself, and Mr.
25 - - when he was present here in the building, we

1 had meetings in order to see how we could
2 serve the community school building and be
3 collaborative. We made attempts to have
4 breakfasts or lunches to have all of the
5 teachers at some point meet together. This is
6 something we will do better. We will plan
7 better. But our role as Children's Aid Society
8 is not to fight against anyone in the building.
9 We want to be partners, build relationships, and
10 to continue to support all of the families and
11 faculty within the building. We will be
12 excellent and wonderful neighbors. Thank you.

13 [Applause]

14 MS. RODRIGUEZ: - -

15 [Crosstalk]

16 MS. MOIRA MCINERNEY: That's okay. Moira
17 McInerney, M-O-I-R-A M-C-capital-I-N-E-R-N-E-Y,
18 a teacher here at CS 211. Thank you. Good
19 evening, everybody. List of things, which I'll
20 skip over if you don't mind, sorry. Hi. I
21 wrote a speech and then took a lot of notes.
22 And you know what? I have a number of problems,
23 not the least of which is when that woman that
24 just got up said that she would work
25 collaboratively, guess what? It's been two

1 years. The proof's in the pudding. Haven't
2 seen it, not working out, okay? Secondly, the
3 red flag of the permanent location, well, if
4 there's only 24 students in your class and there
5 aren't at the moment, okay, that means there's
6 40 or 50 in our class, okay? We share the
7 bathrooms. Right now the students only get them
8 every other period. We have--hold on. Hold on
9 one second, please. We share the gym. Right
10 now on a rainy day, we have three classes in the
11 gym, which is only a half of a basketball court.
12 How can they do the gym requirements? Right
13 now, we have so many people that can't get into
14 the lunchroom/breakfast room that there's a
15 breakfast being served upstairs. And the amount
16 of rodents that have increased are disgusting.

17 [Applause]

18 MS. MCINERNEY: We have students staying
19 after school for help, but yet we have been a C
20 school for two years while you charter schools
21 have been here helping them, quote/unquote.

22 [Applause, cheering]

23 MS. MCINERNEY: I am a little lost because I
24 didn't know my number order, but that's it.
25 thank you.

1 [Applause]

2 MS. RODRIGUEZ: Thank you.

3 [Applause]

4 MS. RODRIGUEZ: - - Juan Pena. I just want
5 to make sure I don't leave anyone. Oscar Gill?
6 Got it.

7 [Background noise]

8 MR. OSCAR GILL: Okay, good evening, Ms.
9 Rodriguez and good evening, panel. Good
10 evening, parents and the visiting teachers.

11 [Background noise]

12 FEMALE VOICE: Someone is speaking.

13 MALE VOICE: Someone is speaking. Listen.

14 [Crosstalk]

15 FEMALE VOICE: We have Mr. Gill speaking.
16 Sorry.

17 MR. HILL: Okay, what I want to say is that
18 things coming - - changes and unfortunately for
19 us teachers and educators, we'd have 12 years
20 with a really bad mayor who's been downgrading
21 schools and taking away a lot of the
22 extracurricular programs like music and arts. I
23 think once he's out, those programs might come
24 back. So where I see a problem with the space
25 is that if we wanted to create--forget the

1 classrooms for now, but if you wanted to
2 create an art room, we would have no room to
3 create an art room because that room is now a
4 classroom. Same thing with music--if music
5 comes back to the schools, where are we going to
6 put the music room because we won't have a room
7 for a music room. And obviously the other
8 problems, they go across all three schools,
9 which are the bathrooming. The bathroom is an
10 issue. So if there's going to be another school
11 here permanently, then like someone said, let's
12 work together to get--create, build more
13 bathrooms and so on. But the problem that I
14 have with the changes is that when the marriage
15 came together between the schools, it was only
16 going to be an elementary school. And now
17 everything has changed because it's going to be
18 a middle school. And one of the reasons we--I
19 actually was standing here at this microphone
20 two years ago and spoke for the charter school
21 to come in. And my reason for speaking for the
22 charter school was because we were afraid they
23 were going to send us a high school or another
24 middle school. But we welcomed the charter
25 school because it was an elementary school. And

1 we know that with little children, we're not
2 going to have any problems. In the past two
3 days in the news, two teachers were killed by
4 middle school students, one yesterday and today
5 on in Washington--I mean, two days ago in Nevada
6 and one in Washington today, middle school
7 students that with little kids we don't have to
8 worry about that. We don't have metal detectors
9 in our school because we have little children
10 here. But when you have more middle schools, I
11 think there's going to be more fights and more
12 violence and that's why I'm against - -

13 [Applause]

14 FEMALE VOICE: - -

15 FEMALE VOICE: Oh, Gill, I'm sorry. Maria
16 Gill.

17 MS. MARIA GILL: Good evening,
18 Superintendent Rodriguez, good evening,
19 everyone. I'm here on behalf of 318 PTA,
20 Parents Association. And I'm opposed to this
21 proposal. The reason why I am opposed is
22 because we have seen and it's noticeable to all
23 of our parents how that the charter school has
24 not only bring our kids out of school, out of
25 public schools. If the Department of Education

1 have offered the charter school the space, I'm
2 100% sure that they're going to offer the entire
3 space. That's a concern for me. I study in the
4 school back in 1990. My son, George Gill, comes
5 to the school. I want the Department of
6 Education to know that our children have the
7 same right, the same right that the charter
8 schools have to have a 24-student class. We are
9 now overcrowded. It is imperative for us and we
10 request as parents that it's taken seriously
11 that we need the public school system to adjust
12 their rules and regulations so that our students
13 stop suffering. We understand that we don't
14 have a fight against the charter school. We
15 understand that you have the right to teach your
16 students, but not here, not in the--in our
17 public schools. I know that when we asked that
18 our student be respected, they need to be
19 respected. Their space needs to be respected.
20 Their right as students needs to be respected.
21 I ask that everyone and anyone here that has
22 their children in this school participate as
23 parents because that's what's going to help each
24 and everyone enforce the Department of Education
25 rules and regulations and change it as well. So

1 I ask to the Department of Education that they
2 don't accept this proposal because it's going to
3 harm our community. It's going to harm our
4 student in the room. Thank you.

5 FEMALE VOICE: Yes.

6 [Applause]

7 MS. RODRIGUEZ: Michelle Walsh or Wash and
8 the last person, Leonedes Bonilla.

9 FEMALE VOICE: - -

10 [Crosstalk]

11 FEMALE VOICE: May I say something - -

12 MALE VOICE: Do you have a number, ma'am?

13 FEMALE VOICE: No.

14 MS. RODRIGUEZ: You had to sign up the first
15 15 minutes into the meeting. I did give
16 opportunities to everyone to come up. When you
17 came in, we asked for people to sign up.

18 [Crosstalk]

19 MS. RODRIGUEZ: Are you a student?

20 FEMALE VOICE: Yes.

21 [Crosstalk]

22 MS. RODRIGUEZ: Great. I would love to hear
23 you.

24 FEMALE VOICE: Yes.

25 [Applause, cheering]

1 [Background noise]

2 MS. RODRIGUEZ: And since this is a public
3 meeting with its rules and regulations, whether
4 we like them or not, the ruling is that everyone
5 should listen to you and you have two minutes to
6 speak your mind.

7 MS. PAMELA PERALTA: My name is Pamela
8 Peralta [phonetic] and I graduated from this
9 school last year.

10 FEMALE VOICE: Oh, wow, great - -

11 MS. PERALTA: I go to Democracy Prep Charter
12 High School.

13 [Crosstalk]

14 MS. PERALTA: And last year when I was in
15 this school, I had the opportunity to take two
16 Regents, the Integrated Algebra Regents and the
17 Earth Science Regents. And because of that, I
18 am now in the advanced class in the school.

19 [Applause]

20 MS. PERALTA: Our teacher and our students
21 worked very hard to gain those grades. And it's
22 not fair that you can take this--that you can
23 invade the school and take over. That's not
24 fair because those teachers worked very hard to
25 keep this school the way that it is.

1 [Applause]

2 [Crosstalk]

3 MS. PERALTA: - - that the charter school is
4 now trying to take over the whole building and I
5 don't think that's going to happen. Thank you.

6 [Applause, cheering]

7 [Background noise]

8 MS. RODRIGUEZ: I missed one person on the
9 list, Ms. Winifred Colton. And she will be the
10 last speaker because everyone was given the
11 opportunity to sign up and I would appreciate it
12 if everyone would--oh, did I miss you?

13 FEMALE VOICE: Look - - I need to go.

14 [Crosstalk]

15 [Background noise]

16 MS. RODRIGUEZ: Ms. Winifred Colton.

17 MS. WINIFRED COLTON: Okay, I'm a parent, a
18 grandparent, and I'm a stepmother and a foster
19 mother of nine, okay? This--I don't agree with
20 the fact that--I like the fact it's Children's
21 Aid Society. My take on it, you are only here
22 for three years. After three years, you're
23 supposed to have your own building. Now most
24 charter schools - - I've been a CEC member for
25 over years, every school that we ever went to, I

1 - - our--the Board of Ed. Sooner or later,
2 you're going to have to pay rent because it's
3 coming to the point where I'm going around from
4 school to school and I'm seeing overcrowded
5 schools, okay? Now we can not afford to have
6 our children put like I said in 35 kids classes
7 when a charter school got 15 and 16 kids. I
8 understand that y'all want to coexist. That's
9 fine with me. But you have to have your own
10 building to go to. You can't stay in our public
11 schools for four and five years. Anybody want
12 to disagree? Fine. But I have seen it all
13 over. IPON [phonetic] got their own building.
14 Other schools have gotten their own building.
15 I'm going to look around and see who is building
16 they own building so they can like move - - or
17 find they own schools. I'm very sorry. I love
18 charter schools. But you don't take care of my
19 community. My community consists of School 75.
20 Y'all don't take those kids, not a child in a
21 wheelchair or a child who wears a shunt in their
22 neck. This is what I'm dealing with.

23 [Applause]

24 MS. COLTON: And this is what is my
25 community, so - - you got to go.

1 [Applause]

2 MS. RODRIGUEZ: Thank you.

3 MS. COLTON: You're welcome.

4 MS. RODRIGUEZ: This is the end of this
5 joint hearing. I would appreciate all of the
6 comments. I have taken into consideration, I
7 have written the notes for all of the members
8 here. I thank you for thinking about all of the
9 different issues.

10 [1:52:41] Spanish spoken

11 The expectation is that the three principals
12 are in this audience. They were listening loud
13 and clearly. There are some issues that they
14 can and they will address so that the public
15 sees that we're trying to best to do what is
16 right by all of our children. Thank you,
17 everyone. Thank you to the panel. Thank you
18 for everyone for listening and being part - -

19 If you are interested in getting in contact,
20 if you could come up here, I could give you the
21 telephone number, which is (212) 374-5159. Come
22 up here and I'll give it to you. Or the email
23 address.

24 FEMALE VOICE: - - pay phone?

25 MS. RODRIGUEZ: The phone number, (212)--

1 it's on the paper we gave to all of the
2 parents, but here it is, (212)--

3 [1:53:52] Spanish spoken

4 --374-5159. But we'll give it to you so you
5 don't have to write it.

6 [Background noise]

7 MS. RODRIGUEZ: Have a good evening,
8 everyone. Get home safely.

9 [1:54:08] Spanish spoken

10 [END RECORDING]

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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.

Signature

A handwritten signature in cursive script, appearing to read "Laurie B. K.", is written over the printed word "Signature".

Date October 28, 2013

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