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**NEW YORK CITY DEPARTMENT OF  
EDUCATION - DIVISION OF  
PORTFOLIO PLANNING  
P.S. 140 Edward K. Ellington**

**February 22, 2013  
5:30 P.M.**

1 [START RECORDING]

2 DR. LAURA FEIJOO: If everyone can settle  
3 in, we will begin in a moment.

4 [Pause]

5 DR. FEIJOO: Good evening, ladies and  
6 gentlemen. My name is Laura Feijoo and I will  
7 be acting as a facilitator this evening for this  
8 joint public hearing. This is a joint public  
9 hearing of the Department of Education,  
10 Community Education Council and School  
11 Leadership Team to discuss the proposed phase  
12 out and replacement of P.S. 140, the Edward K.  
13 Ellington School.

14 Tonight's proceedings will be recorded and  
15 transcribed. Before we begin the hearing, we  
16 ask anyone who wishes to speak during the public  
17 comment portion of this evening's agenda to sign  
18 up at the back table where you came in. Sign-up  
19 will end at 6:15, so if you wish to speak this  
20 evening, please make sure you sign up at the  
21 back table in the lobby of the auditorium.

22 If you have a question that you want to be  
23 addressed during the question and answer portion  
24 of this evening's agenda, please take a card at  
25 the table where you came in and please write

1 your question down. The staff will collect  
2 your questions or you can submit it at the table  
3 and those questions will be answered during the  
4 question and answer portion of tonight's agenda.  
5 We will accept questions on the index cards  
6 until we begin the panel presentations and  
7 comments. So 6:15 is when the sign-up for  
8 speaking time in the public comment portion ends  
9 and until I present the panel and the panel  
10 begins to speak, we will take questions on index  
11 cards but that opportunity will end when the  
12 panel presentation begins.

13       Following the panel presentation we will  
14 begin public comment and only people who have  
15 signed up to speak at the table in the lobby  
16 will be able to participate in the public  
17 comment segment of this agenda. All panel  
18 participants are asked to be here no later than  
19 5:30 P.M. Now that we have started, I think  
20 everyone is there though, if additional panel  
21 participators join, we will them to speak at the  
22 time at which it's most opportune, we want to be  
23 respectful of everyone's time but we want to  
24 make sure that everybody has an opportunity to  
25 speak should they choose.

1           There may also be elected officials coming  
2 in during the course of this evening's  
3 presentations. If they wish to speak at the  
4 first opportune moment I will take a break just  
5 for them to come to the microphone and speak.  
6 We will make our best to accommodate everyone  
7 this evening and those that were asked to be  
8 here at the start of the public comment section  
9 will have an opportunity to speak first.

10           As you will see the full agenda is described  
11 on posters that were posted in the lobby of the  
12 auditorium. The format for tonight's joint  
13 public hearing will include a presentation of  
14 the proposal, presentation by hearing  
15 participants, followed by public comment.  
16 Speakers should have already signed up in the  
17 lobby and I can't stress that enough, if you  
18 even think you want to speak, please sign up in  
19 the lobby at this time.

20           Public comments will be no longer than two  
21 minutes each to be respectful of everybody's  
22 time and to have an opportunity to hear from  
23 everyone. This time will be strictly followed  
24 and speakers will be informed when their  
25 designated time has completed. There will be a

1 question and answer period as well. Members of  
2 the audience if you have a question please write  
3 your question on an index card that are supplied  
4 at the sign-in table this evening.

5 While public comments are being made the  
6 staff will take those questions and organize  
7 those questions into categories to get them  
8 ready for the question and answer period. Some  
9 questions will be asked directly and others will  
10 be categorized under headings to get--be  
11 respectful of everyone's time. Even though  
12 individual questions might not all be answered,  
13 some of them may be chunked together into  
14 categories; they will be posted individually on  
15 the DOE's website and addressed with a response  
16 on the website.

17 If at the end of the hearing you still have  
18 questions, we encourage you to direct them to us  
19 by calling the phone number at the bottom of  
20 your fact sheet or by sending an email to the  
21 email address also at the bottom of your fact  
22 sheet.

23 I would now like to introduce the panel  
24 which has been assembled for this evening's  
25 joint public hearing. To my far left, Shanie

1 Faure, School Leadership Team Member and I  
2 apologize if I pronounce anybody's name  
3 incorrectly. The second person is Dayniece  
4 Young, School Leadership Team member. The third  
5 person is Wydia Gavin, School Leadership Team.  
6 Karine Stephenson, School Leadership Team  
7 member. David Norment, Principal.

8 Sorry about that, my eyes are roaming ahead.  
9 I apologize. Mr. David Norment, Principal. Dr.  
10 Beverly Falkes Bryant, Superintendent and Dr.  
11 Dorita Gibson, Deputy Chancellor for - - SS.

12 The CEC for District 28 initially agreed to  
13 participate in tonight's joint public hearing  
14 however in a resolution submitted to the  
15 Department of Education on February 20th, 2013,  
16 and as communicated in email exchanges prior,  
17 the CEC withdrew their participation from  
18 tonight's hearing. We continue to welcome the  
19 CEC's feedback and participation tonight however  
20 no representative has identified him or herself  
21 as yet and so we will proceed with the hearing.  
22 So if at any time a CEC member joins us, wishes  
23 to be a part of the panel, or wishes to speak,  
24 again, we will accommodate them at the most  
25 opportune moment.

1           We are pleased to have the following people  
2 with us here this evening: Dmytro Fedkowskyj  
3 from the Panel for Educational Policy. Thank  
4 you. For CSA, I believe, Phyllis Foleon  
5 [phonetic] is here. And from the School--or  
6 from the District United Federation of Teachers,  
7 Angela Artis and School Representative Daniel  
8 Goldberg.

9           I will now turn the program over to Deputy  
10 Chancellor Dorita Gibson who will present the  
11 proposal.

12           DEPUTY CHANCELLOR DORITA GIBSON: Good  
13 evening everyone. Before I start I'd just like  
14 to acknowledge some of our DEVO [phonetic] staff  
15 that's here today. Our DEVO leader, Dan Hewiss  
16 [phonetic] in the front. Cluster Leader, Deputy  
17 Cluster Leader Eric Contrares [phonetic]. And I  
18 know the team, the support team, is here as  
19 well. I thank everyone for coming.

20           The D of A, - - , Sonya, where are you, is  
21 here today, the District Advocate is coming,  
22 thank you for coming to support us.

23           This is not an easy task. I have to start  
24 with that. It's very difficult to come and  
25 address a community and discuss the data and the

1 concerns that we at the Department have. So I  
2 say that so that you can understand that I will  
3 listen to you, to what you have to say to me,  
4 I'll try to address as many questions as I can  
5 but this takes a long decision to make. And it  
6 is very, very difficult and I thank everyone  
7 that's here and we welcome what you have to say.

8 So I'd like to say good evening and thanks  
9 for everyone for coming today. This joint  
10 public hearing was convened to discuss the  
11 proposed phase out and replacement of P.S. 140  
12 Edward K. Ellington. For the purpose of this  
13 hearing and I will refer to the school as P.S.  
14 140 as we move forward, the decision to phase  
15 out P.S. 140 is a difficult one. And we do not  
16 take this decision lightly. We examined many  
17 factors and data before we proposed this type of  
18 course of action.

19 We engage families and community members on  
20 a discussion about what is and what's not  
21 working at the school before determining whether  
22 or not a phase out is appropriate. All of us  
23 count on our schools to provide a high quality  
24 education for our students. And we must hold  
25 all students to the same standards of excellence

1 because every child in this City deserves the  
2 very best possible education.

3 When a school isn't serving its students  
4 well, we have to take action to ensure that the  
5 current students do not fall even further behind  
6 and that teachers and students will have  
7 opportunity to prepare them for success in  
8 college and the workplace. I want to  
9 acknowledge the students who are here today and  
10 there are many youngsters here and their  
11 families who feel that children are being well  
12 served by the P.S. 20 (sic) community and  
13 tonight we will hear some success stories and we  
14 will honor those. At P.S. 140, I'm sorry.

15 But we also need to consider the other  
16 students who the school is not serving and will  
17 not experience the same types of successes. I  
18 have to say, I say this often, these students  
19 deserve the best. All students deserve an  
20 opportunity to excel and do well.

21 As I mentioned earlier tonight, we will be  
22 discussing the proposed phase out and  
23 replacement of P.S. 140 with a new District  
24 elementary school. P.S. 140 is located in the  
25 building at 166-01 116th Avenue, Queens, New

1 York. P.S. 140 is a zone elementary school  
2 which is currently serving students in  
3 Kindergarten through 5th grades and also offers  
4 a Pre-K program.

5 On January 11th, 2013, the New York City  
6 Department of Education publicly proposed to  
7 phase out and replace P.S. 140 based on its  
8 long-standing performance struggles. These  
9 proposals discuss the track record of P.S. 140  
10 and why the Department of Education believes  
11 that phase out and replacement is the best  
12 option for the P.S. 140 community. P.S. 140  
13 performance data indicates the school has  
14 struggled and confirmed the DOE's assessment  
15 that the school lacks the capacity to move  
16 forward quickly in order to meet the needs of  
17 all students.

18 For example, P.S. 140 earned an F on its  
19 most recent progress report including an F grade  
20 on student progress, student performance, and  
21 school environment. Furthermore the  
22 overwhelming majority of P.S. 140 students  
23 remain below grade level in English Language  
24 Arts and also Mathematics. Only 31% of the  
25 students were performing on grade level English

1 Language Arts putting the school in the bottom  
2 16% of all elementary schools in New York City.  
3 Only 37% of the students were performing on  
4 grade level in math, putting the school at the  
5 bottom 9% of all elementary schools in New York  
6 City. Given the schools' continued decline in  
7 performance, the Department of Education  
8 believes that only the most serious  
9 intervention, the gradual phase out and eventual  
10 closure and replacement of P.S. 140 will address  
11 its long-standing struggles and allow for a  
12 reasonable option to develop in this building  
13 that will better serve future students and its  
14 community.

15 In a separate Education Impact Statement,  
16 the Department of Education proposed to open a  
17 collocate new elementary school in this  
18 building. If approved on March 11th, the new  
19 elementary school will serve the same zone as  
20 P.S. 140 and will enroll students in  
21 Kindergarten through 5th. The new school will  
22 also offer a Pre-Kindergarten program.

23 Before we move to the public comment section  
24 of this meeting I would like to discuss the  
25 impact of the phase out proposal on current P.S.

1 140 students. If the phase out proposal is  
2 approved, P.S. 140 will no longer admit Pre-K,  
3 Kindergarten students and will no longer offer a  
4 1st and 2nd grade. And I want to repeat that to  
5 the parents that are in the room. If we phase  
6 this out we will no longer admit the Pre-K  
7 Kindergarten students and will no longer have a  
8 1st and 2nd grade. The current students in 2nd,  
9 3rd and 4th grade who meet promotional standards  
10 will continue to progress towards the completion  
11 of the elementary school at P.S. 140. Current  
12 5th grade students have an opportunity to  
13 graduate from P.S. 140 at the end of the school  
14 year. These students should have already  
15 applied to middle school via the District 28  
16 middle school choice program.

17 Students may also apply to finish school  
18 elsewhere if they choose. As part of our public  
19 school choice process, the students at P.S. 140  
20 will get an opportunity to apply to transfer to  
21 another elementary school and this is new as  
22 part of our policy. Applications for these  
23 transfer opportunities will be available to  
24 students this spring for enrollment starting in  
25 September.

1           So therefore if this proposal is passed as  
2 part of the process the students at P.S. 140  
3 will get an opportunity to apply to transfer to  
4 another elementary school. And you will be  
5 getting the applications in the spring. I thank  
6 you in advance for all of those who share, and  
7 you came out with us tonight, and we'll give you  
8 feedback and we look forward to hearing your  
9 comments and questions. Thank you. Dr. Feijoo.

10           DR. FEIJOO:       Okay. So at this time the  
11 sign-up sheet has closed and we're going to  
12 begin the panel presentations and so we are at  
13 this time closing the question parts. So if you  
14 have a question that you want to write out and  
15 you haven't done it, this is the time to do it  
16 before we begin the panel presentations.

17           Okay. I'd like to provide the panel an  
18 opportunity to comment on tonight's proposal.  
19 We will begin with Shanie Faure, School  
20 Leadership Team member.

21           MS. SHANIE FAURE: Good evening everybody.  
22 I have a formal letter from us as the PTA  
23 Executive Board. Mayor Bloomberg, Chancellor  
24 Walcott, and the New York City Department of  
25 Education have left our children unsupported and

1 - - for quite some time. We're asking for  
2 your help and support to stop the proposed phase  
3 out of P.S. 140. The Parents Bill of Rights  
4 page one reads the DOE and its schools are  
5 responsible for providing parents with access to  
6 their child's education records and any  
7 available information on education, known  
8 programs, and opportunities.

9       Recently we the P.S. 140 Queens community  
10 just discovered that our school is supposedly  
11 going to be phased out. We were given two days,  
12 today at the public forum and March 11th for the  
13 official vote at Brooklyn Technical High School.  
14 Our recent quality reviews - - pre-engagement  
15 was the October 2012 for the school year 2012-  
16 2013. The last quality review was done for  
17 school year 2009-2010. Audits were not  
18 conducted to monitor or track the financials and  
19 educational systems of P.S. 140 for three years.  
20 Three years of actions of the NYC DOE Central  
21 Administration contact, intervention, support,  
22 and suspense.

23       The school and its students were left to  
24 fend for themselves. The DOE Central  
25 Administration has many policies and rules which

1 govern the entire educational system. The PTA  
2 has specific rules they must follow. The  
3 Administration and Staff have specific rules to  
4 which they must adhere. The parents and  
5 children had regulations that must be followed.

6 The DOE has rules and policies that they  
7 must abide by. The DOE's structured like a  
8 nonprofit organization which means that under  
9 that statute, these public school bodies under  
10 the care and direction of the DOE Central  
11 Administration must carefully be monitored.  
12 With these stringent rules in place, how did 140  
13 fall by the wayside and be left for dead? A  
14 school will fail and fall without the lifeline  
15 support and guidance from the DOE Central  
16 Administration.

17 Where was the help with the DOE and the  
18 District 28 for the past three years? The DOE  
19 Central Administration and its leaders are  
20 negligent on the compliance of the maintenance,  
21 the management, the progress, and the financial  
22 affairs of P.S. 140 for three consistent years.  
23 To walk into P.S. 140, our home, and tell us  
24 that we're failing is an insult.

25 Our staff and our students and our

1 community, we measure up. Mayor Bloomberg,  
2 Chancellor Walcott and the DOE Central  
3 Administration has failed our children. They  
4 have not intervened to help our children. The  
5 community is working hard six days a week, early  
6 mornings, late evenings, to do their job with  
7 the tools that they have to create our  
8 children's succeed and this is without the help  
9 of the DOE.

10 We are less than half a mile from P.S. 36Q,  
11 District 29, Chancellor Walcott's grandson's  
12 school. When you compare the progress report of  
13 P.S. 140 did better and equal to in grade until  
14 they received an F in 2011 to the 2012 school  
15 year. We want a chance to prove our worth and  
16 raise the P.S. 140 grade with Mr. Norment as our  
17 leader.

18 There were four principals in 140, less than  
19 one school year, 2010-2011. As with any job  
20 takeover, Mr. Norment inherited a mess. Our  
21 last and current principal Mr. Normal arrived  
22 February 2011, four months before the school  
23 year was over. And he's doing an excellent job  
24 operating a school without the support of the  
25 DOE Central Administration.

1           New does not always mean better and our  
2 children need a stable learning environment so  
3 that they can succeed to be our future leaders.  
4 Thank you.

5           [Applause, cheering]

6           DR. FEIJOO: Thank you Ms. Faure. Our next  
7 speaker is Denise Young, School Leadership Team.

8           MS. DAYNIECE YOUNG: All I have to say is I  
9 just don't want us to close. Right now I'm  
10 really emotional so I can't say much.

11          DR. FEIJOO: Thank you. Our next speaker is  
12 Ms. Wydie Gavin, School Leadership Team.

13          MS. WYDIA GAVIN: - - . You want me to fix  
14 it?

15          DR. FEIJOO: No, I apologize. Wydie Gavin.

16          MS. GAVIN: Fix it. It is known that the  
17 schools for the DOE's policies for any school  
18 that has done--performed on a C or lower for  
19 three consecutive years that the DOE will then  
20 network to come in and provide intensive support  
21 for the school to turn around. I don't know--

22          [Applause]

23          MS. GAVIN: --if - - teachers, all you guys  
24 who are sitting up in the front, did the network  
25 for the District come in to provide you with

1 intensive support?

2 AUDIENCE: No.

3 MS. GAVIN: Okay. So we should not be here.

4 AUDIENCE: That's right. [Applause,  
5 cheering]

6 DR. FEIJOO: Our next speaker is Karine  
7 Stephenson, School Leadership Team member.

8 MS. KARINE STEPHENSON: Hello. Okay. I  
9 listened to the things that were stated earlier.  
10 They said that if the phase out is appropriate,  
11 I definitely feel that it is inappropriate due  
12 to the data that was previously presented. If  
13 we hadn't had the support and we hadn't had--we  
14 haven't had a chance to truly show who we are  
15 now.

16 If we have an unstable situation how can we  
17 as teachers and educators educate properly  
18 without even knowing who our administrator is?  
19 There was a time when I wasn't even clear.  
20 People were coming in and out of the door. I  
21 wasn't clear as to who my administrator was. I  
22 would stay in my room and I taught my students.  
23 I didn't know what was going on. I saw so many  
24 different faces.

25 Not everyone is able to hold up in a

1 situation like that but we still tried our  
2 best and we did our best but we didn't even  
3 receive respect, but we didn't receive support,  
4 so until we're able to get that, let's just say  
5 I don't think we should be here. It's very  
6 unclear.

7 The new practices that Mr. Norment has put  
8 in place have already been successful. We as a  
9 staff already feel much more supported, much  
10 more stable. And we are able to give our best  
11 knowing that we have the support that we can  
12 have everything 100% better. And we deserve the  
13 opportunity to show you that. There are good  
14 teachers here.

15 [Applause, cheering]

16 MS. STEPHENSON: We come here on Saturday.  
17 We stay here to 8:00 P.M. You said you were hot  
18 when you came here. There's no AC. We do it  
19 without smart boards, other--I know other  
20 teachers. They have smart boards in their room.  
21 They're given this and that. They have money  
22 for this and that.

23 [Applause]

24 MS. STEPHENSON: We're - - . But you know  
25 what? We still do it. It's - - . We - - and

1 we deserve the opportunity to really show who  
2 we are. We're--we could--a lot of us have been  
3 here for a very long time. We care about this  
4 community. And we deserve just as much as other  
5 schools, in - - and - - apps. We deserve it.

6 [Applause, cheering]

7 DR. FEIJOO: Thank you. If anyone had any  
8 questions that were posed during this portion of  
9 public comment, we don't typically answer them.  
10 Those questions are also being recorded by the  
11 staff team here and we will add those questions  
12 in to the list of questions to be answered in  
13 the question and answer portion or we will group  
14 them together with other questions that may have  
15 already been written.

16 So I just want to explain why sometimes  
17 people will ask questions during their comments,  
18 we won't directly answer them at that time but  
19 we'll group them together during the question  
20 and answer portion of this evening's agenda. I  
21 do want to introduce Mr. Norment. I don't know  
22 if you have a comment.

23 [Audience reaction, applause, cheering]

24 MR. DAVID NORMENT: Thank you. I have to be  
25 careful with my words. I think that whenever

1 you measure progress, you have to understand  
2 where we came from. And I think that whenever  
3 you assess a school and you don't take that into  
4 consideration, it is a weak assessment of a  
5 school.

6 You can't compare--yes, you can compare  
7 schools in different districts and different  
8 boroughs, but the reality was if you--part of  
9 the school was having stability but there was no  
10 stability then the continuity of instruction is  
11 compromised. If you don't have technology, then  
12 you cannot keep kids on level with kids all  
13 around the city, all around the nation. When  
14 you walk into a building and it takes three  
15 hours to send an email that's a problem. When  
16 you walk into a building and the lab doesn't  
17 work how can the kids compete on that level?

18 [Applause]

19 MR. NORMENT: So just basic necessities in  
20 the school are essential when we try to make  
21 progress. And to not take that into  
22 consideration when you look at just simply the  
23 hard data, you know you have to look at all the  
24 changes. Look at our talent profile. Look at  
25 how many--look at how accountability was

1 increased. If you want--the DOE talks about  
2 holding teachers accountable. The DOE talks  
3 about making sure that administrators are  
4 trained.

5 All three administrators came out of the  
6 DOE's leadership programs. The very same ones  
7 that are training the leaders now, we came out  
8 of those. If you're trying to change a  
9 building, why not look at those areas? Why not  
10 look at the progress that students have made  
11 within that time period? When you come into a  
12 building and the building is over \$1 million in  
13 debt, and you have to excess significant staff  
14 members, of course the learning environments are  
15 going to be messed up. Why wouldn't it be?

16 So simple questions, simple commonsense  
17 questions, it just hasn't been addressed or  
18 taken into consideration when deciding whether  
19 or not we should be phased or not. And I think  
20 that if given an opportunity, if you walk around  
21 this building, you talk to the staff, you talk  
22 to the parents, you know that there's been  
23 positive change here. And to take away the  
24 opportunity of myself and my team here is I  
25 think is a travesty to be honest with you. So

1 hope - - .

2 [Applause]

3 MR. NORMENT: Thank you.

4 DR. FEIJOO: Thank you. - - ?

5 FEMALE VOICE 1: Good evening all. On  
6 Friday night, on a supposed holiday, to see all  
7 of you here warms my heart. The fact that Mr.  
8 Norment, there are several District 28  
9 principals here in the audience with their  
10 children in fact to support you. So parents you  
11 know how to do it and because of the fact thanks  
12 to our borough safety officer that there's over  
13 40 speakers that want to speak. We look forward  
14 to 40 speakers.

15 [Applause]

16 DR. FEIJOO: With us this evening, I  
17 mentioned before, we have the Panel for  
18 Educational Policy and a member Dmytro  
19 Fedkowskyj. I don't know if you want to make  
20 comments at this time, please.

21 MR. DMYTRO FEDKOWSKYJ: Well thank you all  
22 for coming out tonight. This is really an  
23 important part of the process and this is a  
24 wonderful crowd for a Friday night. And I want  
25 to thank everyone here who's taken the time out

1 and the dedication for our kids in District 28  
2 and such a thank you for Principal Norment who  
3 eloquently expressed the issues that surround  
4 this struggling school for many years.

5 As I said, as I was introduced, my name is  
6 Dmytro Fedkowskyj. I'm the lead - - member on  
7 the Panel for Educational Policy. I was  
8 appointed to this position by Borough President  
9 Helen Marshall five years ago and it's my job to  
10 safeguard the interests of our students. And  
11 it's no secret, as you know, P.S. 140 has been  
12 open for a while but unfortunately has struggled  
13 at times while dealing with far too many  
14 leadership changes over the past few years. And  
15 when they finally get someone like Principal  
16 Norment to lead the school, the DOE decides, and  
17 they decide to destabilize the school community  
18 by phasing it out. I don't have to tell you  
19 that this isn't right and that I will fight hard  
20 with you in hopes that it doesn't happen.

21 I did some research and I checked the New  
22 York State Department of Education reviews. And  
23 P.S. 140 is identified as a school in good  
24 standing, not a school, not a priority school,  
25 which in my eyes should not be on this list--

1 [Applause, cheering]

2 MR. FEDKOWSKYJ: Now as a member of the  
3 Panel for Educational Policy which is known as  
4 the PEP I would be one that is voting on this  
5 obviously. And I can tell you know that I will  
6 be voting no on this proposal.

7 [Applause]

8 MR. FEDKOWSKYJ: Because I believe this  
9 school has the tools and the leader to turn  
10 itself around if it's given the time and  
11 resources to follow through. I've said this  
12 before to Mayor Bloomberg to stop playing  
13 policies with our schools and give us--

14 [Applause, cheering]

15 MR. FEDKOWSKYJ: And give us a real plan to  
16 fix it. He had 12 years to do it and it's  
17 unacceptable now that year after year we're  
18 still closing schools.

19 [Applause]

20 MR. FEDKOWSKYJ: So I've got to end now  
21 because I know there are 40 speakers but I can  
22 go on and on. If anyone needs to reach me, they  
23 can get me at Yahoo. PEPofQueens@Yahoo.com or  
24 they can follow me at Twitter PEPofQueens.  
25 Thank you very much folks.

1 [Applause]

2 DR. FEIJOO: Thank you. I'd like to invite  
3 the CSA Representative Phyllis William to come  
4 up and speak on behalf of CSA.

5 [Off mic comment]

6 DR. FEIJOO: I apologize. On behalf of CSA,  
7 Mariellen Eloisia.

8 [Off mic comment]

9 MS. MARIELLEN ELOISIA: Good evening and  
10 thank you. Once again the DOE has scheduled  
11 more than two dozen schools for closure. The  
12 latest 26 schools destined for the scrap heap  
13 don't fit into any particular pattern. Several  
14 have new principals who were told they would  
15 have the time to turn the school around.  
16 Several have effective ratings from the State.  
17 Several have proficient quality reviews. One  
18 actually has a principal who exceeds  
19 expectations and a quality rating of well  
20 developed. The DOE seems to take aim at schools  
21 as if it's playing a game of Russian roulette.  
22 This DOE worst practice often deviates,  
23 devastates, excuse me, devastates children and  
24 families.

25 [Applause]

1 MS. ELOISIA: It usually takes aim at  
2 students who have already suffered setbacks and  
3 humiliations from previous closings. Many of  
4 them have been turned away from the city's  
5 [phonetic], useful for reasons of poor academic  
6 performance, often coming from families with  
7 that cloud. Then the youngsters are warehoused  
8 in other low performing schools that are likely  
9 to be closed too. This is a failing strategy  
10 for turning schools around.

11 [Applause]

12 MS. ELOISIA: P.S. 140 is a school in point.  
13 School principal Dave Norment has had the  
14 position for a year and a half and has made  
15 changes, moving the school in a positive  
16 direction, holding himself and staff  
17 accountable.

18 [Applause]

19 MS. ELOISIA: The school is in good standing  
20 with the State or effective as they like to call  
21 it now. And we see numerous proficient teachers  
22 in the following review. This school community,  
23 that is the children, the parents, teachers, and  
24 staff, are not being treated fairly as they have  
25 not been given sufficient time to turn the

1 school around. Thank you.

2 [Applause]

3 DR. FEIJOO: Thank you. I'd like to offer  
4 the United Federation of Teachers UFT District  
5 Representative Angela Artis an opportunity to--

6 [Crosstalk]

7 DR. FEIJOO: --okay. School Representative  
8 Daniel Goldberg.

9 MR. DANIEL GOLDBERG: Yeah.

10 [Applause]

11 MR. GOLDBERG: Good evening parents, staff,  
12 Deputy Chief, Superintendent and everybody.  
13 Thank you for coming. I just wanted to mention  
14 tonight that tonight you're going to see a lot  
15 of data that teachers are going to present to  
16 you and they've worked extremely hard on it,  
17 showing why we still want to remain here as a  
18 very positive school and a school that is up and  
19 coming in the future.

20 But one thing that I want to say is that if  
21 you looked at the World Series last year, the  
22 San Francisco Giants won the World Series. And  
23 when they won the World Series they had the best  
24 averages and they hit the most homeruns. But  
25 one thing that they had was a lot of heart and a

1 lot of determination and that's what this  
2 staff has.

3 [Applause, cheering]

4 MR. GOLDBERG: You can't measure that. When  
5 teachers like Ms. Gibbon spend about \$3,000 to  
6 \$4,000 of their own money on supplies for their  
7 kids...

8 [Applause]

9 MR. GOLDBERG: When Ms. Dorothy stays  
10 countless hours, seriously, like until midnight,  
11 working on her room...

12 [Applause]

13 MR. GOLDBERG: When I ran a basketball team  
14 and I--with Mr. Ross, last year, and teach them  
15 by positive behavior strategies while they were  
16 playing ball so they could stay off the streets  
17 and teach them things and I--we did that for  
18 free. I didn't ask for any money for them.

19 [Applause]

20 MR. GOLDBERG: That means something. You  
21 could tell like the rest of the staff here just  
22 works as hard as any other staff, maybe even  
23 more so that I've seen. And that's something  
24 you cannot measure. I just want to say that  
25 it's been a pleasure.

1 I've been in this school for almost nine  
2 years and on the board of Ed in September will  
3 be my 15th and out of the schools that I've been  
4 at, this is truly been like family to me. It'd  
5 be a real shame if we were to go and I hope  
6 everybody will consider the fact that we want to  
7 do our job, we enjoy working here, we want to do  
8 better, and we're going to work to the best that  
9 we can. Thank you.

10 [Applause]

11 DR. FEIJOO: Thank you. We have now  
12 concluded the formal presentations. We're going  
13 to begin the public comment. You are reminded  
14 that public comment must be limited to two  
15 minutes per speaker. Time will be kept and they  
16 will signal you here when the 30 seconds remain  
17 and also again when your time is up. Again  
18 please keep your comments under two minutes.  
19 The DOE staff member in the front of the  
20 auditorium will be keeping time and will raise a  
21 sign to alert you that you have 30 seconds  
22 remaining. And again when your time is up.

23 We want to make sure that everyone's voices  
24 are heard and all those in attendance tonight  
25 who signed up to speak are able to speak and so

1 we want to be able to do that. I also know  
2 that there is a PowerPoint presentation so I do  
3 have to call names so either before or after I  
4 have to make sure that each person is  
5 recognized. So just bear with me through the  
6 process.

7 So the first speaker signed up this evening  
8 was Shani--and I don't know if you want to make  
9 any additional comments but you spoke already so  
10 it's up to you.

11 [Off mic comment]

12 DR. FEIJOO: Our next speaker, I'm going to  
13 call two at a time, Erica Natalie Bryant and  
14 McDonald Parsons.

15 [Pause]

16 DR. FEIJOO: Okay. Just in order to  
17 facilitate the process to ensure that it flows  
18 smoothly, we're going to just line up a few  
19 people in the chairs and I'll call the names in  
20 advance, so that way there's a flow. Okay.  
21 Joan Palmenteri. I apologize. Dorrie Cohen. I  
22 think I missed Nakia Pereira. Marjorie  
23 Bartholis and Sue Gitlin [all phonetic]. So if  
24 we--I could do it again just by first names:  
25 Erica, McDonald, Nakia, Joan, Dorrie, Marjorie,

1 and Sue. In that order.

2 [Pause]

3 DR. FEIJOO: Thank you very much. I  
4 appreciate everyone's patience. We want to make  
5 sure we get it right 'cause I know people spent  
6 a lot of time on this and I just want to make  
7 sure that everybody has the opportunity to  
8 speak. Thank you. You may begin.

9 MS. ERICA NATALIE BRYANT: Thank you. My  
10 name is Erica Natalie Bryant. I'm a parent at  
11 P.S. 140. I'll be reading a resolution for our  
12 CEC and you can just add it, not to participate  
13 because of the Board - - this - - .

14 Resolution - - to Community District  
15 Education Council CDEC were established by State  
16 law 25-90(e) as deliberate by the - - State  
17 Education policy and priority - - in their  
18 district. And whereas each CDEC representative  
19 of community district that includes public  
20 elementary, intermediate and junior high school  
21 and Whereas CDEC for District 28 CDED 28 has 8  
22 voting members including 2 additional voting  
23 members who are appointed by our Borough  
24 President and non-voting high school seniors  
25 residing in District and

1           Whereas 6 members of CDED 28, 2 appointees  
2 by Borough President Helen Marshall and 1 senior  
3 high school student residing in District 28 were  
4 duly elected, appointed to provide - -  
5 leadership in support for District 28 community  
6 public schools, and

7           Whereas the Department of Education Division  
8 of Portfolio Planning notified CDED 28 by way of  
9 invitation to a joint public hearing for the  
10 proposed phasing out and replacement of P.S. 140  
11 and whereas CDED 28 was never consulted on the  
12 proposed decision and

13           Whereas the CDED 28 received many concerns  
14 regarding environmental issues that were  
15 believed affecting--affect the teaching and  
16 learning at P.S. 140 and whereas CDED 28 reached  
17 out to the Department of Education for a--for a  
18 concrete report on what was--what were the  
19 health-related issues at P.S. 140 and

20           Whereas CDED 28 requested for more detailed  
21 testing of the air and whereas the Department of  
22 Education failed to order more detailed testing  
23 of the air and

24           Whereas effective management was lacking at  
25 P.S. 140 and

1           Whereas P.S. 140 had 4 different  
2 instructional leaders from February 2007 to the  
3 present and whereas P.S. 140 had 5 assistant  
4 principals for a student population of 700 and

5           Whereas P.S. 140's budget deficit led to the  
6 new instructional leader excessing over 30 staff  
7 members to pay back the Department of Education  
8 which placed the students at a disadvantaged  
9 point and

10           Whereas the Chancellor in his role as  
11 outlined in State Board 25-90(r) which gives him  
12 the authority to promote effectiveness and  
13 integrity of school-based budgeting, failed to  
14 assure the wise use of funds and

15           Whereas the Department of Education did not  
16 use resources effectively, as a result P.S. 140  
17 lost funding and prohibited the school from  
18 implementing new programs for students, and

19           Whereas a new instructional leader has given  
20 to the community the lead - - sought anywhere as  
21 the community of intervention listed as part of  
22 the impact statement are new initiatives that  
23 the new instructional leader has put in place  
24 and

25           Whereas the proposed issue at the CDED 28

1 calendar meeting which was held on January  
2 3rd, 2013 and

3 Whereas CDED 28 discussed the proposal at  
4 our regular calendar meeting on February 7th,  
5 2013,

6 Therefore be it resolved that the Community  
7 District Educational Council for district 28,  
8 anonymously voted not to participate in the  
9 joint public hearing scheduled for February  
10 22nd, 2013 for the proposal to phase out P.S.  
11 140, to - - one - - submitted and/or addressed  
12 to the CDED 28 by members of the P.S. 140 school  
13 community and the community at large.

14 Be it further resolved that the CDED 28 will  
15 not attend the public joint hearing on February  
16 22nd, 2013 at P.S. 140 and be it further  
17 resolved that the CDED 28 striving for  
18 excellence does not approve the closing of P.S.  
19 140.

20 Certification, I undersigned as the  
21 President of the Community District Educational  
22 Council for District 28 hereby certify that the  
23 members of the CDED 28 at a special public  
24 meeting held on February 21st, 2013 vote to  
25 adopt this resolution.

1 Signed, Sandra Williams, President CDED

2 28.

3 [Applause]

4 DR. FEIJOO: Thank you.

5 [Pause]

6 MR. MCDONALD PARSONS: Good evening.

7 Unfortunately two minutes will not be enough for  
8 me to vent out at this time as a very desperate  
9 parent who has been in this area for quite a  
10 time, some time now. I have a lot of children  
11 going to this school. However I just want to  
12 ask the following questions, addressing the  
13 Department of Education.

14 Can the mother abandon a child for  
15 misconduct? Can a mother throw a child out of  
16 the house if he or she doesn't meet up to her  
17 expectations? At this time I just want to say  
18 that in my personal opinion the D of A--the  
19 Department of Education has failed in their duty  
20 in making sure that this school does not reach  
21 out to the condition where we are today.  
22 Because I want to ask where were you when the  
23 performers struggled, where - - ? Where was the  
24 Department of Education--

25 [Applause]

1 MR. PARSONS: --when there was a lot of  
2 capacity of this school to move forward? Where  
3 were you when the school started falling below  
4 grade levels in Math and English? I think this  
5 should not be the ideal fate of this school. It  
6 should be your responsibility at this time,  
7 having all the resources, and all the facilities  
8 to help bring this school to a better stance. I  
9 thank you all.

10 [Applause]

11 DR. FEIJOO: Thank you.

12 MS. NAKIA PEREIRA: Hi, good afternoon. My  
13 name is Nakia Pereira and I'm the PTA Recording  
14 Secretary. I have four children--well three  
15 children that go to this school. I am an  
16 involved parent, PTA members, but most  
17 importantly a parent first. At this time I have  
18 three children who attend this school and my  
19 fourth is supposed to be coming here but if 218  
20 comes here, none of my children will be going  
21 here.

22 [Applause]

23 MS. PEREIRA: Why are we replacing P.S. 140  
24 with a new school? It's like covering the soil  
25 with a Band-Aid instead of the medicine to heal

1 it.

2 [Applause, cheering]

3 MS. PEREIRA: We have excellent teachers who  
4 are dedicated and passionate about what they do  
5 and they need the resources to help our  
6 children. Where are the resources? They say  
7 that our children are failing. They have us an  
8 F. It's Bloomberg and his administration and  
9 DOE that needs that F--

10 [Applause]

11 MS. PEREIRA: --for failing our children and  
12 education and putting politics over children and  
13 their education.

14 [Applause]

15 [Pause]

16 MS. JOAN PALMENIERI: I'd like to start with  
17 a quote from Franklin Delano Roosevelt. The  
18 test of our progress is not whether we add to  
19 the abundance of those who have much, it is  
20 whether we provide for those who have too  
21 little.

22 [Applause]

23 MS. PALMENTERI: Good evening. Welcome to  
24 the Edward K. Ellington Elementary P.S. 140 Save  
25 Our School presentation.

1 [Applause]

2 MS. PALMENTERI: Many have taken the time to  
3 be part of this very important event on behalf  
4 of the children who live in our community and  
5 attend P.S. 140 Queens. My name is Joan  
6 Palmenteri and I've been a teacher here at P.S.  
7 140 for 16 years.

8 [Applause]

9 MS. PALMENTERI: I stand before you tonight  
10 along with many of my colleagues in order to  
11 save our school from phasing out. Tonight's  
12 presentation that we have put together will  
13 address the arguments raised by the DOE in  
14 relation to P.S. 140's Learning Environment  
15 Survey and the Educational Impact Statement from  
16 the 2011-2012 school year.

17 That was the past so we must focus on where  
18 we are now and let us begin by looking at the  
19 facts from a historical perspective. My  
20 colleagues and I have joined together so that we  
21 can provide you with some facts that refer back  
22 to the past so that we can understand our  
23 present.

24 [Applause]

25 DR. FEIJOO: Thank you.

1 [Pause]

2 MS. DORRIE COHEN: Good evening. My name is  
3 Dorrie Cohen and I'm a Speech teacher here at  
4 P.S. 140 and I've been so for 20 years.

5 [Applause]

6 MS. COHEN: I'm also a member of the new  
7 school PBIS program which will be in full  
8 implementation here in September. Over the  
9 course of these years I have witnessed many  
10 changes in both staff and administration and  
11 despite it all I have always prided myself to  
12 call my fellow colleagues family and consider  
13 myself a member of the community. I'd like to  
14 share with you some of the recent factors that  
15 without a doubt have contributed to us being  
16 here today.

17 The slide says number four. The number of  
18 principals within one calendar year responsible  
19 for running the school. We ended June 2010 with  
20 one principal. We started the 2010-2011 school  
21 year with another one, within 2 months we had  
22 yet another one, and after that Mr. Norment  
23 came.

24 Five, the number of assistant principals  
25 that were employed at P.S. 140 in 2012. \$1

1 million, the school budget deficit as a result  
2 of a superfluous administrative staff. How did  
3 the DOE allow this? \$1 million and it allowed  
4 how the new administration expected to make up  
5 this deficit without having a serious  
6 educational impact on our students. 36, the  
7 number of staff members required to be reduced  
8 in order to pay back the \$1 million budget  
9 deficit. Between retirement, excessing, and  
10 transfers, our staff has been reduced by 36  
11 members since Mr. Norment took over. Our class  
12 sizes are at the maximum and our teachers are  
13 dealing with students with a plethora of  
14 educational challenges.

15 I firmly believe that we have done our best  
16 and as the data shows, we are improving. Please  
17 allow us to continue to make these strides  
18 without going through another drastic change.  
19 It says in the auditorium, on the wall behind  
20 me, that it takes a village to raise a child.

21 [Applause]

22 MS. COHEN: Where is and where does the DOE  
23 have accountability in this process as well?  
24 Shouldn't you be a part of our village? Thank  
25 you.

1 [Applause, cheering]

2 MS. MARJORIE BARTHOLIS: Good evening. My  
3 name is Marjorie Bartholis [phonetic] and I have  
4 been a teacher at P.S. 140 for the past 12  
5 years.

6 [Applause]

7 MS. BARTHOLIS: I'm currently a second grade  
8 teacher and a member of the School-wide Data  
9 Inquiry Team. As a member of the Data Inquiry  
10 Team I have access to review and analyze data  
11 about what is currently happening at P.S. 140  
12 this school year.

13 One of the positive data is about our  
14 attendance rates. The students demonstrate to  
15 94% which is the highest that it's been over the  
16 past 17 years.

17 [Applause]

18 MS. BARTHOLIS: Teachers' attendance rates  
19 is at 97% the highest rate over the last 2  
20 years. This compares to February 2011 when  
21 teachers on average absent rate of 18 days.  
22 This improvement demonstrates that both teachers  
23 and students want to be here because something  
24 positive is happening around here. The climate  
25 has changed--

1 [Applause]

2 MS. BARTHOLIS: --the method of instruction  
3 has changed and the content has changed.  
4 Students are not just receiving ELA, Math,  
5 Social Studies or Science. 645 students in  
6 other words the entire student population here  
7 at P.S. 140 received instruction in Art, Music,  
8 Technology and Physical Ed.

9 Take a tour of our building and you will  
10 notice their beautiful work exposed on our walls  
11 and bulletin boards. I invite you to our Spring  
12 Music Recital to come and appreciate the music  
13 that students are learning here. All of these  
14 are part of the DOE initiatives to teach to the  
15 needs of the whole child, improve attendance,  
16 that impact student progress. According to data  
17 from E-Class, iReady, and CUNY over 50% of our  
18 students showed progress by at least one grade  
19 level in either ELA or Math from September to  
20 January of this school year.

21 [Applause]

22 MS. BARTHOLIS: That is the - - . Teachers  
23 are using data to drive instruction. Something  
24 positive is definitely happening around here and  
25 we want this to continue. Again, thank you.

1 [Applause]

2 MS. SUSAN GITLIN: Hi, I'm Susan Gitlin  
3 [phonetic], I'm a fifth grade teacher here at  
4 P.S. 140 and I'm in my 12th year of teaching.

5 [Applause]

6 MS. GITLIN: Thank you. 5,400, the average  
7 number of professional development sections  
8 attended by staff provided under Mr. Norment as  
9 Principal.

10 [Applause]

11 MS. GITLIN: 150, the professional  
12 development per staff member over the past 2  
13 years. These aren't statistics. Why do they  
14 matter? This is just a sample of my  
15 professional development binder that I've had  
16 since September. And it's pretty thick.

17 [Applause]

18 MS. GITLIN: Pretty thick. And if it's that  
19 [phonetic] thick it shows us that not only are  
20 the students learning here at P.S. 140 but the  
21 teachers do too. And this creates a culture of  
22 learning for our school. As for me, I have  
23 learned new knowledge and skills and I have  
24 taken what I have learned back to the classroom  
25 to provide my students with more effective

1 instruction. As we develop our own units in  
2 line with the citywide standards and  
3 expectations, we continue to improve the content  
4 of our instruction as it relates to the common  
5 core standards and provide students with rigor,  
6 increased rigor.

7 Our professional development has focused on  
8 supporting all students to meet the common core  
9 standards. One of the first professional  
10 development classes that I attended when Mr.  
11 Norment first came here was on the Danielson  
12 framework of teaching. I believe the  
13 professional development was instrumental in  
14 helping all the teachers here reflect on our  
15 past practices. One component of the Danielson  
16 framework is bring extended thinking into the  
17 classroom environment and I have noted all the  
18 teachers have noticed a dramatic change with  
19 respect to this.

20 The tone of our school has improved and we  
21 have an environment of learning and respect.  
22 Another professional development gave us the  
23 strategies to extend free data spread by  
24 questioning techniques [phonetic]. This  
25 professional development focused on Lévesque's

1 [phonetic] Step of Knowledge Levels. Upon  
2 reflection I feel this professional development  
3 helps me create rigor in my classroom as I  
4 strive to use the questioning techniques to  
5 guide my students to design, to connect, to  
6 analyze, and to create the highest level of  
7 extended thinking. Studies show that student  
8 learning and achievement increased because the  
9 teachers, like us, use what we have learned in  
10 professional development and I have seen this  
11 happen at P.S. 140. Thank you.

12 [Applause]

13 DR. FEIJOO: Thank you. I'm going to call  
14 the next set of speakers. Number 10, Beth Moss;  
15 number 11, I think it's Mr. or Ms. I can't read  
16 this, Savin; 12, Terry Corrini; 13, Paul Fabre;  
17 14, Mr. Decalvo; 15, Fred Baptiste; 16, Wally  
18 Campbell; 17, Ms. Judy Jacobs; 18, Betty  
19 Fenster; 19, Melinda French; and 20, Dan  
20 Goldberg [all phonetic]. You were part of the  
21 presentation; you're invited to speak again.

22 [Pause]

23 MS. BETH MOSS: Good evening, my name is  
24 Beth Moss and I'm a - - third grade ITT teacher  
25 here at P.S. 140 and this is my second year here

1 at P.S. 140. This is my - - first year with  
2 my CT class here at 140. I'm a member of the  
3 Data Inquiry Team as well and we do - - a lot.

4 I'm here to talk to you a little bit about  
5 technology tonight. As was stated before,  
6 before Mr. Norment came on, there was little or  
7 no technology capability here to--for the  
8 children to use technology. We were forced to  
9 find increased bandwidth out of the staff salary  
10 and Mr. Norment had to do that. Our students  
11 were unable to access technology skills needed  
12 to prepare for the statewide tests. That was  
13 very difficult on the children and on the  
14 teachers because we had to use pencil and paper,  
15 whatever we could get a hold of, versus  
16 technology which other schools already had. And  
17 we have used the upgrade to increase  
18 productivity in every area.

19 Now we have more bandwidth. With increased  
20 computer power, Mr. Norment was able to purchase  
21 computer programs that impacted the building's  
22 overall efficiency for both the students as well  
23 as the staff. We now have iReady. iReady is  
24 the computer program that we as teachers use to  
25 drive instruction and we use that to group our

1 students and we use that to group our students  
2 for ELA as well as our math groups and the  
3 children can go on that at home as well and they  
4 can use that for homework, they can use that for  
5 math tutoring and stuff like that. Teachers can  
6 actually program things, various things into it  
7 so it's great for them.

8 Teach Boost which is a great tool for  
9 administrators and teachers to use for their  
10 observations, they can interact, administrators  
11 and teachers. E-Chalk which came on with Mr.  
12 Norment as well and Neverware [phonetic] which  
13 is the software that we use throughout the  
14 building.

15 And here's the best part. \$187,000 which is  
16 the total grant money that Mr. Norment fought  
17 and succeeded in obtaining, a Rep Priso  
18 [phonetic] grant for. We're going to be  
19 investing in a math lab--

20 [Applause, cheering]

21 MS. MOSS: --smart board in every classroom  
22 and - - for the students. - - the latest and  
23 greatest in the world of education, it so  
24 strange that we still have chalkboards as we all  
25 know and it's wonderful. We're getting to have

1       them with the other DOE schools - - and we are  
2       using technology to monitor student progress and  
3       drive our instruction as well. Thank you.

4               [Applause]

5               MS. MARIE SABIN: Good evening, my name is  
6       Marie Sabin [phonetic]. I have been teaching  
7       for ten years here at P.S. 140. I currently  
8       teach the third grade. I would like to tell you  
9       about some of the new programs that have been  
10      implemented by Principal Norment in order to  
11      address the special needs of the students in our  
12      community.

13              This year for the first time ever we have  
14      Chess Club at our school. P.S. 140 is 1 of only  
15      60 schools to have this program. Once a week a  
16      chess instructor comes and teaches entire  
17      classes how to play chess. We know that chess  
18      helps develop logical thinking and as well as  
19      other forms of critical thinking skills. And  
20      our students and teachers love it.

21              Our students also participate in a program  
22      called Swim Club Life. Last year my second  
23      graders had the opportunity to participate in  
24      it. This is a program where students travel by  
25      bus to Roy Wilkins Park along with their

1 teachers and they take swimming lessons. And  
2 the teachers don't mind doing it at all. We  
3 enjoyed it. They enjoyed it and they learned  
4 how to swim.

5 This year we are having a new tennis program  
6 and this is a program that services children in  
7 grades K through 2 where they are exposed to  
8 learning how to play tennis at a very early age  
9 and they also have the opportunity to continue  
10 learning how to play as they get older.

11 A very important program that Mr. Norment  
12 has implemented is called It's a Boys to Men  
13 mentoring program. This program encourages our  
14 boys to come to school which has resulted in  
15 higher attendance and fewer suspensions. We've  
16 also received a grant to implement a Lego  
17 program for boys because studies have shown that  
18 males learn better tactically. Keep in mind  
19 that these two programs were purposely put in  
20 place to provide our young males with an  
21 alternative outlet.

22 We brought back a program called Community  
23 Works. This is a program that exposes our  
24 students to the arts. Presently we have a  
25 chorus and theater and drama where children are

1 learning to express themselves through song  
2 and drama. At the end of the program, they will  
3 showcase their talents with a culminating  
4 activity that involves the community.

5 All of these programs are providing our  
6 students with an incentive to come to school, to  
7 learn more, to think differently, which should,  
8 without a doubt, show significant improvement in  
9 the upcoming state assessments. Thank you.

10 [Applause]

11 DR. FEIJOO: Thank you.

12 [Pause]

13 MS. TERRI CORRIDI: Good evening. My name  
14 is Terri Corridi [phonetic]. I am a Special  
15 Education teacher at P.S. 140. I am also a  
16 member of the Data Inquiry Team. I am this  
17 year's new teacher-mentor and I am the  
18 building's instructional lead. On September  
19 11th, 2001 I found myself at the wrong place at  
20 the wrong time. As I witnessed events that  
21 still haunt me today I made a promise that if I  
22 lived to see my family I would change my life  
23 and give myself to doing important work. A  
24 year later the DOE welcomed me as a teacher  
25 fellow and assigned me to P.S. 140.

1           My plan was to only stay 2 years. Well  
2 it's been over 9 and I believe my work has just  
3 begun.

4           [Applause]

5           MS. CORRIDI: My hope, my hope is that I am  
6 given the opportunity to continue the important  
7 work we have started under the guidance and  
8 support of our current administration, most  
9 notably Dr. Bryant, Mr. Norment, and our AP.S. .  
10 It should be noted that in spite of the  
11 instability that we had endured, the teaching  
12 staff has maintained our professionalism and  
13 even continued to learn and perfect our craft.

14           I'd like to draw your attention to the  
15 current slide. In October 2012 we received a  
16 quality review. This was approximately 1 year  
17 since Mr. Norment first walked in our doors. We  
18 received an overall score of developed. Of the  
19 10 categories, we received a score of proficient  
20 on 6. The report highlights the following: it  
21 states we do engage in rigorous and coherent  
22 curriculum. We do address a variety of learners  
23 and we are in line to the state standards. The  
24 report highlights that we use ongoing  
25 assessments and grading practices. We analyze

1 information and we adjust our instructional  
2 decisions. Our quality review states that we  
3 maintain a culture of mutual trust and positive  
4 attitudes which support the academic and  
5 personal growth of our students. We set high  
6 expectations for our students. The quality  
7 review states that we have a coherent vision and  
8 framework for success and we engage in  
9 professional collaboration.

10 We didn't make this up. The report makes it  
11 fact. And all of this is evident after only 22  
12 days of instruction. What could we have shared  
13 had we been given a few more days of  
14 instruction? Most likely an overall score of  
15 proficient or better. In addition to our  
16 quality review, New York State DOE reports that  
17 we are a school in good standing. It also  
18 reports that we are not a priority school and  
19 that there is no need of immediate action.

20 So why is the team [phonetic] recommending a  
21 phase out? We believe that it's primarily the  
22 result of last year's Learning Environment  
23 Survey and Progress Report. And we hope both  
24 the reports which we hope you can see as we do  
25 that we have hope for the progress that we've

1 made and for the programs that we've put in  
2 place. Thank you.

3 [Applause]

4 DR. FEIJOO: I just want you to remember the  
5 2-minute time limit because once we set it we  
6 have to stick to it. Thank you.

7 MS. ROSEMARY PROGARIN: Good evening  
8 everyone. My name is Rosemary Progarin  
9 [phonetic]. I am a guidance counselor here at  
10 P.S. 140 since 2001. I started work three days  
11 before the events of 9/11. Needless to say my  
12 career started off with trauma and stress.  
13 This, I believe, just makes us more resilient.

14 Tonight I will discuss how Mr. Norment has  
15 addressed the social, emotional needs of our  
16 students. In being proactive Mr. Norment has  
17 hired three social workers, one of whom is  
18 assigned to work directly with students - - .

19 Another social worker is the result of  
20 collaboration between our school and outside  
21 community agencies. Together with agencies and  
22 case planners working on behalf of our students  
23 and families, there's outreach to meet the needs  
24 of the school community. We have a high  
25 percentage of students living in shelters. We

1 also have a high percentage of students,  
2 children in foster care, with distinct needs  
3 that can be addressed with trained personnel.  
4 The additional personnel are able to implement  
5 programs and address issues which would normally  
6 take up classroom instruction.

7 Mr. Norment foresaw the additional intricate  
8 needs of our school community and was able to  
9 provide staffing to provide those needs. All of  
10 this from his own initiatives, especially due to  
11 the fact that P.S. 140 which is in a network of  
12 primarily middle schools, many of the - - have  
13 to address the needs of the students and  
14 families from specific needs and elementary  
15 school perspective. As we know elementary  
16 school needs are different from those of middle  
17 school needs and protocols. Thank you.

18 [Applause]

19 DR. FEIJOO: Thank you.

20 MR. RICHARD CALVO: Good evening everyone  
21 and our panelists and distinguished guests. My  
22 name is Richard Calvo [phonetic] I'm currently a  
23 third grade SET teacher here at P.S. 140. I've  
24 been teaching here for 16 years.

25 Is it on? - - . Okay. I'm going to

1 briefly talk a little bit about the Learning  
2 Environment Survey. Not many teachers filled  
3 them out and, you know, over the years I've been  
4 told it's a form to fill out, it's a form, fill  
5 that out.

6 And then I heard a Superintendent at a CEC  
7 share a little story with us about the principal  
8 at her school. The school was performing well  
9 under her leadership and she also told us that a  
10 small portion of her staff also filled it out  
11 and when she inquired about why, like I had  
12 myself, I heard, oh we're doing well. There was  
13 no need to fill it out. Maybe they took it,  
14 like we took it, that it was an opportunity to  
15 critique or criticize the school.

16 Well the small percentage that did fill it  
17 out though, 76% of those, staff members felt  
18 that they looked forward to coming to work every  
19 day. That showed the staff was happy to be here  
20 and willing to work hard. The earlier speaker  
21 heard about the smart boards, I just don't want  
22 to say we were too late for the smart boards and  
23 I don't want to say we were too late to show you  
24 our learning environment this year. Thank you.

25 [Applause]

1 DR. FEIJOO: Thank you. Yes.

2 MS. BEVERLY BAPTISTE: Good evening. My  
3 name is Beverly Baptiste and I'm the campus  
4 [phonetic] coordinator here. I have been here  
5 for--

6 [Applause, cheering]

7 MS. BAPTISTE: I love the fact that they say  
8 there - - great communication at P.S. 140. In  
9 the last year and a half we have addressed our  
10 communication concerns as follows. Mr. Norment  
11 developed a weekly newsletter to staff informing  
12 us on all things that may affect us professional  
13 development opportunities, in-house for all  
14 staff or offsite and weekly goals of the school.

15 We had our own website built to establish  
16 better communications between the staff and  
17 parents. Parents can email teachers, find out  
18 about homework assignments, projects, trips and  
19 other information. Parents also can see a  
20 monthly grade - - on how its goals, progress and  
21 special assignments. We send home periodic  
22 progress reports in between parent/teacher  
23 conferences and report cards. To further inform  
24 parents we purchased - - Messenger to try to  
25 call every home with important announcements.

1           For the last three months we've met with  
2 parents on a weekly - - Wednesday workshop with  
3 topics like test strategies, how to love math,  
4 and special education policies and procedures.  
5 Mr. Norment, myself and the PTA collaborate on a  
6 monthly newsletter and calendar that goes home  
7 to every student to highlight general  
8 assemblies, award ceremonies, fundraising  
9 efforts, school closings, test periods, and  
10 other important dates.

11           There is no communication gap at P.S. 140.  
12 We can all clearly see what's going on.

13           [Applause]

14           [Off mic comment, laughter]

15           MS. WILSON THEA CAMPBELL: Hi, Wilson Thea  
16 Campbell [phonetic]. I'm a Special Education  
17 teacher here. I've been here for 16 years and--

18           [Applause, cheering]

19           MS. CAMPBELL: --my school. In saying that  
20 I want to say, please, don't phase us out.  
21 Support us.

22           AUDIENCE: That's right.

23           MS. CAMBELL: Give us a fair amount of time  
24 for our initiatives to influence our programs.  
25 Give us the financial support we need to upgrade

1 our facilities, higher adequate staff, support  
2 programs--

3 [Applause]

4 MS. CAMPBELL: Give us the ability to - - by  
5 the way we find it very difficult to redirect  
6 children and motivate them when they're looking  
7 out the window at a man who's doing work.

8 [Applause]

9 MS. CAMPBELL: Give us the leader we have,  
10 Mr. David Norment--

11 [Applause, cheering]

12 MS. CAMPBELL: --administrator - - . Now  
13 you've heard all the facts about P.S. 140 and  
14 all the initiatives that we have taken to  
15 support our children. We're asking you to  
16 examine the information we have provided. Don't  
17 just hear us. Listen. Listen to - - the school  
18 in 2011 that had been completely uprooted by the  
19 changes in administration that were forced on  
20 us. Like any plant that is uprooted, then  
21 replanted, it takes time for that plant to  
22 settle so it can grow and thrive.

23 [Applause]

24 MS. CAMPBELL: Mr. Norment has nourished his  
25 staff with professional development, technology,

1 and the rigor that is necessary for us to  
2 become more than successful. We can take our  
3 children to the top. This is shown to you by  
4 the data you have received tonight. We ask you  
5 to support us as a community, don't phase us  
6 out, don't let our hard work be in vain. We  
7 chose to be here at P.S. 140 to service our  
8 community of children. Show us that you realize  
9 that our children are worth supporting.

10 [Applause]

11 DR. FEIJOO: Thank you.

12 [Cheering, applause]

13 MS. JUDY JACOBS: Good evening Ms. Faure,  
14 Inspector Bryant, Mr. Norment, distinguished  
15 guests, parents and students. My name is Judy  
16 Jacobs and ESL teacher at P.S. 140. I'd like to  
17 thank all of you for coming here tonight  
18 especially parents who are supporting our  
19 school. I'd like to speak about the progress  
20 that we have made in our English Language  
21 population which encompasses students from  
22 Bangladesh, Dominican Republic, Haiti, Mexico, -  
23 - , Surinam, Togo, and Yemen.

24 Under Mr. Norment's leadership I have been  
25 able to attend more professional development

1 workshops and to keep abreast of the rigorous  
2 changes that are taking place in the education  
3 for our students.

4 As a benefit of the workshops I am more  
5 knowledgeable, more enthusiastic, and am able to  
6 be better at my job of educating my students.  
7 Learning is a lifelong process for all of us.  
8 In the last two years our grade [phonetic]  
9 system has been implemented and computers have  
10 been in service. I have been able to more  
11 accurately diagnose my students' weaknesses and  
12 provide better instruction.

13 As measured by the NYSIS [phonetic] Lab, the  
14 exam that is given to the English Language  
15 Learners, 75% of my ESL students have improved  
16 in both reading and writing. There's more  
17 communication with the parents through progress  
18 reports, more direction given to parents on how  
19 to help their children. I'm very proud to be  
20 part of the school community. And I hope that  
21 you will reconsider phasing out our school and  
22 keep it open for the sake of our children.  
23 Thank you.

24 [Applause]

25 DR. FEIJOO: Thank you.

1 MS. BETTY FENSTER: Good evening, my name  
2 is Betty Fenster [phonetic]. Currently I teach  
3 Kindergarten at P.S. 140. Just as embarking on  
4 any new endeavor usually requires a period of  
5 adjustment in order to build familiarity, so a  
6 new principal in a new environment needs a  
7 reasonable time period to build fluency with the  
8 existing population of students and staff--

9 [Applause]

10 MS. FENSTER: This daunting task is ongoing  
11 and we are in the process of going forward under  
12 Mr. Norment's leadership. This daunting task  
13 also takes more than we are being--it takes more  
14 time than we are being given here. Data serves  
15 to show that changes are already manifesting.  
16 The building is quieter and more orderly. I  
17 know this. I don't even need a data chart to  
18 tell me this. I work here. I also have, I  
19 don't--I guess it's on the PowerPoint, I'll hold  
20 this up, Learning Environment Survey reports  
21 that suspensions are down 50%.

22 [Applause]

23 MS. FENSTER: Learning Environment Survey  
24 reports that teachers felt safer in 2012 than in  
25 2011. The number of principal suspensions last

1 year, 70; the number of principal suspensions  
2 this year, 15.

3 [Applause]

4 MS. FENSTER: After educating children in  
5 this building for the past 12 years I have never  
6 seen the possibilities for growth so clearly in  
7 front of me. We are teams of teachers sharing  
8 everything with each other and putting best  
9 practices to work for the benefit of all our  
10 students. Don't stop us before we fully begun.  
11 Don't tell us that our hard work, Mr. Norment,  
12 Ms. Pruitt, Ms. Haddenberry [phonetic], and all  
13 the educators employed here will have to suffer  
14 the indignity of having to allow a new entity to  
15 come into our building and ride the coattails of  
16 our hard work--

17 [Applause]

18 MS. FENSTER: --New York is - - .

19 [Applause, cheering]

20 DR. FEIJOO: Thank you.

21 MALE VOICE 1: Beautiful.

22 [Pause]

23 MS. MELINDA FRENCH: Good evening. My name  
24 is Melinda French. I have three children that  
25 attend to the school. I'm kind of upset because

1 the - - that's going on here. Especially one  
2 of my teachers that's working previously with my  
3 child was dismissed. And it's kind of hard for  
4 my child to accept another teacher in their  
5 class because it is a bond in the heart of that  
6 child. For all the children it's going to be  
7 hard for the dismissal of the school is a bond  
8 that's been - - years. And it's upsetting to  
9 parents and it's upsetting to students as well.  
10 My faith in Mr. Norment is a wonderful  
11 principal.

12 [Applause, cheering]

13 MS. FRENCH: Because he had helped me with  
14 some difficult problems where I was in  
15 [phonetic]. And he had come and pulled me out  
16 and helped me a guided. Because at this time I  
17 would not be the person who I am now. I would  
18 be one of those parents that would be flipping  
19 out every 24/7. And I will--

20 [Laughter]

21 MS. FRENCH: --say it was a challenge for  
22 me, Mr. Norment. Mr. Norment had helped me to  
23 guide me as a straight mother and gave a  
24 positive and spoke to my children.

25 [Applause]

1 MS. FRENCH: Mr. Norment is a positive  
2 role model for children and it's a shame that it  
3 have to be this way.

4 [Applause, cheering]

5 DR. FEIJOO: Thank you.

6 MR. GOLDBERG: I just wanted to wrap our  
7 presentation here. We've addressed  
8 instructional issues, the Learning Environment  
9 Report's high marks for how our principal is  
10 involved in instruction and student progress.  
11 More teachers believe that their school helps  
12 students achieve its goals better. The Progress  
13 Report, we recognize the concerns. We  
14 understand the implications. However we  
15 addressed the issues, we've seen our way through  
16 the instability. We've positioned the school  
17 for success.

18 MALE VOICE 1: Yes.

19 MR. GOLDBERG: Don't phase us out. Support  
20 us. Give us a fair amount of time for our  
21 initiatives to influence progress.

22 MALE VOICE 1: Yes.

23 MR. GOLDBERG: Give us the financial support  
24 we need to upgrade our facilities, hire adequate  
25 staff and support our programs.

1 MALE VOICE 1: Yes.

2 MR. GOLDBERG: Give us the leader we have  
3 now. No more administrative instability.

4 [Applause]

5 MR. GOLDBERG: Experience is a key.

6 [Applause]

7 MR. GOLDBERG: Give us a building free of  
8 construction distractions.

9 MALE VOICE 1: Yes. Amen.

10 MR. GOLDBERG: The bottom line is, and you  
11 could see the shirt that I'm wearing, I look a  
12 little different than I did earlier, but I  
13 wanted to make a point--

14 [Laughter, applause]

15 MR. GOLDBERG: The teachers, the teachers in  
16 New York City are solution-based.

17 AUDIENCE: Yes.

18 MR. GOLDBERG: And we don't want to fight  
19 against the DOE, we want to work with you  
20 together to have solutions so that the children  
21 can benefit from all of this. And I really want  
22 us to work together so that we have the monies  
23 necessary, we have the stability, and so forth,  
24 so that we can stay here and be a positive  
25 influence on our future. Thank you.

1 [Applause, cheering]

2 DR. FEIJOO: Thank you. I'm going to call  
3 up the next round of ten speakers. Please again  
4 forgive me if I mispronounce your names.  
5 Kashika Jason Stewart; Demani Stewart; number  
6 23, Mary Alicio, I believe you spoke. Number  
7 24, Birani Dixon; number 25, Zayan McFarland;  
8 number 26, Tracy Carmichael; number 27, Michelle  
9 Cummings; number 28, Faith Snyder; number 29,  
10 Hope Dorsey; and number 30, Elle Bishop [all  
11 phonetic], if you could please take a seat and  
12 assemble here and then we can continue with  
13 speaker number 21.

14 [Pause]

15 DR. FEIJOO: Take your time and don't be  
16 nervous.

17 [Pause]

18 MS. KASHIKA STEWART: I was able to stay--I  
19 was able to get - - I was really good.

20 [Applause]

21 MS. STEWART: Because of my - - teacher, Ms.  
22 Fenster, Ms. Jones and Ms. Moss, I have, I have  
23 - - .

24 [Applause]

25 MS. STEWART: I've been trying to keep my

1 grades up. I've been trying--I've been doing  
2 better than - - .

3 [Applause]

4 MS. STEWART: I have fifth grade reading  
5 skills.

6 [Applause]

7 DR. FEIJOO: Continue talking.

8 AUDIENCE: Thank you.

9 MS. STEWART: My... my class are trying to be  
10 the best class... - - . We've been--I mean, my  
11 class, another class, everyone in the class - -  
12 . We - - reading on a fourth grade level but  
13 they're really trying to do better.

14 I have... I'm just-I'm not just doing--trying  
15 to read on grade level, read - - maps or any--  
16 I'm doing this because it's for my family so we  
17 can - - too.

18 [Applause]

19 DR. FEIJOO: That was very well done. Thank  
20 you very much. The next speaker is Demani  
21 Stewart. Take your time and don't be nervous.

22 MR. DEMANI STEWART: I am a student from  
23 P.S. 140. I'm going to talk to you about saving  
24 our school. I have a great teacher. She helps  
25 her class function better. My class is doing

1 great with our behavior and word problems and  
2 our work. We attempt to help the school stay  
3 open. Why? 'Cause we work hard on doing work  
4 to pass the state tests. I am one - - and I  
5 will help this school. And teachers it's not  
6 only about the children, it's about the  
7 teachers, too. And you work hard to make us  
8 learn and be respectful to one another. So  
9 please keep this school open. I've been in this  
10 school for five years and I've been on trips and  
11 did a lot of fun things and I want to be more  
12 than a smart person. I want to be a scholar.  
13 Thank you.

14 [Applause, cheering]

15 DR. FEIJOO: Very well done. Ms. Ronnie  
16 Dixon. I'm sorry, Tion Dixon.

17 [Applause]

18 DR. FEIJOO: I apologize.

19 MR. TION DIXON: Good evening. My name is  
20 Tion Dixon [phonetic] and I'm in the fifth  
21 grade. I began attending P.S. 140 in Pre-K. I  
22 have many fond memories of my educational  
23 experiences at this school. My favorite part of  
24 my study - - attending this school is meeting  
25 all of the teachers. They have helped me so

1 much along the way I'm soon to graduate. For  
2 example, I remember one day when I went to Mr.  
3 Norment to help me and a couple of my classmates  
4 with a math problem we didn't understand. I  
5 will never forget that experience. Our  
6 assistant principal Mrs. - - had been  
7 supportive and we - - too. If this school is  
8 phased out I'll be - - . Thank you.

9 [Applause, cheering]

10 DR. FEIJOO: Thank you. Zayan McFarland?

11 MS. ZAYAN McFARLAND: My name is Zayan  
12 McFarland [phonetic] and I have been in this  
13 school since Kindergarten. Today P.S. 140 is  
14 more than riding in our - - . It's also about  
15 focusing on our whole human being and helping me  
16 grow up into a happy, successful person. From  
17 Kindergarten my life has been filled with fun-  
18 filled activities. For example, I went to zoos,  
19 farms, and - - and even a circus.

20 In third grade Ms. Tiffany taught a ballet  
21 technique dance that I've been taking. I've  
22 also been in summer and Christmas showcases. I  
23 dance and sing and I will want a wonderful  
24 experience. Last year Ms. Dorsey brought us to  
25 the symphony which we can do - - . This year

1 Ms. Galen and Ms. Sibley took us to the senior  
2 - - where we danced and sang for the President.  
3 Also made packages for the holidays. This year  
4 is going--this year I was in chorus.

5 [Applause]

6 DR. FEIJOO: Thank you very much. Nice job.  
7 Tracy Carmichael.

8 MS. TRACY CARMICHAEL: Good evening. My  
9 name is Ms. Carmichael. I want - - but I do  
10 know the staff here at 140. And I just want to  
11 say that they are devoted and go beyond - -  
12 working here and I just want to say that  
13 technically I'm - - on the courts. I know some  
14 people from defenders and I know the district  
15 which - - overcrowded and I know they know that  
16 - - something for this building. I will tell  
17 you my concern is that all this stuff now, all  
18 this funding that's coming in to fix this  
19 building--

20 [Applause, cheering]

21 MS. CARMICHAEL: --for this building, please  
22 just take a walk in our restrooms and just see  
23 how this restroom is that these kids have to do  
24 this every day. And I know it's not me today,  
25 tonight, someone just told me to--look I listen

1 to experience. Something told me to look up.  
2 And I looked up and I seen this building. I  
3 said my goodness, they got enough money now,  
4 they even put a statue up on top of the ceiling  
5 or the roof and nobody can even see it. That's  
6 a waste of money. That's a waste of money. And  
7 Mr. Norment fights so hard to get funding. I  
8 just want to say give them a chance. They  
9 deserve it. They are working hard and I'm going  
10 to keep praying because--

11 [Applause, cheering]

12 MS. CARMICHAEL: -- - - they deserve it.  
13 They really deserve it.

14 [Applause]

15 DR. FEIJOO: Thank you. Michelle Cummings.  
16 Ms. Cumming? I - - so make sure it's not my  
17 pronunciation. Take your time.

18 MS. MICHELLE CUMMINGS: Hi, my name is  
19 Michelle Cummings. I have two children  
20 attending this school. I had some questions  
21 that I had given earlier. I wanted to know why  
22 was it--why did they not receive the help that  
23 was needed when you realized two years ago that  
24 this school was failing? Why did you wait--

25 [Applause]

1 MS. CUMMINGS: -- - - . Was there any  
2 plan to do it differently. Is it possible that  
3 your school might phase out too if it wasn't  
4 working? I mean who in control is responsible  
5 for this? We have a lot of good teachers in  
6 this school. We have one of the best  
7 principals. Why don't you give them the help  
8 that they needing?

9 MALE VOICE 1: Yeah.

10 MS. CUMMINGS: It's not right to decide to  
11 phase out this school.

12 AUDIENCE: Yeah.

13 MS. CUMMINGS: Is there any chance that, you  
14 know, - - .

15 [Applause, cheering]

16 DR. FEIJOO: Thank you. Ms. Faith Snyder?

17 MS. FAITH SNYDER: Good evening everyone.

18 My name is Faith Snyder. My daughter is in  
19 Kindergarten. She's five years old. I  
20 graduated from this school 13 years ago. I know  
21 basically a lot of the staff that is here. I  
22 wanted to say that my point is why is it that in  
23 a year you had four principals? What were you  
24 thinking?

25 Where was the Department of Education when

1 you sent four principals? The same year that  
2 you sent four principals was the year that they  
3 received the F. My other concern is these kids  
4 have state tests soon. That's coming up in a  
5 few weeks. And we're here for this joint  
6 hearing because, what, you want to phase out  
7 this school? This is a community. I've been in  
8 this community for 25 years. I'm going to  
9 continue to fight and do what I have to do to  
10 make sure my daughter receives--and all of our  
11 children, receive the proper education that they  
12 need. I graduated and I'm a college graduate.  
13 And I was able to come here to this school and  
14 succeed--

15 [Applause, cheering]

16 MS. SNYDER: --and I put my career on hold  
17 to help out here. I see what goes on. I'm a--  
18 you know I go to the PTA meetings. I volunteer.  
19 I'm here three times a week or whenever I need  
20 to be. So I see what goes on and I believe that  
21 we need to keep this school open. And we love  
22 each other and have more unity and we come  
23 together as a community, as a whole, I believe  
24 and I have faith, I can pray, and I know, this  
25 school will remain open and our kids will

1 receive the proper education that they deserve  
2 and that--

3 [Applause, cheering]

4 DR. FEIJOO: Ms. Hope Dorsey.

5 MS. HOPE DORSEY: Good evening. I'm going  
6 to toss that what I was about to say. I started  
7 working here 33 years ago in 1985.

8 [Cheering, applause]

9 MS. DORSEY: I want to--this is not a job  
10 for me, this is a career. And we are family.  
11 But I don't have data to show you but I was  
12 thinking about it. How do you measure data?  
13 And where did you get your data on your - - ?

14 [Background noise]

15 MS. DORSEY: But I do have some data that  
16 will come up this spring. For the last three  
17 years the Down and Dirty Horticultural Society  
18 of P.S. 140, we are planting over 1,500 flowers  
19 in this community and around this school. So if  
20 you want to see it, come this spring. That's  
21 our data. Our data, we have had the  
22 opportunity, we were invited by a man named Drew  
23 Becker who's the president of the Horticulture  
24 Society of the State of Pennsylvania to come to  
25 the Philadelphia Flower Show and offered to pay

1 for our bus ride.

2 We have gone--we work in the community. Ms.  
3 Givin, Ms. Baptiste, Ms. Dabray [phonetic] has  
4 come. We have invited the DOE, we have invited  
5 the Chancellor to come to our annual Garden  
6 Party to show what we do. No one has ever  
7 called to say oh we can't come. We've been  
8 throwing it on for three years now. We and I  
9 say we, 'cause we are a family, have taken--wait  
10 one second, - - . Outside the classroom, our  
11 learning. It's not everything inside. It's  
12 hands-on. The children are - - , the children  
13 need to harvest and there are vegetables that we  
14 grow. But there's three trees that stand  
15 outside in front of P.S. 140 that you can't see  
16 right now because of that scaffolding. And you  
17 should have let us know that you were on the  
18 way to cut it down. Thank you.

19 [Applause, cheering]

20 DR. FEIJOO: Thank you. We're going to let  
21 her speak first and then I'll...

22 MS. ALICIA BISHOP: Hi, my name is Alicia  
23 Bishop. And I'm sure everybody knows me.

24 [Laughter]

25 MS. BISHOP: I have six kids, five of my

1 kids have attended P.S. 140. I went to the  
2 school as a kid. All of these teachers that's  
3 here still are teaching from when I came to this  
4 school. My oldest daughter graduated and now is  
5 at Kiowa [phonetic] High School and she'll be  
6 graduating from there. And I would like my kids  
7 to graduate from here at 140. When you phase a  
8 school out, what are you going to do? Change  
9 the number, change the name, leave everything  
10 the same? This community is as strong as its  
11 leaders. We have a leader which we found. It  
12 took us four principals--

13 [Applause]

14 MS. BISHOP: --but we have somebody. We  
15 have a good PTA. We have everybody here knows  
16 everybody. They see my kids walking across the  
17 street, uh-oh, that--we don't need people to  
18 come in here that don't care about their kids,  
19 that's not passionate about what they do--

20 [Cheering, applause]

21 MS. BISHOP: --we need the people that's  
22 here now to stay 'cause they love the kids,  
23 genuinely they love their job. This school,  
24 there's no sapping [phonetic], there's no  
25 raping, there's nobody from here, you got to go

1 to a school where their property's gone. We  
2 don't have that.

3 [Cheering, applause]

4 MS. BISHOP: What we need here is funding  
5 for our kids. They start to grow up with the  
6 federal funding - - Title III, now they took  
7 that. We have nothing. It took me, Mr.  
8 Norment, Ms. Haddenberry, we fought to get an  
9 ICT program and now they have it, now they don't  
10 have the funding to bring other things into the  
11 school. As far as the kids, they have 30 to 40  
12 kids in a class, how do you expect the kids to  
13 actually learn like that?

14 [Applause]

15 MS. BISHOP: You know they're not going to  
16 learn. They're not going to pass tests.  
17 Without grading these teachers and school, what  
18 you need to be doing is putting funding back  
19 into this school. We took staff development,  
20 clean up - - but we need to have, like the other  
21 kids, they have a lab there with Apple  
22 computers. That's what the kids need. They  
23 need to be able to take good, new books, not  
24 used stuff from the previous years, y'all just  
25 need to not to close this school. This

1 community needs--no need to come in here that  
2 don't know our community and tear it up. We  
3 need people that care, that know our kids'  
4 names. Not say oh you.

5 [Cheering, applause]

6 DR. FEIJOO: Before I call the next group of  
7 speakers I want to provide the opportunity to  
8 Council Member Comrie to be able to speak--

9 [Cheering, applause]

10 MALE VOICE 1: Mr. Comrie.

11 DR. FEIJOO: Thank you.

12 COUNCIL MEMBER LEROY G. COMRIE, JR.: Good  
13 evening everyone.

14 AUDIENCE: Good evening.

15 COUNCIL MEMBER COMRIE: I'm pleased to see  
16 all of you here this evening as you're working  
17 to express your opinion on why we need to keep  
18 P.S. 140 open.

19 [Applause]

20 COUNCIL MEMBER COMRIE: There is no reason  
21 to close this school. Principal Norment has  
22 been a great principal and a great addition to  
23 this school and really hasn't had the chance to  
24 have an opportunity to--

25 [Applause, cheering]

1           COUNCIL MEMBER COMRIE:  --to be a role  
2 model to this community and needed his voice and  
3 his presence in this community.  He came and  
4 identified to me the things that he needed to  
5 see brought into the school which was  
6 everything.  This school has been under-funded  
7 and under-resourced and the only resource that  
8 it's been getting is the opportunities that I've  
9 been blessed with to bring dollars into this  
10 school.

11           [Applause]

12           COUNCIL MEMBER COMRIE:  Everything from the  
13 emergency capital we paid, there's been  
14 absolutely no major repairs and upgrades to the  
15 computer systems in this school other than what  
16 I've funded.  When he told me that he couldn't  
17 even put in a WiFi or a high speed internet in  
18 the school because--so how can a teacher catch  
19 up, how can the school catch up when they can't  
20 have the basic needs that any other school would  
21 have?  You can't expect someone in a year and a  
22 half to change a school around.  You can't  
23 punish them for only being here for less than a  
24 year and a half and then try and move out the  
25 entire school.

1           This school is just starting to get its  
2 legs back after being a school that trained  
3 children in one of the most difficult areas of  
4 the city, making sure the children had the  
5 rubrics to learn. He needs more time. There's  
6 no reason to close P.S. 140. The teachers here,  
7 the PTA that is here now, the parents that are  
8 here this evening, I'm so pleased to see so many  
9 people out on a Friday night--

10           [Applause]

11           COUNCIL MEMBER COMRIE: - - give them the  
12 funding that they need. Give them his list of  
13 things that he's been asking for since he's been  
14 principal and let the school work. There is no  
15 reason to close this school. There's no logical  
16 reason behind trying to re-acclimate the school  
17 because as you try to close down the school you  
18 heard the children that are in the school, the  
19 children that would be trying to finish their  
20 good educational careers here would be forever  
21 pushed back even more than they're pushed back  
22 now with the curriculum that they have now.  
23 There is no reason not to do anything but to  
24 fully give the resources to P.S. 140 it needs  
25 right now.

1           And just one other thing, we've been  
2 trying to--I put money into fixing the  
3 playground over four years ago. DOE has still  
4 not gotten any--

5           [Applause]

6           COUNCIL MEMBER COMRIE: You can't even give  
7 their children a whole building because of the  
8 fact that DOE has not made this a priority. So  
9 if you're not going to make it a priority on  
10 giving them the resources before, you need to  
11 now make it a priority by giving them the  
12 resources and keeping P.S. 140 as it is with  
13 Principal Norment. Thank you.

14          [Applause, cheering]

15          COUNCIL MEMBER COMRIE: Thank you for  
16 letting me interrupt the flow of speakers but I  
17 really wanted to come because I think that of  
18 all the newest principals that I've met, Mr.  
19 Norment is someone that we really need to keep  
20 in our community.

21          [Applause, cheering]

22          DR. FEIJOO: Thank you. Thank you Council  
23 Member. I'm going to call the remaining names  
24 of speakers to begin to line up to take a seat  
25 in the row. Number 31, Darren Garcia, Jr.;

1 number 32, Nita Doster; number 33, Patrick  
2 Sibley, I apologize if I didn't pronounce it  
3 right; Patricia, I apologize. Thank you.  
4 Number 34, Lalani Padavin, Pardevin? Number 35,  
5 Wanda Cortivo; number 36, Chantel Lewis; number  
6 37, Terita Gordon; number 38, Maury Gerard;  
7 number 39, Ms. Bodega; number 40, Ms. Karine  
8 Stephenson, number 41, Falarent Curtis; number  
9 42, Audrey Koppell [all phonetic]. Just give  
10 everyone just one minute to just get settled  
11 because I want everybody to pay attention to  
12 what they have to say.

13 [Pause]

14 MR. DARREN GARCIA, JR.: Hello, my name is  
15 Darren Garcia and I am a senior at P.S. 140. I  
16 am very concerned about my school phasing out.  
17 My classmates, friends, and I have many memories  
18 in this school. There are many activities in  
19 the school we can all enjoy but at the same time  
20 making it a great experience. Like the Chess  
21 Club. Two skills that chess - - are planning  
22 and concentration skills. Another activity that  
23 I like is the P.S. 140 shows. It shows parents  
24 and other kids that we have talent. Our after  
25 school program is very helpful and - - . It is

1 a program for kids who aren't advancing and  
2 need some help on certain subjects or topics.  
3 We enjoy having our community works program. In  
4 it young people on the neighborhood celebrate  
5 neighborhood communities through the arts.

6 Also we will have the privilege of a game -  
7 - at school and it is a very good reward for  
8 children who do the right thing. I love the  
9 stuff that our new principal Mr. Norment has  
10 developed for us. Our assistant principals Ms.  
11 Haddenberry and Ms. - - , our guidance counselor  
12 Ms. Beverly, are great - - for our - - our  
13 excellent Parent Teacher Association staff get  
14 together and finally my best educational staff  
15 ever put together in this building: the teachers  
16 of P.S. 140. Now my greatest concern and the  
17 point of this speech is that if the school  
18 phases out, everything will change, the  
19 principals, assistant principals, teachers,  
20 secretary, everything. These teachers work hard  
21 for us, their families and their jobs. Being in  
22 this school, P.S. 140, for 6 years has made this  
23 school my second home and I will stand up for  
24 it. Thank you and God bless you all at P.S.  
25 140.

1 [Applause, cheering]

2 MS. CHANTEL LEWIS: Good evening everyone.  
3 My name is Chantel Lewis and I switched with  
4 Nina, thank you so much because I have to leave.  
5 I'm not only a parent at P.S. 140 but I'm also  
6 the social worker that came here that had  
7 children that were in foster care that attended  
8 this school. And I have to say the  
9 professional--when I came to P.S. 140 I asked  
10 about my child. I was in a specialize program  
11 at that time.

12 My problem - - was very - - this goes back  
13 years ago before my children were even at the  
14 age to attend elementary school. The teacher  
15 knew my child and said, oh, they provided a  
16 service for my child and - - I do but I still  
17 don't know, you know, even after they had - -  
18 left the school. In addition, I have two  
19 children that has attended P.S. 140. One  
20 attended in the past has graduated and has moved  
21 on and he's - - an A, he's doing very well, he  
22 graduated last year. My daughter is here in the  
23 fourth grade. She's doing well also.

24 Part of my speech is, you know, failing,  
25 cutting funding--cutting funding, cutting

1 programs and assistance, cutting teachers, - -  
2 now, does it feel the negative connotation that  
3 the DOE has used to break down our school.  
4 Building, supporting and partnering,  
5 encouraging, helping, this is the sort of action  
6 that is needed to move forward.

7 As our president said in his inauguration  
8 speech on January 21st, 2013, as a whole we have  
9 to work together to move forward. Mr. Norment  
10 and his committed team and efficient staff needs  
11 the opportunity to make a difference in the  
12 education of our youth. Some of the teachers  
13 that spoke today are teachers that I worked  
14 with, that have worked with my children, so - -  
15 called, Mrs. Pruitt, Ms. Annie, Ms. Stephenson,  
16 I mean when I remember I had an issue and I went  
17 to my school as she was growing up with my son,  
18 my daughter's current teacher is Ms. Stephenson  
19 and she's great. You should see the papers that  
20 my daughter writes. If you can read her paper  
21 then I know--

22 [Applause]

23 MS. LEWIS: --not because I'm her parent but  
24 I know if you read my daughter's papers you will  
25 be impressed. And if you were here for the show

1 in December I'm going to--need to show Ms.  
2 Annie the chorus that when you heard my  
3 daughter's solo, you would know, these children  
4 are doing well. I mean it took some time to get  
5 it together with all the change in leadership,  
6 you know, when the whole is not complete there  
7 is no way you're going to find progress. It's  
8 only going to come going forward [phonetic]. So  
9 in order for us to move forward, we just have to  
10 stay strong. No phasing out. Thank you so  
11 much.

12 [Applause]

13 DR. FEIJOO: Thank you. Number 33?

14 MS. PATRICIA SIBLEY: I was with something,  
15 not to put the mic in front of my papers but  
16 it's okay, this is my - - . People on the--  
17 could be--I'd like to speak to the committee and  
18 as well as the audience here. So maybe I could  
19 turn this around.

20 [Cheering, applause]

21 MS. SIBLEY: Good evening. My name is  
22 Patricia Sibley. I have been part of this  
23 community for almost 50 years. I've worked with  
24 kids at 140 for almost 25 years.

25 [Applause]

1 MS. SIBLEY: From a child to a teacher. I  
2 have watched my neighborhood torn down by crack,  
3 crime, and disease. As an answer to this, I  
4 began Into the Womb [phonetic] a community  
5 service group that focuses on character  
6 education and building self-esteem and  
7 citizenship. Our goal is to be committed to  
8 help our community, near and far. Show that we  
9 care for each other and especially for the  
10 elderly has proved to be a good lesson learned  
11 as stated in an article in Our Times newspaper,  
12 dated February 2013.

13 The students have gone to visit the seniors  
14 for the past 20 years. The students here at  
15 P.S. 140, the Edward K. Ellington School, were  
16 also featured in the New York News Day several  
17 times and presented HIV Awareness - - for Fade  
18 to Black, a cable television show. No matter  
19 what capacity, I worked there, whether a para,  
20 staff development, first grade teacher, second  
21 grade teacher, third grade teacher, fourth grade  
22 teacher, technology teacher, - - teacher or now  
23 a gym teacher. I have done all of it.

24 [Applause]

25 MS. SIBLEY: I have always worked my

1 students, my children, using a multiple  
2 intelligence system. The arts, whether dance or  
3 music, theater or poetry, I've always been doing  
4 just countless shows for the children at P.S.  
5 140. For the last nine years we've participated  
6 in AIDS Walk New York. Administration,  
7 students, staff, parents and community have all  
8 participated in this mission as we fight to stop  
9 the spread of HIV/AIDS. We have raised  
10 thousands of dollars and - - we - - the care of  
11 our babies. Okay.

12 The students at P.S. 140 are empowered to  
13 help themselves in the community. They created  
14 and designed t-shirts, yes, Ma'am, 25 - - .  
15 They had the students design t-shirts. They've  
16 made slogans - - made by students, HIV Can't  
17 Touch Me. It's - - --

18 [Applause, cheering continues for a while]

19 MS. SIBLEY: Thank you very much. Thank God  
20 for Central Park [phonetic].

21 DR. FEIJOO: Thank you. Thank you - -  
22 Patricia Sibley.

23 Ms. SIBLEY: It's not - - we are all - - .

24 DR. FEIJOO: - speaker - - . Thank you.

25 [Crowd noise]

1 DR. FEIJOO: Thank you--

2 MS. LELINE PARDEVIN: Good evening ladies  
3 and gentlemen. My name is Leline Pardevin  
4 [phonetic]. I work with Ms. Patricia Sibley in  
5 the gym. I'm here to tell you a little bit  
6 about the new advantage, no, the new program in  
7 the physical education department.

8 The new program is called Move to the  
9 Groove, soon to be implemented. Move to the  
10 Groove program, regular and support teachers  
11 could implement fitness breaks in their students  
12 in the classroom. It is designed to improve  
13 student physical activity levels for more  
14 critical thinking and provide the teacher with  
15 fitness breaks that should be used to supplement  
16 existing physical education programs and meets  
17 New York City Department of Education  
18 instructional requirement of 120 minutes per  
19 week.

20 According to the new report by the  
21 Department of Education and the NYC Department  
22 of IT, students with better physical fitness  
23 have higher academic test scores. Move to the  
24 Groove is designed to enhance students' overall  
25 performance, not only physically but

1 emotionally, socially, and more importantly,  
2 academically. Socially they will interact  
3 better with peers and this promotes teamwork.  
4 Move to the Groove training started earlier this  
5 year. At the end of the training, 17 teachers  
6 from the school will be ready for the  
7 implementation of the program in the classrooms.

8 Change is here ladies and gentlemen. We  
9 need time to see the results. Thank you.

10 [Applause]

11 DR. FEIJOO: Thank you. Speaker number 35.  
12 I'm sorry; Wanda Cortivo [phonetic]?

13 MS. COSTANZA CORTIJO: Good evening  
14 everyone. My name is Costanza Cortijo  
15 [phonetic] and I'm the director of Bright  
16 Futures Children After School Program. I came  
17 to this school at the end of the year 2012 in  
18 December and I presented a proposal to Principal  
19 Norment. And he graciously opened up his doors  
20 to allow our program to facilitate his student,  
21 our children, here in this community.

22 The children do not have to walk outside of  
23 this building to go to another program to get  
24 the help they need. We focus on homework. We  
25 assist the children with the homework. We make

1 sure it's done. We make sure it's completed.  
2 And it's neat. And when the parents pick up  
3 their children at the end of the evening at  
4 5:30, they can be reassured that their homework  
5 has been done.

6 And I thank, I thank the staff and the  
7 principal, the assistant principals for saying  
8 yes to Bright Future and we're looking forward  
9 to working with this school for the years to  
10 come. Do not close this school. There's so  
11 many possibilities and projects that they need  
12 to receive and we're here to do the work. Thank  
13 you.

14 [Applause]

15 DR. FEIJOO: Thank you.

16 MS. NINA DOSTER: Good evening everyone. My  
17 name is Nina Doster and I'm a parent and also a  
18 graduate of P.S. 140. I owe my life today to  
19 Ms. Dorsey and Mrs. Prayship [phonetic]. My  
20 children have had great teachers as well from  
21 Ms. Sibley, Ms. Palmenteri, Ms. Fenster, Ms.  
22 Moss, Ms. Pruitt, Ms. O'Hara, Ms. Berry, Ms.  
23 Ivy, Ms. Watson, and that's just to name a few.  
24 I know they gave all their effort towards our  
25 success.

1 I know P.S. 140 staff and Mr. Norment  
2 deserve more time to show out the great effort  
3 they put towards my children and our children.  
4 District 28 deserves the same efforts from the  
5 DOE as District 2 receives. The DOE should show  
6 more support to P.S. 140 and District 28. No  
7 matter where you reside in New York City, we  
8 deserve equal public education.

9 [Applause]

10 MS. DOSTER: Also, I would like to thank the  
11 support P.S. 140 could haven't pulled this and I  
12 thank everyone that's shown their support to my  
13 daughter during her tragic time with - - . I  
14 say you have to give 140 more time. I'm  
15 standing up for 140 and District 28. Have a  
16 good one.

17 DR. FEIJOO: Thank you.

18 [Applause]

19 DR. FEIJOO: Speaker number 37? Ms. Terita  
20 Gordon?

21 MS. TERITA GORDON: My name is Terita Gordon  
22 and I am speaking [phonetic] for our school.  
23 Our school is our home because I love this  
24 school. P.S. 140 is my--is like my second home.  
25 I mention some teachers such as Ms. Darren in

1 Kindergarten, Ms. Shaffley, first grade, Ms.  
2 Lee in second, Ms. Lee Ann in third and the  
3 teacher I have right now is Ms. Stephenson in  
4 fourth. They have been great to kids. I also  
5 have bff's such as Destiny Chase, Alicia Caylin,  
6 Shania Darren. I have known these people since  
7 Kindergarten. These people are my family.  
8 That's why our school is our home. Don't you  
9 dare close our school.

10 [Applause, cheering]

11 MS. GORDON: We need better - - every year.  
12 So why close the school when they're going to  
13 need these things? These teachers help us to  
14 know more so don't you dare close our school.  
15 As you can tell our teachers, our teachers and  
16 principal are determined to work us. You won't  
17 close our school.

18 [Applause]

19 DR. FEIJOO: Thank you. Speaker number 38?  
20 Mr. Gerard? Monet Gerard? Speaker number 39?

21 [Cheering]

22 MALE VOICE 3: Wait.

23 [Laughter, cheering]

24 REV. GUTZAHOLDEN: Good evening. My name is  
25 Rev. Gutzaholden [phonetic].

1 [Cheering]

2 REV. GUTZAHOLDERN: Let me think about at  
3 the moment--oh, we can't pray, that's right.

4 [Laughter]

5 REV. GUTZAHOLDEN: I'm a preacher in support  
6 of P.S. 140. This school, I've been here for  
7 years. I went to this school. I graduated from  
8 this school. Worked at City Hall with  
9 Bloomberg. Around January, February of 2001, -  
10 - a blessing in my life to be let go from City  
11 Hall. And the - - that go to City Hall. We  
12 need to be having--we need to have the support  
13 that's given - - preaching--preaching, yeah,  
14 true business, but I have some other quick - - .

15 [Cheering]

16 REV. GUTZAHOLDEN: I'm a preacher and an  
17 advocate, SOS Save Our Schools.

18 [Cheering, applause]

19 REV: GUTZAHOLDERN: Stop overstepping the  
20 school - - . DOE, you're devastating our  
21 environment. Don't say that about 140. I'm so  
22 happy that in January 2014 we saved our  
23 Bloomberg.

24 [Cheering]

25 REV; GUTZHAHOLDEN: I'm going to have to

1 preach. I've looked around. I say - - has -  
2 - the storm. S-T-O-R-M. Do this, trying to  
3 overcome a real mess.

4 [Cheering]

5 REV> GUTZAHOLDEN: - - . I appreciate you  
6 warmness, young man. I ain't forgotten, too.

7 [Laughter, cheering]

8 REV. GUTZAHOLDEN: You're like a model or  
9 something, trying to help me--okay, here we go.  
10 We ask, when our bodies are cut, there are white  
11 blood cells that immediately go to repair the  
12 wound. Could I get an amen?

13 AUDIENCE: Amen.

14 REV, GUTZAHOLDEN: The - - is the cut that  
15 the DOE are the--but the - - was the cut to the  
16 DOE, DOE gave us, but where did the help come  
17 from? It never showed up. We don't want you.  
18 So--

19 [Cheering]

20 REV. GUTZAHOLDEN: So everyone here, if they  
21 try to close this school there's going to be a  
22 problem.

23 [Cheering]

24 REV. GUTZAHOLDEN: I come to this school. I  
25 praised some of the teachers. Outside this

1 school. I encourage them, when their parents  
2 are out of control, I grab them by the neck and  
3 pull them outside. You will not have that  
4 behavior in school and I'm just asking y'all,  
5 140, if they try to close it down, our kids will  
6 not come to 218--

7 [Cheering, applause]

8 DR. FEIJOO: Thank you.

9 REV. GUTZAHOLDEN: My name--hold it--

10 DR. FEIJOO: [Interposing] Thank you.

11 REV. GUTZAHOLDEN: --I approve the path of  
12 the teachers and end this message.

13 [Cheering, applause]

14 DR. FEIJOO: Speaker number 40 has spoken.  
15 Speaker 41, Volera Curtis. Speaker 41, Vorlona  
16 Curtis.

17 [Off mic comments, crowd noise, laughter]

18 MR. A. U. POPE: [Speaking but can't hear]

19 AUDIENCE: Shh. We can't hear you.

20 DR. FEIJOO: Please - - to me.

21 MR. POPE: Excuse me?

22 DR. FEIJOO: I'm sorry.

23 MR. POPE: My name is A. U. Pope [phonetic].

24 [Cheering, applause]

25 MR. POPE: If I push for--let me just say

1 this. In the - - Superintendent came up here  
2 and told us this is a proposal for the school.  
3 Is anybody here tonight?

4 AUDIENCE: Yeah.

5 MR. POPE: All right. Do you remember what  
6 I said? That proposal all it is, is the  
7 beginning step to close the school, right?

8 AUDIENCE: Yeah.

9 MR. POPE: All right. Phase--they're going  
10 to phase it out, right?

11 AUDIENCE: Right.

12 MR. POPE: I want y'all to know the verdict  
13 is in. I hope I'm wrong. They're going to  
14 close the school on you. So we already know,  
15 next time the Superintendent going to do that,  
16 say, let's propose, we ain't--we're going - -  
17 inside the door. All right? Tell you something  
18 we've got to do to as a community.

19 Right now, we have to get out of this mess.  
20 Last night, the last thing about - - , two  
21 teachers talking about our slavery. They was  
22 fighting back, talk about that, about slavery.  
23 All right. I wouldn't mention that by chance,  
24 something by rumor, something rumors - - . That  
25 in Jew schools they learn about the Holocaust

1 from - - . They learn about history from the  
2 beginning. And what happens, when after these  
3 things happen because we don't start learning  
4 about the history and they don't allow us to  
5 learn that. What happened? Leroy Comrie  
6 Councilor, sitting there a role model to change  
7 our school, we have a black educator right here  
8 and they're trying to take him out.

9 [Applause, cheering]

10 MR. POPE: Y'all better listen now. All  
11 right. And I'm not--it's not about racism, it's  
12 about that--this year August 28, 2013 will be  
13 the 50th anniversary of the March on Washington.  
14 We did not march on Washington to have a dream--

15 [Cheering, applause]

16 MR. POPE: That's not what this is about.  
17 This is about schools, this is about plumbing,  
18 this about our kids [phonetic]. 30 seconds  
19 already, isn't that something. All right. Let  
20 me just tell you something.

21 Don't trust what they present to you. We've  
22 got to galvanize and come together as a  
23 community. This is not over. You know that I  
24 come some place, I come to get started. I come  
25 to initiate it. That was my baby brother,

1 that's spoke right before me. He is - - he -  
2 - the work and I--the chapter that's been - - to  
3 live it out. We're going to make sure these  
4 things are done right. For a young boy, no - -  
5 have to be proud and have to be humble himself  
6 and ask about - - . That's--don't just thank  
7 that boy for the rest of his life [phonetic].  
8 Shouldn't go there no more. And they talk about  
9 the time is up. They might be careful because  
10 God's watching you. Thank you.

11 [Cheering, applause]

12 DR. FEIJOO: Our next speaker is number 41,  
13 Deloris Curtis. Thank you.

14 MS. DELORIS CURTIS: Hello. I'm Deloris  
15 Curtis. I have three children here,  
16 Kindergarten, second grade, and fourth. I also  
17 am part of the PTA and I volunteer regularly on  
18 days at the school. Last year we did the fifth  
19 grade prom and I decorated for them. They  
20 really loved. They enjoyed it. They really had  
21 a great time. We just wanted to let them know  
22 that when they go on to the next school that  
23 they go to that they left people behind that  
24 really cared about them and wanted to see them  
25 do well.

1           And I just want to say that I didn't grow  
2 up in Queens and when you don't grow up in an  
3 area you always hear a lot of stories about what  
4 it might be like which I heard a lot of gang  
5 activity but this school right here proves that  
6 there's a lot of love, friendship, dedication,  
7 with a great principal here now--

8           [Applause]

9           MS. CURTIS:  --there are so many good things  
10 here [phonetic] so I just hope that everything  
11 that I would stand by, everyone was really heard  
12 and I hope you really--he does keep this school  
13 open because I believe that my kids are getting  
14 a quality education and it has been since  
15 Principal Norment got here.  Thank you.

16          [Applause]

17          DR. FEIJOO:  Thank you.  We have one... we  
18 have one final speaker, number 42, Audrey  
19 Vocaro.

20          MS. AUDREY VOCARO:  Hello.  Good evening  
21 all.  Thank you.  Quickly my name is Audrey  
22 Vocaro [phonetic], I'm a parent of two children  
23 here and first question is, if the school is--  
24 the deficit is so great deal and it's all money,  
25 where does the DOE or where will they get funds

1 from to phase this school out and replace it  
2 with a new one?

3 [Applause]

4 MS. VOCARO: Second of all, second of all,  
5 does the DOE legitimately has a probationary  
6 program if the school is failing that they could  
7 give them enough time to strategize, come up  
8 with a plan, to bring this school back up?  
9 Three, we need more cost-effective to fund the  
10 school adequately.

11 I'm quite sure it costs more to bring  
12 everything in new when you already have the  
13 facility here and people here, just say listen,  
14 you have this much time, do what you got to do  
15 and bring it up. If you don't do it within that  
16 time, then okay you're out the door. Like I  
17 said, my children, two of them, they're both  
18 special children and the familiarity helps  
19 because everyone know when you have special  
20 children when you bring new--and my daughter's  
21 doing fine, I got her report back. She's  
22 mastered everything she was first--she's in  
23 Kindergarten, she's doing first grade work--

24 [Applause]

25 MS. VOCARO: --if you snatch all the people

1 out [phonetic], try to - - . When you take  
2 away the familiar, we have a lot of special  
3 children here, when you take away that familiar  
4 environment, where do you think these kids are  
5 going to end up? With all the criminal and  
6 everything that's going on, there are third  
7 world countries that have better educated  
8 children - - --

9 [Applause]

10 MS. VOCARO: --than you have in the United  
11 States of America. I - - thinking. It's a  
12 fact. I know that. I would appreciate if you  
13 really listen to what the parents and the  
14 teachers--you've had the facts. You've had the  
15 emotion, the passion, the dreams and everything,  
16 just think about it and think most importantly  
17 about the children. What will happen to these  
18 children? In this environment, you see this is  
19 South Jamaica. This is a good school. We have  
20 good people. Mrs. Mendel, I love her. My  
21 daughter loves her--

22 [Applause]

23 MS. VOCARO: Think about your first  
24 priority, the children.

25 [Applause, cheering]

1 DR. FEIJOO: Thank you. We will now  
2 begin the question and answer period. Remember  
3 there will be some individual questions that  
4 will be answered and others that have been  
5 bucketed or grouped together into categories.  
6 Any question that is not answered here tonight  
7 will be answered on the website.

8 If you have additional questions after we  
9 stop distributing cards, at the conclusion of  
10 tonight's proceedings, we ask that you direct  
11 them to us via the telephone number at the  
12 bottom of the fact sheet or the email address  
13 that's also at the bottom of the fact sheet.  
14 And we'll turn the microphone back over to  
15 Deputy Chancellor Gibson who will take us  
16 through the questions and our responses.

17 [Applause]

18 MS. GIBSON: Thank you Dr. Feijoo. I must  
19 say this is a very passionate meeting and I  
20 heard it in your voices. I see that everyone  
21 came together as a community, parents, teachers,  
22 community leaders and--

23 [Applause]

24 MS. GIBSON: I really have to acknowledge  
25 that the students, especially the senior young

1 man there, and the rest of the youngsters  
2 that came up and spoke today, you spoke about  
3 your teachers, you spoke about your parents  
4 quite impressively. The young man that said  
5 that he reads every night for 30 minutes, you  
6 know, I hope everyone's reading at night for 30  
7 minutes and glad to hear that. And I--and when  
8 it comes out of the mouth of babes, you know, it  
9 means a lot. So I heard that.

10 [Applause]

11 MS. GIBSON: This is a joint public hearing.  
12 This is why we do this. We do this so that we  
13 can hear from the public. We don't often hear  
14 from the public. We don't often hear the  
15 passion. We don't often hear what people have  
16 to say. We do look at the data in the  
17 Department of Education because that's what we  
18 have. And it's important for us to look at it  
19 and understand it.

20 But the other part of the--this work that we  
21 do is to come and understand what really is  
22 going on in the school and that's the  
23 qualitative part. And I take that very, very  
24 seriously. So you have to know that I heard  
25 you. I hear what you're saying. And we're

1 going to take all of this into consideration.  
2 I'm going to answer some questions and there'll  
3 be questions on the website. So when you bucket  
4 the questions together, so many of you may have  
5 asked the same question so I'm going to answer  
6 it in different ways. I'd like to thank  
7 Principal Mr. Nement (sic) who has, I've heard--

8 [Crowd yelling Norment]

9 MS. GIBSON: --with Mr. Norment, - - has  
10 been here for 18 months. And I've heard that in  
11 18 months the changes that have taken place.

12 [Applause, cheering]

13 MS. GIBSON: I heard that. What you have to  
14 understand is that we are about making the best  
15 environment for all kids. And how do we turn a  
16 school around in a very fast way and that's not  
17 an easy thing to do. And I hear that people are  
18 working and people are working together. And I  
19 think it was very important that you shared that  
20 with me. I'm going to go through the questions,  
21 answer them in the best way that we can. And I  
22 just want to thank everyone for being very  
23 honest and open and passion about their  
24 feelings.

25 Questions were raised about why the proposal

1 to phase out P.S. 140 without giving its  
2 current leader more time to turn around this  
3 school. The leadership role is very important.  
4 This is still one component of a school.

5 The school culture and conditions have not  
6 been able to increase achievement and we've seen  
7 that. And I understand what you said. That  
8 your principal has been here for 18 months. And  
9 that this is a result of the four principals  
10 prior and things that happened in those years.  
11 And I hear that and I understand that. Hence  
12 probably why the achievement is going down but  
13 the achievement is going down. It's still a  
14 school with an F: an F in progress, an F in  
15 performance, and an F in the Learning  
16 Environment Survey.

17 And I heard from one of the staff members  
18 why that possibly is, the Environment Survey,  
19 when the teachers and the parents do answer that  
20 question, not--maybe not everyone did come out  
21 and it was probably at a time when they were  
22 doing construction and those were a lot of  
23 things going on. But that's the data that we  
24 have. That's what you have to understand. We  
25 look at the data.

1           We look and see what the environment is  
2 saying 'cause you're telling us as a school  
3 system that this environment is not good. And  
4 we didn't make that up. The teachers told us  
5 that. Given the fact that it was a very small  
6 percentage but the small percentage that did  
7 answer to the survey told us that this is not an  
8 environment that's excelling. Student  
9 performance didn't show us that they were  
10 performing. And the progress. That's the data  
11 that we have. And that's when we start having  
12 the conversation. It's important that you tell  
13 us why that's not so and why that may have  
14 changed.

15           While we understand the community's belief  
16 that the school has the capacity to improve we  
17 cannot risk our students' education. We want  
18 higher quality school. And I want to give you  
19 just a little bit of an example of what happened  
20 at P.S. 30 that went through a phase out.

21           And many of you know that because you're  
22 from District 28. And that it went from  
23 academic expectation which was 8.1 which is the  
24 citywide achievement, that's out of 10, and P.S.  
25 30 when it phased out is 9.3, communication is

1 9.2, engagement is 9.3 and safety and respect  
2 is 9.2. And I did hear budget and safety  
3 [phonetic] is better and that suspension rates  
4 have gone down. That's important. But when we  
5 look and bring in another school and we say what  
6 have other schools in the area done that's  
7 similar to your school, then we have to think  
8 very carefully and understand how it could  
9 change and what you could do differently in the  
10 school.

11 Many questions were raised regarding the  
12 types of support provided to P.S. 140. And I'm  
13 just going to read this little section here.  
14 All schools receive support and assistance from  
15 their Superintendent in the Children First  
16 Network, a team that delivers operational and  
17 instructional support directly to schools.

18 Struggling schools receive support as part  
19 of a system-wide effort to strengthen all  
20 schools and they also receive the individualized  
21 support to address their particular challenges.  
22 We do everything we can to offer struggling  
23 schools leadership, operational, instructional  
24 and student support that can help turn a  
25 struggling school around.

1           Specifically P.S. 140 was provided with  
2           classroom visits and walk-throughs with  
3           principal and assistant principals with  
4           suggestions to identify focus areas. Assistance  
5           was given in technology upgrades, monthly AP.S.  
6           and principal professional development meetings  
7           provided by the network, curriculum and  
8           development and unit planning, training in  
9           teacher evaluation systems and assistance with  
10          payroll, purchasing, and budget.

11          Now I understand from the PowerPoint that  
12          there was a \$1 million deficit. But I also  
13          understand that part of the time there were five  
14          assistant principals here. But principals make  
15          decisions on how they budget their work. All  
16          that--we take that into consideration.

17          Questions were raised about why more funding  
18          can't be allotted to the school and that other  
19          schools receive more resources. In New York  
20          City we fund schools through our per pupil  
21          allocation. Funding follows the students and is  
22          weighed basically on student's grades, grade  
23          levels and needs.

24          The principals had discretion over their  
25          budget and made choices about how to prioritize

1 their resources. But per student funding is  
2 what they get and they make the decisions on how  
3 they're funded in that manner. Your principal's  
4 been here 18 months and he's made some changes  
5 and I heard that and I understand that.

6 P.S. 140 is not a priority school and I  
7 heard that as well. It is an F school but it's  
8 not a priority school based on the state  
9 assessments. But it does rank in the lowest ELA  
10 and Math in the city for proficiency compared to  
11 the rest of our schools that are similar as  
12 well. But most importantly when compared to its  
13 peer group which is a group of 40 schools that  
14 serve similar populations of students, it didn't  
15 rank that well either.

16 And certain special populations such as  
17 special education, and we did hear from a  
18 special needs teacher, and ELL teachers that we  
19 heard from the ESL teacher here as well, the  
20 school ranks among the lowest compared to  
21 citywide and district and its peer groups .

22 I knew that a lot of work has been done and  
23 I think that it was important that you share the  
24 PowerPoint presentation that talked about the  
25 past, talked about the future, and looked at

1 what's happening now and where you think  
2 you're going. I heard about the programs that  
3 are here. You know I started this evening  
4 saying this is not an easy thing to do.

5 It's not easy to come into a school  
6 community with a principal that's done some work  
7 and a lot of work in a very short time and  
8 clearly has a supportive staff and supportive  
9 parents and community leaders have come here.  
10 It's something that we take into consideration  
11 in everything we look at.

12 As a system we want to make sure that every  
13 single student in this school has an opportunity  
14 to a fair, good, high quality education. And  
15 that's why we do this. And that's why we do the  
16 work. If we think that the programs that are in  
17 place can help improve student outcome, then we  
18 look at that. If for some reason it can't  
19 happen, then we have to take that into  
20 consideration as well.

21 The reason that we're having this meeting is  
22 so that we can hear what everyone says. And I  
23 share that information with the team at Central.  
24 I thank you for the information that you gave  
25 me. You know, you should be vocal and continue

1 to be vocal about how you feel. And take all  
2 this into consideration as we move forward to  
3 the next steps of the meeting for the Panel  
4 which takes a vote is March 11th and it happens  
5 at Brooklyn Technical High School. And I'll  
6 turn the microphone over to Dr. Feijoo. Thank  
7 you for coming. This has been--

8 [Applause]

9 DR. FEIJOO: Thank you. We have heard many  
10 significant comments this evening. We  
11 appreciate your feedback, your contributions to  
12 this hearing. The information will be shared  
13 with the Panel on Educational Policy which will  
14 have its hearing vote on this proposal on March  
15 11th, 2013 at Brooklyn Technical High School, 29  
16 Fort Green Place in Brooklyn.

17 Public comment can continue to be submitted  
18 via the phone number and the email address at  
19 the bottom of your fact sheet. Please utilize  
20 those two sources to continue to provide  
21 feedback. We will accept feedback until March  
22 10th at 12 Midnight. You may submit feedback to  
23 those places at the bottom of the fact sheet. I  
24 thank you all for coming this evening. This  
25 joint public hearing is officially adjourned.

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[END RECORDING]

C E R T I F I C A T E

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

5 A handwritten signature in cursive script that reads "Laura L. Springate". The signature is written in black ink on a light-colored background.

6  
7           Signature:     Laura L. Springate    

8           Date February 26, 2013

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