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

**Phase out and new school replacement
for MS of the Arts (K587) - 1/12/12**

1 MS. JENNY SOLEMON: Good evening. I just
2 wanted to let you know we're going to get
3 started in just a couple more minutes, just a
4 couple more minutes and we'll start the hearing.
5 [background noise] Good evening. My name is
6 Jenny Solemon. I will be acting as the
7 facilitator for this evenings joint public
8 hearing. This is a joint public hearing of the
9 Department of Education, Community Education and
10 Council Members team and the school leadership
11 teams to discuss the proposed phase out and the
12 replacement of Middle School KR17K587. An
13 important note, I want to let you know that this
14 evening's proceedings will be recorded and
15 transcribed and we made an announcement earlier
16 about interpretation services being available.
17 So, before we begin the agenda I just want to
18 sort of run through what the evening is going to
19 look like for folks who would like to
20 participate in the public comment portion of the
21 evening. We will have that sign up available
22 for the next fifteen minutes and you can sign in
23 in the back of the auditorium or - - and if you
24 have a question that you would like us to
25 address this evening there's note cards also

1 available at that table and you can write down
2 the questions and we will make an effort to
3 respond to those tonight. And if we aren't able
4 to respond this evening it's important that you
5 know also that the, all the responses will be
6 included in the analysis of the public comment
7 which will be published on the website and made
8 available to the - - educational policy prior to
9 the vote. So, the panel participants confirmed
10 that they would be with us and they and they are
11 here, additional members of the panel arrive
12 later in the course of the evening and would
13 like an opportunity to speak we will make that
14 opportunity available. Along with elected
15 officials we have one - - elected official,
16 council - - will be joining us so we'll give her
17 an opportunity to speak when she arrives. So,
18 as I said, we'll have a presentation from the
19 panel and then we'll have the public comments.
20 So, anyone who would like to speak, again, sign
21 up at the back and then each person who signs up
22 I'm going to give two minutes to speak. And the
23 time will be kept. There's a gentleman in the
24 front who will have a sign and he'll let you
25 know when you're getting close to the end and

1 when you've reached the end of your two minutes
2 and we would just ask that we were all
3 respectful of each other and our neighbors and
4 try and keep our comments to the two minutes so
5 we can make sure to hear from everyone. And
6 then once we've exhausted the speaker list we
7 will move in to question and answer period.
8 And, again, if after the hearing you have
9 additional questions or comments we would
10 encourage you to please contact us at the number
11 listed on the end of the fact sheet and email.
12 And the email is d17, D, number one, and number
13 seven, proposals at schools dot N-Y-C dot gov.
14 And the phone number is 212-374-0208. So, now
15 I'm going to introduce the panel. We have
16 deputy chancellor Laura Rodriguez joining us we
17 have Superintendent Buffie Simmons. We have
18 representing community education - - seventeen,
19 Kenneth Wright and representing school
20 leadership team for middle school - - arts,
21 Richard Thomas. And I will now turn the program
22 over to the deputy chancellor who will do a
23 presentation and a proposal.

24 MS. LAURA RODRIGUEZ: Good evening. Thank
25 you Miss Solemon. Good evening ladies and

1 gentleman, thank you for being here this
2 evening. This joint public hearing is convened
3 to discuss the proposed phase out and
4 replacement of middle school for the arts. The
5 decision to phase out a school is not an easy
6 one. We do not take these decisions lightly.
7 We examine many factors and data before we
8 propose a course of action. We also reach out
9 to families and community members. Before I
10 present the middle school for the arts proposal
11 I'd like to say a few words about why we are
12 here. All of us count on our schools to provide
13 a high quality education to students. And we
14 must hold all schools to the same standard of
15 excellence because every student in this city
16 deserves the best education possible. When a
17 school isn't getting the job done we have to
18 take action to ensure it's current students
19 don't fall even further behind and new students
20 will have better options. Middle school for the
21 arts is located at 790 East New York in
22 Community School District 17 in Brooklyn. It
23 currently serves students in grades six through
24 eight. On December 12, 2011 the New York City
25 Department of Education published proposals to

1 phase out and replace middle school for the
2 arts based on its longstanding performance
3 struggles and the low demand for seats at the
4 school. On January 9th the Department of
5 Education posted and amended EIS, educational
6 impact statements for the proposed phase out of
7 middle school for the arts. The amended EIS
8 corrected typographical errors including the
9 percentage of special education and English
10 language learners in the middle school choice
11 table in section 3A and provides additional
12 information regarding District 17 middle school
13 seat capacity in section 3C. Middle school for
14 the arts performance data indicates the school
15 has struggled and confirms the Department of
16 Educations assessment that the school lacks the
17 capacity to turn around quickly to better
18 support student needs. For example, middle
19 school for the arts earns an overall D grade on
20 it's 2010-11 progress report including F grades
21 for student progress and student performance and
22 a C grade for school environment. In 2010-2011
23 the majority of middle school for the arts
24 students remained below grade level in English
25 and math. In 2010-2011 only thirteen percent of

1 students were performing on grade level in
2 English and only eleven percent of students were
3 performing on grade level in math. This places
4 middle school for the arts in the bottom eleven
5 percent of all middle schools city wide in terms
6 of English proficiency and the bottom one
7 percent of all middle schools city wide in terms
8 of math proficiency. Middle school for the arts
9 was not adequately helping students to make
10 progress as demonstrated by the fact that middle
11 school for the arts is in the bottom five
12 percent of middle schools city wide in terms of
13 learning growth in English and the bottom four
14 percent in terms of learning growth in math. If
15 these results persist middle school for the arts
16 students will fall further behind their peers in
17 other schools. Based on these evaluations the
18 Department of Education conducted a
19 comprehensive review of the school to determine
20 which supports and interventions would best
21 benefit students and the community. The
22 Department of Education also consulted
23 superintendents and other experienced educators
24 who have worked closely with the school and held
25 community meetings with parents and school staff

1 to solicit feedback. Based on this
2 comprehensive review and evidence that
3 additional supports were not working the
4 Department of Education believes that only the
5 most serious intervention, the gradual phase out
6 and eventual closure of the school will address
7 it's longstanding performance struggles and
8 allow for new school options to develop that
9 will better serve future students and the
10 broader community. Middle school for the arts
11 is located in building K391 and is co located
12 with kindergarten through eighth grade classes of
13 the achievement first Crown Heights charter
14 school an existing charter school. A colocation
15 means that two or more school organizations are
16 located in the same building and they share
17 large common spaces like auditoriums, gymnasiums
18 and cafeterias. In a separate EIS also posted
19 on December 12, 2011 the Department of Education
20 has proposed to open and collocate a new middle
21 school 17K722 in K391 which will serve students
22 in sixth through eighth grade when it reaches
23 full scale in 2014-2015. This new middle school
24 will give priority to students residing in
25 middle school for the arts zone and then admits

1 sixth grade students through the District 17
2 middle school - - process through a limited
3 unscreened selection method. 17K722 would
4 provide a new middle school option for District
5 17 families and a replace the seats lost by this
6 proposed phase out of middle school for the
7 arts. 17K722 would be collocated in K391 with
8 middle school for the arts and the Crown Heights
9 charter school and this school as middle school
10 for the arts phases out and 17K722 phases in.
11 The Department of Education does not anticipate
12 that the proposed phase out and replacement of
13 middle school for the arts will impact the
14 permanent collocation of AF Crown Heights in
15 K391 or the two CPO's. Before we move to the
16 public comment section of this meeting I would
17 like to briefly discuss the impact of this
18 proposal on current middle school for the arts
19 students and families if it is approved. If
20 this proposal is approved middle school for the
21 arts would be phased out gradually over the next
22 several years and will no longer admit new sixth
23 grade students after the end of this school
24 year. Current sixth and seventh grade students
25 will meet promotional standards at the end of

1 this school year and current eighth grade
2 students who do not meet promotional standards
3 at the end of this year will be supported at
4 middle school for the arts as they progress
5 towards completion of middle school and
6 transition to high school. Current eighth grade
7 students who meet promotional requirements at
8 the end of this year will apply to high school
9 to the city wide high school admissions process.
10 Current sixth grade students who do not meet
11 promotional standards at the end of the school
12 year will have the opportunity to enroll as a
13 sixth grade student at intermediate school 722.
14 Middle school for the arts would close after
15 June 2014. At the end of the 2013-14 school
16 year when the school is scheduled to close any
17 middle school for the arts students who do not
18 meet promotional standards will be placed at
19 another District 17 middle school or at a middle
20 school in the district in which the student
21 resides. The Department of Education
22 acknowledges that middle school choice
23 applications were due on December 16, 2011. If
24 the proposals of phase out middle school for the
25 arts is approved by the panel for educational

1 policy the school will be removed from the
2 matching process for the 2011-2012 application
3 process and no current fifth grade students
4 would be matched to the middle school for the
5 arts for the 2012-2013 school year.
6 Additionally, if the proposal to open IS722 is
7 approved all students will have the opportunity
8 to submit a new school application. Thank you
9 and we look forward to hearing your comments and
10 questions.

11 MS. SOLEMON: Thank you. I still wanted to
12 recognize we're joined this evening by Principal
13 Branson [phonetic] from middle school for the
14 arts as well as Principal Blanchard [phonetic]
15 from - - First Crown Heights. So now we'll have
16 a presentation by Kenneth Wright of the CEC.

17 MR. KENNETH WRIGHT: Members of the panel,
18 uh, parent leaders, Principal Branson, Miss
19 Simmons, - - the council, and on behalf of the
20 council of District 17 and as the presiding
21 officer, uh, the proposed phase out of middle
22 school for the arts at this time has not been -
23 - . It is reported to the council for
24 educational policy that this community has
25 responded and deemed the proposed phase out

1 would be detrimental to the quality of
2 education that should be afforded a school of
3 modern performing arts. It should be afforded
4 to the students at this school. It is proposed
5 that the DOE consider viable, financial,
6 professional and community engaged programs to
7 raise the levels of proficiency. To consider
8 this without and make a hasty decision to phase
9 out the school would be detrimental also for
10 this district. I would like to yield the mic to
11 those in attendance to a CDC members and our
12 parent leaders who have comments regarding this
13 school. Thank you. [applause]

14 MS. SOLEMON: Thank you very much. So I
15 just wanted to let folks know that, I think, the
16 sign in, I'm sorry, the speaker sign in list is
17 likely closing shortly. So if you wanted to
18 make a comment during the public comment please
19 do make your way to the back and also get a
20 question you want to submit. Um, and then we'll
21 have a presentation from a member of the SLT.

22 MR. RICHARD THOMAS: Thank you. Uh, - -
23 members of the panel, Mr. Branson and all of the
24 educational officials, parents, uh, there just
25 two issues that I want to comment about as SLT

1 chair. Uh, in May of last year we had an ESCA
2 team that came here, ESCA is external school
3 curriculum audit. We had a walk from class to
4 class so they observed some of what was
5 happening here and, um, before the school year
6 was finished we had a feedback on some of our
7 strengths and weaknesses. And during the summer
8 quite a number of teachers were here, sacrifice
9 our summer vacation and we worked on some of the
10 areas that they identified as - - were
11 weaknesses. And the ELA curriculum was - - .
12 And we put it to action some of the proposals
13 that we came up with. But our spirits were down
14 in October when we heard about the proposed
15 phase out of the school. We just feel as though
16 we were not given the chance to execute, you
17 know, something that we were working on and as
18 part of the SLT, one of the things we are very
19 concerned about is the fact that more and more
20 in our school we are having so many children
21 with special needs in the mainstream classes,
22 uh, there are so many of these children who, in
23 teaching them from day to day it's just amazing
24 the amount of time that is attributed towards,
25 uh, uh, not only behavior but we are talking

1 about, uh, serious things like, um,
2 emotionally, um, disturbed situations. And what
3 we are trying to say is that as a school of the
4 arts there are some services that were very,
5 very necessary. We understand from the core
6 curriculum that, uh, every child is being
7 prepared for college. But among our students
8 here we have some students with some fantastic
9 talents. And the resources that are necessary,
10 really thinking about who is going to be the
11 next - - in this area, who is going to be the
12 next - - ? who is going to be the next
13 Schumacher? Who is going to be the next
14 mechanic? Who is going to be those people who
15 provide some of those skills that are dying?
16 The next - - and our Principal has been
17 lamenting, uh, one of the things that she had
18 wanted when the school started was for us to be
19 able to screen the children because this is a
20 school of the arts. And when the school started
21 it was one of the mayor's school and she had
22 already got the fulfillment of the promise that
23 was made to her. And finally, there is
24 something else that is of concern to us. That
25 is this; that the new school is going to come in

1 and I have a strong feeling that what happened
2 to this school when it started is going to
3 repeat itself again. In other words, students
4 are coming from the same community. You're
5 going to have members of staff here, what will
6 be changing? Whoever comes in here comes in
7 with whatever is happening in this community.
8 Is the Board of Ed really looking at some of the
9 specific needs that we are talking about? This
10 is of concern to us and - - these teachers are
11 aware of this and this is something that even if
12 it happens that this school goes will we repeat
13 this cycle in the new school? [applause]

14 MS. SOLEMON: Thank you. So, that's the end
15 of our formal presentation from the panel. Now,
16 I'll invite the folks who have signed up to
17 speak for public comment. And I think what
18 we'll do is just ask folks to line up sort of in
19 the aisle there in front of the microphone and
20 then we're going to keep the time and ask folks
21 to try and stay within the two minutes. So, if
22 you would, so you all don't have to stand up, if
23 just maybe one through five line up, if you got
24 numbers one through five. And then if you would
25 just introduce yourself and feel free to go

1 ahead and start. Thank you so much. - - will
2 you turn the mic on?

3 MS. SETNAP SERACOVA: Good evening everyone.
4 My name is Setnap Seracova. I home school my
5 two daughters but the reason why I came this
6 evening is because I looked it up on the
7 internet and it said you were going to close the
8 school. And I said, my god, you're going to
9 close the school but you're building more jails.
10 So what does that mean for our youth if you're
11 going to build more jails but close the school?
12 So now I'm here and I hear about the phase out.
13 I don't hear about the teachers being changed, I
14 don't hear about the curriculum itself being
15 changed. But I hear about a phase out and you
16 know why that is everybody, I want you to know
17 why that is. Because this is now 2012 but by
18 2014 those are - - in the community right now
19 I'm pretty sure the Department of Ed, the
20 government itself, already have premeditated and
21 preplanned that we will not be in this
22 community. So when they say that they're going
23 to phase it out, trust me, it's going to be a
24 whole total demographic. That's the plan and
25 that's the plot. The board of education, Brown

1 versus the Board of Education, it was so we
2 wouldn't be segregated anymore. We're no longer
3 segregated de jure, meaning legally, but de
4 facto, we are still segregated. [applause] So,
5 parents that are here today that are concerned
6 about the education of your children because
7 this is warfare and this is psychological
8 warfare. Home school your children or take your
9 education by force but don't let anybody - - for
10 yourself. Thank you.

11 MS. SOLEMOM: Thank you so much. [applause]

12 MS. LINDA WHITE: Good evening. My name is
13 Linda White and I'm here from the - - I reject
14 your plan and I stand up to the district because
15 the data that you gave the schools, they were
16 working on it and you didn't give them enough
17 time. Somebody in this community, we all
18 working and to give the community a chance and
19 the parents get in here but you're not giving
20 the teachers a chance or the principals - - .
21 [applause] You gave them two months after they
22 found out and this dampens the spirit of
23 everything. The Board of Education needed to
24 come and start walking around in the classes and
25 walk around and see what the teachers are doing.

1 That's my word. [applause]

2 MS. SOLEMON: Thank you very much.

3 MS. SAHARRAH WHITE: Hi - - my name is
4 Saharrah White. I'm a - - public school but - -
5 . When - - in '91 I was - - and they said we
6 built this school. I'm a '97 graduate. We
7 built this school to where it was at. When that
8 - - close that school and they might - - these
9 kids now. Kids going in the eighth grade do not
10 need to be in the same building. They're acting
11 out of control. The teachers, we need more
12 teachers. I'm not saying we - - more teachers,
13 even - - phase out this school - - dealing with
14 the same children. The children need more
15 counselors. They need - - . We had a mediation
16 team when they were in trouble, you all cut that
17 out with peer counselors, you all cut that out.
18 I was a peer mediator and a peer - - when I was
19 in school - - in this school. What happened
20 that? - - without volunteering. Teachers can't
21 handle forty students in one class. It's
22 impossible. You all need more teachers in here.
23 You all need some more after school programs to
24 coach these kids, they need, this is an art
25 school. - - this was a - - school, we built

1 this. This was an art school. We had talent
2 in this school but are we showing it in our - -
3 to show it? I just wanted to say - - give them
4 a chance to - - right. - - in June and it's
5 only three months and you tell them you're
6 closing out. I not only - - for the teachers
7 spirit that - - these children's spirits that
8 they trying but you're not giving them a chance
9 you're all showing that we don't care about them
10 by - - phasing out and not changing, that's
11 what - - and that's what I'm talking. The kids
12 are still out of control, you know, they're
13 saying, I want to know are you - - helping the
14 teachers? 'Cause you're all giving these new
15 curriculum I'm noticing and it's hard. It's too
16 hard for these kids. - - and some of these
17 teachers - - done the work before here so they
18 can get it, some of these teachers sometime
19 don't even know, if you all know that, what - -
20 Board of Education. Come and walk around this
21 school. I volunteer in - - school and I am
22 surprised that these teachers haven't told these
23 students about this, could you please be quiet.
24 Um, could you please be quiet? They don't care
25 and why you have the teachers putting students

1 in the hallway? That don't make no sense,
2 they running around anyway. And why have all
3 these unnecessary rules? The school are going
4 to fail. You all need to wake up, Board of
5 Education, wake up. - - . [applause]

6 MS. SOLEMON: Thank you so much.

7 FEMALE VOICE 1: Good evening. Um, I'm
8 feeling a little under the weather but I pushed
9 myself to be here because this is my community
10 and this is my - - school and it means an
11 abundance to me. I have a four year old that
12 plans to come to this school and it means that
13 much to me as far as performing arts is
14 concerned. We don't have any performing arts
15 schools in this neighborhood, this Crown
16 Heights/Flatbush community, and it's sad. And
17 this was a, this is a very good school and we're
18 putting it to waste. My comment is the
19 resources that would be used for a new school,
20 new school, could and should be used and given
21 to the existing school as MS587. Our Principal
22 - - . The constant budget cuts, as this young
23 lady said, as far as mentoring and other things
24 we took off the floor. Performing arts school
25 should be used to help our students of today at

1 MS587 and the future students of MS587.
2 Budget, budget us better so we have more
3 engaging things to do to offer our students. I
4 say that because I'm a part of, I'm a part of
5 this as much as my child is. It's sad to see
6 what the plan is for this building. We already
7 did a phase out. It needs no more phasing out.
8 The community is still the same. I work for the
9 City of New York. I work for the Police
10 Department. I know exactly what goes on in this
11 community and we need to introduce more to our
12 students. And the teachers try. I am a parent
13 who sits in a class and I actually teach the
14 students to help the teachers. The parents try.
15 We can only try and you have to give us the
16 opportunity to do so. That's all I can say. I
17 pray that we can work this out and we can move
18 on and keep it as MS587 school for the
19 performing arts. [applause]

20 MS. SOLEMON: Thank you very much. - -
21 before we start if I could just have the next
22 five speakers line up and we actually don't have
23 a number ten. So, if you have number six,
24 number seven, number eight, number nine or
25 number eleven and then feel free to begin and

1 just introduce yourself.

2 MS. CHARLENE WILLIAMS: Hi, good evening.
3 My name is Charlene Williams. I am the former
4 PTA president of middle school of the arts 587,
5 good evening. Um, there's so much to say and
6 two minutes is not enough time. Um, first of
7 all, no, no, no, no, no, no, no. Now, I have
8 - - witnessed the times, I have spent a lot of
9 time in this building. I have bust my butt in
10 this building. I have done, raised, tried,
11 first of all the middle school of the arts new
12 sound system and you talk about budget cut,
13 budget cut, budget cut. It's one side they
14 trying and the other side they don't have the
15 support. Now, being here in this school for one
16 year our children have changed. It's a whole
17 different - - altogether. And the children,
18 it's a lot of children here that are emotional
19 and they need, they need help. And not only the
20 attention span it's just not there. And with
21 the curriculum and now that they've gone into a
22 core curriculum - - this curriculum they can't
23 even get what's going on now. So, I say, no,
24 this is the only school left in this district
25 of, um, the arts. Our children, that's all they

1 know is music, if you turn around you look
2 they walking in the street, they have the
3 earplugs in their ear, they dancing, they
4 looking. So, we need this school. If you phase
5 this school out it's the same situation just a
6 different name. That's all it is. We need new
7 school of the arts 587, the teachers, the staff,
8 everyone works here very hard. The students are
9 very talented and I say no. And not only that,
10 there was not enough time to make the changes.
11 There was not enough time and that is not fair.
12 Now, just picture if the shoe was on the other
13 foot what would you do?

14 MS. SOLEMON: Thank you so much.

15 MS. WILLIAMS: Thank you. [applause]

16 MS. MAXINE SPENCE: Hi, my name is Maxine
17 Spence. I'm the president of PTA for the school
18 and I'm going to sort of be blunt. I don't
19 think the school should be phased out. From
20 where I come from we don't just phase out
21 schools. We try to fix the school we don't just
22 say, you know what, this school is shut because
23 it's not working. Where I come from schools are
24 only phased out if the school is situated next
25 to a place that is causing children illness.

1 It's not closed down because the children are
2 not working properly or whatever the case may
3 be. I don't feel it should be closed out - -
4 and the school needs resources. It don't have
5 sufficient. There are things are not being
6 taught here and I'm wondering if it's going to
7 be a target, if they're going to be taught in
8 the new school that is coming up or have a
9 really good view of what you all plan to do for
10 the new school. And if you all have a good view
11 of what you all plan to do for the new school
12 why can't you all implement it right at this
13 process for this school at the present time? It
14 does not make any sense and that is - - you.
15 You shouldn't just close the school 'cause, just
16 because the grades fall. You should try to fix
17 the grades not just shut it down. [applause]

18 MS. SOLEMON: Thank you.

19 MS. DONNA MILLER: My name is Donna Miller.
20 I'm a parent at the school and I want to
21 apologize ahead of time if I go over the two
22 minute - - . Um, I'm not here to support a
23 failing school. I'm here to support a school
24 that with the proper support would have the
25 potential of all the children to do well. Being

1 in a community that is changing, this is true.
2 But our children and this population here
3 specifically needs the arts. There is so much
4 documentation to demonstrate that - - one child
5 is successful in a school put an arts program
6 in. It helps with the [background noise] and it
7 produces better educated students. My son is
8 here. I choose this school because it was
9 small. I chose this school because, yes, I read
10 the policy - - and I trust this - - because she
11 said this school has a lot of proficient
12 qualities with some going above proficiency. I
13 was about to - - for the three years. I said,
14 wow, I noticed that the school is, the teachers
15 were doing things that were improving but it
16 needs time. And changing the name on the
17 building is not going to change the community,
18 it is not going to change our children and it's,
19 this is a Bloomberg school. He tried this
20 already, he failed. - - going to fail the
21 children we as parents - - fail the children.
22 I'm new to the school. I'm here to support the
23 school but I don't have the opportunity to do
24 that. And in order to do that this school
25 should be open for summer school. They don't

1 have summer school here. It's a - - school,
2 it's not open - - that doesn't make sense to me.
3 It's a school that should have programs like - -
4 media programs, because there is a social issue.
5 Our children are disenfranchised. They haven't
6 bought in yet. We have to show them how to buy
7 in. So you, um, you put programs like the
8 morning meeting program thinking, well, in
9 Queens in John Q's building in Queens the kids
10 had the same issues that these students had,
11 that school turned around in no time. It took
12 them about two, three years to turn it around
13 but they turned it around,

14 MS. SOLEMON: Thank you so much.

15 MS. MILLER: Okay? We got plans and we got
16 a right to pass this program in the school. So
17 these children can learn how to be young men and
18 young women and - - education that they have - -

19 .

20 MS. SOLEMON: Thank you so much.

21 MS. MILLER: - - you - - open it needs to
22 stay the way it is so that we in the community
23 can support it and we're willing to do that.

24 MS. SOLEMON: Thank you so much. [applause]

25 MS. BARBARA SIMMONS: All right - - my name

1 is Barbara Simmons. I'm a board certified - -
2 a parent here for twenty-five years. My
3 struggle is a little bit different. I just came
4 from - - I've been living here for thirty-six
5 years. I'm - - activist one of the community
6 activists here. But that put in the past
7 attended, I'm looking for the future. I'm not
8 saying - - take into consideration what the
9 board - - PS587 - - I can - - for these schools.
10 - - about these schools that - - and kids at
11 this school 587. I worked with the principal at
12 22. But we have - - superintendent - - our
13 principal - we have a new principal. We have a
14 - - who was hired by the principal. This - -
15 gave, uh, - - insist that - - I was on the
16 planning committee, we worked with that. Um,
17 she turned around and - - I was on the planning
18 committee, we worked with that. But we - - into
19 consideration - - closing our schools I could
20 have talked with these two schools - - come to -
21 - because this is saying - - they made this - -
22 . I'm a parent living here. I volunteer and
23 I'm - - school ages. They took - - our parents
24 from a - - school that's eight o'clock to - -
25 four o'clock and we - - we just started our

1 Saturdays - - school - - with - - but I had
2 two of the parents come in and help me when they
3 - - . Now, my - - office, she - - Tuesdays,
4 Thursdays and Fridays because - - but we - -
5 this program. Um, we're just doing some - -
6 schools - - I'm going to ask you to take it into
7 consideration from my years of experience. Come
8 to my school and see what they did 'cause - -
9 stronger. You can't change the past. I'm
10 moving forward. Thank you. [applause]

11 MS. SOLEMON: Thank you so much.

12 MS. TIFFANY JONES: Hi, my name is Tiffany
13 Jones and I just want to speak to process. You
14 know, it saddens me that, you know, we going to
15 this every year public schools - - other
16 schools, um, being phased out. But none of the
17 schools had the support that they needed to
18 arrive at successful schools. So, I just wanted
19 to just address a few things that I just, I find
20 it to be very disheartening. Um, this school,
21 Bloomberg says that he's for - - schools and
22 closing failing schools and opening new thriving
23 schools. That school was phased out, right?
24 And it's a new school. And he phased it out
25 again. This school, now has a charter school

1 which he says if you bring in charter schools
2 that's supposed to make the schools better. So
3 - - attempts this particular school here proved
4 that his whole process is completely flawed. -
5 - is it's going to be us. This will be out of
6 here continuing doing his little we being doing
7 it for nothing, working in finances. And these
8 schools they want to continue to be here
9 unsupported. I think we both understand how
10 these schools get to the point that they are at.
11 They said this school, build a school for the
12 arts. They - - an undesirable school. So,
13 being admitted the number of students that
14 wanted to come here was low. But if you got a
15 middle school for the arts program that is not
16 supported and get some support from the - - the
17 DOE, to make sure that there's, uh, that this
18 middle school for the arts program that's
19 supposed to be a part of the new school is
20 actually successful. - - who want to go here?
21 So it sounds to me like you're setting them up
22 to fail because he has an agenda and I would
23 hope that [applause] would say, that he was on
24 his way out of here. And if you join this panel
25 because you care about education then let's do

1 it right. You and I both know what makes a
2 school successful. It's support. It's making
3 sure, well, I'm going to close, narrow it up.
4 It's making sure that if you change the
5 standards of learning that you going to wait
6 two, three years, then you come to check and see
7 if they doing they job. This should be an
8 annual - - . This should be an annual check.
9 So I am disappointed in the - - and I know you
10 all want that. I'm hoping for this schools sake
11 and for the sake, you know that Bloomberg failed
12 this school three times - - .

13 MS. SOLEMON: Thank you so much. [applause]
14 So, quickly before I introduce our next speaker.
15 We've been joined by our State Senator Eric
16 Adams [phonetic] just wanted to - - . Thank you
17 so much for joining us, sir. And then actually
18 our next speaker is Anna Lumpkin representing
19 Council Member - - .

20 MS. ANNA LUMPKIN: Good evening, uh,
21 parents, students, uh, administrators and - - as
22 well as elected officials. I am a
23 representative for Council Member - - . We
24 regret that she could not attend, um, she is in
25 another meeting but she is definitely here in

1 spirit. I would just like to start off by
2 saying that we have met with the DOE, we do hope
3 to continue ongoing talks but first and foremost
4 I would like to bring out a couple points, um,
5 regarding this phase out that we are discussing
6 tonight. At the November meeting at MS587 the
7 DOE let everyone know the actions on the table.
8 Why the DOE choose option two instead of one,
9 that of phasing out versus changing school
10 leadership, fifty percent of staff, which is
11 what the phasing out process essentially does in
12 order to keep in tact the redeeming qualities of
13 the students and school, especially their
14 community, wonderful and outstanding community
15 service piece and their arts curriculum. A
16 school for children is like a family, imagine
17 changing brothers and sisters every couple of
18 years. I don't mean to date myself but I have
19 no problem admitting my age. Uh, in the '60's
20 when I grew up in elementary and middle school
21 there was no such thing as phasing out. My
22 school, I can remember my teachers, I remember
23 the schools. These are my roots even 'til today
24 that I refer to as my old, as my family. These
25 children who go through this process again and

1 again will not have that grounding and roots
2 if we continue on this direction. In the fact
3 sheet what makes this the right action for
4 current and future students in the community?
5 When you did your quality review and audit in
6 February and the preliminaries only came out in
7 August why does the DOE not give a normal window
8 of time to revamp and organize and implement the
9 new CEP which should be an absolute minimum of
10 eighteen months. For high schools, for high
11 school arts schools you have auditions, as such
12 students are motivated. Here the students come
13 from the zone plus our middle school choice that
14 anyone can apply. Seventy percent as such do
15 not live in the zone. You have twelve safety
16 transfers, excuse me, but I am representing the
17 council and I need to say something.

18 MS. SOLEMON: Thank you very much.

19 [applause]

20 MS. LUMPKIN: You have twelve safety
21 transfers, eighteen percent in this school are
22 special ed versus fourteen percent city wide.
23 As far as the DE goes, they just received, this
24 state raised the bar. How did the DOE help the
25 students raise their learning abilities? I

1 would like an answer at a later time.

2 MS. SOLEMON: With the Q & A, thank you.

3 MS. LUMPKIN: Taking away \$423,000 in
4 funding over the past three years, is this how
5 students will strive to the higher standards?
6 What kind of intervention did the DOE do
7 between '09 and 2010 when they received the C,
8 two grades down which is already a red flag?
9 - - or the - - intervene so when what
10 interventions? Please bear with me, I'm sorry,
11 but this is really, this is their life and I
12 really need to finish.

13 MS. SOLEMON: Sure, absolutely. I'll - - a
14 few things and get a copy of what you're
15 reading.

16 MS. LUMPKIN: What was the--

17 MS. SOLEMON: [interposing] Thank you.

18 MS. LUMPKIN: What was the budget in '09 and
19 2010 and 2011? Is there a correlation and if
20 there was a deficit what interventions did the
21 network do to compensate especially since this
22 is a school for the arts and budgets make a
23 major difference. After the quality review of
24 the - - make a difference. If safety in this
25 initiative, this would be going back and forth

1 to schools, did anyone reach out to NYPD for
2 assistance or our office, for that matter to get
3 assistance with going to and from? Please give
4 evidence and facts of how the DOE did with what
5 they did with leadership students for
6 instruction truancy prevention. Parent
7 engagement, advocacy, network leaders, if I may,
8 what interventions were made and how? What role
9 did they play in resources and hands on support
10 and - - communications, how is this communicated
11 to the school leadership team? Finally, I hope
12 I don't have to bring this up but just in case,
13 we don't turn things around tonight. If the
14 school, god forbid, phases out, how does DOE
15 ensure that the seventh and eighth graders
16 during that transition will receive quality
17 education? Teachers will believe - - will be -
18 - . How will DOE change the branding image of
19 failure and supplement. I hope we can focus on
20 the above questions and move forward. Thank you
21 very much for your time.

22 MS. SOLEMON: Thank you so much. [applause]
23 - - accommodate the elected officials and give
24 them a little extra time, I hope that's okay
25 with everyone. Um, and now if, I think folks

1 are starting to line up but if folks are out
2 there, number eleven, twelve, thirteen,
3 fourteen, and fifteen, you want to join us? And
4 if you would just introduce yourself. Thank you
5 so much.

6 MR. CRAIG BAPTISTE: Yes, my name is Craig
7 Baptiste. I am the vice president of the PTA
8 for PS161. And we are here in solidarity with
9 587. What this school is - - when you - -
10 process, when you - - mind state of what the DOE
11 in terms of how they're - - schools. We have
12 seen, as Miss Jones from New York - - recent
13 change, we've seen over a hundred schools close.
14 What I'm saying is I think that - - to see that,
15 if you have over a hundred schools close in the
16 process there is something wrong. - - wrong
17 instead of trying and identifying what the
18 problems are and correcting those the DOE
19 chooses to hide behind the - - and say once we
20 - - all of a sudden you're a failing school.
21 What our children deserve, what we deserve is
22 that - - a quality education in our own
23 communities. We should have choice where my
24 choice and my child, - - blocks away from where
25 I live where we should have quality education in

1 schools in our neighborhoods. It's a matter
2 of the DOE truly offering - - that is necessary.
3 It's not about saying - - it's about proper - -
4 proper management - - , proper follow through to
5 see where the breakdowns are truly happening.
6 And it's true the breakdowns are happening in
7 the schools and you know what, there has to be
8 - - administratively. And you do administrative
9 changes in terms of the leadership on down. For
10 those problems that are not in the school
11 building we can identify what those problems are
12 specifically and say, maybe the entire school
13 community and say we're just going to shut
14 everything down. It's a matter of identifying
15 specifically what we have wrong and actually be
16 creative and innovative in a way to address
17 those issues. We have to understand. In
18 central Brooklyn there are a whole lot of
19 obstacles to education that are not defined in
20 the schools. We're talking about gangs, we're
21 talking about sex, we're talking about violence.
22 We're talking about - - distractions that are
23 happening. So, you know what? Either - -
24 changing the sign or shutting down - - other
25 schools don't take that away, the security.

1 Because - - there is no guarantee - -
2 somewhere else. So, the only thing we have to
3 do is stand and fight where we are and initiate
4 quality education. Thank you. [applause]

5 MR. ROBERT TOWNSEND: My name is Robert
6 Townsend. I'm the parent of Malachi Townsend
7 [phonetic] who is, uh, a student at - -
8 Preparatory School, it's a high school. I'm
9 sixty-two years old. I have been in this
10 community all my life. I went to PS 167 - -
11 parkway Schenectady so, I have a history here.
12 I'm on the NAACP branch - - I'm on the - -
13 community council. Uh, my wife is on the CEC
14 317. So I'm very familiar with what's going on.
15 But, this is for my understanding, the only art
16 school in this district. Uh, in Brooklyn,
17 Laurence Fishburne, the actor, comes from
18 Brooklyn. - - the dancer, comes from Brooklyn.
19 Ralph Carter, from Good Times, - - comes from
20 Brooklyn. Barbra Streisand comes from Brooklyn.
21 This is not, uh, uh, uh, a big thing to
22 understand that Brooklyn produces quality people
23 from public schools in Brooklyn. It - - this
24 history. We need to ensure that our next
25 generation of young people get the same

1 opportunity. Now, they tell me there's not
2 enough money, but when I was a kid they didn't
3 have a lotto. They told me they started a lotto
4 because we needed more money for the educational
5 system but they was producing good schools and
6 good students then. Where did all this lotto
7 money go to? Norman and Green, the Assemblymen,
8 went to - - and they got \$9 billion money for
9 the school system that they owed us because they
10 were sending more money for a school upstate
11 then they were downstate. They raised the bar
12 of the money that was coming in from the
13 students downstate. Where is the money?
14 There's money that's available to make sure that
15 this school is successful. We can do better by
16 our children and they deserve a better chance.
17 We need to look at our history of what we have
18 because we produced a lot of good stuff and we
19 need to continue to do that. We don't do that
20 by shutting down a school.

21 MS. SOLEMON: Thank you so much.

22 MR. TOWNSEND: So, I think, the view is,
23 please reevaluate this. Let's find a solution
24 that's a solution to every promise. Right now
25 we are looking at our children which is our most

1 valuable possession, the most valuable thing
2 we got on this earth is our youth, and our youth
3 of tomorrow. Let's - - [background noise]
4 [cheering].

5 MS. SOLEMON: [background noise]
6 Representative from Congresswoman Annette
7 Clark's [phonetic] office, Christina - - is in
8 the back, Thank you so much for joining us this
9 evening.

10 FEMALE VOICE 2: Good evening everybody. I
11 honestly think this isn't fair because - - a
12 different one. Meanwhile, you are probably
13 going to have the same curriculum. And if it
14 was you, you knew you were the ones - - your
15 schools so what's the use of doing it to our
16 schools? - - so - - is like, everything and - -
17 it's all about money. So you trying to get - -
18 not being able to have a job or - - us having
19 - - . [applause]

20 MS. SOLEMON: Thank you so much.

21 MS. CATHLEEN MURPHY: Good evening. My name
22 is Cathleen Murphy and I'm representing the
23 Council of School Supervisors and
24 Administrators. The DOE has scheduled twenty-
25 five more schools to phase out for closure and

1 - - new schools offered under Mayor Bloomberg
2 are better than those they replaced. Yet, in
3 the last round of proposals eleven schools were
4 open during this - - administration.
5 Ironically, some of the mayors new schools are
6 usually among those that are closed and become a
7 part of the vicious cycle of failure. New York
8 City Public School System is not a place for
9 experimentation where they open and close
10 schools where students work hard and - - and -
11 - . In this capacity all young people who have
12 not been saved, even briefly, by the school's
13 new safety net but have been turned away from
14 new schools for reasons of poor academic
15 achievement or for other reasons and sent to the
16 warehouse and other low performing schools that
17 would probably be closed also. This is a losing
18 strategy for turning around low performing
19 schools which are currently attended by children
20 of color from economically disadvantaged
21 communities. The endgame strategy is to
22 eliminate schools that the administration has
23 had at least a decade to fix and to improve it's
24 data by creating new schools that won't have
25 their own data for as long as four years. The

1 fact is that closure is an admission of
2 failure by City Hall. The Bloomberg
3 administration needs to take more
4 responsibility, not less, for schools that are
5 not doing well. Rather than turning it over to
6 private entities like EPO's or closing them and
7 washing their hands of deep rooted problem that
8 it has been unsuccessful in remedying. Thank
9 you.

10 MS. SOLEMON: Thank you so much. - - .
11 Thank you so much. So we have speakers number
12 fifteen, sixteen, seventeen and eighteen line up
13 and while you're making your way to the mic I
14 want to also recognize we've been joined by our
15 representative from Assemblyman - - the mayor's
16 office, - - . Thank you so much for joining us
17 - - [background noise].

18 MALE VOICE 1: - - District 17. - - ? With
19 - - as a child, - - isn't it? First and
20 foremost you will not face closure now. When
21 you phase a school - - . - - sitting in this
22 class right inside this building he too - -
23 never had a - - . The question becomes, do we
24 have the money to not finance 587? I say, yes.
25 [background noise] - - as a child. His - -

1 consulted a doctor. He was also - - and
2 cheeky towards authority which led to the
3 headmaster Craig - - in order to amuse his - -
4 say that he couldn't learn. - - was definitely
5 a challenging child. - - mentioning that speaks
6 to the hard data, absolutely. Thirty percent
7 proficient in English, eleven percent in math.
8 However, let's look at the soft data. We heard
9 two words tonight that kind of - - in my mind;
10 collocation and advocate support. We have in
11 this school at least a third of our students who
12 - - twice, twice, yet still - - collocated for
13 students who are - - grade level. We have - -
14 and educate across for those students - -
15 resources were given. And - - eighty-seven
16 percent do not - - or making the grade.
17 However, - - roots. You know that additional
18 resources were given to this school. In math,
19 again, eighty-nine percent is - - . Let us
20 concentrate on some of the soft data that is not
21 presented here. What were we going to do for
22 these children? If we were here to replace 587
23 with another school guess what? You're going to
24 have the same kids in the same communities. We
25 have resources in this building in terms of the

1 administration and the students who can truly
2 meet the needs of these students. It is in
3 effect that basically the - - that you'd be
4 phasing out the next - - . Thank you.

5 [applause]

6 MS. ANDREA PORTELLO: Good evening. My
7 name is Andrea Portello. I am the sixth grade
8 mathematics teacher at MS587. [applause] Those
9 people that know me well know that my job is an
10 emotional piece for me. I am a passionate
11 teacher and I'm always here. [applause] And my
12 reason for that is because I know that the - -
13 some of the students that sit in front of me - -
14 that they need extra, extra, extra, extra
15 support. [applause] In between the time that
16 school ended today and the time that it started
17 I went to - - to watch a basketball game between
18 two of our former students, on opposing teams,
19 actually, who made - - Prospect Heights.
20 Prospect Heights went into the game 0 and nine,
21 no wins. Guess what, they came out of the game,
22 0 and ten, no wins. Do I tell my former
23 student, you know what, you should phase out
24 your team. [laughter] You're not doing well,
25 you're struggling, give up. Should I tell my

1 holdovers, some of them that have been in the
2 same grade three times, phase out your idea of
3 education. It's not worth it. That's not what
4 I do. That's not what I'll ever do. That's not
5 the mentality that I was brought up with. I was
6 brought up with the mentality, you want
7 something, you go for it, you get it and you
8 keep working until you get it right. [applause]
9 I was brought up with the mentality, don't give
10 up and to me the whole solution of phasing out
11 schools is giving up. Right now we're - - our
12 future artists, singers, um, musicians, give up
13 on being artists because it's not meant for you
14 with living within this district.

15 MS. SOLEMON: Thank you so much. [applause]
16 So we've exhausted this speaker sign up list and
17 we're not going to transition into responses to
18 the questions that were submitted. So, some of
19 the questions may have been batched together so
20 we're not answering them repeatedly and some
21 questions might not be answered this evening.
22 But I want to remind folks that all of the
23 questions and answers will be incorporated in
24 the analysis of public comment which will be
25 published online and made available to the panel

1 members prior to their vote on February 9th, so
2 I'm going to hand the mic over to the deputy
3 chancellor to manage this process.

4 MS. RODRIGUEZ: Hi. The first question this
5 evening, what is the purpose of phasing out and
6 the problem remains the same?

7 MS. JEANINE BECK: So, overall as Deputy
8 Chancellor - - you guys educated, I guess, start
9 with the hearing. The Department of Education
10 is very committed to providing a very high
11 quality education option to all of it's, all of
12 our students and through a through review
13 process that began long ago it determined that
14 middle school for the arts is not delivering
15 this high quality educational option and, in
16 fact, um, we - - our ability to take action,
17 take drastic action to ensure that students in
18 this community are receiving - - quality
19 education option and do not - - their peers.
20 [crosstalk] - - my name is Jeanine Beck. I am,
21 uh, a director of planning for the division of
22 portfolio planning. [crosstalk]

23 MS. RODRIGUEZ: Moving on. As we said
24 before the questions are being answered now and
25 will also be on the record. The second

1 question, why is the process being accelerated
2 for middle school 587? [crosstalk] Folks, I'm
3 sorry, if I could just ask everyone to be
4 patient and let us run through the responses. I
5 appreciate you guys questions [crosstalk] Excuse
6 me. We're going to, we're going to run through
7 the questions - - . Jeannie and others on the
8 panel are going to respond so please just remain
9 patient and we'll continue. [crosstalk]

10 MS. BECK: - - questions. [crosstalk]
11 process and a timeline. This process - - was
12 not an accelerated process for this school.
13 [crosstalk]

14 MS. RODRIGUEZ: We're going to, we're going
15 to run through the questions and answers. We're
16 not following a - - procedure. We're just
17 following the A190 protocol. [crosstalk]

18 FEMALE VOICE 3: - - the question wasn't
19 answered and it should be clear enough so that
20 the person that is sitting in the back row can
21 hear and understand what you're saying. I - -
22 and I wasn't talking and I was listening and I
23 don't even know what - - because it did not
24 translate back here. So, I want to say - -
25 wasn't answered because I - - .

1 MS. RODRIGUEZ: I appreciate the
2 [applause] We're going to try and keep moving
3 through this process. Okay? So, I'm going to
4 ask Jeannie to continue responding to the
5 questions when it comes to - - . Thank you so
6 much. [crosstalk]

7 MS. BECK: - - ask the same question again?
8 [crosstalk]

9 MS. RODRIGUEZ: The second question is why
10 is the process being accelerated for middle
11 school 587?

12 MS. BECK: To answer that question the
13 process is not being accelerated for middle
14 school for the arts. Um, I mean, any fashion
15 beyond how we evaluate other schools that
16 throughout the city. Um, the - - schools are
17 evaluated on a yearly process and all the
18 schools receive the accountability and
19 performance information about their students on
20 an outgoing basis and given the day of - - and
21 quantitative, the - - engagement process for
22 students - - these conversations on our proposal
23 for - - began, um, before the fall with
24 ultimately culminating in - - beginning in early
25 October. Culminating now here where we have a

1 public hearing and the final vote for the
2 proposal to phase out will occur in February.

3 [crosstalk]

4 MS. RODRIGUEZ: The third question. What is
5 the student percentage of students with
6 disabilities and overage students in middle
7 school 587 to the average city wide?

8 MS. BECK: So, I do have a - - with that
9 question. The overage piece - - we can provide
10 anything else in the public comment that will be
11 posted online. What I do have is the, uh,
12 percentage of students who are, who have IEP at
13 this school it is twenty-three percent according
14 to the information that we have. City wide it
15 is seventeen percent. In terms of students who
16 are defined as English language learners, this
17 school has five percent of it's student
18 population defined as an English language
19 learner. Whereas the city wide percentage is
20 fifteen percent.

21 MS. RODRIGUEZ: The next question, what
22 resources have been provided to ensure success
23 for all students? Examples, special education
24 students and English language learners?

25 MS. BECK: So, all of the supports that are

1 provided to the middle school of the arts
2 which had included a variety of supports that
3 range from leadership support and structural
4 support, operational and student based supports
5 are each designed and intended to support all
6 students which include students with
7 disabilities or students who are English
8 language learners. And to that end, to that
9 end, a - - of supports are support and training
10 of our curriculum maps and strategies that are
11 delivered and developing the proper education
12 plan. Supporting teacher teams and establishing
13 protocols for - - data, for evaluating
14 strategies and - - work. Training to school
15 based support teams and providing guidance
16 programs and counseling strategies for the
17 students and providing development and
18 facilitation around building community
19 relationships to further support student, all
20 students including students with disabilities.

21 MS. RODRIGUEZ: The next question. What is
22 the reason this building is underutilized?

23 MS. BECK: So, overall this building is
24 considered underutilized which means that the
25 number of students the entire building is

1 enrolling is less than what we call building
2 target capacity. In this building it is under
3 utilized primarily due to the declining
4 enrollment and - - the low today that we are
5 seeing through the - - process. So, for
6 example, um, the enrollment in this organization
7 back in 2006 was four hundred and forty students
8 that we had in our group, whereas today, or the
9 October 2011 school year the number of students
10 has declined to three hundred and forty-four
11 students. Additionally, through the - - process
12 we are seeing that the last - - school - -
13 applications there were five hundred and
14 seventy-six students in District 17 who
15 submitted a choice application. Of that five
16 hundred and seventy-six, only one hundred
17 eighteen students, which converts to about
18 twenty percent of the applicants selected middle
19 school for the arts as their top choice.

20 [crosstalk]

21 MS. RODRIGUEZ: The last question here. If
22 the proposal is approved, how will the remaining
23 students in grades seven and eight be helped in
24 this failing school? Is it fair to leave them
25 in a failing school that could not improve with

1 - - of help?

2 MS. BECK: So, if this proposal to phase out
3 middle school for the arts is approved all the
4 students in this building would continue to
5 receive the supports, um, throughout the - -
6 they're in. So, middle school for the arts
7 would be provided for - - and intense supports
8 around budget, staffing, programming, community
9 engagement, guidance counseling and enrollment.
10 Which may include working with the school staff
11 to help continue classroom positive culture.
12 Um, helping schools provide students with
13 options to support their advancement in school
14 and to prepare them for the next transition
15 point for high school. But also continuing to
16 support leadership, school leadership and staff
17 in allocating resources efficiently to ensure -
18 - and coherent school environment.
19 Additionally, through the period of the phase
20 out the school will be continuing to support
21 students with the facilities, English language
22 learners and continuing to - - with community
23 based initiatives and partnerships. [crosstalk]

24 FEMALE VOICE 4: - - it just seems like - -
25 our questions. This is our community. The

1 community stays the same and our children will
2 still live in this community. You can change
3 the numbers, change the signs and change
4 whatever you want to change but the community
5 stay the same. So, what - - you sitting here in
6 this community, point blank - - Brooklyn Avenue,
7 - - to whatever it is - - for this community. I
8 am so sick and tired of seeing the - - I could
9 kill that, 'cause that's what I visualize. My
10 son needs - - and the one who is four years old
11 I pray for to come to this school as anybody has
12 said that a performing arts school. 'Cause when
13 I was in junior high school I had opportunity to
14 - - to high school and went to a performing arts
15 high school. I never had that opportunity in
16 junior high school. I [applause] - - .

17 [crosstalk]

18 MS. RODRIGUEZ: Okay. I appreciate
19 [crosstalk] I appreciate - - [crosstalk] .
20 Excuse me.

21 FEMALE VOICE 4: No, excuse me. I'm trying
22 to tell you that you - - . [crosstalk]
23 [applause] - - understand clearly.

24 MS. RODRIGUEZ: I appreciate that.
25 [crosstalk] I have heard your question. Ma'am.

1 I have heard your questions. [crosstalk] I
2 appreciate that.

3 FEMALE VOICE 4: - - school is actually - -
4 . What - - to you? The community is still the
5 same.

6 MS. RODRIGUEZ: I appreciate that. Ma'am.
7 I appreciate that everyone has come out tonight.
8 [crosstalk] I - - an opportunity to speak with
9 us. We are taking information and the comments
10 that we have and we will provide this
11 information to the panel for educational policy
12 prior to their vote on February 9th. If you have
13 additional questions that come up between now
14 and the vote on February 9th we would invite you
15 to send them to the email and to the phone
16 number that we provided, d 19, I'm sorry, d 17
17 proposals @ schools dot nyc dot gov and the
18 phone number is 212-374-0208. Thank you so much
19 for coming this evening. This joint hearing is
20 officially adjourned. Please get home safe.

21

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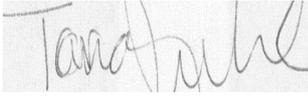
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C E R T I F I C A T E

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

Signature 

Date 1/17/12