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

New School at Lehman - 3/7/12

1 [START RECORDING]

2 [background noise]

3 MS. CARRON STAPLE: Could everyone have a
4 seat please? Thank you.

5 [background noise]

6 MS. STAPLE: Is that spot okay?

7 MALE VOICE: Thank works perfectly.

8 [background noise]

9 MS. STAPLE: This is a - - by the Department
10 of Education, Community Education Counsel and
11 school leadership teams for Herbert H. Lehman
12 High School, - - High School Public School
13 Computer and Technology, and the T75 re-
14 inclusion program. I am Carron Staple, the new
15 - - school superintendent and I - - Chancellor -
16 - this evening.

17 We have asked that the - - could be an
18 education counsel at the school leadership teams
19 of Lehman High School, - - High School, and the
20 T75 inclusion program participating in this
21 joint public hearing this evening. We did have
22 a committee of each of the schools would have a
23 number up here. At this time I will currently
24 announce the members that are here from each of
25 the schools.

1 From Lehman High School we have Fannie
2 Louser [phonetic] who's - - . Representing - -
3 High School we have the principal Marietta - - ,
4 who - - . We also have the principal of Lehman
5 High School - - .

6 [applause]

7 MS. STAPLE: We also have from the CED - - .

8 [applause]

9 MS. STAPLE: This hearing is being recorded.
10 I'd also like to remind you that translation
11 services are available for those who need
12 interpretation. If the interpreters would like
13 to speak at this time please do so.

14 INTERPRETER: [foreign language spoken]

15 MS. STAPLE: Thank you. The purpose of this
16 hearing is for you to provide comments about the
17 proposal. Before I describe the proposal, I
18 want to make sure you're all aware of the
19 opportunity to provide your input. All those
20 who wish to speak must sign-up in the speaker
21 sign-up area located just outside this little -
22 - . The sign-up list will close in 15 minutes
23 if it has not already. Speakers will be given
24 the floor in the order that they signed up. All
25 comments are limited to two minutes.

1 I'd just like to say there are many
2 students in here in the auditorium and I would
3 ask that you please - - the adults - - speak,
4 that you please speak respectfully and not when
5 other people are speaking so that everyone has
6 the opportunity to be heard. Thank you.

7 There may be elected officials who will
8 arrive at different times throughout the
9 evening. If they wish to speak, we will do our
10 best to accommodate them at the first opportune
11 moment. For those who were here at the start of
12 the public comments segment will be asked to
13 speak first.

14 All comments will be addressed to the
15 analysis of the public comment, to be published
16 and provided to the Panel for Education Policy
17 on the evening before the panel votes. That
18 vote will be scheduled for March 21, 2012 at
19 6:00 p.m. The Panel for Education Policy
20 meeting will take place at the high school - -
21 located at 225 West 24th Street. In addition, we
22 will all - - comments and feedback you may have
23 at any time before the panel votes.

24 The e-mail address and phone number for
25 comments made today for our - - proposals at

1 schools.nyc.gov or if you prefer to make a
2 phone call the number is 212-374-5159.

3 And now I will discuss the proposals - - .
4 The New York City Department of Education is
5 proposing to co-locate new high school HS558 in
6 building S445 located at 3000 E. Tremont Avenue,
7 Bronx - - 120461 in District eight. A
8 colocation means that two or more school
9 organizations are located in the same building
10 and may share common spaces like auditoriums,
11 gymnasiums, and cafeterias.

12 The proposed new high school for - -
13 academic program and prepares students for post
14 and secondary education - - . If the proposal
15 is approved HS558 will be co-located in building
16 S405 with Herbert H. Lehman High School at the
17 existing high school currently serving students
18 in ninth through 12th grades. Also S293
19 Renaissance High School an existing high school
20 currently serving students in ninth through 12th
21 grades, and in District 75 the inclusion program
22 75S721.

23 In addition, building S445 houses the young
24 adult - - center, Lehman - - and a part-time GED
25 plus learning to work program at the - - . With

1 consultation with Lehman school leader cluster
2 and our support and community, the DOE decided
3 to reduce the - - and Lehman over a period of
4 four - - . By 2015-2016 enrollment at Lehman
5 will decrease by approximately 780-820 students
6 so that it will serve 2,585-2,625 students at -
7 - ninth through 12th grades.

8 The reduction with Lehman's involvement will
9 occur regardless whether the school location
10 proposal is approved. - - space for HS558 to
11 open the building that is currently overcrowded.
12 If this colocation proposal is approved, HS558
13 will gradually phase into S445 while Lehman - -
14 . The new school serves to withstand ninth
15 grade in 2012-2013 and will add one grade level
16 every year until the school reaches its full
17 grade stand of ninth through 12th grade in the
18 2015-2016 school year served by approximately
19 420-460 students.

20 Enrollment at Renaissance and the T75
21 inclusion program will remain stable over the
22 course of its proposal. The new high school
23 HS558 will enrich students to the citywide high
24 school admissions process, they'll have a
25 limited, unscreened admissions - - with the

1 priority for students who reside in - - the
2 Bronx.

3 Both S445 - - will have adequate capacity to
4 accommodate the new high school, Lehman 575
5 inclusion program and Renaissance at full proper
6 ratio capacity.

7 In 2011-2012 building S code - - is serving
8 3,902 students, yielding a utilization rate of
9 112% of targeted capacity. This overcrowding is
10 largely driven by the size of Lehman, which is
11 serving 3,405 students in 2011-2012.

12 Once HS558 completes its phasing and Lehman
13 completes its enrollment reduction, the building
14 will serve approximately 3,473-3,596 students in
15 2015-2016 school year, yielding an approximate
16 utilization rate of 100-103%.

17 Thank you. The next presenter will be Bob
18 Franklin of CEC.

19 MR. BOB FRANKLIN: Good evening everyone.
20 I'm Bob - - Franklin because we - - . - -
21 hopefully - - call me with - - , - - one Lehman
22 - - . Thank you.

23 MS. STAPLE: Thank you Mr. Franklin. The
24 next presenter will be members from our school
25 leadership team we had to submit - - from the

1 11th grade. The first - - okay. So Ubayed
2 Muhith from the 11th grade will speak on behalf
3 of the SLT.

4 [background noise]

5 MR. ABAYED MUHITH: Um, let me - - I
6 attended - - when I was a junior - - SLT. I am
7 no longer a - - . Thank you.

8 [applause]

9 MR. MELVIN HYDLEBURG: Hello everyone. My
10 name is Melvin Hydleburg and I'm also a member
11 of the SLT and also a member of the - - SLT and
12 I'm happy - - SLT on this - - .

13 [applause]

14 MS. STAPLE: Thank you. We now have
15 concluded the formal presentations. We will
16 have a little bit more from public comments.
17 Speakers will be given the floor in the order
18 that they signed up. All comments are limited
19 to two to three minutes, and as I said earlier,
20 we do have children in the audience, so let's
21 please keep it respectful and let's be role
22 models to our children.

23 So may I have the list please for the
24 speakers?

25 [background noise]

1 MS. STAPLE: Okay. The first speaker we
2 have is Jessie Aponte.

3 [applause]

4 MR. JESSIE APONTE: We're not students of
5 our new tech wouldn't you? We are students of -
6 - tech, where were you? We are students of - -
7 tech, where were you?

8 [applause]

9 MR. APONTE: All right, so what we're gonna
10 do is we're gonna use the people's voice during
11 this meeting. I respect everybody that's here
12 today and you're all given a chance to speak
13 when you want to speak. I have to sit - - and
14 want to be part of the - - and - - you speak, we
15 just ask that you do not - - testimony saying
16 they can't go on making a decision based off - -
17 . So it's - - behind it that the current
18 education does not come for our - - , so this is
19 what the community wants. So this is the
20 community fighting back. We're not going to use
21 their money so that they're trying to take, we
22 have our unity and our--we're going to have and
23 we want to, we can say that there was no public
24 comments here. So we're going to use the
25 people's mic tonight.

1 [applause]

2 MR. APONTE: - - number two, Jeannie come
3 up.

4 [applause]

5 MS. JEANNIE CALDERON: Thanks everybody and
6 I appreciate everyone coming here. Um, the
7 whole - - this whole thing - - work. Where is
8 the - - and the issue, but if you add in a
9 school that will just--it's coming. It's going
10 to add more students at the end and um--huh?
11 Okay. If we're--if we're gonna turn this school
12 into a - - it's going to make it worse and, and
13 - - . So um, - - .

14 [applause]

15 MS. CALDERON: 'Cause then the - - the
16 chancellor is going to be there it's gonna have
17 like have problems with this - - and everything
18 and it's kind of like from, it's a competition.
19 You want to help us, but why are you hurting it
20 even more, this?

21 [applause]

22 [off mic and crosstalk]

23 MR. APONTE: On February the 9th...

24 GROUP: On February the 9th...

25 MR. APONTE: At the Panel for Educational

1 Policy hearing...

2 GROUP: At the Panel for Educational Policy
3 hearing...

4 MR. APONTE: 1,500 people showed up in our
5 position...

6 GROUP: 1,500 people showed up in our
7 position...

8 MR. APONTE: To this proposal...

9 GROUP: To this proposal...

10 MR. APONTE: To close down schools...

11 GROUP: To close down schools...

12 MR. APONTE: All over New York City...

13 GROUP: All over New York City...

14 MR. APONTE: 1,500 people...

15 GROUP: 1,500 people...

16 MR. APONTE: And they still closed down the
17 schools...

18 GROUP: And they still closed down the
19 schools...

20 MR. APONTE: This is not a democracy...

21 GROUP: This is not a democracy...

22 MR. APONTE: - - of control...

23 GROUP: - - of control...

24 MR. APONTE: But they are attempting to
25 implement now...

1 GROUP: What they are attempting to
2 implement now...

3 MR. APONTE: Is a turnaround policy...

4 GROUP: Is a turnaround policy...

5 MR. APONTE: And the colocation of schools...

6 GROUP: And the colocation of schools...

7 MR. APONTE: This is unacceptable...

8 GROUP: This is unacceptable...

9 MR. APONTE: Should be enraged...

10 GROUP: Should be enraged...

11 MR. APONTE: We should not allow this to
12 happen...

13 GROUP: We should not allow this to happen...

14 MR. APONTE: Fifty percent of the teachers
15 will be fired...

16 GROUP: Fifty percent of the teachers will
17 be fired...

18 MR. APONTE: Fifty percent will be re-hired...

19 GROUP: Fifty percent will be re-hired...

20 MR. APONTE: And those teachers that are re-
21 hired...

22 GROUP: And those teachers that are re-
23 hired...

24 MR. APONTE: Can be paid less...

25 GROUP: Can be paid less...

1 MR. APONTE: These being the teachers will
2 experience...

3 GROUP: These being the teachers will
4 experience...

5 MR. APONTE: With no jobs...

6 GROUP: With no jobs...

7 MR. APONTE: Oppose this policy...

8 GROUP: Oppose this policy...

9 MR. APONTE: And create a retribution for
10 our youth...

11 GROUP: And create a retribution for a
12 youth...

13 [applause]

14 MR. APONTE: Speaking on the floor Elly
15 Harrold, please come up.

16 MS. CARRON STAPLE: - - when people come up
17 counselor, I'll just - - . As I had some
18 before, we have some of our elected officials
19 here. - - so please - - we have Javier from
20 council member - - office.

21 [applause]

22 MS. STAPLE: We have Assemblyman - - .

23 [applause]

24 MS. STAPLE: We have - - for the - - office.

25 [applause]

1 MS. STAPLE: And we also have a
2 representative of Senator Cline's office.

3 [applause]

4 MS. STAPLE: Let me - - please come to the
5 mic now.

6 [applause]

7 XSAVIER DANIELS: Okay, before my time,
8 because the young man of the uh speaking, quite
9 - - .

10 [applause]

11 MR. DANIELS: And I believe when they all
12 have finished speaking they're going to say
13 exactly what I have in my heart and so I'll
14 leave it to them. The only thing I will add is
15 that as far as the closure, and I know that's
16 not the topic of tonight, of the 33 schools, I
17 have an - - to help - - . I have expressed that
18 to our chairperson of the Education Committee in
19 the same - - just as - - and we were talking
20 also with speaker Silva [phonetic] and then we -
21 - a hearing - - the closures of these schools
22 and the mayor's intent to do with this manner
23 because it's the assembly's position that the -
24 - that this is legal and they're going to regret
25 this.

1 [applause]

2 MR. DANIELS: - - thank you commissioner, -
3 - to listen to us, to testify before us, and
4 explain it to us why we believe this is illegal
5 closure and we are upset against it and just
6 hearing - - in early uh, early April - - .

7 [applause]

8 MS. STAPLE: And the second speaker now - -
9 the GS3 - - okay, - - . Yes, so okay so the
10 next person we have is Elly Harrold, Elly please
11 come up. Thank you very much.

12 [applause]

13 MS. HARROLD: I'm a parent of a 10th grade
14 student here at Lehman. I want to thank you
15 guys for speaking up on behalf of my daughter as
16 well as my - - .

17 [applause]

18 MS. HARROLD: The one thing I said - - what
19 I wanted to say, uh, one of the things I wanted
20 to say is - - , you know, is the school reports
21 - - . They don't come home talking about the
22 school, they don't take the - - , the parents,
23 they are not the victim of what's actually going
24 on in - - . They do not - - the kid, which is
25 fine and dandy, the teacher - - . I'm tired of

1 public parenting the decisions of my daughter
2 - - kids without really being how our school's
3 operated and what - - . - - student population
4 - - accomplish what - - . Putting a new school
5 in here will takeaway valuable learning space, -
6 - is another distraction, and it'll just create
7 more confusion to all - - situation, a time to -
8 - is - - 50% of teachers getting rid of - -
9 administration and taking away stability from of
10 the kids who badly need it. I'm tired of - -
11 parents striving to get toward one goal and
12 constantly there to shut down while - - is small
13 - - of teachers who many not be - - meeting that
14 uh a certain qualification. The class of things
15 I - - absolutely outraged and negative and I
16 don't care what the DOE number survey report
17 might say, I'm tired of them - - an - - for the
18 - - talking about - - spend money to teach
19 programs - - on schools instead of - -
20 administration. Stop spending our - - and help
21 take these issues with the DOE that - - nothing
22 accomplished - - . Spending my tax - - money on
23 our own kids, like it's supposed to be spent,
24 spending it on - - and prepare - - working
25 world. Let the teachers teach things that - -

1 instead of teaching them how to answer
2 multiple choice question on a test.

3 [applause]

4 MS. HARROLD: - - education - - , but - -
5 caring profession who - - , who know - - and
6 have seen a student's - - . We need to get it
7 down - - education - - .

8 [applause]

9 MS. HARROLD: --people who know what goes on
10 in the classroom are those who should be making
11 these decisions. It's time to let the principal
12 and - - program and lead her staff into the
13 future. It's time to let the teacher teach our
14 kids and let the students learn. - - high
15 school, no - - , no new school - - , no new - -
16 . The current principal should get the
17 opportunity to prove what happened there - - .

18 [applause]

19 MS. STAPLE: Thank you. - - [crosstalk].
20 Okay thank you. - - I just also would like to
21 remind everyone that everyone's comment does
22 count and this is a joint public hearing, this
23 is an official - - colleagues and we will be
24 taking all of those comments to - - . The next
25 person I have I believe her name is Cindy, Cindy

1 Reyes?

2 MS. CINDY REYES: Reyes.

3 [applause]

4 MS. REYES: Hi, my name is Cindy Reyes. Um,
5 - - I'm here 'cause I - - and - - let this
6 happen - - . Um, and - - um, getting a chance
7 to - - give her a chance to - - and - - .

8 [applause]

9 MS. STAPLE: Thank you.

10 MR. STEVE SWERILI: So my name is Steve
11 Swerili.

12 MS. STAPLE: Okay then, the next person is
13 Steve.

14 MR. SWERILI: Swerili, - - .

15 MS. STAPLE: I can't--it's S-W-E-C is that
16 right?

17 MR. SWERILI: - - .

18 MS. STAPLE: Okay, so Steve has to leave,
19 now the next person is John Hurt?

20 MR. JOHN HURT: That's a - - name. Um, I
21 had - - .

22 MS. STAPLE: The next person is Pamela
23 Meyer. Pamela Meyer could you please come up?

24 [applause]

25 MR. ROSE: My name is Mr. Rose...

1 GROUP: My name is Mr. Rose...

2 MR. ROSE: I've been teaching at this school
3 for 11 years...

4 GROUP: I've been teaching at this school
5 for 11 years...

6 [applause]

7 MR. ROSE: When I started here...

8 GROUP: When I started here...

9 MR. ROSE: There was only one school in this
10 building...

11 GROUP: There was only one school in this
12 building...

13 MR. ROSE: There's now 3,000 students...

14 GROUP: There is now 3,000 students...

15 MR. ROSE: We have less time to teach...

16 GROUP: We have less time to teach...

17 MR. ROSE: We have less time to tutor...

18 GROUP: We have less time to tutor...

19 MR. ROSE: And we no time for
20 extracurricular activities...

21 GROUP: We have no time for extracurricular
22 activities...

23 MR. ROSE: We have no space for extra
24 programs...

25 GROUP: We have no space for extra programs...

1 MR. ROSE: After a few years...

2 GROUP: After a few years...

3 MR. ROSE: Students who - - ...

4 GROUP: Students who - - ...

5 MR. ROSE: Learn - - since high school...

6 GROUP: Learn - - since high school...

7 MR. ROSE: Teach at - - Academy...

8 GROUP: Teach at - - Academy...

9 MR. ROSE: And at the same time...

10 GROUP: At the same time...

11 MR. ROSE: Lehman's population went up...

12 GROUP: Lehman's population went up...

13 MR. ROSE: We went from a school that had

14 lots of space and lots of time...

15 GROUP: We went from a school that had lots

16 of space and lots of time...

17 MR. ROSE: To a school with little space and

18 no time...

19 GROUP: To a school with little space and no

20 time...

21 MR. ROSE: If teachers cannot--if teachers

22 cannot - -

23 [laughter]

24 MR. ROSE: If teachers cannot connect with

25 their kids - - ...

1 GROUP: If teachers cannot connect with
2 their kids - - ...

3 MR. ROSE: Because of a lack of specialized
4 programs...

5 GROUP: Because of a lack of specialized
6 programs...

7 MR. ROSE: And because of a lack of talented
8 teachers...

9 GROUP: And because of a lack of talented
10 teachers...

11 MR. ROSE: How do you expect to fix
12 education at all?

13 GROUP: How do you expect to fix education
14 at all?

15 MR. ROSE: Lehman High School now has two
16 schools in it...

17 GROUP: Lehman High School now has two
18 schools in it...

19 MR. ROSE: And we have one - - ...

20 GROUP: And we have one - - ...

21 MR. ROSE: You want to have three schools in
22 it, but we have two gyms...

23 GROUP: You want to have three schools in
24 it, but we have two gyms...

25 MR. ROSE: The space volumes will not go

1 away by adding a school...

2 GROUP: The space volume will not go away by
3 adding a school...

4 MR. ROSE: Scheduling is already a nightmare
5 with one library...

6 GROUP: Scheduling is already a nightmare
7 with one library...

8 MR. ROSE: How do we fix that by adding more
9 schools?

10 GROUP: How do we fix that by adding more
11 schools?

12 MR. ROSE: We don't...

13 GROUP: We don't...

14 MR. ROSE: This policy of adding schools to
15 one building...

16 GROUP: This policy of adding schools to one
17 building...

18 MR. ROSE: Is completely flawed...

19 GROUP: Is completely flawed...

20 MR. ROSE: They should not approve this
21 measure...

22 GROUP: They should not approve this
23 measure...

24 MR. ROSE: They should not close the school...

25 GROUP: They should not close the school...

1 MR. ROSE: There are teachers who care...

2 GROUP: There are teachers who care...

3 MR. ROSE: And there are parents who care...

4 GROUP: And there are parents who care...

5 MR. ROSE: And there are students who are
6 very involved...

7 GROUP: And there are students who are very
8 involved...

9 MR. ROSE: If you remove all those teachers,
10 you are going to fail those kids...

11 GROUP: If you remove all those teachers,
12 you are going to fail those kids...

13 MR. ROSE: Lehman High School - - more
14 support, not less...

15 GROUP: Lehman High School - - more support,
16 not less.

17 [applause]

18 MS. STAPLE: Thank you. Our next speaker
19 is--

20 [crosstalk]

21 MR. APONTE: Pamela Meyer.

22 [applause]

23 MS. PAMELA MEYER: I have to say that the
24 Lehman - - is very strong and we have - - .
25 This team has - - of our competitors and - -

1 their standards - - . This is the first
2 school, with high scores - - that needs to stay
3 alive. Let Lehman High - - . Putting a little
4 school in here will only - - the DOE is part of
5 the - - . We want no - - and we do care about -
6 - , we say no. We say no.

7 GROUP: We say no. We say no. We say no.
8 We say no. WE say no. We say no. We say no.
9 We say no. We say no. We say no. We say no.
10 We say no. We say no. We say no. We say no.
11 We say no. We say no.

12 [applause]

13 MS. STAPLE: Thank you. The next person - -
14 .

15 [applause]

16 MS. ANNE LOOSE: I just want to share with
17 everybody in this room the - - my - - .

18 GROUP: My - - ...

19 MS. LOOSE: My - - ...

20 GROUP: My - - ...

21 MS. LOOSE: I just - - through...

22 GROUP: I just - - through...

23 MS. LOOSE: Just how proud I am to be
24 standing here today, a - - mind...

25 GROUP: Just how proud I am to be standing

1 here today a - - mind...

2 MS. LOOSE: The programs at this school
3 offers are bar none...

4 GROUP: The programs that this school offers
5 are bar none...

6 MS. LOOSE: We send students to the - - ...

7 GROUP: We send students to the - - ...

8 MS. LOOSE: We send teachers all over the
9 world - - ...

10 GROUP: We send teachers all over the world
11 - - ...

12 MS. LOOSE: And when this small school comes
13 in here...

14 GROUP: And when this small school comes in
15 here...

16 MS. LOOSE: They're going to - - for our
17 program, let's be real...

18 GROUP: They're going to - - for our
19 program, let's be real...

20 [applause]

21 MS. LOOSE: And we're - - to share our
22 programs with students...

23 GROUP: And we're - - to share our programs
24 with students...

25 MS. LOOSE: But we're not okay with having

1 to fight over space...

2 GROUP: But we're not okay having to fight
3 over space...

4 MS. LOOSE: And time...

5 GROUP: And time...

6 MS. LOOSE: And - - issues...

7 GROUP: And - - issues...

8 MS. LOOSE: That can be resolved...

9 GROUP: That can be resolved...

10 MS. LOOSE: By having one school and one
11 administration...

12 GROUP: By having one school and one
13 administration...

14 MS. LOOSE: That supports all of the youth
15 in this neighborhood...

16 GROUP: That supports all of the youth in
17 this neighborhood...

18 MS. LOOSE: Thank you.

19 [applause]

20 MS. STAPLE: Thank you. The next speaker is
21 Edwin Espinal. Speaker is Edwin Espinal.

22 [applause]

23 MR. EDWIN ESPINAL: - - .

24 GROUP: - - .

25 MR. ESPINAL: My name is Edwin Espinal...

1 GROUP: My name is Edwin Espinal...

2 MR. ESPINAL: I live in the neighborhood...

3 GROUP: I live in the neighborhood...

4 MR. ESPINAL: My son is a freshman in this

5 school...

6 GROUP: My son is a freshman in this school...

7 MR. ESPINAL: And this is the same - - ...

8 GROUP: And this is the same - - ...

9 MR. ESPINAL: What has that changed?

10 GROUP: What has that changed?

11 MR. ESPINAL: Nothing...

12 GROUP: Nothing...

13 MR. ESPINAL: It destroyed a community

14 school...

15 GROUP: It destroyed a community school...

16 MR. ESPINAL: Instead of fixing the problem...

17 GROUP: Instead of fixing the problem...

18 MR. ESPINAL: You made it worse...

19 GROUP: You made it worse...

20 MR. ESPINAL: This school has a lot of good

21 programs...

22 GROUP: This school has a lot of good

23 programs...

24 MR. ESPINAL: My son at - - ...

25 GROUP: My son at - - ...

1 MR. ESPINAL: With a - - average...

2 GROUP: With a - - average...

3 MR. ESPINAL: Getting into this school...

4 GROUP: Getting into this school...

5 MR. ESPINAL: And because of the teachers -

6 - ...

7 GROUP: And because of the teachers - - ...

8 MR. ESPINAL: Have helped to bring the

9 scores up...

10 GROUP: Have helped to bring the scores up...

11 [applause]

12 MR. ESPINAL: But we're now they're

13 destroying my son's morale...

14 GROUP: They're destroying my son's morale...

15 MR. ESPINAL: And he asks me now what's

16 going to happen to my school now dad...

17 GROUP: And he asks me now what's going to

18 happen to my school now dad...

19 MR. ESPINAL: And I say don't worry son...

20 GROUP: And I say don't worry son...

21 MR. ESPINAL: That's between the public and

22 the teachers...

23 GROUP: That's between the public and the

24 teachers...

25 MR. ESPINAL: Who - - .

1 [applause]

2 MR. ESPINAL: I have a few questions that I
3 want answered...

4 GROUP: I have a few questions that I want
5 answered...

6 MR. ESPINAL: What are the chances of my son
7 being told to stay in his school?

8 GROUP: What are the chances of my son being
9 able to stay in his school?

10 MR. ESPINAL: Is it going to be a lottery?

11 GROUP: Is it going to be a lottery?

12 MR. ESPINAL: Where is it going to be
13 located?

14 GROUP: Where is it going to be located?

15 MR. ESPINAL: And last but not least...

16 GROUP: And last but not least...

17 MR. ESPINAL: Where is the mayor in this
18 meeting?

19 GROUP: Where is the mayor in this meeting?

20 [applause]

21 MS. STAPLE: Thank you. The next person is
22 Anoz Martinez. Speaker number 11, Anoz
23 Martinez. - - Anoz Martinez? Okay, the next
24 speaker is Vicki Javier. Vicki's first on my
25 list. The next speaker I have is Akila Fin.

1 [applause]

2 [off mic speaking]

3 MS. STAPLE: Oh okay, Vicki Javier I
4 presume?

5 MS. VICKI JAVIER: Yes.

6 [applause]

7 MS. JAVIER: [off mic].

8 [crosstalk]

9 MS. JAVIER: [off mic] and the - -
10 conversation concerning the - - of Lehman High
11 School I want to be able to support - - for
12 long-term solution that are already typical in
13 my community. First, it is - - we didn't - -
14 school. Not too long ago Lehman - - . - - to
15 remain in the school - - . Furthermore, - - the
16 DOE - - new principal - - . I - - parents,
17 teachers, administrators and - - . DOE - - that
18 Lehman - - will cause a distraction for - - .
19 Thank you.

20 [applause]

21 MS. STAPLE: - - okay the next person is Jay
22 Soni.

23 GROUP: Go Jay.

24 MR. JAY SONI: - - .

25 GROUP: - - .

1 MR. SONI: My name is Jay Soni.

2 GROUP: My name is Jay Soni.

3 MR. SONI: And I'm a proud junior - - Lehman
4 High School...

5 GROUP: And I'm a proud junior - - Lehman
6 High School...

7 MR. SONI: First of all I'd like to say...

8 GROUP: First of all I'd like to say...

9 MR. SONI: We - - ...

10 GROUP: We - - ...

11 [applause]

12 MR. SONI: - - ...

13 GROUP: - - ...

14 MR. SONI: Look at the teachers...

15 GROUP: Look at the teachers...

16 MR. SONI: Look at the parents...

17 GROUP: Look at the parents...

18 MR. SONI: And most of all look at the
19 students...

20 GROUP: And most of all look at the
21 students...

22 MR. SONI: One of the small things - - ...

23 GROUP: One of the small things - - ...

24 MR. SONI: That - - ...

25 GROUP: That - - ...

1 MR. SONI: Or that Mayor Bloomberg's - - ...

2 GROUP: Or that Mayor Bloomberg's - - ...

3 MR. SONI: I think that you should leave it
4 the way it is...

5 GROUP: I think that you should leave it the
6 way it is...

7 MR. SONI: And keep the kids and let them
8 grow - - ...

9 GROUP: And keep the kids and let them grow
10 - - ...

11 MR. SONI: That we will - - this great
12 school...

13 GROUP: That we will - - this great school...

14 MR. SONI: Thank you.

15 [applause]

16 MS. STAPLE: Thank you. The next speaker is
17 Kimberly Cianca.

18 [applause]

19 MS. KIMBERLY CIANCA: All right, - - first
20 realized that I - - this school - - large class
21 - - that - - and we all know that - - said - -
22 all of our classes - - . So this school - - .
23 - - teachers, I think that - - the teachers and
24 the - - . You're going to put them in another
25 school and make them - - . And thirdly, - -

1 there is uh, a - - um, a lot more time - - .

2 [applause]

3 MS. STAPLE: Thank you. The next speaker is
4 Santiago Villafans.

5 GROUP: - - .

6 MALE VOICE: - - . Speaker number 16 Dante
7 - - .

8 FEMALE VOICE: Dante - - .

9 [applause]

10 MS. STAPLE: Santiago Villafans.

11 MR. SANTIAGO VILLAFANS: - - .

12 MS. STAPLE: You don't want to speak?

13 MR. VILLAFANS: I do.

14 [crosstalk]

15 MS. STAPLE: Okay, so who's the speaker - -
16 is that person on the list?

17 [off mic]

18 DANTE: Hi everyone. I'm Dante. I - - it
19 has three-quarters - - schools and my - - . I -
20 - this school - - , meaning I - - this school
21 never knowing that I should have - - . This was
22 because my - - my school was - - . This is why
23 most of us here actually respect you, that's
24 going to us believe in you - - . We all know
25 that - - , we're here to do something - - . So

1 - - comes to school and - - school that - -
2 going to learn certain - - . But - - we're
3 already - - one of the best schools in the Bronx
4 - - . We've had 29 years of - - of great grades
5 by the state and then suddenly we are - - school
6 and you're going to close down and no one says,
7 let's try to give them more support to help
8 them. - - saying is, - - close the school down.
9 Why can't I personally - - when I know that next
10 year I don't - - or - - biology, but no, they're
11 going to close our school down and - - classes
12 might not have - - . What type of - - kids at
13 this school - - and the parents that try - -
14 their children so that they can come to this
15 school and all of you know how - - we are in
16 this school and yet, no one said, let's help
17 Lehman, let's send Lehman some - - . It's
18 constantly, we should - - close - - the last two
19 years. It's not--this is not going to - -
20 closing it, I'm sorry. It's a question about
21 things - - whether people--or the 3,000 kids, my
22 - - private high school by far. And you - - are
23 closing us when you're the reason why our school
24 - - in the first place.

25 [applause]

1 DANTE: Why should I - - ? Very, very - -
2 students? Why? All because you - - on every
3 day in school when I'm in - - . If you were - -
4 closing down the schools, in your heart, knowing
5 that this one school is - - , why would you
6 close it down and then know that you're going to
7 have 3,000 students - - like Lehman so that - -
8 . You're basically setting us up for failure.

9 [applause]

10 DANTE: - - this year I will have to say
11 that I - - . It was one of the best - - .

12 [applause]

13 DANTE: I - - many of the students - - class
14 and they - - Lehman School - - here. Of course
15 there is - - , of course Lehman is not - - next
16 year, - - . The teacher - - will - - . The
17 fact is, they're closing down more schools - -
18 opportunity - - . We have - - and we - - we
19 have to - - . Thank you.

20 MS. STAPLE: Thank you. The next speaker is
21 - - .

22 [applause]

23 MALE VOICE 1: My name is - - , I am here
24 because one of my - - is a faculty member here,
25 so they can - - for - - and support the school.

1 First of all, I - - .

2 [applause]

3 MALE VOICE 1: - - they said because it was
4 - - the - - . This proposal to me - - , get the
5 - - .

6 [applause]

7 MALE VOICE 1: - - and - - a - - program - -
8 for a year - - here, you've got to - - look at
9 them both for a year, - - for a year - -
10 integrated it, but learn - - if you decide to
11 bring another school in here, it's not only
12 about - - . So it is also a matter of your - -
13 , who - - in, people have to get acclimated, I
14 mean it's not about - - , but - - .

15 [applause]

16 MALE VOICE 1: - - why don't you just say -
17 - , why don't you just hire more - - , why do
18 you have - - , why do you have - - so that in
19 the end - - , New York City - - as acting--

20 [END RECORDING]

21 [START RECORDING]

22 FEMALE VOICE: As I understand it, a
23 proprietary program is set to follow. We'll do
24 it for the students who are here. We'd like to
25 do it for - - who are here. We've got a - -

1 people here; 2,000 folks who are here,
2 teachers who are here - - . - - we have a
3 school here, right. It's not only about - - ,
4 but it is also a matter of your teachers. New
5 teachers will be coming in. People have to get
6 acclimated. I did not - - , been in the
7 classrooms - - .

8 [Applause]

9 {Crosstalk}

10 FEMALE VOICE: - - simply this to all of
11 you. Why don't we just - - . Why don't we just
12 try to work with what we have rather than be - -
13 so that in the end we're presented with another
14 - - . New York City Department of Education has
15 had been unfair. Give the school an opportunity
16 to overcome its - - .

17 (Applause)

18 [Crosstalk through applause]

19 FEMALE VOICE: Alan?

20 MR. ALAN CROSS: Alan Cross [phonetic].

21 FEMALE VOICE: Alan Cross, please come up.
22 Would you like a mic?

23 MR. CROSS: I don't need a mic. - - ?

24 FEMALE VOICE: Yes, you can ask them some
25 questions.

1 MR. CROSS: - - . You - - . It's not you
2 guys - - .

3 [Applause]

4 [Shouting]

5 MR. CROSS: That's what I think the Mayor
6 should be doing about this situation. You're
7 the educators. That's where it belongs.

8 [Applause]

9 MR. CROSS: I had a daughter that graduates
10 from this school on her own, went to college,
11 graduated from college. Now she's going for her
12 Master's, wants to be a teacher. Of all things,
13 wants to be a teacher.

14 [Applause]

15 MR. CROSS: After - - , whose helping me to
16 - - 30 year - - . She's on the Honor Roll. She
17 works hard, and there are a lot of teachers in
18 this school. You know, what bothers me more
19 than anything else is that we have issues right
20 now - - . The issue being faced from people
21 losing their jobs, people losing their homes,
22 gas prices; all kinds of issues that we have.
23 So let's see. The Mayor decides I want to take
24 out Lehman High School. That's how he decides
25 to solve the problems that we're having. Let's

1 - - on Lehman High School. To me it isn't
2 fair, because you had a principal last June,
3 year before that was - - , and that's the most -
4 - . So the DOE decides to bring in a new
5 administrator. They're going to go ahead and
6 spruce up the building. They're going to do all
7 this stuff, put money into the building. Then
8 they're going to bring in the principal and give
9 her hope, and then out of nowhere they're going
10 to pull the rug out right underneath her feet.
11 How is that education? I'm a little confused
12 about that. Our job as parents and - - , how
13 many parents here have students in Lehman High
14 School, raise your hands?

15 [Applause]

16 MR. CROSS: How many parents here, the ones
17 that had their hands raised, how many of you
18 take the time to help your kids with their
19 homework and anything else they have?

20 [Applause]

21 MR. CROSS: That's what you're not doing
22 tonight. Make any sense? And here we are,
23 where we should be spending the time with our
24 children, helping them instead of being here
25 fighting someone whose supposed to help us.

1 [Applause]

2 MR. CROSS: I - - students, and I don't - -
3 . And you know why you're involved in
4 everything. This is a great school. After you
5 graduated - - , - - . They voted and now - - is
6 going to happen here. What we have to focus on,
7 what we have to keep our focus on is these kids.
8 It's not about politics. It's not about what
9 you guys think is right, because it's not. I
10 say this all the time. A lot of you have had a
11 great education. You've had the parent support
12 of both mother and father. A lot of kids in
13 this school maybe don't. It's a struggle. It's
14 struggle, parents all day working or paying - -
15 debt. They're paying a rent, and everything
16 else she has do to and at the same time - - .
17 And now what do we do; completely
18 counterproductive, and say you know what, you
19 don't up to - - ; you've got to hang on - - .
20 Ask her what the decision is. These are
21 people's lives you guys are holding.

22 [Applause]

23 [Crosstalk through applause]

24 MR. CROSS: - - correct. The Mayor's term
25 is up, but what did he say he said he needed?

1 AUDIENCE: - - .

2 MR. CROSS: Who made that decision?

3 AUDIENCE: - - .

4 {Crosstalk}

5 MR. CROSS: So how - - problem is that? But
6 we don't have the - - him to keep our schools
7 here.

8 [Applause]

9 MR. CROSS: I've got to tell you, for me,
10 I've been part of parent's association now for
11 the last couple of years. And I have to be
12 quite honest with you, for the time that I - -
13 here, we attended school. We came to the
14 functions. We came to a couple meetings here
15 and there, but everything seemed to be running -
16 - . Now all of a sudden something is wrong.
17 You know, the thing about it is, is that I don't
18 think anybody in the DOE would come to take a
19 job where somebody else has stayed, wants to be
20 judged on someone else's statements.

21 [Applause]

22 MR. CROSS: Why are you guys are taking the
23 principals that are working so hard and has
24 energized this building and has energized the
25 staff, and has energized the students. You know

1 what, we lose the schools, so many things that
2 we listen to every single day about what kids
3 do, right? This one stole this. This one did
4 that, but we don't hear anything positive. And
5 that's what these kids are doing, positive.
6 They believe in the schools.

7 [Applause]

8 [Crosstalk through Applause]

9 MR. CROSS: Nobody wants to have their pride
10 hurt, and that's exactly what you guys are doing
11 to these kids. You made them feel like they
12 have to fight for something that they're
13 entitled to, and that is an education, a right
14 to be heard. This is the future. All these
15 kids are the future.

16 [Applause]

17 [Crosstalk through applause]

18 MR. CROSS: What are you saying to them now
19 if you say to them you don't matter? I - - to
20 say, who does that. You know what; I've got to
21 tell you guys, you do matter.

22 [Applause]

23 [Crosstalk through applause]

24 MR. CROSS: It's about everybody else's kid
25 here, because if I see someone outside that's

1 doing something they're not supposed to be
2 doing, I'm going to stop it and bring it to
3 their attention, okay? And that's what we all
4 need to do. And you know you guys need to do?
5 Remember this; this is big world politics and
6 what you guys need to do is finish your
7 schooling, go to college and make a difference.

8 [Applause]

9 [Crosstalk through applause]

10 MR. CROSS: You know you've got to work
11 hard. That's the bottom line, and I just, the
12 passion that Sol Bianco (phonetic) had, all the
13 staff, unbelievable.

14 [Applause]

15 MR. CROSS: They have to worry about
16 educating our children. They have to worry
17 about the numbers. We all know the numbers.
18 Those of us that are involved, we know what the
19 numbers are. They shouldn't have to come to
20 school every single day and - - and worry
21 whether or not this is going to be the last year
22 they're going to work here. How did we - - ?
23 How do we keep them going? By telling them that
24 at the end of the year you may be out of a job.
25 Wasn't it our President who said we're not going

1 to fire any teachers? We're going to support
2 them. So I don't understand. Did you guys miss
3 the memo?

4 [Applause]

5 MR. CROSS: All I'm saying is, is that this
6 is about education. That's what this is about.
7 That's what I've taught in my home for the
8 longest time. I came up in a home with a single
9 parent; Went to college, started a couple of
10 businesses, helped educate my wife. She does
11 work. I just pay some of the bills while - -
12 goes to school. But you know what, she did what
13 she had to do, and both of us were examples to
14 our kids.

15 [Applause]

16 MR. CROSS: I know you guys think of
17 yourselves all by the numbers. And I ask you
18 stop looking at things by the numbers. Look - -
19 . Ask yourself is this what we would want done
20 - - . Is this what you would want done for your
21 children? This is my son that goes to this
22 school. These are all my children belong to
23 this school.

24 [Applause]

25 MR. CROSS: When you guys make decisions and

1 the Mayor, who again continues not to show up
2 at an important meeting, which goes to show you
3 this is such an important issue, why wouldn't
4 you step forward yourself. Who's - - ? This is
5 where you belong. If you don't have the balls
6 to say close that school, well then, you know
7 what, come here and face us.

8 [Applause]

9 [Crosstalk through applause]

10 MR. CROSS: - - facing us at this time also.
11 Give them a chance. That's what I'm asking you.
12 Give them a chance. That's all I'm asking. And
13 I ask all the parents, we meet every single
14 month. Your support and the parents association
15 is very important. We need to teach our
16 children that if we're involved in their
17 education, their education means something - - .
18 We have - - right now, way too many - - members
19 and our - - we can see that. They need to see
20 positive stuff. This is a positive. This is
21 negative. Miss Lobianco and her staff have
22 gotten highly commended because--

23 [Applause]

24 MR. CROSS: How anyone works under those
25 circumstances I really don't know. Believe in

1 me because we believe in you. So take a
2 chance and believe in me.

3 [Applause]

4 [Audience chanting]

5 FEMALE VOICE: Thank you Mr. Cross. The
6 next speaker is - - .

7 [Applause]

8 [Shouting]

9 [Discussion noise]

10 FEMALE VOICE: I grew up - - , so to me
11 Lehman is the - - place where I work. Lehman
12 has been a part of my life and my childhood. I
13 went to Catholic school, but a lot of my friends
14 went to Lehman. And my brother and sister went
15 here. My cousin went here. This is the place
16 that I love, although I never spent time in - -
17 building, so I started teaching here. And now
18 that I'm a teacher, I love it even more for so
19 many reasons. - - of schools inside this
20 building is not in our students' interests.
21 It's not in the interest of the - - teachers
22 that teach here. This school is like a little
23 mini-college, and there is something youthful
24 and wonderful about that. Our kids deserve an
25 opportunity to have a electives just like all

1 the kids in the wealthy areas of New York
2 State.

3 [Applause]

4 FEMALE VOICE: On Long Island you have
5 schools that have 22 different AP courses
6 offered. Why shouldn't our New York City kids
7 in the Bronx - - .

8 [Applause]

9 FEMALE VOICE: When you have four or five
10 small schools in a building, all of that is lots
11 on our children. - - our children. I see these
12 kids where my brother and my daughter live in
13 the neighborhood, okay. It is not fair to put
14 another school here. We all already do not have
15 enough space. I was shocked when I first came
16 here and my first year teaching, I saw kids - -
17 with their coats and their book bags on because
18 they don't have a locker. How is that right?
19 How is that - -? It's not. Our kids deserve
20 more and the Mayor's policies are just - - our
21 students of beautiful experiences that they
22 could have. We have - - . He just - -
23 competition - - .

24 [Applause]

25 [Crosstalk through applause]

1 [Shouting]

2 FEMALE VOICE: - - . I want - - . You have
3 teachers who have this building, who have had -
4 - years. Mr. Dee [phonetic], - - and - - ,
5 something like 20 years in New York being a
6 teacher. Ms. Montenegro [phonetic] - - before
7 she became a teacher. He became a teacher
8 because he loved his kids and he wanted - -
9 ourselves just for the greater good, which is
10 our future, these students. We could be paid
11 \$100,000 a year or more but we choose to get
12 paid half of that to be here because we care and
13 you just not care. But we can't even give our
14 kids parties to celebrate when they pass. The
15 teachers have to pay for cookies and soda and
16 pizza because the school doesn't have money to
17 provide that to our students. That's not right.
18 How does bringing another school here going to
19 give our students more? It's not, and not
20 teaching those other students who are here. All
21 - - students are going to have less than what
22 they deserve and that's not right.

23 [Applause]

24 FEMALE VOICE: - - and to be closing school
25 year, our school would have the record that they

1 deserve to have, such as - - class; such as
2 computer classes where they can get a
3 certificate that's going to get them a job or
4 get them into college. We had - - a cooking
5 class. - - student teachers - - . They don't
6 even do this anymore; not fair. The music
7 teachers couldn't even get to put on their show
8 - - . These students are entitled. These
9 students, and you know what the reality is, - -
10 student - - , but when I saw the students
11 performing in the music - - that we have here
12 that some time they always come to my activity
13 class, it's amazing. It's beautiful, and you
14 know what, every kid has to find what works for
15 them. And - - school every day they won't go to
16 Mr. - - classes. That's what we should have.
17 We have no guaranty that that's going to happen
18 if you - - the school year, okay? One more
19 thing, - - teacher. This whole process is - - .

20 [Applause]

21 FEMALE VOICE: This is supposed to be a
22 public hearing to hear what the community says,
23 and then you're supposed to bring that back to
24 the parents education policy, and then there's
25 supposed to be a vote. - - that our voices will

1 be heard. However, I just heard, I haven't
2 seen the article, but I heard that - - , they
3 won't let - - .

4 [Applause]

5 FEMALE VOICE: They - - . So how can - -
6 our question of being heard - - . - - these
7 kids are out of - - because even if the - - not
8 working, people are not taking it lying down,
9 so--

10 [Applause]

11 [Chanting]

12 FEMALE VOICE: - - . Our next speaker is -
13 - .

14 MALE VOICE: Thank you. What's up guys?
15 Can I get a mic check?

16 AUDIENCE: Mic check.

17 MALE VOICE: - - mic check.

18 AUDIENCE: Mic check.

19 MALE VOICE: - - ?

20 AUDIENCE: - - .

21 MALE VOICE: - - High school as a freshman
22 in the year 2006.

23 AUDIENCE: - - High school in the year 2006.

24 MALE VOICE: I consider this school my
25 second home.

1 AUDIENCE: I consider this school my
2 second home.

3 MALE VOICE: The teachers here are family.

4 AUDIENCE: The teachers here are family.

5 MALE VOICE: I graduated with a 90 average.

6 AUDIENCE: I graduated with a 90 average.

7 MALE VOICE: - - 2010.

8 AUDIENCE: - - 2010.

9 MALE VOICE: With an - - diploma.

10 AUDIENCE: With an - - diploma.

11 MALE VOICE: - -

12 AUDIENCE: - -

13 MALE VOICE: I attended New York City
14 College.

15 AUDIENCE: I attended New York City College.

16 MALE VOICE: - - majoring--

17 AUDIENCE: - - majoring.

18 MALE VOICE: In Legal Studies.

19 AUDIENCE: In Legal Studies.

20 MALE VOICE: Math.

21 AUDIENCE: Math.

22 MALE VOICE: And Computer Technology.

23 AUDIENCE: And Computer Technology.

24 MALE VOICE: While attending Lehman--

25 AUDIENCE: While attending Lehman.

1 MALE VOICE: - - me.

2 AUDIENCE: - - me.

3 MALE VOICE: Certification - - helping me.

4 AUDIENCE: Certification - - helping me.

5 MALE VOICE: And now I'm making \$40,000 in
6 college part time.

7 AUDIENCE: And how I'm making \$40,000 in
8 college - - .

9 [Applause]

10 MALE VOICE: - - .

11 AUDIENCE: - - .

12 MALE VOICE: And - - .

13 AUDIENCE: And - - .

14 MALE VOICE: I have managed a law firm for
15 the past year.

16 AUDIENCE: I have managed a law firm for the
17 past year.

18 MALE VOICE: I say this story because--

19 AUDIENCE: I say this story because.

20 MALE VOICE: I consider this to be a
21 success.

22 AUDIENCE: I consider this to be a success.

23 MALE VOICE: These are my people.

24 AUDIENCE: These are my people.

25 MALE VOICE: These are my teachers.

1 AUDIENCE: These are my teachers.

2 MALE VOICE: This is my home.

3 AUDIENCE: This is my home.

4 MALE VOICE: These are my family.

5 AUDIENCE: These are my family.

6 [Applause]

7 MALE VOICE: - - .

8 AUDIENCE: - - .

9 MALE VOICE: I had to fix my own problems.

10 AUDIENCE: I had to fix my own problems.

11 MALE VOICE: Just like these students here.

12 AUDIENCE: Just like these students here.

13 MALE VOICE: DOE can't come in and tell us

14 what to do.

15 AUDIENCE: DOE can't come in and tell us

16 what to do.

17 MALE VOICE: And they won't.

18 AUDIENCE: And they won't.

19 MALE VOICE: If Lehman has a problem--

20 AUDIENCE: If Lehman has a problem.

21 MALE VOICE: We students will fix the

22 problem.

23 AUDIENCE: We students will fix the problem.

24 MALE VOICE: That's what we're here for.

25 AUDIENCE: That's what we're here for.

1 MALE VOICE: They don't need your
2 intervention.

3 AUDIENCE: They don't need your
4 intervention.

5 MALE VOICE: And - - --

6 AUDIENCE: And - - .

7 MALE VOICE: That you all need to consider
8 this proposal.

9 AUDIENCE: That you all need to consider
10 this proposal.

11 MALE VOICE: - - .

12 AUDIENCE: - - .

13 MALE VOICE: Long live Lehman High School.

14 AUDIENCE: Long live Lehman High School.

15 [Applause]

16 FEMALE VOICE: Our next speaker is - - .

17 FEMALE VOICE: I come here tonight - - . I
18 am totally - - as - - .

19 [Applause]

20 FEMALE VOICE: I'm a new homeowner - - , and
21 I'm a former - - staff member. I'm here tonight
22 to teach you to say that this is the beginning
23 of taking our identity away from Union High
24 School. The beginning of giving away our space
25 - - . In 1986 when I was a student here, we had

1 - - . When I started working here in 1990,
2 we had - - . Every year they increased the
3 population, and then - - . We had - - added to
4 our school. And for me, I just - - stop sending
5 our children and kids. The - - . We had over
6 4,000 kids at one point. We are - - . Of our
7 staff I - - , and now - - . Take the - - 2,500
8 kids. I know every kid's name for the last 20
9 years before the high school was even here.
10 I've had the best time of my life at this
11 school. I would give my life to education
12 because of my experience here. This is a great
13 document when it talks about 2,500 kids - - of
14 our community. I believe in this new
15 superintendent's - - . There are some good
16 ideas in but let Lehman do this. Let Lehman - -
17 .

18 [Applause-Crosstalk]

19 FEMALE VOICE: - - come here. I - -
20 everyone who - - go to other schools. We should
21 have them here. This is a great idea. We will
22 be successful if you let us do some of what's in
23 here. Why aren't we given the chance? That is
24 my question to you is everyone else that wants
25 to close this school, but I - - for years. It

1 is still up here. Everyone - - . Give them a
2 chance. Give our chance to be successful.

3 [Applause]

4 FEMALE VOICE: I've been here a long time
5 and I'm not going to leave. I left a few years
6 ago to go somewhere else. My - - you still have
7 to be here. And I - - . It's a national day
8 for getting people who work - - . I want to end
9 - - . I want to stop the word closing and start
10 - - . We do need it to what it was, and we can
11 be successful. You need to let us--

12 [Applause]

13 [Crosstalk]

14 FEMALE VOICE: - - .

15 MALE VOICE: I understand, right? Mayor, -
16 - , right? - - , - - Gracie Mansion and he's -
17 - ? All - - his third term, right?

18 [Applause]

19 MALE VOICE: Rules matter. These youngsters
20 don't remember - - when some people - - back our
21 city and that - - . Said you know coming up to
22 the end of my second term, are you - - days?
23 These transition - - the city in turmoil for the
24 new Mayor. - - is on his third - - . If any of
25 you remember as I do, you were all too young,

1 the loudest voice against a lot of the former
2 Mayor who - - is this individual. You had your
3 chance. Let me in. Term limits and here he is.
4 All - - about are grassroots - - starting right
5 here, right now. If we can figure out how to do
6 it, make it a government - - for a recall
7 election to get this guy out of the office. He
8 doesn't deserve to have--

9 [Applause]

10 MALE VOICE: I work for an organization, and
11 unfortunately seniority had no advantage. It
12 was a narrow - - as education now,
13 unfortunately. is in our city is no longer
14 important to us - - Department of Education.
15 That makes the - - . That makes him a
16 unilateral authority to pull crap like this. I
17 started by saying rules now. Can you please - -
18 high school, right? Everyone should follow the
19 rules, right? Today - - 100th anniversary of the
20 ship that everybody's heard of, a tragedy at
21 sea, 51+ people lost. They weren't enough
22 lifeboats. If the Titanic only had 900 people
23 aboard, - - someone would have heard her. She
24 still would have hit the iceberg but everybody
25 would have been in lifeboats. Overcrowding is

1 the issue. I read - - 39 kids are admitted
2 during the school. I thought the number was
3 4,800 or something. It's ridiculous. The woman
4 who was just here said 2,500 kids seem to work.
5 The place is filled - - house and you can only
6 educate a certain number of kids - - . We're
7 way over that now. Overcrowding is the known
8 precursor to every problem that's going to
9 follow; raise - - , - - , increase - - ; all of
10 these sorts of things. This plan talks about
11 the new school. Well, maybe an old school.
12 When I was growing up, new school meant your - -
13 .

14 [Applause]

15 MALE VOICE: This is just more baloney from
16 this guy in Gracie Mansion that said how many
17 new schools he created under the third term that
18 he wasn't supposed to have anyway.

19 [Applause]

20 MALE VOICE: I'm going to sit down in a
21 minute. I'm working on - - . This - - support,
22 saving - - . We're going to put a new - - .
23 They claim \$30 million - - . There's something
24 wrong with - - . This school we're currently in
25 right now has a football field that's only 80

1 yards long. This is New York State's - -
2 football team.

3 [Applause]

4 MALE VOICE: So - - home games.

5 {Background noise}

6 MALE VOICE: They're trying to drown me out.
7 That's a few minutes. I'll sit down.

8 FEMALE VOICE:

9 MALE VOICE: I don't know if you have that
10 authority.

11 FEMALE VOICE: - - .

12 [Applause]

13 MALE VOICE: Be interested in finding out
14 how many millions were spent renovating that 80-
15 yard football field. You're going to see it.
16 It's really nice. That's - - . But it all made
17 sense to utilize those funds to actually create
18 more space for the students that are currently
19 here. I personally don't understand it, the
20 rhetoric that's in this small document that I
21 read. But it's interesting to see how it has
22 projections going out to the year 2013 of what
23 the student head counts going to be. I wish I
24 could get an accurate forecast like that where
25 the stock market's going to be. It's really

1 quite simple. Overcrowding is the issue; new
2 schools, absolutely. This man had his 8 years.
3 Of course, now he's - - . As - - schools - - ,
4 - - . Doesn't make sense where actually
5 building a new school. And maybe get some of
6 the kids here, there so we would have two
7 functional schools rather than one overcrowded
8 one with this debate tonight about what we're
9 going to call this new group of kids coming in
10 next September. Doesn't seem to make sense. It
11 really doesn't, but I am serious about getting a
12 grassroots - - for a recall election to get this
13 guy the hell out of office - - .

14 [Applause]

15 {Crosstalk}

16 FEMALE VOICE: - - .

17 MALE VOICE: I have one point to make - - .

18 I - - here. As some of us saw, this time last
19 year we made 100,000 kids - - . Is she here
20 tonight?

21 [Applause]

22 MALE VOICE: - - last year about kids being
23 told by the principal, don't worry about the
24 final grades, just pass the regents and - -
25 class. - - , right? - - last semester - - some

1 information. You just - - regents - - .
2 Class work doesn't matter; well, that's bad
3 information. This year, last semester, he could
4 only get - - because of overcrowding. Two PE
5 periods early last semester. This semester he -
6 - there was a state requirement for four PE
7 periods early each semester. This semester he's
8 now, - - estimate those missing PE credits from
9 last semester, and - - these English courses - -
10 . His option was the one elective class - -
11 was so damned crowded, you kept trying to get
12 in, - - class. It's optional; what - - . So
13 the one class that he's for - - , he's now - -
14 to make up the PE class - - semester. It
15 doesn't make sense to me.

16 [Applause]

17 {Crosstalk}

18 MALE VOICE: [Off mic]

19 [Applause]

20 [Shouting]

21 FEMALE VOICE: - - ?

22 MALE VOICE: - - , we're supposed to be
23 speaking - - , sorry. We raised a lot of - - .

24 MALE VOICE: I'm going to take over this
25 spot.

1 {Crosstalk}

2 FEMALE VOICE: Sorry?

3 MALE VOICE: Marc - - , M-A-R-C - - .

4 FEMALE VOICE: Marc - - . Marc - - , you're
5 the last speaker.

6 MALE VOICE: Let me start off by saying that
7 I've been in this community for 50 years. And
8 are there are few things that I'd like to bring
9 up about this gentleman here. There should be
10 more Bloomberg, - - . It's - - down here I
11 brought that stuff up, you know, to bring up 9-
12 11 - - where - - stay, I would have - - . But
13 Bloomberg - - said - - . And now sir you were a
14 teacher for 41 years, and in the history of the
15 City, has there ever been a Mayor that's served
16 more than two terms? Okay. Now the other thing
17 I'd like to ask is did anyone in this auditorium
18 vote for a term limit?

19 AUDIENCE: No.

20 MALE VOICE: Well then, how did he get
21 there?

22 AUDIENCE: - - .

23 MALE VOICE: Exactly right. They - - school
24 with 1,000 more kids and they under staff the
25 school by 150. They have new teachers - - say

1 they have 10 years. I have a friend who
2 attended this school who has over 20 years here.
3 Now just imagine that your child - - and said
4 you know what, the people that have more than 10
5 years here, where do they - - ? Because - - new
6 people; cheaper. It's cheaper. So if you have
7 a gentleman like this before who taught for 41
8 years, and basically what Bloomberg is saying,
9 you know what, you have to be on that side of
10 the building. We're going to get paid. If you
11 want to stay in September, you get - - . My mom
12 taught for 35 years in the Bronx. She started
13 as a parent. She went to Madison - - . She did
14 two Master's at Union College. I couldn't - - .
15 She never had anything less than A's. She went
16 to a - - with a 1,000 students - - and had it
17 overturned.

18 [Applause]

19 MALE VOICE: - - for money. Doesn't anyone
20 know that? Teachers don't teach for money.
21 There's not enough money to pay them. They do
22 it because they're - - .

23 [Applause]

24 [Crosstalk]

25 MALE VOICE: - - that they can get across to

1 them to make a difference. Now I coached
2 women's softball in John Dade [phonetic]
3 College. Lehman was - - in - - all the time. I
4 asked - - , one of my kids from the school is in
5 the graduate program right now, and I was saying
6 - - and the 7 years I was there, I want to say
7 85 kids graduated - - from John Dade College.
8 You know, there are people - - get down and get
9 behind this, then - - . Watch the news. Look
10 what happened in Wisconsin.

11 [Applause]

12 MALE VOICE: They needed 500,000 votes.
13 They got a million and a half outside of
14 Wisconsin where Governor raised \$70 million
15 outside of the state. Why? Because of the
16 special interests wanted to get rid of - - ,
17 that's why. But their - - because - - . We
18 can't allow this to happen. How many chances
19 have there been in the City in the last several
20 years? Does anyone remember - - ? Well, I just
21 read an article a few weeks back and it - - that
22 a \$25 million education grant from the state.
23 We - - New York City schools. Why is he getting
24 a \$25 million grant from the State? It's the
25 people with the money that want to control

1 everything that's going on. We have the
2 opportunity here to stop it, but everybody has
3 the same problem; the parents, the teachers, the
4 kids, everyone. Grassroots is the way to go.
5 It's the way to go. I'm not a - - . There are
6 4,000 kids in the school. They want to bring in
7 another 1,000 and they - - staff. That's what
8 equals. I don't know. That doesn't work, but -
9 - , one of those problems, you just can't figure
10 out - - . Everyone has to get involved. They
11 have to get involved. Teachers that have been
12 in the system for all these years, my mom told
13 me. I asked her one day. Mom, why do you do
14 it? And you know what she told me? She said
15 not once did I ever get out of bed in the
16 morning with the thought in my head that I was
17 going to a job. I was going somewhere where I
18 loved being. I loved the staff, the, principal,
19 and I loved the school. I loved the kids.

20 [Applause]

21 MALE VOICE: - - . My mom's not a great
22 computer person, and neither am I. She taught -
23 - . You have to see the messages that she gets
24 back. This is elementary school. My mom's been
25 out of the system for 15 years; doctors,

1 lawyers, surgeons, you name it. She's getting
2 all kids of messages. And that for her made
3 everything worth it, and all the - - she gave
4 up. It was never about the money. The parents
5 need to understand that about teachers. It's
6 not about the money. You could never pay then
7 enough. Thank you.

8 [Applause]

9 [Chanting]

10 MALE VOICE: This is a democracy.

11 AUDIENCE: This is a democracy.

12 MALE VOICE: - - .

13 AUDIENCE: - - .

14 MALE VOICE: - - .

15 AUDIENCE: - - .

16 MALE VOICE: - - . - - years this - - been
17 called - - . - - high school - - 29 years.

18 Starting five years ago, I graduated from - - ,
19 and while I was there, the teachers - - stopped
20 teaching. The students - - stopped learning for
21 fear that - - . - - our money. - - standards
22 and - - high school - - . It's no wonder we're
23 in big trouble. You know what, these past few
24 years with the - - , because we - - these kids
25 when we were not able to - - . But you know

1 what, we receive money from - - .

2 [Applause]

3 MALE VOICE: - - . They hand us - - . He
4 wants to - - , especially what happens in here.

5 [Applause]

6 MALE VOICE: - - seven months, it will all
7 happen - - .

8 [Shouting]

9 MALE VOICE: Tell us what happened.

10 AUDIENCE: What happened?

11 MALE VOICE: New school.

12 AUDIENCE: New school.

13 [Shouting back and forth]

14 [Applause]

15 [Crosstalk]

16 FEMALE VOICE: I will see you - - , the - -
17 for the last time - - .

18 MALE VOICE: - - by the students. I - - . -
19 - for the students, for the parents, - - .

20 [Applause]

21 [Talking during applause]

22 [Shouting back and forth]

23 [END RECORDING]

24

25

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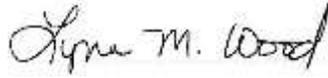
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Date March 12, 2012

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8 Date March 12, 2012
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