

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

**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
New D75 Site at X160**

April 3, 2013

1 [START RECORDING]

2 MS. ELIZABETH WHITE: Good evening,
3 everyone. I hope everyone had a happy holiday.
4 How are you? My name is Elizabeth White; I'm
5 the Community Superintendent of the district,
6 and we're going to get started pretty soon. I
7 like to be punctual, and - - we're a little
8 late. And I don't like that very much, but
9 we're going to get started soon. And can you
10 hear me? Yes? Okay, good. Okay, so we're
11 going to get our technical stuff in order here,
12 and then we're going to begin. You've offered
13 services, translation services as needed?
14 Great. Okay, think we're good. All right. So
15 again, good evening. And I'm going to ask you,
16 before I even begin, so bear with me because
17 this is a formal process, and I have to read off
18 of a script which I usually do not like to do,
19 but I have to for this process. So bear with me
20 if I'm not looking at you, because I have to
21 read off of the page. So we're here today, in
22 reference to a proposal. And this process is a
23 joint public hearing for the Department of
24 Education, or DOE, with the Community Education
25 Council, the School Leadership Teams, regarding

1 the proposed opening and co-location of a new
2 site of an existing District 75 program, called
3 75X168, with P.S. 160, the Walt Disney School,
4 11X160, and the Equality Charter School, 84X488,
5 in Building X160, beginning the 2013-2014 school
6 year. Again, my name is Elizabeth White,
7 Community Superintendent. So just to give you a
8 little background, prior to today's hearing, and
9 the posting of the proposal, officials from the
10 DOE met on Wednesday, February 27th, with the two
11 current principals of the building to discuss
12 the proposal. Subsequently, officials from the
13 DOE met with the School Leadership Team members
14 of both schools on Monday, March 4th, 2013 to
15 further discuss the posted proposal. Finally,
16 the DOE also attended an open community meeting
17 on Wednesday, March 13th, 2013 to again discuss
18 this proposal. So we've asked the District 11
19 Community Education Council and the School
20 Leadership Teams from the building to
21 participate in this joint public hearing. I
22 will now let the other members of this dais
23 introduce themselves, starting to my left, - - .

24 MS. PAMELA JOHNSON: Okay. Good afternoon,
25 everyone. My name is Pamela Johnson. I am the

1 Borough President Appointee to the CEC. I am
2 just sitting in interim for Petra Poleon, who is
3 the President. She is on her way, and she
4 should be here shortly.

5 MR. JOE WILLIAMS: All right, good afternoon
6 everyone. My name is Joe Williams. I'm the
7 Public Advocate Appointee and President of the
8 District 75 Council.

9 MS. LORI BAKER: Good evening, everyone.
10 I'm Lori Baker, Principal of P.S. 160.

11 MS. CAITLIN FRANCO: Good evening. Caitlin
12 Franco, Principal of Equality Charter School.

13 MS. MAUREEN FULLERTON: Good evening,
14 everyone. I'm Maureen Fullerton, Principal of
15 168.

16 MS. WHITE: Okay, so let me know if they're
17 - -. Okay. Thank you for those introductions.
18 I just want everyone to know that this hearing
19 is being recorded. And the purpose of the
20 hearing is to provide you with an opportunity
21 for comments about the proposal. Before I
22 describe the proposal, I want to make sure that
23 you are all aware of the opportunity for your
24 input. All those who wish to speak must sign up
25 in the speaker signup area located just outside

1 the auditorium. The signup list will close in
2 15 minutes. Speakers will be given the floor in
3 the order in which they signed up. All comments
4 are limited to two minutes. There may also be
5 elected officials who arrive at different times
6 throughout the evening. If they wish to speak,
7 we will do our best to accommodate them at the
8 first opportune moment. Those who are here at
9 the start of the public comment segment will be
10 asked to speak first. All comments will be
11 mentioned in the analysis of public comment to
12 be published and provided to the Panel for
13 Educational Policy, also known as PEP, the
14 evening before the Panel votes. That vote is
15 scheduled for April 17th, 2013. In addition, we
16 welcome any comments and feedback you have at
17 the time before the panel votes on both
18 proposals. The email address and phone number
19 where comments may be made are
20 d11proposals@schools.nyc.gov, and the phone
21 number is (212) 374-5159 if you have any further
22 comments. The joint public hearing was convened
23 to discuss the proposed co-location of a new
24 site of an existing District 75 program, 168X,
25 with P.S. 160 Walt Disney School and the

1 Equality Charter School in the building X160,
2 which is located at 4140 Hutchinson River Pkwy.
3 East, Bronx, New York, 10475, in Community
4 School District 11, or District 11. A co-
5 location means that two or more school
6 organizations are located in the same building,
7 and may share common spaces like auditoriums,
8 gymnasiums, and cafeterias. For the purposes of
9 this hearing, I will refer to P.S. 160 Walt
10 Disney School as P.S. 160. I will refer to the
11 Equality Charter School as Equality, and I will
12 refer to the proposed District 75 program as
13 "P168@160." P.S. 160 is a zoned district
14 elementary school currently serving students in
15 kindergarten through fifth grades in District
16 11. P.S. 160 also offers services and classes
17 for blind and visually impaired students
18 provided through its partnership with
19 Educational Vision Services, or EVS. EVS is a
20 unit within District 75 that provides such
21 special services throughout the city. Equality
22 is a public charter middle school currently
23 serving students in sixth through eighth grades.
24 If this proposal is approved, Equality will
25 continue to accept students through the charter

1 application lottery process. On March 1st,
2 2013, the DOE published an Educational Impact
3 Statement which was given at the door as you
4 entered, describing a proposal to site a new
5 site of an existing District 75 program, P168,
6 in X160. P168X currently serves students at six
7 sites, one in Building X183, located at 339
8 Morris Ave., Bronx, New York, 10451, the primary
9 site. Two, Building X20, located at 3050
10 Webster Ave., Bronx, New York, 10467. Three,
11 Building X842, located at 3990 Hillman Ave.,
12 Bronx, New York, 10463. Four, Building 194,
13 located at 2365 Waterbury Ave., Bronx, New York,
14 10462. Five, Building X973, at 1716 Southern
15 Blvd., Bronx, New York, 10460. And the sixth
16 site, Building 440, located at 100 West Mosholu
17 Pkwy. South, Bronx, New York, 10468. This
18 proposal is not anticipated to have an impact at
19 PX168's other sites. P168X@X160 is projected to
20 serve nine sections of students in kindergarten
21 through eighth grades, in self-contained
22 settings. Students will be placed in class
23 sections based on their needs and recommended
24 special education services, and may be served in
25 this program throughout the course of their

1 elementary and middle school education. This
2 proposed site will serve students with autistic
3 or learning disabled classifications on their
4 individualized educational programs, or plans,
5 IEPs. This site is intended to help meet
6 growing demand for District 75 seats in District
7 11. Students from P.S. 160 and Equality will
8 share some common spaces in Building X160, such
9 as the cafeteria, gymnasium, library, and
10 auditorium, with students from P168X@160. The
11 principals from P.S. 160, Equality, and
12 P168X@X160, will develop a schedule to ensure
13 that the students from all schools have access
14 to those facilities as needed. The details of
15 the room allocations and the proposed shared
16 space plan for all school organizations located
17 in X160 starting in the fall of the 2013-2014
18 school year, are presented in the Building
19 Utilization Plan, or BUP. This was also given
20 out at the table when you walked in. There is
21 adequate space in 160 to accommodate P168@160,
22 Equality, and P.S. 160. A building's target
23 utilization rate is calculated by dividing the
24 total enrollment of all organizations in
25 building by the total target capacities of those

1 organizations. Each school organization's
2 target capacity is calculated based upon the
3 scheduled use of individual rooms as reported by
4 principals during an annual facilities survey.
5 The DOE's goals for maximum classroom
6 capacities, which are lower than the United
7 Federation of Teachers' contractual class sizes
8 and differ depending on grade level. And the
9 efficiency with which classrooms are programmed,
10 for example, the frequency with which classes
11 are schedule in a given classroom. Building
12 X160 has a target capacity of 889 students.
13 During the 2012-2013 school year, the building
14 is serving 614 students, yielding a building
15 utilization rate of 69%. This means that the
16 building is underutilized and has space that
17 could be used more efficiently to accommodate
18 additional students. In the 2013-2014 school
19 year, when P168 and X160 opens, it is projected
20 that there will be 604 to 727 students served in
21 X160, yielding a building utilization rate of 68
22 to 82%. I would just like to acknowledge the
23 arrival of Petra Poleon, the CEC President who's
24 here in our audience. Yes, so she's going to
25 take her place at the dais. Thank you, Miss

1 Johnson. And at this time, we're going to
2 have, the opportunity's going to be given for
3 any formal presentations, if any would have. I
4 would also like to acknowledge Michael Johnson
5 from Assemblyman Benedetto's office. Thank you.
6 Okay, so I'm going to start with I guess the
7 CEC. And I want to know if the CEC would like
8 to make a comment on the proposal.

9 FEMALE VOICE 1: No.

10 MALE VOICE 1: No.

11 FEMALE VOICE 1: Not at this time.

12 MALE VOICE 1: Not at this time - -.

13 MS. WHITE: Not at this time. Okay. Then
14 I'm going to offer this opportunity for the
15 schools' School Leadership Teams, if, let's
16 start with the Walt Disney School. P.S. 160,
17 would you like to make a presentation?

18 MS. BAKER: Yes, we do. We have a formal
19 presentation we'd like to share with the
20 audience.

21 MS. WHITE: Okay. And before you get
22 started, would Equality Charter School also like
23 to make a presentation? Okay. So then we'll
24 have P.S. 160 please make your presentation.
25 And you're going to be using--

1 MS. BAKER: [Interposing] Yes.

2 MS. WHITE: --the screen behind us. Okay.
3 So I'm going to ask those of you here sitting on
4 the dais with me, you can take seats in the
5 audience until the presentation has ended.

6 MS. BAKER: Good evening, everyone. The
7 School Leadership Team members of, actually can
8 I have all P.S. 160 School Leadership Team
9 members please stand? Okay, thank you. And if
10 we could just introduce ourselves as we go
11 around, starting with Miss Currier?

12 MS. PATRICIA CURRIER: I'm Patricia Currier.
13 I'm the Chairperson for the School Leadership
14 Team - -.

15 MS. BAKER: Come to the mike, please.

16 MS. CURRIER: My name is Patricia Currier,
17 and I'm the Chairperson for the School
18 Leadership Team, along with Ms. Penn.

19 MS. JODI STERN: Good evening; my name is
20 Miss Stern. I am the Chapter Leader
21 Representative on the SLT.

22 MS. FRAN DELLA CAVA: Hi, I'm Fran Della
23 Cava [phonetic]. I'm a paraprofessional on the
24 Leadership Committee, and I have been here at
25 Walt Disney for 23 years.

1 FEMALE VOICE 2: There you go.

2 MS. KEISHA JACOBS: I'm currently part of
3 the SLT. I'm one of the school aides that
4 currently work here. I've been here for 15
5 years. My name is Keisha Jacobs [phonetic].

6 MS. ELIZABETH PENN: Good evening, everyone.
7 I'm Elizabeth Penn. I'm your PTA President. I
8 have been your PTA President for about two
9 years. I have six children. I've been in this
10 community for quite some time.

11 MS. LYNDA NELSON: Hi, I'm Lynda Nelson.
12 I'm a parent on the SLT. I attended this
13 school, my children have attended this school,
14 my brothers, my nieces, my nephews, my whole
15 family has attended this school.

16 MS. CHICHI OKAFORÉ: Good evening, everyone.
17 I'm Miss Chichi Okafore [phonetic]. I'm a
18 parent; I'm also on the SLT, the Co-President of
19 the PTA. As well I have four kids, and three
20 passed through this school, and I still have one
21 in third grade right now.

22 MS. PENN: And we also have our Recording
23 Secretary, Michelle Campos, and she has her
24 babies here, and she's been here for quite some
25 time as well. And I have my granddaughter

1 coming in September.

2 MS. BAKER: Okay, thank you. So I just
3 wanted you to all to get a sense of the years
4 and the amount of time that our members of the
5 School Leadership Team have been in our
6 building. The PTA President, Miss Penn, along
7 with the School Leadership Chairperson, Miss
8 Currier, and our UFT Chapter Leader, Miss Stern,
9 they're going to be assisting me with the
10 presentation this evening. Okay? The
11 presentation that we're getting ready to show
12 you is a presentation that we were told that we
13 could also submit to the Panel members that are
14 going to be voting on whether or not the co-
15 location actually takes place. So we wanted to
16 share that with you this evening. - - I'm going
17 to pass the mike over now to Miss Penn.

18 MS. PENN: Thank you, Principal Baker. Good
19 evening, everyone. I'm very thankful to see you
20 all here representing your children. I thank
21 Michael Johnson. Thank you for always
22 supporting our school, Mr. Benedetto. I thank
23 you for all your hard work, David [phonetic],
24 with the petitions and being concerned. I thank
25 each and every single individual here for

1 advocating on behalf of our children. So I'm
2 just going to share with you a couple of
3 statistics. The first one is, as you can see,
4 Co-op City has 15,372 residential units, 35
5 high-rise buildings, seven clusters of
6 townhouses. Co-op City is the largest single
7 residential development in the United States.
8 Co-op City is divided into five sections.
9 Section One to Four are connected. Section Five
10 is separated from the main area by the
11 Hutchinson River Parkway. Co-op City's
12 population is estimated to be around 55,000, and
13 growing. Co-op City was built on the premise
14 that it would be a community that would meet all
15 of its own needs. We have housing, we have
16 schooling, we have shopping, we have banking.
17 We have our own Co-op City police. We have our
18 own sanitation. Okay? And our own fire
19 department. This city within a city has an
20 educational park that includes a high school,
21 two middle schools, and three elementary
22 schools. If it were considered a city by
23 itself, it would be the tenth largest city in
24 New York State. Section Five is made up of ten
25 buildings, and one cluster of townhouses. P.S.

1 160 is the elementary school for Section Five
2 children in grades kindergarten through fifth
3 grade, and also services students in the
4 adjacent private homes across the street. And I
5 give it over now, thank you.

6 MS. BAKER: Okay. P.S. 160 is located in
7 Co-op City Section Five. The school was built
8 in 1971 to be a community school. It was a K
9 through four school for more than three decades.
10 In 2008, P.S. 160 became a K through five
11 school. In 2010, P.S. 160 gave up about one-
12 third of its building to the Equality Charter
13 School, which houses grades six through eight.
14 Okay, Miss Stern.

15 MS. STERN: Thank you. So hello. So along
16 with giving up one-third of our school in 2010,
17 we are now asked to give up another one-third of
18 our school in 2013. And it states that we have
19 12 full classrooms, ten quarter-size, one half-
20 size administrative space. Now D75, which is
21 educating for this location, autistic and
22 learning disabled, we already have that
23 population here. So that is just adding to our
24 population, which is not the big deal. The big
25 deal is the space in which is it taking. And

1 when you say one-third, what does that really
2 mean? That really means that the first grade
3 wing that houses the OT/PT, the existing D75
4 Vision School, as well as our fourth and fifth
5 grade general special ed classes will have to be
6 now displaced and condensed. So putting that
7 into, you know, visually of what you're seeing,
8 it's an additional space in which that our
9 school is now being condensed into a space that
10 we really are busting out of already. We do
11 have classrooms, but as far as the common areas,
12 and the congestion, that is a big problem. So I
13 really wanted to give you a visual on that. And
14 it's a huge impact on the community. You know,
15 I mean parking and busing, and you know, 'cause
16 the children will be bused in. It was stated
17 that it's going to be District 11 children, but
18 D75 doesn't do districts. D75 does busing from
19 districts to a location. So when they're saying
20 that it was, D75 is going to house our
21 community, which is what our concern is about
22 our community, that's really not the case,
23 because that's not the premise of D75. So I
24 just wanted to point that out, that busing will
25 be a big, big problem as well as the parking

1 that we have already is a problem. Okay. So,
2 at which I stated that if they want, we lose
3 again another one-third and - - I told you what
4 that turns out for us. And so that leaves us
5 with less than half of the school. And what we
6 have been already doing, we have already been
7 saying no to our kindergartners, because
8 kindergarten was non-mandatory. And therefore
9 we had to put them on a wait list, and our
10 budget didn't allow us to open up more than two
11 classes. So we have been, our enrollment
12 necessarily hasn't been going down. We have
13 been forced to say no. So therefore our budget
14 has become less. And then when we have our
15 children, they're being told no. I teach first
16 grade and I have about four children in this
17 community who were told no. So - - here in
18 first grade, and now we have 30-something, 31
19 children in a class. And although we're allowed
20 by UFT contract, and a great analogy was made at
21 the other meetings that when the elevator has
22 capacity for 20 people, it doesn't mean you want
23 to fill it with 20 people. It's not safe to do
24 that. So although we can have 32 children in
25 first grade, is that what's really right for our

1 children? So that's something to consider
2 with that. And if you look at the statistics,
3 and thank you Miss Canizzo [phonetic] for these
4 wonderful statistics, that Co-op City, if you
5 look on the bottom, 16% are young children, are
6 school-aged children. And comparing that to the
7 Bronx, at 24, we're very close. We have a
8 large, large growing population, especially Co-
9 op City - - a transient population, that are
10 people are coming and going in the age, and
11 we're not servicing our community. So that's
12 the key. The key is our community, and focusing
13 on what we need to provide here, for our
14 children. So the Department of Education, the
15 Portfolio Management, is limiting P.S. 160.
16 They are not allowing us to grow along with the
17 budget. I mean, they don't have anything do
18 with the money, so we don't want to put all of
19 the blame on them. But budget-wise, we have
20 been decreasing because we are not allowed to.
21 Now if you have the space now taken away, then
22 you are increasing the limitations that this
23 community school is forced. So I don't know.
24 Are we being forced out? Is people taking over?
25 I don't know what the big picture is. But if,

1 just keep in the big picture is that we are
2 being limited. We did have a conversation at
3 the last meeting as well as many SLT meetings,
4 about the need for a preschool. It was
5 discussed that they were going to do a study
6 with that. And I'm sure that when they do the
7 study, they're going to find that there is a
8 need for a preschool in this building. And so
9 with that, will the DOE, what will they do with
10 that knowledge? Because they're going to find
11 that there is a need for a preschool that
12 District 11 does not house that. We, as a
13 community, and certainly Section Five is what
14 we're talking about, need that preschool. So
15 let that become part of 160. And when that is
16 found out, will they readjust, eliminate the
17 section to D75? Or will they reduce D75? How
18 will they take that in consideration when we
19 have proof that there's a need, and that's going
20 to be easily discovered? So I'm really
21 questioning that this is a done deal. Or are
22 they thinking about the growth of this school or
23 are they limiting us, and what are we doing with
24 our children, and how are we growing? Which
25 leads me to the, St. Mary's, in City Island, is

1 closing. I think as of this September they
2 will be closed, and those children will be
3 coming back home. There's - - families here,
4 and that was a location that that was feasible,
5 and maybe financially acceptable. But are there
6 other parochial schools that will be able to
7 house our children? And they are going to have
8 come to back here. And again, we can have 32 in
9 every class. But is that what we want for our
10 children? And even great teachers - - 32,
11 there's 32 children. So we are anticipating
12 that there are children coming back home. We
13 are anticipating that kindergarten is mandatory.
14 And then we may not have to turn away. We are
15 being forced to turn away, and we are
16 anticipating that when the studies come through
17 with the preschool, that there is a need for
18 that. And so then that's continued enrollment.
19 So with all of this anticipation of more
20 students, how is that playing into the taking
21 away of our space? So I really need that to be
22 considered and really, really focused upon
23 because we're not stagnant here. We are
24 growing. The only way we're stagnant is because
25 we're being forced to stop. And forced not to

1 grow. And why would we do that? Why would we
2 do that to our children who are going to be our
3 leaders? So with that, well you see with St.
4 Mary's, in the closest school they're rated four
5 star, and we're rated four star, and we're going
6 up in our scores. Our quality review was just
7 in; we did very well with that. The climate,
8 the tone in the building is very nice. We're
9 under good leadership. We're cohesive. And you
10 know, a lot of people, when they come in, they
11 say the tone, they feel the tone, and the
12 children are safe. They walk down; they know
13 where they're going. And it's very hard to
14 maintain a nice tone when there's multiple
15 schools with multiple philosophies. Not
16 everybody's believing in the philosophy of P.S.
17 160. There's three separate, or proposed three
18 separate entities. Charter school, they're
19 thinking about charter. P.S. 160's thinking
20 about community, and P.S. 160. And then the 168
21 will be thinking about how, but it's not
22 collective. And we walk in and somebody sees
23 something; it's about 160. "Oh, look at that
24 160." And that's not what we want. And we
25 don't want separate, a lot of chefs in the

1 kitchen. We want something strong. So you
2 see that we're comparable with the schools, and
3 they're going to come back. They're going to
4 come back home. Okay, that's it for me. Thank
5 you.

6 MS. CURRIER: On sharing or not sharing
7 philosophies, we also have a lot of concerns
8 about sharing common space. That's already been
9 happening here. If these proposed 168 program
10 comes in these districts, I mean five children
11 are scheduled to eat breakfast during a time
12 that our special ed children, who take the bus,
13 are already eating in the cafeteria. Plus now
14 the Equality Charter School is eating at the
15 same time as well. There's just additional
16 overcrowding and increased safety concerns for
17 all of our students. Preventative planning
18 would displace bus students from eating in the
19 cafeteria to eating outside of the cafeteria.
20 And this would result in a rodent problem.
21 We've already seen that unfortunately happen
22 last year, when the Equality Charter School, for
23 lack of cafeteria space, was eating outside of
24 the cafeteria. And we did have a rodent issue.
25 This would also, adding another school, would

1 create the need for four lunch hours. Some
2 children would be eating lunch at 10:15 after
3 just eating breakfast at 8:30, whereas other
4 students would have to wait until 2:00. That's
5 a long time to go without eating when you're a
6 kid. When the lunch period shift, we have so
7 much crowding and congestion in the hallway.
8 And we're talking a mixture of kindergarten,
9 very small children, to eighth grade children.
10 It's chaotic, congested, and a little unsafe, I
11 think. Another thing about another school
12 moving in is we would lose space for our special
13 needs students that we already have here in our
14 school. There are required services that they
15 have to receive. We'll be losing adaptive
16 physical education space, occupational therapy
17 space, physical therapy space, and room for
18 orientation and mobility teachers from the
19 District 75 program who are already here. We
20 need the space to give the special needs
21 students what they really need. We have
22 equipment and supplies that we'll lose as well
23 as the space. So it's a big loss for our
24 special needs children. There's also been a
25 concern because we're a PBIS school, and we've

1 seen a large decrease in the number of
2 incidents because of our PBIS program. And we
3 would be losing our PBIS Special Incentives
4 Room, which is kind of taking away the program,
5 and that motivation for our students to really
6 head in a positive direction. And in moving in
7 a positive direction, we have made instructional
8 improvements that have moved us from a
9 developing school to proficient. We're a highly
10 safe and nurturing environment that addresses
11 children's social and emotional needs. I've
12 been here 17 years, and I wouldn't be here that
13 long if it wasn't such a great place to be.

14 MS. PENN: So the 2011-2012 New York City
15 school survey for P.S. 160 shows 92% of parents
16 strongly agree and/or agree that their child is
17 safe at school. If District 75 moves into P.S.
18 160, will parents continue to feel their child
19 is safe at school with one, the second co-
20 location of middle school-aged students? Two,
21 sharing bathroom facilities and common areas,
22 the same time? School safety will be
23 compromised. It will be compromised. Busing
24 congestion on the street will be a problem for
25 Section Five residents and students with

1 additional--huh? - -?

2 [crosstalk]

3 MS. PENN: Okay. So busing--agree with me,
4 everyone. So busing congestion on the street
5 will be a problem for Section Five residents, as
6 it already is. And students with additional
7 District 75 school buses dropping off and
8 picking up. Please help us save P.S. 160 for
9 Co-op City children. Vote against District 75
10 taking over a third of our school building.
11 Thank you.

12 MS. BAKER: Okay, I'd just like to thank you
13 again for your attention. And again, this is
14 the PowerPoint presentation that we will be
15 sharing with the members of the panel. Thank
16 you.

17 MS. WHITE: I'm going to ask the dais
18 members to --. Thank you, 160 for the
19 presentation.

20 [crosstalk]

21 MS. WHITE: Mr. Johnson, I know you're here
22 representing Mr. Benedetto's office. Did you
23 want to make any comment? Okay.

24 MR. MICHAEL JOHNSON: Hello, okay. I think
25 the presentation covered a lot of the stuff

1 that, you know, we've been thinking about for
2 a while. And I would just make another point
3 and urge that the proposal and the facts and
4 information that was delivered by the leadership
5 of the school seriously be considered because I
6 think, more than the children and the parents, I
7 think it's a whole community that is going to be
8 affected by this. So it's my hope and the
9 Assemblyman, he is trying to urge that, you
10 know, you closely look at these things and take
11 it very seriously because you know, it's
12 something that, for me, I mean, I live in
13 Section Five. So for me, it's something that I
14 see every day. I see the kids every day. You
15 know, when I go to work, I see these buses. I
16 see these kids playing over in the area right
17 behind the building. And you know, it's
18 something that I kind of grew up looking at. So
19 you know, personally I would say that you
20 seriously consider this issue.

21 MS. WHITE: Thank you. I was just, okay,
22 great. So we have a representative from
23 District 75, Gloria Carsino. Is that person
24 here? Oh, that's you? Hi, how are you? What
25 is your role with District 75?

1 MS. GLORIA CARSINO: - - Council member.

2 MS. WHITE: You're a Council member? Would
3 you like to make a comment?

4 MS. CARSINO: - - sure.

5 MS. WHITE: Please come up.

6 MS. CARSINO: Good evening, everybody. I
7 can appreciate your concerns. I am a District
8 75 parent. And though it is troubling for you
9 guys, it is just as troubling for us. Our
10 children don't get to go to community schools
11 because we have to bus them elsewhere. So
12 imagine the concern that we have that we are not
13 in our community schools. We just don't have
14 access as well as you guys have, for your
15 children. And this is happening across the
16 board, and I understand your frustration. So
17 it's not that it's uncommon for us to not
18 understand your woes. We'd love to have our
19 children down the street, in their community
20 schools, and we don't have that because our
21 children don't have those services in our
22 schools. So I hope that it works out for
23 everybody. It would be beneficial if it would.
24 But I understand your concerns, you know. So we
25 don't want you to think that we're un-empathetic

1 to your needs. But we'd like our children to
2 get the same special treatment in a school that
3 promotes this, in this space. And our schools
4 will try to emulate what you guys already do.
5 We will try to keep within the same safety
6 guards that you have. We have the same safety
7 concerns for our children who are not in our
8 community schools. We have to trust that
9 they're in a safe environment as well. Some of
10 our children are not verbal. And with regular
11 ed children, they don't always understand
12 because it's not so taught by parents because
13 they don't have a need to teach their children
14 because maybe someone in their family's not
15 affected. So those children don't know and will
16 make fun of other children. They will have
17 issues with our kids. They make, you know,
18 mockery of our children. I've seen it. My son
19 was in a high school where there was a District
20 75 school. And I can tell you that I saw so
21 many things of the regular ed children making
22 fun and not trying to be empathetic to those
23 children. So imagine our concerns. Put
24 yourself in our shoes. And for one second. I
25 understand your concerns, but try to understand

1 ours.

2 FEMALE VOICE 3: I just want to share - -.
3 I totally understand--

4 MS. WHITE: [Interposing] I'm sorry. I'm
5 going to have to stop 'cause I don't want to
6 make this personal. So we're going to set a
7 framework where we're talking to everyone and
8 not directed at a comment that was made. And
9 I'm going to ask you not to respond 'cause--

10 FEMALE VOICE 3: [Interposing] Okay.

11 MS. WHITE: --this is basically comments.
12 This is not like a Q and A.

13 FEMALE VOICE 3: Okay. - -.

14 MS. WHITE: I just want an opportunity for
15 everyone to be heard, okay? So we're not going
16 to do the back and forth, okay? Thank you. So
17 what I'm going to do now, do we have any more
18 elected officials here? Anyone from community
19 boards? Any other community folks here? Okay,
20 great. So we're going to go down the general
21 speakers list, and I'm going to ask everyone to
22 keep their comments to two minutes. And forgive
23 me in advance because already I can see this,
24 and it's me, not you. There are some names I
25 can't read. And so I'm going to try my best to

1 see if I can decipher some names here. So the
2 first one, I believe the last name is, looks a
3 little confusing, but I believe it says "Dukes."
4 David J. Dukes? Is that correct? Sir, could
5 you please come up and make your comments?
6 Thank you.

7 MR. DAVID J. DUKES: I'd like to say good
8 evening to the panel today, and to all the
9 parents. My name is David Dukes. I have a
10 newly forming organization, Concerned Parents of
11 Co-op City. My son also goes to the school. I
12 would first like to say that we believe that in
13 Co-Op City, one thing that wasn't mentioned, and
14 that we probably the most densely populated area
15 in District 11, in terms of per mile, how many
16 people live per mile. And that wasn't
17 mentioned. Superintendent White, you said that
18 our school is at a 69% utilization, utilization,
19 meaning that's the level that is utilized. My
20 question is, are you considering our community,
21 that we have, and on the board it said 55,000
22 people. But there are some studies that say
23 62,000 people and growing. Was that taken in
24 consideration? I think one of the biggest
25 questions is this. In District 11, we would

1 like to know that you checked every school to
2 check their utilization, BUP, business
3 utilization plan, and see how many, is the space
4 being properly utilized? Did you check every
5 school? We would like to know that because we
6 want to make sure that every school was checked.
7 Some schools only have one school in their whole
8 building within District 11, and their
9 population is not even 10% of our population.
10 So when you mentioned that, I want to know are
11 you looking the whole panel of the PEP? I would
12 like to know all 13 members, because we will
13 call and email every member on all these issues.
14 We're going to do this on a weekly basis, on a
15 daily basis, until we get the proper answers.
16 You cannot say, "Look, you are at a 69% rate,"
17 and there's other factors that you're not even
18 looking at. What we want to know, are all these
19 other schools been checked? All the schools in
20 District 11, we want to know, has every school
21 been checked and say look, all other schools
22 have a higher rate of utilization than P.S. 160?
23 'Cause we live in a great community. We want to
24 know that, because if the answer is no, we would
25 want to say to you do not consider bringing this

1 to our school, to our community, which is
2 being underserved. We do not have pre-K in Co-
3 Op City. Pre-K is in our zip code, 10475. But
4 not in Co-op City. So we know in our community,
5 parents know that our school is not being
6 properly utilized. We know this for a fact, and
7 we want to say no to this proposal because we
8 have our own children needs that are not being
9 met. Children coming back from St. Mary's, and
10 we're saying we need this school for our
11 community. We have a great community; we work
12 hard for our community. We're taxpaying
13 citizens. We're in a community where we want
14 our schools to become the best schools in New
15 York City. We have a plan and goal as parents.
16 So you cannot take - - approach and say, "Look,
17 oh you're only at a 69% rate." But you did you
18 check every school? We're going to call and
19 find out because if you didn't check every
20 school, we're going to say do not bring this to
21 us as if it's scientific, when you did not
22 scientifically check every school. Why are
23 there schools that have 10% of the population,
24 in terms of densely populated areas, in their
25 population, and they only have one school? One

1 school in an area that has maybe 10% of the
2 people. Why is that? So as you present this
3 scientifically, we're going to check. And we're
4 going to make sure this is done properly,
5 fairly, and equitably for our community, so we
6 can serve our community fully and properly.

7 Thank you.

8 MS. WHITE: Yeah, thank you. - -. Okay, so
9 - -. Okay, got it. Thank you. Okay, thank
10 you. I also have a Maria Dukes. Maria Dukes
11 here? Okay, so he has spoken for the both of
12 you. Thank you, and very well. Novella Thomas?
13 And after Miss Thomas will be Vanessa Potter.

14 [background noise]

15 MS. NOVELLA THOMAS: Yeah, resident of this
16 community 42 years. My daughter went here. I
17 don't have any children in this school. I'm
18 here because I am a member of the community, and
19 its concerns. So I just wanted to know also,
20 you know, a lot of times folks in the DOE are
21 not even in the areas that they make these
22 decisions for. Their kids go to other schools.
23 They don't have these challenges, I'm sure. So
24 as the gentleman before said, has, you know,
25 other things, all things, been considered? We

1 have nothing against - - children with
2 special needs. We know that there are special
3 needs children already coming to this school.
4 They were coming here since my daughter, who is
5 now 45, was coming to this school. So have all
6 things been considered? We want everyone, all
7 the children, to have an equal opportunity. I
8 don't know who was coming to these schools to
9 survey the spaces and what not. When did they
10 come? How many times did they come? Did they
11 see the school when it was being utilized to the
12 fullest, or what? You know, you folks, the DOE,
13 sits up in heaven there, so - - not even heaven.
14 But up on top of a hill somewhere. And they
15 make these decisions for people, and they're not
16 even in contact with the people in the
17 community, nor do they know how these people are
18 living in those communities. And you just make
19 decisions. The charter school, I understand, is
20 here. Now there may be bright children coming
21 to the charter school, but I understand their
22 behavior is not the best. Their behavior is not
23 the best, so that influences and impacts
24 children also. Now a lot of things have to be
25 taken in consideration. You know, people, like

1 I said, you have to be considerate of the
2 people that live in the community. I understand
3 that the schools in Co-op City were built
4 because when Co-op City was built, the people in
5 the outlying communities in the outlying area
6 did not want to have - - they were fearful that
7 their schools would be overcrowded. So these
8 schools were pacifically built in Co-op City for
9 the Co-op City community. And you know, I'm not
10 against anybody having equal accessibility and
11 stuff like that, but when it's already a problem
12 for space, our educational system as it is, is
13 in a mess. It's nothing like when I was going
14 to school. And it's unfortunate. These kids
15 have enough to deal with as it is. And so, you
16 know, to just cramp them in where they only have
17 20 minutes for lunch and stuff like that, I
18 remember having at least 45 minutes or a half an
19 hour for school, for lunch. And 20 minutes,
20 what is that? And 10:30 having lunch? That's
21 ridiculous. I mean, that's just crazy. Where
22 are the feelings and where's the intelligence of
23 these people, that we elect? They're not in
24 touch with the communities. And you're making
25 all these decisions, and you know, I mean, this

1 is crazy. Absolutely crazy. I had a whole
2 lot of other things to say here, but - - going
3 to say? Well, I guess I'll end with that one.
4 But I certainly hope that whoever was coming
5 here to observe the spaces and what not, did it
6 more than once. Did it more than once, saw the
7 school while all the rooms and spaces were being
8 utilized. You can see that this is not a large
9 auditorium. And the lunchroom isn't much
10 bigger. So why would you want to do this to the
11 kids? They have enough, they have enough to
12 deal with as it is. Why do you want to compound
13 the things that the challenges in their lives,
14 why? Your kids, - -, their kids are not going
15 to be impacted by this at all. Be fair. Give
16 the kids a chance. - - they have enough
17 challenges. And they don't have to be physical
18 or mental or emotional. They have enough
19 challenges.

20 MS. WHITE: Thank you, Ms. Thomas. So Miss
21 Potter, Miss Potter is coming up. And then
22 followed by Rosario Frank.

23 MS. VANESSA POTTER: Good evening. My name
24 is Vanessa Potter. I grew up in this area; my
25 son attends this school currently. And I have a

1 lot of concerns about this decision being
2 made. Number one, not only is the impact of
3 bringing in District 75 in this school really
4 going to take away from the children within this
5 community. What we in essence are saying by
6 making this kind of a decision is that we want
7 our kids that go to 160 to have over 30 kids in
8 each class. Now with everything, and all the
9 changes that have taken place this year, the
10 core standard requirements, the new test systems
11 going through, you are tying the teachers' hands
12 behind their back, and grading a school on
13 performance based on large class size, number
14 one. Number two, you're not giving them what
15 they need to succeed. You're saying because I
16 see you have five classrooms, that we could
17 bring a whole other school within the building,
18 without evaluating the impact not only on 160,
19 but on the charter school. This whole area is
20 under construction. When you look at Co-op City
21 and the surrounding area, these businesses are
22 coming in here and they're seeing money in this
23 community to be made. And the bottom line is
24 every time there's a piece of land available, a
25 development, a house is going on it. And these

1 kids are all slated to District 11. And the
2 real essence of it is that even with St. Mary
3 closing, the kids who live in this district are
4 not even going to be able to get into this
5 school. So are we saying that kids and parents
6 that work hard, that are part of various unions
7 in this community, are going to have to bus
8 their kids to Manhattan, Queens, Westchester,
9 and every place else to get an education they
10 should get here. Education is not a privilege;
11 it is a right. It is a requirement. And
12 according to President Obama and what he said,
13 and he's bringing forward in terms of education
14 of this nation, I want my son, and I want every
15 other parent in this school's child, to be able
16 to get a quality education, and to have a class
17 size in which the teachers can teach them what
18 they need to succeed. My child is not going to
19 be a statistic. You're not going to tell me
20 he's not worth it. He is worth it. We are
21 sitting here, ages 30 and above, most of us that
22 have a degree or not, and went to school or have
23 a vocation. We were afforded the opportunity.
24 How can we make a decision to say these kids
25 shouldn't have it? Thank you.

1 MS. WHITE: Next, we have Miss Rosario
2 Frank. And after him, I have a Steven
3 [phonetic], and it looks like Colfey [phonetic].
4 Is that correct? Is there a Steven Colfey?

5 FEMALE VOICE 3: I think he had to leave and
6 - - .

7 MS. WHITE: So I'm going to go to the next
8 person, Elizabeth Penn.

9 FEMALE VOICE 3: - - .

10 MS. WHITE: Okay, that's you, again. Oh
11 you're going to speak again? Yes? Yeah,
12 that's fine. Yes.

13 FEMALE VOICE 3: The gentleman that - -
14 here, that you just crossed off, she's taking
15 his place. She has his questions.

16 MS. WHITE: She's saying no. She'll, we'll
17 talk later.

18 FEMALE VOICE 3: - - .

19 MS. WHITE: Sir, please?

20 MR. FRANK ROSARIO: Yes, good evening,
21 Panel. My name's Frank Rosario. I got two
22 children in this school here. My concern is
23 overcrowded in the cafeteria. My son is five
24 years old. He get bumped around all the time.
25 He complains to me about this almost daily. My

1 eight years old is, has diabetes. He go to
2 nursing room and it's always crowded. People,
3 you know, being bumped, - -. And sometimes they
4 don't take care of him quickly enough. His
5 sugar level - - high or low. He might got a
6 problem with that, so my problem the
7 overcrowding of this school will be affecting my
8 kids and everybody else kids. So please be
9 concerned of that, because partly we have rooms
10 available for class. But we have rooms
11 available for the cafeteria, for the gym, for
12 the auditorium. You know, that's a big concern,
13 - - know this area, it really needs to be, be
14 considered and - - care of for the, for you
15 know, for the future. Thank you very much.

16 MS. WHITE: - -. Okay, thank you. - -.
17 And after Miss Penn, Martha Jackson [phonetic].

18 MS. PENN: Okay. I just want to share also
19 that I'm looking at both spectrums. I'm looking
20 at the child that is being denied his
21 constitutional, moral rights to have 20 children
22 or less in kindergarten, in first grade, to get
23 what the time and energy that they deserve. We
24 have in the compact where it says the child,
25 that if they're bigger, they need more space.

1 Guess what? Children need more space too.
2 They're little; they're running around. They
3 need that attention. That was already passed in
4 '07 with Degrassi [phonetic]. The judge said
5 that it is constitutional and morally wrong, and
6 Lioma Hemsey [phonetic], from Smaller Class Size
7 Matters, said that those children are being
8 denied what is rightfully theirs. And when it's
9 given to them, they grow up to be college
10 graduates. They grow up to have their own
11 homes. Own their own home. They grow up to
12 have the 401(k). Do we want productive
13 neighbors? Do we want productive, happy
14 citizens, giving them that right? So I'm
15 looking at the other spectrum. If we're not
16 giving those children, okay, what is rightfully
17 theirs, and I have a grandson. I'm not being
18 insensitive at all. I have a grandson who has
19 had 25 surgeries, who's in a wheelchair. He
20 cannot walk. He can dance. Okay? Is he going
21 to get the quality education that we
22 repetitively say that we're going to do, and
23 we're not doing? Are we doing that with our
24 children here? You're not showing that to us.
25 Do we see that? Do we see that our children are

1 up and down the hallways? This gentleman's
2 concerned about his child that who has diabetes,
3 okay? Are you looking at those small things?
4 Those small things matter. Okay? We have to
5 give, if we're saying we're going to give them
6 quality education, let's put our money where our
7 mouth is. Cablevision put another floor, - -
8 throughout the summer. Why can't we do
9 something like that for our school? Why can't
10 we build more schools? Why? What's the problem
11 with doing that? Our neighbor, she just said
12 those businessmen, they come in here, and they
13 build businesses, right? What is the most
14 important resource? Is it silver? Is it gold?
15 Is it cars? Huh? Is it more furniture? It's
16 people. People. And if we don't wake up and
17 smell the coffee, we have hell to pay. We're
18 going to have hell to pay, because what they're
19 doing is building more prisons. Is that okay
20 with you? That they're putting our babies in
21 prison? I don't appreciate it, not one bit.
22 And I'm not going to stand here and play nice.
23 I'm not. It's not fair; it's wrong. It's
24 already been documented. My grandson, he
25 deserves the very best. Is that what you're

1 going to find for him here? Are you going to
2 provide for that for him here? Huh? When
3 you're going to try to take from one to give to
4 the other? Is that, just because it's
5 permitted, doesn't mean it's beneficial. It
6 doesn't mean it's beneficial. We're lacking.
7 We are lacking. The greatest resource is, will
8 always be, our children. Okay? And we need to
9 share that with one another, and we need to
10 share that especially with our children. Thank
11 you.

12 MS. WHITE: Thank you, Miss Penn. Marsha
13 Jackson? And after Miss Jackson, Pamela
14 Johnson.

15 MS. MARSHA JACKSON: Thank you. Thanks.
16 Sorry. Hello, panel, parents. Thank you all
17 for attending today. I've been in the community
18 for 17 years, since I moved here from England.
19 My son also is a second grader. My concerns,
20 just like all the other parents here, is the
21 overcrowding. The younger childrens especially
22 are very, very fearful of the larger children
23 around them. I feel that with the extra
24 children coming in here, no disrespect to any of
25 the other people, they are very scared. My

1 second grader comes home sometimes, and he'll
2 say, "Oh, I had such a rough time today in the
3 lunchroom," or "We're out in the playground.
4 The higher grades are bullying us." If we're
5 having all of another school coming in, that's
6 going to create even more problems. We're going
7 to have more upsets. Also, if we're having all
8 of these children attending the school, who's
9 going to be supervising them? That is my main
10 concern. If someone's in the lunchroom, how
11 many lunchroom teachers are there going to be in
12 there? How many people can we fit in this
13 auditorium? I mean, there's a small group of us
14 here, and look how full it looks. You know, so
15 you can imagine with another school here. My
16 other concern is, there is supposed to be a
17 crossing guard right here, coming into the back
18 entrance of the school already. There's not. -
19 - us parents will have to supervise our children
20 across the roads. And sometimes some parents
21 have to go and catch their bus so they can keep
22 their children and keep a roof over their heads.
23 So they're not here all the time. - - provides
24 the children coming to school. So that's
25 another thing we have to look at as well. We're

1 going to have all this extra traffic, all this
2 extra buses. It's too much. It's overwhelming
3 for the parents, the children especially, the
4 small children. So I'd like to thank you very
5 much for - - listening, and please Panel,
6 please, take into consideration what we have all
7 said this evening. Okay, thank you.

8 MS. WHITE: Thank you. Pamela Johnson, and
9 then after Miss Johnson, Diana Knox [phonetic],
10 I believe? Am I reading that right? Someone
11 with the last name Knox in the auditorium? No.
12 Then I have an Annie Hanes? Is Annie Hanes
13 here? Okay, Miss Hanes. You're next.

14 MS. PAMELA JOHNSON: Good evening, everyone.
15 My name is Pamela Johnson. I had introduced
16 myself when I was sitting on the panel as the
17 CEC while Petra was on her way. I am also the
18 liaison to the school. And I agree with a lot
19 of things that the parents have said, but I
20 don't want to go over everything. But there is
21 going to be a bus problem. There's going to be
22 a carbon footprint that's in additional to the
23 buses coming in. It's already congested
24 already, right now. So that's going to be a
25 serious issue. But what I found in the impact

1 statement, it didn't state what was the need
2 for, or the capacity to serve D75 students in
3 this community. And I didn't see that. But
4 what I did do, I did take a look at the school
5 that is proposed. And they had a C last year.
6 And if you're on the CEC, we've been taught well
7 to look at the progress report. So what does
8 that mean for you? They scored a C, but if you
9 break it down, the student progress was an F.
10 The student performance was a C. Their school
11 environment was an A. But they got a overall
12 score of a C. Well, what does that mean to have
13 student progress as a F? The student progress
14 measures the change in student scores on state
15 tests in English and math, compared to others,
16 starting at the same level, and change in
17 student attendance between 2011 and 2012. This
18 is not old, at all. So I'm not against the D75
19 school. But if you're going to put a school in
20 this district, it better be something of
21 stellar. This school right here should've been
22 closed. I'm surprised. I've seen schools close
23 with less, and I'm surprised that the DOE would
24 even consider 168, even though they have
25 different sites. The only aggregate data that I

1 could find was this. We don't have data on
2 every site. We don't have a history of each
3 site. But what we do have is they failed in
4 student progress. Why would we want that in our
5 district? Why? Thank you.

6 MS. WHITE: So we have, Miss Hanes is next.

7 MS. ANNIE HANES: Yes.

8 MS. WHITE: And after Miss Hanes, we'll have
9 Marisol Gonzalez. Thank you.

10 MS. HANES: Good afternoon, everyone. First
11 of all, I want to say that I have three sons.
12 The youngest one is 39 years old, so I'm not
13 going to tell you my age, but I just want you to
14 know that, because all that time, I have been
15 involved with this school. My three sons came
16 to this school. Now I have two grandchildren.
17 And the reason why I wanted them to come to this
18 school is because like I said, I have always
19 been involved in the school system. I've always
20 been there, even when my sons felt like they
21 were getting old and "Get out of this school,
22 Mom," in high school, whatever. Never. I have
23 always come to the schools to see what was going
24 on. So I have done the same thing with my
25 grandchildren coming to this school. The reason

1 why I wanted them here in this school was
2 because this school has always been very calm.
3 It has been an inviting school. It always had
4 children here that had special needs, and I
5 appreciate the fact that my children, when they
6 were here, learned how to treat other children
7 with special needs. So I have nothing against
8 children with special need. The reason why I'm
9 against this proposal is because this school
10 would be overcrowded. I feel like they're going
11 to be dumping on our school. I'm always telling
12 people about this school. I know a lot of
13 grandparents that will bring their grandchildren
14 to this school because of the atmosphere,
15 because this school is calm. It's inviting.
16 But with another school coming into this
17 building, as far as I'm concerned, you're
18 dumping on 160. You're going to turn this
19 school upside down. It's not going to be the
20 same. There's no way that three schools can be
21 in this building, and we can maintain the calm
22 and inviting atmosphere that our children have
23 in this school as it is right now. In order for
24 our children to succeed in life, they must come
25 to a place where they can feel safe. They can

1 feel the comfort of being here. There's no
2 way that there's going to be comfort for any
3 child that's coming to this school if three
4 schools is going to be in this one building.
5 They're not going to be able to have the lunch
6 on time. They're not going to be able to walk
7 through the hallways. Right now, I can hardly
8 come through some time in the morning with the
9 school buses that's out there, so I can't even
10 begin to imagine what it would be like with the
11 other school buses that's coming here. So I'm
12 against this proposal. I'm against it because
13 it's going to change the atmosphere. I also
14 feel that this proposal is made without
15 considering the children, without considering
16 the community. It's going to change the whole
17 community, not just the atmosphere here in this
18 school. So I am definitely against it. And
19 like I said, I have been involved in this school
20 system, I don't know. Forever. But I will
21 fight this proposal as long as I have breath. I
22 will fight it because I want this school to
23 remain P.S. 160 with the same atmosphere, with
24 the same inviting feeling that the children
25 have. And like I said, my children graduated

1 from here, three sons. Thank God the
2 foundation that they got here at this school,
3 they are three mens that stand up in this world.
4 Thank God, because they got a good foundation
5 here. I want the same for my grandchildren. I
6 want the same for all children, because I want
7 all children to succeed in life. And I do not
8 believe that this proposal is taking into
9 consideration our children, nor how we feel
10 about it. Thank you.

11 MS. WHITE: Thank you, Miss Hanes.

12 MS. MARISOL GONZALEZ: Good afternoon, my
13 name is--

14 MS. WHITE: [Interposing] Hi, Miss Gonzalez.
15 Sorry, before you introduce yourself, Michelle
16 Campos? Yes, you're next. Okay. Miss
17 Gonzalez?

18 MS. GONZALEZ: Good evening. My name is
19 Marisol Gonzalez. I belong to the PTA. I have
20 three kids in this school: kindergarten, first,
21 and second. Two of them are in special ed. And
22 one of my child is in second grade. He's been
23 bully every time that he goes in the cafeteria
24 because there is no space. And I understand the
25 part that says that we need the school for those

1 needs, kids who needs, especially with
2 autistic. That's, you know, it's great. But my
3 concern are if they're - - only nine sections of
4 six to one to one class, why are there need for
5 so many full-sized rooms? Plus, and full-size
6 rooms can be converted as a half classes, one.
7 Now if there's a need for those kids that are in
8 special ed, why they don't take the charter
9 school out of P.S. 160 and put them where, since
10 the school has the special kids, so we combine
11 only a school that has the needs for the special
12 ed, and take the charter school out.

13 [background noise]

14 MS. WHITE: Thank you, Miss Gonzalez.
15 Michelle Campos is next. And then after is
16 Chuchi [phonetic] Okafore?

17 FEMALE VOICE 5: Thank - -.

18 MS. WHITE: Did I say that right? Ms.
19 Okafore? Okafore? Thank you.

20 MS. MICHELLE CAMPOS: Okay. Thank you. Hi,
21 my name is Michelle Campos. I have a daughter
22 that graduated last year and I still have a
23 child that's in the third grade in this school.
24 I am also part of the PTA. I have many concerns
25 and many have to do with the school. This is a

1 great school. They have, one of them is maybe
2 the incentive program that they have for the
3 children. My daughter's one that's like, "Oh
4 Mommy, I got a B buck." You know, if they take
5 out that room with that's an incentive, you
6 know, to behave, that's an incentive to do her
7 homework. And I think that's a great, you know,
8 room that they have and now there's not going to
9 be there. And I think that's worked great in
10 the school. And I don't think that that should
11 be taken away, because I think a lot of the kids
12 know what, you know, the three B's of the
13 school, and that's our motto. And that's what,
14 you know, what they strive for. And the
15 traffic, forget it. It has nothing to do with
16 the school; it has to do with the community. As
17 a community member, can't get past the schools.
18 You have the stop sign on both sides of the
19 street. You can't drive. You're standing there
20 for five, ten minutes, waiting for it. 'Cause
21 one bus stops, and then it's the next one. Then
22 you still, they give you two minutes in between
23 maybe, to get past while, you know, the next.
24 It's the carbon that's going to, you know, - -.
25 The doors are open to the school. It's going to

1 come straight into the school, the smell of
2 the carbon monoxide of the cars. The space, you
3 know. If we need, even though, why don't we,
4 all these schools that they've closed in the
5 Bronx, have those schools been considered? You
6 know, take the - - schools to where they can
7 have a whole building, you know and, so there
8 are many concerns, and thank you. Thank you.

9 MS. WHITE: Thank you. Miss Okafore? Did I
10 say that right? Okafore?

11 MS. OKAFORÉ: Thank you. Good evening,
12 Panel. Like I said before, my name is Chichi
13 Okafore. My name is Chichi Okafore. My
14 question this evening will be directly, what is
15 the specifically, what is the breakdown of the
16 grades that will be coming in attendance to, you
17 know, the D75 school for 2013-2014 school year?
18 There will be nine sections, as I saw, in the,
19 you know, in the print. What is the actual
20 breakdown of the students from K to eight, or
21 projected numbers per grade? Thank you.

22 MS. WHITE: Thank you. So as we stated
23 earlier, the comments are being noted, and will
24 appear in preparation for the Panel on Education
25 Policy. We have exhausted our speaker signup

1 list at this time. I just want to remind
2 everyone while we have a presentation today from
3 the school, and we have other comments and other
4 people who want information, I want to remind
5 you of the fact that we continue to take
6 comments up until the night before the vote.
7 And you can still make comments all the way up
8 until April 16th. The vote is April 17th, 2013.
9 The email address where you, if you may choose
10 to email, or call. I'll give you both.
11 D11proposals@schools.nyc.gov. The number again
12 is (212) 374-5159. I will repeat the website,
13 absolutely. It's also on the impact statements
14 you will find online, I believe. It's on here
15 as well. Yes, but I'm going to say it again.
16 I'll go a little slowly. Give me a second.
17 Well let me just repeat it. D11, D like
18 district. D11, and the 11 is a number. D-1-1.
19 Proposals, P-R-O-P-O-S-A-L-S. There's no spaces
20 in between. So d11proposals@schools.nyc.gov.
21 And the telephone number where you can also call
22 is (212) 374-5159. I'm going to remind the
23 school to forward their presentation, please,
24 that you made today, so that that would be
25 considered too. And the Panel, the vote will be

1 done at, on Classon Avenue in Prospect Heights
2 campus, 883 Classon Ave. in Brooklyn, 11225. So
3 I just want to say thank you to all of those who
4 came out to give their comments and continue to
5 do so. And at this time, the hearing, the joint
6 public hearing, is now officially closed. Thank
7 you, and have a great evening.

8 [background noise]

9 [END RECORDING]

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

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

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 *Aime Coleman*

Date April 5, 2013