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

**Opening and Co-Location
of New MS at Q072**

**October 22, 2013
5:30pm**

1 [START RECORDING]

2 MS. BEVERLY FOLKES-BRYANT: Good evening.
3 We are starting now. Could everybody please
4 take their seats? Can everyone please take a
5 seat? School safety, all school safety please
6 make sure everybody is seated. Please take a
7 seat.

8 [Pause]

9 MS. FOLKES-BRYANT: Good evening. This is a
10 joint public hearing of the Department of
11 Education, Community Education Council and
12 school leadership team for the proposed co-
13 location of new district middle school 282332
14 with existing school junior high school 72,
15 middle school 72 and PS 993, a district 75
16 school in building Q72.

17 [Pause]

18 MS. FOLKES-BRYANT: Can everybody please
19 take a seat? The hearing has started.

20 [Pause]

21 MS. FOLKES-BRYANT: All right. I would like
22 everybody to have a seat please.

23 [Pause]

24 MS. FOLKES-BRYANT: Okay, hands up. Hands
25 up, please. I have half of the school--parents

1 please. Be seated, be seated, we need the
2 auditorium in order, please.

3 [Pause]

4 MS. FOLKES-BRYANT: Good evening Catherine
5 and Count Basie. Ladies and gentlemen, we need
6 to quiet down as we are now four minutes behind.
7 Again, thank you for being here this evening,
8 but I need people to enter quietly please. All
9 Catherine and Count Basie staff who is here,
10 please ensure that people entering are quiet,
11 please.

12 [Pause]

13 MS. FOLKES-BRYANT: Ladies and gentlemen.
14 All right, Catherine and Count Basie team, there
15 are many students here today. Please help
16 ensure that the students are listening to the
17 hearing. The parents need the information, but
18 there is no way they are going to listen to the
19 information if there is conversation with the
20 Catherine and Count Basie students. And those
21 parents entering, please enter quietly.

22 [Pause]

23 MS. FOLKES-BRYANT: All right. Again, good
24 evening. This is a joint public hearing of the
25 Department of Education, Community Education

1 Council and school leadership team for the
2 proposed co-location of new district middle
3 school 28332 with existing school Junior High
4 School 72, Catherine and Count Basie Middle
5 School 72 and 2993, a district 75 school in
6 building Q72 beginning the 2014-2015 school
7 year. I am district 27 Superintendent Beverly
8 Folks-Bryant. We have asked the district 28
9 Community Education Council and the school
10 leadership team for Junior High School 72 and
11 Q993 to participate in this joint public
12 hearing.

13 I am joined tonight by Ms. Angela Malcolm
14 [phonetic], SLT member, Ms. Valory Pit
15 [phonetic], SLT member, and Dr. Vera Daniels
16 from the Community Education Council. This
17 hearing is being recorded. The purpose of this
18 hearing is for you to provide comments about the
19 proposal. Before I describe this proposal I
20 want to make sure you are all aware of the
21 opportunity to provide your input. All those
22 who wish to speak must sign up in the speaker
23 sign up area located just outside the
24 auditorium. The signup list will close at 6:15,
25 in seven minutes.

1 If you have not signed up, please go to the
2 back of the auditorium and sign up on the
3 speaker sign up list. All comments are limited
4 to two minutes. Any of the elected officials
5 who arrive at different times throughout the
6 evening, if they wish to speak we will do our
7 best to accommodate them at the first opportune
8 moment. Those who are here at the start of the
9 public segment, of the public comment segment
10 will be asked to speak first.

11 All comments will be mentioned in the
12 analysis of public comments to be published and
13 provided to the Panel for Educational Policy the
14 evening before the panel vote. That vote is
15 scheduled for October 30th, 2013. In addition,
16 we welcome any comments and feedback you may
17 have at any time before the panel vote on this
18 proposal. The email address and phone number
19 where comments may be made are
20 D28Proposals@school.nyc.gov. That's D-2-8 P-R-
21 O-P-O-S-A-L-S at school dot nyc dot gov. And
22 212-374-7621. Again that's 212-374-7621.

23 The New York City Department of Education is
24 proposing to co-locate a new district middle
25 school, 282332 that will carry students in

1 grades six through eight in building 272
2 located at 132-25 Guy R. Brewer Boulevard,
3 Queens, New York, 11434 in community school
4 districts 28 beginning in the 2014-2015 school
5 year. 282332 will be co-located in 272 with
6 Junior High School 72 Catherine and Count Basie
7 Middle School and existing middle school serving
8 students in grades six through eight and PS 992
9 at P72, one site of an existing multi-site
10 district 75 school serving students in grades
11 six through eight.

12 In addition, Kid-Wise [phonetic] and the B2
13 program [phonetic], two community-based
14 organizations are located in Q72. A co-location
15 means that two or more school organizations are
16 located in the same building and they share
17 common spaces like auditorium, gymnasium and
18 cafeteria. Junior High School 72 is open to
19 students and residents of district 28, with
20 priority admissions for students in the Q72
21 zones. Junior High School 72 is expected to
22 serve approximately 985 students in six through
23 eighth grade in Q72 during the 2013-2014 school
24 year.

25 P993 at Q72 is an existing D75 program that

1 serves students with an individualized
2 educational program, classification of multiple
3 disabilities and autism. P993 at Q72 is
4 projected to serve approximately 36 students in
5 grades six through eight during the 2013-2014
6 school year. 282332 is a new middle school that
7 if this proposal is approved will open in
8 September 2014 in Q72, where it will be co-
9 located for Junior High School 72 and P993 at
10 Q72.

11 282332 will grow to serve students in six
12 through eighth grade and will admit students
13 through a limited unscreened admissions method,
14 with a priority to the Q72 zone that admits
15 students through a district 28 middle school
16 choice process. Limited, unscreened schools
17 give the admissions priority to students who
18 demonstrate interest in the school by attending
19 an information session, attending an open house
20 event or visiting the school's exhibit at any
21 one of the middle school fairs.

22 Students will be matched to a school in
23 district 28 based on student preference and the
24 school election criteria through a matching
25 process managed by the Office of Student

1 Enrollment. 22332 will be open to students and
2 residents of District 28 with priority
3 admissions for students in the P72 zone. In
4 2014-2015, 282332 will enroll approximately 100
5 to 125 students in sixth grade. In 2015-2016,
6 282332 will serve approximately 230 to 250
7 students in sixth and seventh grade. In 2016-
8 2017, 282332 will complete a phase-in reaching
9 full scale and serving approximately 345 to 375
10 students in grades six through eight.

11 According to the 2011-2012 enrollment
12 capacity utilization report, Q72 has the
13 capacity to serve 1,613 students. In the 2013-
14 2014 school year, the building served
15 approximately 1,021 students, yielding an
16 estimated utilization rate of 63%. This means
17 the building is underutilized and has space to
18 accommodate additional students. If this
19 proposal is approved there will be sufficient
20 space to accommodate Junior High School 72, P993
21 at 72 and 282332.

22 Once 282332 reaches full scale in 2016-2017,
23 the Q72 building will serve approximately 1,320
24 to 1,392 students, yielding a building
25 utilization rate of 82% to 86%. The proposed

1 co-location of new school 282332 will provide
2 district 28 with an additional middle school
3 option. Thank you.

4 [Applause]

5 MS. FOLKES-BRYANT: The next presenter will
6 be Dr. Vera Daniels of the Community Education
7 Council.

8 [Applause]

9 DR. VERA DANIELS: Excuse me, parents. Can
10 we make it quieter?

11 [Pause]

12 DR. DANIELS: Good evening. Good evening.
13 Good evening Junior High School 72, good
14 evening. How are you this evening? I must say
15 good evening to all ladies, gentlemen, students
16 and distinguished guests. On behalf of the CEC
17 council I thank you for conducting this forum in
18 which stakeholders can voice their opinion. For
19 those of you who are unfamiliar with the CEC 28,
20 the Community Education Council is a state
21 legislated advocacy group consisting
22 predominantly of elected parents, excuse me, of
23 students that attend district schools.

24 It is an advocacy group to the body of DOE
25 that ensure community input is incorporated into

1 DOE's decisions regarding zoning, check and
2 balance between mayor and the public and
3 ultimately advocating and promoting achievement
4 of academic standards, objectives relating to
5 instruction of students. My name is Dr. Vera
6 Daniels and I am a product of the New York
7 public school system.

8 [Applause]

9 DR. DANIELS: I lived in this community for
10 approximately 40 years and things certainly have
11 changed since I attended Junior High School 59
12 and then Andrew Jackson High School. On behalf
13 of the Community Education Council district 28,
14 I present to you this resolution regarding the
15 proposed co-location within existing Junior High
16 School 72 constructed on October 3rd, 2013 in
17 response to the concern of this community and
18 review a portfolio's proposal to co-locate. I
19 will paraphrase the resolution, however a copy
20 has been distributed to you all.

21 The reason for opposition of the co-location
22 at Junior High School 72 are as follows; a co-
23 location already exists within 28Q72 Junior High
24 School 72, Catherine and Count Basie Middle
25 School along with PS 2993, 75Q993 and Kid-Wise

1 and BT program as well as two community based
2 organization CBO. The co-location of 332 will
3 admit students through limited unscreened
4 admissions methods as part of districts 22--28,
5 excuse me, middle school choice process, thus
6 affecting the amount of seats available to
7 students living in the zone.

8 The majority of students at Q72 already are
9 affected by the multiple schools that currently
10 exist within the structure. Further, there are
11 no requests and there has been no requests from
12 this community for additional school options at
13 28Q72. Also your CEC 28 requested that DOE
14 postpone any further discussion until the
15 progress report for Junior High School 72 is
16 available.

17 [Applause]

18 DR. DANIELS: Further, equal opportunity for
19 all middle school students would be compromised
20 at Junior High School 72. Multiple sharing
21 would be made, necessary in order to coordinate
22 and schedule a space such as a gymnasium,
23 cafeteria, auditorium, as well as the library.
24 Start and ending times will be intensely
25 challenged. There is also conflicting

1 information on actual capacity at Junior High
2 School 72, that Bloomberg over-projected
3 capacity for students at this location. There
4 is no clear educational direction as proposed by
5 the EIS educational impact statement of the new
6 proposed school.

7 The office of new schools was unavailable to
8 meet with CEC until after a vote by PEP on
9 October 30th, excuse me, 2013, after this co-
10 location had been determined. As I also may
11 further add, CEC rejected the proposal to co-
12 locate within these structures, so that's all by
13 unanimous vote by your CEC 28. Be it resolved
14 that the Community Education Council of district
15 28 proposed that the proposed opening of the co-
16 location of new district middle school in
17 building 28Q72 beginning in 2014-2015 is hereby
18 rejected by your CEC.

19 [Applause]

20 DR. DANIELS: And finally, I may add that -
21 - contends that if in fact placing yet another
22 co-location within this already existing co-
23 location is to provide this community with
24 choices, than forsake those of district school
25 junior high school 72 have chosen not to be co-

1 located, rather than much needed funding be
2 re-directed to support the already existing co-
3 location.

4 [Applause]

5 DR. DANIELS: That appears to be compromised
6 and such a promising light to this community.
7 The stakeholders of Junior High School 72
8 community also suggest the reduction of large
9 class sizes rather than warehousing students.

10 [Applause]

11 DR. DANIELS: In addition, the community
12 demands closure of the educational gap that
13 exists, develop intervention strategy for
14 intensive support in conjunction with the school
15 communities and improve communication with the
16 community regarding district affairs.

17 [Applause]

18 DR. DANIELS: Overall, the community choice
19 is to support the already existing co-location
20 that seems to be working based on assessment
21 data. In order to increase its likelihood of
22 success factors for students, it is critical
23 that the students have a real chance to become
24 worthy citizens by reaching his or her
25 individual potential of self in order to pay

1 tribute to their families, their communities,
2 and ultimately this country.

3 [Applause]

4 DR. DANIELS: Be it resolved that the
5 Community Education Council district 28 hereby
6 calls upon the New York City Department of
7 Education Portfolio who proposed this co-
8 location, the Panel on Education Policies who
9 will vote on this co-location, the Chancellor of
10 New York City schools who will and has the power
11 to rescind this co-location, the CEC 28 on
12 behalf of this district Junior High School 72
13 school calls upon you to acknowledge the will of
14 this community to reject any co-location within
15 this co-location.

16 [Applause]

17 DR. DANIELS: We must all come together and
18 work together towards a common goal of promoting
19 academic excellence for all students because it
20 truly is our absolute responsibility. Thank
21 you.

22 [Applause]

23 MS. FOLKES-BRYANT: We would like to hear
24 now from Mr. Jamal Wilkinson who is representing
25 Councilman Leroy Collins.

1 MR. JAMAL WILKINSON: Good evening,
2 everyone.

3 AUDIENCE: Good evening.

4 MR. WILKINSON: My name is Jamal Wilkinson.
5 I am with City Councilmember Leroy Collins. And
6 even though we are in the neighboring district,
7 the same thing is going over--going on over here
8 as is going on over in our district, which is
9 hearing that the DOE wants to do this co-
10 location. And the people in our district are
11 just like the folks in this district. They are
12 saying no, they do not want this co-location.
13 And the Councilmember stands with you guys 100%.

14 Now the fact of the matter is Mayor
15 Bloomberg decided that he wants to ram this down
16 your throat. He's out the door, but he's not
17 out the door yet. So he's like okay, I know
18 what's best for you guys. I know what's best
19 for your kids. I'm going to do what I'm going
20 to do because I'm still mayor. It is up to you
21 guys to say no, this is not going down like
22 this. We are angry. We are not taking it and
23 we know what this will do. Because you have co-
24 locations and you have so many schools piled
25 into one now, you have fights, arguments between

1 the two different schools, between the three
2 different schools, between the four different
3 schools.

4 It becomes organized confusion. And the
5 last part of that is confusion. So it makes no
6 sense. Everything that this young lady just
7 said here made too much sense for Mayor
8 Bloomberg. That's why he's against it. It
9 makes too much sense. You ought to--you need to
10 continually rise up and say no, no to this co-
11 location, no to any of the stuff that's going on
12 now because you know what he's trying to do.
13 You worry about your child's education, you
14 worry about our kid's education; you should.

15 But when you know something is bad for you,
16 you don't take it anyway. When you know it's
17 going to harm your children, you don't allow
18 your children to do whatever it is that's going
19 to harm them. This is something that needs to
20 have a moratorium on, that needs--you need to
21 look at it fully. This is madness, having so
22 many schools in one school, it makes no sense to
23 me. You have high schools trying to be co-
24 located with elementary schools, it makes no
25 sense to me. If you do any little thing that's

1 harming your children at the end of the day,
2 and that's what they're pushing for.

3 Because at the end of the day, he's not
4 going to be here. January 1st hits, no more
5 Mayor Bloomberg. He does what he wanted to do.

6 [Applause]

7 MR. WILKINSON: So make sure that you guys
8 stay with it, stay on top of it. Pay attention.
9 Don't fall asleep behind the wheel because
10 that's what Bloomberg's administration wants you
11 to do. They want you to fall asleep behind the
12 wheel. They want you to get relaxed. They want
13 you to not be angry anymore, just let it go. We
14 can't just let this go. These are your
15 children's education. These are my children's
16 education and you have to fight for it. You
17 have to show that this community will not just
18 sit down and sit idly by while the mayor decides
19 he wants to do what the mayor wants to do, even
20 though at the end of the day it's going to hurt
21 yours and my kids. That's it. Thank you very
22 much.

23 [Applause]

24 MS. FOLKES-BRYANT: Adrian Adams,
25 Chairperson for Community Board 12 in Queens.

1 MS. ADRIAN ADAMS: Good evening, ladies
2 and gentlemen. My name is Adrian Adams and I am
3 the Chairperson for Community Board 12 Queens
4 and I must tell you I feel like I am watching
5 the same movie in another theater right now.
6 This is the fifth public hearing that I have
7 attended on this matter in three weeks between
8 school districts in our communities. This is a
9 shame. And before I read my statement that I
10 have read before, I've read it four other times.
11 I have to have this statement on the record.

12 I will let you know that we will not go out
13 like this. Even though we want the mayor to go
14 out quickly.

15 [Applause]

16 MS. ADAMS: You will not go out like this.
17 I will be there with you on the 30th and we will
18 fight because we will be heard and they have us
19 to answer to, the largest voting block in
20 Queens. We will not be silenced.

21 [Applause]

22 MS. ADAMS: We will not. The school
23 districts of Community Board 12 are a part of
24 the detrimental co-location landscape that the
25 Bloomberg administration is determined to carry

1 out prior to his leaving office at the end of
2 the year. And we are faced with a possibility
3 of multiple co-locations within our elementary,
4 middle and high schools. Under the guise of
5 under-utilization, educators have been notified
6 that their schools must make way for DOE deemed
7 high quality schools. This term is not only
8 unproven, but highly offensive to anyone
9 associated with the existing schools.

10 [Applause]

11 MS. ADAMS: Co-locating schools and sharing
12 common spaces within a building, many of which
13 are designed for a specific grade, is a
14 fundamentally disadvantageous practice which
15 usually causes gross inequity to the existing
16 school. Of most concern in the plans for
17 southeast Queens are four proposed co-locations.
18 They consist of one co-location within an
19 elementary school, two co-locations within two
20 intermediate schools, that are already in co-
21 location environment, meaning this one.

22 And one co-location of a kindergarten
23 through fourth grade elementary school within a
24 high school, August Marten High School
25 [phonetic], which already--yes, an elementary

1 school kindergarten through fourth is proposed
2 to come in to August Marten High School in 2014.
3 August Marten High School currently accommodates
4 high school children and adult aged high school
5 children in a transition situation. How
6 irresponsible is the DOE?

7 [Applause]

8 MS. ADAMS: Co-location typically squeezes
9 the life out of existing schools and draw much
10 needed resources away from them. I am here
11 tonight to let you know that Community Board 12
12 vehemently opposes all application, all ROP
13 [phonetic], all requests associated with any co-
14 location in southeast Queens. I will see you in
15 Brooklyn on the 30th. We will be heard.

16 [Applause]

17 MS. FOLKES-BRYANT: Ms. Deborah Dillingham,
18 president of the Community Education Council.

19 [Applause]

20 MS. DEBORAH DILLINGHAM: I have to say it is
21 amazing to see all of you here tonight. Now we
22 need all of you to be at the PEP on the 30th.
23 The message you can take to the PEP is that this
24 group will not stand for co-location. Co-
25 location is the number one concern of every CEC

1 in the city right now.

2 [Applause]

3 MS. DILLINGHAM: I was at a meeting on
4 Saturday. Every CEC is dealing with this. The
5 way to fight this is to get out there to the PEP
6 and tell the mayor that you are not going to
7 take it. We are not going to take it. This is
8 a community. District 28 is a community.

9 [Applause]

10 MS. DILLINGHAM: And as far as other schools
11 coming in to this community, before another
12 school comes in here the parents are due to know
13 what the schools are. Because if the desire
14 doesn't come from our community, we are not
15 going to have the DOE tell us what's going to
16 come here. We need your input. We need you to
17 stand tall and to work with your representatives
18 to tell the mayor what we want. Our resolution
19 was read tonight. We did a similar resolution
20 for 40 less than two weeks ago. So I just need
21 you to know that CEC 28 is on your side and we
22 wish you the best of luck.

23 [Applause]

24 MS. FOLKES-BRYANT: Thank you. The formal
25 presentations have now concluded. Before we do

1 the public comments, the students of Junior
2 High School 72 would like to do a musical
3 presentation.

4 [Applause]

5 MS. ALISON BRANTER: Good evening, Catherine
6 and Count Basie. As the young people are moving
7 to the stage at this time, quietly. As the
8 young people are moving to the stage at this
9 time quietly, I want to acknowledge the - - who
10 were unable to stay. They came out to - - they
11 were running behind schedule. They wanted to
12 stay this evening. So I just wanted to - - to
13 make sure that the children - - . So as we are
14 preparing for our first selection, we are going
15 to do one selection from each group, so that we
16 can - - .

17 Okay so we will do the - - last.

18 FEMALE VOICE: Good evening, everybody.
19 This is the sixth grade chorus. They're going
20 to be singing "Yonder Come Day," which is a
21 slave song. It's a song about fighting against
22 things that are unjust. It's a song about the
23 sun rising in your soul. So please listen to
24 their words. They are going to tell you a
25 story. And this is their very first performance

1 of middle school.

2 STUDENT CHOIR: [Musical presentation]

3 [Applause]

4 FEMALE VOICE: This song is by the seventh
5 grade chorus and it is about candy.

6 STUDENT CHOIR: [Musical presentation]

7 [Applause]

8 MS. FOLKES-BRYANT: Now we're going to hear
9 from our eighth grade chorus. Now we're going
10 to hear from our eighth grade chorus.

11 FEMALE VOICE: This is the eighth grade
12 chorus and they are going be singing "Seize the
13 Day" from a movie called "Newsies."

14 STUDENT CHOIR: [Musical presentation]

15 [Applause]

16 MS. FOLKES-BRYANT: Ladies and gentlemen,
17 can we please quiet down? Can we please quiet
18 down? We now have our Catherine and Count Basie
19 choir.

20 STUDENT CHOIR: [Musical presentation]

21 [Applause]

22 MS. YUTO: All right, good afternoon, good
23 evening. My name is Ms. Yuto [phonetic]. I'm
24 the band teacher here. And before you see a
25 mixture of some seventh and sixth grade students

1 here. Some of these students have started
2 less than a month ago and they're going to play
3 for you today. The first thing you are going to
4 hear tonight is a duet by two seventh graders.
5 They don't have any sheet music in front of
6 them. They listened to the music and they
7 figured out and they taught it to each other.
8 So it's a really excellent example of learning,
9 so - - everybody.

10 [Applause]

11 STUDENT BAND: [Musical presentation]

12 [Applause]

13 MS. FOLKES-BRYANT: Okay we now have the
14 color guard who, ladies and gentlemen, we're
15 moving in to the public hearing part of the
16 evening. We're moving in to the public hearing
17 part of the evening. We need there to be order.
18 The way we will achieve that is through the
19 color guard greeting us first. Color guard.
20 Parents we need you to come out of the aisle as
21 the color guard is coming down.

22 [Pause]

23 FEMALE VOICE: Color guard forward.

24 [Pause]

25 MS. FOLKES-BRYANT: We will now do the

1 pledge of allegiance.

2 AUDIENCE: I pledge allegiance to the flag
3 of the United States of America and to the
4 republic for which it stands, one nation under
5 God, indivisible, with liberty and justice for
6 all.

7 FEMALE VOICE: Step forward, move. Right
8 face. Forward march.

9 [Applause]

10 FEMALE VOICE: You may be seated.

11 MS. FOLKES-BRYANT: All right. We will now
12 open the floor for public comments regarding
13 this proposal for co-location. Speakers will be
14 given the floor in the order that they signed
15 up. All comments are limited to two minutes.
16 Please forgive me if I mispronounce your name.
17 The first person up to the floor is Ronald
18 Nassir [phonetic], Ronald Nassir. Ronald Nassir
19 is number one. Are you number one?

20 [Pause]

21 MS. FOLKES-BRYANT: All right, Mr. Robinson
22 [phonetic]. Once you start, you have two
23 minutes.

24 MR. ROBINSON: Okay, this is a petition here
25 that Middle School 72 is one that we all should

1 oppose. Speaking from experience, in my
2 former school, this was what--this took place a
3 year ago. What happened is that they came in
4 and they said okay we're going to put a new
5 school in the building. They added a new school
6 and then the eighth grade class that was there
7 for the old school started to dwindle. We--the
8 numbers started to drop. So with this proposal
9 here at 72 for Middle School Q282332, they are
10 proposing that the new sixth grade have about
11 125 students in the beginning.

12 And they said that MS 72 currently has 985.
13 So if they had that 985 to our current
14 population, then that would make the middle
15 school has 1,110 students. Now when they do
16 that, they put the new school here, so what is
17 going to happen is that - - students eventually
18 they are going to take away from 72. And what's
19 going to happen is that 72 is going to have less
20 income in sixth grade. They will tell you
21 that's not going to happen, but that is what
22 will happen. And then what will happen is that
23 the office of - - is going to say Middle School
24 72, you are not meeting your--

25 MS. FOLKES-BRYANT: [Interposing] 30

1 seconds.

2 MR. NASSIR: --year-end quota. So what is
3 going to happen is by the time we get to--the
4 new school gets to eighth grade, we should have
5 1,760 students. They give us those incoming new
6 students. What is going to happen is that our
7 resources will pretty much be taken from us. So
8 what is going to happen is that the gym that's
9 probably now shared for two schools will share
10 for three. The auditorium will create problems.
11 The auditorium--

12 MS. FOLKES-BRYANT: [Interposing] Thank you,
13 Mr. Robinson. Your time is up.

14 MR. ROBINSON: --will have problems. And
15 then what is going to happen is that--

16 MS. FOLKES-BRYANT: [Interposing] Mr.
17 Robinson, your time is up. Thank you.

18 MR. ROBINSON: What is going to happen is
19 that--

20 MS. FOLKES-BRYANT: [Interposing] Mr.
21 Robinson, your time is up.

22 [Applause]

23 MR. ROBINSON: What is going to happen is
24 that--

25 MS. FOLKES-BRYANT: [Interposing] Mr.

1 Robinson.

2 MR. ROBINSON: --is that eventually--

3 MS. FOLKES-BRYANT: [Interposing] Mr.

4 Robinson.

5 MR. ROBINSON: --the students at 72 will
6 close. Eventually that's what they're pushing
7 for.

8 MS. FOLKES-BRYANT: Mr. Robinson, thank you.

9 MR. ROBINSON: So please stop this and go
10 October 30th and support the students.

11 MS. FOLKES-BRYANT: Thank you.

12 MR. ROBINSON: Thank you.

13 [Applause]

14 MS. FOLKES-BRYANT: Please remember you have
15 two minutes. Orajean Peterson [phonetic], Ora
16 Jean Peterson. And after her is Jacquesa
17 Johnson [phonetic]. Please make sure you're
18 ready. Ora Jean Peterson.

19 MS. ORAJEAN PETERSON: Hi, my name is
20 Orajean Peterson. I am new to Catherine and
21 Count Basie, MS 72. Although I just came, I do
22 not want another student to come here, so
23 parents, students and educators please listen to
24 what I have to say. To be brief and to the
25 point, another student--another school should

1 not come because it's already crowded,
2 especially in places like the cafeteria,
3 auditorium, gym and hallways. Students can get
4 hurt in overcrowded positions.

5 Speaking of overcrowded positions, let's
6 talk about the NCA funding that's not - - of our
7 school. They are already overcrowded and too
8 many times buses pass us because they are full.
9 Can you imagine when another school needs to use
10 the same buses? Unsafe positions, getting
11 worse. This is now a community problem. We
12 could use your energy and money to make our
13 school a better place. You can invest in us.
14 The school is already - - . Make our classroom
15 size smaller and give us more resources. Would
16 you--wouldn't you want the best for your own
17 children? So why treat us differently?

18 [Applause]

19 MS. PETERSON: - - door that was closed.
20 Listen, I do not know about you, but I take my
21 education very seriously. And bringing another
22 school here is not a good idea at all. No one
23 benefits from the less education. So here is
24 your lesson today. No way--

25 MS. FOLKES-BRYANT: [Interposing] 30

1 seconds.

2 MS. PETERSON: Don't think for a second that
3 anyone wants another school in this building,
4 not even a proposed school. Education is
5 everything to me. I came here to get an
6 education. Don't take that opportunity for me.

7 [Applause]

8 MS. FOLKES-BRYANT: Jacquesa Johnson,
9 Jacquesa Johnson? And after her is Lashaya
10 Harding [phonetic], so get ready.

11 MS. JACQUESA JOHNSON: Good evening. My
12 name is Jacquesa Johnson. I attend Catherine
13 Count Basie Middle School. I am here to tell
14 you that I am completely against this school
15 coming here. School is supposed to give us a
16 peaceful, safe opportunity to learn and grow. I
17 have been a student most of my life and one
18 thing I know about school is that it is a place
19 that will strengthen our minds, not decrease our
20 - - . This is my first year here and I am
21 about--I am hearing about another school coming
22 here.

23 It certainly only increases my fears. I am
24 concerned that space will become an issue,
25 especially if there is a fire drill with

1 necessary emergency evacuations. In the case
2 of a fire drill, more students will be required
3 to use the same staircases, which will increase
4 our evacuation time. This isn't happening. Our
5 evacuation time will increase. After the
6 election make - - an opportunity to make a
7 political--if someone wants to make a move, they
8 should be in favor of the children already at
9 Catherine and Count Basie.

10 Students here deserve a good education.
11 Bringing another school here is not a good idea.
12 Be clear, we the students here at Catherine
13 Count Basie Middle school do not want to be
14 overcrowded or overpopulated. We have a
15 cafeteria that can only have 14 people at one
16 time, therefor this is--this will become a major
17 issue and that's a problem. This means that
18 lunch will begin as early as 10:00 a.m. while
19 others will have to wait until 2:00 or--

20 MS. FOLKES-BRYANT: [Interposing] 30
21 seconds.

22 MS. JOHNSON: Bringing a school here is not
23 a good idea. We also have needs, we have
24 feelings. Yeah, we're not - - you can't just
25 push our building - - . We have thoughts and

1 opinions. My opinion, with so many others, is
2 we don't want another school in this building.
3 We have two schools here already. We don't want
4 budget cuts. We don't want to have an unsafe
5 place for learning. We don't want to limit our
6 mobility, we don't want--

7 MS. FOLKES-BRYANT: [Interposing] Time is
8 up, darling.

9 MS. JOHNSON: We don't want to lose our
10 opportunity to expand our minds forever.

11 MS. FOLKES-BRYANT: Thank you.

12 MS. JOHNSON: To grow and to be strong.

13 MS. FOLKES-BRYANT: Thank you very much.

14 Lashaya Harding. Lashaya Harding, or number
15 four. Olawe Oneway [phonetic], Olawe or Olamadi
16 Oleway [phonetic], number five. Iomeda? Okay.
17 James McNeil [phonetic]? Number six, James
18 McNeil.

19 MR. JAMES MCNEIL: Good evening, everyone.

20 AUDIENCE: Good evening.

21 MR. MCNEIL: There's really much to say
22 after our future with regards to what is going
23 on with the schools. And that's a really tough
24 act to follow, but I'm going to try my best to
25 put my input. We already have a shortage of

1 space that puts pressure on not just the
2 student but the teachers to learn in an over
3 extremely and overcrowded conditions. It's no
4 longer really comfortable for our students to
5 learn, because they're tripping over everyone
6 else where you're supposed to sit.

7 It takes away from other powerful - - to our
8 children needing space to continue with what
9 little exercise that they have, for academics
10 that they have. And basically we're being
11 associated with this Common Core curriculum
12 because I believe this to be the revolving door
13 for the students particular to the schools and
14 then the push is now given on everything that
15 overloads them and then it pushes them back out
16 the revolving door. And we need our children to
17 be someplace where they aren't pushed in and out
18 of places, that they need to go at their own
19 pace, their own time, and according to their own
20 comfort zone to establish the education to
21 provide for the success that they need to be - -

22 . Thank you.

23 [Applause]

24 MS. FOLKES-BRYANT: Deborah Porter

25 [phonetic], Deborah Porter?

1 MS. DEBORAH PORTER: Hi, honey I'm right
2 here.

3 MS. FOLKES-BRYANT: Oh.

4 MS. PORTER: I didn't come here to speak to
5 educate. My name is Deborah Porter. My name is
6 Deborah Porter. I have twin granddaughters.
7 This is their first year here. I've lived in
8 the community for about 45 years and it's
9 disgusting to me that they've been--that the
10 nail on the coffin lid, as it pertains to the
11 sabotage, what the parents want for their
12 children along with the children what they want,
13 and that's a good education. We all know that
14 the more crowded the school is, that it's going
15 to be lesser and lesser for the children that
16 survive.

17 It's going to be harder for the teachers
18 there too, and now our mayor, and we got a new
19 mayor coming, but the old mayor told the
20 teachers that if they don't--the school--the
21 class had to do well, then they can--they're
22 going to grade them or whatever, so there's no
23 way a teacher can do well in a class of 35 or
24 better. There's a whole lot I can say, but the
25 thing is I listened and I tried to come here

1 very happy and hear and see the children in
2 the community. And they're looking to aspire to
3 something that's better, and we cannot take that
4 away from them.

5 We know that if the school is crowded, and
6 it will get more crowded, I'm very concerned
7 about issues with other kids in the school. My
8 big concern is the sixth grade, you've got other
9 kids coming in and what crushes my heart and
10 hope was the fact that I don't know who said it,
11 but they said that they want a kindergarten
12 through fourth grade school to be a part of a
13 high school. You are telling me that the
14 Department of Education will think that that's
15 safe for our own children? Well we will raise
16 that issue--

17 MS. FOLKES-BRYANT: [Interposing] 30
18 seconds.

19 MS. PORTER: I know there's not going to be
20 enough time so I'm rolling with it, okay? But
21 all I have to say is I'm very proud to see a lot
22 of people came out. I'm happy to see the
23 children doing what they're doing. And this is
24 the first year for my grandkids and I wanted to
25 be successful. And it's not going to be

1 successful if someone decides to put another
2 school in here because we don't need it. They
3 are doing it right now. What's going to be
4 happening a year from now, you are all going to
5 see the staff and the school falling - - it's
6 just too much.

7 I don't have too much more to say, I just
8 tell people that I think that God is going to do
9 the right thing for everybody that's here. Plus
10 I - - because it's hard to get them to want to
11 do the right thing. And two ones that I just
12 heard speaking--

13 MS. FOLKES-BRYANT: [Interposing] Thank you.
14 Your time's up.

15 MS. PORTER: I understand. I just wanted to
16 finish my sentence. The two young ladies that
17 was speaking, I'm very proud of them because
18 like they said, education is very important to
19 them and it's very important to me. And these
20 are my grandkids, not my children. So I'm very
21 much upset. Thank you very much.

22 [Applause]

23 MS. FOLKES-BRYANT: Rose Andrews, Rose
24 Andrews? And after her will be Angela Malcolm
25 [phonetic].

1 MS. ROSE ANDREWS: Good evening, everyone.
2 I was here tonight to say that everyone of
3 course is aware that the DOE has not gotten the
4 message, that MS 72 community and the schools in
5 this community and this district do not want co-
6 location. Co-location is not something that's
7 going to help our children grow. They are not -
8 - in a box, when we send them here they need to
9 learn. They need to have enrichment and doing
10 all the things that they witnessed to you
11 tonight when they came on the stage with their
12 singing, etcetera.

13 There are just a couple of scenarios that
14 come to mind when I hear co-location. I think
15 no growth. I think stagnation. Children in a
16 room sitting tightly for hours until it's time
17 to leave. Early lunch hours, possibly starting
18 at 9:00 a.m. in the morning when they come in
19 here and start school. I think a lot of things.
20 I think of a feast, just picture being invited
21 to a feast. And they have only eight potatoes
22 and they say - - and you get over to the table
23 and - - . So there's no choices.

24 The DOE needs to be put on notice that our
25 communities make choices. And co-location is

1 not a choice.

2 [Applause]

3 MS. FOLKES-BRYANT: I apologize, Angela
4 Malcolm, Angela Aras [phonetic]. Angela Aras.
5 After is Portia Doer [phonetic].

6 MS. ANGELA ARAS: Thank you. Two weeks ago
7 I sat in your chair with my PS coordinate, which
8 is also located in district 28, where there was
9 a joint hearing because of the co-locations
10 inside that school. And the auditorium was
11 filled just like it's filled this evening. And
12 it is obvious from comments not only from the
13 parents and the community, elected officials and
14 the students there that they've had no say in
15 even the thought of a co-located school. So the
16 problem then becomes is here we are at the end
17 of it, now finally getting the opportunity to
18 express how we feel.

19 Because if the DOE has money and they're
20 entering the co-location, if they had asked you,
21 this is not what you would have wanted. If they
22 had asked you what you wanted to be done with
23 that money, you would have said you know what?
24 Put more teachers in that school. You would
25 have said - - so that there are less children in

1 a classroom and my child can grow the way my
2 child should grow.

3 [Applause]

4 MS. ARAS: If they would have asked you, you
5 would have said, you know what? People from the
6 program coming to our school, why don't you give
7 us some money so we can help fund those
8 programs?

9 [Applause]

10 MS. ARAS: Those children we heard tonight,
11 those voices that we heard, the eloquent--those
12 teachers that we heard here, that's what we
13 want. We want to see more of that in our
14 school. We want--we do not want co-location.
15 There are so many issues and problems and
16 concerns when there are crowded schools. You
17 must come out on October 30th. Another thing is
18 usually those PEPs are not held in October.
19 They're usually held in January and February.
20 So this mayor is trying to put his rubber stamp
21 on what's going to happen next year and the year
22 after before he leaves office.

23 MS. FOLKES-BRYANT: 30 seconds.

24 MS. ARAS: That's what this is about. So
25 you have to come on October 30th. You have to

1 let your voices be heard, just like you
2 obviously made and you have to let them know
3 this is not what we want for our community.
4 This is not what we want for our school. We
5 need to have a voice for the decision. Thank
6 you.

7 [Applause]

8 MS. FOLKES-BRYANT: Portia Doer and after
9 her is Mr. Lebron Vandusen [phonetic].

10 MS. PORTIA DOER: Good evening, ladies and
11 gentlemen. The DOE think that they are going to
12 give us a school, a new school, with programs.
13 Well you know what programs - - ? Okay, let me
14 give you some information on that. We have the
15 same programs, science, technology, engineering
16 and math. We have the technology, we have the
17 arts. As you heard our students tonight, - -
18 band, drama, we have no - - . We have - - to
19 broaden our program which is the - - program.
20 We have math and science. We have integrative
21 algebra. We have - - program. How much more
22 can we do if we have resources? We need your
23 support. Thank you.

24 [Applause]

25 MS. FOLKES-BRYANT: Mr. Lebron Vandusen, Mr.

1 Lebron Vandusen? Last call, number 11 Mr.
2 Lebron Vandusen? Trevron Achille [phonetic] or
3 Trevron Achille, number 12.

4 [Pause]

5 MS. FOLKES-BRYANT: Go ahead. Did I
6 mispronounce your name wrong?

7 MS. TREVON ACHILLE: You got it right, it's
8 Trevron, but I've been mispronouncing all my
9 student's names all year, so. Good evening
10 ladies and gentlemen, my name is Trevron
11 Achille. I am a teacher at MS 72. I am also a
12 parent of a student at MS 72. Our school was
13 not designed for co-location. Most schools are
14 in a triangle. Our school is one straight line.
15 It's classes on both sides. There are three
16 separate stair cases. We have a sixth grade, a
17 seventh grade, and an eighth grade. We have 12
18 eighth grade classes which comprise of 317
19 students.

20 Imagine that in one lunch room. How are we
21 going to fit another school in here? We have 13
22 sixth grade classes, 275 students. We have 11
23 seventh grade classes, 300 students. So yes,
24 even though the numbers say that we are able to
25 accommodate 1,000 students, it's physically not

1 possible. There is no other place for this
2 co-location to go. I also have a student that
3 is in the 99P program [phonetic]. I am
4 anticipating her coming here next year. That
5 corridor, that last staircase is their
6 staircase.

7 So there is no other place for this co-
8 location to go. There is no other room or a
9 floor for them to go to. My daughter's English
10 class is in the library. So I don't know what
11 classes they are talking about that we can
12 accommodate. My first class is in the library.
13 How about we using the library for what it's
14 used for?

15 [Applause]

16 MS. ACHILLE: And - - classrooms.

17 MS. FOLKES-BRYANT: 30 seconds.

18 MS. ACHILLE: 30 seconds, okay. Also the
19 students that are in classes to the maximum is
20 30 students. So some of the classes, although
21 they are designated as two rooms, technically
22 it's only one room that can accommodate 30
23 students. So many teachers, although their room
24 has a divider which says it's two separate
25 rooms--

1 MS. FOLKES-BRYANT: [Interposing] Thank
2 you, time is up.

3 MS. ACHILLES: Okay, let me finish my
4 sentence?

5 MS. FOLKES-BRYANT: Yes, ma'am.

6 MS. ACHILLES: Okay, thank you. Although
7 there is a divider that says there's two
8 separate rooms, there is only enough space for
9 that class of one of 30 students. Thank you
10 very much.

11 [Applause]

12 MS. FOLKES-BRYANT: Carol Archer [phonetic].
13 Carol Archer and then after her is Mohalia
14 Prescott [phonetic], I'm not even going to
15 bother doing the last name.

16 MS. CAROL ARCHER: Good evening, everyone.
17 My name is Carol Archer. I am an educator as
18 well as I am representing the Neighbors
19 Association. This neighborhood here belongs to
20 us, the Neighborhood Association. And as far as
21 I'm concerned, co-locations actually - - phase
22 out.

23 [Applause]

24 MS. ARCHER: They are going here, it's going
25 to phase out Middle School 72. And I'm going to

1 give you an example. 231, which is another
2 community, was phased out to co-locations. My
3 daughter attends--my daughters attend 231, a
4 very good school. Last year was the last year
5 for 231 because it phased out to co-location.
6 You know what? I think you should stop the
7 nonsense right now. No to co-location, no to
8 co-location.

9 [Applause]

10 MS. ARCHER: Thank you very much.

11 [Applause]

12 MS. FOLKES-BRYANT: Mohalia Prescott and
13 after her is Maloria Oneway [phonetic], Maloria
14 Oneway.

15 MS. MOHALIA PRESCOTT: Good evening all. I
16 am the acting - - president and what I need to
17 say is - - is a gem. It is our school. Co-
18 location is something that we don't even want to
19 have that word. What is co-location? We
20 already have a school in this building. The
21 problem that we have, and I want to say it
22 again, DOE please listen to me. The point is
23 this; MS 72 has enough students in it. We are a
24 school from Rockaway Junior - - . And one more
25 thing. We have three floors. We have the

1 second, the third and the fourth. We have
2 sixth, seventh and eighth grade, so each grade
3 has a floor.

4 When we open our doors to MS--to Rockaway,
5 the children were in two floors. What happened?
6 They could not move. They were silenced. They
7 stayed in their room and the teachers came and
8 worked their best. They had a problem. My son
9 - - as the children learn to appreciate others,
10 to appreciate when we have a crisis. But after
11 a while, you are taking their space. Children
12 begin flustered. They will get on each other's
13 nerves. And - - why do we need a co-location in
14 this building? It's already set. We have
15 several programs.

16 MS. FOLKES-BRYANT: 30 seconds.

17 MS. PRESCOTT: One of the--I have been at
18 this school longer than--because I have a lot to
19 say.

20 [Applause]

21 MS. FOLKES-BRYANT: I'm sorry, Ms. Prescott.
22 You've got two minutes.

23 [Applause]

24 MS. PRESCOTT: The thing about it is I
25 represent the school. I am the PTA president.

1 I represent you.

2 [Applause]

3 MS. PRESCOTT: - - and what we need to say,
4 is this, we have a lot of programs. This school
5 is going all throughout the - - . Let the kids
6 that they want to bring in the new school come
7 to this school. Where are the kids? - - but
8 yet they're not coming to the school.

9 MS. FOLKES-BRYANT: Thank you, Ms. Prescott.

10 MS. PRESCOTT: So then other kids have to
11 take buses to go to other schools. - - kids
12 come here, - - .

13 [Applause]

14 MS. PRESCOTT: - - and we are taking a
15 stand. We are normal human beings. The
16 children need to learn education is the key to
17 the school. Other students - - and the
18 teachers, for example. We have a lot of
19 teachers that--

20 MS. FOLKES-BRYANT: [Interposing] Ms.
21 Prescott.

22 MS. PRESCOTT: We have - -

23 MS. FOLKES-BRYANT: Oh, Ms. Prescott.

24 MS. PRESCOTT: Very dedicated. But the
25 thing about this is we need to at least provide

1 resources for our teachers, for our children
2 to work.

3 [Applause]

4 MS. PRESCOTT: Not just for our future.

5 MS. FOLKES-BRYANT: Thank you, Ms. Prescott.

6 MS. PRESCOTT: And we need to have far more
7 pressure, right? But the thing about it is--

8 MS. FOLKES-BRYANT: [Interposing] Ms.
9 Prescott, thank you. Ms. Prescott.

10 MS. PRESCOTT: So DOE, give your schools as
11 well, give us the children and we will teach
12 them. They will know we have the program. And
13 we do not need another - -

14 [Applause]

15 MS. PRESCOTT: We are going to - - here.

16 MS. FOLKES-BRYANT: Ms. Oneway. And after
17 her is Ann Fu [phonetic].

18 MS. MALORIA ONEWAY: Hello, good evening
19 everyone.

20 AUDIENCE: Good evening.

21 MS. ONEWAY: I would like - - standing here
22 before you. But - - is why I'm here, because
23 the one before me think about how this is such I
24 believe injustice if you will to our children.
25 Because on one hand, we tell them - - the

1 future, and then to see the Board of Education
2 be the one that's wanting to - - them, it's a
3 shame. I really don't have much to say. It was
4 a great turnout today and I'm just asking that
5 parents and teachers and neighbors, everyone
6 come out on the 30th.

7 Personally - - I am going to take it. I
8 plan to be there to meet together to with one
9 voice tell the DOE that this co-location is not
10 our concern. This co-location is not our
11 concern.

12 [Applause]

13 MS. FOLKES-BRYANT: Ann Fu, Ms. Ann Fu?
14 Number 17? Going once, going twice. We will
15 now hear from Sharody Grand from Councilman
16 Wills' office.

17 [Applause]

18 MS. SHAROODY GRAND: Good evening,
19 everybody. I have gone to about three of these
20 public hearings for the past month. And to put
21 it the way that we--it's like a funeral every
22 time I come here. It's a death of civil rights
23 and civil liberties, and we stand here and let
24 the DOE come and co-locate our schools. I mean,
25 if we--it's our Constitutional right to

1 education. It's our right to education and if
2 you're going to take that away from our
3 children, what else will our children have left?
4 You are taking away programs that have been
5 funded, the schools have classroom and space
6 that have been funded for programs in there.

7 And if you take away those classrooms,
8 you're taking away the educational opportunity
9 for the student. You're putting in another
10 school. You're giving them all of the
11 technology and the equipment that they need and
12 - - two schools. This is not - - and the
13 Councilmember stands completely opposed to all
14 of the co-locations. Putting a middle in a--I'm
15 sorry, an elementary school in a high school
16 does not make sense. - - come September, that
17 does not make sense at all. So I mean, the
18 councilmember will be here soon, but I'm asking
19 every single parent here to please come out on
20 October 30th.

21 If you need my contact information, I'm
22 here. I can give it to you right now. Take it,
23 call us - - , I will be there available 24/7. I
24 can give you my cellphone number. We need you
25 there with people. The councilmember has - - to

1 make sure that - - here. We need you, we need
2 the parents to be there. So again, I will be
3 here if you need to talk to me and I can give
4 you my - - please come up to our office. We
5 will be there standing right behind you, in
6 front of you, wherever you guys need us to be
7 just to stop the co-location and give our
8 students what they need.

9 [Applause]

10 MS. FOLKES-BRYANT: Winsor Tamara
11 [phonetic], Winsor Tamara, number 18. Valory
12 Smith [phonetic], Valory Smith.

13 [Applause]

14 MS. FOLKES-BRYANT: And after that will be
15 William McDonald.

16 MS. VALORY SMITMS. FOLKES-BRYANT: Good
17 evening, ladies and gentlemen.

18 AUDIENCE: Good evening.

19 MS. SMITMS. FOLKES-BRYANT: I stand here
20 before you representing a double constituency.
21 I am part of a committee, I've been part of this
22 committee for the last several years. I have
23 served in - - for 21 of those years. Now in my
24 opinion, the co-location will result in a
25 considerable setback to the social, emotional

1 and educational growth of MS 72 students. And
2 my concern stems from the DOE's failure to
3 provide a structure for the proposed 282332.
4 This is a school to which resources that we need
5 at MS 72 will be diverted.

6 As some of my other colleagues have said, MS
7 72 has many programs that we offer here. One of
8 the programs that this new school, you know, one
9 of the programs that they are going to offer,
10 they have not determined for us what programs
11 they are going to offer. They are just bringing
12 a school which at this point seems to have no
13 structure. Why can't we have those resources to
14 help our schools to grow, to help our children
15 in this community to be successful, given that
16 the challenges that have been put forward, you
17 know, to us as educators, as parents and all
18 stakeholders by the Common Core standards.

19 I want to at this time go on the record--

20 MS. FOLKES-BRYANT: [Interposing] 30
21 seconds.

22 MS. SMITMS. FOLKES-BRYANT: --go on the
23 record to urge the political education policy
24 and this panel to say no, to vote no to co-
25 location. Thank you.

1 [Applause]

2 MS. FOLKES-BRYANT: William McDonald and
3 after that, Andrew Malcolm [phonetic].

4 MR. WILLIAM MCDONALD: Good evening.

5 AUDIENCE: Good evening.

6 MR. MCDONALD: My name is William McDonald.
7 I am on the counsel - - for the NAACP. I've
8 been dealing with DOE school closings, co-
9 locations and - - for the last five years. I'm
10 here to tell you that the NAACP is behind you.

11 [Applause]

12 MR. MCDONALD: We, you know, this isn't my
13 first dance with the Department of Education.
14 We are all - - , they are trying to get all of
15 this done before December 31st. Well, this
16 isn't going to work, we have sued them before
17 and won. And we're going to have to do it
18 again.

19 [Applause]

20 MR. MCDONALD: I think--when I came to this
21 school - - they are co-locating another school
22 in this building. You've already got 35 kids in
23 some classes. Your classes are packed. If they
24 have room in this building, then why can't they
25 break up some of those classes?

1 [Applause]

2 MR. MCDONALD: But ladies and gentlemen, I
3 must emphasize to you it is very important that
4 you make that PEP meeting on the 30th, just to
5 tell them that enough is enough. Just to tell
6 them that you need resources in your school.
7 Instead of putting another school in here, what
8 they need to do is give you the resources. You
9 don't need three administrations in one building
10 this fall.

11 MS. FOLKES-BRYANT: 30 seconds.

12 MR. MCDONALD: So my saying to you is that
13 get yourself a couple of buses, make it - - to
14 the PEP. I just want to say my kid is in the
15 third year of college, my other two children are
16 grown and out of school for the last ten years.
17 But I will be here with you because - - . What
18 happens to this school--

19 MS. FOLKES-BRYANT: [Interposing] Thank you,
20 Mr. McDonald.

21 MR. MCDONALD: Thank you. All right, I'll
22 see you on the 30th.

23 [Applause]

24 MS. FOLKES-BRYANT: Andrew Malcolm and after
25 that will be Aisha or Aisha Berard [phonetic].

1 MR. ANDREW MALCOLM: Thank you. Good
2 evening, ladies and gentlemen. I really - -
3 within the two minutes just to say categorically
4 and clearly and pointedly I reject the co-
5 location. Here at MS 72, yes I object to co-
6 location. Here at MS 72 we work every day to
7 support our students. And one of the things we
8 are doing is the Common Core states that we must
9 have come around, and even before that too, is
10 directing your students to state their claim,
11 give evidence and also reason.

12 So - - that right, we reject co-location.
13 The evidence? That's a claim. The evidence is
14 - - we have different - - children and we see
15 the potential safety issues that could be
16 imposed on a daily basis or a regular basis.
17 Also we had our PTA president mention last year
18 when we were - - to share space with the
19 students from Far Rockaway. We had no qualms
20 about that, but we've also what's glaring to us
21 on the safety issues that were there. In that
22 space we are - - a homeroom teacher of 29 young
23 12 year olds and I'm telling you that space is -
24 - to navigate in that space.

25 MS. FOLKES-BRYANT: 30 seconds.

1 MR. MALCOLM: And lastly, you say - - and
2 reason, when I talk about safety, I'm speaking
3 more to emotional safety and physical safety.
4 Please think about our students.

5 [Applause]

6 MS. FOLKES-BRYANT: And after this, I--did I
7 say it right? Aisha Berard, it will be Amanda
8 Banshon [phonetic].

9 MS. AISHA BERARD: Okay, my name is Aisha
10 Berard. Since I was like when the school from
11 Far Rockaway went to our school and we weren't
12 allowed to - - to lunch. And the only time we
13 were - - is lunch and when we had a Thanksgiving
14 feast. And the room wasn't big. And the
15 teachers have more of a bad way than we do. And
16 it's really unfair for them to move around. And
17 at PS 40 they have a co-location, but when I was
18 there when I was little they had co-location
19 too. And it was really hard for us. We didn't
20 really have our own floor. We had to share the
21 gym. I don't want that to happen to this school
22 too.

23 This is my second year at Catherine and
24 Count Basie Middle School and I think that if
25 every year or every month or so a new kid comes

1 to this school, then next year I will be in
2 eighth grade and I don't want another school
3 coming in here, especially - - kids are dying to
4 get here.

5 [Applause]

6 MS. FOLKES-BRYANT: Amanda Bانشon, Amanda
7 Bانشon? Shaniqua White [phonetic], Shaniqua
8 White. And after her is Felix Boldwhite
9 [phonetic].

10 MS. SHANIQUA WHITE: My name is Shaniqua
11 White and I am a parent and I am opposed to the
12 co-location to be added to this building. Co-
13 location does not work and I know this from
14 experience. I used to work in a co-location
15 high school. It is full of confusion, chaos, no
16 one is ever on the same page. However, schools
17 are made for students to learn. And how are
18 they are able to learn in chaos? I had a
19 suggestion. Instead of adding another school,
20 just add the program to the building so that it
21 can appeal to those families in our community.

22 Our students are human beings, not numbers.
23 So please treat them as so. Thank you.

24 [Applause]

25 MS. FOLKES-BRYANT: Felix Boldwhite. And

1 after him, Amera Burton [phonetic].

2 MS. FELIX BOLDWHITE: Hello - - if you want
3 to - - you are - - because sure, that's what
4 they want - - we need to keep this one one
5 school - - that's what we want.

6 [Applause]

7 MS. FOLKES-BRYANT: Amera Burton, Amera
8 Burton? Number 26, Amera Burton? Denisha
9 Andrews [phonetic], Denisha Andrews. And after
10 her is Tatiana Clark [phonetic].

11 [Applause]

12 MS. DENISHA ANDREWS: Hi, good evening.

13 AUDIENCE: Good evening.

14 MS. ANDREWS: Oh, I currently attend high
15 school at - - and they're trying to do co-
16 location there too. In our school, in like gym
17 class there's like 49 students in like one
18 class. So that's not fair to us that they have
19 multiple kids in one class. Also from - - is
20 when you do co-location, they will be cutting
21 funds and 20% of teachers will be cut. And
22 that's not fair to them because they're going to
23 be out of a job, which they need. And what they
24 should do with the funding really is give it to
25 textbooks so that we can stop sharing with

1 everyone.

2 [Applause]

3 MS. ANDREWS: So like they said before, I
4 take education very seriously and my grades are
5 very important even though I'm a senior and I'm
6 graduating. I still care about the kids under
7 me that will have to deal with that next year.
8 So it's not fair to them.

9 [Applause]

10 MS. FOLKES-BRYANT: Tatiana Clark. And
11 after her, Felicia Owens [phonetic].

12 MS. TATIANA CLARK: Good afternoon,
13 everybody.

14 AUDIENCE: Good afternoon.

15 MS. CLARK: Hi, my name is Tatiana Clark.
16 MS 72 is - - . I've been here for two years now
17 and I'm in seventh grade. My class has 36
18 students and we don't have a lot of chairs. We
19 have to get chairs. So we had to share a school
20 a few months ago in April I think because of
21 Hurricane Sandy. It was not - - because we had
22 to stay in our classrooms. We couldn't move.
23 It was hard for the teachers to get - - class
24 and move to another class - - coming back and
25 forth. What about the students being able to

1 sit in a class without a teacher? The teacher
2 being frustrated and the kids being frustrated.

3 It is our job to stand up for what we
4 believe in. And when we don't stand up tall in
5 what we believe in, what's going to happen? The
6 school is going to come, right? So we have this
7 time to figure out what we're going to do,
8 whether we're going to stand up or whether we're
9 going to sit down.

10 [Applause]

11 MS. CLARK: And our principal, our principal
12 cares about everyone in this school and it's not
13 right for her to sit and have to hear that the
14 mayor wants to put another school in here when
15 we already have--

16 MS. FOLKES-BRYANT: [Interposing] 30
17 seconds.

18 MS. CLARK: Our school is already packed.
19 We don't need anybody else. And in order to - -
20 no one to come back in here, we need to stand
21 up, not sit down. Stand up.

22 [Applause]

23 MS. FOLKES-BRYANT: Thank you. Felicia
24 Owen, Felicia Owen? And after her, Ashley
25 McBurney [phonetic].

1 MS. FELICIA OWEN: Good afternoon. As a
2 student we need to have - - because it felt like
3 the hallways were closing in on me and the
4 students were closing in on me. And the
5 classroom was - - . It was very hard to get my
6 work done because there was a lot of frustration
7 and the teachers were really aggravated. The
8 teachers were getting aggravated and it wasn't
9 the school, they - - frustration. - - co-
10 location should not happen in our school.

11 [Applause]

12 MS. OWEN: Because it - - and that's not
13 what Catherine and Count Basie is, what
14 Catherine and Mr. Count Basie wanted.

15 [Applause]

16 MS. FOLKES-BRYANT: Ashley McBurney? Ashley
17 McBurney, number 30. Is that you? And after
18 her is McKayla Riley [phonetic].

19 MS. ASHLEY MCBURNEY: Last year I entered MS
20 72 as a sixth grader. And also last year - - .
21 We had to have another school in our school and
22 it was very complicated for the teachers to
23 teach and do what they were supposed to do.
24 First when I came to sixth grade I wanted to
25 have like the middle school experience, you

1 know, going from class to class and not having
2 to sit in one same class for the entire day.
3 But when the new school came in, it made
4 everything a lot more complicated because you
5 had to stay in one class the entire day.

6 And teachers would get frustrated. Children
7 are restless. We can't sit in one spot the
8 entire day.

9 [Applause]

10 MS. MCBURNEY: So it really made things a
11 lot more complicated. Teachers weren't able to
12 teach what they planned to teach for the day.
13 And the teachers just--everybody was frustrated.
14 It wasn't a good time. And when the school
15 finally left and when we finally were able to
16 move around a lot more, things got done. Like
17 we were able to learn, we were able to excel.
18 We were able to do a lot more than we were
19 allowed to do before.

20 [Applause]

21 MS. FOLKES-BRYANT: McKayla Riley, McKayla
22 Riley? Number 31, McKayla Riley? Tonya Brown
23 [phonetic]. After Tonya Brown is Minnie Bondon
24 [phonetic] or Brandon [phonetic].

25 MS. TONYA BROWN: Good night. Good evening,

1 everyone. As we said, the children will lead
2 and I believe the children have the ability to
3 take us as to where we need to go. I think one
4 mayor, what needs to be done in the system and
5 it pertains to our investment which is our
6 children. Ask them, they will tell you.
7 However it goes, Dr. Vera said something so
8 profound earlier. And she said - - and the - -
9 that we are holding is our children. You know,
10 they are an investment, they are what we are
11 trying to produce into the next generation.

12 And as we look at big companies and how they
13 do things, I never see a big company decide that
14 hey, you know what? Something is not working.
15 Let me - - you never see McDonalds merge with
16 Burger King because they want to sell more
17 burgers. I see that they add more to what they
18 have to increase the profitability of what needs
19 to be done.

20 [Applause]

21 MS. BROWN: So therefore, why would I need
22 two principals, why would I need the overhead of
23 a whole other building, a whole another staff?
24 Where is that money now that goes into those
25 salaries that can be reinvested in--the young

1 lady said there's 36 kids in a class. - - to
2 the neighborhood we just got here from Brooklyn
3 officially two months ago. And I say the sixth
4 grade experience of coming in to a really big
5 school, and on top of that a school that is this
6 class was really traumatic to our children. I
7 had to say - - oh no, you want to go. But no,
8 you don't leave when there's a problem.

9 You stick around and find out how can I
10 help, what can I do to make this better? You
11 don't run when there's a problem. You don't say
12 oh, let's bring another school in. Maybe
13 they'll--

14 MS. FOLKES-BRYANT: [Interposing] 30
15 seconds.

16 MS. BROWN: No, you invest in a school
17 that's there. You make them better, and then
18 everybody gets better.

19 [Applause]

20 MS. FOLKES-BRYANT: And after--and I hope--
21 forgive me if I'm botching up your name. After
22 Ms.--

23 MS. MINNIE BOYNTON: [Interposing] Boynton
24 [phonetic].

25 MS. FOLKES-BRYANT: Boynton?

1 MS. BOYNTON: Boynton.

2 MS. FOLKES-BRYANT: After Ms. Boynton we
3 have Dell Ross [phonetic].

4 MS. BOYNTON: I am just agreeing with the
5 students. I have sat here and I listened to
6 them. They are just too crowded. There is
7 nowhere you are going to put these children.
8 You're bringing in, like you already said, all
9 of these principals, all of these students,
10 everybody. How many classes are you going to be
11 bringing in? How many levels are you going to
12 be bringing in? Where are you going to put
13 them? Have you ever watched these children get
14 out of school? The buses can't even get them on
15 to the bus.

16 And it's getting ready to get cold now.
17 When are they supposed to be doing this? Half
18 the buses pass them when they can't get on a
19 bus, it's overloaded. Now tell me why is that--
20 somebody is going to get hurt. And on top of
21 that, if they get hurt, where are they going?
22 Their folks have to - - , they can't go and - -
23 from the hospital unless you're a cop or you got
24 shot, where are they going? That's all I have
25 to say. I just can't see putting more people in

1 this school, for what?

2 [Applause]

3 MS. FOLKES-BRYANT: Dell Ross. Dell Ross,
4 number 34? Haddy Powell [phonetic], Haddy
5 Powell? Number 35. Susan Reddick [phonetic].
6 And after Susan Reddick, Yvonne Reddick
7 [phonetic].

8 MS. SUSAN REDDICK: Good evening.

9 AUDIENCE: Good evening.

10 MS. REDDICK: I wrote something that I'm
11 going to read it. The New York City Department
12 of Education and all of its politics is
13 destroying the public school system structure
14 and as a result will reap what they sow. We as
15 parents are here today because we are protesting
16 the Mayor, Chancellor, and the Division of
17 Portfolio's decision to co-locate a new district
18 middle school 282332 to Catherine and Count
19 Basie Middle School 72. It is unfair and
20 disrespectful to our children to ask them to
21 give more when they have already given a portion
22 of their school to another school.

23 As a parent of a child within Middle School
24 72, and one who was in a co-location school,
25 Campus May [phonetic], and is now in Queen's

1 Academy, co-located with another school, the
2 DOE is piling our children on top of each other.
3 For what? Here is a clue. As an administrator
4 for the New York City Police Department, we do
5 not want to see our children processed through
6 the system, accumulating strikes on their record
7 which follows them through their life. Until
8 eventually jails are crowded and what do we
9 eventually have? Free labor.

10 We do not want, nor do we need, and we
11 protest and reject co-location.

12 [Applause]

13 MS. FOLKES-BRYANT: Yvonne Reddick.

14 MS. YVONNE REDDICK: Thank you and good
15 evening.

16 AUDIENCE: Good evening.

17 MS. REDDICK: I am Yvonne Reddick and I am
18 the district manager for Community Board 12
19 Queens, which - - there. And my job is OT and -
20 - services and - - Queens. And I have to say
21 that enough is enough.

22 [Applause]

23 MS. REDDICK: Co-location is not - - . We
24 have students now that have two into one, and
25 such as IS 8, they have a school above them.

1 And I really have to listen to parents
2 screaming about what is going on. I have the
3 students say, which I was extremely impressed
4 and I know the parents are proud, that you have
5 school at the end of the day, they end up
6 dismissing a certain term we call the regular
7 school. There is fights. If they're not
8 fighting on the school ground, then they fight
9 at the bus stop.

10 We have to take a strong look at our
11 education system and insist on no co-location.
12 Enough is enough. What you should do is
13 downsize your class. 30 kids is too much for
14 any school. What you need to do is make smaller
15 classes, bring in extra curriculum.

16 MS. FOLKES-BRYANT: 30 seconds.

17 MS. REDDICK: And we have to make our
18 parents, parents we have to support our
19 students. They are our future. They must be
20 properly educated. To - - you must seal the
21 building. Take a friend, call a neighbor, take
22 - - friend, reach out to the community - - and
23 ask for support.

24 MS. FOLKES-BRYANT: Thank you, Ms. Reddick.

25 MS. REDDICK: And Community Board 12, you

1 heard my chair, we certainly support you.

2 Enough is enough and say no to co-location.

3 [Applause]

4 MS. REDDICK: Thank you.

5 MS. FOLKES-BRYANT: Thank you. The speaker
6 list is now exhausted. Again, we welcome any
7 comments and feedback you may have at any time
8 before the Panel for Educational Policy votes on
9 this proposal at its October 30th meeting. The
10 email address and phone number where comments
11 may be made are D28proposals@schools.nyc.gov.
12 That's D-2-8-P-R-O-P-O-S-A-L-S at schools dot
13 nyc dot gov. And 212-374-7621. Again, it's
14 212-374-7621. Thank you for your participation
15 and this joint hearing is now closed.

16 [END RECORDING]

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C E R T I F I C A T E

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

5
6 Signature: 

7 Date: October 25, 2013
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