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**NEW YORK CITY DEPARTMENT OF
EDUCATION - Division of
Portfolio Planning
New District MS at X125
March 1, 2012**

1 [START RECORDING]

2 MR. TIMOTHY BEHR: This is a joint public
3 hearing of the Department of Education,
4 Community Education Council District 8 and the
5 School Leadership Teams for Junior High School
6 125, the Henry Hudgins School and PS 119. I am
7 Tim Behr, District 8 Community Superintendent.
8 We have asked District 8 Community Education
9 Council and the School Leadership Teams from
10 Junior High School 125 and PS 119 to participate
11 in this joint public hearing. I am joined
12 tonight by Middle School 125 Principal Mr.
13 Anthony Martin.

14 [Applause]

15 MR. BEHR: UFT Chapter Chairperson Mr. Paul
16 Rush.

17 [Applause]

18 MR. BEHR: Ms. Arrington, teacher.

19 [Applause]

20 MR. BEHR: Ms. Hassan, teacher.

21 [Applause]

22 MR. BEHR: Assistant Principal Ms. Vaughn.

23 [Applause]

24 MR. BEHR: Parents on the School Leadership
25 Team, Ms. Lisa Matea.

1 [Applause]

2 MR. BEHR: Ms. Janet Bosch.

3 [Applause]

4 MR. BEHR: Ms. Pauline Forbes.

5 [Applause]

6 MR. BEHR: Mrs. Virginia Leboy.

7 [Applause]

8 MR. BEHR: And Mrs. Rebecca Leboy.

9 [Applause]

10 MR. BEHR: And the Network Leader for 125,
11 Mr. Rudy Neveren [phonetic].

12 [Applause]

13 MR. BEHR: Also with us tonight are the
14 School Leadership Teams from PS 119.

15 [Applause]

16 MR. BEHR: Principal Olivia Tynan.

17 [Applause]

18 MR. BEHR: UFT Representative Ms. Mao
19 Cassiano.

20 [Applause]

21 MR. BEHR: Kelly Fernandez, teacher.

22 [Applause]

23 MR. BEHR: Sarah Boxer, teacher.

24 [Applause]

25 MR. BEHR: Parent, Meecher Alonzo

1 [phonetic].

2 [Applause]

3 MR. BEHR: Sandra Mohabir.

4 [Applause]

5 MR. BEHR: Carolina Monroy.

6 [Applause]

7 MR. BEHR: Dior Delezia Diaz.

8 [Applause]

9 MR. BEHR: And we're also joined by the
10 school's Network Leader Ms. Elma Myers.

11 [Applause]

12 MR. BEHR: Representing our District 8
13 Community Education Council, we have our
14 President Mr. Robert Franklin.

15 [Applause]

16 MR. BEHR: Mr. Frank Denato.

17 [Applause]

18 MR. BEHR: Brian Detavi.

19 [Applause]

20 MR. BEHR: Lisa Mateo.

21 [Applause]

22 MR. BEHR: Janet Bosch, Jennifer--

23 [Applause]

24 MR. BEHR: And Saycho Turavin [phonetic].

25 [Applause]

1 MR. BEHR: Please be advised that the
2 hearing is being recorded. I'd also like to
3 remind you that the translation services are
4 available for those who need interpretation.

5 [Foreign language]

6 [Applause]

7 MR. BEHR: The purpose of this hearing is to
8 provide you comments about the proposal. Before
9 I describe the proposal I want to make sure that
10 you're all well aware of the opportunity to
11 provide your input. All those who wish to speak
12 must sign up in the speaker's sign-in area
13 located just to my direct right, behind those
14 doors, on the right, in the hallway, just
15 outside the auditorium. The sign-up list will
16 close in 15 minutes.

17 Speakers will be given the floor in the
18 order that they signed up. All comments will be
19 limited to two minutes. There are elected
20 officials this evening, and they may still
21 arrive at various times during the course of
22 this proceeding. If they wish to speak, we will
23 do our best to accommodate them at the first
24 opportune moment. Those who are here at the
25 start of the public comment segment will be

1 asked to speak first.

2 All comments will be addressed in an
3 analysis of public comment to be published and
4 provided to the Panel for Education Policy on
5 the evening before the panel votes. That vote
6 is scheduled for March 21st, 2012 at 6:00 P.M.
7 The Panel for Educational Policy meeting will
8 take place at the High School of Fashion
9 Industries, located at 225 West 24th Street, New
10 York, New York.

11 In addition we welcome any comments and
12 feedback you may have at any time before the
13 panel votes on this proposal. The email address
14 and the phone number where comments may be made
15 are D08Proposals@schools.nyc.gov and you may
16 call and the number is 212-374-5159.

17 This is the proposal summary. The New York
18 City Department of Education is proposing to
19 collocate a new middle school 08X-562 in
20 building X125 located at 1111 Pugsley Avenue,
21 Bronx, New York 10472 in District 8. If this
22 proposal is approved a new middle school, 08X-
23 562 will be collocated in building X125 with
24 Junior High School 125, Henry Hudson, an
25 existing middle school currently serving

1 students in grades 6 through 8; and PS 119, an
2 existing elementary school currently offers a
3 pre-Kindergarten program and serves students in
4 Kindergarten to 5th grade. PS 119 serves 15
5 class sections in Kindergarten through 2nd grade
6 students in Building X125. So most of its
7 students are served at the main site X119.

8 A collocation means that 2 or more school
9 organizations are located in the same building
10 and they share common space such as the
11 auditorium, gymnasium, and cafeterias. In
12 recent years Junior High School 125 has received
13 poor progress report grades and has struggled to
14 serve all of its students. The school received
15 a C on its most recent progress report with a D
16 grade in school performance, subsection; and C
17 grades on the progress and environment
18 subsections.

19 The Department of Education plans to reduce
20 the enrollment in Junior High School 125 as an
21 academic intervention strategy Junior High
22 School 125 improve student performance. This
23 targeted focus on a smaller student body is
24 intended to better the position of the school,
25 to improve student achievement, particularly for

1 struggling students and students with
2 disabilities.

3 The Department of Education has initiated
4 the same academic intervention strategy with
5 other schools and it reflects the Department of
6 Education's continued focus on assisting Junior
7 High School 125 to improve student performance.

8 The Department of Education is planning to
9 reduce the enrollment of Junior High School 125
10 over a period of 3 years. If this proposal is
11 approved by 2014-2015, enrollment at Junior High
12 School 125 will have decreased by approximately
13 295 to 330 students so that the school can serve
14 approximately 330 students at scale in grades 6
15 through 8.

16 This planned enrollment reduction at Junior
17 High School 125 will also permit a new middle
18 school to be collocated in the 125 building. In
19 other words this plan does not propose bringing
20 any new additional students into this building.
21 If this collocation proposal is approved, 08X-
22 562 will gradually phase into X125 while Junior
23 High School 125 will simultaneously scale back
24 its enrollment. 08X-562 will serve students in
25 grades 6 in 2012-2013 and will add 1 grade level

1 every year until the school reaches its full
2 grade span of 6 through 8th grades in 2014-2015
3 academic school year.

4 At this time the new middle school will
5 serve approximately 300 to 330 students at full
6 scale. If this proposal is approved Junior High
7 School 125 and 08X-562 will both be zoned campus
8 choice middle schools. The proposed schools
9 will admit students through the District 8
10 middle school choice process and offer priority
11 to students residing in the X125 zone, dual
12 campus choice admission is - - .

13 In this admissions process all students
14 zoned to X125 building will have the priority
15 for a seat in Building X125 and will have an
16 opportunity to rank 08X-562 and Junior High
17 School 125 in the order of preference on your
18 application. Students will then be matched to
19 one of the two schools through a zone campus
20 choice method matching process operated by the
21 Office of Student Enrollment.

22 The Department of Education anticipates that
23 Public School 119 will continue to serve
24 approximately 15 class sections in Building X125
25 in the coming years. In the current 2011-2012

1 school year Building X125 is serving 1,050
2 students, yielding a utilization rate of 83%.
3 If this collocation proposal is approved there
4 will be sufficient space to accommodate Junior
5 High School 125, 08X-562, and the current number
6 of students and sections of PS 119.

7 In 2014-2014 school year when 08X-562
8 completes its phase-in and Junior High School
9 125 completes its enrollment reduction, the X125
10 building will serve approximately 1,005 to 1,095
11 students, yielding an approximation of
12 utilization rate of 79% to 86%.

13 I want to thank you for listening to this
14 proposal. And at this time we're going to
15 invite our legislative officials here to speak
16 to you this evening. First up, will be State
17 Senator Rubin Diaz, Sr. Let's give him a round
18 of applause and welcome.

19 [Applause]

20 STATE SENATOR RUBEN DIAZ, SR.: Thank you.
21 Good evening. You know, I heard the
22 Superintendent saying if this proposal is
23 approved. If. Now tonight, with all due
24 respect, they say, but in their democracy we do
25 it by the - - where we hold a hearing is to

1 listen to them and to see if they agree or
2 disagree with them. - - elected official. To
3 you, they come to see the elected official of
4 the area, are again, or is it - - . I see this
5 school here - - . The - - is just so many
6 parents here tonight indicate this is a great
7 thing but the problem is are they in the - - ?

8 [Applause, cheering]

9 STATE SENATOR DIAZ: And they--and they say
10 - - in the area and I'm here. I only--they - -
11 representing the area. And I'm here. What - -
12 say. And I am opposed to the plan.

13 [Applause, cheering]

14 STATE SENATOR DIAZ: Strong, really, really,
15 really I - - . I'm the elected official of all,
16 you know. We don't have to do no more. We
17 don't have to--

18 [Applause, cheering]

19 STATE SENATOR DIAZ: But, but, but, it isn't
20 assured. To say, oh, we're going to sucker the
21 parents and we're going to sucker the elected
22 officials and you already made up your mind that
23 it's going to pass. Then this is a hoax, this
24 is a joke. If we really are going to count the
25 parents, if we are really going to take the

1 parents' voices into consideration, if we are
2 really going to take also an elected official in
3 - - , then it's a - - the - - should be going
4 nowhere. Thank you very much.

5 [Applause, cheering]

6 STATE SENATOR DIAZ: I say it really should
7 go nowhere.

8 [Applause]

9 MR. BEHR: I'm pleased to introduce Annabel
10 Palma, City Council Member, 18th District.

11 [Applause, cheering]

12 COUNCIL MEMBER ANNABEL PALMA: Thank you Mr.
13 Behr and Principal Tyner. Good evening parents,
14 but most of all good evening students for coming
15 out to make your voices heard--

16 [Applause, cheering, long applause]

17 COUNCIL MEMBER PALMA: You know, I am
18 extremely happy that the parents finally got to
19 hear the plan for the collocation of the new
20 school for 125. I think that--I have to agree
21 wholeheartedly with my Senator, Senator Diaz
22 when he stated that if this is a plan and we
23 want your input then it should have been
24 presented to you before tonight so that you
25 could have input - - the plans for the

1 collocation for 125. I got to tour 119 on
2 Tuesday with the parent advocate, with the
3 parent coordinator, with community leaders,
4 Luisa Culveda [phonetic] and Diane Figobar
5 [phonetic]. And we saw the hardship that the
6 little ones from 119 have, crossing the street
7 every morning after they eat breakfast in the
8 cold and snow and--

9 [Applause, cheering]

10 COUNCIL MEMBER PALMA: - - cross the street
11 so that they can get situated to be able to then
12 begin their day to learn. And then have their
13 lives sort of disrupted again at 10:15 to take
14 them back to they can have lunch or go to some
15 activities at the other school.

16 [Applause]

17 COUNCIL MEMBER PALMA: I think - - since
18 2004 and since 2004, Superintendent, I've been
19 begging the Department of Education to reassess
20 the needs of new schools in this community. Our
21 community is the biggest community--

22 [Applause, cheering]

23 COUNCIL MEMBER PALMA: --in the Bronx. And
24 we - - . We also have the most diverse
25 community board in the Bronx. So, you know, our

1 cries as elected officials have gone unheard
2 when we say to continue, you know, the City
3 continues to building housing but they don't
4 take into account that with housing comes
5 families and come children who need schools.

6 [Applause]

7 COUNCIL MEMBER PALMA: So... I'm here today
8 because I believe in the Department and I
9 believe that we're going to make changes, we
10 need to have the right stakeholders at the
11 table. So from the look of this auditorium, you
12 can tell that these parents care about what's
13 going to happen not only at 125 but to the
14 students of 119. And I think that you should
15 really reconsider putting this plan into action
16 until you have further discussions and inputs
17 from these parents--

18 [Applause, cheering]

19 COUNCIL MEMBER PALMA: Because I don't
20 believe that anyone, you know, that's not part
21 of the community can make a decision on behalf
22 of this community. So I'm here supporting the
23 parents' position. I'm here asking and pleading
24 with the Department of Education to rethink
25 their strategy if, you know, we don't have any

1 guarantees if the new school is actually going
2 to bring in new enrollment.

3 We don't want a spilling overflow school
4 that's still going to be the same when this new
5 plan is going to be implemented. So there's
6 still going to be struggling for space. There's
7 portables that - - in the 15 years, the floors
8 are rotting on those portables. We need to make
9 sure that we have a plan to house our school and
10 give them a better education but I don't think
11 changing names or a school because the school is
12 not doing well is--it's a smoke and mirrors game
13 that's--

14 [Applause, cheering]

15 COUNCIL MEMBER PALMA: - - , you know, we -
16 - picture - - this school, out of--out of the
17 grades that it has been getting, if we really
18 put the resources that we need in and I'm
19 committed to putting more resources--

20 [Applause, cheering]

21 COUNCIL MEMBER PALMA: - - . 125 - - so you
22 can count on me for that. But I really urge you
23 to take the parents' opinions and suggestions
24 into consideration. Thank you.

25 [Applause, cheering]

1 MR. BEHR: Our next speaker will be Danny
2 Figueroa, Chief of Staff for Assembly Member
3 Peter Rivera.

4 [Applause]

5 MR. DANNY FIGUEROA: Thank you Mr. Behr.
6 Good evening everyone.

7 AUDIENCE: Good evening.

8 MR. FIGUEROA: I've got to tell you I am--I
9 am saddened this evening because I've seen this
10 movie before. We did this at PS 102 which is
11 not far from here. Standing before you like
12 tonight. People against the plan and the
13 unfairness of the educational policy it was
14 putting forth. The parents spoke loudly. The
15 teachers spoke loudly.

16 And the Panel for Educational Policy did
17 what they wanted to anyway. So what can I share
18 with you this evening? First I had a long
19 conversation with Assemblyman Peter Rivera. And
20 he is now the Speaker Pro Tem in the position of
21 leadership in the New York State Assembly and he
22 is on his way down to the Bronx. He was in
23 session today. But because of added
24 responsibility he couldn't be here this evening
25 so he wanted me to share with you the following.

1 Number one, we are as a community highly
2 offended that the Panel for Educational Policy
3 made a - - after we gave them good faith and - -
4 [Cheering, applause]

5 MR. FIGUEROA: --with our schools - - and
6 more - - . And as if--as if, you know, let me
7 tell you what's really bad, what's even worse.
8 You give us a Panel for Educational Policy, you
9 say we're going to listen to the parents, we're
10 going to listen to the community and we're going
11 to appoint people on these panels, 13 of them, 5
12 from the Boroughs and 8 appointed by the Mayor.
13 Where's the majority? Who's making the
14 decisions? It's not us--

15 [Applause, cheering]

16 MR. FIGUEROA: So here's--here's the point.
17 We can't come here and fill this room and
18 continue to be offended and ignored the way we
19 are. The message is, number one, you are here
20 and they have to listen. We will make them
21 listen. Then on March 21st, I--I've got to tell
22 you there are thousands of pages, I've
23 researched this, I have hundreds of pages here.
24 And if you go online, you can hardly see it--
25 it's not user friendly. And if that's the way

1 you - - that's offensive--

2 [Applause]

3 MR. FIGUEROA: --if we want to find the
4 proposal for collocation if you--you'd better go
5 through 100 menu items. It's hard enough for
6 people like me from my generation to - - today.
7 Oh. What do we want? We want our parents to be
8 heard. We want real community input, the most
9 important people in this room are sitting in the
10 chairs right here, right now--

11 [Applause, cheering]

12 MR. FIGUEROA: --the parents and the
13 children.

14 [Applause]

15 MR. FIGUEROA: And our position is not to
16 collocate another junior high school. I mean
17 let's think about it. You're going to add
18 another junior high school when we have an
19 overcrowded school in PS 119.

20 [Applause, cheering]

21 MR. FIGUEROA: Where's the logic? You here
22 today are living proof that there is power in
23 numbers and you have the power and we will send
24 a message. Do not collocate--

25 [Applause]

1 MR. FIGUEROA: - - fix the problem with
2 119 and remember, I have to share something else
3 with you, and you heard, and it's not the
4 Superintendent's fault but 24 hours before the
5 decision is made, the analysis of public comment
6 is shared with the panel members. Can you
7 believe that? Now you tell me, is that not
8 offensive? They've already made their decision.

9 [Applause]

10 MR. FIGUEROA: It's obvious. Now here's the
11 thought that I'm going to leave you with. We
12 are partners in government with the State
13 Senate, with the City Council, and with you the
14 parents. And we have heard you. We have heard
15 the outcry. We have also been offended in
16 elected office.

17 Yesterday I participated in a press
18 conference and we are introducing a bill in the
19 New York State Assembly with hopefully the same
20 sponsor in the Senate, 'cause that's how you
21 make a law, where we will prevent schools from
22 being closed or any kind of significant or
23 substantive change to any school building
24 without--we will prevent it if you do not have
25 the consent of the Community Education Council--

1 [Applause, cheering]

2 Mr. FIGUEROA: --where the people - - . We
3 will not only introduce that bill but as I stand
4 here today I tell you that along with every
5 other item on the agenda in the New York State
6 Legislature, education in our schools and our
7 children will be prioritized. Thank you. I'm -
8 - .

9 [Cheering, applause]

10 MR. BEHR: Luis Sepulveda from the State
11 Senator Ruben Diaz, Sr.'s office.

12 [Applause]

13 MR. LUIS SEPULVEDA: Good evening everyone.

14 AUDIENCE: Good evening.

15 MR. SEPULVEDA: Shalom - - to my Muslim
16 brothers and sisters. You know about six weeks
17 ago, six weeks ago we heard about this proposal
18 because a parent - - at the school reached out
19 to myself and Senator Diaz and Council Member
20 Annabel Palma's office to tell us about this
21 proposal. And it seems like they had made up
22 their mind before the parents had an input.
23 Well we believe that the reason that they made
24 up their mind is because they didn't think that
25 we can fill this whole auditorium today like we

1 have.

2 [Applause, cheering]

3 MR. SEPULVEDA: You parents, you parents
4 mobilized. For the past six weeks we've been
5 having meetings to come together, to do the
6 rally that we did outside, with people like
7 Senator Diaz. Councilwoman Annabel Palma, Julia
8 Rodriguez, myself and the parents, we worked
9 tirelessly to bring everyone here to send a
10 message to the Mayor and the Chancellor of the
11 schools. Let me tell you something, I'd like to
12 know if the Mayor would have allowed his
13 daughter to go to school so that she has to have
14 breakfast at 10:00 o'clock in the morning--

15 [Cheering, applause]

16 MR. SEPULVEDA: I'd like to know if
17 Chancellor Walcott wouldn't mind his children
18 being worn down, herded like sheep, from one
19 school to the next every single morning so they
20 can get the education they deserve.

21 [Cheering, applause]

22 MR. SEPULVEDA: When you hear this plan
23 about minimizing the class--the number of
24 students in 125 and to bring another school,
25 where's the logic in that? Why can't we spend

1 the resources at 125 to make it the kind of
2 quality education school that we deserve in this
3 neighborhood--?

4 [Cheering, applause]

5 MR. SEPULVEDA: Now we have to remain
6 vigilant. We cannot let this be the beginning
7 and then let it go away. We have to continue to
8 join together. We have to continue to form this
9 kind of coalition. We have to continue to bring
10 everyone in this auditorium together so that
11 nothing is done in these schools without the
12 parental input.

13 [Applause]

14 MR. SEPULVEDA: We are forming a coalition
15 with parents of both schools, with the
16 leadership that you see here. And we want every
17 single parent here and teacher and educator to
18 join. We have to send a strong message to Mayor
19 Bloomberg and to the Chancellor that we won't
20 stand for them to dictate to us how we're going
21 to educate our children and--

22 [Cheering, applause]

23 MR. SEPULVEDA: So let's do it together.
24 Let's keep this going. Let's keep the fight
25 going so that we control how our children are

1 educated. Thank you.

2 [Cheering, applause]

3 MR. BEHR: Francisco Gonzalez, District
4 Manager of Community Board 9.

5 [Applause]

6 MR. FRANCISCO GONZALEZ: I'm not here to
7 repeat what's already been said. I'm here to
8 express the concerns of the Community Board.
9 The Community Board is a representative group of
10 40 or 50 persons that live in the District. We
11 were never approached concerning this proposal.

12 If we are supposed to be the voice of the
13 people in the neighborhood and we're supposed to
14 be the champions of the - - parents, how can we
15 vote and how can we support a project that we
16 have no idea what we're voting on? It is
17 disrespectful indeed to have a dialog about our
18 children's education without including the
19 parents and the teachers.

20 [Applause]

21 MR. GONZALEZ: That is the most - - thing
22 that - - happen here. I can only say that as
23 the largest Community Board in this Borough, we
24 are concerned about the future of our children.
25 We are concerned about the future of the

1 education of our children. And I'm happy to
2 see many teachers here involved in this dialog.

3 [Applause, cheering]

4 MR. GONZALEZ: I'm going to say something in
5 Spanish because there's some who may not
6 understand or feel comfortable with what I'm
7 saying in English. [Translating speech into
8 Spanish].

9 If we don't fight for our children, who will
10 fight for our children?

11 [Applause, cheering]

12 MR. GONZALEZ: Does the Chancellor and
13 President speak of our educational reform. They
14 speak about evaluating teachers. They speak
15 about grades that they give schools. How can
16 you speak about a grade that you've given a
17 school a C, a possible D, and then talk about
18 changing the school and bringing new students
19 in, reducing the classroom numbers when not
20 addressing the issue of education today?

21 [Applause, cheering]

22 MR. GONZALEZ: But regardless of - - whether
23 it was the elected official or Councilwoman,
24 whether it is our Senator, whether it's Danny
25 and Luis and all the other persons that are

1 here, we've been--we've been--we're going to
2 be surprised and take it back. This is truly a
3 slap in the face. The discussion of our future
4 and our children's future starts with the
5 community. And then we can have a meaningful
6 discussion, not after the fact.

7 [Applause, cheering]

8 MR. BEHR: Julia Rodriguez, Community Board
9 9.

10 [Applause]

11 MS. JULIA RODRIGUEZ: Good evening everyone.

12 [Applause, cheering]

13 MS. RODRIGUEZ: [Yelling into the mic] - -

14 AUDIENCE: Chanting with Ms. Rodriguez.

15 MS. RODRIGUEZ: I'm here tonight, I've been
16 - - school for many years. I remember when - -
17 195, and we--we -- of 149, 119, that we do this
18 thing until - - hear. And they promised to give
19 the additional 119. What is happening now?

20 Nobody doesn't want to come here. But - - they
21 wouldn't let it go. I don't know what is
22 happening here. They put - - this right here--

23 [Applause]

24 MS. RODRIGUEZ: - - [Audience cheering over]

25 [Speaking in Spanish] We are going to fight. We

1 have to - - . [Speaking in Spanish] I'm going
2 to fight. I'm going to fight together with you.

3 [Cheering, applause]

4 MS. RODRIGUEZ: [Audience cheering over] - -
5 . - - all the children. Okay. We are - -
6 time and what else - - what they want to do. -
7 - achieving. Where are they going to - - ? My
8 advice - - is to make 125 an annex to 119.

9 [Cheering, applause]

10 MS. RODRIGUEZ: Like I say, like I say, I
11 love to see all of you here. I love to - - we
12 can also participate with our children because -
13 - . Okay. No - - . We have - - so - - all my
14 children.

15 [Cheering, applause]

16 MS. RODRIGUEZ: [Audience cheering over]

17 [Speaking in Spanish]

18 [Cheering]

19 MS. RODRIGUEZ: [Speaking in Spanish]

20 [Cheering, applause]

21 AUDIENCE: Chanting: - - the people united -
22 - . the people united [clapping] - - feel fear,
23 the people united we'll never be in fear. The
24 people united we'll never be in fear--

25 [Cheering, applause]

1 MR. BEHR: Aaron Goberis [phonetic] from
2 the Bronx Borough President's Office.

3 [Applause]

4 MR. BEHR: Mohammed Ahia from Community
5 Board 9.

6 [Applause]

7 MR. MOHAMMED AHIA: My name is Mohammed
8 Ahia. Ladies and gentlemen, from the Community
9 Board 9, our district manager and my other
10 colleagues, we already let is known what is our
11 position. We support only in our community. We
12 have both led our community as a good citizen.
13 We have appeared on all cases and in - - to them
14 and get it - - . Right now, although the Board
15 of Education, they want to decide combine two
16 schools in the same school. Today we want to
17 let the Board of Education know here all our
18 parents, all of our workers, elected officers,
19 all of our community servants, we already are to
20 be together. We don't want these schools
21 together.

22 [Applause]

23 MR. AHIA: Why for one? Because [audience
24 clapping] - - learn to learn - - spend the time
25 for the student load [phonetic]. If the one - -

1 those children cannot learn - - students and
2 we want all our students has to be good and
3 educated person. We don't want our students
4 standing outside in a state. We want our
5 students has to stay inside the school. And
6 they have to learn--

7 [Applause, cheering]

8 MR. AHIA: --[audience cheering over] - - .
9 I am come from the Bangladeshi community because
10 of that I want to say something in Bangladeshi
11 also. [Speaking in Bangladeshi]. Ladies and
12 gentlemen, all of the - - , all of our parents,
13 I encourage you again and again, our next
14 program, any program that we have, everybody has
15 to be present and show us about we are strong,
16 we are - - . Then we have--

17 [Cheering, applause]

18 AUDIENCE: Whose school? Our school. Whose
19 school? Our school. Whose school? Our school.
20 Whose school? Our school. Whose school? Our
21 school. Whose school? Our school. Give me
22 space. Give me space. Give me space. Give me
23 space. Give me space. Give me space. Give me
24 space. Give me space. We need space. We need
25 space. We need space. We need space--

1 [Cheering, applause]

2 AUDIENCE: --we need space. We need space.
3 We need space.

4 [Background noise]

5 MR. BEHR: Our next speaker will be Mr. Paul
6 Rush from Junior High School 125, UFT Chapter
7 Chairperson, School Leadership Team.

8 [Applause, cheering, whistling]

9 MR. PAUL RUSH: I want to thank everybody
10 from coming out. Not just the parents,
11 obviously from 119 and 125, not just the
12 teachers, not just the elected officials, but
13 the students, former students--

14 [Cheering, applause]

15 MR. RUSH: --other students [audience
16 cheering over] community - - . I'll keep it
17 short only I have a problem with that.

18 [Chuckling]

19 MR. RUSH: I'm concerned.

20 [Off mic comment]

21 MR. RUSH: Thank you. I have a unique
22 position here because I'm not only a
23 representative as the UFT Chapter Leader, a
24 representative of the teachers, but I'm an SLT
25 member making me a representative of the

1 parents, and a teacher making me a
2 representative of the students. I'm here at
3 every juncture and I'm concerned.

4 I'm concerned when the Department of
5 Education says that they are concerned about our
6 persistent education failure and our low
7 performance and our students are not increasing
8 their scores. But I'm also concerned at the
9 same time that they haven't addressed those
10 issues. Every year our budgets are cut, our
11 resources are taken away and more and more good
12 teachers start fleeing the schools in search of-
13 -

14 [Cheering, applause]

15 MR. RUSH: If student performance was the
16 first thing on their minds, they wouldn't be
17 trying to divide the school; they'd be trying to
18 pull it closer together.

19 [Applause]

20 MR. RUSH: Students and teachers alike
21 should not be dealing with books from the
22 Clinton Administration that are moldering in
23 book rooms so we have to paw through in order to
24 get the resources to give to our classes. We
25 should not be forced to ask the students to

1 bring in reams of paper to make photocopies.

2 We should not be forced--

3 [Applause]

4 MR. RUSH: No student should have to share
5 the room and share the gym and share the
6 cafeteria and push each other out. And, you
7 know what? I think we've done a pretty good job
8 between 125 and 119 for the past--

9 [Cheering, applause]

10 MR. RUSH: We're able to share because we're
11 a community. Where 119 students become 125
12 students.

13 [Cheering, applause]

14 MR. RUSH: - - like it and that's the way we
15 - - . Coming up with another 3-digit number and
16 shoving it in here, will not change anything for
17 the positive, will not give any benefit to the
18 students, and if you think I'm lying, let's take
19 a look at the past.

20 [Cheering]

21 MR. RUSH: 192, former IS 192, closed in
22 2009 with the same educational failure, receives
23 a C on their latest report card. But they close
24 the school to put this school in. Didn't change
25 anything.

1 [Applause]

2 MR. RUSH: 4-174, the school that I started
3 at 12 years ago, teaching - - as a student, that
4 would be odd.

5 [Chuckling]

6 MR. RUSH: It was closed to make room for
7 375 because they weren't meeting student
8 performance and they felt this was the best
9 solution. Here's their C that they received.

10 [Applause, cheering]

11 MR. RUSH: IS 131, Mr. Rutherane's
12 [phonetic] old stomping grounds. Closed for
13 persistent educational failure, brought in 448,
14 here's their D.

15 [Cheering, applause]

16 MR. RUSH: Our students are not numbers.
17 They're not statistics because if they are your
18 statistics are wrong. And they've been wrong
19 over and over and over--

20 [Cheering, applause]

21 AUDIENCE: Chanting: over and over and over
22 and over.

23 [Applause]

24 MR. RUSH: I'm going to wrap it up. I don't
25 have anything to chant either so. Einstein said

1 that the definition of insanity is doing the
2 same thing over and over and over--

3 AUDIENCE: [Interposing] Chanting: over and
4 over and over.

5 MR. RUSH: --expecting different results.
6 [Cheering, applause]

7 MR. BEHR: From the School Leadership Team
8 from PS 119, Sandra Mohabir.

9 [Cheering, applause]

10 MS. SANDRA MOHABIR: [Speaking in Spanish]
11 Okay. So [Speaking in Spanish]

12 [Cheering, applause]

13 MS. ALONZO: My name is not Sandra Mohabir,
14 it's - - Alonzo. I'm a member of the Parent
15 Association of PS 119. I'm not here to--as a
16 member but as a parent in this community who's
17 concerned about our children's future. I
18 believe when we speak of change that it is to
19 better the situation, to correct a problem. But
20 the changes being proposed will only affect a
21 small part of the puzzle.

22 It will address some middle school issues
23 but not the rest. What will happen to the rest
24 of us? We at PS 119 are the greater minority.
25 Our children have to cross a dangerous street

1 every day, several times a day. They lose
2 valuable educational instruction time because
3 they have to dress to go outside to another
4 building. And who do you think is crossing them
5 over to the building each and every day? Our
6 parent volunteers. And what do you think will
7 happen to our children if one day the volunteers
8 are not there? It is time to do something to
9 better our situation. Construct an annex at PS
10 119, keep our children together--

11 [Applause]

12 MR. ALONZO: - - . And may I just--I'd like
13 to--their numbers are wrong. The numbers are
14 wrong. They say we're not overcrowded because
15 they're not counting the children we have in
16 this building. We take attendance every day.
17 We take a census every day. We know we have
18 1,000-plus children in school every day--

19 [Applause, cheering]

20 MS. ALONZO: --and their numbers are a lie.

21 [Applause]

22 MR. BEHR: And now our Community Education
23 Council District 8 President, Mr. Robert
24 Franklin.

25 [Applause]

1 MR. ROBERT FRANKLIN: I'm honored to be
2 with you all [phonetic]. I want to thank
3 everybody for your support. All the parents
4 coming in. - - CEC, only two of us showed - - .
5 I think - - . We have six members and we - -
6 decision. So we're here to listen right now.
7 We have here tonight between us, six of us will
8 make a decision and send it to the P - - .
9 Thank you.

10 [Applause, cheering]

11 MR. BEHR: We have now concluded the formal
12 presentations. We will now open the floor for
13 public comments. Speakers who signed up on the
14 list will be given the floor in the order that
15 they signed up and all comments will be limited
16 to two minutes. Our first speaker is Kaitlyn
17 Mangrew.

18 [Applause]

19 MS. KAITLYN MANGREW: Good evening. Hi, my
20 name is Kaitlyn and I am seven years old. I
21 attend PS 119. I would like my own school
22 building because the older kids bully us
23 sometimes. I think we deserve our own gym and
24 lunchroom so we can eat lunch and have a hot
25 breakfast. I deserve a smaller classroom

1 because it is so hard to concentrate on my
2 working [phonetic] because there's only one
3 teacher in my class. My friends and I don't
4 think it makes any sense to make a space for a
5 new school when ours, PS 119 is overcrowded.

6 [Applause, cheering]

7 MR. BEHR: Tina Pescatello.

8 [Applause, cheering]

9 MS. TINA PESCATELLO: Thank you to everybody
10 who came out today, thank you so much.

11 [Applause, cheering]

12 MS. PESCATELLO: My name is Tina Pescatello
13 and I've been a teacher at PS 119 for almost 20
14 years and I am well aware of the importance of
15 parents speaking their minds when it comes to
16 the educational issues of the community. Please
17 know that teachers care about their children
18 from grade to grade, as they go to junior high
19 school, high school, and hopefully college. We
20 live with them day to day in an overcrowded
21 situation at 119, in 125.

22 And we see the qualitative damage that's
23 added to the - - comes into the 125 building.
24 What did you do to our community? So we need to
25 be - - . To get straight to the point, we

1 already struggle to obtain space our children
2 need in order to succeed in the most conducive
3 learning environment.

4 Right now the IS 125 and PS 119
5 administrative teams work tirelessly to agree
6 upon space issues that should automatically be
7 allocated to the overcrowded 119. PS 119's
8 uphill battle to obtain space is exhausting.
9 It's disheartening to think that with the
10 addition of a new school, conversations that
11 happen with two administrative groups are now
12 going to have to happen with three
13 administrative groups.

14 [Applause]

15 MS. PESCATELLO: - - we can't get the space
16 we need. And it stands to reason that next year
17 with an additional school in the building, the
18 obstacles we face will be even more challenging.
19 Two groups agreeing on any issue is not always
20 easy but it's much simpler than three. In the
21 case of - - with one junior high principal is
22 working to - - 125 and the other junior high
23 principal is trying to prove that his new school
24 will be successful, PS 119 is bound to be left
25 out of conversations and won't be able to

1 survive - - of the collocations.

2 [Applause]

3 Ms. PESCATELLO: And well then what I just
4 have to say to you is that I am begging, begging
5 all of you to listen. That our needs are
6 addressed immediately. That we need the
7 addition of a new school. So for the health on
8 PS 119 and 125 so that our kids can flourish in
9 this community. We need to get space for our
10 kids to grow. Help us end--end overcrowding.

11 [Applause, cheering]

12 AUDIENCE: Chanting: end overcrowding, end
13 overcrowding, end overcrowding, end
14 overcrowding.

15 [Cheering, applause]

16 AUDIENCE: When I say fight back. We say
17 fight back. When I say fight back. We say
18 fight back. When I say fight back. We say
19 fight back. When I say fight back. We say
20 fight back. When I say fight back. We say
21 fight back.

22 [Cheering, applause]

23 MR. BEHR: You certainly have energy, don't
24 you? Our next speaker, Aurora Carrion.

25 [Cheering, applause]

1 MS. AURORA CARRION: Good evening parents,
2 students and the whole board that comes here.
3 As a parent leader - - the school for over 25
4 years--

5 [Cheering, applause]

6 MS. CARRION: - - . 119 - - 125. And the
7 children had to be bussed from one building to
8 the other. And it started with the
9 Kindergarten. They had to be, going way back,
10 from room to room because we had three sessions.
11 The same - - we were able to come up with a
12 proposal of putting in another school year, what
13 should be done, this type of proposal, and how
14 to take care of this overcrowding that we have
15 at 119. It seems that we bigger - - have
16 forgotten the school and this is a shame that
17 the Board of Ed has done nothing for more than
18 30 years. More than 30 years.

19 [Cheering, applause]

20 MS. CARRION: - - . You could - - entire -
21 - problem. We have to address this by putting
22 in another school. It's not going to stop this
23 problem that we have. We need to address the
24 problems that we're having right now. We cannot
25 have our children having lunch at 10:00 o'clock

1 in the morning.

2 [Cheering, applause]

3 MS. CARRION: We can't have our children
4 going from one building to the other building.
5 You know, you treat us, you treat the children
6 like if they were animals, like if they were
7 cows, cattle, sheep, whatever it is, you can't
8 do that--

9 [Applause]

10 MS. CARRION: --these are our students. You
11 know, the children come here--they're at 119,
12 they flourish, they do wonderful. No matter
13 what size - - that they have, they're thrilled
14 with them but when they come into 125--

15 [Applause]

16 MS. CARRION: --it seems like nothing's been
17 - - and then therapy - - when my Juba [phonetic]
18 went here in 125, we had over 2,000 kids in this
19 school and we were always in the - - . My
20 children have all flourished. They're all
21 college grads. I have a doctor in my family--

22 [Cheering, applause]

23 MS. CARRION: - - . You know, and I've got
24 to say I don't think we want to go into that
25 field. Fine. She's gone. I - - . In this

1 community. And we need to do something for
2 our children. Not for the people downtown
3 because they don't come down here--

4 [Cheering, applause, pounding]

5 MS. CARRION: --they don't deal with much of
6 that--

7 [Cheering, applause]

8 MS. CARRION: - - get go. You know, and
9 I've got to say I don't think we want to go into
10 that field. Find. She's gone - - I taught in
11 this community and we need to do something for
12 our children, not for the people downtown
13 because they don't come down here--

14 [Cheering, applause]

15 MS. CARRION: --they don't see --

16 [Cheering, applause, pounding]

17 AUDIENCE: Chanting: we need space. We need
18 space. We need space. We need space. We need
19 space. We need space. We need space. We need
20 space.

21 MR. BEHR: Mary Spiegel.

22 [Applause]

23 MS. MARY SPIEGEL: I want to--my name is
24 Mary Spiegel and I'm with the Partnership for
25 Student Advocacy. I want to thank Council

1 Member Palma for the flyer that went out. She
2 came all the way from Manhattan. And I am just
3 blown away by this community.

4 [Applause, cheering]

5 MS. SPIEGEL: The use of the word "if" is
6 misleading. It is patronizing. And it's
7 disrespectful.

8 [Cheering, applause]

9 MS. SPIEGEL: There are children eating
10 lunch at 10:00 AM. That's not in the EIS. The
11 average class size at 119 is 32 children. I
12 hear there's no para, is that true?

13 [Cheering]

14 MS. SPIEGEL: Did you know K classes are
15 taking place in portables?

16 AUDIENCE: Yes [cheering].

17 MS. SPIEGEL: Okay. Meant to be used for
18 years and they've been on the site for 15 years.

19 [Cheering]

20 MS. SPIEGEL: The building itself is meant
21 to hold 500 but is well over 1,000. I'm sure
22 the Blue Book doesn't have that. Children are
23 being bussed in from the outer boroughs which is
24 great. God bless the outer boroughs. But it--
25 then local seats are lost. And as Ms. Palma

1 said with increased instruction and babies on
2 the way there's no space for local children.

3 [Applause]

4 MS. SPIEGEL: It seems to me, inquiry
5 [phonetic] is about 5 to 30 years late. I
6 strongly suggest that when this proposal is
7 passed and I hate to be a Debbie Downer but it's
8 going to be passed--

9 AUDIENCE: No. No.

10 MS. SPIEGEL: I know. But this amazing
11 community continue to work together with your
12 elected officials to get every--I will finish
13 and please don't come up to me, it's very
14 disrespectful--

15 [Cheering, applause]

16 MS. SPIEGEL: Keep this energy so that when
17 this is passed and it will be passed, you get
18 every drop that you deserve.

19 [Cheering, applause]

20 MR. BEHR: Our next speaker is Ralph Alonso.

21 [Cheering, applause]

22 MR. RALPH ALONSO: Good evening. My name is
23 Ralph Alonso. I'm here to voice my feelings
24 about the DOE's proposed plan to collocated the
25 - - with 125. I am against it.

1 [Cheering, applause]

2 MR. ALONSO: - - this plan outlined in the
3 DOE's educational impact statement where the
4 stated rationale is and I quote "to help 125
5 improve student performance". The impact
6 statement does not indicate beyond that vague
7 statement how. I've done my research. The DOE
8 likes to state that there are studies that show
9 collocation works. They neglect to say that
10 there are studies that show it doesn't. And the
11 gentleman showed that it doesn't.

12 [Cheering, applause]

13 MR. ALONSO: Does it state that class sizes
14 will be reduced? No. Are the strategies that
15 will be used to improve the education, not it
16 does not. At the end it will allow the DOE to
17 reduce the number of children that will fail at
18 these two schools and spread them out to other
19 schools. As Superintendent Behr said, the
20 students in this area will have priority but not
21 guarantees. Now why does the DOE not provide
22 the resources for a better education at IS 125?
23 I don't know. And that's the reason I don't
24 send my son here. Now my daughter is in second
25 grade. She's behind me. And I hope the DOE

1 gets it together by then so she can make a 5-
2 minute walk to school instead of spending the
3 hour and a half that my son spends each day
4 traveling. Stop shoving the kids around
5 [phonetic].

6 [Cheering, applause]

7 MR. ALONSO: Kids that are 11, 12, and 13
8 should not be traveling alone on mass transit
9 due to DOE's failure. Now the school is
10 failing, yes. We know that. But not because
11 our students have failed. It's because DOE has
12 failed them. Putting a second school does not--
13 nothing more than shuffle the kids around. It's
14 like rearranging deck chairs on the Titanic.
15 Don't let IS 125 sink, right the ship.

16 [Applause]

17 MR. ALONSO: I went there in 1972. you know
18 that. I told you many times.

19 [Cheering, applause]

20 MR. ALONSO: The school was at full capacity
21 with one administration. We obtained an
22 adequate education. If it could be done then
23 why can't it be done now? Listen to the
24 community and reject the plan. Now. In
25 addition to hurting IS 125, the plan hurts the

1 grade school students at PS 119 that share
2 this facility. The children are shuttled back
3 and forth from breakfast, gym, library and other
4 activities. Young children in the second grade
5 should not have to cross the street back and
6 forth from IS 125 to PS 119, putting them in
7 harm's way. On bad weather days, they have gym
8 in their classrooms? They don't get to go to
9 the library?

10 [Applause]

11 MR. ALONSO: Some kids have breakfast at
12 7:45, 8:00 o'clock and then have to eat lunch at
13 10:15. They spend their afternoon hungry and
14 not learning. Senseless.

15 [Cheering, applause]

16 MR. ALONSO: And what will happen with a
17 second middle school? It's a logistical
18 nightmare. This plan has nothing to approve.
19 You are setting up PS 119 for failure. We the
20 parents demand a plan to end overcrowding at PS
21 119, 32 students in a class cannot learn.
22 Additional space at IS 125 is not guaranteed.
23 Now look, look at the demographics of this area.
24 Younger, larger families. A permanent addition
25 to PS 119 is needed. Thank you for this

1 opportunity to speak and object to the plan.

2 [Cheering, applause]

3 AUDIENCE: Power, power, power to the
4 people. Power to the people. Power to the
5 people. Power, power, power to the people.
6 Power, power, power to the people. Power,
7 power, power to the people.

8 [Cheering, applause]

9 MR. BEHR: Our next speaker is Sandy
10 Gonzalez Cansel [phonetic].

11 [Applause]

12 MS. SANDY GONZALEZ CANSEL: My name is Sandy
13 Gonzalez Cansel. My daughter attended PS 119
14 for 7 years. She graduated last year and was
15 academically prepared for a seat at middle
16 school. Now with the new school as a 6th grader
17 she is - - on the principal's list, not one time
18 but twice, now my son is at PS 119 as a third
19 grader. He is doing extremely well and I want
20 him to have the same opportunities and the same
21 what my daughter is doing.

22 Our PS 119 students' education is being
23 threatened - - to integrate a new middle school
24 at IS 125. In the proposal states that an issue
25 for the new school into IS 125 the first year

1 will be to bring in the 6th graders first. The
2 following year the 7th graders and the year after
3 that 8th graders. When all this takes place what
4 is going to happen to the Kindergarten, 1st and
5 2nd graders from PS 119 that has - - seats at IS
6 125?

7 We need a plan to end overcrowding at PS
8 119, a long-term plan, not a temporary one. In
9 addition if a new building added to the current
10 PS 119 main building will be ideal so all
11 students will be housed at one location only.
12 We at 119 need relief from overcrowding to
13 survive and thrive. We need to stop
14 overcrowding. We all know that students learn
15 more and achieve higher levels when they go to a
16 school that is not overcrowded. Please do not
17 put our children's academic future - - like
18 this. Thank you.

19 [Cheering, applause]

20 MR. BEHR: Our next speaker will be Adelaya
21 Rosario.

22 [Applause]

23 MS. ADELAYA ROSARIO: Hi everybody. - - .
24 I'm Linda [phonetic] Rosario. I've - - 35 years
25 - - . Tell the situation. - - not fair - - .

1 But we got you - - . we did it as a community
2 all together, we did it all - - . Right. Got
3 it done. - - . We had to stick together. This
4 is a close community and we love our school. We
5 love our children and we have to show these
6 people - - take us out, push us out, push us - -
7 . How can they push something out that we
8 don't - - ? And that's - - . I - - . I do
9 not understand. I'm sorry. Whatever he said
10 and what he said - - I mean - - . I did not
11 understand a word he said.

12 [Cheering, applause]

13 MS. ROSARIO: - - did not make any sense
14 what he's saying. It did not make any sense to
15 me. Nothing he - - . I - - . It can't happen.
16 It cannot happen, not in this area.

17 [Cheering, applause]

18 MR. BEHR: Our next speaker is Matthew
19 Medina.

20 [Applause]

21 MR. MATTHEW MEDINA: Currently I'm an 8th
22 grade student here at IS 125. I'm taking the
23 Advanced Regent's class - - .

24 [Cheering, applause]

25 MR. MEDINA: I'm going--I'm going - - from

1 class to class to see lots of people traveling
2 through the hallways trying to make it to their
3 own class. All of the--all of the rooms on the
4 third and second floor are being occupied by all
5 new classes.

6 We need to--we need to - - space. We need--
7 we're totally overrun. By adding a new school
8 we're increasing the amount of tension between
9 the 8th graders and 6th graders, 7th graders and
10 6th graders. The next 6th graders may be bullied
11 by the 8th graders here and the 7th graders like
12 the 6th graders because they're new. They don't
13 understand what's going on in IS 125 now.

14 [Cheering, applause]

15 MR. MEDINA: We need to get--reduce some - -
16 . We don't need to add a new school. We
17 already have the rooms to - - us now, what's
18 going to happen with a new school? What's going
19 to happen to the young kids?

20 [Cheering, applause]

21 MR. BEHR: Zevah Chad Irani [phonetic].

22 [Applause]

23 MR. BEHR: Zevah? Najeeb Forbes.

24 [Cheering, applause]

25 [Background conversation]

1 MR. NAJEEB FORBES: My name is Najeeb
2 Forbes. I'm from class A-21. Also taking the
3 Regents.

4 [Applause]

5 MR. FORBES: I oppose this introduction of a
6 new middle school to the - - .

7 MALE VOICE 2: Go ahead Najeeb, go ahead.

8 [Cheering, applause, encouraging him to
9 speak]

10 MR. FORBES: The school, its base capacity
11 is very limited and if we end up sharing space
12 with PS 119. We already have one cafeteria, one
13 gym, one auditorium so - - I don't think it's
14 fair.

15 [Cheering, applause]

16 MR. FORBES: Our own school, they've only
17 been getting - - share the... space that we are
18 using.

19 [Cheering, applause]

20 MR. FORBES: I am familiar with a lot of the
21 - - schools. Resources, we will need resources
22 - - other school so they will need to spend more
23 money.

24 [Applause]

25 [Background noise rising]

1 MR. FORBES: We need to spend more money
2 to get principals and teachers and the
3 administration for the other school.

4 [Applause]

5 MR. FORBES: I believe that the school on
6 the - - school coming into this environment is
7 wrong [phonetic].

8 [Applause, cheering]

9 MR. BEHR: Joan Geordina.

10 [Applause]

11 MS. JOAN GEORDINA: Good evening everybody.
12 It's great to see everybody here but it's not
13 surprising. My name is Joan Geordina and I'm a
14 second grade ESL teacher at PS 119. And for
15 decades now we teachers and parents and children
16 have been doing trick dives, you know? We are
17 over--we've overcome the school - - and the
18 overcrowding in our schools. And we all helped
19 our children succeed.

20 Now I do these trick dives every day in my
21 classroom with 28 second language learners, some
22 of them barely speaking English, squeezed in
23 like very cute sardines, waiting a half an hour
24 to use the bathroom, bundling up in coats or not
25 even having gym on bad days. But they're

1 reading and writing. Squeezed in like
2 sardines but they're all reading and writing.
3 And, you know, when you--

4 [Cheering, applause]

5 MS. GEORDINA: When you do these trick dives
6 in the Olympics you get extra points, extra
7 credit 'cause they're hard to do. But I think
8 our trick dives have had the opposite effect. I
9 think they stopped or kept the people of the
10 community from seeing that there is a problem.
11 In essence we're being punished for working
12 miracles.

13 [Cheering, applause]

14 MS. GEORDINA: Now I'm not going to lie to
15 you. Our dives are not really perfect. They're
16 these tiny flaws and the little stress fractures
17 that grow over time as our numbers grow, our
18 overcrowding gets worse. And our elementary
19 school students with small gaps become those
20 very new middle school students who are falling
21 through the gaps. We can't address the issues
22 of 125 without addressing the conditions at 119.

23 [Cheering, applause]

24 MS. GEORDINA: We tried over the years in
25 our very civil ways to get heard while at the

1 same time making it very easy for them to
2 ignore the problem. We've gone to the
3 Superintendent. We've gone to the CEC. And
4 when they say we can't help you, we would just
5 go back and do more graceful dives. But we
6 really have reached a point where we can't do
7 that anymore.

8 [Cheering, applause]

9 MS. GEORDINA: I know the - - on - - the
10 switches aren't - - . But there is a simple
11 solution and that is you need to amend the
12 capital plan and build a new addition to PS 119.

13 [Cheering, applause]

14 MS. GEORGINA: We need to - - children - -
15 now. Not to having unnecessary - - in their
16 education, not those gaps growing over time and
17 leading to bigger gaps in middle school. I need
18 to ask you here tonight to help us solve a
19 problem that the school has worked hard and let
20 you know. Thank you.

21 [Cheering, applause]

22 AUDIENCE: Power to the people, chanting - -
23 . 100,000 people, power to the people, 100,000
24 people - - .

25 [Cheering, applause]

1 MR. BEHR: Our next speaker will be Name
2 Paul.

3 [Cheering, applause]

4 MS. NAMFA PAUL: Hello and thank you for
5 attending this meeting. My name is Namfa and I
6 am up here today to talk about the collocation
7 of PS 119. Our school already does not have
8 enough space as is. Also the middle schoolers
9 only have the 2nd and 3rd floor. All the
10 children in the elementary school only use the
11 1st floor. Imagine how much space will be taken
12 up if a 3rd school comes in? The small children
13 will also be nervous in a new, environment,
14 especially if their school is - - .

15 [Cheering, applause]

16 MS. PAUL: The new proposal was not run by
17 the parents and the students deserve to speak up
18 and share their opinions. The same situation
19 happened at PS 112. The school ended up closing
20 down. The education's panel went against the
21 rights of parents - - . Also our school's
22 congress - - we've been struggling to improve.
23 This--the enrollment in IS 125 is poor and - - .
24 I strongly oppose this decision and so does our
25 school, thank you very much.

1 [Cheering, applause]

2 AUDIENCE: Chanting: We want space. We want
3 space. We want space. We want space. We want
4 space. We want space. We want space. We want
5 space. We want space. We want space. We want
6 space.

7 MR. BEHR: Our next speaker will be
8 Cassandra Garcia.

9 [Cheering, applause]

10 MS. CASSANDRA GARCIA: Good evening parents
11 and all the people who have joined us today. I
12 am Cassandra Garcia, a 4th grader at PS 119. I
13 think that PS 119 is a great place and so is the
14 annex at IS 125. But I can still remember in 1st
15 grade when my class had to cross the street in
16 the cold to go to gym, library and other places.
17 When it rained or snowed the classroom had to
18 take gym in the classroom. And the classroom
19 isn't big enough for physical activity.

20 That also reminds me that there can be a lot
21 of kids in one room. The math class has 32
22 students. I know that PS 119 cares for children
23 but too many kids in the classroom is
24 distracting for the little ones. Some kids in
25 the class did not get A's because there was no

1 more place where the kids will thrive. As
2 much as they push kids into a class, there is no
3 more space. The temporary classrooms where the
4 Kindergartners are, they're getting old. And I
5 am wondering when - - will take care of these
6 other children.

7 [Cheering, applause]

8 MS. GARCIA: - - . PS - - do we really have
9 to be in so many locations? We wouldn't have to
10 put our coats on to follow the schedule if we
11 only could be in one building from Kindergarten
12 to 5th grade. You might not be able to build the
13 addition for me because I'm in the 4th grade but
14 you could do it for the younger children.
15 Listen.

16 [Cheering, applause]

17 KINDERGARTEN STUDENT 1: A new addition for
18 PS 119.

19 [Cheering, applause]

20 KINDERGARTEN STUDENT 2: A new addition
21 would let us be together.

22 [Cheering, applause]

23 KINDERGARTEN STUDENT 3: I want a new
24 addition.

25 [Cheering, applause]

1 KINDERGARTEN STUDENT 4: I need a new
2 addition.

3 [Cheering, applause]

4 KINDERGARTEN STUDENT 5: My mom wants me in
5 a new addition.

6 [Cheering, applause, whistling, more
7 cheering]

8 MR. BEHR: Our next speaker is Gracia Alicia
9 [phonetic]. Jetton Young.

10 [Applause]

11 MR. JETTON YOUNG: Good afternoon or good
12 night ladies and gentlemen. To Principal Ms.
13 Tyner, Ms. Fontana, elected officials, I'm just
14 saying I hope you'll hear us. I hope you heard
15 Elijah Formosa [phonetic] experience in PS 119
16 at 125. you know, I just wanted to tell you a
17 piece. I said one time I'm going to say it
18 again. Two things make a school fair:
19 discipline and if you do not harm good teachers.

20 [Cheering, applause]

21 MR. YOUNG: And you can survive everything
22 else. But let me tell you as a parent I can
23 stand here, for next month in 12 years in time
24 in this school, to tell the Chancellor, Mayor
25 Bloomberg, that we have good teachers in this

1 school.

2 [Cheering, applause]

3 MR. YOUNG: Our children - - . You know, as
4 a young man growing up I - - family. And I
5 don't want to hear from the - - when you buy a
6 chicken six days - - on a Saturday - - . So
7 this is not chicken. Your kids are human beings
8 and they deserve respect.

9 [Cheering, applause]

10 MR. YOUNG: And - - future in our children's
11 - - every day. My - - Principal Tyner, same - -
12 she said Mr. Young, I don't know what it was - -
13 standing here for you - - . She's trying - - --

14 [Cheering, applause]

15 MR. YOUNG: --all join - - they deserve - -
16 . Can - - . Please. - - have work - - the
17 teachers - - . Show them true respect. Let us
18 keep on this fight and listen and hear from all
19 of you.

20 [Cheering, applause]

21 MR. YOUNG: Are you a fighter? Are you a
22 fighter? I know you are. So - - .

23 [Cheering, applause]

24 MR. BEHR: Our next speaker from the Charter
25 Council is Marguerite Ari, Ara [phonetic]? Not

1 here?

2 [Applause]

3 [Lots of background noise]

4 MS. MARGUERITE ARA? Good evening - - .

5 Last year - - say to myself - - . She need to
6 wait - - . - - . I - - . I - - understand
7 something - - something I can't understand
8 because this school - - . And as they say every
9 class is so crowded with 32 kids and only 1
10 teacher. It's very hard for them - - teacher
11 and teach them how to be able to pay attention
12 and with - - need - - problem, - - sure - - .
13 So please give us a chance - - . - - future.
14 Thank you so much.

15 [Applause]

16 AUDIENCE: Chanting. What do we do - - ? -
17 - . - - .

18 [Cheering, applause]

19 [Background conversation near mic]

20 MR. BEHR: Our next speaker is Trafador X.

21 MR. TRAFADOR X: Hello there.

22 [Cheering, applause]

23 MR. X: Hello, hola and salaam [phonetic] -
24 - . I know you all - - just now. But I want
25 you to give a round of applause for yourselves.

1 [Cheering, applause]

2 MR. X: The people who are affected by the
3 decisions made by the Department of Education
4 about our schools are us and the teachers and
5 the students. So when you all come out here it
6 is a positive force. And when you walk around
7 here it is not the Department of Education that
8 has the right to collocate other schools into
9 this space. It is you who should have that
10 choice.

11 [Cheering, applause]

12 MR. X: Unfortunately with a businessman as
13 our mayor in office, it doesn't work that way.
14 - - . What happens is that the Department of
15 Education binds a lot of schools together in one
16 building and holds back money and resources from
17 them. And it leaves them to compete. So
18 naturally students' performance starts going
19 down. Actually we don't even know if that's
20 natural or just their way to - - . Another
21 thing that happens are the social issues that
22 exist in our schools such as fighting and just
23 rudeness among the students. We'd like to think
24 in ways that say our students are violent young
25 people and that's what is happening. No. It's

1 because the Department of Education is being
2 negligent. They are doing this to our high
3 schools. I went to 125. I graduated from here-
4 -

5 [Applause]

6 MR. X: --I graduated from here in 2008.
7 And then I went on to Belmont Preparatory High
8 School where I became a human activist for
9 public education.

10 [Cheering, applause]

11 MR. X: Let me tell you something. The only
12 thing that's worse as - - is the education that
13 - - . They're messing with our education here
14 in the early grades. And when you get to high
15 school you're not being - - . So by the time
16 you get to college, you're not prepared to think
17 like a college student and then they throw all
18 these student loans at you so that when you
19 graduate you are so much in the hole and you
20 have a hard time finding a job and if you're
21 lucky enough to find a job, you spend the rest
22 of your life paying it off.

23 [Applause]

24 MR. X: All those affect mostly people like
25 us from minority communities of color. And we

1 want to start - - about it now.

2 [Cheering, applause]

3 MR. X: We also have to start realizing that
4 when the Department of Education comes into our
5 community and into our schools with these
6 hearings and they tell us that they want our
7 inputs, they've already made the vote. They
8 don't come here to listen to us. They come here
9 because this is part of the legal process.

10 [Cheering, applause]

11 MR. X: Are you going to let them ruin our
12 schools?

13 [Cheering, applause]

14 AUDIENCE: No.

15 MR. X: Say it louder.

16 AUDIENCE: No.

17 MR. X: We want to be the ones taking the
18 fight to them. We have to be ready to occupy
19 their - - educational policy hearings. When the
20 high school students went there, we were met
21 with a resistance force, 100's of police
22 officers with handcuffs ready to arrest us for
23 speaking our voices even though we were not
24 violent. Now let me ask you this. If you want
25 to see who came prepared for a riot, that's what

1 they - - for a riot. The Department of
2 Education likes to treat us like we're
3 criminals. Is exercising our First Amendment
4 rights to free speech criminal?

5 AUDIENCE: No.

6 MR. X: This is called a democracy.

7 AUDIENCE: Yeah [cheering]

8 MR. X: This is democracy.

9 AUDIENCE: Yes.

10 MR. X: Not that. Democracy is real live
11 people collectively making decisions that affect
12 our lives. Democracy is when you have students,
13 parents and teachers working together to make
14 the decisions that will impact our schools. Not
15 the Department of Education that's run by a
16 local mayor--

17 [Cheering, applause]

18 MR. X: Now when I came in here today, I've
19 also been to a lot of high school hearings that
20 aren't as thrilling and energetic as this. I
21 came in expecting to have to transform this
22 meeting. To be honest, you all have transformed
23 me.

24 [Cheering, applause]

25 MR. X: I - - . I'm saying that I would

1 like to - - a program that the high school
2 students are doing around leadership development
3 so that we can take ownership over these
4 struggles and lead them. I would like to bring
5 those programs to IS 125 and PS 119. My rules
6 [phonetic]. I would like to have schools
7 develop in every skill from public speaking to
8 understanding the political processes that
9 affect our schools.

10 [Cheering, applause]

11 MR. X: - - school administration, feel free
12 to contact me afterwards. Many of you were my
13 teachers. Many of you were my teachers when I
14 was here and a lot of you have seen me at other
15 hearings. And I'm sure you know that I
16 genuinely want to help because I care about the
17 students. Now.

18 [Off mic comment]

19 MR. X: [Chuckling]. And now the last time
20 I was at a Panel for Educational Policy hearing,
21 bunches of high school students and many parents
22 and teachers, we sang this song together. And
23 now I want you to guys to sing with me. So
24 everyone, just sing, repeat the lines I say.
25 This little school of mine.

1 AUDIENCE: This little school of mine.
2 MR. X: I'm going to let it shine.
3 AUDIENCE: I'm going to let it shine.
4 MR. X: This little school of mine.
5 AUDIENCE: This little school of mine.
6 MR. X: I'm going to let it shine.
7 AUDIENCE: I'm going to let it shine.
8 MR. X: Let it shine, let it shine, let it
9 shine--
10 AUDIENCE: Let it shine, let it shine, let it
11 shine.
12 [Cheering, applause, singing along]
13 MR. X: This little school of mine. I'm
14 going to let it shine, let it shine, let it
15 shine, let it shine.
16 [Cheering, applause]
17 MR. X: This little school of mine. I'm
18 going to let it shine. Let it shine, let it
19 shine, let it shine. Thanks to you all.
20 [Cheering, applause]
21 MR. BEHR: Naseer Endy [phonetic]?
22 [Cheering, applause]
23 MR. NASEER ENDY: My name is Naseer Endy
24 [phonetic] from PS 119 - - . So.
25 [Applause]

1 MR. ENDY: When I was a boy--

2 [Laughter]

3 MR. ENDY: --we can't go to gym because it
4 was raining. That was most of December. So.
5 Three weeks later my brother over there in the
6 red jacket...

7 [Applause]

8 MR. ENDY: Came to Kindergarten. Same
9 thing. So we - - PS 119. All we want is space
10 and - - . He might go to a big--he might go to
11 this school. We don't know. But every time you
12 came to this school--you don't have--you have to
13 think about people like him and people like our
14 - - because they are the ones that are our
15 future.

16 [Applause]

17 MR. ENDY: I don't think it's pretty fair to
18 - - information. They deserve a standard
19 education like you did, like your parents did,
20 and like your great-grandparents did. We're
21 concerned about--we're concerned about children.
22 We need a place and we need it now. Thank you.

23 [Cheering, applause]

24 AUDIENCE: We need space. We need space.
25 We need space. We need space. We need space.

1 We need space. We need space. We need space.
2 We need space. We need space. We need space.
3 We need space. We need space.

4 MR. BEHR: Our next speaker, Nabila
5 Kahatoum.

6 MS. NABILA KAHATOUM: Hi, good afternoon
7 everyone - - . My name is Nabila Kahatoum and
8 I'm a senior at Stuyvesant High School.

9 [Applause]

10 MS. KAHATOUM: I just heard about this
11 proposal a few hours ago. My mother called me
12 and told me what was happening. So I decided I
13 should really speak about this. I am not a
14 parent, a teacher, a board member, no, I am a
15 former student and a graduate of PS 119 and 125.

16 [Cheering, applause]

17 MS. KAHATOUM: My brother graduated from 119
18 and my sister is in those little cramped
19 trailers you see right outside 119. My cousins,
20 friends, neighbors, all those at 119 and 125.
21 And we have a questions. Do our voices not
22 matter?

23 [Cheering, applause]

24 MS. KAHATOUM: Why can some people who never
25 even stepped foot into our school make decisions

1 that affect us?

2 [Cheering, applause]

3 MS. KAHATOUM: My own - - of all these
4 issues that have been talked about, crossing
5 streets, waiting for lunch, sharing gym space,
6 classroom, and I may only be 17 years old but I
7 am not stupid. How can another school--adding
8 another school fix problems that we already
9 have?

10 [Cheering, applause]

11 MS. KAHATOUM: I'm attending college this
12 fall and I have many choices. I received a
13 scholarship for Albany, waiting to hear from
14 Cornell, Harvard. I have a scholarship from - -
15 University. My success is possible because of
16 the teachers who believe in me. I was an ESL
17 student at 119 starting from pre-K.

18 [Applause]

19 MS. KAHATOUM: My first grade teacher who's
20 here, Ms. Ross, right over there--

21 [Cheering, applause]

22 MS. KAHATOUM: She taught me, you know,
23 right here at 125, in one of those classrooms
24 over there. Taught me that I will succeed.
25 Taught me that I'm very bright and I will go to

1 a specialized high school and then to an Ivy
2 League college of my choice.

3 [Applause]

4 MS. KAHATOUM: Today, thank you, okay.
5 Today high school results were released and so
6 it was a specialized high school and I want to
7 see the number of students getting into these
8 specialized high schools - - high schools go up.
9 I want to see the numbers of our students going
10 to Stuyvesant and Bronx Science, Brooklyn Tech
11 go up. The average student should have the
12 attention I received. Possible to my teachers.
13 Because every single one of them has succeeded
14 and will succeed. Thank you.

15 [Cheering, applause]

16 MR. BEHR: Our next speaker is Edith Lanier
17 [phonetic]. Mandell Survayan [phonetic].
18 Erimoni Demi [phonetic]. Mia Flores--oh, I'm
19 sorry.

20 MS. EDYA: Good evening everybody. I am
21 Edya. I will speak in my language because many
22 people here I come with. [Speaking in foreign
23 language]

24 [Background conversation while she speaks]

25 MS. EDYA: As a volunteer - - in the

1 classroom is so hard. There are so many kids
2 can - - challenge because - - . And why?
3 Because it happens many kids in one classroom.
4 It's like - - one classroom, one teacher. So
5 naturally I think - - . And - - . We always
6 want to do - - with space. With space. So
7 thank you all.

8 [Applause]

9 MR. BEHR: Our next speaker, Mia Flores.

10 MS. MIA FLORES: [Speaking in Spanish, very
11 faint]

12 [Background noise increases]

13 [Applause]

14 MR. BEHR: Our next speaker is Antonio
15 Mendoza. Maria Carrion.

16 MS. MARIA CARRION: Good evening everybody.
17 My name is Maria Carrion. I'm a former parent
18 at 119 and 125. Until this morning I didn't
19 know this was happening. I read it in the
20 newspaper. So I--

21 [Someone talking right next to the mic]

22 MS. CARRION: -- - - . It's not only the
23 parents in this - - , it's - - .

24 [Applause]

25 MS. CARRION: It's our children, it's our

1 community. My daughter and my son went to 119
2 and 125. My son graduated already. My daughter
3 is in - - right now. I - - one thing, when I
4 got up - - I worked with the - - . We got up at
5 7:00 o'clock in the morning, with other parent
6 volunteers so we could take a bus to go all the
7 way to Lafayette Avenue and back in time for--

8 [Cheering, applause]

9 MS. CARRION: - - on the bus - - driver.
10 Okay. We went through that, parent stick to it,
11 we went with a bus driver all the way there and
12 then we had to walk back for a whole year
13 because the bus drivers wouldn't bring us back.
14 But we did it because the children were not safe
15 in those busses - - . So my god I mean between
16 the first grade and - - she went to three
17 different schools. And the hazard of weather.

18 So was very surprised this morning when I
19 read about this going on because after 25 years
20 my son attended 119--my son's teachers taught my
21 own daughter. After all that the Board of
22 Education has done nothing. And that's due to
23 overcrowding at 119 and trying to work on 125
24 providing both schools belong to this community
25 and our community is great. Our community, the

1 people care about this community, as you saw
2 happening here.

3 If people would have known this was
4 happening, I'm sure that our senior citizens and
5 different people in this community would have
6 shown up also. I think you know parents, speak
7 to your neighbors. Because we are going to need
8 it in some way the Board of Ed, talk to the
9 parents and to your neighbors. It doesn't
10 matter whether they have children in this school
11 or not. We are a community and we should stick
12 together because whatever happens to our
13 children in this community is going to affect
14 our senior citizens in our neighborhood and - -
15 this neighborhood. Thank you.

16 [Applause, cheering]

17 MR. BEHR: Our next speaker is Ray
18 Chowdhury.

19 MR. RAY CHOWDHURY: Good evening everyone.
20 I am a parent of my daughter who goes to 119.
21 She's going to turn five next month. I'm from
22 Bangladesh at the age of 11. I went to
23 different schools but my younger siblings went
24 to 119 and 125. Right now I have my daughter
25 going to 119 in Ms. Scholl's class. And what

1 I'm hearing at 119, other kids are using those
2 boxes out there 18 years, you know, they have
3 deteriorated and there are students still going
4 to this school from 119 and this auditorium in
5 the beginning was full of people expressing
6 themselves telling what they feel that this just
7 doesn't make sense.

8 Just by looking at the picture itself, it's
9 totally wrong. There should be no plans,
10 nothing. The plan is clear that we have one
11 school in 119. We have a problem. Too many
12 people. Our community has grown. Our community
13 is getting stronger. We need more space. The
14 more people you have the more space you need.
15 It's basic. It doesn't get any--it doesn't need
16 any more explanation or any more planning.
17 Board of Ed should respect our feelings, our
18 concerns regarding our kids. I'm a parent of my
19 daughter and I have a son who's a year and a
20 half and I'm already worried about his future.
21 And I shouldn't have to. This is my community.
22 This is my neighborhood.

23 [Cheering, applause]

24 MR. CHOWDHURY: - - . - - for 20 years. I
25 wasn't--I did not--the reason I didn't go to 119

1 and 125 because I live 2, 3 blocks away from
2 Woodbine zone ending. So I had to be bussed
3 away from--somewhere 45 minutes away.

4 And the time that I spent in the bus just
5 sitting around and sometimes kids go to there
6 and they try to bully other kids and the time
7 that is spent going over there and coming back,
8 I wasted my valuable time of my childhood. And
9 I don't want my kids to go through the same
10 thing. I don't want anybody in the world to
11 have to--

12 [Applause]

13 MR. CHOWDHURY: --use this building to
14 facilitate our kids in this building, that will
15 teach, that will give 119 as done for my
16 brothers and sisters that are here. That I've
17 seen, 119 does a terrific job of--

18 [Applause]

19 MR. CHOWDHURY: -- - - my family. - - . Say
20 the same thing. You know what, they should be
21 given a chance at more room that they demand and
22 we as a community are requesting to the
23 Department of Education that our voices be
24 heard. We are here. This is our community.
25 And this is what we're demanding. And it should

1 be respected. Thank you.

2 [Cheering, applause]

3 MR. BEHR: Our next speaker is Hugh Bayedh.

4 [Applause]

5 MR. HUGH BAYEDH: Good evening everybody.

6 My name is Hugh Bayedh. I attend - - today as

7 an 11th grader. I'm proud to say I'm an alumni

8 of PS 119 and my--

9 [Applause]

10 MR. BAYEDH: High schools are going through
11 the same thing with this collation - - for a
12 couple of years. - - when I moved - - this is
13 happening right here in my home. I just want to
14 say how I feel about this but it's - - I know
15 how these things work. Kennedy Columbus High
16 School, - - schools. The story does not end
17 well. Six years later we're out - - . School
18 identity - - . Kids did not want to come to
19 school anymore.

20 Valuable teachers just were lost [phonetic].
21 And as a result schools went down and I don't
22 want that happening to IS 125. They say it's--
23 this is a failing school but why is that? They
24 have many kids coming from broken homes. We're
25 severely under funded. I can't emphasize that

1 enough. But you don't take into the fact that
2 there are high achieving kids who take Regents,
3 who take college prep classes right here in the
4 school. And I'm here today speaking to you
5 because of these teachers who prepared me for
6 this.

7 [Applause]

8 MR. BAYEDH: You know, people - - this
9 building, obviously there's been an enormous
10 decline and - - some teachers that we let go.
11 One teacher was a - - to - - so many kids.

12 [Applause]

13 MR. BAYEDH: I'm really - grateful right now
14 but technically I still remember Ms. Ross,
15 because of her, I - - .

16 [Applause, whistling]

17 MR. BAYEDH: It's not about the science. I
18 mean we've been in this school for generations
19 and generations. We know what words best for
20 the school. PS 119, it was a -- school for
21 them, I mean good referral, they said they had
22 to be bussed to other communities 25 minutes
23 away. It's injustice. They deserve priority to
24 this school because they live here. I don't
25 want to pick a fight with you.

1 I want to--I want you to listen, we just--
2 we want to work with you. We want to--we want
3 to help these kids. When you have a smaller
4 school with 200 kids, you can serve those same
5 school age kids to the best of our abilities.
6 I'm saying parents need more options for this
7 neighborhood. Look around you. They don't have
8 any options because they know this school is
9 successful.

10 [Applause]

11 MR. BAYEDH: Thank you.

12 MR. BEHR: Our next speaker is a Community
13 Education Council President for District 8, Mr.
14 Robert Franklin.

15 [Applause]

16 MR. FRANKLIN: I'm the last speaker. Like I
17 said at the beginning, we were going to sit here
18 and listen to all the parents and teachers. We
19 usually don't make a comment. But tonight, I
20 have six members here, six members on - - my
21 council. The six members all agree, we will not
22 support the proposal--

23 [Cheering, applause]

24 MR. FRANKLIN: --we will keep working...

25 AUDIENCE: We shall overcome. We shall

1 overcome.

2 [Cheering, applause, outbursts]

3 AUDIENCE: Singing: We shall overcome. We
4 shall overcome some day. Oh deep in my heart I
5 feel - - . We shall overcome.

6 [Cheering, applause]

7 MR. BEHR: Well the speaker list is now
8 exhausted. And again we welcome any comments
9 and feedback any time before the Panel for
10 Educational Policy votes on this proposal at its
11 March 21st, 2012 meeting.

12 This Panel for Educational Policy meeting
13 will take place at 6:00 PM at the High School
14 for Fashion Industries located at 225 West 24th
15 Street, New York, New York The email address and
16 phone number where comments may be made are
17 D08Proposals@schools.nyc.gov or you may call at
18 212-374-5159. I sincerely thank the educational
19 communities of 119 and 125. Thank you for your
20 participation. This joint public hearing is now
21 closed.

22 [Cheering, applause]

23 AUDIENCE: Thank you.

24 MALE VOICE 3: Don't forget they want us--
25 what's the email address. The - - association

1 of 125 and 119 will - - . And use - - we want
2 you to voice your comments and flood their
3 email. Let them hear our voices.

4 AUDIENCE: [Cheering] We need space.

5 [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

7
8 Signature Laura L. Springate__

9 Date March 6, 2012
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