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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Phase Out and Replacement for Jane
Addams HS - 1/25/12**

1 [START PROCESSEDAUDIO_265_586.MP3]
2 MS. MELISSA HARRIS: Good evening again. My
3 name is Melissa and I am the - - facilitator for
4 - - This is a joint - - communication - - of Jan
5 - - Tonight's proceedings will be recorded and
6 transcribed. Before we begin the hearing, we'd
7 ask that - - during the public comment portion
8 of the evening - - outside the auditorium. - -
9 if you have a question, or if you'd like to be
10 addressed during the Q&A portion of the agenda,
11 please write that question on the index cards -
12 - only people who have - - will be able to
13 participate in the public comment - - All the -
14 - participants were asked to be here - - 5:30
15 p.m. Now - - he or she will be given a time to
16 speak at the first opportunity. - - Throughout
17 the evening - - those who are here at the start
18 of the public comment segment will be asked to
19 speak first. - - will include presentation of
20 the proposal and - - improvements, followed by
21 public comment. Public comments - - the time
22 period follows - - the time has ended. Again,
23 there will be a question and answer period
24 during this evening. At the end of the hearing,
25 - - have questions and - - Starting over on my

1 right, I have Ana Domingues, - -, Robert Powell
2 - -, Carron Staple - - superintendent, and - -.
3 We are also pleased to have Wilfredo Pagan, - -
4 MR. MARK STERNBERG: Thank you Melissa.
5 Good evening ladies and gentlemen. My name is
6 Mark Sternberg and I am the chancellor - - this
7 evening. We're going to briefly summarize - -
8 of the evening to begin in just a few minutes,
9 summarize what we're here to discuss. We're
10 here to - - panel - - and SLT - -
11 representative, so we will not - - them as well.
12 We look forward to your comments this evening,
13 and then to a conversation, a response question
14 you have. I want to share that, first of all,
15 that on behalf of the Chancellor - - and he just
16 wanted me to - - after very careful deliberation
17 over many, many months - - school, realizing - -
18 new members, faculty, and in total - - to the
19 best of our abilities asking - -. The purpose
20 of this evening is not to convince the folks who
21 are here - - actions that the Department is
22 right or that you are wrong. Out of respect - -
23 I know that the school to hear a respectful and
24 passionate list of the hard work - - on behalf
25 of - - and on behalf of the school - - expect

1 that. Again, the focus is not to convince you
2 that you're wrong. The purpose of this evening,
3 rather, is to - - the year, listen to your
4 concerns, to answer your questions, to offer how
5 it is the department arrived at the decision - -
6 and again, offer our thoughts on some of the - -
7 and input we value - -. So very briefly, Jane
8 Addams High School - - is located here at 900
9 Tintin Avenue in - - the Bronx, and we - -.
10 Jane Addams is a career technical school - -
11 that admits students - - admissions process.
12 Students who enroll in - - schools will receive
13 instruction in industry related areas and have
14 the opportunity to graduate from high school
15 with industry specific competencies and skills
16 to prepare them for life after high school, or
17 certification in jobs. As you know, on December
18 22, 2011, the department published proposals to
19 phase out and replace Jane Addams High School -
20 - based on the trends that we see of struggles
21 here at the school, and I will share just a few
22 of those - - will be happy to discuss these in
23 more detail during Q&A, if those questions come
24 up. Graduation rates here at Jane Addams High
25 School have remained below 53% for the last - -

1 years. In 2011, Jane Addams - - graduation
2 including - - 45%, that's a full 20 points below
3 the state-wide average of 65% and in the bottom
4 4% of high schools city-wide for graduation.
5 Jane Addams earned an overall - - 2010-11 - - in
6 progress reports so far. Additionally in 2010-
7 11 the school was designated by the state as the
8 - - school - - in the federal school group - -.
9 Safety issues have also been a concern at the
10 school. In 2,000 inner city schools surveyed -
11 - responding that they felt safe when they came
12 to school, that they felt safe - - the school.
13 In addition, the teachers responded - - the
14 discipline and order was an issue here at Jane
15 Addams. Because of these evaluations, the
16 department, in concert with the state education
17 department - - and school - - school - -
18 approximately 50 schools to be invested - -
19 process for possible - - including Jane Addams.
20 During - - process, the department reached out
21 to members of the school, to its leadership,
22 school leadership team, to teachers and families
23 to have conversations here at the school. We
24 also spoke with other parties who know the
25 school well and the community well, including

1 the superintendent - - the school. And it was
2 based on this comprehensive plan, so a
3 collection both of the hard data - - graduation
4 rates, - - rates, attendance rates, and certain
5 data, as well as conversations with those who
6 know the school well, that the department
7 arrived at the decision to - -. Again, this is
8 a decision that's - - based on our analysis that
9 the school cannot quickly succeed with producing
10 - -. We talked a little bit about how the
11 impacts - - department open - - two new schools
12 in school building X650 - - district CTV high
13 school, and a new - - high school for - - which
14 also - - two new - - issues - - with the CTV - -
15 means that two or more support organizations are
16 working in the same building and they share a
17 lot of common spaces throughout the building
18 like the library, gymnasium, and lunchroom.
19 0X559 would - - the new district CTV high school
20 - - grades nine through twelve - - full scale in
21 - - school year, so that's about four and a half
22 years from now. This school, if approved, would
23 offer CTV programming in either science research
24 engineering - - or - - those decisions are - -
25 panel approval next month. This new high school

1 would basically be part of New York City's
2 citywide high school admission process through a
3 - - screening method and give priorities to
4 students residing here in the Bronx. New Vision
5 Charter High School - - number two is a public
6 charter high school that is offered - - and
7 would serve students in grades nine through
8 twelve, and it reaches full scale in 2015-16 - -
9 school, is authorized to open, but approval by
10 the panel for education policies - - here at the
11 - -. The school would offer CTV programming in
12 the two following career clusters: First,
13 business management and hospitality and tourism.
14 The school - - charter - - give preference to
15 students who reside here in district 18. So
16 both new schools would be located here in the
17 school building X650 - - it would be - - Jane
18 Addams - - if that - -. So before we move to -
19 - panel and - - will briefly discuss the impact
20 this proposal would have on current Jane Addams
21 students and families, again, if it is approved.
22 If approved, Jane Addams will no longer admit
23 any 9th grade students after the conclusion of
24 the 2011-2012 school year. Jane Addams would
25 continue to phase out one grade at a time until

1 June 2015, when - -. Current 9th grade
 2 students who are on track to graduate, will also
 3 have the opportunity to apply to a different
 4 high school during round two admissions process
 5 in March - -. Current students who are not on
 6 track to graduate should meet with their
 7 guidance counselor to discuss their options and
 8 - - administration to make sure this happens. -
 9 - profile - - their status is - - some students
 10 may have to - - high school or the young adult
 11 person - - students who have to track - - here
 12 at the school through us or the medical team
 13 will - - facility is not - - again, Jane Addams
 14 would close in June 2015. The department will
 15 arrange new placement for any students who have
 16 not, by that time, accumulated - - appropriate
 17 areas to graduate by June 2015. Finally, I want
 18 to clarify that the department does not
 19 anticipate that this proposed phase out - - Jane
 20 Addams would impact the - - for Family for
 21 Education center on this campus, or the
 22 alternative learning center that we have here at
 23 X650. Okay Miss - - summary of the proposal.

24 MS. HARRIS: Thank you - - presentation - -
 25 faculty.

1 MS. ANA DOMINGUES: (through translator)
2 My name is Ana Domingues and I am president - -
3 this country, - - I was thinking - - family - -
4 6:00 or 6:30, and that he had - - so I asked
5 myself, who are the parents of these children?
6 I'm a single mom and I questioned and I
7 pondered, you must have a dad or mom. I always
8 - - for example, my - - \$300 or \$400 and - -.
9 This is a good school - - school. I mean, what
10 school wouldn't give a child a good education?
11 You tell me which one. For instance - -
12 cosmetology, even hair care for a barber shop.
13 And I tell myself - - and let alone, if they
14 don't do that, then - - school. It's a very
15 good school. My daughter - - or grown very much
16 while being at this school. I'm asking you as
17 parents please, I'm begging you, when we have
18 these meetings, take some time out of your time,
19 10 minutes, it's the future of your children. -
20 - school this is a very good school - - that's
21 why I ask of you - - caution you - - to school,
22 then he shouldn't come to the school. The other
23 thing is cell phone, and don't come to school
24 with a cell phone - - don't come to school, and
25 respect your school. Thank you kindly.

1 MS. HARRIS: Thank you. We have now - -
2 presentations. The CEC representative,
3 president Bob Franklin. He's on the way, he's
4 stuck in traffic. He's actually - - right now
5 and - - we're going to move ahead, as soon as he
6 gets here, we'll invite to sit up front, and if
7 he has time today, we'll stop for a second and
8 allow him to give remarks. I'm now inviting - -
9 to these two microphones - -

10 MR. WILFREDO PAGAN: How are you doing
11 everybody? - - My name is Wilfredo Pagan. I am
12 the new representative - - education policy - -
13 and I'm here to express our concerns. Our
14 concerns, - - ongoing investigation - - this is
15 one of those - - what is the department of
16 education's policy, what is the DOH's policy
17 regarding - - investigation? I personally can
18 show you, recommend this - - so that the school
19 - - needs. I want everybody to know, the school
20 - - that we want the school, we want the school
21 to know that we support it and we know - - the
22 messages of the - - lastly, [background noise]
23 attention that happened to some students. 24
24 students are not eligible to take the math and
25 reading - - and - - this is why they're not

1 allowed. 35 total - - were allowed and sent
2 home, that's a big concern to us. - - these
3 issues, so we definitely appreciate - - as soon
4 as possible. Thank you very much.

5 MR. JOHN MONCRIEF: My name is John
6 Moncrief. I'm a representative - - office.
7 This is a situation that our office needs to
8 come to, because as far as I'm concerned, I see
9 children attending high schools in New York
10 City. The worst part is that the children are
11 affected by the situation - - office are very
12 concerned as to what is going on. The general
13 information - - investigation - - updates, and
14 we - - at this particular time, because we want
15 to know the logistics of what's going on.
16 Again, my name is John Moncrief. My office is
17 located on 162nd Street and 3rd Avenue, not far
18 from here, so any parents - - children that - -
19 possibly looking through something, with your
20 approval, we want to get to help you all that we
21 can, because as we said, the children are the
22 only ones that are affected by this. I'd like
23 to know if the panel - - consideration. I used
24 to be - - school board president of district
25 nine. A lot of schools will close down in

1 district nine. I don't really ever think that
2 the panel ever knows what the impact on the
3 child is because the way that it affects is
4 different than how the - - affects. These
5 things should be taken into account, and in the
6 end, all we care about are the children. We
7 care about the staff also, so it's just a matter
8 of getting a new assignment, - -. It doesn't
9 really change for an adult, but for the child,
10 it's bad. You wonder why children are
11 disruptive and out of order? A lot of this has
12 to do with it. They're not being shown the path
13 to walk on because adults are making--they're
14 making decisions for children that the children
15 should be more involved with - - this is not a
16 good time, but our office is here to help. I
17 also have information on the front with - -
18 address phone number, all our contact
19 information. So we work for you. Okay? So
20 please contact our office any time between the
21 hours of 10:00 and 6:00 Monday through Friday,
22 and thank you very much.

23 MS. HARRIS: - - you're invited - - time
24 will be cut and will continue if we have 30
25 seconds remaining and - - times up. I now have

1 Stephen Tavarro, Bob Jeaneite, Demaris Mercado,
2 and Waltaya Culmer - - right over here.

3 MR. STEPHEN TAVARO: This is - - number one
4 - - number one again if you give us a chance.
5 Thank you panel, thank you. Everyone - - your
6 time. I read the impact statement - - and the
7 essential question of the impact statement is,
8 do you have the capacity to turn this school
9 around - - and the answer is yes. This school
10 has been in a situation that has not - - over
11 the last four and a half years, and to answer
12 the gentleman's question, this principal has
13 been under investigation for 19 days - - how can
14 we turn around? We need a new principal. One
15 that is both ethically and morally sound. We
16 need effective management, one that will follow
17 rules, and standards, and laws. One that will
18 afford our students the same opportunities as
19 all other students throughout the state of New
20 York. We need to restore the academics at this
21 school, including chemistry and physics,
22 trigonometry and pre-calculus, music, and
23 restore our hospitality and tourism program. We
24 need strength in vocations. We need to - -
25 foundation of this school for over 80 years; the

1 cosmetology and the barber program, the
2 nursing program, they are all - - the outside
3 world, Bobby Brown Nursing Home, you explain
4 that - - all said and done, it's the academics
5 that the students need to graduate from here,
6 but it's also the academics who care if our
7 students are - -. We do not want our school to
8 be part of the only statistic. As you know
9 78.4% of the students that graduate city wide
10 need remedial courses when they get to a two-
11 year school, community college. So I would
12 venture to think that I - - get a good grade or
13 not - - school. It's the vocations that give
14 students the necessary skills and certifications
15 for the real working world. Students - -
16 certifications and vocations and skills, they
17 can get jobs. Ones that matter. And especially
18 in these very bad economic times. I see that my
19 time is up, let me end by simply saying that we
20 have the right plan for success for Jane Addams.
21 We have excellent teachers, guidance counselors,
22 paraprofessionals, secretaries, and other
23 support - -

24 MR. BOB JEANEITE: Good evening ladies and
25 gentleman - - audience. My name is Bob Jeaneite

1 and I'm - - high school. I'd like to read a
2 prepared statement on behalf of - - president -
3 - school supply - -. The DOE has - - new school
4 both under - -. Yet the latest - -
5 administration. I'd like - - the New York City
6 Public Schools - - closed school and students -
7 - school closes. - - the people are not - - but
8 have determined - - new school - - and
9 technically - - too. This is a new strategy -
10 - regarding - - children - - from economically
11 disadvantaged communities. The - - eliminate
12 the school - - that the administration has had a
13 decade to fix, and to improve it by creating a
14 new school that won't have - - next four years.
15 The fact - - the Bloomberg Administration - -
16 rather than turning it over - - and has been - -
17 thank you very much.

18 MS. DEMARIS MERCADO: Good evening, my name
19 is Demaris Mercado. I'm a cosmetologist. I
20 have - - I've been teaching here since '94. - -
21 students are - - when you speak about this
22 school, you speak as if we failed them. What
23 you do not take into account is I - - these kids
24 for life. We all - - are state - - not city
25 approved or state approved. And - - DOE has not

1 taken into account is how far we have - - or
2 how many of these kids would not come to school
3 if it wasn't for - - if it wasn't for - - like
4 me who are going to be replaced with another CTV
5 school - - we will - - students. I speak only
6 for cosmetology - - to work at TV networks as
7 volunteers, people are surprised how mature our
8 students act. They act very - - they act here,
9 and no one is taking into account - - teachers
10 who give up their lunch to help the students.
11 So whatever the DOE - - speaks as if we have - -
12 students, I have seen what - - us! Thank you,
13 this school was a Title I school, and we're a
14 school in need of improvement and - - the DOE
15 supplies - - who actually came there, and the -
16 - and we went from a school that needed
17 improvement with the support--or I'm sorry, it
18 wasn't the DOE, it was the Board of Education at
19 the time, they hurt us. Not just with words,
20 but they gave us people, and they actually gave
21 us workshops that helped, and we went from a
22 school in need of improvement, to a school that
23 was - - to a school of national excellence,
24 national. We can turn it around. We have
25 teachers that have retired dedicated to support

1 us. Not just the staff, the children. It's
2 our kids. What are you doing with our kids?
3 These are my children. What are you doing for
4 them? Are you just going to shuffle them
5 around? That is not the answer. We need
6 support. Whenever - - a paycheck and our job
7 security. Really? Seriously, how many teachers
8 are doing - - at home, - - the kids? Do not
9 speak about - - do not, do not speak - - I have
10 one more - - recognition. I was taught - - was
11 first, but - - students - - two or three - -
12 who's giving the message? It's your job to help
13 us to get that - - don't shuffle us around and
14 replace us, help us!

15 MS. WALTAYA CULMER: Hi my name is Waltaya
16 Culmer. I'm a former student at Jane Addams. I
17 graduated in '02 and--

18 MS. MERCADO: [interposing] She was actually
19 my cosmetology student.

20 MS. CULMER: If it wasn't for - - I would
21 not be here today. I moved from Atlanta,
22 Georgia - - and a four bedroom house, backyard
23 with a pool. That's what - - to the school that
24 cosmetology - - didn't want to be a doctor - -
25 go to school - - like that. But I wanted to - -

1 go to a school where I could - - I came in
2 here to live in an apartment or house, which - -
3 especially coming to New York - - Bronx not in
4 Atlanta, Georgia where I played in my cul-de-sac
5 and - -. So I came here and with this
6 education, I didn't - - at 15 years old okay? I
7 came to live, and everyone was like who is this
8 little girl who lives in the Bronx. And to this
9 day, I have a - - with LLB, my - - called me
10 back and yes, this is - - supposed to be failing
11 everything. That teacher right there - - to the
12 - - DOE - - every part of what teaching was - -
13 and full-time and - - Jane Addams is not a good
14 school, it's a very good school. If I could say
15 it any stronger, I would, but I will be
16 respectful. My daughter is here tonight, who is
17 doing - - back when - - might say you might not
18 be able because you might not be here - - so
19 please don't - - because this school has fixed
20 so many kids lives. I could - - Jane Addams
21 tonight and she said oh my gosh, - - wish I
22 could be there. My assistant - - from Jane
23 Addams - - alumni, former teacher at her school
24 right now, which is a - - charter school - -
25 went to Jane Addams Vocational High School. So

1 these kids do have - - if we close the school,
2 they don't - - New York and I seen so much, - -
3 five boroughs, - - tell you the school - - the
4 whole United States with - - hadn't been in Jane
5 Addams - -

6 [laughter]

7 MR. STERLING ROBESON: Good evening everyone
8 - - I am the vice president for career - - and
9 I'm speaking to all of you because the folks on
10 stage know my feelings about what's happening,
11 not just to this school, but across the city as
12 it relates to career technical education. The
13 opportunity that the district - - students
14 across the city, and the fact that, in my
15 opinion, it's a shame that - - kids to leave
16 that the Department of Education could spare us
17 from closing. Let's be clear, not only are they
18 shutting you down, they're shutting down three
19 other CTV schools geographically located in the
20 Bronx - - High School, with some of their folks
21 here today, - - High School. So this is not by
22 happenstance that you are being closed down,
23 this is about who has and who does not have - -
24 but - - that they will shut down these three
25 schools - - altogether so you understand - -

1 plan for the Bronx and - - which is really
2 geographically located in the same area, where
3 are the kids in the community going to get the
4 skills necessary to be successful and have
5 access to new - -? Ladies and gentlemen, I
6 speak to you, they are trying to shut you down.
7 All the - - all the - - I'm telling you because
8 guess what, I - - the school many times, I see
9 many familiar faces. Those up on stage - -
10 sitting at the school right here all day, all
11 night, - - midnight working on a plan. It's
12 easy to shut people down - - blame you for not
13 being able to - - to do, right? Work so hard
14 for the program, but yet shut that program down
15 overnight. Think about it, you work hard - -
16 approved nursing program, health careers - -
17 careers, yes. Healthcare is a booming industry
18 yes? So why do you wait - - morning but the
19 nursing program's not doing enough - -. Bad
20 business ladies and gentlemen. Not only is it
21 bad business, I have to tell everybody this is
22 just a small number of folks because they're
23 betting on the fact that we're not going to
24 stand up for them. They - - for the children -
25 - and who they're talking about a personal story

1 because I am the vice president of the United
2 Federation of Teachers and I will say that, but
3 you probably see us - - everywhere. I am a
4 product of the Bronx neighborhood. My home
5 school, Sam Jones High School, that provided me
6 with a CTV course of study - - academic, with
7 technical skills, with - - skills and the real
8 world, authentic work environment that allowed
9 me to stay successful to stand in front of you.
10 I - - said you know what - - everybody, right?
11 So that's the unfortunate thing because we have
12 - - in the audience - - hard work, - - shut Jane
13 Addams down, when they shut Samuel Garfield
14 down, when they shut Gray Scott down. The
15 history of this school will be no more. If you
16 have to prove that you graduated from that
17 school or any one of these schools, no one will
18 ever know you existed because no one will ever
19 find the record - - sure of that. - - years,
20 how many years? Think about all the schools
21 that were closed, and how do you know? Because
22 if you think about the - - when they took - -
23 office building - - courthouse, right? All the
24 lawyers that prepare cases, if they closed that
25 building, the cases - - in the streets. So

1 stand for everything in our case. I did that.
2 Mr. Sternberg - -, you got an email from me
3 expressing my - - with regards to career
4 technical vocation. The plan - - have no idea -
5 - to make sure that that's possible. So I'm
6 talking about you, but we have to all speak - -
7 but - - it is not your fault, it is their fault!
8 They are obligated to - - they're playing you.
9 So if they don't - - they're going to blame you.
10 So - - take this moment to thank all of you for
11 all the work that you'll be doing, and all the
12 work that is already done, because we're still
13 going to fight, we're still going to tell the
14 true story about Jane Addams. We're still going
15 to tell all the testimony about the people who
16 walked this hall, all the great people who
17 graduated, all the people that - - we will
18 continue to tell that story for the record.
19 We're going to tell our story, and hopefully
20 there's enough people to - - testify and - -
21 tell the story, so that they know that we're
22 just not going quietly into the night; that we
23 are a community of the Bronx who are going to
24 stand up, and we are not going to sit back and
25 take it, we're going to do what we've got to do.

1 So I thank you ladies and gentlemen for the
2 time to - - thank you very much.

3 MS. HARRIS: Number five through nine.

4 MS. NORA HAMMOND-GALLAS: Hello everybody.
5 - - Nora Hammond - - creative care teacher and
6 medical assisting teacher here at Jane Addams
7 for almost 10 years. I - - other people have
8 said - - two points, discuss two points. One is
9 - - discuss a health career or other career
10 training folks at this time. The second is the
11 concept of waste not, want not. According to
12 the U.S. Bureau of Labor statistics, employment
13 for nursing aids, orderlies and - - will grow
14 19% faster than the average of all occupations,
15 predominantly in spots of long-term care needs,
16 increasing elderly population. Medical
17 assistants will have a growth of 33.9% through
18 2018. Health careers are a type of a career
19 that you just can't finish at any high school
20 and walk in and think that you're going to be
21 able to take someone's blood pressure. It's
22 best to start when you're very, very young,
23 because not only do you have to know your
24 science, your social science, and your computer
25 science, but you also have to be able to hands

1 on know how to handle the instruments. The
2 second is waste not, want not. - - filled this
3 place and other coordinators who come here - -
4 what's going to happen to - - it's just going to
5 sit there - - down. It is such waste. We need
6 at least two health career programs in every
7 single borough to - - people and train them so
8 they know how to handle equipment so they - -
9 healthcare providers - - know the type of - -
10 that we need. And the reality is, many people -
11 - financial - - people, many people, - -
12 healthcare professionals, and they're going to
13 be taking care of all of us in our homes when we
14 age, in nursing homes, and assisted living, and
15 we want the best. These types of programs
16 produce, often, the best healthcare providers.
17 I want to thank you very much.

18 MS. ROSEMARY CARPIO: (through translator)
19 My name is Rose Carpio [phonetic]. - - you're
20 using is a - - desperation - - of chemistry and
21 - - and I have a 19 year old boy - - and my 15
22 year old, unfortunately, they took her off
23 regular schooling and - - computer, I won't even
24 mention the class at her school. Let's talk
25 about what's going on presently. - - here - -

1 my daughter was here in September and - -
2 investigation has taken place. She started the
3 computer program here - - at the end of October.
4 In her program - - school ground, she was coming
5 here in September - - considered three classes
6 that she should be taking, and they're computer
7 classes, and all of the sudden my daughter was
8 riding home at 10:30 telling me that she was
9 already sent home. I'm not going to keep
10 winding on about this, but I'm going to tell you
11 that my daughter is not depressed. - - schools
12 are tested on January the 20th, the test was
13 postponed, she went to another school to get
14 testing, now they're telling me there's another
15 test that needs to take place. So I believe
16 that this school should be closed - - the
17 children and, you know, these teachers, they got
18 paid for the training and education - - how is
19 it possible for a child to receive computer
20 training, and just to receive 30 minutes and the
21 teacher said she has to take three for 15
22 minutes? So I'm making this - - my child
23 continue studying - - not being judged by - -
24 try to take the test and she was just trying so
25 desperately, saying Mommy, I can't do it, - -

1 you can go look at your investigation, and
2 look at all the studies that are an issue. - -
3 thank you.

4 MS. HARRIS: James Bellejambe, followed by
5 Nora Hammond-Gallas, and Patricia Capella.

6 MR. JAMES BELLEJAMBE: Good evening my name
7 is James Bellejambe - - study - - community
8 school - - generation. I have a six year old -
9 - what should I tell him? Close the school down
10 - - How many institutions are there - - school
11 historically has served its community. - -
12 people have nothing to do. I mean everybody - -
13 kids are not going to college, going to have to.
14 They need accredited institutions that can teach
15 them real world skills like I said previously
16 and go to work - -

17 MS. PATRICIA CAPELLA: My name is Patricia
18 Capella, I'm a teacher here at Jane Addams. One
19 of my jobs here at Jane Addams is to place
20 interns with various community organizations
21 where the students can learn more skills - -
22 organizations to see - - I get the following
23 response: Of course Ms. Capella, we love Jane
24 Addams students. Well why is that? Because our
25 students know the skills they need to be

1 successful with life. Why is that? Because
2 that's what we teach. We don't teach it out of
3 a textbook, we don't bring in motivational
4 speaker, we don't show - - it's what we do. I'm
5 here - - building, I'm here proposing - -
6 selective, small, vocational program. My
7 challenge to the panel and the Department of
8 Education, and my question to the good parents
9 of the Bronx, come September, what will you all
10 - - immediately available, proven, sustainable,
11 non-selective, vocational education for the
12 parents of the students from the Bronx?

13 MS. HARRIS: - - number 9 through 14,
14 numbers 9 through 14.

15 MR. SAJO TOURASS: I have only one or two
16 questions left. If - - proves it - - now your
17 business either - - or - - so what we do - -
18 without - - because every year is - - when the -
19 - so here we have to - - and then this - -
20 that's a big problem. Now we didn't - - the
21 problem is that - - should begin - - give them -
22 - power this school - - because they are doing -
23 - because they don't tend to - - they didn't - -
24 so this is - -.

25 MS. HARRIS: Thank you, I'm sorry, your

1 time's up. Thank you. - -

2 MR. JOHN OSTROW: My name is John Ostrow,
3 I'm a teacher at Jane Addams - - special
4 education and also boys' basketball coach at
5 Jane Addams. I just have a few things to say.
6 - - Jane Addams, it's been a great school to me,
7 - - great school today. The people that work at
8 Jane Addams - - teaching - - other teachers came
9 back and - - everybody that care about the
10 people. All the people that work at Jane Addams
11 care about the kids, and as far as the - - 53%,
12 can I just, off the top of my head - - some of
13 the kids I have in basketball and in special ed,
14 the colleges they - - Jane Addams High School -
15 - great - - he grew up in the community. He's a
16 - - college - - Bruce, he went when he left Jane
17 Addams, he started off at junior college, he had
18 to pass a - - SAT before - - he came back for
19 six or seven years, every year, to pass the
20 RCTs. He came back and passed the RCTs and went
21 on to Mercer College. So many - - watch them
22 graduating and - - PriceWaterhouse, came to this
23 community, and these are just people I'm
24 thinking about, you know, off the top of my head
25 - - a great school. People say it's still a

1 great school. I mean, I don't understand the
2 reason you're closing the school, I really don't
3 - - percent graduation, with tremendous people -
4 -

5 MS. HARRIS: Thank you sir - -

6 MS. SAMANTHA GALENO: My name is Samantha,
7 and I am a professional here at Jane Addams High
8 School. My majors are cosmetology and - - I
9 usually stay at school and - - at the - - as a
10 helper when we - -. My mom, she said she - -
11 this is - - so my job, I actually wanted to be a
12 cosmetologist and I actually think - - I mean,
13 seniors are leaving this year and they come to
14 me because they - - Jane Addams - - not great,
15 but to me, I've been - - cosmetologist - - so I
16 chose to come to Jane Addams and we, like, - -
17 future, so I think as far as Jane Addams - - a
18 lot of kids will be affected, just like me and
19 my mom, who actually - - right now, she's
20 working - - I might have to go to school and - -

21 FEMALE VOICE 2: - - in the building. What
22 is it like here? We work together, we assist -
23 - we. You know, we have - - deal with some of
24 these people that tell us, that tell these kids,
25 we're closing, or we're shutting down. - - to

1 them, and I can hear what they have to say,
2 and these kids were devastated because - - say
3 one more thing. We are also products of our
4 education. We went to - - high school, 20
5 something years ago. We all paid for the same -
6 - substitute vocational assistance, so you can't
7 tell me that it doesn't work because we all--
8 stand up, stand up - - we came from your product
9 of helping us become teachers - - I would - - if
10 you're going to - - this is my last class.

11 MS. HARRIS: Thank you.

12 MS. ANN UTKE: Good evening, my name is Ann
13 Utke - - nursing assistant program at Jane
14 Addams. I've been here for - - anniversary - -
15 I just hope that my students - - nursing home,
16 they go and see me there, they spend two hours
17 taking care of patients; washing them, shaving
18 them, feeding them, dressing them, everything
19 I've spent three years training them to do. And
20 to me - - sure about it, and - - but they - -
21 passion, understanding, not to be judgmental of
22 people. And I think those are skills they're
23 going to need - - Jane Addams. They take a
24 state certified exam. Once they pass it,
25 they're certified to work as an assistant. They

1 can work at - - nursing home. They can start
2 working, earning money, making pension, federal
3 benefits, - - come back and done other things.
4 But anywhere - - nursing home, now we're - -
5 nursing home. There's always some - - oh Jane
6 Addams - - years ago, they still have a nursing
7 program? And - - to tell them - - viable - -
8 performing program, and if you close it down - -
9 and not offer - - it is such a - - for students
10 who don't get the opportunity to go to college -
11 - to move on in their career.

12 MS. HARRIS: Thank you.

13 MS. VIRGINIA MAIA: Hi, my name is Virginia,
14 and I am a graduate from Jane Addams High
15 School. This school is a great school, and - -
16 the school, I - - anything because I never knew.
17 I - - and everything - - these people, these
18 familiar faces, they took the time to know that
19 I was - - but I learned different from everybody
20 else, they took the time and stood there - - to
21 help me. If it wasn't for Jane Addams High
22 School, I wouldn't have graduated, and I
23 wouldn't - - a child - - they knew that the
24 daycare - - it's teachers. I - - this is a
25 great school and - - but - - the students, - -

1 come here. Not only - - but here. If they
2 were somewhere else, they don't have to - - what
3 Jane Addams has done. They don't - - they just
4 - - but what that - - okay.

5 MS. HARRIS: - - number 15 through 20 - -
6 Shirley Perez. Shirley Perez, can you make your
7 way to the microphone? Thank you. Shirley
8 Perez?

9 MS. SHIRLEY PEREZ: My name is Shirley Perez
10 - - and I'm - - and I think that - - and I go to
11 school here because - - my own aunt took me - -
12 now the other teachers are great, they teach us
13 everything, and I think that if you close our
14 school - - when I need anything. So when I come
15 to school, they teach us that if we keep on
16 moving forward, and if we do something wrong,
17 keep on trying, we're going to get there.

18 MS. HEIDI INGRAM: Good evening, my name is
19 Heidi Ingram. - - but I graduated in 1974 when
20 I was - - I think Jane Addams - - nursing. I've
21 been nursing for 15 years. If it had not been
22 for - - I came here, and I graduated here. The
23 graduating class was small, but it was 500.
24 Jane Addams is a great school, I'm not pointing
25 the finger at anyone. I'm not looking at the -

1 -, I'm not looking at - -, I'm not looking at
2 the teachers, I'm looking at me. I graduated
3 from here, brilliant students. We learned from
4 them, they learned from us. We have to take a
5 look at ourselves as well. We learned from
6 them, and they learned from us. We learned to
7 listen and to listen to learn. This is wrong -
8 - this is a journey to take, however you have to
9 put on your boots and strap them on, and come
10 back and join the fight. I know what I do, and
11 I do what I love, but I grew up in the Bronx, I
12 was raised in the Bronx, and I work in the
13 Bronx. I moved away and I came back to work
14 here. I - - participate, I get up at 4:00 in
15 the morning and I come here every day - - I love
16 what I do, and I do it well. I'm a drug
17 prevention counselor. If it had not been for
18 Jane Addams, where would I be? - - when the
19 drug prevention program came, I was here as a
20 student. In the 80s they said the school
21 wouldn't make it, but it's still here. In the
22 90s they said it wouldn't make it, but it's
23 still here. And you know what? In 1990, when I
24 came back - - I had - - she was here, and I am
25 here too. I've been - - in this one building

1 for 21 years, in this one building doing the
2 drug prevention program. Something has to be
3 right, everything can't be wrong. You know, we
4 point fingers at one person, - - we have to take
5 a look and take inventory - - that we have to
6 work with. Let me tell you, if we turn our
7 backs on our kids, where will they be? Where
8 are they going? You put them in the program, or
9 put them in - -, what about the kids that don't
10 make it through the lottery, what are we going
11 to do with them? Where do they go? You just -
12 - garbage. They - - I know I have less time,
13 but you know what? It's time for us to take a
14 look at ourselves too.

15 MS. HARRIS: Thank you.

16 MS. TIFFANY FENDON-MERRITT: My name is
17 Tiffany, I'm - - actually - - I'm - - I am so
18 sick and tired of the board that, the board
19 that. - - we know that we have - - all the
20 time, every time. They went - - they went to
21 their doctors - - it's an investigation. When
22 was the investigation - - oh well, you know,
23 we're trying to help the kids. - - ourselves,
24 people - - all these teachers that - - this is
25 my time, - - I may not have - - but I - - and if

1 I can't - - I know we're trying to work on - -
2 thank you.

3 MS. HABIBATOU DIALLO: Hi I would like to
4 agree with - - that - - the school. I'm really
5 - - here to - -

6 MS. JULIET MARINELLI: Hi, my name is Juliet
7 Marinelli. I have 14 years of teaching
8 experience. I have only three here. The reason
9 why I came to Jane Addams was because they shut
10 my first school down. In one year we went from
11 being the top middle school in district eight,
12 to the bottom. The staff didn't change, we
13 didn't do a single thing different. What the
14 DOE did was stuff our school full of kids that
15 needed help, and didn't give us the help.
16 They're doing the same thing now. I've seen
17 this before. - - and the rest of the 1% has
18 chosen to destroy the public school system. I
19 am part of the 99% and I came to tell the truth.
20 Your system of blaming individual schools and
21 shutting them down is just a cheap - - that
22 proves nothing. You - - experience and - - the
23 opportunity to obtain a genuine education. - -
24 giant fraud, but who pays for what they do?
25 We're teachers, we're on salary - - okay, but

1 who really pays? The students. The students
2 pay, and keep paying, and keep paying. We
3 better stop paying! Sooner or later the 99%
4 will be heard. You should stop all plans to
5 close all schools on your list, and give them
6 the real support that they need to help our
7 students. We are the - - we are the 99%, stay
8 out of our schools! We can - -

9 MS. GRACE PADILLA: Hello, my name is Grace.
10 I'm a 2010 graduate of Jane Addams. I just want
11 to say that - - Jane Addams - - education - -
12 all these teachers up here in front of us, they
13 helped me every day - - the best teachers - -
14 Jane Addams is a very good support system for
15 any student need, and - - to shut down
16 everyone's dream - - don't take our - - we have
17 it here, we want it here. Thank you - -

18 MS. HARRIS: Number 21 through 25. Number
19 21 is Kim Swindell. Ms. Swindell? Ms.
20 Swindell, are you here? Number 22 is Raquel
21 Young. Raquel Young, will you go to the
22 microphone? Number 23.

23 MS. KIM SWINDELL: Good evening everybody.
24 I was once a child student. I know how - - and
25 show it works. There's a lot of emotions going

1 - - I'm not a - - the fact that they want - -
2 to make the opportunities to make us better, but
3 inside each one of us - - whatever you decide to
4 do later on in life. I am here just because
5 what I'm - - I'm pretty sure the - - we have a
6 difficult year - - she was an - - other - - for
7 her. That was like last year - - she said - - I
8 mean, she's not really - - because maybe when
9 she needed it - - and they were accumulating
10 more students and more students and more
11 students, and they're not - - really, and a lot
12 of - - thank you.

13 FEMALE VOICE 3: Good evening. I'm - - I'm
14 just going to go through - - and also I'm a
15 student graduate of 2010. Basically I'm here
16 because I'm upset. My kids have - - and if you
17 do this, my kids - - but it's not fair to the -
18 - kids that we want to come - - possibly - -
19 they should have the opportunity, why shouldn't
20 they? Why should we always close everything
21 down - - figure it out. That's supposed to be -
22 - can't you figure out the problem - - let me
23 tell you - - since our school hits - - but we're
24 kids that come from - - was the - - what - -
25 what am I supposed to do? Most of our kids here

1 - - began in third grade. - - level two or
2 higher to - - we have students that come to Jane
3 Addams - - level one, and also age 17, which
4 you're all grown up - - 21, but they - - for
5 these teachers. There are - - here - - but a 17
6 year old as a freshman is - - each year when
7 they continue on - - obviously they must have -
8 - I mean honestly, - - I'm here - - on our
9 school, which isn't right. My son - - that he
10 has to come here, but one of the quotes that he
11 had was from Victor Hugo that said he who opens
12 a school, closes a prison. So by closing Jane
13 Addams, you are - -

14 MS. HARRIS: Okay, - - numbers 25 through
15 29, line up behind - - 25 through 29 - -

16 MS. IRMA OTERO: I'm a grandmother today.
17 My two grandsons go to this school - -. I've
18 come here - - very good student, very bright - -
19 . He would talk about the school being
20 dangerous and grades going down in the school.
21 He - - is it safer here, that they won't tell
22 you - - everything's - - all of this, everything
23 is our school. Not - - erase the problem? Well
24 no, - - not shut the school down, our school - -
25 who had to have - - the school won't be - - and

1 they still close the school - -. Is that - -
2 right? No - - so - - what is - - from the
3 school, all - - school. What the hell does he
4 know? - - okay, - - public schools, - - public
5 schools - - and we will learn, we all learn.

6 MS. HARRIS: Thank you. Matthew Gratala,
7 25?

8 MS. MICHELLE MADERA: My name is Michelle
9 Madera and in September 1983, I transferred to
10 Jane Addams from - - it was the best thing that
11 I ever did. Jane Addams became my home away
12 from home, and it was up to the teachers, - -
13 one of them was - - the most. 11 years later, I
14 came back to serve my community, I came back - -
15 and - - Jane Addams. I want to talk about
16 family and home, now this is Virginia and this
17 is Grace, and this is - - and I can't believe
18 what I'm hearing because - - I'm hearing again
19 in the year 2012. My - - graduated in 1955,
20 same - - her friends graduated in 1957. Jane
21 Addams has been - - many students who come here
22 come because they're failing - -. They come
23 here because it has a great reputation and - -
24 nobody's talking about - - graduated in 2002,
25 graduated into college - - \$80,000 a year.

1 Nobody's talking about - - who graduated four
2 years ago and graduated from Harvard University.
3 Nobody's talking about - - who last year, our
4 valedictorian, won the - - scholarship for - -
5 all the way through graduate school. Point
6 being, there's more to Jane Addams than all - -
7 I cannot - - I know what my students go through.
8 My question is do you know, do you know what
9 it's like to be - - having to struggle - - all
10 the teachers here at Jane Addams, we love our
11 students, we know who they are, and we've been
12 here for them. Just like my teachers were there
13 for me in 1987.

14 MS. HARRIS: Thank you very much. - -
15 that's number 27.

16 MR. YAK SATUREN: I just want to say a
17 couple little things about not only being a new
18 teacher in the New York City public school
19 system, but also what I've been doing as a
20 teacher as a teacher of science. When I was
21 taking some staff involvement courses, I had an
22 instructor who said where are you working? I
23 said I was working at Jane Addams. He said oh
24 Jane Addams. He was in the childcare program
25 and his mother - - student here, and that went

1 way back - - like that. As a science teacher,
2 I just wanted to mention that in addition to the
3 basic sorts of things that we're working with,
4 and in addition to the CTV programs, we also
5 have lots of different kinds of enrichment
6 opportunities for students, and we wish that we
7 - - these are good clubs that have risen and
8 fallen depending on the kind of support that we
9 can get, so we - - book clubs, we have a garden
10 club, environment club, and lots of sports
11 teams. I like - - CTV and - - program that's
12 offering to the students - - available and are
13 still available. It seems to be that we develop
14 some of these other things along with these
15 other programs that are in place that would
16 still provide a very rich experience. Thank
17 you.

18 MS. HARRIS: - -

19 MS. DEBRA LEVY: Hi, my name is Debra Levy
20 and I happen to have - - at Jane Addams. I
21 transferred here from - - in 1994 as a teacher,
22 and I came to work - - and to me, it was like
23 coming to a safe haven. I would talk to
24 students and I would say, what encouraged you to
25 come here? And they would say that they felt

1 safe here, and at that time, there were so
2 many local schools - - they would see them - -
3 you know, all these other schools that are large
4 schools. This school at that time was not
5 considered a large school - - okay? And they
6 chose--those students chose to come here because
7 they felt that it was a family that - -
8 opportunities available to them, that they did
9 not feel they could achieve at these other - -
10 local schools. When I came back again in 2006,
11 it was a different environment, okay? All of
12 these other schools closed down. There was no
13 place for these students to go. I would say to
14 them, I would say to the students, you know, - -
15 Jane Addams, a lot of them would say I really
16 don't know, I was just sent here. It's a
17 different set of students that you're sending
18 us. Okay? We're not getting the same students
19 that we had 10-15 years ago because you keep on
20 closing down these other schools and now they're
21 - - the charter schools and they have 120
22 students - - okay? So - - they don't get their
23 first choice, they don't get their second
24 choice, because they don't have - - on their - -
25 okay? So - - ones and the twos, and you expect

1 - - and you're trying, we're trying to - - but
2 you've got to help us, and you can't shut the
3 place down. Thank you.

4 MS. HARRIS: Number 29, Paula Burg. We have
5 - - the public comment portion of this evening's
6 agenda. We will now begin the Q&A period.
7 There will be some individual questions and - -
8 where we will have representative questions
9 asked - -. Any question not answered here
10 tonight will be answered on the website. Any
11 additional questions - - tonight's proceedings,
12 we - -. Question number one: how does closing
13 the school address - - ?

14 MR. STERNBERG: Thank you Melissa. Before I
15 answer the question, let me spend a moment, if I
16 can, thanking everyone here for your respectful
17 and moving testimony on behalf of your work
18 here, and I want to reiterate the point I made
19 at the beginning of the proceedings that, very
20 simply, the purpose of our time together tonight
21 is not for me to sit here and argue that you are
22 wrong and that I am right. It is to hear your
23 thoughts and reflections, which I can assure you
24 I've heard, to provide opportunity for comments
25 that you've provided, and to answer some of the

1 questions - - pointed out, I'll be happy to -
2 - this evening. But I want to thank everybody,
3 and I want to tell you that I heard exactly what
4 I expected to hear this evening. I heard from
5 parents and teachers, I heard from current
6 students and alum, and I heard from advocates -
7 - represent the adults who work in the school,
8 and I heard - - I was especially moved by
9 comments from teachers here and students and
10 alum about their positive experience here - -
11 students here, and I acknowledge that. I want
12 to assure folks that I understand that and that
13 - -. I want to further point out that this
14 decision is not about individuals. We
15 acknowledge the - - we acknowledge that the
16 students here now in - - school who have that
17 positive experience here. But now - - the first
18 question, why are you closing the school, is our
19 analysis of the performance over time, across
20 many divisions, that leads us to this decision.
21 Three years ago, the graduation rate here was
22 52%. Today it is 45%, and that's in the 4th
23 percentile of all high schools city wide. The
24 school's in the 6th percentile for students
25 earning 10 credits in the first year of high

1 school. The school is in the bottom 1% of
2 schools city wide - - safety as evaluated by
3 parents in the survey that was part of the
4 progress report. So this year needs to - -
5 think about how you're making - - organizations
6 - - quickly, and the data means even more when
7 we compare the performance against other schools
8 here in the Bronx, and city wide, against which
9 the school, against which Jane Addams is
10 evaluated, with the peer schools, the Truman
11 high schools, the - - high schools, schools that
12 over the last five years, still today, serve the
13 very same - - student, the very same students
14 coming in, but organized in a way that
15 structures - - far better than most. So in our
16 analysis of the data, and with comparison of
17 that performance against other schools serving
18 similar populations, that leads us to this
19 decision.

20 MS. HARRIS: Thank you. What - -

21 MR. STERNBERG: So the question is--

22 MS. HARRIS: [interposing] Jane Addams.

23 MR. STERNBERG: SO what will happen to the
24 students of Jane Addams? So I shared some of
25 this answer at the beginning during my

1 introduction to the summary of the proposal.
2 But to summarize, current - - students will have
3 the option as will all 8th graders across the
4 city to pursue a transfer - - faculty will stay
5 intact as the school phases out and continues to
6 receive funding on - - basis, and the students
7 will continue to be supported by the same caring
8 adults who - -. Students who are not on track
9 to graduate, seniors in their last year, will be
10 supported with opportunities to transfer to - -
11 to transfer schools across the city, and again,
12 - - the school no longer accepts a 9th grade
13 class. It will phase out over the next four
14 years. Again, that's what this proposal is for.

15 MS. HARRIS: Do you see several questions
16 about - -

17 MR. STERNBERG: So I do understand that
18 there are questions about the investigations
19 that are ongoing, and we will simply share - -
20 that we are not going to discuss ongoing
21 investigations for reasons that I - -

22 MS. HARRIS: There are also questions about
23 - -

24 MR. STERNBERG: I believe these are
25 questions about the - - exam. - - tables here,

1 it's actually here. We estimate when this
2 happens - - ask that they come in.

3 MS. HARRIS: Okay, - - superintendent of
4 school. I believe the question is about
5 students who need - - integrated Algebra - -. I
6 actually was in the building, and I understand
7 as I know it is that Jane Addams High School
8 offers integrated algebra over a two-year course
9 period. This is a course that the school has
10 decided to give students more support, they
11 offer the course over two years. What happened
12 was, there were 35 students who had not
13 completed the high school course of study, and
14 walked into the exam. The students were not
15 scheduled for the exam, there were no answer
16 sheets or documents for any of the students to
17 take the test, and the students were told they
18 had to leave the exam now - - school - - some of
19 the students, not all of them, but several of
20 the students who were actually - - tried to calm
21 them down. But to reiterate, those students
22 were not scheduled to take the algebra and they
23 had not yet completed the two year high school
24 course of study therefore - -

25 MR. STERNBERG: Could I interject?

1 MS. HARRIS: - - we have a lot more
2 questions - -

3 MR. STERNBERG: Thank you, these high school
4 students took high school level algebra in 8th
5 grade, which automatically qualified these
6 students to take this examination. However, the
7 superintendent is absolutely correct. The
8 principal is remiss in not making sure that
9 those students - - for that examination. The
10 principal never even considered the - -, they
11 didn't - - to scheduling or - - students for the
12 exam. Alright, the superintendent is correct,
13 she didn't bother scheduling the students. But
14 these students were qualified to take that exam.

15 MS. HARRIS: The next question is will the
16 new schools offer college credit?

17 MR. STERNBERG: Alright, so there are a
18 couple questions - - and let me just close the
19 last question by writing notes after the hearing
20 concludes - - the superintendent about the
21 situation with those students, and we have to
22 answer all the questions. So there are a few
23 questions about the new schools. Let me start
24 by reiterating that if there are two new schools
25 - - both CTV - - math focus. One of those will

1 be a charter school, the other is a non-
2 charter school, a traditional public school - -
3 possible CTV - -. The specific question here
4 was will the new school offer college credit?
5 The charter school will be affiliated with the
6 division of public schools the organization for
7 public schools. This is an organization that
8 has successfully started high schools across the
9 city for many years, with a deep commitment for
10 preparing the students for college. On the
11 specific question whether this school will offer
12 college - - credit, I do not know that. To
13 answer that, I fully expect yes. We will
14 research that question and make sure that it
15 gets in the record. The analysis will come in.
16 I can tell you the Division of Public Schools
17 has a record across the city of offering AP
18 courses. Both divisions the charter school and
19 the non-charter school - - like many high
20 schools across the Bronx and across the city
21 through the aid of two-year and four-year
22 community colleges to offer college now courses.
23 So we would expect both of these schools to do
24 just that.

25 MS. HARRIS: We've received several

1 questions about CTV. How will - - proposal -
2 - and will - -

3 MR. STERNBERG: So very quickly on this, to
4 the first question, the career pathways were
5 chosen based on a compilation of data around
6 economic activity on the city on the analysis
7 for student demand, programs existing in schools
8 across the city, paper trends, and on analysis
9 we - - the economic development team in the
10 mayor's office around paper trends and pathways
11 - - to lead to jobs here in the Bronx, across
12 the city, and across the country. There's a
13 questions about certification programs, the
14 answer is yes. The department will support the
15 programs that were started here and their
16 efforts to receive certifications. You know,
17 they tend to apply, we will help them through
18 the process - - fully expect that they should be
19 certified programs. There were a number of
20 comments this evening about health careers. I
21 want to just add that the mayor expressed - - a
22 commitment to opening, I believe it was a dozen,
23 10-12, new CTV schools, and - - 12 new CTV
24 schools across the city. That commitment begins
25 with these two new CTV schools. The mayor has

1 been committed to CTV, he spoke on his own
2 personal experience as a student management for
3 his academic program when he was in high school.
4 So in short - - assurances to the program that
5 we are committed to providing high quality CTV
6 programming to the borough of the Bronx. We
7 understand that there is a - - and that there's
8 interest in the community for that - - to our
9 process and the conversation with our president
10 and - - finding - - to replace that program here
11 in the Bronx.

12 MS. HARRIS: Charter schools are smaller.
13 Why is this right for the school? We also
14 received how does this--how does - - and
15 students - -

16 MR. STERNBERG: Again, like I first said,
17 there are two schools proposed to go in - - next
18 year. One is a charter, one is a non-charter.
19 Actually let me first point out that charters -
20 - public schools, chartered public schools,
21 they're small - - larger 1,00 students. The
22 fact is this has been expressed in the
23 documentation in our impact statement that this
24 charter school is taking somewhere like 125 new
25 students next year, and grossing a school - -

1 students in time. So we do that - - of the
2 school. We intend to fill every seat in this
3 building with a high quality option for starting
4 these two schools, so that I think is the answer
5 to the first question. I believe the second
6 question was about the lottery. Let me just - -
7 lottery that will give preference to seats and -
8 - the lottery is no different - - from how
9 students are admitted - - or admitted to schools
10 across the city. So like the other non-charter
11 school - - schools that are open and running
12 across the city, and producing really exciting
13 results for New York City public school
14 students. - - school with 100 students has
15 created - - 500 applications. There is a lot of
16 them - - charter school that - - office of
17 student - -. The chart process is - - it's a
18 lottery, except the chart itself isn't a
19 lottery. That lottery is--the rules in that
20 lottery are set by the city, by - - and governor
21 - - state that - - add that the divisions in
22 that organization have a deep, deep commitment
23 to serving the communities. This is true for -
24 - this is true for its non-chartered schools
25 across the city, and we fully expect that to be

1 true here as well.

2 MS. HARRIS: We don't have--that's our last
3 question. We have completed the question and
4 answer period of tonight's agenda. We've heard
5 many comments here today - - contribution. The
6 information that you shared with us today we
7 will share with - - policy, which will - -
8 Thursday, February 9th at - - high school - -.
9 - - program - - for website on the bottom of the
10 back sheet. If you have additional questions or
11 concerns. We thank you all for coming this
12 evening. - - public hearing - -

13 [END RECORDING]

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C E R T I F I C A T E

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

Signature 

Date January 30, 2012