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

New American 2 Charter School

February 20, 2013

5:30 P.M.

1 [START 333910 MASTER.MP3]

2 MS. LAURIE PRICE: My name is Laurie Price
3 and I'll be acting as a moderator for tonight's
4 joint public hearing. This is a joint public
5 hearing of the Department of Education,
6 Community Education Council, CEC 18, and the
7 School Leadership Team to discuss the following
8 proposal. The proposed collocation of the New
9 American Academy Charter School in Building K415
10 with existing schools, Kurt Hahn Expeditionary
11 School, It Takes a Village Academy and
12 [background noise] 2013-2014 school year.
13 Tonight's proceedings will be recorded and
14 transcribed.

15 The purpose of this hearing is for you to
16 provide comments about the proposal before the
17 Chancellor's designee and before the described
18 proposal. I'm going to make sure that you are
19 all aware of the opportunity to provide your
20 input. We ask that anyone who wishes to speak
21 during the public comment of this hearing sign
22 at the table in the back. Sign-up will end in
23 15 minutes, at 6:20. Only people who are signed
24 up to speak will be able to participate in
25 public comment. All panel participants were

1 asked to be here no later than 5:30 p.m., and
2 not that we've started, if a panel participant
3 arrives late, he or she will be given the time
4 to speak at the first opportune moment. We want
5 to be respectful of everybody's time tonight.

6 There are elected officials who are here and
7 who may arrive at different times throughout the
8 evening. If they wish to speak, we will do our
9 best to accommodate them at the first opportune
10 moment. Those who are here at the start of
11 public comment will be asked to speak first.

12 Tonight's format will include a presentation
13 of the proposal and presentation by hearing
14 participants followed by public comment.
15 Speakers should have already signed up at the
16 table at the back. If you haven't signed up,
17 like I said, there are 15 minutes remaining.

18 Public comments can be no longer than two
19 minutes each. The time will be strictly
20 followed and speakers will be informed when the
21 designated time has ended. There will be a
22 timekeeper who will let us know when there are
23 30 seconds remaining and when time is up. All
24 comments that will be mentioned in the analysis
25 of public comment to be published and provided

1 to the panel for educational housing the
2 evening before the panel votes. Public comments
3 may also be made the evening of the panel's
4 hearing. That vote is scheduled for Monday,
5 March 11th at 6 p.m. at Brooklyn Technical High
6 School located at 29 Fort Greene Place,
7 Brooklyn, New York, 11217. That was March 11th
8 at 6 p.m.

9 In addition, we welcome any comments that
10 you may have at any time before the panel votes
11 on the proposal. The email address and phone
12 number where comments can be made--here's the
13 email: D18proposals@school.nyc.gov. And the
14 phone number: (212) 374-0208.

15 I would now like to introduce the panel,
16 which has been assembled for this evening's
17 joint public hearing. Here with us tonight
18 Aimee Horowitz, Superintendent; James Dandridge,
19 President of the CEC; Diane Varano, Principal of
20 Cultural Academy for Arts and Sciences; Matt
21 Brown, Principal [background noise]; Marina
22 Vinit Skaya [background noise]; Erin Shoulin
23 from the New York State Education Department;
24 and Monique Lindsay from the Citywide Council on
25 High Schools. Thank you all for being here

1 tonight.

2 And we're also pleased tonight to have the
3 following elected officials with us. We have
4 Council Member Williams with us tonight. We
5 also have with us here on behalf of Public
6 Advocate, Bill De Blasio.

7 I'm now going to turn this program over to
8 Superintendent Aimee Horowitz, who will read

9 MS. AIMEE HOROWITZ: Good evening. The
10 proposed collocation of the New American Academy
11 Charter School, 84K to be determined in Building
12 K415 with existing schools Kurt Hahn
13 Expeditionary School, 18K569, It Takes a Village
14 Academy, 18563, and Cultural Academy for the
15 Arts and Sciences, 18K629, beginning in the
16 school year 2013-'14.

17 The New York City Department of Education,
18 the DOE is proposing to collocate the new public
19 charter school. The new [background noise], the
20 New American Academy Charter School, New
21 American, which will serve schools in
22 kindergarten through fifth grade in Building
23 K415 beginning in the 2013-'14 school year.

24 A collocation means that two or more school
25 organizations are located in the same building

1 and they share common spaces like auditoriums,
2 gymnasiums, and cafeterias. If this proposal is
3 approved, New American will be collocated in
4 Building K415 with Kurt Hahn Expeditionary
5 School, It Takes a Village Academy, and Cultural
6 Academy for the Arts and Sciences, three
7 existing district high schools serving students
8 in grades 9-12.

9 New American Charter was authorized by the
10 New York State Education Department SED to serve
11 kindergarten through fifth grades. If this
12 proposal is approved, New American will open
13 with kindergarten and first grade in 2013-'14
14 and will add one grade each year until it serves
15 students in kindergarten through fifth grade in
16 2017-'18. The school will admit students via
17 the charter lottery application process with a
18 preference given to District 18 students. The
19 school will admit students via the--excuse me.
20 With preference given to District 18 residents.
21 The school will admit students via the charter
22 lottery application process with preference
23 given to the siblings of enrolled students,
24 students who qualify for free and reduced price
25 lunch, and students residing in District 18.

1 The DOE has identified Building K415 as
2 an underutilized building and therefore believes
3 there is sufficient space to accommodate New
4 American. Building K415 has the capacity to
5 serve 2,118 students, but in 2012-2013, Kurt
6 Hahn, It Takes a Village Academy, and Cultural
7 Academy are serving 1,004 students collectively.
8 This yields a building utilization rate of
9 approximately 47%, which demonstrates that the
10 building is underutilized and has space to
11 accommodate additional students.

12 If this proposal is approved, in 2017-'18,
13 once New American's kindergarten through fifth
14 grades have fully phased in and the school has
15 reached scale, Building K415 would serve between
16 1,285 to 1,475 students from New American, Kurt
17 Hahn, It Takes a Village, and Cultural Academy
18 collectively, which yields a building
19 utilization rate of approximately 61% to 70%.
20 Thus, Building K415 has sufficient space to
21 accommodate the proposed location. If this
22 proposal is approved, K415 will serve both
23 elementary school students and high school
24 students. Currently, there are other DOE
25 campuses where elementary schools are collocated

1 with high schools. The DOE in consultation
2 with the building council will, where possible,
3 allocate continuous and dedicated space to the
4 elementary school students to ensure the safety
5 of all the students on the campus. The DOE
6 acknowledges a strong performance and graduation
7 rates of Kurt Hahn, It Takes a Village Academy,
8 and Cultural Academy.

9 As the educational impact statement states,
10 the DOE does not anticipate that this proposal
11 will impact the admissions methods or academic
12 extracurricular CTE and athletic offerings at
13 Kurt Hahn, It Takes a Village, and Cultural
14 Academy. Thank you.

15 We want to acknowledge Vivian Bent
16 [phonetic], who is here on behalf of Council
17 Member Nick Perry [phonetic]. Thank you for
18 coming tonight. New American has been approved
19 by its charter authorizer of the New York State
20 Department of Education or SED to open a new
21 public charter school of the community school
22 District 18. Although this proposal has not yet
23 been approved by the Panel for Educational
24 Policy, SED is required to hold a facilities
25 hearing to receive feedback on the proposed

1 collocation of New American with Kurt Hahn, It
2 Takes a Village, and Cultural Academy. As such,
3 this joint public hearing will also serve as the
4 facilities hearing. There is a representative
5 from SED in attendance here, Erin Shoulin. Do
6 you have any questions or comments on this
7 charter itself? Erin Shoulin will now tell you
8 how to submit those questions and comments.

9 MS. ERIN SHOULIN: Good evening. My name is
10 Erin Shoulin. I work within the Charter School
11 Office in the New York State Education
12 Department or SED. We are the administrative
13 arm for the Board of Regents. The Board of
14 Regents is responsible for the general
15 supervision of all educational activities within
16 the state. The Board is comprised of 17 members
17 elected by the State Legislature from five
18 terms, one from each of the state's 13 judicial
19 districts and four members who serve at large.
20 Regents are on salary and are reimbursed only
21 for travel and related expenses in connection
22 with their official duties.

23 The authority for the Regents-issued charter
24 school for Board of Trustees to establish
25 charter schools comes from Article 56 of the New

1 York State Education Law. The law was
2 originally passed in 1996 and most recently
3 updated in 2010. The law requires the Board of
4 Regents to conduct public hearings to discuss
5 collocating charter schools in existing public
6 school buildings.

7 The law reads as follows: a charter school
8 may be located in part of an existing public
9 school building the state's provided on a
10 private work site in a public building or in any
11 other suitable location. Provided, however,
12 before a charter school may be located in part
13 of an existing public school building, the
14 charter entities shall provide notice to the
15 parents or guardians of the students then
16 enrolled in the existing school building and
17 shall hold a public hearing for purposes of
18 discussing the location of the charter school.
19 A charter school may own, lease, or rent its
20 space.

21 The purpose of tonight's public hearing is
22 to discuss the proposed collocation of the New
23 American Academy Charter School within K415.
24 While the Board of Regents sets educational
25 policy and SED serves as its administrative arm,

1 neither the Board of Regents, nor SED, have
2 any authority over the placement of charter
3 schools within facilities owned by the
4 Department of Education. Nonetheless, we remain
5 concerned about public sentiment pertaining to
6 the collocation of Regents' authorized charter
7 schools.

8 This evening I'm here to gather comments
9 from the school community pertaining to this
10 collocation. These comments will be summarized
11 and shared with the Board of Regents. SED will
12 receive comments until March 6th. The panel for
13 educational policy meeting will be held March
14 11th. Written statements may be submitted at
15 the conclusion of this hearing or mailed to the
16 charter school office. And the address for that
17 is 89 Washington Avenue, Albany, New York,
18 12234. I'll repeat that. It's to the charter
19 school office at 89 Washington Avenue, Albany,
20 New York, 12234. Comments can also be emailed
21 to the following email address:
22 charterschools@mail.nysed.gov. Thank you.

23 MS. PRICE: Thank you. We want to
24 acknowledge community superintendent of DAT, Ms.
25 Beverly Wilkins. Thanks for coming tonight.

1 The next presenter tonight will be Mr.
2 James Dandridge of the CEC.

3 MR. JAMES DANDRIDGE: Good evening, Tilden
4 Campus, how you doing? For those of you who
5 don't know me, my name is James Dandridge. I'm
6 the parent volunteer, I'm the president of the
7 Educational Council for District 18 and the host
8 of this evening.

9 I stand before you representing the parents
10 of the District, representing the students of
11 Tilden Campus, representing [background noise]
12 the principals of your school. [Background
13 noise] met over the last 30-60 days to discuss
14 the issues at hand with this collocation
15 process. I stand before you to say one thing,
16 and that's very short and very sweet, we all
17 collectively oppose to this collocation.

18 MS. PRICE: The next speaker tonight will be
19 Diane Varano, Principal of Cultural Academy.

20 MS. DIANE VARANO: Good evening Tilden
21 families. I'm Diane Varano. I'm the principal
22 of Cultural Academy for the Arts and Sciences on
23 the Tilden Campus. I, along with the my
24 colleagues, have worked together and apart of
25 the collocation movement. We have worked

1 together consistently in building our
2 collocation on the Tilden Campus. For the past
3 seven years, we have worked hard with students,
4 staff, families, and administration to realize
5 success. And as we continue to work and
6 continue to develop, we see that success is part
7 of the Tilden Campus.

8 Our successes have been internationally
9 recognized. Our key components for achievement
10 include communication, transparency, mutual
11 respect, and stability. This is why it's
12 difficult to make an informed decision regarding
13 this proposal. It clearly has missing pieces.
14 As educators, we know that foresight is pivotal
15 to good planning. It is critical that we are
16 well informed, and part of the decision-making
17 process, in order to provide the best choices
18 for all of our children.

19 For example, here are some pieces of
20 information we are currently unaware of. The
21 proposal talks about the allocation of rooms
22 over time, but which room? Each school has
23 specialty and college-level classes that are
24 dependent upon specific rooms and space as part
25 of their development. Best practices for

1 collocation indicate that a new school should
2 not be located in a way that divides the
3 existing schools in a building. This building
4 has only three natural barriers by floor.
5 Division will directly impact program and
6 instruction, student achievement, and possibly
7 future growth.

8 In addition, there is a concern regarding
9 loss of resources that were components of all
10 our schools and student success. The proposal
11 does not necessarily address safety and
12 security. We are a STEM school. We need to see
13 clearly the thought process in the proposal that
14 ensures school safety if a new school cannot be
15 stemmed.

16 If-- [applause]. The collocation which we
17 are all a part of in this building, is the
18 innovation for student achievement. We need to
19 be more conscientious in developing proposals so
20 that we are accountable to all of our students'
21 success. Without that, we will consider all of
22 the things that we do not as important as our
23 students. And we know that our students are the
24 most important gifts we have in our world. They
25 are-- [applause]. They are the citizens that

1 will contribute to this society and the world.

2 I for one am very hopeful that perhaps this
3 evening we will get the answers we need so that
4 we can move forward in order to build our
5 school, our students' future, and the greater
6 part of the community. Thank you.

7 MS. MARINA VINIT SKAYA: Good evening. Good
8 evening. My name is Marina Vinit Skaya. I'm
9 the principal of the school, It Takes a Village
10 Academy. [Applause] Thank you for coming in.

11 Ms. Varano, Mr. Brown, and I, we have been
12 working for the last six, seven years on
13 building the capacity on creating all these
14 schools in District 18. And we have built and
15 created the schools and quality education. Our
16 achievements are being recognized by New York
17 City and New York City Department of Education.
18 We're also built, and we're building in the - -
19 building strong career and college programs.

20 All schools are offering a number of college
21 programs that we require space and require
22 resources. All schools are working on creating
23 CTE program. I want to go back to the proposal
24 that is in front of me and that is being
25 distributed here. The proposal says that our

1 CTE program hasn't been proven. It's
2 absolutely not true because it takes years and
3 resources to prove those proposals.

4 For example, my school is building
5 systematic - - and medical lab assistants. Both
6 programs require more space. Before this, the
7 New York City Department of Education approves
8 this program, we need to get a number of
9 computer labs. We need to get a number of
10 medical labs that haven't existed on the
11 building campus. This is something we need.

12 We're responding to all the current mandates
13 and all the current trends in education and
14 technology. If we talk about STEM programs, the
15 programs that are being introduced to our
16 programs, to our students--I'm talking campus-
17 wide in all the schools, they respond to new
18 STEM programs. They respond to more
19 requirements. However, all programs need a lot
20 of space.

21 The proposal that has been given to us
22 doesn't respond to our demands. And the
23 question that had been asked, nobody answered
24 our questions. We need to build three more
25 computer labs. We need to build three more

1 medical labs. We need to build a collegiate
2 arts program that means still more labs after
3 they build [background noise]. If you are
4 talking about collocation and we have to give up
5 rooms, that means all the programs that we're
6 working at will be closed.

7 Also, the collocation doesn't respond to the
8 growing enrollment. I have 900 applicants. So
9 then you are saying that the program, that the
10 building is not utilized. Yes, it takes time to
11 build. Tilden High School was a - - school with
12 38% graduation rate. Currently, Tilden campus
13 is between 86 and 92 graduation rate.

14 [Background noise] In the [applause] short
15 year, we created strong schools for District 18.
16 So if you are talking about clearing out space,
17 if we are talking about losing space, that means
18 that families wouldn't be able to apply to our
19 schools.

20 The proposal that is in front of me doesn't
21 respond to any of our concerns. It doesn't take
22 into consideration growth. It doesn't take into
23 consideration college and career readiness. It
24 doesn't take into consideration CTE programs.
25 Also, it doesn't take into consideration the

1 demands of District 18 families. Our programs
2 were open because of the District 18 families,
3 because of their demands, because of the need of
4 creating strong schools. Thank you.

5 MR. MATT BROWN: [background noise]. I want
6 to thank the great support from the campus and
7 from all of you who have come out tonight. It's
8 incredibly important that you're here. I want
9 to thank Ms. Varano and Ms. Vinit Skaya for
10 laying out what is very much I think a pretty
11 clear, compelling statement from all three
12 principals. But I'm going to share a little
13 more about that because we think this is a
14 critically important time for us to talk.
15 Because part of it's a process.

16 One of the struggles about it is, well, it
17 makes it difficult sometimes to really ask the
18 questions you want to ask. We know there's a
19 lot of people that signed up to talk and ask
20 questions, and we're excited to hear those, but
21 this is our opportunity as three principals, so
22 we're going to take it.

23 Ms. Vinit Skaya just reminded you that in
24 2006 this campus was at about a 38% graduation
25 rate. It was on the persistently most dangerous

1 list. It was on the impact list of city
2 schools. I don't think it's really an
3 exaggeration to say there's not been a more
4 dramatic campus-wide turnaround than this campus
5 right here. I wanted to [applause] about that
6 to honor the community that's here that's been a
7 part of that. The students and the teachers and
8 the families and the principals and our
9 superintendent [background noise].

10 But I also wanted to hear it because there's
11 some nuance this, which is to understand that we
12 were born a little bit of this process. We are
13 collocated at that decision to close down Tilden
14 campus, Tilden High School--excuse me--was a
15 painful one I'm sure, was one that demanded a
16 lot of public outcry and a lot of people who
17 felt like it probably wasn't a good decision. I
18 think at this time that the evidence is pretty
19 clear. That was the right choice to make, that
20 we've created a place that's better for kids and
21 families than what was here before.

22 [Background noise] And the reason why I
23 think that's important to know is because the
24 reason the three principals here are opposed to
25 this proposal in its current form is because we

1 think it's different. And we don't think it's
2 just different because we're here and we don't
3 want to lose what we have.

4 Seven years it was clear what was going to
5 be lost and a potential vote was going to be
6 gained. What was going to be lost was the name
7 of a great school that had a couple of decades
8 of struggle. And what was going to be gained
9 was three small schools that were going to try
10 to do the same thing with the same population of
11 kids. We are a neighborhood school, we're a
12 community school, and that's incredibly
13 important.

14 When that process happened, it was clear
15 that was to be gained and what was to be lost.
16 The challenge with this process is it's not
17 clear if people have really thought deeply about
18 what the potential is that could be lost. And
19 because of the efforts of this community to turn
20 this campus around, I'd like to think we built
21 up a great deal of trust, and a great deal of
22 trust about what we're trying to do, about the
23 distance we travel, and the distance we know we
24 need to travel.

25 And because of that trust, I want to ask

1 three really important questions that I hope
2 will be answered by the folks who answered this.
3 Given this positive turnaround, given the
4 precious foundation with which it's built, I
5 have to wonder why this community wasn't
6 approached with the idea that there's extra
7 space in this building, and the Department of
8 Education feels like that they should utilize
9 it. What do you all think it could be utilized
10 for to improve the outcome [background noise].
11 What happens, that [background noise] only a lot
12 of questions about the issue of trust. It makes
13 me feel like maybe there's a bit of a lack of
14 trust and a lack of trust towards what's
15 happening here. And I don't think that's a
16 productive environment for adults to work. I
17 don't think it's a productive environment for
18 kids to learn.

19 The second question I want to ask it also
20 about trust. It's not clear to me how we're
21 supposed to trust to support a plan that
22 potentially risks what we've built for the
23 children here without having the answers to the
24 most critical questions answered before we have
25 to say whether we support the plan or not. So

1 if the critical questions like the principals
2 are saying, the ones who've been here with this
3 community and built the school on it, explain us
4 where exactly the school is supposed to go.
5 Explain to us which rooms we're going to lose
6 and what programs may be impacted. Explain to
7 us how stemming is supposed to work. Explain to
8 us how the culture in turn that we've worked so
9 hard to create--again, as part of this initial
10 collocation process that we worked so hard to
11 create--explain to us how that's not going to be
12 damaged. And we don't have the answers to that.

13 And so when we don't have the answers to
14 that, as a principal, I can't trust that this is
15 a risk that my students will be asked to take.
16 So I want it to be clear. The way the three
17 principals stand on this proposal has nothing to
18 do with the quality or the integrity of the
19 proposal that's been submitted. It's not about
20 that at all. It's from our end it's not about
21 who's coming in and where they're going. It's
22 about what we have and what we would like to be
23 trusted with to try to build greater heights and
24 be partners in those next steps. So I want to
25 thank you all for coming out and I just want you

1 to know that all three the principals here
2 appreciate your support, and we look forward to
3 hearing the answers to some of these questions.

4 MS. PRICE: The next speaker will be Monique
5 Lindsay, Citywide Council on High Schools.

6 MS. MONIQUE LINDSAY: Thank you everyone.
7 Thank you. Thank you everyone. I want to say
8 first and foremost, thank you for allowing me to
9 speak. To the principals of this great
10 building, to the superintendents, to the school
11 leadership team, to the parent association, to
12 the--I said superintendents, didn't I? Who else
13 do I want to say thank you to? Hold on. The
14 Community Education Council president and
15 member, parents and students.

16 Okay. I am here today representing the
17 Citywide Council as a Brooklyn representative on
18 high schools. We are continuously being told
19 parents, students, teachers, schools, to make
20 sure all students graduate college and career -
21 - . Come to school. Study hard. Focus on your
22 studies. Be taught well. But now do we add
23 another subject? Charter school taking space in
24 our schools. What every traditional public
25 school needs to know, traditional schools

1 against charter schools. Parents against
2 parents. And can I not even bring myself to say
3 students against students? What do we say? No
4 to charter schools. Use your own buildings
5 [Background noise] and let ours go.

6 It brings me back--as this being black
7 history month--it brings me back to a black
8 spiritual that said, "Let my people go." Well,
9 I'm going to tell the Department of Ed that all
10 these other entities that come into public
11 traditional schools and try to take over, let
12 our schools go. Thank you.

13 MS. PRICE: Thank you all. [Background
14 noise]

15 MR. JUMAANE WILLIAM: Good evening
16 everybody. How are you? What's up, children?
17 [Background noise] panel, superintendent,
18 everyone on panel. I want to give a special
19 shout out to the principals who have done a
20 phenomenal job on turning the school around.
21 Thank you so much.

22 I do want to take a moment to acknowledge
23 New American that's here. I don't want to
24 misplace our anger. There are some students
25 here, and I want us to look at the students and

1 make sure they know that our anger is not at
2 the students who are at New American. I thank
3 you guys for being here and I thank the parents
4 who are here. I think every parent is trying to
5 give the best education that they can for their
6 students, and I believe that's what New American
7 is trying to do. My answer is [applause] the
8 administration that will pit the students
9 against students and parents against parents,
10 who will throw most of us up in the air and say
11 whoever will catch it, catch it, and the rest of
12 us go to hell. That is the problem that I have
13 today and that is where our anger should be
14 squarely aimed at.

15 I am not against charter schools. I'm also
16 not against K through 12 schools that could
17 work. What I'm against again is the arrogance
18 of administration that thinks that our community
19 have no thought, should not be talked to about
20 what a school means and the best uses of a
21 school. An arrogance of administration that
22 will say we're going to shut a school down - -
23 for that process.

24 And instead of acknowledging and celebrating
25 a success story that is Tilden Education

1 Complex, they want to go and jack that up to.
2 This administration has a history of not
3 celebrating successes, but finding a way to tear
4 those successes down. That's what frustrates
5 me. But I asked questions about why wasn't an
6 elementary school chosen? That hasn't been
7 answered. I think we deserve that answer of why
8 an elementary school wasn't chosen. We need to
9 know why the current high schools are not being
10 allowed to expand if we all agree that the
11 school is underutilized. What is the answer of
12 why those schools are not being allowed to
13 expand, given the success of all three high
14 schools, almost a 90% graduation rate? Nobody
15 wanted to go to Tilden High School at a certain
16 point. There are people who want to get in now
17 and we're preventing them from doing so.

18 What was [applause] that said in this area
19 the need is greater for elementary school
20 students as opposed to high school students who
21 want a place to go to high school in their own
22 community? These are questions that need to be
23 asked. There is an elementary school 244 not
24 far from here that is a very good elementary
25 school. So I'm trying to understand what reason

1 is, and I think the reason is just because the
2 mayor felt he can do it. That's the only answer
3 I can come up with because there's no other
4 answer to these questions, but I'm hoping we
5 will at least get the respect that we deserve to
6 understand why the elementary school is being
7 shoved in with three high schools that are doing
8 fantastic.

9 I don't even understand why we didn't even
10 bring another high school to make you learn
11 about successes of the three high schools that
12 are here. This is backwards. This is being
13 done backwards and the answer's going to be,
14 well, we can't answer some of the questions
15 because it's up to the principals to decide how
16 they're going to intermingle. That's BS.
17 You're going to hide behind that. You didn't
18 come to you principal first, so don't say you
19 can't answer questions because you have to go to
20 the principals now. The principals were not
21 forwarded any kind of respect due to three
22 principals who turned the school around from 20%
23 graduation rate to a 90% graduation rate.

24 And now I want to say something to the
25 people who are here. Thank you so much for

1 being here. And I'm happy that you're here
2 expressing your anger. I want make sure and
3 want us to direct it to the administration and
4 not at the parents who want to get a good
5 education for the school.

6 I also want to make sure that you know that
7 the DOE, as arrogant as they are, are not
8 stupid. They did not--they have fought through
9 you being here tonight. They have fought
10 through the initial anger that's going to be
11 here tomorrow. We have to make sure that
12 whatever plan we put forth goes beyond tonight
13 and goes beyond some hoopla. Because they are
14 prepared for that. They are prepared for us to
15 make some noise and scream and yell, and the
16 people, the panel and the mayor, are going to
17 vote to push this through.

18 We have to come up with something that
19 they're not expecting for. We have to know how
20 far you're willing to go to make sure this
21 doesn't come in here. We have to realize that
22 we're not going to just kick and scream, but sit
23 and not leave. That is something that we have
24 to be prepared for if we want to go as far as we
25 need to go, so the Doe knows we're going to be

1 here and knows we're going to scream. We got
2 to, we have to do something that they're not
3 prepared for. That's going to be the cameras
4 all around the world looking at what we're doing
5 to stop this trying to shove in our school here.
6 And if we're not going to do that, we've already
7 lost today. So I want to hear it from you guys.
8 Are we prepared to go the distance to prevent
9 this collocation from happening until they come
10 to us and discuss what is legal in this school?

11 [Background noise]

12 Let me just say this. We come and sit down
13 and say, you know, we've reviewed the other
14 thing and this may be the best option. But you
15 need to afford us the respect due to have that
16 conversation. You should not something down our
17 throats. Because this is a community that has
18 proven what it can do, with people when we do
19 it, and we demand our respect. And until we get
20 it, I'm going to fight hard and it's going to be
21 a big fight. And you guys know me. I'm ready
22 to throw down. So if you guys are ready to go
23 down beyond the noise and beyond the issue
24 coming out to say we are not supportive of this,
25 let's show them what we've got. And I think you

1 deserve--or we deserve and answer to the
2 questions, whether it's today or some other
3 time. But please don't let those questions go
4 unanswered. All right?

5 There's a quote that I saw from - - that
6 said show me the whirlwind; that's where I'll
7 be. Peace.

8 [Background noise]

9 I forgot. There is a petition being,
10 around, being signed basically just to put a
11 moratorium on school closures and the
12 collocations. And the reason that it is, is
13 because, as I said, I'm not against the charter
14 school. I'm against the way this
15 administration's been doing it, and it should be
16 moratorium until there's a more inclusive way of
17 getting communities to discuss what should be
18 put in. So wave your hand. Please make sure
19 you sign this petition. Thank you. Peace.

20 MS. PRICE: Thank you Council Member
21 Williams. We'd now like to invite the speaker
22 who is here on behalf of Public Advocate, Bill
23 De Blasio.

24 MS. KICY MOTLEY: Thank you Ms. Price.
25 How's everyone doing? How are you doing? My

1 name's Kicy Motley. I'm here on behalf of
2 public advocate, Bill De Blasio. The first
3 thing I'm going to do is commend all of the
4 students who are here showing an interest in
5 your school. [Background noise] and that's
6 [background noise] important and very powerful,
7 and you guys--it's a beautiful building. It's
8 beautiful. It makes we me want to cry.

9 I also wanted to commend the principals of
10 these three schools, who have done a fantastic
11 job turning the school around and also
12 [crosstalk] the students as well of Brooklyn who
13 have worked to turn this school around.

14 One of the many excuses that are given for
15 these schools to come in and pick apart our
16 communities is that we're going to provide a
17 better educational opportunities. My question
18 is we have three great educational opportunities
19 here, so why are you not going to build on the
20 success that we have here, rather than you come
21 in and take the resources that have made it
22 great, and pick that apart and break that down,
23 if you're really concerned having good
24 educational opportunities in this community?

25 The Public Advocate, he's a public school

1 parent himself, so he takes these very
2 personally when the community is not consulted
3 about decisions that affect them. We have
4 parents here and a really engaging community.
5 We have students that are engaging our
6 community, so why are we not engaging them
7 instead prior to this? Why are we not asking
8 their opinion and how they feel about their
9 school and their community, because they're
10 ultimately the ones that are affected? So
11 that's what - - the Public Advocates call for a
12 one-year moratorium of school closures and
13 collocations. So we need more community
14 engagement and we really need to look into how
15 we're doing this because many of these
16 collocations of school closures, they're
17 reckless, they're not thought out, and we need
18 to do better.

19 MS. PRICE: We have now concluded the formal
20 presentations tonight. I ask that the following
21 people line up for public comment. And please
22 forgive me in advance if I mispronounce the
23 name. Charles Turner, Brady Zelenka [phonetic],
24 Lisa Ann Testamen [phonetic], Sarah Gardner
25 [phonetic], and Bailey Lee Griswald [phonetic].

1 [Background noise]

2 1) MR. CHARLES TURNER: Hello. Hi. My
3 name's Charles Turner, and I'm the USD District
4 Representative for Brooklyn High Schools.
5 [Applause] Kurt Hahn, It Takes a Village, and
6 Cultural Academy are my schools. I'm very proud
7 of them, and I'm very proud of this campus
8 [background noise].

9 But I'm here to say what everybody else is
10 going to say, that it doesn't take a genius to
11 conclude that putting an elementary school on
12 this campus absolutely makes no sense. It
13 doesn't make sense for the DOE to put kids on a
14 campus that contains three high schools and also
15 has STEM. The three existing schools for this
16 campus are successful in the course of the space
17 that they have and the arrangement of the
18 building with high school - - . So it doesn't
19 make sense of the DOE to put any school, let
20 alone a charter school, into this building.
21 Because what you're going to do, is just force
22 them on top of each other. They're going to be
23 overcrowded, and it's going to threaten her
24 successful programs.

25 I have one question. Why did the DOE

1 want an elementary school into this building
2 when the nearest public elementary school is
3 right down the road at 756 [background noise]?
4 This proposal, it's the DOE's claim they're
5 putting children first. Which children are
6 first? Is it the high school students that are
7 overcrowded or the kindergarten students that
8 were placed in danger?

9 Rubert's Educational Plan C [phonetic]
10 is a dedicated - - . It's a decision to place -
11 - schools on this campus, no explanation why
12 it's - - . Do not allow this collocation.
13 Thank you.

14 MS. PRICE: Thank you.

15 2) MR. BRADY ZELENKA: I'm Brady Zelenka, a
16 ninth grade teacher in [background noise]. I'm
17 representing New York Schools as well. As
18 educators, students and parents, first of all,
19 all of our lines are very - - . How does the
20 decision to put an elementary school within our
21 campus affect our schools and our students?
22 First and foremost, our greatest concern is that
23 of the safety of everyone in our building.
24 Because there's no tangible plan in place to
25 screen the elementary students, how can we feel

1 assured that the potential for weapons
2 entering our school is erased? What steps are
3 we taking to ensure the safety of all students?

4 These safety procedures can be clearly
5 outlined and presented before any further steps
6 are even considered. Even the most well-run
7 schools, which we have, have period lapses in
8 safety? Why create an even larger potential for
9 school violence? The lack of a screening
10 process for the New American Academy is really
11 counter-intuitive, given the fact that it's
12 operating alongside of three high schools.

13 Secondly, Cultural Academy for the Arts and
14 Sciences, the Kurt Hahn Expeditionary School,
15 and It Takes a Village Academy have all proven
16 to be successful and effective schools. Each of
17 these schools has their own unique vision and
18 also have painstakingly cultivated and nurtured
19 since the first opened their doors to students.
20 Listen to the students, parents, teachers that
21 are with us here today. I feel confident in
22 saying that there's one thing that unites people
23 to all sides of this proposed collocation. We
24 strongly desire to give our children the best
25 possible education we can provide.

1 Let me skip down a bit. Finally,
2 we're not proposed to change the Brooklyn high
3 schools because they're precisely the things
4 that we've embraced in order to be the
5 successful learning communities that we are
6 today. What we are opposed to is the disruption
7 to our students, educational experience, as well
8 as the variety and the legitimacy that exists as
9 a result of collocation of an elementary school.
10 Thank you.

11 MS. PRICE: Thank you.

12 3) MS. BARBARA GOND: My name is Barbara
13 Gond [phonetic] [background noise]. Welcome.
14 Ten years ago I began my professional experience
15 as an educator in the Oakland Unified School
16 District in - - . I was a substitute and had
17 the ability to travel from school to school and
18 observe the difference between public to private
19 to charter, and also big to small schools. And
20 what make a successful school successful was
21 student engagement. It did not matter if the
22 student felt safe and had motivation of the
23 school where learning took place.

24 The first time I stepped onto this campus it
25 thought, "Wow. This really reminds me of

1 Erasmus [phonetic]," but it was different. It
2 was different because students were in the halls
3 and the office using the computer lab. Students
4 were free and had access to all of the resources
5 on the floor. It wasn't just our school with
6 teachers and administrators. It was their
7 school, a place where they feel at home, a place
8 where they could go to safety, for their
9 belongings and in the teacher's classroom. A
10 place where they could paint the walls. A place
11 where they're held accountable if something gets
12 ruined. It's a place they call home.

13 Now I'm not sure if you were affected by
14 Hurricane Sandy, but I was. I lost my home. My
15 son lost his room. We moved from a three-
16 bedroom house with a kitchen and dining room to
17 a one-bedroom basement apartment. Do know you
18 what happens when you lose something? A person
19 goes through a grieving process, whether they
20 become angry or sad or act out or feel a loss.
21 And most of our children have already dealt with
22 a loss, whether it's a student who lost their
23 father, mother, brother or sister, uncle, cousin
24 or friend, or even a country.

25 Yes, children have already been through loss

1 and now you sit here tonight and tell them
2 that it isn't their fault, but they're going to
3 lose their home away from home. I cannot and
4 will not stand here and allow us as educators to
5 inflict the loss or pain on my children or on
6 all of our children. It is not only the loss of
7 home and the lack of safety for elementary
8 school students that I'm worried about. Last
9 year I was nine months pregnant walking the
10 halls and witnessed a couple of fights. Have
11 you ever witnessed a high school fight? I'm
12 concerned about the safety of children getting
13 caught in a place where they shouldn't be.
14 Thank you.

15 MS. PRICE:

16 4) MS. SARAH GARDNER: Hi. My name is Sarah
17 Gardner. I'm a math teacher at Kurt Hahn on the
18 second floor. And since no one asked me how
19 this collocation was going to affect my
20 classroom or my students, I want to take a
21 minute to tell you. I teach five periods a day.
22 My prep periods--students, by the way, I'm very
23 nervous when I'm public speaking. My prep
24 periods in part consist of rearranging the
25 physicality of my room to accommodate my lesson

1 planned for the day and the student's
2 individual learning needs. How could I manage
3 that if I'm sharing a classroom with another
4 teacher, which I will have to do if this charter
5 school comes into our school.

6 The thought of not being able to be in
7 control of my own classroom space makes me very
8 nervous on how that would affect my student's
9 performance. If I'm not planning on my prep, I
10 have a student constantly in my room, having
11 conversations with them about their daily lives,
12 what's going on with them at home, if they're
13 homeless, the stuff that goes on, or college
14 readiness, how to keep their grades up.

15 These conversations are pivotal for the
16 students. If I'm not having them with the
17 students, who is? If the charter school comes
18 into Tilden next year, where will these students
19 find me to have these private--and they are
20 private--conversations? The staff lounge? Oh
21 wait; we don't have a lounge.

22 Our school's success--and we are successful--
23 is based on the community that we have built
24 and the relationships that we have with our
25 students. The school campus is doing exactly

1 what was intended. It sent from a failure
2 school to an A school. Think about that and the
3 ramifications of this proposal before you pass
4 it. Thank you.

5 MS. PRICE: Thank you.

6 5) MS. BAILEY GRISWALD: Bailey Griswald.
7 I'm the response teacher at Kurt Hahn School.
8 As a teacher, I feel comfortable looking at
9 student work and the written products, and being
10 able to assess them based on criteria. So
11 tonight - - I'll be making my comment.

12 So the written product I have is this
13 proposal for a collocation. And I want to--the
14 criteria is the Concord Writing Standard 1
15 [phonetic], which is write arguments to support
16 claims and an analysis of substantial topics for
17 texts using valid [applause] and statistitional
18 evidence. Okay? So that's a criteria.

19 Claim #1: the opening of the New American is
20 intended to create an additional high-quality
21 educational option for families in District 18.
22 Claim #2: the proposed collocation of New
23 American is not expected to impact planned or
24 future student enrollment or instructional
25 programming at Kurt Hahn Expeditionary Learning

1 School.

2 Evidence that New American is a high quality
3 of educational option: none. Sources cited:
4 none. Evidence that collocation will have no
5 impact: none. Sources cited: none. Based on
6 the criteria, I give this proposal a 1 out of 4.

7 But I would like to [background noise] so I
8 could do stars and stairs. So the stars is that
9 your audacity is quite impressive. Your
10 confidence is really [background noise].
11 Stairs: rewrite the proposal to include valuable
12 evidence that supports your claims and I see I'm
13 running out of time, but I have one example.
14 Just a simple thing is that District 18 has
15 high-quality education options like Kurt Hahn
16 Expeditionary Learning School, and as of right
17 now, your proposal is unsatisfactory. Thank
18 you.

19 6) MR. OSLO ORTIZ: [Background noise] My
20 name is Oslo Ortiz [phonetic] and I'm a parent
21 of Kurt Hahn, a board certified normal school in
22 District 18. And I'm also assistant track and
23 field coach to the boys. My big concern is
24 this: with the inclusion of this new school,
25 there'll be no room for the other. Trade

1 schools are limited to fixed numbers for the
2 next five years. Nice job. Big trouble.
3 [Crosstalk] passes movement for such lovely
4 place. Enough of the rest and sports, and just
5 - - on the successes of the teacher supports.

6 We need our - - to show growth and - - .
7 The DOE is not concerned about that. The DOE
8 favors charter schools, which is very sad.
9 Right now they just go through the [background
10 noise] teacher to formally approve. We came
11 first in 2 minutes and 22 seconds [background
12 noise]. Right now we are #2 in the nation
13 [background noise] school, we are in the top 5.
14 This school, our final [background noise] in the
15 U.S. [background noise]. Thank you very much.

16 MS. PRICE: I'm going to call the next five
17 speakers. If you'll please line come up here
18 and line up. Number 7 Carinay Gordon
19 [phonetic]; #8 Annette Wayright [phonetic]; #9
20 Adela Alexander [phonetic]; #10, Moshika Charles
21 [phonetic]; #11 Monica Daniels [phonetic].

22 [Crosstalk]

23 7) MS. CARINAY GORDON: MS. Good evening
24 Tilden. [Crosstalk] Good evening, panel. Well,
25 my concern is the mayor that run this city like

1 a king, he had total autonomy over everything.
2 I think he has eyes on this school. It's a
3 beautiful campus with a beautiful neighborhood
4 and I think that he has it five year, ten year
5 can't afford this campus.

6 My question is, the community has come out
7 to show its opposition to this plan that has
8 absolutely no place in logics, but they have
9 come out to show their opposition. How
10 effective or how much weight is going to be
11 placed on the community's voice? Is it that
12 they're going to come out and object to this
13 plan, but it's going to be done anyway, as has
14 been the case with so many of these issues? And
15 I want to know if our voices, the children's
16 voices, the voices of this community, our
17 parents, our teachers, are our voices going to
18 be heard and will be respected? In fact, there
19 is no way you can put children, elementary
20 children, with high school children and think
21 that is sensible. There's no way.

22 So my, so what I'd like Mayor Bloomberg to
23 realize is that we want to dethrone him. This
24 one time, his autonomy is going to be uprooted
25 and it's going to be objected. It's objected in

1 our loud voices, and this proposal has got to
2 be denied.

3 MS. PRICE: Thank you. Ms. Wayright.

4 [Background noise]

5 8) MS. WAYRIGHT: Well, I have the evidence
6 [background noise]. Exhibit #1, the school
7 report card, to high school, It Takes a Village.
8 Exhibit #2, chancellor says can't happen; 71% of
9 city kids not on campus right here, but we are.
10 We have [crosstalk] college-ready courses in
11 these schools. I have one thing to say to Mayor
12 Bloomberg, a businessman, he can run a business
13 like nobody can, but I ask him, if he placed a
14 CEO in his business and at the end of the year
15 we hear that 17-22 of his business are going to
16 be closed, what would he do?

17 He would not have the audacity--and as we
18 know, he - - --of coming on the team and letting
19 us know that 17 of high schools are failing. He
20 did not want to tell us and so what haven't we
21 shown him? We are bright people. [background
22 noise] and they're not afraid of educating our
23 children. I have 30 seconds to go. We will not
24 be denied our community withstanding our
25 children [background noise]. Mayor Bloomberg,

1 pay money to go [background noise], so leave
2 our children alone.

3 9) MS. ADELA ALEXANER: Good evening. My
4 name is Adela Alexander [background noise]. My
5 first reaction after hearing this proposal is
6 why would anyone feel that putting an elementary
7 school in a building that houses three high
8 schools makes sense? I myself keep asking the
9 question and getting no answers or at least
10 intelligent ones. All I hear is that there is
11 space and that the building is underutilized. I
12 beg to disagree.

13 I think we need to stop looking solely at
14 space and start thinking specifically about the
15 students this will affect. [Background noise]
16 have come to put eighth-grade students
17 [applause] to our schools and then magically
18 through the high school application process,
19 very few are matched, two of them beyond - - .
20 Why is this? The kids are a priority and not
21 match.

22 We need to put more effort into getting the
23 kids here to the schools that are [background
24 noise] provided programming and test times and
25 scheduling, and there are times during the day

1 when every classroom is utilized during my
2 advisory where every child is offered an
3 opportunity, to you know well, to share their
4 goals and prepare for college. [Applause]
5 January and June for Regents and the PSAT
6 testing, where we also have extensive testing
7 accommodations to the children that need it
8 much, to children with special education needs
9 and learnings of English as a second language.
10 What are we to do with and for these students if
11 we have to give up classrooms?

12 Additionally, small instruction supports all
13 of our students during the school day in
14 seminar. What about--what would we do for these
15 students if we are to give up classrooms? What
16 about class sizes that are bound to increase?
17 What about the safety and security of both
18 elementary school students and the students and
19 staff that are already here? Again, questions
20 and no answers. What about the amount of money
21 that would need to be spent to put back into the
22 cafeteria to accommodate elementary school
23 students? And we've been told that no money has
24 been allocated for this. That seems
25 unreasonable or it doesn't make sense. Again,

1 questions no one answers.

2 MS. PRICE: Thank you Ms. Charles.

3 10) MS. MOSHIKA CHARLES: Hi. I'm Moshika
4 Charles. I go to Kurt Hahn Kurt Hahn
5 Expeditionary Learning School, and I'm a - - .
6 And it's not right that this charter school is
7 coming here because it's going to take up space.
8 It's going to increase class size. It's going
9 to have 40 kids inside a classroom. It's not
10 going to be fair to us. No teacher's not going
11 to have time to come to us. What about
12 learning, essays, everything? What about gym?
13 Gym is going to be over. But they take away
14 cheerleading, football, basketball [background
15 noise]. We need our space. We want to do
16 academics, but we want to do sports. We want to
17 do other things. We need our space. We need
18 college classes, everything. And if you got to
19 come in, it's not going to be fair to us.

20 [Background noise] to all three principals.
21 We have three wonderful principals that are
22 doing a good job. [Background noise] we all
23 have--all the grade schools all have buildings
24 and for this charter school to come in, it would
25 be messy. Thank you.

1 MS. PRICE: I'm going to call the next
2 round of speakers. Shayna Williams [phonetic];
3 Sabrina Pasto [phonetic]; Neville Sanduan
4 [phonetic]; Ayana Roden [phonetic]; and Tasha
5 Henry [phonetic]. Go Ms. Williams.

6 12) MS. SHAYNA WILLIAMS: Hi everybody. My
7 name is Shayna Williams. I'm in [crosstalk] and
8 I'm a junior at Kurt Hahn. And I would like to
9 say that I am against this putting in a charter
10 school into this high school. Thank you.

11 MS. PRICE: Thank you.

12 13) MS. SABRINA PASTO: Hi everybody. My
13 name is Sabrina Pasto and I'm a sophomore at
14 Cultural Academy for the Arts and Sciences. I
15 say no to the [background noise] literally our
16 computer room. And all the computers actually
17 that we use, they basically don't do that. Our
18 [crosstalk] classes and so I think that's not
19 fair because I actually took a computer class.
20 So I really want that to go on until I'm a
21 senior at least. So that's it I have to say.

22 MS. PRICE: Thank you. Mr. Sanduan

23 14) MR. NEVILLE SANDUAN: Well, I went to a
24 school that had six schools and told me - - .
25 My school name is - - . We shared with 15

1 people before you. - - another high school I
2 think. And, well, we didn't have much space.
3 We always had to share. We didn't have enough -
4 - . Everybody ate lunch at the same time. It
5 was chaos and there was fighting in the
6 lunchroom, everything like that, and when we had
7 gym, we had to share--we had gym class with
8 three other classes so it wasn't really that
9 much fun. We always had to pay attention. You
10 always had to be quiet, and we had four classes,
11 we had four teachers and classes at the same
12 time.

13 And well, if the elementary school comes in
14 here, I play football so if they come in, they'd
15 have to go around down on the field house
16 [background noise] of our space and don't let it
17 go through.

18 MS. PRICE: Thank you. Ms. Roden?

19 15) MS. AYANA RODEN: How you all doing?

20 [Background noise] I'm at Kurt Hahn. I'm in
21 tenth grade. I don't think the elementary
22 school coming into Tilden is good because
23 they'll be taking out sports and academics and
24 our class will be overcrowded - - . That's it.

25 MS. PRICE: Ms. Henry, Tasha Henry?

1 16) MS. TASHA HENRY: Hi. My name is
2 Tasha Henry and I just have to say the
3 elementary school coming in would be wrong.
4 First of all, we have to share already - -
5 classrooms and the teachers--some of the
6 teachers, Ms. Franicci, my global teacher, she
7 loves - - one class and it just wouldn't be
8 right. - - where we going to go? We already
9 don't got enough classroom space and to say that
10 there's some room - - . Where we going to go?
11 We have a lot of stuff to move. That's it.

12 MS. PRICE: I'm going to call the next five
13 speakers. If you could join us here in the
14 front. Monique Waterman [phonetic], who's #17;
15 #18 Georgia Baram [phonetic], #19 Majesty
16 Williams [phonetic]; #20 Danny Maurice
17 [phonetic], and #21 [background noise].

18 18) MS. GEORGIA BARAM: Hi. Good evening.
19 My name is Georgia Baram. I am a member of the
20 Student Leadership Team for Kurt Hahn and a
21 voluntary team coach for the cheerleaders and
22 also a member of the PTA, and I actually have
23 more connection with the school than I really
24 need to have because I have two kids in one
25 school and in [crosstalk] Technical School. So

1 I have a lot to say about--sorry, and an
2 entire cheerleading and football team.

3 It's not that I disagree with a charter
4 school or anything to that nature. I've applauded
5 trying to give our kids a better education. But
6 at the same time, as a parent of Tilden, I want
7 a better education for my child, for my
8 children. So putting a charter school in here
9 and taking away the classrooms that they claim
10 is underutilized, please do not give up to it.

11 For one, the growth. There won't be any
12 growth because if you're saying by the time they
13 are finished there's going to be 1,400 students
14 in the school, what are you trying to say?
15 American is just going to stop at fifth grade?
16 If their plan and their doctrine is K to 12,
17 who's safe to say they're going to tell a fifth
18 grader? What is going to happen to our
19 children? We need space to grow. My daughter
20 is interested in medicine. She's interested in
21 photography. There's other kids interested in
22 other things. That space is there for them.
23 They need that space so they can go, they can
24 build their curriculum so they can have other
25 kids come here who are interested in other

1 things. These things are what is necessary
2 for this school.

3 Look at what the school needs and not what--
4 the money. 'Cause that's what that school is
5 about, is what the money that school is going to
6 bring to the DOE. Look at how you can invest
7 into the groups that you have here so they can
8 be directed to us in the end. When they
9 graduate, they can be something. They're not
10 going to be statistics. That's what you need to
11 do.

12 MS. PRICE: Thank you.

13 19) MS. MONIQUE WATERMAN: Monique Waterman.
14 I'm representing [background noise]. She's a
15 16-year-old with a special need. My daughter
16 attends It Takes a Village Academy. It Takes a
17 Village Academy brought out a lot in her. She
18 didn't get sent to District 75 considered a
19 special needs child. She just has a physical
20 disability, but she is shining in It Takes a
21 Village Academy. At It Takes a Village Academy,
22 she has a paraprofessional. She gets before-
23 classes tutoring. She gets Saturday tutoring.
24 If the school comes into the school and take
25 away my daughter's classrooms, where will her

1 paraprofessional go? This is my future.

2 We're a fighting [background noise].

3 This is my future, my Angela [phonetic].

4 This is my future. This school is my daughter's
5 future. I cannot afford anyone to take away the
6 light that is shining on her through It Takes a
7 Village Academy.

8 MS. PRICE: Thank you. Majesty Williams?

9 20) MR. MAJESTY WILLIAMS: [off mic] Thank
10 you. I'm Majesty Williams. - - and one thing
11 about this is you all telling us that you all
12 going to take it. You probably have - - . We
13 have school and other activities, and they have
14 to tell us that we won't have it anymore and I
15 didn't think this is something - - . - - our
16 teachers, so I also - - . They said that this -
17 - the school. I'm not against collocation or
18 anything like that, but this is not for us. You
19 all are telling us that - - .

20 MS. PRICE: Thank you. Mr. Meyers
21 [phonetic]?

22 21) MR. DANNY MAURICE: Hi. I'm Danny
23 Maurice, and I have a problem with this
24 collocation. It's going to affect us
25 academically. My crew is in a hallways that's

1 right up to the [off mic]. If you plan on
2 taking away that classroom, you're going to take
3 away my crew and I love my crew.

4 Also, we have exposure and like me, without
5 class responsibility, - - one room's expanding,
6 and we want to--we really want to ask you 'cause
7 - - , once again - - . It may not seem like it
8 'cause that's the way that we have - - with our
9 kids, but it's going to get - - . I think that
10 you should just go somewhere else.

11 MS. PRICE: Thank you. Mr. Stevenson?

12 22) MR. AIDEN STEVENSON: [off mic] Mr.
13 Aiden Stevenson [phonetic]. I'm - - [background
14 noise]. Also, - - , if this collocation goes
15 on, they probably won't - - football. Football
16 is like [background noise]. Football is having
17 all of us [crosstalk] have a way to get all
18 these - - . So if you take away that, most of
19 us might go against - - so... [background noise].

20 MS. PRICE: I'm going to call the next five
21 speakers to join us in front please. Chris Van
22 Dyke [phonetic] #23; [background noise] #24; - -
23 Douglas [phonetic] #25; Al Fredrick [phonetic]
24 #26; Shanella Jackson 27. Mr. Van Dyke?

25 23) MR. VAN DYKE: Hello. My name is Mr.

1 Van Dyke. I'm a freshman teacher at Kurt
2 Hahn. While I think there are many reasons to
3 collocating an elementary school here, the main
4 reason I want to talk about space [crosstalk].
5 The DOE says we're under-resourced. I've been
6 teaching for 11 years in the New York City
7 public school system, all of them in poor
8 schools and all of them up to this point have
9 been fully utilized. This is the only school
10 I've ever been at, which is underutilized. And
11 all that means is I get my own classroom.

12 For the last 11 years, I've never had my own
13 classroom. I taught for nine years, and if you
14 don't have your own classroom as a teacher, that
15 means you get up and you move between classes.
16 You have to pack up everything you have and move
17 to new classes or you have an off period.
18 Instead of talking to students or working with
19 them, someone else is teaching in your classroom
20 and you're somewhere else. And this is what the
21 DOE calls proper utilization, but for all us
22 with common sense, we call that overcrowding.
23 And that can't be our standard.

24 Kurt Hahn is the only school I've been at
25 that isn't overcrowded, and the DOE wants to

1 take that away. You can't go from 24 rooms to
2 12 rooms and not be overcrowded. But the DOE
3 says we're underutilized. All that means is we
4 have proper resources. The resources at every
5 school should count. Instead of taking away
6 from us, which would be giving every other
7 school what we have because there's only one
8 reason we're having this conversation. It's
9 because most of my students are born black.

10 If you have your own classroom on Long
11 Island, the Upper West Side, the Upper East
12 Side, that's considered typical. That's
13 considered normal. Nobody's putting these and
14 asking them to collocate in an under-resourced
15 building if the students have a lot of money
16 [background noise]. And so [background noise]
17 the resources we have and do not injure
18 students.

19 MS. PRICE: Thank you.

20 24) FEMALE VOICE: Hi. My name is
21 [background noise]. My son, Sebastian,
22 [background noise] at Kurt Hahn. I - - this
23 school because of everything I do--when I went
24 to the high school fair, all the resources I
25 heard about, graduation rate, anything. Now, in

1 the ninth grade I've been told that's going to
2 change. That's not acceptable. I went to
3 Tilden High School when it was at capacity.
4 It's not - - . There was 35 kids in a
5 classroom. You can't learn like that. It was
6 overcrowded. Safety was a very big issue.

7 So now my child goes to the school. I am so
8 happy. He is learning. He's doing so well.
9 And now you're going to come in here and try to
10 take us back to where it was before?

11 Unacceptable. I don't want the DOE to play - -
12 with my kid, okay? That's not okay.

13 [background noise]

14 MS. PRICE: Thank you. Mr. Douglas?

15 25) MR. DOUGLAS: Okay, first of all I'd
16 like to - - , so I'm glad to see some students
17 who are from Kurt Hahn who love the school.
18 [Applause] And I just want to mention two people
19 who are very important to me, my father who
20 started teaching in New York City in 1962 and
21 had taught for 35 years teaching - - , but still
22 teaching after 50 years. And my daughter, who's
23 an 11th grader studied at La Guardia High School
24 for the Arts.

25 I've been sharing this process with most,

1 sharing [background noise], sharing - - .
2 What my father says is basically, "Well, that's
3 the way it's always been." Downtown makes the
4 decision and the kids suffer. It sounds
5 cynical, but I couldn't reach the board out to
6 through experience and - - in art to see that
7 that might be it again.

8 - - a typical 16-year-old still lives in a
9 world where she likes to believe that adults
10 really, truly care about the children, and the
11 adults who have power, who use the power they
12 have to help those children, to make sure that
13 they are safe, they're happy, and that they have
14 a future.

15 Yesterday when I was discussing with her
16 what is happening with my school, okay? When I
17 was discussing what was to happen tonight, how
18 the actual process works, we impressed upon the
19 fact that the community was not given enough
20 time to actually organize, the lack of true
21 community involvement, etc. Her response was,
22 "That's just wrong. That's not supposed to
23 happen in this country. It's an unintentional
24 civics class. And unfortunately it's also - -
25 and letting our students get it. It's been

1 confirmed today that the system really doesn't
2 care about them and that's [background noise].

3 MS. PRICE: Thank you. - - Fredrick.

4 25) FREDRICK: [applause] My name is
5 Fredrick Malfoy. I'm the father of Skyler
6 Malfoy [phonetic] going to Kurt Hahn.
7 Therefore, - - many students to go through
8 [background noise]. You've done a great job
9 from the beginning. I mean you took this school
10 from the great disaster, and you brought it to a
11 high school when we--I mean the Board of
12 Education should really take note of that and
13 realize they butt, get their head out the butt
14 and just - - [background noise].

15 You cannot take - - and cram the schools
16 with more students and anticipating that
17 nothing's going to happen? I mean what planet
18 do you come from? I mean obviously you got - -
19 in the Board of Education sitting on a seat
20 doing absolutely nothing of planning the space,
21 and suddenly it looks like Tilden is under-
22 utilized. So let's add something to it. It
23 comes down to taking money away from the school,
24 take resources away from the school, and give it
25 to somebody else. No, no. Wake up.

1 [background noise] This is absolutely wrong.
2 This is disgusting.

3 And on top of that, you just, like you said,
4 like a month, a month and a half in advance
5 instead of letting teacher know, the community
6 knows, everybody else. No. And most people
7 only at the DOE, I guarantee you that. They
8 can't stop. They don't even come to this - - .
9 They probably don't even live in this district.
10 So how dare they come and just - - about our
11 program, that we have no [background noise].

12 MS. PRICE: Thank you [background noise].

13 26) MS. SHANELLA JACKSON: Hi [background
14 noise], Ms. Shanella Jackson. I'm a senior at
15 Kurt Hahn Expeditionary Learning School. Kurt
16 Hahn is one of three schools located here on
17 Tilden Campus. The campus includes It Takes a
18 Village Academy, Kurt Hahn Expeditionary
19 Learning School, and Cultural Academy for the
20 Arts and Sciences. Ever since I started
21 attending Kurt Hahn, there's obviously and
22 increase in my academics, along with my
23 involvement in a lot of volunteering in
24 community projects like this - - . I was
25 devastated to hear that the DOE is proposing a

1 collocation now, once again, of the New
2 American Academy Charter School. Many of my
3 friends ask me why am I doing this. You're not
4 even going to be here. This is beyond looking
5 at and we're just not going to be here and what
6 it's looking at taking into consideration the
7 people who are yet to come to Kurt Hahn.

8 Kurt Hahn is a wonderful place [applause]
9 benefit through a future - - . For example,
10 SLC, which gives you opportunity to be a leader
11 and present academic - - to your parents,
12 teachers, and fellow students. SLC [background
13 noise], but the potential for interviewing for a
14 job or for college. A lot of students have
15 transferred here since I've been attending Kurt
16 Hahn, which makes me realize that Kurt Hahn is
17 growing year after year. The art program has
18 one many awards and the film put out by our
19 students have been entered in Tribeca's Film
20 Festival. A lot of great things are happening
21 here at Kurt Hahn and I'm [background noise] to
22 show that Kurt Hahn - - will continue to excel.

23 To limit the space that was already limited
24 here will only take away from the good that's
25 happening here on this campus. An elementary

1 school doesn't have the ability to survive in
2 a high school building. When you enter an
3 elementary school, everything from the desks and
4 the chairs and the bathrooms are made especially
5 for young children. There are no [applause] in
6 the elementary school, which will be all or many
7 of the students here or if the elementary school
8 comes into this building. The building will
9 have to be remodeled to meet the needs of small
10 children.

11 There aren't any perfect student in a high
12 school. And one important issue is the
13 influence of a small child would have on big
14 kids. This might sound crazy, but small kids,
15 they have backpacks that they will usually be
16 able to sneak in the phones, sneak in the
17 weapons and anything like that in their
18 backpacks to come into the building. That would
19 be a great amount of violence in this building.
20 We are all here because we think Kurt Hahn is
21 home, a home for our children, a home for
22 ourselves. We do not want to see what we call
23 our home being turned into an experiment. I'm a
24 student here at Kurt Hahn saying no to this
25 collocation. Thank you.

1 MS. PRICE: Thank you. I'm going to call
2 the next five speakers. Please join me here in
3 the front. Tobron Noble [phonetic]; Dorothy
4 Sanswan [phonetic]; [background noise]; Charise
5 Chelfo [phonetic]; and Shamore Samuels
6 [phonetic].

7 27) MR. TOBRON NOBLE: Hi. My name is
8 Tobron - - , and I'm a student at Kurt Hahn as a
9 - - student. You all know that when you have a
10 - - and you - - to a certain point, it gets a t
11 a point where it gets hard to continue without
12 more. When you pack in more kids into the
13 school, it gets harder for the teachers to
14 manage everybody. And one of the reasons the
15 school has such a high success rate is because
16 the teachers can focus on all the kids. When
17 you add in a whole other school, there's a other
18 school added. - - still the students.

19 Adding a whole other school is going to make
20 it harder for teachers to focus on their
21 students. And then academic grades start to
22 drop. We all know - - [background noise] school
23 was successful because we're closer to
24 [background noise]. If you take away our
25 comfort, you're going to take away what we

1 worked so hard for. [applause] So that's it.

2 MS. PRICE: Thank you. Dorothy Sandswan.

3 28) MS. DOROTHY SANDSWAN: My name is
4 Dorothy Sandswan. I am a senior at Kurt Hahn
5 School, class president, salutatorian, and
6 indeed like many students in the Tilden campus.
7 When I started at Kurt Hahn, I remember having
8 three grade levels, ninth, tenth, and eleventh.
9 Having to share learning at Tilden phasing out,
10 I wasn't able to go to certain parts of the
11 school since space was limited because it was
12 only assigned to Tilden. We overcame that. Now
13 three schools here at Tilden are succeeding
14 every day, reaching beyond initial expectation.

15 I'm here to talk about this collocation
16 because I'm against it. I'm tired of the DOE
17 putting up proposals and not talking to
18 students, teachers, and principals [background
19 noise]. As most students that just spoke up and
20 came up and spoke about how they felt, the
21 number one thing I heard was sports. Sports.
22 Basketball, volleyball, [background noise]. We
23 live on sports. We love our academics and we
24 need our academics to play sports. We want to
25 stay fit. We know that our sports is basically

1 a comfort to us when we come here. It's the
2 way for us to come to school plus our academics.
3 We have the grades to play a sport and have a
4 passion for why we - - . We come to school to
5 do something, to win a game, to play with our
6 teammates. Why would you take that away?

7 Safety issues? I see many, but I think the
8 DOE's too blind to notice because they just
9 don't see questions coming at them. They don't
10 have the answers for the parents or students or
11 teachers that are asking them. Do I - - this?
12 25. I'm going to say right now, charter school
13 comes in right now, 40. My - - take no 40 kids
14 in a classroom. My teachers can't get to one
15 student [background noise] 40 kids in a class.
16 So there's - - now? I don't think so.

17 I think this proposal is wrong. The DOE did
18 not look into it and they only came during the
19 summer to learn how the school is functioning,
20 but they didn't come during a regular school day
21 to see that every single classroom is being
22 utilized, not [background noise]. There was
23 young kids only there for summer school, not one
24 - - come to summer school because they have pass
25 their Regents. But come on a day when every

1 single student is in school doing their work,
2 playing their sports on the field, in the gym
3 [background noise]. Send the DOE to me. I want
4 to [background noise] you saying that if there's
5 no space in a building, students can't learn
6 [background noise].

7 MS. PRICE: The next speaker Kathy Smersmo
8 [phonetic]. Thank you.

9 29) MS. KATHY SMERSMO: Good evening
10 everybody. I'm Kathy Smersmo. I attend the
11 Kurt Hahn School and our principal is Mr. Brown.
12 I'm going to mention one thing. During
13 Hurricane Sandy, he had to give - - space and we
14 had to share space with them and we had to stay
15 on one side of the school. The teachers had to
16 move from their classrooms. Teachers had to
17 give up their space to a junior high school
18 because their school was flooded and so we
19 shared the space. It was hard.

20 Me? I have - - than my guidance counselor -
21 - . I had to wait for her at a certain place in
22 the school and then she had to take us to the
23 computer room to fill out our college
24 applications. She had to actually sit there and
25 wait and then take us across the hallway and

1 take us to our class, to the lab, for us to
2 finish our college applications. That's wrong.
3 We shared the space; they got it; they left. We
4 got our space back.

5 Now I want to mention this. Before Tilden
6 High School was broken up, there was 3,500
7 students attending. And now the school has been
8 broken into three schools. We've been
9 succeeding. We've been doing well. Each school
10 is very unique to its mission and has problems
11 of their own. Students don't know staff from
12 other schools and are supposed to remain on
13 their floor. Well guess what? Students from
14 our floor have - - on their floor. How is the
15 charter school going to work here? We're going
16 to end up on their floor? That's not going to
17 happen. That's going to cause more problems.

18 These three high schools have been
19 progressing for the past few weeks. I see new
20 students in my high school. In my high school
21 there's been new students. We don't need
22 anymore students coming from another school. I
23 have a question. Would you want your kids to be
24 safe or would you want your kids to be
25 dangerous? So I think that if my community says

1 no, if my school says no, if my family that
2 I've been there for four years says no, then I
3 also say no to this collocation. Have a nice
4 day.

5 MS. PRICE: Thank you. [background noise]

6 30) MS. SHAMORE SAMUELS: My name is Shamore
7 Samuels. I attend Kurt Hahn Expeditionary
8 Learning School. The DOE says that we're under-
9 utilized, that they were here to see other
10 students interacting with each other to see how
11 we use and every space we have. So I want to
12 say that the elementary school - - Tilden - - .
13 Taking up space will limit our education and the
14 space we need, our sports team needs. [off
15 mic].

16 MS. PRICE: Thank you. I'm going to call
17 the next five speakers. Chris W; Nicole Getten
18 [phonetic]; Tamia Bray [phonetic]; Tasha
19 Johnson; and Charise David. - - okay.

20 [background noise] Let's listen to the speaker
21 please. Thank you.

22 31) FEMALE VOICE: First thing I will say,
23 Mr. Bloomberg has no public sense whatsoever.
24 [background noise] I'm from the It Takes a
25 Village Academy. My principal's been - - over

1 there and I love her. She saw the potential
2 in me that I thought I never had. Because of
3 her, I got - - . She made me push myself so
4 hard to get that. One semester - - . My
5 average is 97.5 because of [background noise].
6 She pushed me to get it.

7 If you run the spaces - - , do you think she
8 would have been able to notice that I have
9 potential? I don't think so. And I stand here
10 proud to say I oppose this collocation
11 [background noise]. I don't want it in my
12 school. I don't want it. I love kids. I do.
13 I love kids. Yes, I do. But when you love
14 kids, you have to stand up for them. I'm saying
15 it wouldn't be right for them to come here and
16 to be hurt by our big students. Here, there's
17 no natural barrier. It's not going to work. We
18 love the kids.

19 And parents, I have one question for you
20 from New American Academy, I have one question.
21 How would you feel if your student or your kids,
22 when they reach my age, have to deal with this
23 situation in their high school? [Background
24 noise] really hard because we have to - -
25 classroom. We have no - - . Everyone is - -

1 just because have enough space, we have extra
2 classrooms. No. How would you feel if
3 everybody's averaged dropped from 90 to 65
4 because of all the population? I don't think it
5 would be right. I'm saying I do not - - . I'm
6 at Tilden. I am - - and I'm going to spit it
7 out [background noise].

8 MS. PRICE: Thank you. Chris W?

9 32) MR. CHRIS W: Good evening. My name is
10 Chris. I go to Kurt Hahn. I'm a student - -
11 and I'm opposed to this collocation because with
12 the teams, you'd be taking away the brotherhood
13 that's built with my classes - - all together,
14 look out for one another. That's what you're
15 taking away - - already have a principal. - -

16 MS. PRICE: Nicole Getten.

17 33) MS. NICOLE GETTEN: My name is Nicole
18 and I'm opposed to the collocation of the
19 charter elementary school on the Tilden campus.
20 The National - - Association apprised that all
21 classrooms at Tilden - - are to be located on
22 the same level as the exit. There are only one
23 of those exits in this building, meaning they
24 would be in danger in case of emergency, so I'm
25 100% opposed to this so-called high-quality

1 educational option. There are other schools
2 that are - - with higher grades than us, so go
3 there. Thank you.

4 MS. PRICE: Tamia Bray.

5 33) MS. TAMIA BRAY: I'm Tamia Bray and I'm
6 in tenth grade at Kurt Hahn Learning School.
7 And I'm against this because I stay after school
8 two times to get help with my final - - and my
9 essays, and my teachers are there 'cause they
10 have time for me. But with the school coming,
11 they won't have time for me. That entitles me
12 to feeling - - but I have a nice 80 average.
13 But with that, with the school coming, then that
14 would reflect on my grades, and the time that I
15 have to be helped.

16 MS. PRICE: Thank you. The next speaker is
17 Tasha Johnson. I'm going to go ahead and call
18 the next four of them. Tasha Johnson; Shanice
19 David [phonetic]; Helena Ortiz; John Forest;
20 Lisa Wills; and Alisha Gordon.

21 34) MS. TASHA JOHNSON: [off mic] So I feel
22 that it doesn't - - for the charter school to
23 come because I think it's good. And they
24 provide me help. Like if I need help with it.
25 I won't be able to just go to her for those

1 things. That's it.

2 MS. PRICE: Thank you. Shanice David.

3 35) MS. SHANICE DAVID: Hi. My name is
4 Shanice David and I'm a sophomore at Kurt Hahn.
5 And I'm against this collocation because I think
6 that our main focus is academics, but it's also
7 sports. And if you take away the sports, then
8 where will the students going to go after
9 school? Instead of getting - - and doing all of
10 the other stuff that's going to happen, doing
11 drugs, or being in a gang or - - . - - they do
12 at home is bad. They're in school doing sports
13 and they have somewhere to go. They have people
14 who love them, who talk to them and stuff.

15 And another thing I want to address is the
16 crew. We all have a crew and in our crew we
17 have 14, 15 students and we get close to our
18 teachers and we get close to the students in our
19 crew. And if you take away half our [background
20 noise], where are we going to fit all of these
21 crews? And crew is a private place. I don't
22 know how we're going to fit two crews into one
23 classroom when one of the crew's secrets are
24 going to be shared with the other crew if we're
25 in the same classroom at the same time. So I

1 don't understand how that's going to work.

2 And also, when I came to the school, before
3 when I was in middle school, I was failing every
4 class except English. And I was a bad student
5 [background noise]. Some people now they
6 wouldn't think 'cause I'm a nice person now, but
7 back in middle school I was really rude. So
8 when I came to this school I finally got my act
9 together because there were teachers here who
10 cared about me. Mr. Brown, he learned my name
11 in the orientation before I even started the
12 school. He came up to me, asked me what my name
13 is, and from the first day he remembered. And I
14 care about that because these teachers, they
15 knew me and they wanted to talk to me and they
16 cared about what was going on in my world. I
17 don't think they'd be able to do that if there
18 are many other students in the same classrooms
19 or during lunch we can't be in certain parts of
20 the building.

21 Another thing I want to address is the labs.
22 The part the DOE will take away is the
23 [background noise] for labs. Some of the
24 students don't have WiFi in their house and some
25 of the students don't have computers or other

1 things that would allow you to do the
2 projects. If you were to take away the labs,
3 what computers will we use to do our projects
4 and what computers would we use to do all our
5 academic stuff? So then if you take away all
6 those things, then you'll slowly start to see
7 that the academic school decline and then you
8 will be to blame for that. They won't look at
9 the DOE. They'll look at us and say, "Oh, well;
10 Tilden is going back to its bad habits."

11 So I'm just saying that I think this
12 collocation is bad because it has many effects
13 on the students and the whole community.

14 MS. PRICE: Thank you. Ms. Ortiz?

15 36) MS. HELENA ORTIZ: My name is Helena
16 Ortiz. I'm a tenth grade global teacher at Kurt
17 Hahn. This is my 13th year as a Department of
18 Education teacher. I've taught at Erasmus, Van
19 Arsdale [phonetic], John J, and now Kurt Hahn.
20 I loved all the schools that I've taught at and
21 all of the students that I've taught. But the
22 DOE policies have been destroying and
23 destabilizing these schools.

24 The school closings, collocations, budget
25 cuts, etc, etc, etc. And I'm tired an I'm sick

1 and tired and angry of the DOE policies. When
2 these changes come to the schools, it's not only
3 destabilizing enough for the teachers. Most
4 importantly it's destabilizing for the students.

5 As the economic crisis in this country
6 worsens an around the world, we see more
7 instability. Parents are losing jobs.
8 Homelessness is on the rise. Poverty is on the
9 rise. This is a destabilizing system that we
10 live under.

11 One of my co-teachers already spoke about
12 the racism that we see with these collocations
13 and these budget cuts and these school closings.
14 School should be a stable place for our
15 students. As you can see, all of the students
16 who have spoken have talked about how great
17 these schools are in their home away from home.
18 I'm sick and tired of this, so I say no to this
19 collocation.

20 MS. PRICE: Thank you. Next Mr. Forest,
21 please.

22 37) MR. JOHN FOREST: Very good evening. My
23 name is John Forest. I am a grandparent and I
24 volunteer at Cultural Academy for the Arts and
25 Sciences. I have a grandson that attends that

1 school. One of the things that I like at
2 Academy is the way the teachers pay attention to
3 the students that are in their classes. They're
4 only able to do that because of the class size.

5 I myself as a graduate of the school system,
6 my classes used to be 35 and 40 students in a
7 class. Teachers did not have time to pay
8 individual attention when you did not do well.
9 In my days, you had a curriculum that you had to
10 finish and you finished it during within time
11 whether you did or not.

12 I am very pleased with what we've looking at
13 in the class. And if this school is allowed to
14 move into this campus, taking away space from
15 current high schools that are there, there is no
16 doubt in my mind that they are pushing the
17 students back into a system where the classrooms
18 will be overcrowded. Teachers will not have the
19 spaces that they need to do or pay more
20 attention to the students.

21 I went to my Board 18 meeting where the new
22 school was intentioned and I listened to the
23 presentation that was made by [background
24 noise]. And I was convinced that there's no
25 [background noise] in that presentation. We

1 didn't hear what was going to happen at Tilden
2 High School. All you wanted to do was push the
3 school and let the people know that it's the
4 best thing for the community. How do you know
5 that when you haven't spoken to the community?
6 How do you know that when you haven't spoken to
7 the teachers? I think the collocation is wrong
8 and should not be [applause].

9 MS. PRICE: Thank you. Ms. Wills. Lisa
10 Wills.

11 38) MS. LISA WILLS: Good evening. My name
12 is Lisa Wills. I have a son that attends Kurt
13 Hahn High School. And I'm opposed to the
14 decision to add an elementary school to the
15 facility for two reasons: logistics and
16 academics.

17 From a logistical standpoint, I'm not sure
18 we may spend time with the children, how they're
19 going to continue to learn safely, effectively,
20 - - our children's education. We still need to
21 have that discussion.

22 From an academic standpoint, I'm in
23 healthcare, so I'm not sure how the decision is
24 made that we have underutilized space, but if
25 that is the case, why not spend the time to add

1 the services that our kids need so that they
2 can compete on a national level when they go to
3 college? We need to make sure we've done that.
4 We've not has that discussion. We have to do
5 this because we failed ourselves.

6 This is the first time I've learned that the
7 principals were not involved in the decision,
8 and that concerns me. You have a school, at
9 least right down the block, and let us go before
10 the close. I will tell you that you don't want
11 to make eye contact with these kids. They dare
12 not look at them. It was not good. And so the
13 school closed and now we have three principals
14 who are making it happen. The kids are making
15 it happen, and now that we've turned that
16 around, raised the bar. We've raised the bar
17 and then add the services that continue to make
18 this school what it needs to be.

19 In Brooklyn, there are not many schools, but
20 a few. There are so many things that have been
21 added. Use the field. Add the services. Let's
22 not just put another school for the sake of
23 putting a school. It's unfortunate that we've
24 reached this junction on this date and for these
25 other members of the Academy here, the school,

1 looking for space. Really, if that was the
2 issue and there was a need prior to this day,
3 the principals should've been consulted; the
4 parents should've been consulted; the other
5 schools should've had the chance to speak. This
6 is not how you go about making this really hard
7 decision.

8 MS. PRICE: Thank you. Ms. Alisha Gordon
9 please.

10 39) MS. ALISHA GORDON: Good evening,
11 Tilden. Good evening New American Academy. I
12 extend a greeting of love towards you, New
13 American Academy, because we are all in the same
14 battle as educators. My name is Alisha Gordon
15 and I'm a student from Brooklyn College. Today
16 I was observing the school in order to fulfill
17 my 25-hour field work requirement.

18 I'm serious about education and about my
19 personal faith in God that led me to this
20 teaching profession. If I do not allow God to
21 transform my life, I would've been trying to get
22 a public relations internship at a big
23 corporation, probably - - . But it was God that
24 led me to this.

25 I would like to share with you my

1 observations because it reminded me of my
2 faith. Despite any struggle a teacher
3 undergoes, they teach with vitality and love.
4 When a student was giving teacher as all packets
5 and high schools would do, the teacher, after
6 reviewing it, came to him later and said I don't
7 like to see you get in trouble. Despite the
8 struggle the students go through when trying to
9 understand the material, they enjoy to learn
10 with vitality. It reminds me of my personal
11 faith in the fact that Jesus died for a reason,
12 that I could be transformed, so that I could
13 learn to love students and not focus on myself.

14 I was touched by the love that I've seen at
15 Tilden today, so I felt that these voices need
16 to be heard. You can't come into a school
17 system and then decide that this is how it has
18 to be. You need to ask the teachers and the
19 students so everyone can come together in a
20 diplomatic matter and make a decision together.

21 MS. PRICE: Thank you. I'm going to call
22 the next five speakers. If you'll please join
23 me in the front. Joshua Davis; Sandra Clark;
24 Dana Lawitz; Merl Chavez; and Carla Mackenzie
25 please. Mr. Davis, you can start. Thank you.

1 40) MR. JOSHUA DAVIS: Good afternoon. I
2 was speaking in the - - at the Kurt Hahn
3 Expeditionary Learning School. I started at
4 Kurt Hahn back in '08 and I always wanted--the
5 greatest years of my life. We did a lot of
6 different stuff. We went on an adventure. We
7 went on different trips to different colleges
8 and different places in Manhattan, in the Bronx,
9 we did basically - - comfort. Make one - - that
10 you want to do it on your own.

11 They make you feel like part of family.
12 Even though a lot of people have broken homes,
13 you come to Kurt Hahn and you feel like happy
14 because there's a decision there that you know
15 you made from day one. They're willing to work
16 with you after school, even though they might
17 not get paid for it. They're still there
18 working for you. Now why you going to come and
19 try to put a 7-year-old and 6-year-old with 16-year-
20 olds. That's totally wrong. You're looking for
21 trouble and basically supposing somebody had a
22 fight and I would not want to be one of those
23 parents who my 7-year-old come home and be like,
24 "Mommy, mommy, my face is hurt because they have
25 a fight with the high school kids." So that

1 would be totally wrong.

2 Any educational person who is educated would
3 not put little kids with big kids. It's not
4 going to work. It's going to cause problems.
5 You're just going to cut the funds of the
6 school. You're going to cut afterschool
7 program. You may not play football or play any
8 other sport that school had to offer. And I was
9 in grade school then, but I was in school then
10 and I graduated, and I would not want to come
11 back and see that the school is falling apart
12 because of not having enough funds or not having
13 enough time to do certain activities. And I
14 speak for everybody else who went there, and I
15 speak saying that this is wrong and it should
16 not happen. And everybody have a voice and the
17 voice should be heard. [Background noise]

18 MS. PRICE: Thank you.

19 41) MALE VOICE: Good evening. I graduated
20 Kurt Hahn two years ago. I'm still an active
21 member of the Kurt Hahn Kurt Hahn Expeditionary
22 community. I stand here today to express my
23 dissatisfaction with the Department of Education
24 for things in the high school. For all the
25 budget cuts and lack of funds toward education,

1 for directions to move an elementary school
2 into an existing high school. I myself am proud
3 of the Kurt Hahn High School, Department of
4 Education, and - - that I proposed more paint
5 brushes in arts - - . Education cannot be run
6 on a business. It won't work.

7 We - - program for Kurt Hahn and the Kurt
8 Hahn brotherhood, where I come back every week
9 to help groom and educate young students based
10 on my own attendance. I come to share my skill
11 building and work as hard as I can so that my
12 younger brothers won't become another statistic
13 and that I will help - - , which are pretty
14 successful participants in our community with
15 all the young--with this young experiment, I'm
16 afraid that I may not have enough sessions we
17 need if you guys are taking resources that does
18 not belong to you. Thank you.

19 MS. PRICE: Thank you. Dana Lawitz?

20 42) MS. DANA LAWLITZ: All right. My name
21 is Donna Loyle [phonetic] and I am a teacher at
22 the Kurt Hahn School [background noise] and also
23 the UFT chapter here. I've been working at this
24 school since we opened in 2007, and I stand in
25 solidarity with the students, the students and

1 parents and teachers who stand in our position
2 to this proposal.

3 And I'll tell you why. I share many of the
4 concerns about space and about safety, but I
5 stand in opposition to this proposal because I'm
6 in favor of good options for all families in
7 District 18. And this proposal doesn't make
8 sense for District 18. District 18 has 13
9 elementary schools and four charter schools.
10 And based on two reports in the school
11 construction authority demographic reports,
12 District 18 is predicted to lose 1,500 K to 8
13 students by 2018. That is millions of dollars
14 that this school district is already going to
15 lose. Those are budget cuts that are going to
16 happen to these students. And when we add
17 another option, we take more money from our
18 district public schools.

19 And those students will be students here in
20 a few years. And when they don't have that
21 extra 10, 30, \$70,000, they do not have what's
22 needed. They do not have arts in the school,
23 and then they go to high school and they're
24 expected to graduate in four years and take
25 state tests when we don't even know what it

1 looks like. So this proposal, we've heard why
2 it's bad for the campus and I'm going to say
3 that it's bad for this district as well.

4 MS. PRICE: Thank you. Ms. Sandra Clark.
5 Ms. Clark.

6 42) MS. SANDRA CLARK: Good evening. I am
7 Sandra Clark parent at Kurt Hahn and PTA member
8 as well. I join the people in opposing the
9 collocation of elementary school in this high
10 school - - .

11 I want to look at four points. There's four
12 points. We have the quality at Tilden. Two
13 years in a row of grades through finals. We
14 have a track team, who just came back from
15 Melrose. They won 1 and 2. [Background noise]
16 We have young community activists here, students
17 who worked with politicians to bring \$3,000 to
18 put into the football field. That said, our
19 children are engaged. They're working and they
20 know what they need to go to the future. We
21 have a highest graduation rate. Our graduation
22 rates are higher than the city. That says a
23 whole lot.

24 Now, Kurt Hahn - - , they're all just going
25 through the DOE standard and they all--first you

1 have - - and 100. They're just giving it six
2 years. Please DOE, give us the opportunity to
3 go with those--just - - mention there. Their
4 academy students who are coming who will look at
5 this street and see what's going on here, and
6 they will want to come here, so please - - that
7 here for the students who are for the future,
8 please leave Tilden alone.

9 MS. PRICE: Thank you. Merl Chavez. Is
10 Merl here? Carla Mackenzie.

11 43) MS. CARLA MACKENZIE: Good evening. I
12 speak to the parent of the students of Kurt
13 Hahn. I speak knowing what it is to be a
14 teacher. I speak knowing how important the role
15 of the teachers are in the lives of students. I
16 believe in the hand that shaped my life. I did
17 not spend all of my educational career as a
18 student in New York City, but in other parts of
19 the country and the state where I was afforded a
20 decent class size. And that is rare to find in
21 this Tilden Campus. We've heard many arguments
22 as to why it does not make sense to bring in an
23 elementary school with kindergarteners and first
24 graders to begin, and then grow, and think that
25 nothing - - it's not going to be that. The

1 students care when you have to sacrifice
2 space, funding, teachers that will be excess,
3 and opportunities that make learning something
4 that's possible for them.

5 Nothing you talk about makes sense, either
6 to be able to manage. To get through would be
7 impossible. I know that what it takes to be a
8 teacher or a principal or anyone who is we
9 decided this argument. It takes enough
10 intelligence to understand those arguments. So
11 that is not the situation. The situation is
12 really who's willing to take responsibility as
13 someone else. You cannot think that it's all
14 right to just make these choices when you know
15 that it's going to negatively impact upon the
16 three schools that are here.

17 I think at the end, when it comes to the
18 blame, which will be yours, that you're not
19 going to have to pay in some way. So rather
20 than do that, why not do the right thing and
21 stay out of the school?

22 MS. PRICE: Thank you. I'm going to call
23 the next five speakers. Please come to the
24 front. Laslo Mackenzie [phonetic]; Lolita Burt
25 [phonetic]; Maggie Mackenzie [phonetic]; Jordan

1 Lamb [phonetic]; and Doreen Bright [phonetic].
2 I'm sorry. We're on 46, 47, 48, 49, and 50.
3 Laslo Mackenzie; Lolita Burt; Maggie Mackenzie;
4 Jordan Lamb; and Doreen Bright. Have all of
5 those folks left? Yes? 48? 47? Go ahead.
6 Thank you.

7 47) MS. LOLITA BURT: Good evening everyone.
8 My name is Lolita Burt and paraprofessional at
9 It Takes a Village Academy and I don't think - -
10 .

11 I'm standing here with you one-to-one
12 another one - - . And I just wanted to say that
13 I'm not against collocation. Tilden Campus is
14 the epitome of a successful collocation. I'm
15 mostly offended by the lack of accountability by
16 the choice committing to make it to our
17 children, to our school's administration, and to
18 community at large.

19 My mother was an Assistant Principal at
20 Tilden High School and I witnessed first hand of
21 loss and of gain that changed a school's - - on
22 the learning community. But that change was
23 necessary for this community at large. This
24 change is not necessarily good. And it's
25 breaking my heart over again to watch that loss

1 and that pain be absorbed by my kids. I don't
2 have no children, so these are my children. And
3 I wouldn't wish that pain upon them if it's not
4 necessary, and this is not necessary.

5 This has to be a better location. I don't
6 think these children don't need a quality
7 education, but I don't think that it would help
8 it in this building, and it's not the best fit
9 for you guys; it's not the best fit for us.
10 Also, I read the proposal and our school would
11 be objected to grow by - - in the next five
12 years. I walk past the office on a daily basis
13 and I see new students coming in almost every
14 day. When that 21st student shows up in 2015,
15 where they going to sit if our classes are gone?
16 That's all I have to say. Thank you.

17 MS. PRICE: Thank you. 48? Thank you.

18 48) MS. MAGGIE MACKENZIE: My name is
19 Maggie--

20 MS. PRICE: [Interposing] Speak into the
21 mic, sweetheart.

22 MS. MACKENZIE: I don't think that
23 collocation is necessary because if you look at
24 it, there are ruined finances. We have new
25 programs and if they need to be in sports teams,

1 they need to have to have the grades, but to
2 make this grade better, you can't get rid of the
3 sport. This is why having sports pushes kids to
4 have better grades and for kids that don't do
5 sports, they actually they usually get good
6 grades. And some of them, which are very few
7 have two A's and one B, don't. So we're going
8 over [background noise] and there's so many kids
9 now, that - - and there's new kids every day.
10 I'm seeing new kids. We maybe got two years
11 gone by we - - kids. We'll have to see three
12 more.

13 MS. PRICE: Thank you. 49 and 50, Jordan
14 Lamb and Doreen Bright? Are you here? Okay,
15 we're going to move on to the next five. 51 is
16 Christina Martin [phonetic]; 52 Skylar Rodrigo
17 [phonetic]; 53 Mary Meyer [phonetic]; 54 Ladon
18 Summerson [phonetic]; 55 Roland James. Please
19 join me in the front. And if you're taking a
20 place for a colleague, for a friend, please show
21 me your number when you come up. Go ahead.

22 51) MALE VOICE: [off mic] - - and I'm at
23 Kurt Hahn School here. My feeling towards this
24 collocation, I feel that the New American
25 Academy Charter School does not have a place

1 there. Yes, Tilden may have space, but we
2 don't have tons of room and what rooms we got,
3 there's none for them. It's for us to become -
4 - , become one. We grow every day. Kurt Hahn -
5 - every week. I think that Kurt Hahn no longer
6 - - which includes more class space. We have
7 our cheerleading. We have our sports and we all
8 want that to - - . I - - private school that
9 they would - - . Each student has their own
10 specialties and taking stuff that makes us our
11 academies is not fair. And I feel that we work
12 hard to get our A's in this academy. - -
13 parents and in some - - from other school is not
14 fair. - - community every single collocation.

15 [off mic] And the other thing is if you
16 collocate us, not every high school has good
17 intentions. You could say to the kid, "I'll let
18 you go down - - ." It's not right and I believe
19 that it is wrong to collocate us with smaller
20 children, - - .

21 MS. PRICE: Thanks. Skylar Rodrigo, 52.
22 53, Mary Meyer?

23 53) MS. MARY MEYER: Hi. My name is Mary
24 Meyer and I'm a tenth grader at Kurt Hahn
25 Expeditionary Learning School. Tilden went from

1 an all-time low to three great, successful
2 school. There are three floors at the school.
3 Therefore, no - - . They say they want to use
4 our underutilized classrooms, but we use all our
5 classrooms wisely. So I want to know is what is
6 the charter school really trying to do, like
7 exactly what are they trying to do? They're
8 trying to locate them and we have no space.

9 MS. PRICE: Thank you. 54, Ladon Summerson.

10 54) MR. LADON SUMMERSON: Hello. My name is
11 Ladon Summerson and I did notice many problems
12 with this collocation. It could also affect us
13 at the academically because we have to work to
14 also get scholarships. Scholarships are a big
15 help when it comes to going to college. I am a
16 freshman here, so this will have a big impact on
17 me. I'm trying to do for me and the coach is
18 trying to make it into an official team. So
19 this can have a huge effect on students that
20 want a better chance to go to college. And that
21 is all.

22 MS. PRICE: Thank you. Roland James.

23 55) MR. ROLAND JAMES: Good evening. My
24 name is Roland James. First, I want to thank
25 you all for coming today. - - outside the

1 situation. The question I have is that why is
2 it you choose to make changes based on school
3 population? Excuse me. You said, and I quote,
4 that "we do not think that it will affect the
5 academics and - - ." Not only did you say, "we
6 do not think," not that you know, but you do not
7 think. So it's clear to me we - - of the
8 effects. How are we as teachers, students and
9 principles, how are we supposed to just sit back
10 and let these changes take place? To take kids
11 [applause] today. With a graduation rate that
12 high, at 86 to 92%, are we willing to jeopardize
13 academics based on a simple, "I think"? That is
14 not fair.

15 As a student, I was taught to lead. Today I
16 led. Today we all led. And I'm afraid the DOE
17 will follow because we kids are the future. I
18 still believe we are the future. The DOE
19 teachers - - . I want to recognize - - the same
20 - - the DOE's - - and - - said you only live
21 once. I want you guys to know it's my
22 decisions, and that's where I'm going.

23 MS. PRICE: Thank you. I'm going to call
24 the next five speakers. Christine Wayman
25 [phonetic] 56; 57 Eric Waterman [phonetic]; 58

1 Dabney Faison, Sr [phonetic]; 59 Natalie
2 Bareta [phonetic]; 60, Aquito Warren [phonetic].

3 56) MS. CHRISTINE WAYMAN: Good evening.
4 I'm Christine Wayman. I'm a freshman global
5 studies teacher at Kurt Hahn and I oppose this
6 collocation because I support quality options
7 for all students and faculty in District 18 and
8 this proposal does not offer that.

9 What it does is force families and children
10 into educational - - , basically telling them
11 that the only way you can get the quality
12 education you deserve is if you are quick
13 enough, politically savvy enough, or placed high
14 enough on waiting lists or lotteries to knock
15 someone else's child off the list. These
16 schools are successful. They have proven that
17 they are successful. But when things like this
18 happen, it makes us wonder if public education
19 is working for the population that it was
20 intended for, and that's why you have to do
21 this. It makes no sense. These kids are given
22 a chance. They are complete and many of them
23 are very successful in their competitions,
24 academically, as well as non-academically. But
25 yet it's like if you do well, you're punished.

1 If you let the world know that you're smart,
2 you're punished. If you're actively seeking and
3 if you're part of the population that wasn't
4 supposed to, you're punished. Thank you.

5 MS. PRICE: Thank you. 57, Eric Waterman?

6 58) MR. DABNEY FAISON, SR: [off mic] Good
7 evening. My name is Dabney Faison, Sr. My son
8 attends Kurt Hahn High School. - - . I am a
9 part of this community and with that, I - - I
10 say that because I'm part of the PTA board. I
11 am the assistant volunteer coach of the
12 basketball team. I'm assistant volunteer coach
13 of Tilden baseball team.

14 What I'm able to do, I'm able to bring kids
15 that I coach outside - - what Kurt Hahn is going
16 to bring to - - . I coach basketball - - 14-
17 year-olds and 15-year-olds. I coach baseball in
18 the community for 11 and 12-year olds. The
19 problem that I'm seeing is that the DOE is doing
20 the exactly - - , telling kids not to do, which
21 is not to collocate. When we read a paper on
22 how kids are - - every day, kids take their life
23 - - working. Right now nothing against this
24 wonderful school that's trying to come here
25 because the education is first and foremost, but

1 we're being bullied. - - and it's just not
2 right.

3 So, the DOE, which they wouldn't - - that
4 may be, we at Tilden Campus would not - - . So
5 with that said, I do not agree with this
6 proposal.

7 MS. PRICE: Thank you. Mr. Eric Waterman?
8 Okay. Ms. - - ? What number do you have?

9 FEMLE VOICE: 60.

10 MS. PRICE: Hold on. Ms. Bareta, Mr.
11 Waterman are present? Mr. Waterman? Okay. Go
12 ahead. Then Mr. Waterman will go after.

13 59) MS. NATALIE BARETA: - - coming in
14 tonight. I do not - - be here. My son is
15 graduating in June. And you know why I'm here?
16 This is - - only money that's [background
17 noise]. I don't know [applause]. There's one
18 here; there's one there.

19 I have a problem. Some people say they
20 don't have a problem with a charter school. I
21 do. You know why? My personal - - and the
22 school take all the chairs - - and the DOE won't
23 eat that budget - - . - - open that door for
24 those charter school to come in. You know what?
25 They brought the whole the - - . The principal

1 - - . You know what? - - we used to have two
2 gym classes per day every day. It come to only
3 two a week. Forget about that. - - because I
4 stand behind people, but when he called my son
5 six years ago, he should've brought here to - -
6 when I have to come here to stand up for him. I
7 applaud all the students here. When I come
8 here, I see him - - . I don't anybody calling
9 each other - - , but you know what? Just - -
10 what my son get.

11 Four thoughts. One, because these people
12 stood up for him. And if you believe them, you
13 could just - - . It's wrong. Because people
14 are talking to your - - just like [applause] and
15 nobody else. the people in this community for
16 me - - cooperation ever.

17 MS. PRICE: Thank you. Mr. Waterman?

18 57) MR. ERIC WATERMAN: Thank you. - - Kurt
19 Hahn this proposal and I'm obviously - - . I am
20 not against this New American Charter School.
21 There are many charter schools that are pretty
22 good schools. I'm sure they have a good program
23 and I'm not against it. I'm not against
24 collocations. I know we have sayings: colo/no
25 colo, no collocations, but we are a collocated

1 school, so I'm not against this. I'm against
2 this process.

3 However, I think this process, for lack of a
4 better term, is foolish. It's foolish because
5 it doesn't allow for any other Department of
6 Education representatives answer the question
7 that the community has. Therefore, it's not
8 considered to be engaging, engaging to have some
9 type of conversation or some kind of discussion,
10 or some kind of back and forth. Just giving us
11 an opportunity is really a traditional waste of
12 time in this manner because we're talking, we're
13 preaching to the choir. There's nothing that
14 this school needs to hear from us. They already
15 know where we stand because they would stand in
16 the same place if the roles were reversed.

17 Because they know how being in this school
18 as much--we probably would all be in our schools
19 in this campus. But that being the case, when
20 you're looking for a place to live or a place to
21 stay or a new place to kind of call home, you do
22 whatever you can to get in. When you get in,
23 you do everything you can to keep it. And
24 that's what we did six or seven years ago as a
25 campus with all those students and yet here's

1 this school coming to do exactly the opposite
2 and have no expectation that we would fight I
3 think is a little asinine, the idea that the DOE
4 proposed this without expecting some kind of a
5 fight back.

6 With that being the case, proper education
7 has let down this community and I'm part of this
8 community so I take it personally. With that
9 being the case, we taking that personal and
10 recognizing that the DOE has turned their backs
11 on us, we are turning our backs on the DOE.
12 Thank you.

13 MS. PRICE: Thank you. I'm going to call
14 the next five speakers. Please join us in the
15 front. #62 Sarah [background noise]; #63 Trace
16 Martinez [phonetic]; #64 [background noise]; #65
17 Christopher Miller [phonetic]; #66 Tracy Van
18 Morris [phonetic]. Please join us in the front
19 if you heard your name. Okay. I'm going to
20 call the next five speakers. Please join us in
21 the front. Daniel Edelton [phonetic] 67; 68
22 Jose Lantos [phonetic]; 69 Yvette Wylander
23 [phonetic]; #70 Shamon Warren [phonetic]; #71
24 Yakov Waranker [phonetic].

25 67) MR. DANIEL EDELTON: Good evening to the

1 panel. - - of the Tilden Campus, parents,
2 educators, students who have stayed up so late
3 to express their voice, and to [background
4 noise], I just want to say the three principals
5 sitting here have done wonderful work, which we
6 see. There's voice and there's passion in the
7 children, and this is exactly the kind of - - we
8 want of our students, to have a voice. This is
9 I think - - for this.

10 I just wanted to bring as evidence three
11 documents, one from - - Woodward, President of
12 the Am Federation of Teachers, one from--sent a
13 letter to John Wilson [phonetic] New York State
14 Senate, as well as signed testimonials from
15 President Clinton to Joe Klein when I was - - .

16 I just want to say two brief things, that -
17 - I'll quote from my - - letter. This is my - -
18 twice this past year and I had the pleasure of
19 seeing - - innovative practices when I was a
20 teacher professionally, committed - - . - - 34
21 schools with master teacher programs - -
22 education, this is the only one - - . The New
23 American Academy is the type of - - framework we
24 need to improve education and ultimately inspire
25 children. I look forward to continuing to

1 support - - to make a difference - -
2 children.

3 I just want to say that I'm proud of all the
4 folks that have come out tonight. Even though
5 none of those students are here, I just want to
6 say to the principals you - - and we're very
7 impressed by them, and keep up the great work.

8 MS. PRICE: Thank you.

9 MR. EDELTON: - - has a voice too.

10 71) MS. YAKOV WARANKER: It appears I have
11 the field split. Okay. My name is Yakov
12 Waranker. I'm a student from - - 447, a
13 collocation school. I really suggested research
14 it. My school faced a lot of oppression and
15 they wanted to look - - . Eventually, it was
16 the right decision to do and my students are
17 benefiting from it. I was very impressed - - .
18 it's not often having a - - high school.
19 Because I'm extremely critical and believe me,
20 there's only - - and the students' response is
21 here. Even though I disagree with all of them,
22 they are very eloquently well stated.

23 So many concerns were like that they would
24 take away resources. That is not the case.
25 It's simply a more efficient role with - - our

1 children to thinking to fulfill the American
2 dream. We can do this. And if our students are
3 going to be American students going to Harvard,
4 Yale, Princeton, and all these other Ivy League
5 schools, well, I hope you'll - - . Thank you.

6 MS. PRICE: Thank you. [background noise]
7 I'm going to call the next five speakers, #72
8 [background noise]; 73 Andrea Ashel [phonetic];
9 74 Amy Gardner [phonetic]; 75 Leo Bryson
10 [phonetic]; and 76 Rashid Liras [phonetic]. I'm
11 going to call the next five. Marcus Charles
12 [phonetic]; Roysted Maddus [phonetic];
13 Jacqueline Carteris [phonetic]; Ester Jordan;
14 and Jessica Serostki [phonetic].

15 80) ESTER JORDAN: Hi everyone. My name's
16 Ester Jordan. My son, Rodrigo [phonetic], is
17 enrolled at New American Academy. He has been
18 there since kindergarten and is now in grade 2-
19 3.

20 I understand the concerns. I recognize the
21 following reasons why I think I - - . But I
22 just wanted to come forward and see - - time in
23 the present we exist in another school, and that
24 was a concern that I had when my son was going
25 there. The way the model works, it's not it's

1 clearly an interruption between the children.
2 The school works very closely together. They go
3 to lunch at different times. They have breaks
4 at different times. So I hear all the sports is
5 gong to be taken away. New American Academy and
6 reasons, things like that. [background noise]
7 opportunities that the kids are engaged - -
8 talking about. They have arts; they have music.

9 It is not in terms of the teaching ratio,
10 that is not going to change in the sense of the
11 existing school. This school is going to come
12 with their own teachers. The existing school,
13 the ratio, the teacher-to-student ratio is not
14 going to change so much in terms of - - , but I
15 just wanted to take this opportunity to state
16 that I fully embrace New American Academy. I
17 removed my son from the private school to go
18 into this system because I understood the model
19 and so far it has proven to me - - . Thank you.

20 MS. PRICE: Thank you.

21 79) MS. JESSICA CARTERIS: Hi. My name is
22 Jessica Carteris. I'm at the New American
23 Academy. This is the second school at charter
24 that has collocated, so I understand your
25 concerns. I also want to speak to the three

1 principals and to the incoming principal that
2 so much of collocation success has to do with
3 collaborating and working together. And I'm
4 sure that will happen if this is passed.

5 I'm not really for or against collocation,
6 but I'm for quality education. This is my tenth
7 year teacher and - - absolutely transformed by
8 working at the New American Academy. Our
9 principal has a vision and it's to provide a
10 great education to all students, parents, and
11 teachers. As a DOE employee, I realize the
12 issues that happen between schools, but I hope
13 that we can get passed all that to give all
14 students a rewarding and great education. And I
15 look at this as not a charter versus district.
16 I think that arguing is absolutely absurd, but
17 it's learning how to work together to give all
18 students access to new and innovative model for
19 education and for places that provide - -
20 teaching. Thank you.

21 MS. PRICE: Thank you. I'm going to call
22 the last five on the list. 82 Jerome Balhandle
23 [phonetic]; 83 Kadija Sutton [phonetic]; 84
24 Laurie Weston [phonetic]; and 85 Michelle Namu
25 [phonetic].

1 82) LAURIE: Hello. My name is Laurie -
2 - and it was really an adventure to listen to
3 listen to you. They really were eloquent. And
4 [off mic]. This is going to seem strange, but -
5 - questions answered. This is not the forum to
6 really answer them. And I'm sorry and I look
7 forward to a time when we can sit down - - and
8 that we would make informed decisions - - . And
9 you would even see what it would work--part of
10 that to see if it would work - - a mother, a
11 teacher, - - public school. - - collocation.
12 Please tell your students that don't want to
13 lose that sports program, there is absolutely no
14 reason for that. I just can't get them to walk
15 away wishing that would happen and it would
16 never happen under any circumstance.

17 I also want them together to be safe. Today
18 I did go into a backpack. I did confiscate
19 materials. It was Cheetos and Hobos [phonetic].
20 So I mean that's that dangers that go on with
21 young ones.

22 I hope that they look at and can selectively
23 work with you is how we can turn the perception
24 into taking resources away into adding
25 resources. Because yes, we'd be very separate

1 schools and have separate entrances and that,
2 might be a wise decision, but there's - - .
3 There's community - - . Who wouldn't want to
4 read the - - in high school? The kids. That's
5 just what resources are there for us and I hope
6 the students will get that message as well.

7 We believe in a lot of the same principles.
8 I know that - - students and will be
9 satisfactorily - - .

10 MS. PRICE: Thank you.

11 83) MALE VOICE: Good evening everyone.
12 Good evening Tilden Campus. I'm - - . I'm on
13 staff at the New American Academy. It has been
14 such a pleasure to watch the mission and vision
15 of your school come to life before us. And this
16 is precisely because you have created such a
17 wonderful community full of dialogue and
18 collaboration, that we look forward to possibly
19 working together and to figuring out a way to
20 meet the needs of all our students.

21 As was mentioned before, we do not believe
22 that there is anything or reason to take away
23 sports programs or other valuable assets in your
24 community. I cannot comment on the process,
25 because that is not something that we

1 participate. What I can say is that having
2 an honor to get to you know you a little bit
3 more, I really look forward to working together,
4 figuring out a way to meet the needs of all our
5 students.

6 I would like to take a moment to give voice
7 to the 84 parents of - - having children join
8 the New American Academy - - . Many of the
9 children are here today. And to the 52,900
10 students who have applied to charter schools and
11 have been denied because there have not been
12 seats for them, many of those students lived in
13 neighborhoods around their school. And so while
14 we recognize the beautiful and wonderful
15 community that you built here, we're also asking
16 to look beyond the walls of your own community
17 to see the need that exists in Brooklyn and
18 throughout New York City for quality seats in
19 elementary schools for all children. Thank you.

20 MS. PRICE: Thank you all for your comments
21 and principals, I hope you will please pass on
22 the thanks to your students as well. We've
23 heard a tremendous amount of success stories
24 this evening.

25 There are two points that regarding the

1 Tilden Campus safety, we want to address and
2 that we will pass on to the students, the first
3 is that the proposal will not impact the field
4 house. It will continue to be, to function for
5 the three high schools on the campus and their
6 students. There will be no impact to sports and
7 extracurricular activities.

8 [Background noise] regarding safety, the DOE
9 shows the safety for all students on campus.
10 Under the proposal, DOE in consultation with the
11 - - Council, will continue to ensure safety and
12 that's the DOE's top priority. Please share
13 that with your students as well.

14 Once again, thank you all for your comments.
15 All comments will be responded to in the public
16 comments analysis, which will be publicly posted
17 and provided to the Panel for Educational Policy
18 prior to their vote. Just a reminder for
19 everybody, that that vote will happen March 11th
20 at 6 p.m. at Brooklyn Technical High School, 29
21 Fort Greene Place Brooklyn, New York to vote on
22 this proposal. The email address just again as
23 a reminder: D18proposals@school.nyc.gov. Phone
24 number: (212) 374-0208. Thank you all so much
25 for coming. This public hearing is officially

1 adjourned.

2 [START 333910 MASTER.MP3]

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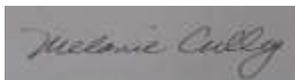
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C E R T I F I C A T E

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

Signature



Date ___ 2/25/13 _____