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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**
**Urban Dove CS for 13K596 - KAPPA @
K117-4/3/12**

1 [START 290_220]

2 MS. BARBARA FREEMAN: Good evening everyone.
3 This is a joint - - hearing of the Department of
4 Education through the education counsel. The
5 school issued - - for the proposed temporary co-
6 location of Urban Dove Charter School for
7 Sports, Health, and Fitness with existing
8 schools, Knowledge and Power Preparatory Academy
9 VII Middle School, Brooklyn Community High
10 School of Communication, Arts, and Media,
11 Brooklyn High School for Leadership and
12 Community Service, a District 75 program in
13 Building 1K117, and 2012-13. I'm Barbara
14 Freeman, the Community School Superintendent for
15 District 13. We have asked the community
16 District 13 education counsel and the school's -
17 - teams in the building on K117 to participate
18 in this - - hearing. Tonight I am joined by
19 Principal Lisa Reiter of KAPPA VII and Shawn
20 DeGregario and Sheila LeTang of KAPPA VII's SLT,
21 Principal James O'Brien of BCAM and - -,
22 Veronica Edwards, Pat Howell, Tiffany Jefferson,
23 and Kareem Smith of BCAM's SLT, Principal
24 Georgia Kouriampalis of Leadership and Community
25 Service, and Caroline - - Scott of Leadership

1 and Community Services SLT, Principal Rudy
2 Giuliani, Administrator, uhm, Montreal Buford
3 and C. Walsh of 75K369's SLT. And we'll be
4 joined by Benjamin Green, the president of
5 District 13's Community Educational Counsel. We
6 are also joined tonight by Susan Megna, a
7 representative of the charter school's office
8 for the New York State Education Department is
9 in attendance to give public comments made
10 during tonight's hearing. While the New York
11 State Department of Education is holding this
12 hearing at the same time as the DOE - - proposed
13 co-location of Urban Dove - - 17, the New York
14 State Department of Education is acting pursuant
15 to a separate law and must make a separate
16 decision regarding the charter school using this
17 space. This hearing is being recorded. The
18 purpose of this hearing is for you to provide
19 public comments about the proposal. Before I
20 describe the proposal, I want to make sure that
21 you are all aware of the opportunity to provide
22 your input. All those who wish to speak must
23 sign up in the back at the speaker sign-up area
24 located just outside the auditorium. The sign-
25 up list will close in 15 minutes. Speakers will

1 be given the floor in the order they have
2 signed up and all comments are limited to two
3 minutes. There may be elected officials who
4 arrive at different times throughout the
5 evening. If they wish to speak, we will do our
6 best to accommodate them at the first opportune
7 moment. Those who are here at the start at of
8 the public comment segment will be asked to
9 speak first. All comments will be mentioned in
10 an analysis of public comment to be published
11 and provided to the public--uh, to the panel for
12 educational policy the evening before the panel
13 votes. That vote was is scheduled for April
14 26th, 2012 and is scheduled to take place at
15 Prospect Heights Campus at 883 Classon Avenue,
16 Brooklyn, New York, 11205. In addition, we
17 welcome any comments and feedback you may have
18 at any time before the panel votes on the
19 proposals. The e-mail address and phone number
20 where comments can be made are
21 e13proposal@schoolsny.gov and (212) 374-0802.
22 Proposal Summary: On February 28, 2012, the New
23 York City Department of Education published an
24 educational impact statement proposing the
25 temporary co-location of a new public charter

1 transfer high school, Urban Dove Charter School
2 for Sports, Health, and Fitness. For two years,
3 in Building K117, located at 300 Willoughby
4 Avenue, Brooklyn, New York 11205, in Community
5 School District 13. Urban Dove is to serve--
6 designed to serve with under-credited high
7 school students and will offer these students
8 customized and regular - - socio and emotional
9 support and work-based experience that fosters
10 student engagement and enhances student
11 learning. On March 26th, the DOE published an
12 amended EIS, which provided updated information
13 regarding Urban Dove's admission priorities.
14 The DOE has also amended the bill - - plan to
15 reflect Urban Dove's revised admission criteria.
16 If this proposal is approved in 2012-13, Urban
17 Dove would be enrolling students through the
18 charter lottery application process. Urban Dove
19 will not accept new students in 2013-2014 school
20 year except to account for students lost - -
21 during the previous year. Thus, Urban Dove will
22 serve approximately 97 to 124 students in K117
23 during the 2013-2014 school year as well. Urban
24 Dove intends to enroll under-credited students
25 and is committed to preparing students to excel

1 academically, professionally, and personally.
2 Urban Dove will admit students through a charter
3 lottery and give preference to District 13
4 students who meet the following criteria, uh,
5 reference: Students who are 16 years or younger
6 upon enrollment and 9th grade students have
7 accumulated zero to eight credits upon
8 enrollment or 10th grade students who have
9 accumulated zero to eight credits upon
10 enrollment. For students who meet the above
11 absolute criteria, preference will be given to
12 students in the order of the following criteria:
13 Siblings of a currently enrolled student. Then,
14 two students considered homeless under McKinney-
15 Vento Homeless Assistance Act--one, if they
16 previously lived in District 13 or if they are
17 temporarily living in District 13; then to
18 students across Brooklyn, and then students
19 city-wide. Any proposal regarding the long-term
20 siting and/or co-location of Urban Dove will be
21 posted in a separate educational impact
22 statement in the future in accordance with the
23 Chancellor's Regulations A190 subject to a vote
24 by the panel for educational policy. Any
25 proposal for a co-location in K117 made on the

1 2013-2014 school year will also be proposed in
2 a separate - - in the future. If this proposal
3 is improved, Urban Dove will be co-located in
4 K117 with the following schools: One site of
5 the multi-sited District 75 School, PS396K,
6 Brooklyn Community High School of Communication,
7 Arts, and Media, Brooklyn High School for
8 Leadership and Community Service, and KAPPA,
9 uhm, KAPPA VII, the Knowledge and Power
10 Preparatory Academy. A co-location means that
11 two or more school organization are located in
12 the same building and may share common spaces
13 like auditoriums, gymnasiums, and cafeterias.
14 BCAM is an existing high school that admits 9th
15 grade students through the high school
16 admissions process. Leadership and Community
17 Service is an existing transfer high school that
18 admits students through a referral process.
19 KAPPA VII is an existing middle school that
20 admits students through the District 13 middle
21 school choice process. P396--369 is an
22 inclusion program, which serves 6th through 8th
23 grade students with a range of disabilities who
24 are integrated into KAPPA VII's general
25 education classes and receives special education

1 teacher support services. P369K also serves
2 students in grade 6th through 8th and require a -
3 - one-to-one educational setting. The proposed
4 co-location of Urban Dove in K117 is part of the
5 DOE's central goal to create new school options
6 that will better serve future students in the
7 community. Through a combination of new
8 development that transfers - - and the career
9 and college readiness training and placement,
10 Urban Dove will offer a sports-based curriculum
11 that features career training for students - -
12 jobs as coaches, referees, fitness training,
13 nutritionist, physical education teachers,
14 sports trainers, and more. Urban Dove Charter
15 was approved by the New York State Education
16 Department in December 2010. - - was valid for
17 five calendar years upon the date of the
18 school's opening. As per it's charter, Urban
19 Dove will admit students through a charter
20 lottery, giving preference to students who
21 reside in District 13. - - in same-sex academy
22 teams, both for academic and sports classes, as
23 part of, as part of either the Urban Dove Young
24 Men's Academy or the Dove--Urban Dove's Young
25 Women's Academy. Thank you. Our next presenter

1 is Councilwoman Tish James.

2 MS. TISH JAMES: Good evening, everyone.

3 EVERYONE: Good evening.

4 MS. JAMES: Good evening, everyone.

5 EVERYONE: Good evening.

6 MS. JAMES: So, I'm hoping that the
7 Department of Education does not take the size
8 of the crowd, uhm, and interprets it as support
9 for its proposal. Uhm, I just want you to know
10 that I am in the process of notifying the
11 community and a number of parents 'cause all of
12 us are concerned about a fifth school coming
13 into this community. I want to give you some
14 background. Last year there was a major assault
15 on some school safety officers in this school
16 where gang leaders in the neighborhood entered
17 the building and assaulted several of the school
18 safety officers who are located here in this
19 building. They were engaging in gang initiation
20 and other types nefarious activities. As a
21 result of those assaults and as a result of the
22 fear that was expressed by leadership,
23 principals of this school as well as residents
24 in the community, we created a safeguard. I do
25 not think, I do not want, and oppose with all of

1 my being a fifth school coming into this
2 building for the following reasons. First, the
3 threat of violence in and around the campus will
4 negatively impact attendance, academic
5 achievement, student recruitment and retention.
6 This is a middle-school sized building. It is
7 not a high-school building and is not currently
8 configured for 800 high school students and 250
9 middle school students, so they simply cannot
10 fit. I'm told that students are having
11 breakfast at 10:30 a.m. in the morning today
12 currently, and to add a fifth school will mean
13 that students will have to take--have breakfast
14 at an early hour, which is unconscionable and
15 unacceptable, and we can do better than that.
16 The placement of a fifth school creates a domino
17 effect of instability, not only for the school
18 that will enter but for all the schools that
19 continue to be on campus. I'm not sure how the
20 principals would coordinate the shared space,
21 the auditorium, the library, the cafeteria, and
22 all of the labs and the gymnasiums, and last but
23 not least, the field that borough president and
24 I - - funded. The students on one floor and
25 four additional classrooms on the second floor--

1 basically teachers have to share and have to
2 rotate classrooms. I'm sure that there will be
3 a number of incidents in the hallways. Children
4 bumping into one another, causing tensions. We
5 have made much progress in this building and
6 basically a fifth school will impede that
7 progress and retard the progress of these
8 schools. And let me also go on to say that the
9 way that they made their determinations with
10 regards to space I believe is flawed, was
11 fundamentally flawed because they came to visit
12 this school on a day--on a Friday before a
13 three-day weekend, and their numbers, I believe,
14 are inaccurate, and fundamentally flawed. I
15 don't believe that a high school--a second
16 transfer school in this building will meet the
17 needs of those children, a lot of them who have
18 emotional issues. In fact, 369 is a District 75
19 school with 99% of its students diagnosed as
20 having emotional behavior disorder. Let me say
21 that again. 99% of the children have been
22 diagnosed as having an emotional disorder. A
23 school where we had a significant problem and
24 some--there are some children here in each of
25 the schools who are gang-affiliated. To add a

1 fifth school with children with problems would
2 only compound the problem. I don't know, I
3 don't know what techno-crack came up with this
4 plan, but I can tell you whoever came up with
5 the plan obviously does not know the history of
6 this school, does not know the progress of the
7 school, does not know the challenges with the
8 space, and obviously was a foolish idea and it
9 was a fool hearted suggestion. I have a meeting
10 with the Chancellor. I've already spoken to him
11 about this. I have a meeting with Portfolio. I
12 would urge DOE to reconsider this and to not put
13 my children--and I consider them all my
14 children--in jeopardy. I want to approve
15 educational outcomes and children need their
16 space. And this is going to jeopardize all of
17 the children, all of the great gains that we
18 have made in this school, and put their future
19 in jeopardy. I will not tolerate it. I will
20 not countenance it, and I urge the Department of
21 Education to reconsider the co-location of a
22 fifth school. You changed your mind yesterday.
23 You decided to keep a couple of schools open. I
24 would hope the Department of Education would
25 revisit this proposal and decide that this does

1 not make sense and is not in the best interest
2 of these children. They deserve better. They
3 should get the same quality of education that
4 you provide in Park Slope, on the Upper East
5 Side or West Side. We want the same thing. Our
6 children need to be saved. If any children need
7 to be saved, it's these children. We should do
8 all that we can, do together, to improve their
9 outcomes and not put them in jeopardy. That's
10 my plea today. That's my hope that you would
11 reconsider and I would hope that you would take
12 this back to the Chancellor, that I'm drawing a
13 line in the sand. If we've got to go to Court,
14 I am prepared to go to Court, but I am not
15 prepared to [background noise].

16 MS. FREEMAN: Thank you. Our next presenter
17 will be Principal James O'Brien from BCAM.

18 MR. JAMES O'BRIEN: Good evening, everybody.

19 EVERYONE: Good evening.

20 MR. O'BRIEN: I'm going to step up to the
21 podium, read this [background noise]. Before I
22 - - I want to thank everybody in here for coming
23 and really caring about this. This is our
24 lives. They're at stake right now. I want to
25 especially thank, uhm, all of the students,

1 staff, [background noise]. You've just spent
2 the whole day in school, working, and you're
3 here now at 6:30 p.m., so thanks for the
4 support. Uh, we, the four schools Campus 117
5 categorically disagree with the New York
6 Department of Education Office of Portfolio
7 Proposal to incubate for two years a fifth
8 school in our Campus 117 building. We believe
9 that this proposal equates to a real educational
10 disrespect of and discrimination towards our
11 community in that it causes a myriad of safety
12 and coordination issues, but most importantly it
13 diminishes and compromises our educational
14 quality of life. We believe such a proposal
15 would not help were this building in a different
16 neighborhood that carries a different perceived
17 social categorical status than ours.

18 FEMALE VOICE: That's right. That's right.

19 MR. O'BRIEN: We've identified-- [background
20 noise] We've identified together numerous
21 concerns that lead to our unanimous
22 disagreement, and I'm going to reference those
23 in a moment. But we're not irresponsible
24 either. In response to this proposal, we've
25 also developed our own counter-proposal, which

1 offers solutions to our buildings' under-
2 utilization status while at the same time still
3 allowing for its academically dignified
4 atmosphere that's conducive to quality - -
5 learning for our campus students and still
6 effectively meets our DOE manuals. I'll show
7 that counter-proposal at the conclusion of these
8 remarks. So, why do we categorically disagree
9 with the fifth school? First, we believe that
10 adding another school will result in serious
11 safety issues, a blanket impediment to each
12 school's effort to fulfill our academic mandates
13 and potential and compromising our ability to
14 effectively and responsibly utilize the common
15 spaces in our building. Regarding safety, each
16 of the schools on our campus--we acknowledge it--
17 -has a small share of gang-affiliated students,
18 as well as students who exist each day within a
19 culture of violence or threat of - -. As a
20 campus, we've worked incredibly hard over the
21 last few years to make a succinct space for such
22 affiliations and student needs can co-exist and
23 be served well. Our - - of incidents has
24 dramatically decreased, but this is a real
25 delicate balance that can easily be tipped with

1 the addition of a fifth school and a second
2 transfer school with students like to possess a
3 diversity of neighborhood allegiances and
4 different gang allegiances. Further, this is a
5 middle school sized building. It's hallways,
6 classrooms, and common spaces were built for
7 middle school. It's not adequately built or
8 configured for 800 high school students and 250
9 middle school students. Just from a physical
10 and space standpoint, adding another high school
11 and its' high school students creates a - - like
12 setting with five different schools needing
13 space, access, and coordination. We believe
14 that this is just too much and it will be
15 bursting at the seams and ripe for incidents.
16 Finally, we believe that instability and the
17 threat of violence in and around our campus
18 will, without question, negatively impact our
19 attendance, our academic achievement, new school
20 recruitment, current student retention, and a
21 host of other variables. We've been battling
22 this for years and are at a real silent place
23 right now as we continue to improve. We don't
24 believe we deserve to be put back into the same
25 type of situation that we've had for the last

1 few years. Regarding academics, as I've
2 stated, we believe this proposal diminishes and
3 compromises our educational quality of life.
4 Each of Campus 117's schools face significant
5 academic challenges and possessive DOE and state
6 comparability measures that must approve. We
7 acknowledge this. However, all four schools
8 have current measures that show improvement and
9 upward trends of academic achievement. The
10 placement of a fifth school creates a domino
11 effect of instability that will only impede each
12 school's progress and improvement. For every
13 school, it will limit classroom usage and limit
14 our ability to effectively serve our significant
15 population of special education students and
16 students with special needs. For each school,
17 it will require more teacher rotation and shared
18 classrooms. BCAM is already seriously
19 challenged in its effort to effectively serve
20 430 students on one floor and four additional
21 classrooms on a second floor. We have numerous
22 teachers who share and have to rotate
23 classrooms. Students have the same classes in a
24 different classroom throughout the week. Thus,
25 we've been requesting two or three additional

1 classes to serve our academic needs for the
2 last few years. We will lose classroom space
3 with this fifth school as opposed to any
4 additional space - - maintaining our current
5 space. 369 is a District 75 program where
6 students are removed from their community school
7 and placed in self-contained programs to provide
8 them with smaller class sizes and a more
9 manageable environment. Compromising their
10 space and creating an inevitable continuous
11 overlap with four other schools is counter-
12 intuitive to the self-contained school program
13 that was intended in their - -. 596--also known
14 as KAPPA, but they want to be known as 596, so
15 we'll call them 596 right now--has just this
16 year gave a clear order of stability after four
17 principals in three years and two years of - -
18 potential phase-out classes. It now has a
19 committed principal and staff with a long-term
20 vision infrastructure. A fifth school denies
21 596 the ability to grow because there won't be
22 rooms or space allotted to the school. They
23 would like to add a technology room to properly
24 prepare for high school and college as well as
25 an art program, an innovative research and

1 technology class, and - - literacy program to
2 support DOE expectations and support the
3 diversities of their students. This proposal
4 has a direct impact on their enrollment because
5 their parents--because parents in the
6 neighborhood won't send their school students to
7 a school sharing foreign space with an older
8 transfer-school population. Finally, Leadership
9 High School as an alternative transfer school
10 needs classroom, but also a counseling and
11 special support space to support their students.
12 They will lose a number of classrooms with this
13 additional fifth school that they believe will
14 directly impact their quality of education and
15 service. So, what's our counter-proposal? In
16 the past five years, the schools of Campus 117
17 have experienced and ultimately overcome a
18 significant amount of instability, trauma, and
19 academic challenge. We've endured the painful
20 phase-out of Middle School 117. We've
21 experienced 596 having four principals in three
22 years and two years of phase-out. We've seen
23 Leadership and their multiple student deaths as
24 well as the staff passing among other emotional
25 challenges. 369 similarly has endured student

1 violence, gang activity, and their own
2 instability that comes with high-need students
3 and numerous changes to their site
4 administration. And BCAM is the longest-tenured
5 school in the building, has had to overcome
6 neighborhood violence and crime towards its
7 students, its own irresponsible and sometimes
8 violent student acts, and its own
9 underperformance on DOE accountability measures.
10 Yet, as we enter the spring of 2012, we can all
11 proudly say that all four of our schools are
12 standing strong and have come out of these
13 challenges with bright futures ahead. 596 and
14 369 both now possess a committed visionary
15 leader, administrators, and staff with 596
16 having been taken off the middle school phase-
17 out list. Our campus record of incidents is at
18 - - and all four schools academic outcomes are
19 improved from previous years and continue to
20 move upwards. And as we look around Campus 117,
21 it's really looking and feeling like a real
22 campus. Each of our schools has created its own
23 learning environment that simultaneously
24 reflects its own culture and mission, but also
25 complements and ties well into other schools.

1 We're proudly - - with coherent scheduling,
2 space configurations, a high-functioning
3 building council, safety team and ERT [phonetic]
4 team, and numerous cross-school collaborations.
5 We've turned our library into a 21st century
6 literacy center. We've unveiled six brand new
7 state of the art science labs last year
8 following a \$1,000,000 capital funds grant from
9 the DOE. We now have beautiful - -, new tables,
10 and students eating full lunches, the - - in our
11 cafeteria. And this winter, we proudly opened
12 our million dollar track--thanks Tish--and - -
13 facility to address our [background noise].
14 Thus, we plain and simply ask the DOE to respect
15 our current Campus 117. We respectfully request
16 that you allow us to continue to grow and
17 develop as a stable campus with four improvement
18 schools. Please give us a chance to continue to
19 work together without this unnecessary addition.
20 This is our campus. Let us continue to do our
21 best to improve and serve our communities. The
22 following are specifics of our counter-proposal
23 that seek internally to address the label of our
24 buildings under-utilized. We also propose to
25 increase our enrollment in strategic areas, but

1 also to allow us to serve our communities by
2 using some of our space in ways we believe it
3 can be of best use. Firstly, instead of
4 bringing a fifth school, let's allow 596 to
5 continue with their very obvious transformation
6 to stability and academic success by supporting
7 them and achieving a total enrollment of 324
8 students, which is four sections per grade, and
9 which is the normal footprint for a middle
10 school. This is essentially 175 students more
11 than their projection of 150 students and will
12 bring the building total to 1,000 plus, which
13 would negate the classification of under-
14 utilized, building thus the need for a whole
15 other school. Additionally, if needed, 369 is
16 committed to adding one or two additional self-
17 contained classes of 25 students and BCAM, if
18 given additional space consideration, is
19 opening--is open to take an additional 20 to 30
20 students on to its register. Campus 117 would
21 also like to gain support from the DOE in
22 developing some or all of the following shared
23 resources and programs to truly serve our
24 communities in valuable ways. First, we'd like
25 shared classrooms that serve our special

1 education and special needs schools. We'd
2 like to share - - safe space for schools. We'd
3 like to develop a shared safe room for in-school
4 suspensions and an office for BCAM security.
5 We'd like to develop a shared multimedia arts
6 center, shared - - support facilities, and a
7 shared student government office to house Campus
8 117 student government, and once and for all,
9 we'd like support in modernizing our gym, our
10 locker rooms, our auditorium, our auditorium's
11 curtain that was set clearly in the 1950s
12 instead of 2010. And, once and for all, instead
13 of - - we'd like the DOE to support us in
14 renovating the two or three burnt out wasted
15 rooms in our basement and turn them into a media
16 performance center and a full-fledged technology
17 lab [background noise]. So, in conclusion, we'd
18 like your - - to really take stock of the
19 safety, academic, and coordination issues we've
20 raised in response to the proposal. We
21 essentially feel disrespected and unimportant in
22 the way this has all come about. We don't feel
23 like this - - takes place in other communities
24 and we don't feel like we were given an
25 opportunity to grow internally. Thus, we'd like

1 you to respectfully and honestly consider the
2 counter-proposal of supporting the growth of 596
3 and to a small degree BCAM and 369 as well its
4 shared space uses we've defined as ways to
5 offset the under-utilization of our building.
6 More than anything, though, we ask you to give
7 our Campus 117 an opportunity for respect, to
8 let it continue to stabilize and improve and
9 thrive. Let us increase our - - from within and
10 decide how to use our own space from within.
11 Thank you very much.

12 MS. FREEMAN: The next presenter will be
13 Administrator Montreal Buford from K--75K369.

14 MR. MONTREAL BUFORD: Good evening.

15 EVERYONE: Good evening.

16 MR. BUFORD: Our school is a District 75
17 middle school and as reported earlier, 95% of
18 our students have been diagnosed with emotional
19 behavior disorder. Our students are in self-
20 contained classrooms, which by rule means there
21 can consist of no more than twelve students, one
22 teacher, and at least one paraprofessional.
23 This is because our students have a number of
24 emotional, academic and behavioral needs that
25 require smaller class sizes and a more

1 controlled environment than their community
2 schools can offer them. We work hard to try to
3 be proactive and control or eliminate potential
4 barriers that can lead to emotional outbursts.
5 Our students come from all over Brooklyn and we
6 even have students from Queens and the Bronx.
7 Removing these schools--these students from
8 their community schools and placing them in a
9 building where they have to share space with
10 multiple other schools seems to be counter-
11 intuitive to the self-contained program that was
12 intended in their IEPs. However, we have
13 developed a new working relationship with the
14 other schools currently located in the building
15 to ensure that all of our schools are - -
16 academic and emotional needs met. Adding an
17 additional school to the mix may result in the
18 instability and increase the need to share the
19 common spaces among the schools. Currently, our
20 school has only utilized the gymnasium one or
21 two times per week. We have been - - scheduled
22 for usage more often. However, some are during
23 essential academic times others are shared times
24 with the other schools. We try to avoid sharing
25 the space to prevent the potential safety issues

1 and as a result of our kid's emotional
2 behavior needs. In the suggested proposal, our
3 potential schedule that was proposed with our -
4 - program, it's suggested that we share the gym
5 with the Urban Dove for 45 minutes of an hour
6 and 15 minutes that we are scheduled to utilize
7 the gym on a daily basis. While we're aware
8 that this has not been set in stone, it
9 illustrates how the school resources, like the
10 gym, would need to be stretched to accommodate
11 all the schools and illustrates how the self-
12 contained needs of our student in particular--
13 our students in particular will not be met. In
14 addition, potentially having to have our
15 students that have emotional and behavioral
16 needs with students over at the Urban Dove
17 school that have had issues in the past is
18 asking for trouble. Also considering the fact
19 that they are just mixing middle school-aged
20 students with high school students. Overall,
21 our goal is to reevaluate our students and place
22 them back in a - - restricted program - -
23 community schools. To accomplish this goal, we
24 are working to address our student's academic
25 and emotional needs. As a result of sharing the

1 school with three other schools, we limit the
2 amount of freedom that we allow our students as
3 we are concerned about potential safety risks.
4 Our students are escorted to the restroom, the
5 cafeteria, gymnasium, the nurse's office, and
6 any other shared spaces, to prevent them from
7 having unsupervised interactions with the
8 students from other schools. Adding another
9 school increases the need for this among all the
10 schools in the building and especially the
11 school that will potentially share a - - with
12 the Urban Dove Academy. We feel that this is
13 doing a disservice to our students as we are not
14 allowing them the opportunity to learn to be
15 independent and responsible, which is an
16 important factor in our student's educational
17 experience. We want to prepare them for what it
18 would be like in their community schools if they
19 are reevaluated and were placed in a less-
20 restrictive environment, and this does not
21 enable us to do that. Overall, we feel that
22 placing an additional school in our building is
23 unfair to our students and to the students that
24 would be attending Urban Dove School. It will
25 lead to an increased need to supervision, more

1 safety concerns, and more of a need for
2 sharing common spaces between the schools.
3 Thank you.

4 MS. FREEMAN: Thank you. Our next presenter
5 is Principal Georgia Kouriampalis of Leadership
6 and Community Service.

7 MS. GEORGIA KOUAMPALIS: Thank you. I just
8 wanted to give the public a chance to share
9 comments as well, but my message is short, but
10 powerful. Tonight, I ask the DOE for help and
11 support. Last year, from spring 2010 to June
12 2011, my school lost four students and one staff
13 member. That is five deaths in one year.
14 People lose adults--we lose adults in our life
15 and it takes us years to recover. Schools need
16 a chance to recover, too. Our communities need
17 a chance to recover. We have our situation with
18 all the deaths. We are a fragile community. We
19 have the school downstairs that has had four
20 principals in five years. As a building
21 council, that's hard when you have a new leader
22 every single minute to make decisions and still
23 pull through to create amazing changes in this
24 building because we're fueled by the passion to
25 bring change and hope in this community. Both

1 need help. I want to know how many schools
2 suffered five deaths last year. Are we the only
3 one? If so, help us out. We are educators. We
4 are not here to turn against each other, but
5 we're here to hear each other and have
6 partnerships so we can support each other.
7 That's basically it. This is straight from the
8 heart. This is as real as it gets. We face the
9 violence every single day. We work--you see all
10 the administrators, every single - -, every
11 single counselor, you know, everyone's a hero in
12 this building. When our students get into a
13 fight and - -, when there was a gang situation,
14 you'll see all of us outside with our walkies,
15 running into the streets, running down the - -.
16 I've had a - - tell me, 'lady, you don't have a
17 bulletproof vest. You shouldn't be outside.'
18 And what do we say? We don't care. Because
19 they're our kids and - - small school, they're
20 not numbers, they're not - -, they're faces
21 [background noise]. So, tonight, we just ask
22 for help and support. Give us another year.
23 Give us another two years. We need our spaces.
24 I have to explain every day while I need two
25 rooms as counseling suites when I have five

1 counselors or four counselors and I have to
2 defend myself when they don't even have their
3 own private offices to talk about real things
4 like rapes and crimes and deaths and the
5 violence in the student's lives. We have art
6 therapy programs - -. We don't have a space to
7 place our art therapist. I mean, you know, we
8 constantly have to defend ourselves. We want to
9 get - -, we want the - -, we want to work
10 together, but we're at the point where we need
11 help. Last year, after all the deaths, we still
12 had a problem - -. We did get a proficient.
13 One step away from - - despite the fact that we
14 had death and destruction. Nobody - - to 9/11
15 after the World Trade Center incident happened
16 and had an inspection. We had a problem with
17 you. We did fight it; we did it, and we had
18 good data. So, now I just ask for your help
19 around this and believe - - for safety in the
20 building. I don't make excuses for my work. I
21 am successful. I want to be successful in life.
22 I expect the same standard from my staff, but at
23 this point, I'm not ashamed to say, this is
24 what's best for this community. This is what's
25 safe for this community. Four schools are

1 enough. As a transfer school leader, it's
2 hard enough to be in the school with middle
3 school, you know, with middle school children.
4 My students have been incarcerated and - - is
5 that - - transformational change and - -
6 awaiting the space to do our work. And I've
7 been in schools--I've worked for Hamilton High
8 School, 5,000 kids, I've been in a transfer
9 school in my own building, so this is--I'm not
10 making excuses here. This is just what's fair
11 for the community, so please hear us. We want
12 to work together. We want to create this change
13 and we need stability in this building. We
14 haven't had a stable time in the last two years.
15 Give us a year. You know? I respect the
16 proposal for Urban Dove. This is not Urban
17 Dove. I believe in transfer schools with all my
18 heart. It's not about the charter school. It's
19 not about the state. I support that. It's
20 about what we need and people listening to what
21 we need. We were placed in these positions for
22 a reason. We're not making excuses. We're
23 educators. We're not business people. We're
24 making decisions based on children and we just
25 need everybody to hear. Thank you.

1 MS. FREEMAN: [Background noise] The next
2 person is Veronica Edwards from BCAM's SLT.

3 MS. VERONICA EDWARDS: [Background noise]
4 Hello everyone. I'm Veronica Edwards and I'm
5 coming to you as a parent more than a school
6 leadership - -. School leadership teacher,
7 sorry. And I've sat outside in my car because I
8 realize the environment that the school is in,
9 and I know the type of students. So, many times
10 I have come to pick my daughter up from school
11 and there's many parents I see come to pick up
12 their child. Once, I was sitting in my car
13 because I came early, and there were gangs of
14 people--I'm sitting there, and students came
15 from--they weren't from this school. They came,
16 I guess, to meet students here and one young man
17 was coming out of the school and all of a sudden
18 he was swarmed by other teenagers. I got on my
19 phone because I said if I get out, then what am
20 I going to do with these young men? I called
21 the school and I said, you know, you need to get
22 someone over here. I called 911 because I
23 didn't--and they did, they knocked the boy down.
24 They started punching him. I will never forget
25 it because every adult, my entire life I've

1 lived in Brooklyn, I've never experienced
2 sitting there and just--this is happening in
3 front of your face. I was totally scared.
4 Other times, I've come up to the school 'cause
5 I'm here almost every day picking up my child
6 because I don't feel that she is in a safe
7 environment, and now you want to bring--like the
8 principal said, it's not that we have anything
9 against the other school, but it's just the
10 environment that we're already in. Don't stress
11 it any further. I come to the school once and
12 there's cops all over the school, and I'm afraid
13 because I see an ambulance sitting at the front
14 of the school, I see police officers, I see
15 school safety. I know my child is inside there
16 and I don't know what's going on as a parent.
17 So, I sat there. They said, 'no, no. It's not
18 BCAM's students. There's nothing going--it's
19 some other students. They heard that we're
20 going to come to the school.' You're talking
21 about stress. How--you know, these students
22 have a lot to deal with, and then we expect them
23 to go home and do homework when they're worried
24 about their safety the next day at school. It's
25 just more than I think we need to put on these

1 children, and I--that day, I grabbed a few
2 students. We went down to the - -. They
3 weren't all my children. Only one was my child.
4 I grabbed some other ones I see here. I said,
5 'come on, we're going to just go away from the
6 school. Call your parents. Let them know
7 you're with me.' Because I felt at that time we
8 had to move and move quickly. It was
9 unfortunate. And to bring more stress and more
10 maybe gang activity, it's just unfortunate.
11 I've been at meetings during the day and the
12 students couldn't even walk to the subway. They
13 were being, you know, jumped. And I know
14 LaTisha James is trying to get camera and
15 different safety issues and things have gotten
16 better, but to now--to go back to where we were--
17 -things have got better. They're not great, but
18 they're a little better. A lot better. And I
19 do fear for even the teachers. I say how do you
20 teach? And poor Mr. O'Brien, he has to stand
21 outside and actually become a police officer.
22 He's a principal. Why should he have to wear
23 that cap of a police officer to make sure,
24 'please just leave the area so you students will
25 get home safely.' I said, well, God bless you

1 because, you do more than I could do.' So,
2 that's my stand as a parent and as a school
3 leadership--I'm on the school leadership team
4 committee, and this is my deal. It's coming
5 from a safety and in a wholehearted--a heartfelt
6 issue that--it's not the other school; it's not
7 the other children. But don't put more on us
8 than we deserve. My child came to high school
9 and she's in a junior high school building. I
10 said, 'well, this is where the high school is
11 located.' Now, there's four schools. You want
12 to put five schools in a junior high school? If
13 I was a parent of a middle school--I don't know
14 why they are not stuffing this building because
15 a junior high school student with people that
16 have been incarcerated and are older, more
17 experienced, they're gang-affiliated, that's
18 just more than I can do. Thank you.

19 MS. FREEMAN: The next presenter is Pat
20 Howell.

21 MR. PAT HOWELL: Thanks. My name is Pat
22 Howell. I'm a teacher at BCAM. I've been a
23 teacher in the building for about five years
24 now. And we've heard from administrators, we've
25 heard from a parent. I just want to give you a

1 quick--a little bit of a synopsis of what Mr.
2 O'Brien said from a teacher point of view. I
3 think we've got to remember, number one, this
4 idea is bad for kids. It's bad for the
5 students. Number two, it's bad for the
6 teachers, which ends up being bad for the kids.
7 And then finally, it feels like DOE has come to
8 us with a convoluted solution to a problem that
9 they've created and there's an easier solution
10 to this problem, much like Mr. O'Brien said.
11 But number one, it's really--it's bad for the
12 kids. We've heard about the safety issues, but
13 in the end, it's going to give us few resources
14 for the kids that we already have in our
15 schools. We're not going to be able to serve
16 them as well as we should, as well as we are--as
17 we want to as teachers. Secondly, as a teacher,
18 it's a much more difficult job if we have to - -
19 necessarily with fewer rooms available to us.
20 We can squeeze them in, but teachers are not
21 going to have their own space. They're not
22 going to have their own classrooms. They're
23 going to be able to--they're going to have to
24 travel with resources that they do have. I, as
25 a teacher who's been here for a while, I'm

1 lucky. I've got all the resources I need in
2 one space. I can give my students a better
3 education because I have those opportunities.
4 I've got books, I've got maps, I've got
5 resources, I've got computers. If I have to
6 start traveling from room to room, I'm not going
7 to be able to serve my students as well. And
8 finally, there's an easy solution to this. DOE
9 says this building is under-utilized, which
10 perhaps it is. We've got four good schools in
11 this building and there's absolutely no reason
12 why those four schools can't serve the students
13 that DOE expects us to serve. KAPPA, while
14 they've had a lot of turnover, they've had some
15 issues, 150 students like a silly number for a
16 middle school. There's no reason why they can't
17 take more kids. They've shown in this year that
18 they can turn things around and do a better job.
19 Give them an opportunity to do that. BCAM,
20 Leadership, 596, we've all proven that we can do
21 a good job with the kids that we have. We can
22 easily take more and just like that we've solved
23 the under-utilization problem. And I can't even
24 imagine that Urban Dove is really interested in
25 coming here for two years. Why? Why do they

1 got to move here for two years, then they're
2 going to move again? It seems like an
3 inefficient convoluted solution for a relatively
4 simple problem. And then what comes next? They
5 move out after two years, and we're right back
6 here again. And what will you guys have for us
7 next? That's my question. Thanks.

8 MS. FREEMAN: The next presenter is Tiffany
9 Jefferson.

10 MS. TIFFANY JEFFERSON: I'm going to be
11 brief 'cause I'm probably going to - - tomorrow.
12 My name is Tiffany Jefferson. I'm a teacher
13 here at BCAM. I teach English. I've been
14 teaching here for five years. Our kids count,
15 okay? They deserve a quality education. They
16 deserve smaller classes. They deserve--our kids
17 are creative and they're amazing. Okay? They
18 create films. They create art. They create
19 raps, their statements, their dances, uhm, and
20 they need that space to be creative. All right?
21 If we're stuffed into classrooms, how are we
22 going to do this? How are we going to store all
23 of this, uhm, equipment that we have, uhm, and
24 we deserve this space because we have the right
25 to a quality education. From a teacher's

1 standpoint less rooms means less services.
2 We'll have self-contained in our school
3 building, but we need services [background
4 noise] teacher. We have - -. They have to go
5 into classrooms as it is. Where will they go
6 then? - - copy rooms to meet with their
7 students and this space issue is definitely a
8 big one. We are mandated by the law to provide
9 these services and they shouldn't have to have a
10 service in the bathroom or something ridiculous
11 like that. We need to--you know, every student
12 counts. Every student. If we have one student
13 that needs speech, then we need that space for
14 that service. One thing--I would just like to
15 disagree with this one solution, which is give
16 us more kids. I feel like we need more space,
17 not more kids. I think that, you know, our
18 classes--we're supposed to have small schools
19 and small class sizes so that kids can have
20 better outcomes and by giving us more kids,
21 that's increasing our size, which diminishes the
22 opportunity and, you know, the quality of
23 education, the behavior, all of those things, so
24 I would argue that that they may not be the best
25 solution, but I disagree with that personally.

1 Finally, I'm very proud of our students who
2 took social justice and action into their own
3 hands today and opposed this school because they
4 do count, they do have a voice, and they do
5 matter, and they are going to graduate, and
6 we're going to ensure that, and we just want the
7 Board of Education to know that it's not fair
8 and we're not going to take it. Thank you.

9 MS. FREEMAN: Our next presenter is Kareem
10 Smith of BCAM [background noise].

11 MR. KAREEM SMITH: I'm pleased to be
12 representing BCAM as not only a member of SLT
13 but also a junior that attends the school and
14 first and foremost I just want to say I feel
15 like the fifth school inside this building would
16 just be hazardous academically and socially. I
17 say this because I--well, first and foremost,
18 not only speaking on behalf of the - - high
19 school student, but - - perspective of a middle
20 school parent. You don't exactly want to send
21 your child to a school where you know there's--
22 not, you know, judging or, you know, trying to,
23 like, put down people from a transfer school,
24 but not--I mean, being a parent of a middle
25 school child, you don't necessarily want to send

1 them to a place where you know there's
2 students who are a little older than them that
3 can come from, you know, background,
4 quote/unquote, with a juvenile history. And I
5 also think that we are--we're getting by on the
6 space that we do have in the school, and I want
7 to reiterate on that. We're just getting by, so
8 we're not--everything's not peachy but we're
9 managing to get by with the space that we do
10 have and I just wanted to say yeah, we're
11 working with what we've got and making the best
12 out of it, but a fifth school--it's--if you
13 can't work with what we've got, you're paid to
14 manage that. It's just impossible. And I'd
15 honestly like to know what is happening in
16 another school or in another district, in a
17 place like Brooklyn Tech or something like that.
18 I just feel like socially it's very - - and
19 prejudice and I want to know if it would happen
20 somewhere else. And I think with all - - not
21 only BCAM, but - - but not only with BCAM but
22 most of the schools, we face our own social
23 dilemmas and stuff like that. But, to be more
24 specific, BCAM, we've had a lot of - - that
25 include things like community - - gang violence,

1 but the issues we face is, like, something
2 that it's always going to be there and we can't
3 sweep this one under the rug. We've managed to
4 get by with the four other schools we have and a
5 fifth school, it's impossible. There's just--I
6 find - - how you can find space to put another
7 school inside this building. It's just
8 virtually impossible. And my last--the last
9 thing I really wanted to say is, uhm, if this
10 proposal does come to pass, I think that the
11 amount of animosity that's going to linger and
12 is already lingering is going to be even worse.
13 It's going to be a nightmare. It's going to be
14 - - so taking those students who come from--
15 taking students that are - - and put them here
16 already with the animosity that's going to be,
17 that's going to be caused because of the fact
18 that--not just necessarily they're not wanted
19 here, but the fact that we need the space. It's
20 just going to--it's really going to cause things
21 to happen in an unfortunate manner, - - the
22 threat of a minor disturbance or it can lead to
23 something worse like violence in all of the
24 schools. So, I think this can be avoided if the
25 Board of Education really looks at this and

1 don't just throw this proposal at us as a way
2 to just, you know, put another school out there.
3 Think about seriously. How is this going to
4 affect the students who currently go there? And
5 now just BCAM, but all of the schools, socially,
6 academically, and then how is it going to
7 prevent them from having the future that they
8 deserve 'cause they can make it and we're--I
9 think - - that already have, like, even--not
10 just--there's nothing wrong with a transfer
11 school. I wanted to mention that again because
12 Leadership is also a transfer school. I don't
13 know much about them, but I do know that it
14 seems like we have managed to get--do so well
15 inside of this building and we've managed to
16 have a pretty, pretty decent social relationship
17 with one another. We've learned to respect each
18 other's space and - - relationship that we have
19 so far and I think by adding a fifth school,
20 we're going to have to go through that whole
21 process again, kind of like getting used to
22 seeing other students, other staff, and I think
23 it's, it's going to be a shame to have to do
24 that again because one, we don't have the space
25 and two, it's just not worth it, so, I think

1 this could be avoided if the Board of
2 Education really listened to us and thinks it
3 over.

4 MS. FREEMAN: Thank you Mr. Smith. Our next
5 presenter is Sheila LeTang from MS596 - -.

6 MS. SHEILA LETANG: As a parent, and other
7 than the school and SLT - - KAPPA VII. Since we
8 have come through our phase-out, I've been
9 asking the DOE to allow our students, staff, and
10 principal the opportunity to have our children
11 to grow. - - school for the shared space is a
12 safety issue. We have - - aged students coming
13 in with 11 to 13-year-old schools is
14 unimaginable. My child herself is a middle
15 school student and it is very unacceptable. I
16 have also--I'm sorry. I would also like to say
17 where the chances of interactions would be with
18 the shared space, they would be using classrooms
19 and there would be interactions. The classrooms
20 - - that the new improvement school would be
21 taking from our area. Since we are going to
22 share the same space, we would share our nurse
23 area, our after-school room would be moved.
24 Where would our children seek their enrichment,
25 their homework help? And the sports and arts--

1 they're basic--things that they need
2 throughout the day. The safety issue that I'm
3 concerned with would be the less classrooms for
4 our students. Since we were given the
5 opportunity to not be phased out and to continue
6 to grow with the school. If this new school
7 comes within our school, our school as KAPPA VII
8 - - will not have that opportunity to grow. We
9 would lose less students and we will - classroom
10 space. Is it fair to - - gave us the
11 opportunity to make use of the school to show
12 that we did have improvement, and we are still -
13 - improving - -. That's all I just wanted to
14 say.

15 MS. FREEMAN: Our next presenter is Shawn
16 Degregario and - -.

17 MR. SHAWN DEGREGARIO: I'd like to thank--
18 take this opportunity to thank LaTisha James for
19 all her support. Secondly, I would like to
20 thank the Department of Education for taking our
21 school off the phase-out list. As you all know,
22 KAPPA VII has been under much turmoil the past
23 few years. With the help of the Department of
24 Education, KAPPA VII, MS 596 has plans for
25 growth. With the current enrollment, the

1 current administration has set forth a goal to
2 increase the number of students. After going
3 forward with our vision, we have hit a
4 roadblock. Our school district claims a - -
5 rooms. These rooms were rooms for expansion of
6 KAPPA VII, MS596. In classes, we, as educators,
7 teach our children to make differences. What I
8 want to know is what can we infer if KAPPA VII
9 MS596 has to give up rooms and Urban Dove will
10 get some rooms. What I want answered today is
11 where will Urban Dove - - be located? Will it
12 be housed on the first floor with 12-year-olds
13 and 11-year-olds and 13-year-olds? Also, it
14 states in the proposal the proposed co-location
15 of Urban Dove is not expected to impact the
16 admissions, enrollment, or educational
17 enrollment of students currently attending KAPPA
18 VII, 369, Campus 117, BCAM or Leadership and
19 Community Service. As a parent, I would have
20 real reservations about sending my child to a
21 school if I was--if I had middle school child
22 who had been to a school that has three high
23 schools in the same building and possibly a high
24 school on the same floor. Are you - - that
25 they're going to be using the same restrooms?

1 And then I just wanted to say about other
2 schools: many of our fellow schools have made
3 tremendous strides and achievement. They need
4 to continue to be supported and need to be able
5 to expand by increasing classrooms to reach
6 their goals and their full potential. Thank
7 you.

8 MS. FREEMAN: Our next presenter is Carolina
9 Quinones Scott of the Leadership and Community
10 Service.

11 MS. CAROLINA QUINONES SCOTT: Good evening.
12 My name is Carolina Quinones Scott and I've been
13 a resident of this community for the past 28
14 years and I've had the privilege of being one of
15 the secretaries for - - since its inception in
16 2008. I've seen the growth of our school as
17 well as the cohesiveness in which all of the - -
18 that administrators have been able to develop so
19 as to meet the safety and educational needs of
20 our current school population. I feel it would
21 be an injustice to our students who have unique
22 and diversified needs to add another school to
23 our building. We will lose access to much of
24 the space to accommodate the educational and
25 emotional needs of our kids. Our kids in our

1 school are treated like our family and my
2 primary concern is that with the addition of the
3 new school, how will it impact their lives?
4 Their use of the common space that we currently
5 share like the cafeteria, the gym, and the
6 library, is already limited to the schools that
7 are using the building, and so it wouldn't be
8 fair to our school, the school that already - -
9 to the school that they're proposing to enter
10 the building because of the limited use on the--
11 with the common spaces they're going to use.
12 All of our students deserve an adequate use of
13 the time that--and the space that's allotted to
14 them so as to be able to succeed and grow
15 towards their goal of graduation, and that's all
16 I have to say on behalf of [background noise].

17 MS. FREEMAN: Thank you. The next presenter
18 is C. Walsh of 75K396 - -.

19 MS. CATHERINE WALSH: Good evening. My name
20 is Catherine Walsh. I'm one of--I'm a teacher
21 at 369, which as my colleague discussed earlier,
22 is a District 75 school that serves students who
23 are overwhelmingly classified as having an
24 emotional behavior disorder. Because of the
25 split nature and severity of our student's

1 disability, we strongly feel that the
2 placement of Urban Dove - - would negatively
3 impact all of our student's education and - -
4 117. I think I can speak for everyone here
5 about 117 when I say that we operate from the -
6 -. That when our students come to school, they
7 have the right to feel safe and supported.
8 Right now, we're able to provide the - - safe
9 and secure environment for them, which is really
10 a testament to the cooperation that goes on
11 amongst the schools here. But bringing another
12 transfer high school in with more high school
13 aged students who will likely have emotional and
14 behavioral issues of their own will only disrupt
15 the stability we have worked so hard to create
16 and will certainly bring unnecessary risks to
17 the safety and general well-being of our younger
18 students. More importantly, it asks our
19 students, some of whom are as young as 11, to
20 come to school each day facing a less
21 predictable, potentially more dangerous
22 environment. We think this is asking too much.
23 Logistically, the proposed location of the fifth
24 school also presents a number of - -. It's
25 already challenging to fairly allocate the use

1 of shared spaces. Our students already have
2 to share their lunch and gym period with high
3 school students more than once a week, which is
4 - -. They already feel intimidated by high
5 school students that they--when they encounter
6 them in shared spaces like the cafeteria, gym,
7 hallways, bathrooms. Right now we're able to
8 limit and manage those interactions for the most
9 part, but we just cannot physically be in all
10 spaces at all times. In fact, just yesterday,
11 we had an incident between our students and a
12 student from one of the other schools during
13 shared - - outside and this incident was not due
14 to the lack of supervision or monitoring, but
15 just for the simple fact that two schools were
16 occupying the same space at the same time, which
17 increased the potential for a volatile
18 situation. Now, the DOE is proposing that our
19 students who, again, have been classified as
20 emotionally disturbed, share gym space each day
21 with the students from Urban Dove, who describes
22 their own potential students as disconnected.
23 Has anyone honestly considered the impact of
24 putting this disconnected student population in
25 the same physical space on a daily basis as

1 middle school students who have been
2 classified as emotionally disturbed? Our
3 students are in self-contained settings for a
4 reason. Sharing the gym during physical
5 education - - attend the IP programs, which
6 mandate a 12 to 1 to 1 setting. And it's not
7 only unfair, but it goes against the nature of
8 the special education program that was intended
9 for. Finally, I just wanted to briefly say that
10 in reading Urban Dove's charter application, I
11 came upon some interesting research about the
12 benefits of - - and sports activity.
13 Specifically, they talked about how young people
14 that play sports display an increased academic
15 performance, better classroom behavior, higher
16 sense of self-worth, better social skills, and
17 higher attendance. These are the exact reasons
18 that our students need more gym time, not less.
19 It also notes that participation in sports has
20 the power to engage the most disconnected young
21 people. We absolutely agree. Engagement in
22 sports is a great idea. We'd like to try it
23 with all our students. [Background noise]
24 currently - - inside of the locker room less
25 than twice a week. During gym, our kids, and

1 again, I hate to belabor the point, but our
2 emotional needs are stirred. During gym, they
3 get a chance to leave their self-contained
4 environment and practice the social skills that
5 we work on with them all day long. Behavior
6 problems, truancy, low attendance rates, those
7 are not only problems in high school. If we
8 could offer our middle school students some of
9 the same wonderful opportunities that Urban Dove
10 is planning to offer its students in our shared
11 spaces, we might be able to prevent some of our
12 students from going down that - - future. Our
13 students will unfairly be denied this
14 opportunity because the reality of placing Urban
15 Dove within our building means allocating this
16 precious gym time to their students at the
17 expense of our own. Again, the students do not
18 see this as fair. The bottom line is that we
19 are being asked to do more with less. We are
20 asked to make it work, while the space and
21 resources we need to do just that are being
22 taken from us as soon as we show signs of
23 improvement. Our students are being asked to
24 perform better academically and improve their
25 social skills as they are being told that they

1 will just have to deal with significant
2 changes to their school community, which will
3 undoubtedly make it more difficult for them to
4 succeed. It comes down to fairness and we
5 believe this is unfair to our kids.
6 Respectfully, we ask, we ask that we be allowed
7 to continue to grow and improve without the
8 unnecessary intrusion from other schools. - -
9 Thank you.

10 MS. FREEMAN: The next presenter will be Ben
11 Green of the CEC 13.

12 MR. BEN GREEN: Thank you. My name is
13 Benjamin Green. I'm president of the Community
14 Education Council division of the - - school
15 board. At this time, I am not going to be - -
16 repeat others that were said before, but I'll
17 get straight to the point. It's we have had the
18 opportunity at CEC 13 to talk with - - this
19 school that they are proposing to be in this
20 campus. But it's unfortunately at this time and
21 with the consensus of the Community Education
22 Council of District 13, that we feel that the
23 DOE and the Office of Portfolio--its placing
24 this school is a wrong fit. So, without further
25 ado, I am going to read the resolution that

1 Community Education Council District 13 will
2 present to the Chancellor and the Office of
3 Portfolio. That we're against this proposal and
4 it's co-location in this building as - - we are
5 not against Urban Dove. We think that's a
6 wonderful program for the community - -
7 Community Education Council District 13, but
8 unfortunately - - District 13 that we will try
9 to assist them trying to locate to - - District
10 13. So, without further ado [background noise]
11 that I'll present. Resolutions for co-location
12 of Urban Dove. April 3rd, 2012. Whereas
13 Community Education Counsel for District 13 has
14 been asked to support the co-location of Urban
15 Dove Charter School into the MS117 Campus and
16 whereas it is on - - that it is at this time the
17 co-location of Urban Dove is not in the best
18 interests of the district and with resolve that
19 Community Education that does not--Community
20 Education Council for District 13 does not
21 support the co-location of Urban Dove into MS117
22 Campus. Approved and - - by the entire council
23 of Community Education 13, April 3rd, 2007, as
24 submitted by our [background noise] - -. I
25 mean, uhm...

1 FEMALE VOICE: It's the 12th.

2 MR. GREEN: The 12th. Sorry. Bad new year.
3 Submitted by - - on April 3rd, 2012.

4 MS. FREEMAN: Thank you. The next presenter
5 is Susan Megna of the Charter School Office of
6 the New York State Department of Education.

7 MS. SUSAN MEGNA: Thank you. My name is
8 Susan Megna and I'm with the Charter School
9 Office of the state education--

10 MALE VOICE: Can't hear you.

11 MS. MEGNA: Can you hear me? Uhm, you have
12 seen me sitting here taking notes, and I want
13 you to know that our role here is to - - and
14 observe and take notes and bring that
15 information back, so I'm glad I brought my
16 computer with me today 'cause there are a lot of
17 notes to take. I'm just going to read the
18 prepared statement so you get the big picture of
19 our role. - - The State Education Department is
20 the administrative arm of the Board of Regents
21 and we are responsible--or the Board of Regents
22 is responsible for supervision of all
23 educational activities within the state. The
24 Board of Regents comprises of 17 members elected
25 by the State Legislature for five year terms,

1 one from each of the state's 13 judicial
2 districts and four at large - -. The Regents are
3 unsalaried and they are reimbursed only for
4 expenses in connection with their duties. The
5 authority for the Regents issue charters, which
6 then--the authority for the Regents to issue
7 charters to Board of Trustees, which then
8 establish charter schools comes from Article 56
9 of the New York State Education Law. The law
10 was originally passed in 1996 and most recently
11 updated in 2010. The law requires the Board of
12 Regents to conduct public hearings to discuss
13 co-locating charter schools in existing public
14 school buildings. The law reads as follows:
15 Education Law Article 56. Section 2853.3(a). A
16 charter school may be located in part of an
17 existing public school building, in space
18 provided on a private work site, in a public
19 building, or in any other suitable location.
20 Provided, however, before a charter school may
21 be located in part of an existing public school
22 building, the charter entity, which is the Board
23 of Regents, shall provide notice to the parents
24 or guardians of the students then enrolled in
25 the existing school building and shall hold a

1 public hearing for purposes of discussing the
2 location of the charter school. A charter
3 school may own, lease or rent its space. As you
4 all know, tonight's public hearing is to discuss
5 the proposed co-location of Urban Dove Charter
6 School with the co-existing schools on this
7 campus. While the Board of Regents sets
8 educational policy and the State Ed serves as
9 its administrative arm, neither the Board of
10 Regents nor the State Education Department have
11 any authority over the placement or charter
12 schools within facilities owned by the
13 Department of Education. Nonetheless, we are
14 concerned about public sentiment pertaining to
15 the co-location of Regents-authorized charter
16 schools. So, - - this evening is to gather
17 comments from the school community pertaining to
18 this co-location. I have been taking notes
19 diligently and - - so it's a lot to write. And
20 I will be summarizing these comments and sharing
21 them with my senior managers at the Board of
22 Regents. Just so you know the State Educatoin
23 Department will continue to receive comments for
24 five calendar days after PEP meeting, which is
25 on April 26th, and so we can continue to receive

1 public comments until May 1st, 2012. Written
2 statements may be submitted at the conclusion of
3 this hearing or mailed to the attention of Mr.
4 Jamal Young at 55 Hanson Place, Room 400,
5 Brooklyn, New York 11217 or faxed to (718) 722-
6 2215, or e-mailed to
7 charterschools@mail.nysed.gov. I do appreciate
8 your - -. Thank you.

9 MS. FREEMAN: Thank you. We now have
10 concluded the formal presentations and will now
11 open the forum for public comments. Speakers
12 will be given the floor in the order in which
13 they signed up. All comments are limited to two
14 minutes. The time keeper is right here. So,
15 our first five presenters, - - numbers, one,
16 two, three, four, and six. Ms. Mayard, Mr.
17 Saxon, Ms. Kennedy, Mr. Smith, and Mr. Sledge--
18 Ms. Sledge.

19 MS. MONIQUE MAYARD: Good evening. My name
20 is Monique Mayard and I serve in the position as
21 parent coordinator for BCAM - -. As parent
22 coordinator, I spoke to parent - - as well as
23 educational staff. Having said this, if you've
24 not - - the reference to the possible
25 introduction of a fifth school at 117 Campus - -

1 . When looking at the proposal of an
2 additional school at this location, as a staff
3 member I am extremely concerned. The DOE's
4 building - - suggests that there is enough room
5 to house a fifth school, but because I walk the
6 hallways, and I see that - - exists, which often
7 leads to the need to restrict schoolers during
8 instructional--during the instructional day to
9 use certain stairways at certain times often
10 making our students late to class because they
11 have to walk the entire building just to access
12 the gym or just to go to their locker or just to
13 go to the nurse's office or just to get to the
14 auditorium. It has caused us to have to spend
15 our lunch times with our students and then
16 sometimes I have to rush them to finish their
17 lunch. As a parent I'm concerned because of the
18 mixed age groups that already exist in the
19 building. We have junior high school children
20 that are serviced by the DOE's special education
21 unit and they are being educated in our
22 basement. We have a full functioning junior
23 high school that has to share the building with
24 high schools and alternative high schools.
25 Socially this causes a huge challenge for them

1 as they now find themselves besieged with
2 having to handle puberty and - - and adding a
3 fifth school will only add to the challenges we
4 deal with daily. We would--I want you to know
5 that it is my desire that Urban Dove Charter
6 School for student--for Sports, Health, and
7 Fitness be given the chance to thrive. It is
8 just not my desire that they be given the chance
9 here. I feel as a mother if I have a pot of
10 food and I give my children some food and then
11 they want more, it would be foolish for me to go
12 out and get someone else's children and give
13 them something rather than give my children
14 seconds. We have food here that we can - -. I
15 ask you for a chance to do that. [Background
16 noise]

17 MR. SPENCER SAXON: My name is Spencer
18 Saxon. I'm on the - -. I'm on SLT. - - 596.
19 The school that you trying to put in here--you
20 already had the site, so - - the situation
21 because that site--you closed the school - -. I
22 walk my child to the school - -. I live across
23 the street. This community has been separated a
24 long time ago. It wasn't always District 13.
25 I'm not sure. That's the problem. Now, they

1 changed it for the - - purpose. Now, I'm
2 going to be truthful. I'm a soldier. Marine -
3 - I started with your - -. They will never come
4 - -. When these children make \$200,000 a year,
5 they're not even qualified - - first through
6 fifth grade. Now, you get them in middle
7 school. We have three classrooms in there now.
8 At least two classrooms. Can they attend these
9 schools? They're not even going to qualify to
10 fit in these schools 'cause - - the education.
11 Ms. Reiter just got - - doing the best she can.
12 She's been given what she needed; now you're
13 about to take what she got - -. Is that the
14 purpose of New York City Board of Education? I
15 went to public school. You went to public
16 school or private school? We do not get paid to
17 go to school, but - - pay our lives to get
18 through school? In the future, when the
19 decision comes through your private sector to
20 figure out about public sector, it's we the
21 people, son. It's us, not - -. It says we the
22 people. It says U-S. Us. Our children is all
23 we got. Once we take that, a building for them
24 to become adults, what are we going to explain
25 them when they - - exactly where they wouldn't

1 see you doing or - - knows. - - but right now
2 117 - - took away. [Background noise]

3 MS. LINDSAY KENNEDY: Hi. Good evening. I
4 am also a member of the community, almost a
5 member of the educational community, and just an
6 advocate at heart, so I join you tonight. First
7 of all, I want to - - a brilliant job, so you
8 said all of the great pros and cons and all of
9 that mumbo-jumbo. So, I just want to state that
10 in allowing the school to reside here, the DOE
11 is essentially voting against their own self-
12 interest. The DOE should advocate all students
13 and by allowing new students into this building,
14 the DOE is essentially stopping - - of current
15 students in this building as well as those
16 intending to enter and you brilliantly went
17 through the all the, uh, simply all the reasons
18 why it is an--uh, it isn't great to have a
19 school coming for their own needs as well the
20 needs here, and I just wanted to say that
21 educating students takes far much more than just
22 tables and chairs, but what the DOE is saying
23 is, 'hey, you've got a couple extra chairs and
24 tables. You can do it.' But, essentially,
25 according to the panel, that is clearly not - -

1 educate our students, and I would hate--
2 absolutely hate to see both the incoming
3 students suffer as well as the current students
4 here, uhm, as well as the staff, so hopefully
5 the DOE will make the right decision. Thank
6 you.

7 MR. JOHN SMITH: My name is John Smith
8 [background noise]. - - discuss this at home,
9 so I'm - -. - - bring a fifth school - -.

10 MS. SLEDGE: Good evening. My name is Del
11 Sledge and my daughter's a senior here at BCAM.
12 The last time I held a mic in my hand, I was
13 standing outside BCAM's doors and parents were
14 trying to pull their children out of BCAM as
15 quick as they could because of the gang activity
16 and the violence that was going on around the
17 school and the community. I was one of the
18 ninth grade parents who said I'm not being
19 chased out of my community and that my child
20 [background noise]. Now it is years later. My
21 daughter is a senior accepting - - accepting
22 choice [background noise]. - -. I'm going to
23 quickly say that diversity is already here.
24 Bringing in another school, you don't need to.
25 Diversity is here, but what is even greater is

1 resiliency. That is here. Tell me about the
2 group of schools thrown together in a situation
3 where they all have different needs and they
4 have different challenges and they're able to
5 coexist successfully, in spite of, and now we're
6 about to throw them a curveball again. What can
7 I say as a parent, as a community member, as an
8 educator? Allow our schools to thrive. Allow
9 them to grow. Allow them to expand into their
10 space rightfully. You should not grant them
11 another school to trip them up, so to speak. I
12 want you to think about it. I'm going to say
13 this very quickly. I know I'm out of time.
14 When I'm on the subway and I'm riding--if you've
15 ever been on the subway during rush hour, you
16 know how you feel when people get into your
17 personal space. Well, that's how our children
18 feel. They need their personal space.
19 [Background noise] - - on a crowded bus or a
20 crowded train, our children need their space to
21 grow. Allow them the chance to know what it
22 feels like to walk down the hall without bumping
23 into someone. Allow them the chance to use the
24 new space that they receive. Allow them to
25 enjoy their school community. And the last

1 thing I'm going to leave with you. I heard
2 something today. Someone stated an Albert
3 Einstein quote and it said: 'Our technology has
4 exceeded our humanity.' And this is so fitting
5 for today because common sense has gone out the
6 window. And I would like to say put the
7 children back into the equation. Put the
8 children back into the equation. [Background
9 noise]. Okay? Our technology has exceeded our
10 humanity. Let's become more humane in our
11 dealing with our children and let's do the right
12 thing so that we don't have to open up the
13 newspaper and be surprised when we see children
14 sitting in a bathroom having an academic lesson,
15 so we don't have to be surprised are sitting on
16 the outside or cramped into small rooms and we
17 say 'how did that happen?' It happened just
18 like this. It happened at this point. We can
19 stop it. Thank you.

20 MS. FREEMAN: Our next five, Ms. Diamond
21 Jones, Ms. Lethem, Mr. Grandpierre, Ms. Gethers,
22 and Ms. Cameron.

23 MALE VOICE: All right, Diamond.

24 MS. DIAMOND JONES: Hello, fellows. Hello,
25 Board of Education, BCAM staff, all the campus

1 schools, and fellow classmates and BCAM staff.
2 Allowing this fifth school in this - - will
3 probably cause an unspeakable controversy and
4 violence, gang-affiliated - -. It lives around
5 us. BCAM and Leadership students at some point
6 in time that affected BCAM's staff - - safety of
7 my fellow peers. Teams 16 through 18 are many
8 victims of gang-affiliation. They join to cause
9 problems for other people because the gang has
10 problems, but the gang--the other person's
11 representing. If this new school was to clash
12 with our students or Leadership students, this
13 may cause atrocious effects to our school's
14 community. Last year, BCAM students had a
15 problem with the neighborhood, the neighborhood
16 teams. This resulted in our respectable
17 principal, Mr. O'Brien to stop allowing us to go
18 outside - - to ensure the safety of his
19 students. Our yard was under construction so
20 this meant we were stuck inside of the school on
21 the very nice days. We resolved our problem
22 with this neighborhood, but what if this new
23 school was to come? - - into an issue with a
24 student from any school, anywhere, who probably
25 has close family and friends with the

1 neighborhood's - - teams, and then Mr. O'Brien
2 has to protect us again, which makes us stay
3 inside and not enjoy the last few months of
4 school - -. New York is always trying to stop
5 the violence. How are you going to stop the
6 violence by unintentionally bringing more in? -
7 - I'm a proud BCAM student, and this is not - -
8 how I go to school.

9 MS. LETHEM: Good evening, members of the
10 Board of Education and the 117 Campus staff
11 members. My name is Bayonna Lethem and I am a
12 junior attending Brooklyn Community Arts and
13 Media High School. I will be addressing safety
14 issues. If an alternative school were to be
15 built in the 117 Campus, there will be more
16 conflict than usual. Since my first day at
17 BCAM, the amount of violence and conflict has
18 calmed down a great amount. With this new
19 school being built, enrolling students of ages
20 15 and 16, conflict will inevitably spark the
21 beginning. More fights will happen because of
22 hostile attitudes and too many schools in one
23 place. Many teenagers, especially, in my
24 opinion, females, will have attitudes which will
25 lead to conflict - - schools. In conclusion,

1 BCAM's like family. We argue like siblings,
2 but we always stick it out in the end, so why
3 not give us the opportunity to expand our family
4 and enroll more students instead of adding yet
5 another family into our home?

6 MR. EMMANUEL GRANDPIERRE: Hi. My name is
7 Emmanuel Grandpierre, and I am a sixth grade
8 student at MS596. I don't think they should put
9 another sc--another high school here because
10 they won't leave us alone. We need to keep our
11 - - and participating in classes. It would make
12 the hallways more crowded if we lost the space
13 because more kids would be in the same hallway.
14 If the high school students are so close to us,
15 it might cause a - -. MS596 is great because
16 the teachers always teach us new things and we
17 do fun activities. If a high school comes in,
18 some of that will change. Please don't put
19 another school here. Thank you very much.

20 MS. FREEMAN: Veronica Gethers? Manette
21 Cameron?

22 MS. MANETTE CAMERON: Good evening. I'm a
23 parent of a student at BCAM, but also a teacher
24 as well. And everything I've heard tonight, I
25 totally agree. One thing - - say thank you DOE

1 for providing us a choice. I appreciate that
2 as a - -. However, providing us a choice and
3 cramming us all into one building--that isn't a
4 choice. That's not a choice anymore. So,
5 you'll - -. So, please listen to - - teachers
6 and administrators, parents, students--we're
7 calling out to you and asking you, please do not
8 put another school in this building, but please
9 allow choice to thrive and allow the choices
10 that we have already to thrive. And a lot of -
11 - to open up 'cause I would love to see that
12 school thrive, just not here. So, please, once
13 again, not a fifth school. Listen to the
14 teachers. Listen to the parents. Listen to the
15 administrators and the community saying 'no.'
16 Thank you.

17 FEMALE VOICE: [Background noise] - - I'm
18 not pronouncing it right. Jay I think is the
19 first name. Ray Wade, uhm, Nydeya Wheeler, and
20 Mark Love.

21 FEMALE VOICE: Hi, there. I'm not actually
22 on the roster. I'm just supporting one of our
23 parents. We're from the Urban Dove program.
24 She's really just going to talk--obviously this
25 is a very strong community, and we respect that,

1 so - - and supporting your students and this
2 seems to be a wonderful, wonderful place to be.
3 She's a little nervous so I'm going to stand up
4 with her, but this is Veronica Gethers. She's a
5 parent of one of our students. Go ahead.

6 MS. VERONICA GETHERS: Hello, everyone.
7 I've listened to everything that you said. This
8 is not what I'm up here for, but basically, I'm
9 just going to speak about my daughter and what
10 she has received from the program, which my
11 daughter is currently--my daughter's name is
12 Layla Thompson and she's now a senior. She's
13 been in the program for four years and it has
14 brought a lot in terms of leadership, academic--
15 I mean, she was always good at academics, but
16 she's gotten a lot more out of it. With the
17 program, when they mentioned sports training,
18 you would come every Friday for planning--am I
19 correct?--and they would have two days to work
20 with the children, which they're after school
21 counselors, and they're also evaluated, and they
22 mandate that they bring their report cards every
23 quarter. Is that right?

24 FEMALE VOICE: Mm-hmm.

25 MS. GETHERS: Okay. And that they have to

1 maintain a certain grade. If they don't,
2 they're mandated to do tutoring. So, with that-
3 -I mean, there's a lot more to say, but I'm very
4 nervous right now. So, what I wanted to say
5 with Urban Dove, they offer a lot; they've
6 offered the SAT prep test on Saturdays. You
7 don't have to pay it. Am I saying anything
8 wrong? Okay. They offer this for free, which
9 they--okay. Which that is offered for free.
10 Just pay \$50 - - but they do - -, the training,
11 and also they deal with college - -. They have
12 a program called College All-stars, so with all
13 of those things, you don't pay for those, but
14 you get a lot out of the program is what I'm
15 trying to say. They help them to get into many
16 different colleges, prep for it. They have
17 workshops. I'm just trying to think of my
18 little notes.

19 FEMALE VOICE: Guys. That's not okay.
20 Thank you. So, just to clarify, the Urban Dove
21 after-school program is the basis for--and Jay
22 Nanda, Executive Director, is going to speak
23 about this in a minute, but the program that
24 Layla participated in is an after-school
25 program, so she's been with our after-school

1 program for four years, and so that's really -
2 - Ms. Gethers has knowledge of - - wanted to
3 speak about. Thank you so much for your
4 respect, uhm, and the next speaker.

5 MS. FREEMAN: Christina - -?

6 MS. CHRISTINA: My name is Christina - - and
7 I - - today. I was coming to say that I am
8 willing to give my - - on why Urban Dove
9 shouldn't be placed - -. High school students
10 should not share - - students. Other kids
11 should not be - - their size. - - going through
12 high school and - -. A lot has happened to them
13 during school hours and even after school.
14 Young kids will be full of fear and will be
15 scared to walk the halls of their own school.
16 Students saying that this is a nice - -
17 shouldn't be - -. In all the time they put
18 pressure on the young child to do something that
19 - -. Older kids can also be bad influences to
20 younger kids. To make a long story short, older
21 kids shouldn't be with middle school kids
22 because there's too many risk factors that can
23 happen to your child that shouldn't be afraid to
24 switch classes or go to the restroom or even
25 come to school. Urban Dove needs a - - so we

1 can continue to grow and - - .

2 MS. FREEMAN: [Background noise] Jay.

3 MR. JAY NANDA: Good evening. My name is
4 Jay Nanda, and as Maria said, I'm the founder
5 and executive director of Urban Dove, which is a
6 non-profit organization that's been around for
7 about 15 years providing after school programs
8 for young people. We have some young people
9 from Brooklyn, mostly up in the Bronx, and East
10 Harlem. Our Brooklyn programs were cut in 2008
11 when the financial crisis hit, but we're excited
12 to be back. We are an institutional partner.
13 I'm the founder and board chair of Urban Dove
14 Charter School, and I know I only have two
15 minutes, so it's really not going to get to all
16 the things that the school's about, but I did
17 want to come up and just introduce myself, meet
18 you. We're here with our principal, - - of
19 operations, and we're happy to answer questions
20 afterwards if people have. I don't know if
21 that's a part of this or not. We are a transfer
22 school, but we're a different kind of transfer
23 school. We're focusing on younger - - 15 and 16
24 year olds. There aren't a lot of options for
25 students that age who are behind in credits, so

1 we're creating one of the first ever charter
2 transfer schools specifically to serve that
3 population, and we are doing the sports, health,
4 and fitness, which is also something that's very
5 unique. Our students will be engaged every day
6 in a pretty rigorous and thorough sports,
7 health, and fitness program, which would be
8 sports, nutrition, fitness, health. I know that
9 one of the concerns is the beautiful field that
10 Councilmember James helped build outside. I do
11 want to let you know that we actually don't plan
12 on using that field all that much because we
13 will be taking our kids out of the building for
14 most of the sports activities using local parks
15 and other gyms. The gym concern that you
16 brought about your students, I thought was
17 really well said. Obviously, we agree on
18 percent, and we really look forward to working
19 with the leadership in this building to figure
20 out how we cannot impact your gym and not impact
21 your field. Like I said, we plan on putting our
22 kids on buses and taking them to other field
23 because they are going to be spending so much
24 time out on the sports field and in gyms. We
25 wouldn't have enough time in this building to do

1 what we needed to do with that anyway. We'll
2 have about a 100-110 students in our first year
3 and as I mentioned in the EIS, if we stay for a
4 second year--and right now, we're actually
5 hoping we won't stay for a second year, the time
6 is up--half of those students will be out of the
7 building, uhm, at one point or another, so our
8 impact I think on the space will be pretty
9 minimal and we really look forward to working
10 with everybody to make it work. We believe it
11 can work, and like I said, there certainly isn't
12 enough time to talk more about the program, but
13 we're sitting right over there. We're happy to
14 go out in the hallway and answer questions, talk
15 to parents, community members. We're also
16 taking applications if there's any ninth graders
17 or tenth graders who are struggling and are
18 interested. Thank you very much for your time
19 and thank you for coming out and seeing
20 [background noise].

21 MS. FREEMAN: Ray Wade. Nydeya Wheeler.
22 Mark Love.

23 MR. RAY WADE: Good evening, everybody. I
24 represent my son, Seth Wade, and my grandson,
25 Josiah Wade. They're both in 369. My son is a

1 part of the music program and I'm very proud
2 of it. I just thought about something. We take
3 a computer, we flip it open, we turn it on, and
4 we begin to type. And whatever we can type, we
5 can send it to someone. Or if you want to put
6 money - - to get more money, we can do a little
7 math and the money will get bigger and bigger
8 and bigger. But there's something about the
9 computer that cannot amount up to working
10 directly with the children. The computer, you
11 can push a button and say 'oh, we can - - from
12 here,' but when you get them there, you're going
13 to have more problems because you don't have
14 enough staff to deal with them. So, my thought
15 is that why push the button DOE? Don't push it
16 no more. Allow the computer teams to make up
17 its mind, what they want, and let us grow our
18 children up in the right manner. If you go
19 pushing buttons, we will never amount to
20 anything. We will always meet confusion and to
21 prove it--that it meets confusion--just look at
22 your - - system. Look at somebody who had
23 overtime--30 seconds--who had overtime and could
24 not--and didn't get paid. Somebody pushed the
25 button and it was the wrong button. What I'm

1 saying, in order for us to grow up our
2 children, we need to push the right button.
3 Thank you.

4 MS. NYDEYA WHEELER: Good evening. My name
5 is Nydeya Wheeler and I'm giving my opinion why
6 I think Urban Dove should not share a building
7 with - -. I don't think it's a good idea
8 because of many reasons. The - - attend
9 alternative schools - - other schools to - -.
10 They have special children who've been on the
11 floor. Since they're years younger, they can be
12 influenced a whole lot easier. Having middle
13 school students and older students share a
14 building is never a good idea. Also, that
15 should cause a whole lot of - - sharing the same
16 bathroom out of the question. - - share a
17 bedroom with two high schools - -. We don't
18 need no more kids being scared to step out into
19 the hallways in their own schools. Even though
20 I am an 8th grader, I still want MS596 to become
21 one of the best schools in the city. Because
22 our school already went through a lot of change
23 and we're heading in the right direction.

24 MR. MARK LOVE: Good evening. My name is
25 Mark Love. I'm an 8th grader at - -. I would

1 like to start by saying that if this school
2 comes in, it would be a menace to - -. It would
3 cause many scheduling problems for us. Adding
4 another alternative school makes it very
5 difficult to split up the gym, the cafeteria - -
6 for all the schools. First of all, we won't get
7 to eat breakfast at our regular time. Second,
8 no offense to BCAM--we love, ya'll--but we need
9 to have our own lunch time. [Background noise]
10 And adding a fifth school would make it even
11 worse. Plus, this - - and can't eat until 12:40
12 p.m.. If another school comes in here, we might
13 have to eat even later. Another problem is the
14 gym. Right now, we only see the gym once a
15 week. And when we do have gym, our gym teacher
16 has to take other classes up too so that they
17 can reach the gym. Plus, we only get half the
18 gym because Leadership and BCAM are - -. The
19 gym is really crowded and one half of the gym is
20 not enough. If another school comes in,
21 sometimes we may not see the gym at all. When
22 we don't get gym time, we have to spend more
23 time in the classroom where we spend every
24 period of every day. We don't get to leave the
25 room as it is and these are the reason why we

1 should have--we should not have another school
2 here.

3 MS. FREEMAN: Hector Rivera, Lennox Jeffrey,
4 Dayonae Moses, Delia Rankine.

5 MR. HECTOR RIVERA: Good evening. I'm an 8th
6 grade student at 369K and I disagree with a
7 fifth school coming in for the simple fact that
8 it would bring more violence. You know what?
9 We don't need this at this school. I - - based
10 on the fact that whether my classmates - - just
11 yesterday. We already have gang problems with
12 other schools in the building. There are also
13 different gangs in the neighborhoods and my
14 classmate. - - just because he came from the
15 other neighborhood - -. He didn't come here
16 looking for trouble. He came here looking to
17 get an education and he had to leave because he
18 couldn't get his education in peace. Situations
19 like that make me feel like I have to come to
20 school worrying, keeping my guard up just in
21 case somebody come at me. This situation is out
22 of control and adding this fifth school will
23 cause more trouble and will add more - - to the
24 situation, and with that said, we don't need
25 that.

1 MR. LENNOX JEFFREY: Okay. Good evening,
2 everyone. My name is Lennox Jeffrey and I am a
3 proud counselor at Brooklyn - - High School,
4 which is--actually, right now, it's a transfer
5 school. I'm going to keep this very simple. I
6 have three points that I want to make. One is
7 the charter - -. The second is the age, from 15
8 to 16, and the third is the requirement, the
9 recruitment requirement. Okay. First, we're
10 going to have about 97 to 124 students - -
11 earlier. These students are going to be under-
12 credited, which is zero to eight and zero to
13 ten, based on a 15 and 16-year-old. Being a
14 counselor, I work really hard. And I do. I
15 have a high turnover ratio as far as success
16 stories, but the hardest level are the zero to
17 eight and zero to ten level. All right? Ask
18 other counselors in the school. They know the
19 same thing. And at 15 and 16, this is a hard
20 thing to do. Secondly, a charter - -, right?
21 That means they don't even know what students
22 are coming to the school. So, it's a lottery.
23 A lottery - -. I'm sure you know how that
24 works. A lottery--they pick the student - - and
25 they come to the school. So, you don't know

1 what behavior issues that student's going to
2 have. All of these things can happen from there
3 and you're putting them in a cramped space
4 already. Okay. The next one. The age group.
5 All right. The toughest thing about that is
6 truancy issues. They'll be in a 15 to 16. That
7 and psychological issues sometimes. They don't--
8 --they're not mature --. Age 16--15, 16, they
9 don't behave -- in a way, in appropriate ways.
10 It's hard to counsel them, to get them in the
11 right space. They come into bad habits a lot of
12 times, and this being a transfer school and me
13 being a counselor, we have to break these
14 habits, and that's putting them into a small
15 space and being able to break the habits. Okay.
16 And last, recruitment problem. The students
17 must be from District 13. That is a problem for
18 me. That means these students in the current--
19 close to the school. So, that's a problem
20 'cause if they're close to the school, then that
21 means that not only do we have to break these
22 habits, but these habits--they're going to have
23 to stay in school and they're going to have
24 more--they're going to want to leave school
25 early 'cause they're closer to home 'cause

1 they're closer to District 13. In conclusion,
2 this is the definition of conflict. One is a
3 class about - - needs. The second is values and
4 expectations and last and most importantly, a
5 lack of resources. Thank you for your time.

6 MS. FREEMAN: Ms. Moses.

7 MS. DAYONAE MOSES: Hey. That's right.
8 Senior. Good evening, everyone. Good evening.
9 My name is Dayonae Moses, better known - -. I'm
10 a senior at Brooklyn Community Arts and Media
11 High School. We are the largest school in 117
12 building, which also includes PS369, MS596, and
13 Brooklyn High School for Leadership and
14 Community Service. I'm going to tell you that I
15 don't want this school in this building because
16 it's already - -. For the past four years,
17 there's been numerous altercations that have
18 been started, numerous times students have been
19 - - and numerous times students don't even know
20 what class they had in what classroom. The DOE
21 says our building's being under-utilized. They
22 say that we should add 200 more adult-sized - -
23 that already holds 800 plus middle school and
24 high school students. I disagree. Shoving 800
25 students in a building that's meant to hold

1 1,000 students, but 100 middle school students
2 in this building? We have a lot going on. I
3 mean, with only one cafeteria, one gym, one
4 auditorium, and one recently built track field,
5 we, as a - - many times so that all students
6 barely get - -. With the fifth school, students
7 will not receive a fair share of state-mandated
8 time in the gym and cafeteria. I think instead
9 of adding a fifth school in the building, the
10 DOE should increase our enrollment of the
11 schools in the building. Increase the
12 enrollment at BCAM, increase the enrollment at
13 Leadership, and increase the enrollment of 369,
14 and also increase the enrollment of KAPPA VII.
15 And while you're at it, fix the showers in the
16 locker room. There was more - - for students
17 with special needs. - -, gentlemen. I propose
18 - - this school is preposterous and it's
19 unprofessional. And now I would like to present
20 a small segment of a video that me and my class
21 from BCAM - - made. If you want to see more of
22 the video, you can contact Brooklyn Community
23 Arts and Media High School for the full video,
24 but this is about five minutes. Thank you, all.
25 Two minutes.

1 [Video plays]

2 [Background noise]

3 MALE VOICE: You can see more on the BCAM
4 website.

5 FEMALE VOICE: The whole video.

6 FEMALE VOICE 2: Can I get a copy of that?

7 MALE VOICE: Yes.

8 MS. FREEMAN: Delia Rankine, Danielle Davis,
9 Tanesha Thorpe.

10 MS. DELIA RANKINE: - - My name is Delia
11 Rankine and I am a student here at - - Community
12 Arts and Media High School. I - - to speak on
13 the fifth school proposal. As a student at
14 BCAM, I would like to share my concerns and the
15 effects that this school would have on the
16 students. Very often our - -. On a regular
17 basis, - - 8:28 a.m., the time school starts,
18 there is a 30 minute wait to get into the
19 building due to waiting on other schools to get
20 in. The attendance of students are affected
21 drastically. - - students in the future.
22 Adding another school will only increase the
23 time of waiting to - -. Space is another
24 concern of mine. - - what you're talking about.
25 If another school is added to our building, that

1 will lead to the sharing of the gym, library,
2 and cafeteria. I believe Brooklyn Community
3 Arts and Media has - -. Our school is the
4 foundation that we as students - - to the staff,
5 we worked very hard to build. At this point,
6 BCAM has the sharing of three different grades
7 sharing one gym period in order to obtain the
8 rightful amount of credits needed to graduate.
9 As hard as we work and earn the little we have,
10 how fair would it be to students to cut back the
11 gym periods or ask a number of students into our
12 gym periods, our lunches, our library time,
13 which is used to academic - -. Could you
14 imagine having your child deprived of - -
15 opportunity to learn or better themselves?
16 Whether it is physical fitness, independent
17 study in the lab or lunch duties. We are a
18 family - - that struggled day by day. Instead
19 of adding another school, give us the
20 opportunity to [background noise] and to - - a
21 bigger bond. With that being said, I hope you
22 take into consideration the concerns - - brought
23 to you today. Thank you and have a good day.

24 MS. DANIELLE DAVIS: My name is Danielle
25 Davis and I'm a - -. It would be a - - addition

1 bringing in a fifth school when it comes to
2 terms of sharing space. We are one building
3 with one gym, one library, and one cafeteria.
4 My school, BCAM, alone has over 430 students.
5 They make us share a gym period. During one gym
6 class, there are three different classes in one
7 gym period. - - this school came, how do - -
8 have enough time to rightfully give everyone the
9 good time they deserve. Sharing a gym with
10 another school cannot be an option. It would be
11 a bad idea - - classroom. Sharing a locker - -.
12 We barely get enough time to go to the - -
13 anybody can read as it is. My - - they're
14 already in class - -. The books that you need
15 have all been already checked out and especially
16 since this would be a third high school, it
17 would bring even more - - to getting SAT books,
18 Regents books, or books that are on our reading
19 list. - - my library and asked to get a Regents
20 book - - you know what? They're probably all
21 checked out. Me getting out an English - -
22 helped me achieve - - [background noise].
23 Another group of - - take away books, give them
24 the opportunity to get a grade like this. And
25 when it comes to the auditorium, how are five

1 schools going to share enough time to have - -
2 for their clubs, prep for a talent show or even
3 a - -. With multiple schools having multiple -
4 - wasting time - - as it is. As a fellow member
5 of the high school cheerleading team, I know
6 time is of the essence when we are practicing in
7 the gym or trying 'cause we have to rush out and
8 let other people utilize it. In conclusion, I
9 ask you guys as counsel to please take into
10 consideration--think about one library, one gym,
11 and one - - being utilized by five whole
12 schools. Consider our academic test records.
13 It is completely unfair to expect a building
14 with five schools to strive for the best. We
15 are - - that we had - - in order - -. Adding a
16 fifth school would throw off the balance and
17 make us - - we've already worked hard to do. -
18 - small families here in the home. Please do
19 not ruin it.

20 MS. TANESHA THORPE: Hi, everybody. I'm
21 Tanesha. I'm not - - here at BCAM and I don't
22 agree with this school being here, mainly
23 because of the academic damage. It would cause
24 so many students - -. Me - - one of the many
25 students that would be affected. We would be

1 losing one of our classrooms - -. Class is
2 now - - already. My class, for example, - - in
3 another class, which is over 30 students.
4 Taking a classroom from us would be putting more
5 students in a classroom that only has one
6 teacher. So, some students wouldn't be given
7 the proper attention needed. Also, teachers
8 already - - by teaching more than one class and
9 sharing a classroom with another subject. With
10 all of this, there wouldn't be enough recesses
11 for the student because time would be cut down
12 and [cough] to be taught in that one little
13 space. We hold - - in each of our classrooms
14 that we have - -. Also, - - in the hallways,
15 which allows [cough] creativity - - and express
16 them to us. The extra school and taking away
17 another classroom, then that wouldn't be able to
18 happen because of the limit it may cause with
19 the other schools. We have four schools and one
20 nurse. We already clash with the other schools
21 from time to time. With the nurse being used
22 with five schools now, it would cause the clash
23 even more. Because of the time that students
24 will have sitting in the - - waiting to get
25 seen, it would make - - the classes. In

1 conclusion, so, I'd ask you to think more
2 about the students than what you see the
3 capacity being. Look at this as your own
4 children. Would you really want your child in a
5 five-school building? Think about how the
6 education, - -. - - want to be in five
7 buildings for yourself. Then again, would you
8 want your children in a five-building school?

9 MS. FREEMAN: [Background noise] Elizabeth
10 Baker, Mary Ellieworth [phonetic], Elizabeth
11 McArthur, and Jamal Clay. Jamal Clay, I'm
12 sorry.

13 MALE VOICE 2: Good evening. I'm a
14 sophomore at - - Community for Arts and Media.
15 I don't agree with--I did - - with this school.
16 - - Every passing period, it's hectic. Even - -
17 have time to make it to class. Even some of my
18 classmates don't make it to first period. - -
19 from our class - - [cough]. I mean, I like
20 coming to class, but I don't like to see my
21 classmates - - 'cause they constantly - -. I'm
22 not referring to - - Urban Dove Charter School,
23 or Urban Dove - - education. I'm grateful to
24 BCAM - - with the little space that we do have,
25 but adding another school, that's - - choice.

1 MS. MARY ELLIEWORTH: I appear as a parent
2 of a BCAM 12th grader and even though this
3 proposal would not affect my son, it will affect
4 those students who remain here at BCAM.
5 Bringing another high school into this junior
6 high school space will adversely affect each and
7 every school here. BCAM's already crowded and
8 it needs more space. I'm sure BCAM as well as
9 the other schools in the building would jump at
10 the chance to use the space that is available.
11 Why bring in another school when you have BCAM
12 right here? I'm asking as a parent that you
13 consider the impact this will have, not on you,
14 but on those students that remain here long
15 after you leave this building. Thank you.

16 MS. FREEMAN: Ms. McArthur? Elizabeth
17 McArthur? Jamal Clay.

18 MR. JAMAL CLAY: Yeah. My name is Jamal
19 Clay. I'm a student at BCAM. Today - - in my
20 history class here at BCAM. Me and another
21 fellow classmate didn't have a desk and - - he
22 could always add another table to the classroom
23 in October. It had gone from the intensity the
24 students had concentrated, he's giving class.
25 Here in BCAM, students generally have not - -

1 our school. The video was just like a mere
2 example - - worse. Let me see. Uh, the purpose
3 of this - - is to address the proposal of adding
4 a fifth school to an already growing four-school
5 populated building. Why can't the record speak
6 for the other three schools as a student, as a
7 person who roams this building constantly. I
8 constantly have to fathom the complexity of the
9 building - -. In regards to not being able to
10 simply move through a whole hallway because of
11 compromising between Mr. O'Brien and the other
12 heads at MS1--well, 117. A fifth school will
13 only further compromise - - strain the already -
14 - relationships from MS117 - -. While it's also
15 well-known that class size does have an effect
16 on student learning, could it not be - - that
17 having multiple schools in the same building
18 also affect the school's proficiency. I'm
19 talking just--I'm not just talking about BCAM.
20 I'm addressing the subject for the building as a
21 whole. I think I have the right as a student,
22 and the--I was told that with the help proposing
23 a compromise that my suggestion wouldn't be
24 heard, so here's the compromise. Let the
25 already growing four schools use the space - -

1 before a new school to adequately provide an
2 education for the students even if it means
3 having to share it.

4 MS. FREEMAN: - - The speaker list is now
5 exhausted. Again, we welcome any comments and
6 feedback you may have at any time before the - -
7 for Educational Policy votes on this proposal
8 and it's April 28th--26th - -. The e-mail
9 address and phone number where comments may be
10 made are e13proposals@schools.nyc.gov and (212)
11 374-0208. Thank you for your participation and
12 this joint program hearing is now closed.

13 [END 290_220]

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C E R T I F I C A T E

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

5
6 Signature *Christine Maxwell*

7 Date April 5, 2012
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