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

**TER of 13K113 and Opening and
Co-Location of New School
Compass Charter School at K113**

October 24, 2013

5:30 p.m.

1 MS. ELAINE GORMAN: Thank you very much.
2 And thank you for being here. I am Elaine
3 Gorman and I will be the Chancellor's designee
4 and the facilitator for tonight's proceedings.
5 This is a joint public hearing of the Department
6 of Education, Community Education Council 13 and
7 the school leadership teams concerning the
8 proposed co-location of new public charter
9 elementary school Compass Charter School with
10 existing school MS113 Ronald Edmonds Learning
11 Center and the site of a District 75 program
12 PS372@K113 in building K113 beginning in 2014-
13 2015.

14 I am joined tonight by the CEC, by the SLT,
15 by a representative of SAD and I will read their
16 names starting at the end, my far right.
17 Principal Mattia, sitting next to him is Erin
18 Shovlin, sitting next to her is Principal
19 Dawnique Daughtry, I'm sorry if I mispronounced
20 that I apologize, CEC 13 President David
21 Goldsmith. We also have with us tonight the
22 district family advocate and also we have with
23 us our network lender. We also are joined by
24 some electives who will have an opportunity to
25 speak following the dais. Barbara Sherman who

1 is the representative for Council Member
2 Letitia James, District Leader Renee Collymore,
3 I hope that's correct, and Randy Smith
4 representative of Council Member-elect Laurie
5 Combo. Thank you for being here and I will call
6 you to the mike at the time after the dais has
7 been spoken.

8 I want to remind you that this hearing is
9 being transcribed and recorded. The purpose of
10 this hearing is for you to provide comments
11 about the proposal. Before I describe the
12 proposal, I want to make sure you are all aware
13 that there's an opportunity for you to speak and
14 to give info. All those who want to speak
15 tonight must sign up in the speaker's sign up
16 area located just outside the auditorium. The
17 sign up list will close in 15 minutes that will
18 be 6:25. Speakers will be given the floor in
19 the order in which they signed up. All comments
20 from the floor are limited to two minutes.
21 Although we have electives that I've indicated,
22 if there are other electives who choose to speak
23 and come at a later time we will accommodate
24 them at the first opportune moment.

25 In addition we welcome any comments and

1 feedback you may have at any time before the
2 Panel votes on this proposal. All comments will
3 be included in the public comment analysis to be
4 published on the Department of Ed website and to
5 be provided to the Panel Educational Policy the
6 evening before the Panel votes. The vote is
7 scheduled for next Wednesday, October 30th at
8 6:00 p.m. at the Prospect Heights Campus located
9 at 883 Classon Avenue in Brooklyn. If you do
10 not choose to speak tonight but you have
11 something you want on the record or there are
12 people here--that aren't here who you know would
13 like to make comment they may use the following
14 email or telephone number. District 13
15 Proposals, that's D13Proposals@schools.nyc.gov
16 or 212-374-0208. I will read that again at the
17 end.

18 We would also like to invite Dr. Green who
19 is the CEC for District 75 to please join us on
20 the dais.

21 DR. REBECCA GREEN: - -.

22 MS. GORMAN: Excuse me I didn't see you.

23 DR. GREEN: I snuck in.

24 MS. GORMAN: Thank you very much for joining
25 us. At this time I'm going to take a seat and

1 read the proposal to you.

2 The New York City Department of Education is
3 proposing to co-locate a new public charter
4 elementary school Compass Charter School in
5 building K113 beginning the 2014-2015 school
6 year. Building K113 is located at 300 Adelphi
7 Street, Brooklyn, New York, 11205 in Community
8 School District 13.

9 If this proposal is approved Compass Charter
10 School will open in the 2014-2015 school year
11 serving kindergarten and first grades and it
12 will add one grade each year until it reaches
13 full scale serving kindergarten through fifth
14 grade in 2018-2019. The school will be co-
15 located in building K113 with middle school
16 M.S.113 Ronald Edmonds Learning Center and with
17 P372K@K113. P372K@K113 currently serves
18 students with a wide range of disabilities.
19 Students are placed in the D75 program based on
20 their individual needs and recommended special
21 education services. The DOE anticipates if this
22 proposal is approved there will be no impact on
23 current or future students enrolled at the D75
24 program site.

25 The DOE also is planning to decrease M.S.

1 113's enrollment by a total of approximately
2 60-90 students over a period of three years. As
3 noted the DOE is reducing enrollment in M.S. 113
4 due to performance issues and declining
5 enrollment. If the proposal to co-locate
6 Compass Charter School is approved, Compass
7 Charter School would occupy the space that is
8 available in the building due to the enrollment
9 reduction and other underutilized space in the
10 building.

11 The DOE has identified the K113 building as
12 an underutilized building according to the 2011-
13 2012 enrollment capacity utilization report or
14 Blue Book, K113 has had the capacity to serve
15 1,345 students in the current 2013-2014 school
16 year. The two school on the campus are serving
17 a combined approximately 820 students. This
18 yields a utilization rate of approximately 61%
19 which indicates that the building is
20 underutilized and has space to accommodate
21 additional students. If you want more detail
22 regarding performance, enrollment or building
23 utilization there are copies of the Educational
24 Impact Statement on the DOE website. There is
25 at least one copy that you could refer to on the

1 table on the outside of the auditorium.

2 If this proposal is approved, in 2018-2019
3 once the new charter school has fully phased in,
4 the new school is projected to serve
5 approximately 240 to 300 students in
6 kindergarten through fifth grade. At that time
7 middle school 113 is expected to serve
8 approximately 690 to 720 students, while
9 P372K@K113 is expected to serve approximately 36
10 to 42 students. In all the three schools are
11 projected to serve a total of 966 to 1,062
12 students yielding a building utilization rate of
13 approximately 72% to 79%.

14 Compass Charter School has submitted an
15 application for charter authorization to the New
16 York State Education Department, or the SED, to
17 serve grades kindergarten through five. The co-
18 location proposal is contingent upon SED's
19 approval of Compass Charter School's application
20 for charter authorization. Although this
21 proposal has not been approved by the Panel for
22 Educational Policy, the SED is required to hold
23 a facilities hearing to receive feedback on the
24 proposed co-location of Compass Charter School
25 with MS113 and P372K@K113. As such this joint

1 public hearing will also serve as the
2 facilities hearing. There is a representative
3 from SED in attendance. If you have questions
4 or comments on the charter itself, Erin Shovlin
5 of the SED will now tell you how to submit the
6 questions and comments. At this time I would
7 like to give the mike over to Erin who will read
8 a statement.

9 MS. ERIN SHOVLIN: Good evening. My name is
10 Erin Shovlin. I work within the charter school
11 office in the New York State Education
12 Department, or SED. We are administrated by the
13 Board of Regents. The Board of Regents is
14 responsible for the general supervision of all
15 educational activities within the State. The
16 Board is made of 17 members elected by the State
17 Legislator for five year terms. One for each of
18 the state's 13 judicial districts and 4 members
19 are at large. Regents are unsalaried and are
20 reimbursed only for travel and related expenses
21 in connection with their official duties.

22 The authority for the Regents to issues
23 charters to the Board of Trustees to establish
24 charter schools comes from Article 56 of the New
25 York State Education Law. The law was

1 originally passed in 1996 and most recently
2 updated in 2010. The law requires the Board of
3 Regents to conduct public hearings to discuss
4 co-located charter schools in existing public
5 school settings.

6 The purpose of tonight's public hearing is
7 to discuss the proposal co-location of Compass
8 Charter School in K113. The Board of Regents
9 sets educational policy and SED serves as its
10 administrative arm. Neither the Board of
11 Regents nor SED have any authority over the
12 placement of charter schools within facilities
13 owned the Department of Education. Nonetheless
14 we remained concerned about - - pertaining to
15 the co-location of the Regent's authorized
16 charter schools.

17 This evening I'm going to have comments from
18 the school community pertaining to this co-
19 location. These comments will be summarized and
20 shared with the Board of Regents. SED will
21 receive comments until October 30th. The Panel
22 for Educational Policy meeting will be held
23 October 30th. Written statements may be
24 submitted at the conclusion of this hearing or
25 mailed to the charter school office at 89

1 Washington Avenue, Albany, New York, 12234 and
2 may also be emailed to the following email
3 address, charterschools@mail.nysed.gov. Thank
4 you.

5 MS. GORMAN: Thank you very much. At this
6 time I'm going to pass the mike to our CEC
7 President and then we will continue down the
8 dais so that all speakers on the dais have the
9 opportunity to give comment.

10 MR. DAVID GOLDSMITH: Good evening everyone.
11 My name is David Goldsmith, CEC 13 President.
12 Before I make my comments I'd like to ask that
13 our CEC 13 Second Vice President Ayanna Blaize
14 to read the resolution passed at our last
15 calendar meeting with regards to this proposed
16 co-location and which passed unanimously by all
17 10 members.

18 MS. AYANNA BLAIZE: Hi, good evening. I'm
19 going to read the resolution from the CEC. The
20 resolution to maintain and expand the enrollment
21 of middle school 113 was--we voted on October
22 15, 2013.

23 Whereas, middle school 113 is the only
24 middle school with its own building in District
25 13 and the only one with the potentially large

1 enough student confirmation to generate a
2 budget capable of sustaining a full complement
3 of programs typical of the successful middle
4 school model. For example intramural sports,
5 foreign language instruction, after school and
6 summer programs, music and performing arts
7 curricula, graphic arts and design, STEM and
8 regents prep programs.

9 Whereas, a permanently reduced M.S. 113
10 enrollment would mean less middle school choice
11 in District 13 as a school with the capacity to
12 offer the robust programs common to districts
13 with larger middle schools would no longer exist
14 in the district.

15 Whereas, less choice in District 13 middle
16 schools hurts the District 13 elementary
17 schools. Since many parents, even if satisfied
18 with elementary options, might opt out of
19 District 13 schools due to perceived lack of
20 choice in middle school options.

21 Whereas, any current challenges facing M.S.
22 113 will not be resolved by permanently reducing
23 enrollment but would be best approached through
24 a collaborative effort to support an existing
25 larger middle school model.

1 Whereas, M.S. 113 has moved one step
2 closer in a two-step process to begin to de-
3 identified as a focus school according to New
4 York State Standards.

5 Whereas, CEC 13 is in agreement with the
6 District 13 School Planning Task Force that our
7 district needs to support the capacity of our
8 middle schools and does not need yet another new
9 elementary school in this neighborhood at this
10 time.

11 Be it resolved, CEC 13 opposed any permanent
12 capping of the enrollment of M.S. 113 and it
13 sole opposes the co-location of Compass Charter
14 Elementary School in the M.S. 113 building. The
15 Office of Portfolio must address the need to
16 support improved middle school choice in
17 District 13 and must consider the needs of our
18 children above the Department of Education's
19 need for space for their new school.

20 Be it further resolved, CEC 13 is in
21 agreement with the vast majority of the CEC's in
22 Brooklyn and the Borough President that planning
23 any co-locations, truncations, enrollment
24 reductions and/or new schools during this
25 twilight of the current city administration's

1 control of the Department of Education and the
2 PEP is irresponsible.

3 We say to the DOE and the PEP, leave the
4 Ronald Edmonds Learning Center intact and join
5 us in the collaborative effort to nurture M.S.
6 113 as a successful, larger middle school option
7 for our District 13 children.

8 MR. GOLDSMITH: Thank you Second Vice
9 President Ayanna Blaize. You know I'm not going
10 to go over all the points made. I think they're
11 very clear. I would just like to comment that
12 from a District 13 stakeholder's point of view,
13 the biggest flaw in the proposal from the
14 Department of Education is rooted in the fact
15 that the Office of Portfolio has a history of
16 remaining disconnected on so many levels from
17 the school districts that they're supposed to
18 serve. When decision makers are not working in
19 an ongoing way with the community they're
20 supposed to serve, it is inevitable that bad
21 decisions will get made. Because the lines of
22 communication between portfolio planners and the
23 stakeholders has been so damaged, badly damaged
24 over the past decade. The planners in our view
25 are operating blind or at least partially blind

1 to the needs of this district.

2 Many of us in the communities are often
3 shocked by the proposal put forth by the
4 Department of Education when we hear them.
5 Those of us who are more intimately familiar
6 with the school communities affected by these
7 flawed plans often ask incredulously, how in the
8 world could they have thought of that? I mean
9 are they kidding? What a huge mistake, do they
10 know what they're doing?

11 And the answer to this question
12 unfortunately is a little complex. I believe
13 that the answer is do they know what they're
14 doing? No they don't. But at the same time,
15 yes they do. How's that possible? I say no,
16 they don't know what they're doing because they
17 really make these decisions with flawed and
18 incomplete information. They don't know our
19 schools and they don't know our communities and
20 the reality is that there are no mechanisms to
21 build the lines of communication. Thus the huge
22 mistake to propose permanently reducing the
23 enrollment of a school like this and co-locating
24 the only larger free middle school in the
25 district. Our resolution speaks to that flawed

1 idea and I won't reiterate.

2 I also say yes, they do know what they're
3 doing because over time it has become clear that
4 this Department of Education and the Mayor
5 believe that they know what's best for our
6 schools and our children. And they don't need--
7 they believe that they don't need true
8 engagement with the communities. They have
9 their own clear vision of the importance of
10 charter school options and co-locations as well
11 as the simplistic notion that the more schools
12 we have the better our school system becomes.
13 They don't know how to fix the problems in a
14 school. They know how to take them apart. It
15 seems as if these planners don't see the need to
16 know the particulars of any situation, they just
17 plug in one of their generic solutions.

18 And with all that said, CEC 13 acknowledges
19 that the Office of Portfolio has indeed modified
20 their proposal to permanently reduce the
21 enrollment of M.S. 113. The original proposal
22 was to reduce it by four sections, the new
23 proposal as for a reduction of only one. This
24 means they leave less damage to the building
25 here in M.S. 113 and the two schools there and

1 less damage to our district. We do believe
2 this modification came about as a result of
3 overwhelming feedback and threat of protest from
4 the community. Unfortunately what should have
5 been normal lines of communication between our
6 CEC and Portfolio were too badly damaged, so
7 there were no lines of communication, formal
8 lines, between our CEC and the decision makers.

9 Is this any way to run a school system? I
10 ask you, is this any way to do school planning?
11 We don't think so. And I hope the next city
12 administration--with the next city
13 administration, we all find a way to
14 collectively roll up our sleeves and find a way
15 to rebuild the necessary connections between the
16 stakeholders and the decision makers. Our
17 children deserves that, we must do that.

18 MS. GORMAN: At this time we call on our
19 Principal who would like to make a statement.

20 MS. DAWNIQUE DAUGHTRY: Since I walked
21 through the doors of Ronald Edmonds 13 years ago
22 as the coordinator of running the school's
23 academies and testing coordinator many things
24 have changed. With this practice and landscape
25 of - - including new hires, - -. And believing

1 in our own administration for the last 12
2 years which brought all troubled schools. And
3 complete reorganization of the Board of
4 Education, not a problem with education,
5 including the creation of the offices to
6 Enrollment which has only - - to our students
7 and safe schools. The introduction of mayoral
8 agenda that increased the number of new schools.
9 The introduction of new tests, new curriculum
10 and new chancellors. The increase of charter
11 schools and the need for space to accommodate
12 them. And finally--and finally, a new - - that
13 measures the success of the school.

14 While there must be change and there must be
15 a methodology in a way to assess progress, it is
16 becoming increasingly clear that a methodology
17 currently realized has become a single factor in
18 determining whether a school is successful and
19 the numbers have become the primary determine of
20 the future of a school. That is actually while
21 we're here tonight Ronald Edmonds was identified
22 because of the Ronald Edmonds' numbers.

23 So let's talk about the numbers. According
24 to the DOE's very - - methodology Ronald Edmonds
25 was identified as underutilized building which

1 is they say due to a decline in enrollment
2 which underlining cause they say is due to the
3 lack of progress. However I should mention
4 here, there are A rated schools according to the
5 DOE methodology that are unutilized and under
6 enrolled. Therefore under enrollment is not
7 simply a function of the school's progress.
8 That if in fact 113 has not already making
9 progress, why would you place another school in
10 the building? There are already enough
11 challenges without adding another school. And
12 by all accounts co-located schools have their
13 own set of challenges to overcome. So I ask why
14 113 and why now?

15 Furthermore since the creation of middle
16 school choice, the Office of Student Enrollment
17 is responsible for deciding what school a
18 student attends. Schools no longer have control
19 of what their own enrollment or entrance
20 process. While there are other schools who can
21 admit students from all over the city, here at
22 113 we are primarily limited to take children
23 only from District 13.

24 So if by the DOE's own report that 113 has
25 more available seats than students and we are

1 limited to District 13 students only, it's no
2 wonder why we are under enrolled. Could it be
3 that under enrollment is the result of a process
4 created by the DOE to create space for more
5 charter schools?

6 Furthermore the notes from the progress
7 report suggest that our school is not successful
8 and has not been able to match the process of
9 similar schools. So what's the story behind the
10 numbers? Before I read the story please allow
11 me to do some contrast. The progress report is
12 based on the comparative measure. Schools are
13 placed in a peer group of about 40 other schools
14 based upon a student's fourth grade scores of
15 state tests. Therefore our school may in fact
16 be making progress, - - there identify people
17 are making more progress. From a cursory
18 observation it would appear that a school is
19 making no or not enough progress. Therefore due
20 to this - - method it is difficult at best for a
21 principal to identify any specific targets or
22 goals. Instead the principal if using the
23 progress report as the sole guide as the DOE
24 does, is aiming at a moving target in the dark.
25 Yet those comparative numbers are used to

1 determine the future of a school.

2 Now the story behind the 113 numbers. Our
3 2010-2011 progress report the school received a
4 D, there was an interim acting principal
5 assigned to the school in July 2010 who made it
6 clear that they did not want to be the
7 principal. The person never applied nor
8 interviewed. After going through the C30
9 process twice, I was finally appointed on
10 February 28th, 2012, two months before the state
11 exams. Then on March 23rd, 2012, although I was
12 not the interim acting principal and was only
13 the principal for a month, the school received a
14 quality review. And it was rated developing.
15 After only one year as principal, if you look at
16 the numbers closely we were making progress in
17 all areas. On student progress our scores
18 increased from 11 to 16.9. On student
19 performance our scores increased from 6% to 11%
20 which included a 9% gain in math alone. - - our
21 scores increased from 4.4 to 6.3, on the - -
22 from 1.0 to 1.9. After one year as principal we
23 move from a developing rating on the quality
24 review to a proficient and met the New York
25 State progress.

1 And so as we're feeling to be on the right
2 track along comes the new Common Core test which
3 we're administering AP 2013. Only a year
4 earlier than they previously planned. And I
5 only know how much the test will drop across the
6 city. However according to the DOE those school
7 teachers will penalized with a down score. Time
8 will tell.

9 One last interesting thing that the numbers
10 won't tell you, and I'm talking 2012 actually
11 one later, after a proficient rating on the
12 March 2012 quality review they came for another
13 quality review. Seven months later, two of
14 which were in the summer, and our rating went
15 back seven months later to developing. How does
16 this school go from proficient seven months
17 before and seven months later we are now
18 developing. There is a whole different story
19 behind the number.

20 I do want to say while systems must change
21 and evolve it would appear to me and I'm sure to
22 many, if the current system of numbers that
23 measure school's success and determines the
24 school's future isn't working in the best
25 interest of the students and parents. Also the

1 school community cannot be summed up simply by
2 numbers. Back behind those numbers is a child's
3 dreams, aspirations and a hope for a better
4 tomorrow. Behind those numbers is a story that
5 impacts and influences the outcome. Since the
6 numbers you have heard tonight in no way tell
7 the whole story about the children at the school
8 community at 113, I will tell you some of those
9 highlights. When I walked through the doors of
10 Ronald Edmonds Learning Center 13 years ago I
11 found a vibrant school community with a rich
12 history of student success and a strong record
13 of academic achievement. I found committed
14 educators and leaders who work tireless and
15 unselfishly to make sure that the doors of the
16 renowned educator Ronald Edmonds, for who our
17 school is named, would realize. Ronald Edmonds
18 said all students can learn. In spite of the
19 changes--in spite of the changes over the last
20 13 years Ronald Edmonds has hosted Beyoncé,
21 Kayne, Spike Lee, Malcolm X, - - Daughtry,
22 Brandon Kelly. Our graduates have attended some
23 of those most prestigious high schools and
24 colleges including Harvard on a full
25 scholarship. Our graduates have the full

1 understanding of the world. As principal days
2 have become - -. Our graduates are up in the
3 boardrooms of Fortune 500 companies as
4 executives. Our graduates are on the basketball
5 courts of - - playing for the WNBA. Our
6 graduates who once attended our Anderson College
7 Tour as middle school students, are now the tour
8 guides at these very same colleges. Our
9 students last year read the book The New Jim
10 Crow and participated in a lecture with Michael
11 Eric Dyson at Georgetown University. Our
12 students have traveled the world to places
13 Nigeria, Japan and London. Our students have
14 won the citywide robotics competition. 13 years
15 later Ronald Edmonds remains true to its
16 mission, core values and beliefs. 13 years
17 later there's a - - of educators and leaders,
18 most of whom are the same ones responsible for
19 the A the DOE gave us five short years ago.

20 Ronald Edmonds School offers a - - and a
21 robust arts program in performing and fine arts.
22 13 years later Ronald Edmonds continues to offer
23 a barrier free learning environment for all the
24 students with a full range of needs. 13 years
25 later Ronald Edmonds continues to work with

1 various community based organizations and
2 their partners to enrich the educational
3 experience of our students. 13 years later
4 they're still going on the college tour. 13
5 years later Ronald Edmonds continues to educate
6 every child that walks through our doors. 13
7 years later Ronald Edmonds can still look in our
8 classroom and see the children are full of
9 students.

10 This is the story behind the numbers, this
11 is the story that numbers can't and don't tell
12 you, this is the story no one asks but I must
13 tell. Thank you.

14 MS. GORMAN: Thank you very much.

15 MS. DAUGHTRY: I want all the 113 educators
16 because I'm on the dais and I have unlimited
17 time, I want all of you guys to stand and show
18 people that you're here tonight.

19 [Background noise]

20 MS. DAUGHTRY: All of the parents, teachers
21 and we don't want to be co-located. We have a
22 history of achievement. And so the failure of a
23 system we - - 12 years ago. And I'm pretty sure
24 there's going to be a new system. And there
25 will be more glitches. - - before the new

1 changes come. We don't want to be co-located.
2 We have a history of adequate success. I came
3 as a teacher, I rose through the ranks, I was
4 assistant principal and now I'm them principal.
5 Change has happened but as soon as we make
6 progress they create another system so that it
7 looks like we don't. We do not want to be co-
8 located. Thank you.

9 MS. GORMAN: Thank you. I appreciate your
10 comments, both the community and the staff. Can
11 you please pass the mike to the CEC 75
12 Representative? And then that will be followed
13 by our last speaker on the dais, Principal
14 Mattia.

15 MS. REBECCA GREEN: Hi everyone, I'm Rebecca
16 Green. I'm on the District 75 Communication
17 Council. I'm a parent of a special needs
18 student under the District 75. - - and our job
19 is to represent special needs families across
20 New York City, it's our job to know the District
21 75 - -. And we're attending these co-location
22 meetings to ensure that the special needs
23 students are realistically being addressed and
24 understood. And I did speak with Principal
25 Mattia before the meeting. And during this

1 proposal the PS372 we'll be getting a few more
2 rooms and we just want to make sure that the DOE
3 realistically organizing it and we're just
4 wondering for the rooms if--for autistic
5 students they're very sensitive to noise and our
6 - - things done very - - and very consistently.
7 So we're just wondering if the rooms are going
8 to be on the first floor identified. And if our
9 - - for the District 75 students to be--I think
10 they appeared to be together but whenever are
11 transitioning to rooms and in between classes
12 and not to be--well all over the school - -.

13 I was also wondering if there will be a
14 shared--if the charter school will use the same
15 areas for their class transitions. And thirdly
16 we were wondering if we will keep our--if PS372
17 will keep the same entrance on Carlton Avenue or
18 is this now going to be shared. This will be a
19 concern for young children - -. And fourthly
20 considering the--I'll just say the - - student
21 that's currently missing, last but not least
22 we're wondering about the safety agent and if
23 District 75 is going to have our own safety
24 agent. In the District 75 I think we need the
25 separation.

1 MS. GORMAN: So are you asking those
2 questions? I'm sorry.

3 MS. GREEN: I'm asking those to the PEP.

4 MS. GORMAN: Okay. Any questions asked
5 during public comment will be answered in the
6 analysis of public comment. If in fact the
7 school administrators would like us to send you
8 to that separately so that you have those
9 answers directly we're happy to do that. And we
10 can send it to the District CEC as well.

11 MS. GREEN: Okay. That sounds okay.

12 MS. GORMAN: Our last speaker on the dais is
13 Principal Mattia.

14 MR. ARTHUR MATTIA: Thank you, Ms. Gorman.
15 Thank you ladies and gentlemen for the
16 opportunity to speak. I am the principal of
17 PS372, The Children's School. The
18 administrations of The Children's School as well
19 as the administration of M.S. 113 have worked
20 together for the last 6+ years. We have put
21 down - - regarding, you know, the needs of our
22 children - -. Principal Daughtry has supported
23 us in a number of building and you know continue
24 to work to have a good collaboration with them.
25 We do service, as Ms. Green was saying, students

1 with disabilities is now a self-contained
2 unit. The proposal as it stands they're going
3 to give us some additional rooms. They're going
4 to give us four additional rooms to bring us up
5 to the blueprinted plan. But we wanted them to
6 know that regardless of whatever happens that
7 this has been a nice collaboration between the
8 two schools. I look forward to having a
9 continued collaboration, you know, with you.
10 And we look to support one another however we
11 can. So thank you very much. I appreciate it
12 and good working with you.

13 MS. GORMAN: If you could pass that mike up
14 because we're going to need the second mike for
15 - -. Everybody okay? At this time we'd like to
16 bring to the mike Barbara Sherman who is
17 representative for Council Member Letitia James.
18 Thank you.

19 MS. BARBARA SHERMAN: Good evening parents,
20 community, CEC. First of all thank you for all
21 your hard work. And the staff that - - thank
22 you for all your hard work and dedication. I'm
23 here tonight to speak on behalf of Council
24 Member Letitia. She would love to be here but
25 unfortunately she's at the District 17, which

1 she also represents School District 17. And
2 it's - - because now that school too is being
3 co-located. And we had to split up our coming
4 so here I am tonight representing her while she
5 speaks on their behalf. So it has been - -.

6 As many of you know Council Member James has
7 been a vocal supporter of our public school
8 system and would like to see a moratorium of all
9 co-locations. This autocratic approach to the
10 Bloomberg administration's educational policies
11 have allowed charter schools to flourish and
12 public schools to close underlying parents and
13 teachers. She supports the resolution put forth
14 by the CEC 13 to maintain and expand the
15 enrollment of 113. The DOE must understand that
16 having space in a building is not a problem but
17 it's an indicator of a systemic problem caused
18 by flawed policies. While we acknowledge that
19 all charter schools are not alike and Compass
20 has done a good job of reaching out to the
21 community, we must repeal the administration
22 free-market approach to education and a
23 proliferation of co-locations.

24 As the Bloomberg administration - - to co-
25 locate as many charter schools as possible. We

1 cannot let this administration's educational
2 policies continue into the next man's term.
3 Council Member James is supporting the UFT's
4 lawsuit to stop the Department of Education from
5 starting these co-locations while its attempt to
6 buying the next mayoral administration to the
7 same failed agenda. The mayor's agenda
8 systematically undermined the public education
9 process. When parents complained, their voice
10 has been stifled. And the policy has created an
11 unlevel playing field separate and unequal. It
12 has provided charter schools with free rent and
13 resources while our public schools are lacking.
14 The charters schools at the time in the
15 community is causing competition, destroying the
16 sense of community spirit. This is approach
17 cannot improve our education system but instead
18 it's making communities, educators and parents
19 feel as if they've done something wrong.

20 We have to ask a couple of questions. Why
21 does the DOE and SED think we need a new
22 elementary school? When they know that there
23 are two elementary schools down the block that
24 are not over utilized, that are both high
25 performing schools. On Tuesday the Compass come

1 before the SED when we know this same week,
2 they're here today for a DOE hearing. And next
3 week the PEP will rubberstamp that. Why in the
4 same week a process that has been so truncated
5 to meet a clock of this administration. One
6 can only say that at the best this is a flawed
7 disingenuous process. We have to act - - there
8 will have to be one because we know, the CEC
9 knows, the community knows that we have schools
10 here that we need our help and need our support.
11 And every charter school that comes in to our
12 community takes away from that support.

13 As we move to the next administration, the
14 council member looks forward to being the eyes
15 and the ears and the voice that she's always
16 been in our community. For the children, the
17 caretakers, the parents and all the educators,
18 all the hardworking teachers whose voices have
19 been stifled, who have been intimidated, to make
20 sure that children--all children--children who
21 have special needs which have not been
22 mentioned. The percentage of children in M.S.
23 113 that have IEPs--

24 FEMALE VOICE 1: [interposing] And charter
25 don't take them.

1 MS. SHERMAN: -- and charter schools do
2 not. Not only in our community but in all
3 communities this has to stop.

4 FEMALE VOICE 2: They don't take 'em.

5 FEMALE VOICE: This is a privatization of
6 our public schools--

7 [Crosstalk]

8 MALE VOICE: That's what they had and it's
9 not okay.

10 FEMALE VOICE 2: It's not okay.

11 FEMALE VOICE: So let's hopefully, with a
12 new administration, new people, we must repeal,
13 we must all work together to repeal all these
14 co-locations that are now in the pipeline that
15 are going forward, are not going to be open 'til
16 2015. You must organize now. Thank you for
17 your time.

18 MS. GORMAN: Please - - Assemblyman Walter
19 Mosley.

20 MR. WALTER MOSLEY: I see one of my kids
21 here I used to coach, back when I was a
22 graduate.

23 [Crosstalk]

24 MR. MOSLEY: Good evening, everybody. I'm
25 going to read my testimony, because 1) it's dark

1 in here, and 2) I just want to be accurate and
2 clear for the record, okay. As you know, I'm
3 the New York State Representative from 57th
4 Assembly District that represents Floral Green
5 Plain Hill, parts of Northtown Heights, - - and
6 Prospect Heights. I stand here before you in
7 opposition to the proposed - - issue of - -
8 charter school on the MS113 campus. The co-
9 location of up to 300 of these students in
10 building K113 over the next several years
11 represents a nearly 40% increase in the location
12 of students--in the location of student
13 population, coinciding with the decreased
14 enrollment of the existing middle school
15 population. MS113 is the only middle school
16 left with its own building in all of District
17 13. It is - - anchor middle school, and the
18 only one with the potentially--that had the
19 potential for a large enough student population
20 to generate a bunch of capable of sustaining and
21 full roster extracurricular programs, typical of
22 a successful middle school model. We know the
23 importance of extracurricular sports, clubs,
24 organizations that our public school students
25 need to prepare them for high school and

1 college, who keep them safe and most
2 importantly, off the streets. These programs
3 will be in even further jeopardy if all these
4 middle schoolers now have to compete with a new
5 school for the use of the gym, auditorium, and
6 other - - [background noise]. Now I'm not blind
7 to the challenges faced by MS113, but reducing
8 enrollment and availability of resources will
9 only further hurt the school and students. We
10 must be willing to work together to strengthen
11 MS113, not to punish it when it needs our
12 collateral support more than ever. Now, I have
13 always been a strong component of offering
14 school choice for parents. I'm supportive of
15 the important contribution of some of our
16 charter schools continue to make across our
17 city. But we cannot compromise the sole public
18 middle school - - for yet another new - - school
19 in a neighborhood that already has plenty of
20 public and charter school options for grades K
21 through 5. The city's environmental impact
22 statement rationalizes that this co-location
23 with numbers that they say is plenty of room for
24 a whole new student population at K113. But if
25 we've learned anything after the decade control

1 of the Bloomberg administration, it's that we
2 cannot be solely driven by numbers when it comes
3 to the education of our young. We need to make
4 thoughtful decisions with the help of parents
5 and community members alike. We need to take
6 more comprehensive approaches that consider a
7 school's context and the role in the communities
8 in which it plays in as a whole. After years of
9 rash and unchecked school closures in co-
10 locations throughout our city, we are finally on
11 the cusp of a new administration, a fresh
12 leadership for New York City public schools.
13 And I cannot understand the benefit of planning
14 any co-locations, truncations, and rolling
15 reductions and/or new schools during this
16 obvious period where we are just months away
17 from a new mayor and a new education - - . To
18 rush this decision will impact hundreds of
19 working families and children in central
20 Brooklyn, and would only not be unfair, but
21 completely irresponsible - - . So I want to
22 thank you for this opportunity, the proud parent
23 of a public school student at PS11, I know that
24 you're not only speaking for the current
25 generation of students and parents, but we're

1 also speaking for the future generation of
2 parents and students to come. So thank you for
3 this time and - - .

4 MS. GORMAN: Just quickly, there is a - - .

5 FEMALE VOICE 3: Thank you. Another former
6 113 student.

7 MS. GORMAN: Thank you, Assemblyman.

8 MS. BRITINY CALIMORE: You're welcome. Good
9 evening everybody, good evening. To the
10 principal and to the administration - - and - -
11 board and to all of you, the staff, and to my
12 colleagues in Government, my name is Brittany
13 Calimore, and I am the - - District leader right
14 here in the - - district to my home leader
15 Walter Mosley. And I know you've got a whole
16 lot of names, but I too am a graduate of 113.
17 So I do know that 113 does produce the best of
18 the best. And - - in politics it's all about
19 negotiations and things like that, and I said,
20 well, maybe you can come to a middle ground and
21 sit and reason, but then I sat and I had to come
22 to myself, because I said I'm all about
23 democracy. And the people should not have to
24 listen to Government; Government should listen
25 to the people. And it's not hard tonight, so

1 when I see the response and I look at the
2 response, all I have to do is this. Let me just
3 ask you one question: How many of you in here
4 support this? Support the co-location. How
5 many of you do not? Now, you know, it's very
6 simple. You have to listen to the people,
7 because the democracy is what it's all about.
8 And as I'm growing and as I'm going higher in
9 politics - - and I'm noticing that our voices
10 are trying to be stifled, and they're trying to
11 stop the power of democracy. But it's because
12 of people like you who are sitting here tonight.
13 Where I believe that if you keep going, you
14 don't stop, because Government has to get the
15 message. So if the people are saying no, if my
16 constituents are telling me no, then I have to
17 say no. So I don't support the co-location, and
18 I stand with you. I stand with you, and thank
19 you for coming out tonight, and thank you for
20 having me as well.

21 MS. GORMAN: Thank you very much. - - Smith
22 representing councilmember - - . Thank you and
23 you may begin.

24 MALE VOICE 2: Yes, good evening to the
25 panel and to everybody that's here. I'm here on

1 behalf of - - councilwoman - - who's on to
2 other engagements, but I'm sure she'd like to be
3 here with the issues that are at hand, and I
4 will surely inform her. She would like to thank
5 all of you for supporting her in elections, and
6 she looks forward to working with you all in the
7 future. Thank you.

8 MS. GORMAN: Thank you very much. That
9 completes the formal presentations. We now will
10 begin our public comment sections. Speakers
11 will be given the floor in the order in which
12 they signed up. All comments are limited to two
13 minutes. You have a timekeeper that will be in
14 front of you. She will be telling you when you
15 have 30 seconds, so that you may consider what
16 you want to complete. If, in fact, your time
17 runs out at the two minutes, you can turn in our
18 public statements to me, and they will be part
19 of the public comment. That also goes if the
20 night's running late and you're signed up
21 towards the end, you can come forward and lay
22 your comments on the table to make sure that
23 they get included in the public comment. We
24 will have varying points of view tonight. The
25 job of a public hearing is to do just that,

1 listen to the public comment, whether it's for
2 the proposal or against the proposal. My job is
3 to ensure that everybody's voice is heard, and
4 that every voice is heard with respect. I'm
5 going to call up the translator just to one more
6 time see if there's any need for translation
7 services.

8 INTERPRETER: (Speaking in foreign language)

9 MS. GORMAN: Thank you. I'd like to call
10 up--we have two students who want to speak, but
11 we are going to start with #1 on the adult list,
12 a Dr. Beverman, followed by #1 on the student
13 list, Zachary Platt, followed by Jacqueline
14 Frazier and it looks like Sydney on the student
15 list, and would all four come up and line up at
16 the mic. Doctor, you may begin.

17 DR. ARI BEVERMAN: Hello, my name is Dr. Ari
18 Beverman. I want to say I do have a child that
19 has autism in a charter school. I sat on a CEC
20 for four years and I visited multiple schools
21 and heard from multiple parents in this
22 district. I saw practices that work and did not
23 work. I stand for great schools, and that's why
24 I'm here, for Compass School. This is an
25 visionary school called Compass. This school

1 will work, and this is the recipe of why it
2 will work. Let's - - this wonderful bowl of
3 education. Teachers who went all over the
4 country to study the best practices, and now we
5 have a school here in District 13 called
6 Compass. Let's make some teachers that will
7 nurture, educate, and get the core of your
8 child. Students will be in a class with the
9 same educator for two years in a row. Two
10 years; who does that? No one does, but Compass
11 does. - - the educators, get to really know the
12 family and the child, to tailor students - - as
13 by working closely with families and the
14 community. To develop a student-centered
15 experience by doing this, the educator will meet
16 the children where they are education-wise.
17 This will bring excitement about learning. And
18 what is learning? Learning is about using what
19 you're taught to help the world around you. The
20 next ingredient in this food is sprinkling a
21 school that allows children to think out of the
22 box, - - their own learning, and a lot of
23 creative thinkers. Each child has a gift when
24 it comes to learning. The educators in this
25 initiative school love to search for the gift of

1 that child. Some children who seem so
2 undervalued have some of the best gifts. Their
3 jobs as mentors is to bring that out, to find
4 out whose gifts that this child brings to - -
5 and those gifts is - - the weaknesses. And
6 those gifts are not just for you, no, they're
7 meant for the community. And Compass Charter
8 School is committed to help all children in
9 District 13.

10 MS. GORMAN: Thank you. Zachary Platt, you
11 may begin. You may begin, Zachary.

12 MR. ZACHARY PLATT: - - .

13 FEMALE VOICE 4: Wrong name.

14 FEMALE VOICE 5: Okay.

15 MS. GORMAN: Go ahead, you may begin.

16 MALE VOICE 3: Good afternoon, ladies and
17 gentleman. As you all know Todd and Michelle
18 are opening a new school called Compass Charter
19 School. I've known both of these teachers for a
20 long time and they really helped me with my
21 learning experiences, and they've really treated
22 me like family. And out of all the teachers
23 I've known, they've been the best I've known.
24 They have recognized me and many students - -
25 they recognized us for the special, smart, and

1 they involve us and they involve me in - - and
2 even when we - - on the school week, they even
3 help us outside of school. And I hope that they
4 have a wonderful opportunity to open the school
5 and I can guarantee that they will make a good
6 learning environment and teach your--and teach
7 children very well. Good night.

8 MS. GORMAN: Good night, and thank you.
9 Jacqueline Frazier. Ms. Frazier, you may begin.

10 MS. JACQUELINE FRAZIER: Good evening,
11 everyone. I'm one of the grandparents of a
12 student here, and I've been listening to what
13 everyone has to say thus far, but my question is
14 will the equality that the students are getting
15 now, will that be the same? No. The
16 expectations that our students are - - would
17 they be the same? No, because guess what, it's
18 going to go down. It's going to go down because
19 they're asking us to do something that they're
20 not going to do in their own community. But you
21 know what, I say we're going to stand up and
22 we're going to fight. We're going to fight. If
23 we have to rally into the mayor's office, then
24 so be it. But we cannot give up on the
25 children. And what - - how we stand to our

1 children if we don't fight this out? I say we
2 fight this out. Thank you.

3 MS. GORMAN: Thank you very much. Sydney,
4 is that correct?

5 SYDNEY: Yes, thank you.

6 MS. GORMAN: You may begin.

7 SYDNEY: Good evening. My name is Sydney,
8 and it is an honor for me to be here and have
9 the opportunity to say a few words about two
10 amazing teachers who have had a great influence
11 on my life. I have had the privilege of - -
12 teachers not once but twice in a co-located
13 elementary school, as 3rd grade teachers and
14 then for 5th grade. Michelle - - supported
15 every idea that we as students have ever come up
16 with, no matter how crazy or - - it may have
17 seemed, they made us feel important and like
18 what we said mattered. I remember how much I
19 hated math and I felt like I would never succeed
20 at it. However, Michelle - - going over every
21 problem until I understood it. Now I'm a math
22 helper and I'm an A student. Todd always helped
23 the students figure out how to work together as
24 a group, making each person's contribution come
25 together as one big project. In my previous

1 school, we learned so much from each other.
2 As students, we were all - - . Together we
3 created art work throughout the neighborhood and
4 a garden which is still flourishing today. I
5 know that they would be an amazing - - school
6 for all children in the community. Thank you.

7 MS. GORMAN: Thank you very much. Would
8 adult speakers 3 through 8 please line up,
9 starting with Michelle Feely. Michelle Feely?
10 Brooke Peters, Kenneth Montgomery, Doug Jones,
11 and Kate--I'm sorry, I--

12 [Crosstalk]

13 MS. MICHELLE FEELY: Good evening, community
14 members. I'm Michelle Feely, and I'm a New York
15 City teacher, a resident of District 13, and a
16 member of the founding team of Compass Charter
17 School. Over the past year and a half, our team
18 has met with hundreds of residents in District
19 13 and the surrounding area to find out what
20 they were looking for in a school for their
21 community. We began each informational meeting
22 with the following question to the audience:
23 What words or phrases come to mind when you
24 think of an ideal school. Some of the responses
25 included safe, fun, stimulating, interactive,

1 flexible, student center, community oriented,
2 and a school that fits around the children it
3 serves. With this guidance we created an
4 educational program for Compass Charter School
5 that we are confident will meet and exceed these
6 desires. In addition, our school model will
7 nurture generations of passionate, life-long
8 learners in this community. The faculty of
9 Compass believes that children learn best when
10 engaging in inquiry, the base component of a
11 human being's innate learning process. Our
12 project-based interdisciplinary units of study
13 will support children and their natural
14 tendencies to wonder, observe, experiment and
15 explore as means to create knowledge. In
16 addition to our founding team's inquiry stance,
17 we believe that children learn best when
18 curriculum is contextualized and relevant,
19 authentic situations that support students in
20 negotiating the neighborhood and community they
21 live in. Our - - based curriculum will support
22 children and cultivate a deep understanding and
23 love for where they come from, while also
24 providing them with a familiar context to relate
25 and apply knowledge. At capacity, Compass will

1 serve approximately 300 Kindergarten through
2 5th grade students in District 13. We are
3 committed to creating a student body that
4 reflects the diversity of the District. To
5 ensure that our school program is - - of all the
6 rules, we will provide an integrated co-teaching
7 model across all classrooms and offer
8 counseling, occupational and physical therapy,
9 and speech and language services in-house. A
10 team of learning specialists will be on staff to
11 support Compass students and teachers, and aid
12 in targeted small group and one-to-one learning.
13 Thank you so much.

14 MS. GORMAN: Brooke, you may begin.

15 MS. BROOKE PETERS: Good evening, my name is
16 Brooke Peters. I'm a former District 13
17 elementary teacher and one of the founders of
18 Compass Charter School. The founders of Compass
19 have devoted the past two years to creating a
20 viable school model. Since we believe that
21 children learn best when engaged in - -
22 inquiries, - - important for us to engage in a
23 process of inquiries in order to think through
24 all of the aspects of the model, including our
25 curriculum, culture, and organizational

1 practices. We traveled to 60 schools in 24
2 states across the country - - initiative, in
3 search of effective practices that we could use
4 in our school at home in Brooklyn. Our
5 commitment to this work was not just to keep it
6 for ourselves and for Compass, but to share it
7 with teachers and citizens across the country.
8 We documented our work on our interactive
9 website via blogs, photos and video that
10 highlight what we found. As progressive
11 educators, we value inquiry, critical thinking,
12 authentic learning experiences, and teaching
13 children to value their communities.
14 Sustainability in the arts were always present
15 in our practice and the power of how they help
16 children learn and engage in a community was
17 confirmed during our research last year. We
18 recognize that sustainability is frequently
19 viewed as being focused on environmental
20 awareness. We agree that this is part of
21 educating for sustainability, but we also know
22 that economic and social justice are equally
23 important and powerful when intentionally chosen
24 as focal points in a curriculum. Compass will
25 employ a sustainability coordinator who will

1 teach sustainability classes, as well as
2 collaborate and co-teach in each classroom. The
3 coordinator will also help and plan for
4 community oriented projects and forge
5 partnerships with community-based organizations.
6 In order to fill our capacities as leaders,
7 Michelle and I will come into the classroom and
8 teach education for sustainability - - studio.
9 This - - in order to create an interdisciplinary
10 map of - - questions. We know this - - have a
11 symbiotic relationship. A strong involved
12 community contributes to a successful school,
13 while an effective school helps a community to
14 thrive. The founding team believes
15 wholeheartedly that a school's curriculum must
16 be tailored to fit the wants and needs of the
17 community in which it resides. In addition, a
18 school has an obligation to participate - -
19 community. Thank you.

20 MS. GORMAN: Thank you. Kenneth - - Doug
21 and would numbers 9 through 12 please line up.
22 You may begin.

23 MR. KENNETH MONTGOMERY: Thank you. My name
24 is Kenneth Montgomery. I met Todd and Michelle
25 when my only son was a student at the school

1 which they were prior employees. Although my
2 child was never in their class, the thing that
3 was most impressive to them--I mean, to me about
4 them was how warm they were as human beings. I
5 struck up a relationship with Todd, and what
6 most impressed me was that he did a lot of
7 research with Michelle and his other partner
8 about what his duty would be as an educator. I
9 think in this day and time where education is
10 used as a tool for political reasons and other
11 reasons, Todd and Michelle went around the
12 country looking at other models. Todd came to
13 me personally and asked to speak and sit down
14 with Pastor Taylor, who I have a good
15 relationship with, and his goal was not to
16 provide education for one type of child, but
17 however, their goal is to make sure that all of
18 the children in the community have an
19 opportunity, because we have a very important
20 time in history where things are--you can do all
21 the right things, and you still may not have a
22 way. You still may not have a job. Their goal
23 is creating critical thinkers. And that is the
24 only way. Particularly children of color and
25 underprivileged children have a shot. And the

1 fact that they took the time to figure that
2 out is amazing to me. And for me, this isn't
3 about tug of war with our children. All the
4 schools should be together in thinking about
5 educating our children, public, charter, non-
6 charter, private, all of them. So that's - -
7 [background noise].

8 MS. GORMAN: Doug, you may begin.

9 MR. DOUG JONES: Good evening members of the
10 panel, my name is Doug Jones and I'm a realtor
11 with - - brokerage firm and - - realty. I'm
12 speaking tonight in support of the proposed co-
13 location of Compass Charter School in building
14 K113, beginning the 2014 and 15 academic year.
15 I first met Brooke, Michelle and Todd at a local
16 meeting where they were sharing their vision for
17 the school with the community. To this day I've
18 been very impressed - - in which they have taken
19 the time and care to understand the educational
20 needs of the community in which they are seeking
21 to establish a presence. They have met with
22 labor and educational advocates, elected
23 officials, and community residents to explain
24 the unique model that Compass will provide. I
25 believe Compass' inquiry-based student-centered

1 approach, its focus on sustainability and the
2 arts, and their integrated co-teaching model
3 will offer children in District 13 a - - well-
4 rounded learning experience. Furthermore,
5 Compass' - - based curriculum will strive to use
6 - - as a - - for authentic learning and help
7 students find value in their everyday
8 surroundings. Additionally, Brooke, Michelle
9 and Todd have made a commitment to share
10 Compass' best practices and successful
11 methodologies with other schools within the
12 District. As a lifelong resident of - - a
13 member of community board 3, and a former
14 executive director - - district, I believe this
15 community-oriented approach will be a
16 significant benefit for Compass, its students,
17 and the neighborhood. It is these kinds of
18 partnerships in which institutions become
19 involved - - participants of the community in
20 which they locate that result in decades of
21 success. I encourage the panel to approve the
22 proposed co-location of Compass in building K113
23 beginning in the 2014 and 15 academic year.
24 Thank you for your time.

25 MS. GORMAN: Thank you. Kate, you may

1 begin.

2 MS. KATE KORVORT: Thank you. My name is
3 Kate Korvort. School choice is complex. As an
4 educator, a community member and a parent, I get
5 all the political reasons why charter schools
6 and co-locations in particular are hot button
7 topics. As a lot of other people have very
8 rightly pointed out tonight, underneath these
9 hot button topics there are good people. And so
10 I'm here tonight to give testimony on behalf of
11 the people of Compass, because I do believe that
12 their problems don't get solved with
13 generalizations or inflammatory speech.
14 Problems get solved person to person, face to
15 face, with each individual case being taken on
16 at a time. We have to look at each other in the
17 eyes and ask, is there trust here. And so for
18 me the issue of whether or not it's a good idea
19 to let this particular group of educators co-
20 locate here comes down to a question of trust.
21 As an educator, do I trust Todd, Brooke,
22 Michelle, and their team to do right by the kids
23 and the parents they'll serve as a community
24 member? Do I trust them to do right by this
25 neighborhood as a parent? If I sent my kids to

1 Compass, do I trust that the great education
2 they'd get would not only not be fringed on the
3 educational rights of the kids in the building
4 they'd share, but would actually support and
5 enrich them? And the answer to all three of
6 these questions is yes. As a teacher, I trust
7 the research that's gone into the planning of
8 this school. This is a group of people who
9 sacrificed a year of their lives and slept on
10 couches and futons all over the country asking
11 people what works in schools. As a community
12 member, what I'm struck by most about these guys
13 is their openness, their generosity. Half the
14 conversations I've had - - in the last two
15 months have been about what Compass can do for
16 the kids of IS113, - - relationships,
17 internships share these - - . As a mom,
18 whenever I may think about the politics of
19 charter schools, I trust this particular group
20 of educators as people. They're here for the
21 right reasons, they're hard-working, they're
22 humble, they're generous, and they listen. I
23 trust that they want what's best for all kids
24 and families here in Port Green.

25 MS. GORMAN: Thank you. Diana.

1 MS. DIANA MCCLELLAN: Good evening
2 everyone. My name is Diana McClellan. My boy
3 is a product of what Todd and Michelle - - might
4 say had to offer the community, the school. I
5 believe that most of this negative energy that
6 surrounds this co-location idea is - - in your
7 city because of the mayor's regime and the
8 Bloomberg administration's disrespect and
9 maltreatment of the Board of Ed, Department of
10 Ed, teachers, students and parents. But I think
11 it's important to recognize that the - - is
12 looking at two sides, and usually it means
13 compromise, not yes or no. I'm sure the Compass
14 School could be an asset to any school it is co-
15 located with and the community. The Compass
16 School is not a threat to the success of 113
17 students.

18 [Crosstalk]

19 MS. GORMAN: Please keep--continue.

20 MS. MCCLELLAN: I'm trying. I just wanted
21 to start. So as I was saying, at the heart of -
22 - respect goes a long ways, and disrespect makes
23 it hard for anybody to be successful, whether
24 it's the person being disrespectful, or the
25 person being disrespected. If anyone has ever

1 looked at a Compass School model, you will see
2 not only will your child have an opportunity for
3 a good education, but even a better human being.
4 Thank you.

5 MS. GORMAN: Thank you very much. Senator
6 Montgomery has joined us. Would he like to come
7 down and make some comments?

8 FEMALE VOICE 6: She.

9 MS. GORMAN: She, I apologize. So sorry.
10 And she will be followed by the CEC member who
11 joined us. Thank you for coming.

12 SENATOR MONTGOMERY: Yes, absolutely. Thank
13 you. Good evening. First of all I want to
14 welcome you to this school. This is one of the
15 schools--I just left an event where Carmello
16 Anthony was gifting out materials, supplies to
17 teachers from PS20 was one of those schools.
18 And one of the premier programs that teachers -
19 - in the City of New York is a program right
20 here at middle school 113. As a matter of fact,
21 I talk about those students and I've said for
22 years that the cultural institutions here in
23 Brooklyn, a band district, should include 113.
24 - - events and - - programs. So there's so much
25 here between PS20 and 113. The children from

1 there come here. And as a matter of fact, my
2 son made that trip. He--it was too many years
3 ago for anybody here to know about, but he was a
4 student at PS20, and he left PS20 and spent a
5 year here at middle school 113. So I'm very
6 familiar with this school. And I must say that
7 my huge disappointment is that we have come up
8 with this process whereby our schools, when they
9 become struggling schools, when they become
10 schools that need resources, that need support,
11 that need more than they have, we figure out a
12 way to give them a bad grade and punish them.
13 That is disgraceful. I'm absolutely adamantly
14 opposed to that, and I hope to see that process
15 be thrown out as something that the - -
16 [background noise]. - - public opinion is
17 supposed to be supporting schools. A school is
18 a community, and they're supposed to be
19 supporting children, and they're supposed to be
20 supporting teachers. Now I saw teachers pick up
21 boxes that contained--you want to get this--
22 paper towels. And they were so happy to have
23 some paper towels that Carmello Anthony has
24 provided for them. Isn't that shameful? That
25 is a disgrace. So I want to start by that. Now

1 let me say, the next thing--point that I want
2 to make is that we do not need to do any more
3 co-locating. That is not a decision that should
4 be made at all at any school, until we have a
5 new Department of Education and a new
6 Chancellor, and personally, for me politically,
7 I am promoting a concept that would remove the
8 mayor as the person, the one political entity,
9 to control all decisions - - [background noise].
10 So we have legislation people have come out and
11 parents, teachers, people support that idea. We
12 must change this idea that this is treated like
13 a restaurant. That if you get a bad grade, if
14 because the--what, the children are not good?
15 So we really have a lot of work to do. No co-
16 locating. This school is in and of itself a
17 magnificent concept of what could happen for
18 children in our communities. And so all I want
19 to say is how we are going to support this
20 school as a whole school. Don't go dividing up
21 this, and creating this situation where we have,
22 oh, I'm a student in the charter school, I was a
23 charter school student. So I'm an A student and
24 you are a B student, or whatever, because you're
25 different. We have not utilized the charter

1 school movement appropriately. We have abused
2 the notion of what the charter school is
3 supposed to be. The charter school is supposed
4 to be good for us, not create division,
5 divisiveness, and a sense that there's a second
6 - - [background noise]. I am - - the way that
7 it's done, the Department of Education has shown
8 - - as it has shown in the way that they grade
9 schools. It has also shown that it does not
10 know how to do charter school programs. So I
11 want us to wait. We only have, what, two more
12 months, three more months. This will be all
13 changed. So let's wait for the appropriate
14 people to be put in place, people who care about
15 children and parents and are not looking at
16 schools as if they are restaurants to be graded
17 and treated and punished by starving them when
18 they need resources. So thank you very much.
19 Thank you very much.

20 MS. GORMAN: We do have a large number of
21 speakers. We are going to let our CEC--

22 MALE VOICE 4: First vice president.

23 MS. GORMAN: You can speak from here if
24 you'd like.

25 MALE VOICE 4: Oh, okay. No problem.

1 MS. GORMAN: Would speakers 9 through 13
2 line up to follow immediately.

3 MR. BEN GREENE: Thank you. Let me just say
4 - - I'm a very straight hitter. I'm against
5 this co-location. And it's not about the fact
6 this is not a good school or they didn't put in
7 all the effort, but co-locations undermine
8 District public schools. - - [background noise]
9 that - - drunk from that Kool-Aid. The charter
10 school Kool-Aid. We tell you - - great things
11 about how we're going to do this, do that, we're
12 about the community. I've sat in several
13 schools and I see several members from community
14 groups, community partnership, and every time we
15 hear the same old story. We're coming in here
16 to help your schools. We're going to help the
17 students in the building, and we do not get
18 that. What you get is you start taking over,
19 you start taking more and more classrooms. Now
20 let me get a little piece on that Kool-Aid that
21 the DOE is bringing. This - - is about oh, we
22 engage the community, we are given transparency.
23 I don't know who believes that one, but I don't.
24 The problem is is that the DOE has - - of this
25 whole process. Just two days ago we did an

1 application process that the State is supposed
2 to take this information and look at it and see
3 and analyze it to see if it's feasible to do.
4 How many of you guys - - and - - and we know
5 what the - - is, - - that anything the mayor
6 wants to do - - . Because the - - 113 is right
7 now prime real estate to them. We are getting
8 lied to by the DOE. I have sat on this board of
9 the CEC for the last four years. I have been an
10 advocate in this district for the last 16. I
11 have seen--I used to go to this school when it
12 was Rothschild 294. The promised us that they
13 were going to do the right thing. They did,
14 they brought 113 in here. But we need to
15 support this school, stop this co-location and
16 if it's Compass--and I spoke to Todd, I know
17 Todd very well. I see him over there at
18 community - - , I have nothing but praise for
19 the brother. But this is a big mistake. We
20 don't need no more K through 5's in this
21 district. We've got enough. - - [background
22 noise] about maybe four or five blocks down the
23 road that's K through 5 and a 6 through 12
24 school. Now we're about to do the same mistake
25 - - and intercept these little Kindergarten kids

1 to middle school children. Do they understand
2 what the life of a middle school child is? You
3 don't. You understood - - you're going to put a
4 Kindergartener, a five- or four-year-old, six
5 years, upstairs on the third floor, and they're
6 going to - - intercept them around 13-, 14- and
7 12-year-olds who are just - - themselves. I
8 don't understand. If you're really truly about
9 the children of this community and like the
10 Senator said, wait. - - . If it's right, let -
11 - . If it's right, let's make it great. But by
12 sitting here trying to rush something before the
13 mayor is out of the district office--and let me
14 add something else: The State hasn't even
15 approved their charter yet. They ain't going to
16 do that 'til November or December. So why are
17 we - - a co-location. They also, in their
18 application to the State, asked for District 17.
19 The DOE told them that - - to come here. So
20 let's stop the nonsense. This is about real
21 estate. This is not about engaging children.
22 This is about real estate, real estate, and
23 guess what, I've got to pay a dollar 'cause I
24 ain't got to pay for no more money - - . Yes,
25 you can give to arts and all the little fancy

1 after school programs, yeah, when you're not
2 paying for school services - - [background
3 noise] lights, utilities. You are being free.
4 Yeah, I could say--yo, listen. If I live with
5 home with Mom, and Mom's been paying all the
6 bills, I can go out there and by me a \$200 or a
7 \$2,000 - - . You're right. How can you all
8 turn around and Charter schools can hide a
9 lobbyist, where - - DOE district public school
10 can't even afford to buy them textbooks. - -
11 [background noise] are undermining the
12 Chancellor and the mayor. I sit on a very
13 powerful group called the Chancellor's - -
14 council. We sit with the Chancellor and the DOE
15 cronies, because that's what they are, because
16 they ain't talking about improving our schools
17 that do bad, but talk about giving us a stupid
18 report. But as a matter of fact, we had the
19 person that - - the report, and - - last year.
20 And he told us they're misusing that. So what's
21 the problem? And I've sat in schools, and they
22 know who I'm talking about. I don't need to
23 mention - - charter school - - public school,
24 where they sat around and belittled public
25 school parents and said that their school was an

1 F, and that they were doing the right thing
2 until their school got on their chopping block
3 and got that report card grade as an F, and then
4 oh, the light went on then. Oh, no, the report
5 card grades was a - - . There's a fluke on that
6 report card grade. So we need to start standing
7 up. Every time one of our schools go down and
8 we said we need a little help, yeah, the DOE
9 sticks us back in the water and starts drowning
10 us. Instead of telling us how we're going to
11 help. So we ask that they would be--the public
12 advocator who may be soon be our mayor, and he
13 said that he put a moratorium to all co-
14 locations. He also--we also at CEC 13 also put
15 a resolution out there and put a moratorium on
16 all co-locations in our divisions. We are not
17 involved in the plan and - - the biggest secret
18 that we get from all these charter schools is
19 the fact that nobody be hid, and they go around
20 and they genuinely engage some of the community,
21 but we are not--but the DOE tells them, "Don't
22 you talk about the plans." So when--if it was
23 so great and it was so good for us, why can't we
24 all discuss it? Why we all can't have a forum?
25 I'm not against charters. I'm not against

1 parents of charter schools. I'm just against
2 the system that gives them the right to come
3 over and take over a school--a district public
4 school, and we have no say-so. How dare you
5 disrespect us in our own homes. I am tired of
6 this rag-tag type of system that we sit around
7 and there's co-transparency, there's side bills,
8 and I'm going to say one thing in confidence,
9 and maybe you all might not like it, or maybe
10 you might, too. But once you get in bed with
11 the devil, you are one of the devil's - - . So
12 if you want to tell us it's the DOE's fault
13 because you had - - you really wanted to engage
14 with us, well, guess what, you should go home
15 tonight and say to the DOE to stick this
16 proposal up their you-know-what. And now I'm
17 like this, I'm very straightforward and I don't
18 tell it - - . I am like this with you all. If
19 there's a real good idea and it's all good in
20 Compass, I believe you all - - I believe you are
21 truly genuine. Some of the people that I know
22 are the directors and the parents of kids that
23 are planning on going into Compass. But this is
24 a bad idea in this school. We got plenty of
25 spaces around. - - 258 that leadership prep,

1 they're going to build and it's half-empty. -
2 - go over there. That school--that side of the
3 district needs some more schools. You're - - so
4 many. We got ten schools right now in this
5 district or this area right now that are K
6 through 5. Why do we need another K through 5?
7 - - do have another good plan. A lot of the
8 stuff that I heard the other day at the
9 application process and that I'm hearing here
10 tonight, is stuff that people in our own schools
11 hear now. And we'll do better if the DOE wasn't
12 chopping away our - - and resource. [background
13 noise] And that - - . We got great leaders in
14 our district. I know a lot of these principals.
15 I know a lot of these parents in this district.
16 So if you want to become part of our family and
17 you're saying you're coming here to help, then
18 you need to show us - - and tonight you need to
19 go home and replan and say, hey, - - hold off -
20 - and come back to the drawing board in January
21 when we got a genuine process in which everybody
22 knows what's going on. It's not about your
23 finance, it's not about who's supporting the
24 board of trustees, - - come in here and give us
25 a speech about how you all trust. How can you

1 have to say that we should trust you when
2 you've been hiding all the facts from us? And
3 then you come here tonight and say trust us.
4 Trust us. Well, you know something, trust us
5 that we tell you this is a bad idea. Thank you.

6 MS. GORMAN: - - [background noise] I'm
7 going to ask everybody to take a seat. I want
8 to remind you that we're back to the two
9 minutes, and that includes the clapping time, so
10 I don't want people to be cut off. We are going
11 to hear from numbers 9 through 12, and then we
12 have councilmember Rebecca Green that will
13 follow 9 through 12. Is #9 here? Then we will
14 proceed with #10. You may begin. You have two
15 minutes.

16 MALE VOICE 5: Good evening. My name is - -
17 . I'm 22 years of age. I'm currently a
18 student at the University of Maryland and a part
19 of our armed forces. I'm here on behalf of Mr.
20 Todd - - and his group. I've known Todd since
21 the 7th grade, and in this time I've learned
22 many things from this gentleman. Mr. - -
23 commitment was he used to help me a lot growing
24 up, giving me advice as a young man, to reach my
25 full potential. He was my after school advisor

1 at the - - of New York and - - . And from
2 this time Mr. - - made it very clear that he
3 genuinely cared for not only how I did but how
4 the others performed. This individual - -
5 simple math that I couldn't - - but - - as
6 children we think that - - he would help me out
7 and sit there 'til I got the situation. It was
8 things like this that in my head let me know
9 that Todd and his colleagues as human beings
10 genuinely care for education and for success for
11 students. And it gives you a deeper sense of
12 that these people aren't really just about
13 numbers, as there's been talk about today, and
14 they're about children as well. They've been
15 able to discuss different topics of life and has
16 given me - - helpful advice as I mature. In
17 fact one of those topics was--30 seconds
18 already? Oh my goodness. Well, in sum, these
19 people are great and their efforts are truly
20 genuine, and I ask that you do accept this co-
21 location on behalf of Todd - - at this time for-
22 -thank you.

23 MS. GORMAN: #11, you may begin.

24 MALE VOICE 6: Hello everyone. I am a
25 member of the board of Compass Charter School.

1 I am - - . My boy was taught by two Compass
2 School friends, Todd and Michelle. The child is
3 doing extremely well, thanks to the excellent
4 teachers - - . I'll sign the class for the - -
5 in an effort to reach out to any student in
6 need. They understand every child is different
7 and so is every household. If they have to walk
8 right up to the front door to help them, they
9 will do so. Many - - I have saw them in
10 classrooms - - with students and making
11 preparations for the next day. This sounds - -
12 but let's think about it. The sacrifice they
13 made for their own children, staying late hours
14 when they had their families and personal - - .
15 Like I said, I am a proud alum of 113 and I love
16 my school dearly. I can tell you I am a product
17 of the graduating class of 1987. I believe that
18 Compass will be an - - to the building and the
19 neighborhood. We need schools like the Compass
20 School to challenge our students and prepare
21 them to be successful. Let's be honest. I
22 can't control how you teach your kids at home.
23 I cannot control your family dynamics, but I can
24 do and stick my neck out for three unbelievable
25 teachers at Compass, and an impact on your

1 children should make it easy for them, their
2 life. Somebody once told me whenever we eat
3 we'll get full, but that's not always true. I
4 don't want my child to learn just anything. I
5 want the fruits of the tree for - - so why are
6 we afraid of change? Thank you.

7 MS. GORMAN: Thank you. Our next speaker is
8 Kate, #12, and would numbers 13 through 17
9 please step to the mic. You may begin.

10 FEMALE VOICE 7: Good evening ladies and
11 gentlemen, and thank you for the opportunity to
12 share my thoughts on the Compass Charter School.
13 I stand here in two capacities, as an educator
14 who has taught students in all five boroughs
15 since 1999, and as the mother of two girls I'm
16 raising in the heart of - - in District 13. As
17 one who follows the debate about education
18 closely, I'm struck, by two things. 1) When it
19 comes to diversity, parents of all backgrounds
20 are more progressive than the current public
21 school system. In my experience, parents of all
22 - - are hungry for a school system as diverse as
23 their hometown, and yet schools by and large
24 don't reflect this preference. So one major
25 reason to support Compass Charter is their

1 commitment to true racial and economic
2 diversity. The second thing that strikes me in
3 this education debate is the flow of
4 instructions. It always seems that bureaucrats
5 - - task force, but have never spent a day in
6 the classroom are the ones giving orders about
7 what to teach, when, and how. What if instead
8 of scolding teachers we asked them, hey, what do
9 you need? What if the evaluators were - -
10 successful schools, saying how do you do it?
11 What do you have to teach us? How can we spread
12 your good results? Hey, teachers, what can we
13 learn from you? This is the other major reason
14 I support Compass Charter, because Michelle,
15 Todd and Brooke did exactly that. They are
16 seasoned teachers who asked as many teachers as
17 possible all over the country what they were
18 doing right. What can we learn from that
19 success? How can we replicate it? Success
20 should not go to waste. Instead of assuming
21 teachers are the problem, Compass Charter
22 brought home the radical idea that teachers are
23 the solution. They know that successful public
24 education exists, waiting for us to implement
25 it. All we have to do is look. All we have to

1 do is ask. I want the Compass Charter School
2 in my district because it is a teacher-led
3 institution. They - - of our nation's greatest
4 successes, and they want to bring that home to
5 us. Let them, for the sake of all of our
6 children. Thank you for your time; good luck to
7 all of you.

8 MS. GORMAN: #13, - - . 14, Marissa.

9 FEMALE VOICE 8: 14 is Rhonda.

10 MS. GORMAN: 15 is Rhonda. But please, go
11 ahead.

12 RHONDA: Good evening, everyone, my name is
13 Rhonda - - and I just wanted to say that under
14 the direction of Ms. - - , Ms. Nagel, Ms. Roy,
15 Mr. Gatsby, along with the faculty of 113, they
16 create a family with our students as well, okay.
17 I'd like you to all consider to contact CEC
18 regarding the proposal of resolution - - 63,
19 which will force Charter schools to disclose
20 relevant and detailed information to make
21 informed and proper decisions on behalf of the
22 parents. It's on behalf of our children that
23 based upon this information we'd be able to make
24 decisions that affect the downsizing and that
25 eliminate existing programs. The inclusion of

1 the charter school within this school will no
2 doubt be disrupted because this school is a
3 middle school, and anybody who's been here early
4 in the morning, if you want to mix your five-
5 year-old and you see what goes on in this yard,
6 then good luck to you all. Just come here in
7 the morning and just look around - - I'd just
8 invite you guys to do that. It's destabilizing
9 our school, our kids will be displaced as far as
10 their library, their gym, their cafeteria, and
11 their auditorium, and - - . They're losing
12 their phonics, music and arts programs - -
13 space. You're not taking the needs of the
14 school and the community into consideration.
15 That's it. Thank you.

16 MS. GORMAN: Thank you. Is Marissa here?
17 Marissa, you may begin, followed by Gail. Is
18 Gail Blaze here? Gail Blaze is next, followed
19 by #17, and would 18 through 20 please stand at
20 the mic.

21 MARISSA: Two years ago I made a foolish
22 decision to leave my position here at 113 to
23 teach at Brooklyn Technical High School. Few
24 teachers there are as passionate as the ones
25 that I left here. Tonight I will be speaking

1 about the impact on our middle school
2 teachers, current and future, if 113 student
3 population is decreased. I began my career here
4 eight years ago. I'm sure that this age group
5 was a good fit for me, but yet the teachers here
6 mentored, challenged me, and have nurtured my
7 own now unwavering - - middle school students.
8 Over the decades, 113 has developed principals
9 that are now in charge of middle schools,
10 superintendents of other cities, and individuals
11 who currently work for the Obama Arts Initiative
12 - - middle school children. Many of our
13 teachers have been here for 20+ years. They
14 have begun and ended their careers here, and
15 unfortunately the same cannot be said for the
16 high turnover in charter schools. Instead of
17 finding an excuse to lower 113's enrollment, you
18 should be creating new ones to increase its
19 numbers so that our 113 graduates can join the
20 vast number of previous students who have gone
21 on to specialized high schools. I believe - -
22 leaders in the art, education, medicine, law, et
23 cetera. Why? Because within these walls, you
24 will find a building full of teachers and
25 administrators willing to fight for what we have

1 so passionately built for years. My husband,
2 an old 113 middle school teacher, is home right
3 now tutoring another 113 graduate in medicine
4 who's in college right now, because the
5 relationship is still there. We have gone from
6 good to great, and I believe you, I believe you
7 me that 113 is very capable of climbing higher.
8 Thank you.

9 MS. GORMAN: #16. Is #16 here? #17, you
10 may begin.

11 FEMALE VOICE 9: Good evening. I'm an
12 English teacher here at middle school 113, and
13 as I listen to the narrative that describes your
14 school, that's our school. It has been our
15 school. And - - teachers - - kids become
16 teachers. [background noise]. I have been
17 teaching, an English teacher at MS 113 for the
18 past 12 years, and the reason for my longevity
19 here is my belief in the program that works to
20 educate students holistically. Our students are
21 - - to a modern educational, social and creative
22 opportunities that help to foster a sense of
23 self-esteem and a sense of community. As middle
24 schoolers, our students have participated in
25 debates, speech competitions, - - workshops.

1 They have traveled across the East Coast to
2 visit colleges like Harvard, Princeton,
3 Georgetown, - - , Georgia Tech, and Temple
4 University. Okay, we - - college - - as Ms.
5 Dorothy said, what Dorothy said, with Michael -
6 - . They have also excelled artistically in the
7 field of dance and art, have displayed their
8 work at the Brooklyn Museum - - make it to the
9 big screen. Our teachers believe in instilling
10 - - balances of knowledge of self in our
11 students. And with all that - - at - - 113, at
12 the end of the day, the only thing that seems to
13 matter to the city are these numbers. Let's
14 talk about the numbers game, okay? Let's talk
15 about how our numbers are decided by a statewide
16 exam that contradicts the very methods of
17 teaching that we are encouraged to include in
18 our curriculum. Differentiated instruction.
19 Our students are taught by methods that include
20 differentiated instruction to a test that
21 doesn't differentiate, but yet we are then held
22 accountable for it. And - - held accountable
23 for it, our schools are closed. Our students
24 are siphoned. Every single student has--

25 FEMALE VOICE: [interposing] That's right.

1 TEACHER AT 113: - - . They just have
2 low-level performing students--had to shut down,
3 and students are then siphoned to other junior
4 high schools, and - - to shut down those
5 schools, to then bring in charter schools.

6 [applause]

7 This is why we are opposed to charter
8 schools - - that go to this school. There is -
9 - that goes on in this school, and as - -
10 continue in this school, we're going to fight,
11 and we're going to protest it because we believe
12 in our school, and we believe in the - - of our
13 teachers, of our students, and I am totally
14 against this co-location.

15 [applause]

16 FACILITATOR: Thank you. Number 18?
17 Alison? You may begin.

18 MS. ALISON SHELLY-FORD: My name is Alison
19 Shelly-Ford, and I'm here in full support of the
20 Compass Charter School, as a parent of
21 elementary-age children, a resident of District
22 13, and as an educational consultant. These - -
23 spirited, compassionate educators try to - -
24 spending time in different schools researching
25 the best ways to educate our children. They're

1 not reinventing the wheel, but taking the best
2 of what our existing - - . They are not
3 experimenting with our children--saying oh,
4 let's see what works--like a lot of charter
5 schools do. They are taking proven practices
6 and practices they know that will work. And
7 given their research, their experience, and
8 their passion, I am confident that they will
9 create a school that will challenge and enrich
10 our children, a school where our children will
11 be so passionate about learning, and most
12 importantly, inspiring our children to be
13 lifelong learners. That's what I want for my
14 children. I think that's what we all want for
15 all of our children.

16 FEMALE VOICE: Yes.

17 MS. SHELLY-FORD: And isn't it great if that
18 type of elementary school could be in - - .

19 [background noise]

20 [applause]

21 FACILITATOR: Thank you. Would numbers
22 through 26 please line up at the mic? April?

23 MS. APRIL TUCKMAN: Yes, hi. My name is
24 April Tuckman. I grew up in - - in the public
25 schools, and I've lived in District 13 for over

1 20 years. I am here in support of Compass.
2 It is an excellent option to educate and support
3 students in the neighborhood, in the district.
4 They have done their homework as teachers. This
5 is a teacher-led initiative. They've taken the
6 time to study best practices. They have
7 actually developed a model that I would love for
8 my child to be part of. My son is actually in
9 5th grade now, so he won't be engaged in it, but
10 he knew Todd and saw him really as a mentor, and
11 so did I and other members of our community; and
12 also Brooke and Michelle. Together as a team
13 they have created something that is very
14 special. Whatever school they are co-located
15 with, I know that they will bring respect and
16 consideration; not only for their children in
17 their school, but for all other schools, and
18 they have worked with different groups of people
19 in the neighborhood. They have really taken the
20 time to develop a program that will be high-
21 quality and progressive, and they - -
22 sustainability. Students are going to
23 participate in integrated projects. They're
24 going to focus on the living world, but also
25 show social justice and economic justice, and

1 that's something that I believe all of our
2 children--that focus is invaluable. From my
3 perspective, I also think that it's really
4 important that they're going to have lottery
5 preferences for children who qualify for free
6 and reduced lunch. Charter schools do accept
7 students by lottery, and I do think having that
8 sort of weighted preference really does make a
9 difference in terms of the diversity of the
10 entire school. Parents deserve great options in
11 every neighborhood, and I stand here fully in
12 support of Compass. I really believe that they
13 will be a great, a tremendous asset to any
14 community they're part of, and I just really
15 appreciate their work. Thank you.

16 [applause]

17 FACILITATOR: Thank you. Number 20?

18 TYREEK: Hello, good evening. My name is
19 Tyreek, and I represent the public housing
20 community residents of District 13. We are
21 greatly torn by this because we feel that we
22 have to choose and pull out children in
23 different directions. However, we are excited
24 about having another quality and accessible
25 school joining our community so that next fall

1 hundreds of our children will not be told
2 there is no room for them in kindergarten. The
3 possibility of three fine programs working
4 collaboratively is exciting. We already have an
5 exciting program in the Ronald Edmonds Learning
6 Center. However, what we don't have are enough
7 quality lower grades available to provide Ronald
8 Edmonds with the students to continue its great
9 program that it has. So we are in favor of this
10 program, and actually they should be given an
11 entire building to themselves. However, we do
12 not view--

13 [background noise]

14 --this as a public school versus charter
15 school or invasion, but we look at this as a
16 great opportunity for great students and an ever
17 greater collaboration to move all of us forward.

18 FACILITATOR: Thank you.

19 [applause]

20 Number 21, please come, and would numbers
21 through 27 please come line up.

22 MR. RICHARD GASPY: Good evening. My name
23 is Richard Gaspy. I've served as a teacher and
24 assistant principal here at 113 since 2001. Two
25 minutes is really not enough time to talk about

1 the quality of 113, and the impact it's made
2 on students in these neighborhoods. I see them
3 in the neighborhood. I've seen them on college
4 tours. I've seen them when they come back here
5 for our career day. The - - I was perceiving is
6 that - - school is - - . I have no doubt that
7 the Compass people are fine educators--

8 [applause]

9 --and there's room for that. The problem is
10 that - - should not come at the expense of 113.

11 [applause]

12 I - - and I see them putting another
13 elementary school in this building when not only
14 are there two elementary schools down the
15 street, but there are - - within a ten-block
16 radius.

17 [applause]

18 I see - - to cut this school by 300
19 students, and I know that Compass has plans to
20 expand to middle school from their own website,
21 so--

22 [background noise]

23 --where is that - - coming from? Five years
24 from now we will be back here talking about
25 another expansion plan and another cut of 113.

1 FEMALE VOICE: That's right.

2 MR. GASPY: And comparably - - .

3 FEMALE VOICE: That's right.

4 MR. GASPY: This neighborhood has been
5 gentrified.

6 [applause]

7 And this school has not. And let's be
8 clear. There are some people who have a problem
9 with that. Our population has not changed.

10 [background noise]

11 [applause]

12 And the plan is--I fear the plan is to
13 eliminate 113 from this building totally because
14 of that, and the justifications are not correct,
15 and the educational impact statement - - states
16 that - - have a history of low performance.

17 [background noise]

18 I - - about that for a second. They started
19 in 2009--we have a C--but they don't talk about
20 2008 when we got an A.

21 [background noise]

22 They don't talk about the resources that
23 we've lost. We've lost ten teachers. We've
24 lost ten teachers over the last two years, and
25 then we - - that you can do more with less

1 before it becomes less with less. Let's talk
2 about resources and helping all of the schools
3 properly because we are all here for the
4 children. Thank you.

5 [applause]

6 FACILITATOR: Thank you. Number 22, Bri,
7 please begin.

8 MS. BRI TURBAN: Hi, my name is Bri Turban,
9 and I'm a District 13 resident and parent.
10 Please don't boo me.

11 [background noise]

12 FACILITATOR: Please, your time is running.
13 Your time is running.

14 [background noise]

15 MS. TURBAN: Okay. I have two elementary-
16 school kids. No, one of them is a four-year-
17 old. She'll be going to kindergarten, and I'm
18 hoping - - has a spot at her daughter's school,
19 which is a charter school, and let me tell you
20 what's so awesome. They have two lead teachers
21 in every classroom. Yeah, it's great. Everyone
22 should have that. Literally everyone should
23 have that. So Compass is going to have that.
24 There are a lot of parents--please be quiet.
25 There are a lot of parents who want it, probably

1 everybody, and--

2 FACILITATOR: [interposing] So I'm going to
3 stop you for one second. I'm going to ask that
4 we allow every person to have the time to make
5 their comments in a respectful way to each
6 other, no matter which side people are on.

7 MS. TURBAN: Okay. So there is something
8 that the Compass Charter School is going to have
9 that's clearly great. There are things that my
10 kids' charter school has that are clearly great,
11 and the wait list at my kids' charter school is
12 ridiculous. No one can really get in. So I
13 believe there should be more schools that have
14 two lead teachers to begin with, two lead
15 teachers in every class. The reason there are
16 two lead teachers is because kids with IEPs can
17 come to my son's charter school, and I know that
18 Compass is going to take that best practice and
19 use it for their school as well. I also want to
20 ask the DOE what other schools--whether they're
21 charter or district schools or zone schools--
22 would have to do to get two lead teachers in
23 every class. I understand that Compass wants to
24 be a model school, and I think that that's great
25 if the DOE would really allow every school to

1 implement best practices the way Compass
2 charter School can. So I support Compass
3 Charter School. I think it should exist. I
4 think it should be a model school, and then I
5 think we should really get that for everybody.

6 FACILITATOR: Thank you very much.

7 [applause]

8 Number 23.

9 MS. LISA FRANKLIN: Good evening, everyone.
10 My name is Lisa Franklin, and I'm a third
11 generation Brooklynite. Dedicated teaching and
12 exclusive education is near and dear to me as
13 someone whose parents were teachers; my mom
14 being a retired special education teacher. I'm
15 also the sister of an autistic brother and the
16 mother of a seventh-grader with an IEP who
17 receives speech services and auditory processing
18 support at a charter school that is successfully
19 co-located. I say this because there is a myth
20 that charter schools aren't inclusive and not
21 accepting of all students in the community with
22 different learning needs, that charter schools
23 don't address students with IEPs, and to address
24 a concern that was raised tonight regarding
25 students with autism in the building. My son

1 attended Community Roots Elementary School and
2 had the fortune to have Todd and Michelle for
3 third grade. Dedicated teachers who went
4 nationwide to research successful learning
5 models, they have also done the legwork to
6 determine what the District 13 neighborhood
7 wants. Compass Charter isn't here to take away
8 from the community, but to add to it, to be just
9 one additional option for parents looking for
10 another alternative to their educational options
11 during the K through 5 years. Just a second.
12 Compass Charter will be one additional option
13 for District 13. This doesn't take away from
14 the incredible school that Ronald Edmonds is and
15 will always be. The proposed co-location
16 doesn't have to be a divisive issue rooted from
17 understandable concerns about DOE, which clearly
18 isn't a 100-percent perfect system. But instead
19 of leveraging that imperfect system to pit one
20 school versus another, let's see it as an
21 opportunity to have two excellent schools, both
22 with incredible visions in educating our
23 students in one building, working
24 collaboratively for the exact same community.
25 Charter schools are public schools. They serve

1 the same community. Let's work together to
2 support more choice, not less choice.

3 FACILITATOR: Thank you.

4 MS. FRANKLIN: The students in District 13
5 will be well served to have another option. For
6 that reason, I support a new elementary school--

7 FACILITATOR: Thank you very much.

8 MS. FRANKLIN: --Compass Charter School for
9 - - . Thank you.

10 FACILITATOR: Is number 24 here? 24? And
11 would 26 through 30 please line up?

12 MS. UGAMA: Okay, god evening. As part of -
13 - , I also want to--

14 FACILITATOR: [interposing] Can you please
15 talk into the mic?

16 MS. UGAMA: On Tuesday there was a meeting
17 for the state where Compass Middle School--or,
18 excuse me, Compass Charter School--came to speak
19 about what they had to offer and, you know, how
20 great the school is, which by all means, I'm
21 pretty sure they did. At first, you know,
22 everything is great and wonderful. However, you
23 know, let's paint the real picture. How - -
24 these babies as a parent of a five-, eight-, or
25 ten-year-old, putting my child with junior high

1 school, that doesn't really--you know, I'm not
2 comfortable with that.

3 FEMALE VOICE: Right.

4 MS. UGAMA: Okay. There are four elementary
5 schools in a mile, if not more. We don't need
6 any more elementary schools in District 13.

7 FEMALE VOICE: Right, right.

8 MS. UGAMA: We need more junior high
9 schools, okay.

10 [applause]

11 No one is saying that Compass is not a good
12 school. No one is saying that, you know, it's
13 not a good idea, you know, but you're saying
14 everything that you--oh, we're going to give you
15 two teachers. Oh, we're going to help all these
16 kids, and we'll do, you know, extra classes, and
17 oh, the teachers want the best for our children.
18 So do a lot of other elementary schools around
19 here. It's not even about junior high school
20 and 113; it's just about placing them in the
21 same building.

22 [background noise]

23 It's not about, you know, the education work
24 of Compass Charter School. It's about the
25 option of the other schools for the same

1 information, the same quality that Compass is
2 giving their kids, where they're getting it
3 from, and also the transparency. At CC13
4 [phonetic], did Compass come and speak? No.
5 Who in the community are you speaking to,
6 really? Okay, are they your friends? Because
7 unfortunately with the - - we've seen a lot of
8 these co-locations and what they're doing - -
9 Community Roots, okay. Community Roots, stopped
10 [phonetic] the library at 67th so they can have
11 both buildings for their kids, okay. I'm pretty
12 sure that some parents are okay with their
13 children in both buildings; however, the other
14 school does not have a library. This isn't
15 something that you have to think about, not just
16 say oh, I have a school; I want to put it in
17 this building.

18 FACILITATOR: Thank you very much.

19 MS. UGAMA: - - the children in - - .

20 FACILITATOR: Thank you.

21 [applause]

22 FACILITATOR: Number 26?

23 FEMALE VOICE: My name is - - . I am an
24 organizer, and I'm also - - resident. I'm here
25 to speak in support of Compass Charter School.

1 Currently I organize parents in - - and
2 Bushwick [phonetic] and Williamsburg. As one of
3 the - - members mentioned, this district is
4 really large. I understand that this school is
5 a great school, and there are tons of elementary
6 schools in the local area. But because the
7 district is so large, it's also hard for this
8 neighborhood where the schools are not so good,
9 right. And so Compass is an option, right. So
10 for me, I'm arguing that this is a good option
11 for parents in the community because the school
12 will allow those parents who were rezoned to a
13 school that wasn't so good to enter the lottery
14 and have an option of entering a school that
15 will guarantee a high-quality education.

16 FACILITATOR: Thank you very much. Number
17 27?

18 LUIS: Good evening. My name is Luis - - ,
19 and I am a - - teacher at junior high school - -
20 . I'm also a teacher, and I'm proud to return
21 to 113 after leaving to go open my own agency -
22 - for six years and realize that I'm a school
23 teacher. I'm a classroom teacher, and I'm going
24 to tell you those people at Compass come - -
25 attention to that. I - - really good teachers,

1 and I want to tell you if you're a really good
2 teacher, you need to have patience. Always have
3 - - . Let's level the playing field - - this
4 mayor. You have a mayor who will listen to both
5 sides. And if you're really about kids, and
6 you're really as great as people say that you
7 are, give it some time to have a level playing
8 field - - .

9 [applause]

10 FACILITATOR: Thank you very much. Number
11 28?

12 FERNANDO: Yes, good evening. My name is
13 Fernando - - , and I am a Brooklynite. I grew
14 up in this area. I ran around on Atlantic
15 Avenue many years ago, and this community looked
16 very different. People didn't want to pay what
17 they want to pay now to live here. When people
18 walk up and down the street, it's a little
19 different.

20 FEMALE VOICE: That's right.

21 FERNANDO: But I'm here to tell you that I
22 want to talk about opportunity tonight, and what
23 opportunities there are in front of us. There
24 are a lot of issues that are plaguing the
25 community here. In fact, 55 percent of the

1 eligible students for elementary and middle
2 school leave this district to find an education
3 elsewhere. In fact, six new middle schools will
4 be introduced into this community school
5 district next year, right, six new middle
6 schools. What does that tell you? This
7 community is growing. People are coming here.
8 Maybe they look like you. Maybe they look like
9 someone else. Maybe you're not comfortable with
10 the individuals coming here. The one thing that
11 is true is we're all going to live here
12 together. We're going to wind up living in this
13 community together, so we have an opportunity to
14 address those things together, right. Am I
15 talking about Compass as well? Yes, I'm talking
16 about the two schools that are co-located in--

17 [background conversation]

18 --any Compass - - . I know that's not
19 popular with everyone, but this is an
20 opportunity for us to solve problems together,
21 right. The individuals who are in this building
22 tonight who want to bring this school into this
23 building and provide opportunities to PS113--
24 113, pardon me--and to the co-located school,
25 who want to work with as many people as possible

1 to do better, to do right by this community or
2 want to address those problems. They want to
3 address those issues, and they're going to work
4 with you. This comes down to a question of
5 trust, right. We may not trust the - - . We
6 may not trust individuals that we can't see in
7 the Department of Education, but these
8 individuals are here tonight. They will talk to
9 you all night long about what is possible and
10 what can be done together. Trust. The
11 opportunity is here. The opportunity is here;
12 we just have to grab it.

13 [applause]

14 FACILITATOR: Thank you. Number 29, and
15 would the remaining speakers please line up at
16 the mic?

17 MR. TODD TUCKER: Good evening, I'm Todd
18 Tucker, one of the co-founders of Compass
19 Charter School. I just want to - - . A month
20 ago the community board - - its grades
21 priorities for the future for building more
22 elementary schools in this district, just as a
23 matter of fact. When we met with Superintendent
24 - - last winter, she pointed out that
25 approximately 50 percent of the kids in District

1 13 go to school outside of the district, and
2 we want to bring them back, and we want to do
3 that with your help. We began meeting with
4 families in March of last year, so families have
5 been learning about our model and our plans and
6 sharing their own desires with us for two and a
7 half years before Compass even opens. We
8 continue to meet with families in a variety of
9 locations throughout the district. This winter
10 and spring we will be hosting office hours at
11 the - - Center, for both Ingersoll and Lafayette
12 [phonetic] Gardens, for anyone to come and learn
13 about us and our school. From the very
14 beginning we have been committed to sharing
15 practices and resources with any school that
16 welcomes it, and we have no intent of stopping
17 that work. Last week we visited three middle
18 schools, district - - middle schools in the
19 Bronx, to learn about their successes, their
20 concerns, and to share our perspective. We are
21 now working with each of those schools on
22 projects to support their students and their
23 teachers. We do this work because we think the
24 point of charters all along, like almost all of
25 you all said, was supposed to help districts

1 find ways to help all schools improve.
2 Charters are giving flexibility in many, many
3 ways. We have a duty to use that flexibility to
4 not only teach our own students, but to also
5 share our resources as well with everyone in the
6 neighborhood. There's a reason why the Head
7 Starts across the district support us. There's
8 a reason why all the TAs in the housing
9 communities support us, and it's not just
10 because we believe in helping students in our
11 schools. It's because they know we also believe
12 in helping all the students in this district.
13 Thank you very much.

14 FACILITATOR: Thank you. Number 30?

15 [applause]

16 MEL: My name is Mel - - , and I'm a parent.
17 I just want to say the opportunity here is the
18 opportunity of homelessness.

19 MALE VOICE: Amen.

20 MEL: Let's just get flat [phonetic] about
21 that. How arrogant to come in here as a pitch
22 to talk about the quality of education. But
23 that is what's happening here at - - 113. I'm a
24 veteran parent. I've had three children go to
25 this school. I have a senior at - - Academy--he

1 has artwork in the Brooklyn Museum--who is a
2 high-performing senior. Already has enough
3 credits to graduate because of Ronald Edmonds
4 Learning Academy's - - program. I have an
5 eighth-grader that graduated last year, was in a
6 dance program, that performed with - - Theater
7 as a guest performer. These are some of the
8 things that we're doing at this school. My
9 current active eighth-grader is going to - -
10 next month. So we're not talking about the
11 quality of school or the opportunity to be
12 challenged or our kids getting a shot. That's
13 not the conversation. We're talking about the
14 impact of co-location. One of the things that I
15 want to address is the psychological impact of
16 co-location on our students. As I - - , I'm a
17 little concerned that I've heard about - -
18 opportunity is. I haven't heard that addressed.
19 For someone--you're talking about coming into my
20 house, but you're not - - me. How are you going
21 to come in my home, and you don't consider my--
22 you don't consider me inside of my home. Now
23 let me tell you, you're not coming in - -
24 program. Our principal, under the tutelage of
25 your own vice-president here - - PTA, and we

1 have a - - program, I'll just say,
2 distinguished at the 6th, 7th, and 8th graders.
3 Now you're talking about bringing a whole
4 battery of students in that are younger than
5 them. They all - - with the psychological. Oh,
6 okay, I'm going up a level. Now they no longer
7 have their middle school. They have the
8 elementary school and K through 5, and that just
9 doesn't work for our school. I'm against this
10 co-location, and that's it.

11 [applause]

12 And also in terms of charity, this school
13 gives back, so it's not about charity. I'll
14 just say this. We have the Downtown Brooklyn
15 Neighborhood Association--

16 FEMALE VOICE: [interposing] Boo.

17 MEL: Not boo. We have over 300
18 organizations that - - in partnership with - - .

19 [applause]

20 FACILITATOR: [interposing] Thank you very
21 much.

22 MEL: That's it.

23 FACILITATOR: Number 31?

24 MR. LORENZO CHAMBERS: Thank you very much,
25 and I'm going to pick up right where you left

1 off. My name is Lorenzo Chambers. I'm
2 currently 23 years old. I was a 2003 graduate
3 of Ronald Edmonds Learning Center and this
4 school here. I went on to - - Prep Country Day
5 School, one of the finest independent schools in
6 the country. Then I went to Franklin and
7 Marshall College - - thereafter, I went on to
8 give my time and my talent at a boarding school,
9 the nation's first public boarding school in
10 Baltimore, Maryland. I came back to the city to
11 work at the charter school--at a charter school,
12 excuse me. I was recruited to work there. So
13 by show of hands, how many of you in here have
14 actually worked in a charter school system?

15 MALE VOICE: I have, that's right.

16 MR. CHAMBERS: Great. So all of you who
17 have worked in a charter school system will know
18 a few things about what I'm about to say. First
19 and foremost, Todd and Michelle, I commend you
20 for your commitment to best practices, yet I
21 submit to those in the audience who do not know,
22 the sharing of best practices is common. The
23 sharing of best practices is the norm. So to go
24 and to boast about we're sharing best practices;
25 you're doing what you're supposed to do.

1 FEMALE VOICE: Exactly.

2 MR. CHAMBERS: Secondly, we talked about
3 special needs kids a little bit earlier. Going
4 into co-location builds disparate [phonetic]
5 resources for our children, which leads to a
6 fragmentation of our student population.

7 FEMALE VOICE: Right.

8 MR. CHAMBERS: Which ultimately leads to a
9 fragmentation in our community. God bless you,
10 Compass Charter School, but what we're talking
11 about right now is propagating supporting one
12 institution to the detriment of another and to
13 the detriment of the overall community. Thirty
14 seconds. Next thing about charter schools. God
15 bless you, Compass, but I don't know if you're
16 all prepared for the population that we work
17 with. What charter schools do is when they're
18 unable to handle certain kids, when they have -
19 - God bless them, my colleagues. They come in -
20 - kids so they put them out. And where are they
21 supposed to go? Second thing.

22 [background conversation]

23 We're not going to allow a school with no
24 history to replace a school with an illustrious
25 history.

1 [applause]

2 Again, God bless you, Todd and Michelle.

3 Please - - . Earlier in the audience we had Mr.

4 Robinson, Ms. Coulter [phonetic], Ms. Bladen

5 [phonetic], Mr. Cummings, Mr. Gaspy, Ms. Voit

6 [phonetic], Mr. Winston, and - - Todd and

7 Michelle.

8 FACILITATOR: Thank you.

9 [applause]

10 Number 32?

11 MR. WAYNE WINSTON: And I can pick up on the

12 history. My name is Wayne Winston. I'm an - -

13 , but I am also an alumni of the Robert Edmonds

14 Learning Center. Thirty years ago I graduated

15 here, and within three years I returned home

16 because it was this home that - - might know

17 today, a musician, an artist, an educator, an

18 activist, and I stand on the grounds of 113

19 because they believe in our children, and they -

20 - go to any more - - changes that the Board of

21 Ed put us through during the last five years. I

22 have seen a \$1 million - - school. I've seen

23 our music/band program taken out for two years

24 while I had to volunteer and step in and run it.

25 I have seen seventh-graders ask me where is our

1 technology teacher this year, and once again
2 being cut. Having our fifth grade and seventh
3 grade cut, we now lost eight teachers, including
4 our seventh-grade technology teacher, and now we
5 have to tell these kids you don't have
6 technology this year. How much more destruction
7 is the Board of Ed going to do to us, 113, by
8 putting another building in here? It does not
9 help, and it's not a solution, and it does not
10 make change. I stand on the grounds of alumni
11 such as Spike Lee, Taliqua [phonetic] Lee,
12 Emmanuel Lewis, - - who is now touring the
13 world, and many more who are now preparing as
14 they graduate from 113 to take on the world and
15 take on the problems that this society is going
16 through as we speak. So as the alumni, I - -
17 113 family, staff, students continue this fight.
18 But right now, I'm sorry Compass. You just got
19 in the middle of another situation with us.
20 We're sorry that you're in the middle of it, but
21 we need to save and keep 113 moving and build
22 our student body population once again. I - -
23 charter school program. This charter school
24 situation, I have the records sitting on my desk
25 right now of a child that was pulled out of 113

1 into a charter school. The mother came in
2 July and said she never approved her child to go
3 to a charter school. I put the kid back on our
4 roster in August, and when September - -, the
5 child was taken out again by the charter school.
6 So there's some underhanded - - going on - -
7 why our kids are being lost to the charter
8 schools.

9 MS. ELAINE GORMAN: Thank you very much.

10 MR. WINSTON: Thanks - -.

11 [Audience noise]

12 MS. GORMAN: Number 33.

13 MALE VOICE 1: Good evening, ladies and
14 gentleman. My name is - -, and I'm a proud
15 parent of a charter school student. My daughter
16 Sidney spoke earlier today. I thought she did a
17 darn good job, and I really feel that - -
18 inspired teachers, teachers that really care and
19 are committed to advancing education in this
20 community for all children. I have to tell you
21 I'm been living in Brooklyn now for over 20
22 years, and I travel, we travel for quality
23 education. I live in - -, but I have to tell
24 you when we got involved in our community, my
25 wife - -. We are very active in our community.

1 But we were not pleased with the educational
2 options. We had to go and explore what's the
3 best for our children, and I encourage everyone
4 in this auditorium - - educational options there
5 are for your children. I'm sure - - 113 from
6 what I've heard in the past and I've heard from
7 the people out here in the audience, is an
8 excellent option. But I also submit to you that
9 Compass is going to be an excellent option
10 because I believe in the mission and the vision
11 that Michelle, Todd, and Brooke are proposing
12 here and bringing to this community. I am very
13 saddened actually that there aren't enough
14 resources in terms of space to have each
15 individual school - - school or program have its
16 own space. I believe that with our taxpayer
17 money that that should be an option. But given
18 the fact that we are operating within this
19 system, and until we can develop a better
20 system, we have to tolerate with the co-
21 location. And all I'm saying is that with these
22 people, with Michelle, Todd, and Brooke and
23 Compass Charter School, I assure they are not
24 going to take from your community. They are
25 going to be an asset and add to your community.

1 I've seen it in other schools that they have
2 been involved in. The children actually go and
3 they meet the elderly. They meet the people in
4 the community. They are dedicated to giving
5 back. My daughter has actually been involved in
6 community service, not only at - - Charter
7 School, but at her current - - school. And
8 that's the type of students you want - -.

9 MS. GORMAN: Thank you very much.

10 MALE VOICE 1: - - to this community, and I
11 believe - - for everyone here in Brooklyn.

12 MS. GORMAN: Thank you. Number 34.

13 MALE VOICE 2: Good evening to everyone. I
14 am really sorry to watch all this pitting of one
15 group of parents against another. I must tell
16 you from the outset that I'm not here to speak
17 out against you know, the Edmonds School,
18 because I think you guys have done a wonderful
19 job. You have an illustrious history, and I
20 want you to maintain that. It is sad that this
21 process is like this. I'm a parent here in
22 District 13. I have a ten-year-old son, and I
23 have to tell you guys if Todd is able to - -,
24 Todd and his colleagues, well especially Todd
25 because we know him best. My son didn't have a

1 chance to go his - -. He was so looking
2 forward it. So in some ways I'm a little
3 jealous of you guys if you get him. And I'm a
4 parent, but also a teacher. A former teacher,
5 that is. And I've watched the process of co-
6 location. I don't really support as well, okay?
7 But when you guys come and you're speaking out
8 so broadly, bear in mind that you should really
9 focus the battles. Know which ones you're
10 taking on. We should work our - -, you know to
11 keep Todd and Michelle and Brooke here in
12 District 13 because we need, we need better
13 elementary schools. - - there are some - - that
14 are right in the neighborhood. Some are good,
15 some not so good. Some are other charter
16 schools that I don't really support as much, in
17 all fairness. But they're not all the same.
18 Not every charter school is the same. Not every
19 charter school is the same, and I hear arguments
20 being made as if they're all the same. I - - 30
21 seconds. They're not all the same, okay?
22 Please try and find a way to work so this
23 Compass Charter School stays in this
24 neighborhood. You'll benefit from it; I assure
25 you. Don't - -. Thank you.

1 MS. GORMAN: Our last public speaker will
2 be - -.

3 MALE VOICE 3: Thank you very much - -. If
4 you recognize - - that happens to be my daughter
5 - -. But even prior to my daughter becoming
6 principal I've been involved - -. And in
7 addition to that, I participated - - been a
8 principal, - - principal, and have taken the
9 children to various cultural arrangements. In
10 addition to that my son was a teacher here and
11 went on to become a principal. And his school
12 was one the most - -, and now he's a consultant
13 for teachers. So I do have a bias, but what I'm
14 trying hard to understand is how can a parent,
15 and we have four children - - my wife of 51
16 years, - -. But I'm trying to - - would I send
17 my child into a public school, when my child - -
18 , into a school where there is such resistance?
19 I don't understand why this charter school would
20 insist upon coming into a school where there is
21 just obviously resistance. We - - resistance.
22 It's almost as though - - either we don't care
23 about that, or we'll dismiss that because we
24 have an objective we have got to achieve. You
25 can jump up and down; you can stand on your

1 head. You can roll in the - -. We just
2 don't care. We're coming in here anyway. - -.
3 The second thing, I guess some of us haven't
4 been around here - - in this community is
5 there's a suspicion that behind this
6 educational venture - - more than the education,
7 but to take over our community. We've seen
8 daycare center taken over by corporate entities.
9 Supposedly the best thing for our children - -
10 daycare 30, 40 years. They're gone. So
11 understand the suspicion that we have. And then
12 think about would you really want your children
13 to be here in this particular school, and I'm
14 not speaking of this charter school per se. - -
15 going to have a change. - - well what's the
16 rush? Yeah, what are we, - - and let's start
17 all over again, and maybe in that way we can
18 come to some kind of agreement. So obviously
19 the question is really, do you really want to
20 come in here, in this particular school, in this
21 kind of climate?

22 MS. GORMAN: Thank you, - -. Thank you so
23 much. We thank you so much for being here in
24 support of your daughter - -.

25 [Audience noise]

1 MS. GORMAN: We've exhausted the public
2 list. We've heard many significant comments on
3 both sides. And we truly appreciate the
4 feedback. I can assure you that the comment
5 will be analyzed. They will go to the panel,
6 who will vote on this proposal October 30th,
7 2013, at Prospect Heights at 883 Classon Ave.
8 If you did not have a chance or you know people
9 who want to present comment, you can do so at
10 D13proposals@schools.nyc.gov. Or (212) 374-
11 0208. We thank the CEC. We certainly thank the
12 school for their hospitality. We thank the SED.
13 Thank you all for your participation. This
14 joint public hearing is now closed.

15 [Crosstalk]

16 [END RECORDING]

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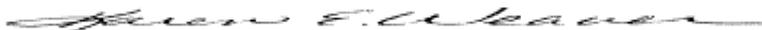
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Signature *Allie Davis*

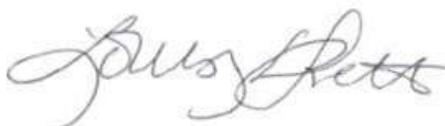
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