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

**Bread & Roses Replacement:
New Secondary School
Eagle Academy for Young Men
of Harlem**

March 5, 2013

5:30 P.M.

1 [START 337734_MASTER.MP3]

2 MR. ANTHONY LODICO: Good evening, everyone.
3 We're going to get started, if you'll work your
4 way down and take a seat please. And let me
5 speak--

6 MR. LODICO: Okay again, Good evening,
7 everyone. This is a joint public hearing of the
8 Department of Education, Community Education
9 Council, and School Leadership teams for Bread &
10 Roses Integrated High School, Mott Hall High
11 School, and Kappa 4 [phonetic]. I am the
12 Manhattan High School Superintendent, Anthony
13 Lodico. We've asked the district five Community
14 Education Council and the School Leadership
15 Teams of Bread & Roses, Mott Hall, and Kappa 4
16 to participate in this joint public hearing, and
17 I'm joined tonight by Ms. Pooja Bhaskar, Ms.
18 Andrea Wilson from the Bread & Roses School - -
19 and her name, is Ms. Louisa Grogue here? No,
20 okay. And I'm also joined by Ms. Ayishah Irvin
21 from the CDC5. Thank you for being here. A
22 reminder that this hearing is being recorded.
23 The purpose of this hearing is for you to
24 provide comments about the proposal that I'm
25 going to present to you this evening. Before I

1 describe the proposal, I want to make sure that
2 you all are aware of the opportunity to provide
3 your input. All of those who wish to speak must
4 sign up at the speaker sign up area located
5 outside the auditorium in the lobby. The sign-
6 up will close in 15 minutes. Speakers will be
7 given the floor in the order that they signed
8 up. All comments are limited to two minutes.
9 There may be elected officials who will arrive
10 at different times throughout the evening. If
11 they wish to speak, we will do our best to
12 accommodate them at the first opportune moment.
13 Those who are here at the start of the public
14 comment segment will be asked to speak first. I
15 don't know if any are here yet. Do we have any
16 elected officials? All comments will be
17 mentioned in the analysis of public comment and
18 provided to the Panel for Educational Policy the
19 evening before the Panel votes. That vote is
20 scheduled for March 11, 2013. In addition, we
21 welcome any comments and feedback you may have
22 at any time, before the Panel votes, on both
23 proposals. The email address and phone number
24 where comments may be made are
25 D05Proposals@Schools.NYC.Gov. That's

1 D05Proposals@Schools.NYC.Gov. Or you can call
2 your comments in at 212-374-3466. That's 212-
3 374-3466. So again the purpose of this evening
4 is to get comments and feedback about the co-
5 location proposal. Alright at this time I'm
6 going to read the proposal summary. And again
7 any public comments, you should be signing up in
8 the back, which will be open for a few more
9 minutes. Okay here is the summary of the
10 proposal. The New York City Department of
11 Education, or DOE, is proposing to open and co-
12 locate a new district secondary school to be
13 named Eagle Academy for Young Men of Harlem, or
14 Eagle Academy, in building M136 beginning in the
15 2013-2014 school year. Building M136 is located
16 at 6 Edgecombe Avenue, New York, New York 10030,
17 in community school district five. The proposed
18 new secondary school Eagle Academy will serve
19 male students, and will offer a rigorous
20 academic program that will prepare students for
21 post-secondary education and work. If this
22 proposal is approved, Eagle Academy will be co-
23 located with the following district schools:
24 Kappa 4 and existing middle school serving
25 students in grades six through eight, Mott Hall

1 High School, an existing high school serving
2 students in grades nine through twelve, and
3 Bread & Roses Integrated Arts High School, or
4 Bread & Roses, an existing high school serving
5 students in grades nine through twelve. If this
6 proposal is approved, Eagle Academy will begin
7 enrolling sixth grade students in 2013-2014, and
8 will add one grade per year until it has reached
9 full scale, and serves students in sixth through
10 twelfth grades in 2019-2020. The original
11 education impact statement has been updated to
12 include descriptions of the admissions criteria
13 and method at Eagle Academy, indicating that the
14 school will admit male students in Manhattan
15 through the Middle School Choice program. It
16 also includes updated enrollment figures,
17 updated information regarding state improvement
18 grants, and corrects any typographical errors.
19 In a second amended educational impact
20 statement, the DOE proposed to phase out and
21 eventually close Bread & Roses, after an
22 extensive review of data and community feedback-
23 -indicating that the school is unable to turn
24 around despite efforts to improve instruction
25 and school organization. The joint public

1 hearing for that proposal took place on
2 February 13, 2013 here at Bread & Roses High
3 School. If that educational impact statement is
4 approved, Bread & Roses will no longer admit new
5 ninth grade students after the conclusion of the
6 2013-2014 school year. The school will continue
7 to phase out one grade level per year, until it
8 closes in June of 2016. Current students will
9 be supported as they progress towards
10 graduation, while remaining enrolled in Bread &
11 Roses. In cases where students do not complete
12 graduation requirements by June 2016, the DOE
13 will help students and families identify
14 alternative programs or schools that meet the
15 students' needs so they may continue their
16 education after Bread & Roses completely phases
17 out. According to the 2011-2012 enrollment
18 capacity utilization report, building M136 has a
19 target capacity of 1,319 students. In 2012-
20 2013, the building is serving only 1,033
21 students--yielding a building utilization rate
22 of 78%. The proposed opening and co-location of
23 Eagle Academy in M136 is part of the DOE's
24 central goal to create new options, new school
25 options, that will better serve future students,

1 and the community at large. Eagle Academy will
2 offer a rigorous academic program that will be
3 open to male students in grades six through
4 eight in Manhattan, through the Middle School
5 Choice process, as well as students in grades
6 nine through twelve through the citywide high
7 school admissions process, once the school
8 expands to serve those grades. If this proposal
9 is approved, Eagle Academy will open during the
10 2013-2014 school year, when it will
11 approximately serve 75 to 85 students in the
12 sixth grade. Eagle Academy will gradually phase
13 in by adding one grade per year. The school is
14 expected to reach full scale in 2019-2020, and
15 will serve approximately 525 to 595 students in
16 grades sixth through twelfth. In 2019-2020,
17 once Bread & Roses has completed its phase out,
18 and Eagle Academy has reached full scale, it is
19 projected that there will be approximately 1,145
20 to 1,285 students served in M136, thereby
21 yielding a utilization rate of approximately 87-
22 97%. The DOE believes there is sufficient space
23 in building M136 to accommodate all schools over
24 the course of all proposals, and that this co-
25 location proposal will benefit the District 5

1 community. Thank you. Now the next presenter
2 will be Ayishah Irvin from the CEC.

3 MS. AYISHAH IRVIN: Hello, my name is
4 Ayishah Irvin, and I'm the - - secretary at the
5 Community Education Council for District 5. I'm
6 really just here to listen, to take in the
7 community's thoughts on this school, and try and
8 help in any way that I can.

9 MR. LODICO: Next we have two speakers from
10 the Bread & Roses School Leadership team. Ms.
11 Pooja Bhaskar and Ms. Andrea Wilson.

12 MS. POOJA BHASKAR: Good evening everyone,
13 and thank you for being here. My name is Pooja
14 Bhaskar. I am a first year living environments
15 teacher, here at Bread & Roses, through the New
16 York City Teaching Fellows. I'm also one of the
17 advisors to the Model U.N. club that we have
18 here, and a member of the School Leadership
19 team. I'm here representing the statement from
20 the SLT, and we have a lot to say, and I hope
21 I'm able to adequately represent everybody's
22 opinions and passionate feelings about this
23 phase out of Bread & Roses. I'll start by
24 telling you a brief history of Bread & Roses
25 over the last three years. Within one and a

1 half years, Bread & Roses went from being a
2 transformation to a restart to a proposed
3 turnaround school. A new principal was to be
4 hired and given three years to facilitate a
5 transformation of Bread & Roses High School.
6 Moreover, the school was promised support from
7 the network, New Visions, an educational partner
8 organization, - - in schools, and the NYC-DOE
9 through the superintendent. We did not receive
10 those resources. During the first full year of
11 restart, it took the EPO almost four months to
12 get started, and over six months for an official
13 contract to be signed. In addition, the EPO was
14 not fully staffed until February 2012, almost
15 six months after the start of the school year.
16 Again, it's a resource that was promised that we
17 did not ultimately receive. The question that I
18 ask again, and we've been asking over and over,
19 is this: is Bread & Roses failing, or is Bread &
20 Roses being failed? Phasing out Bread & Roses
21 sends a message to our children that they and
22 their community, their school community as well
23 as their overall community, are failures. It
24 sends the message to our children that problems
25 are not worth fixing, that community is not

1 worth improving, and people simply do not care
2 what happens to them. If a student of mine is
3 not performing to standard, I don't stand over
4 them and repeatedly yell at them to learn
5 better. I scaffold and I provide support and I
6 give them extra time. I talk them through their
7 confusion, and doing anything else would be an
8 injustice and completely ineffective. The SLT
9 feel the use of the same principle to be true
10 for schools that are failing. We of the SLT
11 firmly believe that Bread & Roses can be
12 successful as an open enrollment school that
13 takes all students and seeks to educate all
14 students--if we have support. We believe that
15 we are on our way there. We are on our way
16 there. We've hired 50% new staff, we've tried
17 and started new initiatives, and what we need is
18 more time to finish. I further believe that
19 we've not gotten the resources that we need to
20 be successful, but we are turning our school
21 around regardless. Many of the schools in this
22 area will not take our children. We take these
23 children and we educate them. We don't kick
24 them out of school, we don't screen out
25 students, we don't label them bad seeds or tell

1 them they can't learn, and do whatever we can
2 to get them out of our classroom and forget
3 about them. Despite the limited support, the
4 principal hired over 50% new staff. This
5 already resulted in some major accomplishments
6 for this year. First there's a major credit
7 accumulation increase. Second, we've had
8 positive Regence results. Third, we've had more
9 common planning. Fourth, we've started a new
10 inquiry process to inform instructional
11 practices. And five, we've started several new
12 partnerships including Columbia University, the
13 Borough of Manhattan Community College,
14 Generation Citizen, New York Roadrunners,
15 Theater Works, and many others. I just want it
16 to be very clear that this turning around Bread
17 & Roses, this is the Bread & Roses that you're
18 seeking to phase out. You're seeking to phase
19 out a steadily improving school that is vital to
20 the community, that with more support could be
21 improving even faster. We've developed new
22 partnerships. Our ninth grade class is doing
23 better and better. We are driving instructional
24 practice with data-based inquiry - - and we're
25 supporting our struggling learners with extra

1 time with extra support. And we're providing
2 further support for our students outside of
3 academics through our many partnerships. They
4 are turning around the school even though we
5 have not received the support that we needed.
6 We're on the path to turning the school around.
7 We've already started the work that we need to
8 do, and we need time. We need you to let us
9 finish our work, and help us get there. Thank
10 you.

11 MS. ANDREA WILSON: Hello, my name is Andrea
12 Wilson, and I am also a first-year teacher at
13 Bread & Roses. I teach Social Studies. And I'm
14 also a graduate of the First Cohort of the New
15 York City Teaching Residents for School
16 Turnaround. In the last hearing, the data that
17 the DOE presented regarding Bread & Roses stated
18 that Bread & Roses has lower academic outcomes
19 than its peer schools. And as we just
20 mentioned, that we are unable to turnaround.
21 What it hasn't presented is that Bread & Roses,
22 along with several other schools that are
23 slighted for phase out or closure, happily
24 served more disadvantaged and academically
25 underprepared students than the New York City

1 school system as a whole. While our
2 graduation rate is at 41%, our six-year
3 graduation is 20% higher. This suggests that
4 with a longer time stamp to meet our students,
5 the student body that we serve, our students - -
6 can be more successful. Or actually that we are
7 successful. Other data that's not presented by
8 the DOE are the statistics on the academic
9 performance of students that are left in phase
10 out high schools. In a study conducted by the
11 Urban Youth Collective, it was found that out of
12 the 33,000 phase out students that they studied,
13 by the end of the phase out time frame that the
14 DOE had given them, 5,612 had dropped out, 8,089
15 were still enrolled with not enough credits to
16 graduate--therefore they probably will not be
17 placed at another school--9,668 were discharged,
18 9,592 actually graduated, out of 33,000. Of
19 that 9,592, only 15% received a Regents Diploma,
20 indicating that they were college and career
21 ready. At the last hearing, I asked how does
22 phase out help our students. As of today, I am
23 still waiting for that answer from the
24 Department of Education. Today I will ask you
25 again, and I hope that I do get an answer. How

1 does phase out help our students at Bread &
2 Roses? While I applaud the work that Eagle
3 Academy will do, if it is placed in this
4 building, with the students that it can select.
5 I ask you what will the DOE do with the students
6 that are already here. Thank you.

7 MR. LODICO: Is Ms. Louisa Grogue here,
8 from the Mott Hall facility? Are there any SLT
9 members from the other schools? And is Nicole
10 Brian from Kappa 4 here?

11 MS. NICOLE BRIAN: Yes.

12 MR. LODICO: Yes? You want to come up and
13 speak? While she's coming up, I just remind
14 everyone that we welcome all comments, and that
15 tonight's proposal and tonight's hearing is in
16 regard to the co-location of Eagle Academy at
17 this site. So thank you for your comments.

18 MS. BRIAN: Hello, good evening. My name is
19 Ms. Brian. I'm a representative for SLT from
20 Kappa 4. The only question and concern I have
21 is what is the purpose of phasing out Bread &
22 Roses to bring in another all boys school when
23 you have other schools in the building. That's
24 the only issue I have, is the phase out of
25 schools to bring in a whole new school. In my

1 opinion, I don't think it should be done.

2 MR. LODICO: Okay, we have now concluded the
3 formal presentations. We have speakers, I
4 believe eight speakers, who have signed up. So
5 if we could have speakers one, two, and three
6 come up to the microphone. Christin Taylor,
7 Chris Torres, and James Perrenni, thank you.

8 MS. CHRISTIN TAYLOR: Hi, good evening. I
9 just wanted to say thank you very much to the
10 teachers that are here tonight representing your
11 school. This looks like an empty, but it feels
12 very full to me. Because even though people
13 aren't here in body, the closing of this school
14 will affect hundreds of students and families in
15 this neighborhood. And just because they're not
16 sitting here tonight does not mean that they
17 don't know that. I was taking a look at these
18 beautiful portraits that the students did on the
19 walls over here. I don't know if those are
20 Bread & Roses students, but they're gorgeous and
21 they're looking at us like what are you going to
22 do, and you guys are here representing. So my
23 major applause to you. I'm a teacher, and I
24 guess I wanted to also say that I feel like this
25 is attacking something that has just completely

1 demoralized and confused people. I think
2 that's why they're not here. It's not because
3 they don't care. They're completely demoralized
4 and completely confused about why a system that
5 claims to want the best for their kids is
6 closing their neighborhood school. I wanted to
7 read a little bit from this book called *The*
8 *Future of Our Schools*, by Lois Weiner. She
9 says, "We need always to introduce criticism to
10 the current reforms by affirming an unequivocal
11 recognition in inequality, current and historic,
12 and our community providing all children with a
13 high quality education. At the same time, we
14 confront the reality that policies that are
15 touted to "put children first and make services
16 work for poor people" actually increase
17 inequality for the vast majority of children who
18 most need improved schools." And Ms. Wilson did
19 a beautiful job of explaining exactly how that
20 would happen to Bread & Roses students. She
21 also goes on to say that, "While we have to
22 understand the powerful forces arrayed against
23 us, we also need to keep in mind that every
24 major improvement to education occurred because
25 of social movements--ordinary people banding

1 together to make change," which I saw happen
2 in this room at the first hearing. Make others
3 see issues differently, and that was can reverse
4 the assault on public education for Bread &
5 Roses and for every school in this neighborhood
6 that is under this similar attack. If we create
7 a new social movement of teachers that know how
8 to learn from and work with parents, community
9 activists on other social issues, and with the
10 Labor Union. I am a teacher up on 145th Street,
11 and that is why I'm here on a Tuesday night to
12 stand in solidarity with you guys. Thank you.

13 MR. LODICO: Thanks. Be sure to introduce
14 yourself before you speak, thank you.

15 MR. CHRIS TORRES: Thank you. I'm Chris
16 Torres. I am the computer tech at Bread &
17 Roses, I have been for the past five years. I
18 have been here since 2008, when we were a B
19 school, under Larry Wilson. I'm one of the few
20 people left at Bread & Roses who remembers what
21 it's like to be in a well performing school.
22 Since Larry Wilson left, these kids have seen
23 three principals, not including Ms. Cox, who was
24 acting principal for a time. And an almost
25 entirely new staff every year. Since 2010, we

1 have turned over seven to fifteen plus
2 teachers every year. And do you know what that
3 does to a population of students to not be able
4 to bond with their teachers, not be able to form
5 relationships that are built on consistency. At
6 a time when children need structure most in
7 their lives, the DOE has really done nothing to
8 support that, and almost everything it can to
9 destroy it. The reason things worked under
10 Larry Wilson is because he was a good leader who
11 put in place a strong, dedicated, committed, and
12 loyal staff who wanted to pull together and made
13 that school work. It worked because Wilson knew
14 how to get people to--find the right people for
15 the job and how to do that job. Even with that,
16 when we were a B school, this school has never
17 been such a positive place. The halls clear
18 more quickly, morale has never been so high,
19 students actually stay after school now. We're
20 expanding all our after school programs because
21 kids want to do something other than hang out in
22 the streets. For the first time, I've never
23 seen this before. These are the intangibles
24 that you can't see through the data sheets. You
25 can't. On the school surveys, the student

1 surveys, is absolutely no example because I'm
2 the tech, I'm the guy they taped it with, and
3 they tell me how funny it is to give us a
4 failing grade. They think it's funny. Since
5 the transformation, people have been jumping
6 ship on the restart. The restart put the nail
7 in that coffin. The underlying tone of telling
8 educated people that half of you may or may not
9 have to find a new place to work next year is
10 that people take their best needs in their own
11 hands, and they find a new place to work. It
12 turned out to be a double-edged sword. So many
13 people have jumped ship that not too often,
14 we're still a restart school. It's like a 40%
15 turnover ratio. Dr. Loftin - - administration
16 have done an incredible job of finding the right
17 people. And I'm telling you now that we have the
18 right people. We're starting to resemble that A
19 and B school that we were five years ago. This
20 is a bud that's about to blossom, and you're
21 going to end its life before it has a chance to
22 flower. You're going to take a bird in the hand
23 and trade it for none in the bush. You're going
24 to attempt to throw a - - into an already
25 crowded situation. And I'm telling you that as

1 the computer tech, this building's
2 infrastructure can barely support three. Barely
3 support three, four is impossible. It would
4 literally cost about \$3 million to be able to
5 support it. The bell system, we couldn't even
6 get bells. We had to get two of three schools
7 to agree to a single bell schedule so that we
8 can actually get something that worked. I'll
9 finish with this, on paper we're still an F
10 student. The intangibles here say that we're
11 headed for a steep incline. We're primed to go
12 up all the way. This here is going to work. We
13 are going to work. Ms. Bhaskar, Ms. Wilson,
14 myself, Dr. Loftin, so many good people here
15 that it's going to work. When this school's
16 year started, we didn't even know what the name
17 of our school was going to be. We didn't know.
18 We literally had two sets of staff lists. We
19 didn't know who was going to be in our building.
20 And five months later, you're going to tell us
21 that we're not making it work. The question is
22 did the DOE really set us up for success?

23 MR. JAMES PERRENNI: Hi, I'm Mr. Perrenni,
24 and I am a Social Studies teacher here at Bread
25 & Roses High School. I had the opportunity of

1 speaking at the last hearing, and at that time
2 I brought statements from the students regarding
3 their opinion on the phase out. And what I've
4 done today is I've brought questions from the
5 students because I believe, and I think many
6 other people who were present at the last
7 meeting, none of the questions that we asked
8 were actually addressed. Only one question was
9 addressed at the very end, so I brought all of
10 these questions. I'm going to read some of what
11 I think are the most important. What I've
12 noticed as far as themes, the students are very
13 concerned about their education, the services
14 that will be provided to them while the school
15 is phased out. They're very concerned about the
16 opportunity to transfer, which seems is being
17 denied already. And they're very concerned
18 about other students in their similar situation
19 that are able to go to a new school. School
20 specifically, a lot of English language
21 concerns. And here are some of the questions.
22 Why is the school closing? This is a good
23 school. Is the school closing? Yes or no, they
24 want to know. Why is the school closing in
25 three year? Why not now? What will we do if we

1 are not out of here by the time the school
2 closes? What are you going to do about the
3 tenth graders that still need to finish tests
4 and get credits when the school closes? Why can
5 we not transfer schools? Why can't sophomores
6 transfer if all they're really worried about is
7 a better education? Why can't the tenth,
8 eleventh, and twelfth graders change from their
9 school? What's going to happen to the teachers?
10 Why are schools with high numbers of African-
11 Americans or Spanish kids closing or phasing
12 out? What needs to be done in order for the
13 school to stay open? Thank you.

14 MR. LODICO: Next three speakers Brian
15 Jones, Fatima Navaky [phonetic], and Marlina
16 Nadler.

17 MR. BRIAN JONES: Thank you. I'm Brian
18 Jones from The Movement of - - Educators.
19 There's something fishy here when the Department
20 of Education sets up a plan for a school to be
21 turned around, restarted, and improved. And
22 then abandons that plan and decides to close the
23 school. So in the original instance, was the
24 Department of Education serious about its plan
25 to try to help the teachers and students at

1 Bread & Roses? The other thing that's fishy
2 is that right in the middle of abandoning this
3 plan, suddenly there's a plan to put a new
4 school here that is very politically connected,
5 directly with direct personal connections to the
6 mayor! So it just keeps raising all of these
7 questions about whether or not--the DOE says on
8 its website, "Children First, Always." But
9 really, it raises a lot of questions about
10 whether the Department of Education is really
11 thinking about the best interest of children. I
12 mean, if you know about education, you
13 understand that primary to education are the
14 human relationships that develop in school.
15 That's what makes the school successful. We're
16 not talking about closing down Best Buy and
17 opening up RadioShack. We're talking about a
18 school! And so people come and work here every
19 day, look each other in the eye, and try to make
20 this work. You can't just say oh, Eagle Academy
21 is a successful school. Well maybe it is.
22 Whether it is, you don't know that you can just
23 drop Eagle Academy here and suddenly they will
24 be successful here. The other thing is that as
25 teachers--when you take human beings and their

1 relationships, and rip them up and make them
2 so disposable, it raises a question, if teachers
3 become disposable, are students going to be just
4 as disposable? Is this really about serving the
5 students here, or is it primarily about
6 replacing the adults here, and replacing the
7 students here? Is it really about serving the
8 students in this neighborhood? We're beginning
9 to feel, when you grade these schools on a
10 curve, when you know ahead of time that 25% of
11 them are going to get a C, and 7% a D, and 3% an
12 F. When you decide that ahead of time, it seems
13 like you have a policy of disruption, not a
14 policy of teaching and learning. Thank you.

15 MR. LODICO: Fatima? Fatima? Hi.

16 MS. FATIMA NAVAKY: Good afternoon. My name
17 is Fatima Navaky. I can - - the changes in - -
18 I go around all the schools in New York City,
19 all of them were asking me to go learn English
20 because - - Bread & Roses was the only school
21 that took me, knowing that I did not speak one
22 word of English. I'm not the only student that
23 they take. There's like plenty of many students
24 on that same scenario - - I met so many people
25 from my country I'd never meet. I try to help

1 them as they help me. I'm not going to say a
2 lot of things. The only thing I have to say is
3 that Bread & Roses is the school that gives
4 students like me who come from another country,
5 the potential to learn English, and to see our
6 abilities. I am a senior, I came just last
7 year. The first year, I passed two Regence. An
8 82 in math, I would never think about that. But
9 in school, many believed I was able to do it.
10 In January, I passed my English Regence with an
11 82 again. So this does not mean I'm smart or
12 anything, but I have the support of some people
13 that believed in me more than my parents
14 believed in me. So that's why I believe that I
15 think that Bread & Roses maybe is not the
16 perfect school, but is one of the schools that
17 gives potential to people like me. Thank you.

18 MS. MARLENA NADLER: Hi, I'm Marlena Nadler.
19 I'm also another member of the First Cohort of
20 the Teaching Residents for School Turnaround.
21 And I want to say I came here knowing six people
22 who I got the chance to work closely with for an
23 entire year. And something magically happened
24 when we were here, we began to talk about our
25 mutual students, and the discussion grew. Now,

1 I mean I don't know what it was like last
2 year, but all faculty members are constantly
3 engaged in conversations about their mutual
4 students. And as a result, helping those mutual
5 students. Ms. Wilson has Tyrone Briggs who is
6 one of my students, and she accommodates him
7 because he has to leave and go to work. Ms.
8 Petty, who will speak right after me, also has
9 him for math, and we constantly speak about him.
10 On the weekends when we speak, we are speaking
11 about our students. Ms. Bhaskar I did not know
12 before, but we have a class of freshmen that we
13 talk about at lunch all the time. These
14 conversations help us accommodate our students
15 and better serve them. This is something that
16 can grow, and is growing with the faculty here.
17 So I really think that stopping it now when we
18 can turn around the school is foolish. Thank
19 you.

20 MR. LODICO: We have three more speakers--
21 Nicole Petty, - - and Andrea Wilson.

22 MS. NICOLE PETTY: My name is Nicole Petty.
23 I'm a math teacher here at Bread & Roses. This
24 weekend I had the eye-opening opportunity of
25 going through the rubrics in preparation for the

1 quality review that's coming up. And what I
2 learned over the weekend is that we've made a
3 lot of progress from September until now, and it
4 made me actually realize that we're developing
5 in the majority--developing, bordering on
6 effective, in the areas covered in the rubric.
7 In addition, I was having a conversation with
8 one of my students just earlier today, and she
9 was telling me how much she loves math this
10 year, and that in itself made me smile. But
11 then she was telling me how she wanted to
12 transfer schools because of all of this phase
13 out, she just doesn't want it to get in the way
14 of her education. But then she was telling me
15 how upset she is about leaving this school, and
16 the teachers, and the kids. And how she really
17 does want to stay despite the fact all of this
18 stuff is going on. And I think I'm just going
19 to close with that - -

20 MR. LODICO: Thank you.

21 MS. LORDINA OSEI-OFORI: Hi everyone. My
22 name is Lordina Ofori. I'm really sad that this
23 school is going to be closing. I love all my
24 teachers. And the classes and homework and
25 everything - - finish it unless - - in eighth

1 grade. Yeah, that's my award today. Also I -
2 - some improvement in Social Studies. There's a
3 lot - - Ms. Bhaskar, she was on the - - Ms.
4 Wilson always says hi to my friend Jessie. All
5 my other teachers who are not here, like - - who
6 is my chorus teacher, - - had to go earlier, he
7 was earlier with me. And my - - teacher is nice
8 - - those nice teachers. My math teacher is Ms.
9 Jiminez - - geometry - - algebra. I came in
10 passing for the Regence. And then my Social
11 Studies teacher - - hey guys, you want to hear a
12 song? [Student sings]

13 MR. LODICO: Very nice, thank you Lordina.

14 MS. WILSON: Wow okay, thank you very much
15 for that. That was beautiful. My name is
16 Andrea Wilson, once again. And I'm a first year
17 teacher. And you know, I just want to say that
18 this is the Bread & Roses that you're closing
19 and you're phasing out. We have finally found
20 our voice, like Lordina sang so beautifully. We
21 are finally making changes here. You have the
22 turnaround staff that you wanted, that you
23 demanded a year ago. You have that here. You
24 said that Bread & Roses was unable to
25 turnaround. You don't actually know that. We

1 have not been able to complete one single
2 program the DOE has demanded that we complete.
3 So you cannot come in here and say what we are
4 unable to do until you finally give us that
5 chance to do it. Thank you.

6 MR. LODICO: Thank you everyone. So
7 Rachiya, we're calling Rachiya, is Rachiya here?
8 Hi Rachiya.

9 MS. RACHIYA: Hi, my name is Rachiya. I'm
10 one of the - - closing of Bread & Roses.

11 MR. LODICO: Rachiya, just go a little
12 closer to the microphone.

13 MS. RACHIYA: Oh, I'm sorry. Hi my name is
14 Rachiya. I'm here again to try to defend the
15 cause of Bread & Roses. I came here in August
16 from Senegal. I didn't speak any English. I
17 think they really helped me, and they helped the
18 immigration people. And let me see, I think
19 they don't have to close the school because
20 like, they have people who don't speak English.
21 The first school that I go and talk to, they
22 told me you have to go and learn more English
23 before going to this school. That's why when I
24 come to Bread & Roses, they didn't say I don't
25 speak, that's why I would stay in this school.

1 They just taught me how to - - they taught me,
2 and they teach me a lot of things. And I
3 learned--I can't say now I speak more - - of
4 English than before. Thank you.

5 MR. LODICO: Thank you. Okay, that
6 concludes the public comment segment. I just
7 want to remind everyone that both of these
8 proposals will be voted on at the March 11th
9 vote, and that you know, I personally, and the
10 DOE, appreciates all the passionate and cogent
11 comments and feedback that you have given thus
12 far. And remind you that if you continue to
13 give feedback up until that date, or any time
14 before the Panel for Educational Policy vote.
15 And again that vote is on March 11, 2013. And
16 the email address again, if you want to send
17 additional comments, is
18 D05Proposals@Schools.NYC.Gov. That's
19 D05Proposals@Schools.NYC.Gov or the phone number
20 212-374-3466, 212-374-3466. So I thank you for
21 being here this evening, and thank you for your
22 participation. The joint public hearing is now
23 closed.

24 [END 337734_MASTER.MP3]

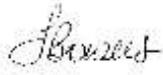
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C E R T I F I C A T E

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

Signature

A handwritten signature in cursive script, appearing to read "B. J. [unclear]".

Date March 8, 2013