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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Brooklyn E. Collegiate @ K009 -
5/13/11**

1 [START 191011.MP3]

2 FEMALE VOICE: Okay we're just about ready.
3 So let's make it - - request and then - - here.
4 My name is - - and - - find their seats and
5 there are many - - . So any - - open and I'll
6 be acting as the moderator for this joint call
7 hearing. And before we get started very quickly
8 we're going to have a small break in the process
9 and I'm going the microphone off to Paymon
10 Rouhanifard.

11 MR. PAYMON ROUHANIFARD: Hey everyone. I
12 appreciate being here today. My name is Paymon
13 Rouhanifard I'm the executive director of the
14 office of portfolio management representing the
15 Department of Education. I wanted to welcome
16 everyone here today and I wanted to say very
17 very - - that we really appreciate all the great
18 work that those two schools have done, P.S. 9
19 and Brooklyn's Collegiate and we very much
20 appreciate everything you do as educators, as
21 parents and advocates in those two communities.
22 Thank you for being here today and we very much
23 appreciate all feedback that you provide and - -
24 .
25 I do want to emphasize that tonight we're

1 here to be advocates but not adversaries. So I
2 really want to stress that and with that I'd
3 like the two principals to say hello to
4 everybody.

5 MR. ERIC GREEN: Hi everybody. My name is
6 Eric Green I'm the Principal of Brooklyn East
7 Collegiate. I want to say that I know it is
8 incredibly frustrating for all of us to be back
9 here one more time but it's my sincere hope that
10 we all can remain positive and respectful
11 throughout tonight's hearing. Thank you.

12 The - - family and staff thank you so so
13 much for coming out here this evening. And for
14 attending everyday single day for all of us
15 scholars. I know that we can all join together
16 tonight respectfully and politely as we advocate
17 on behalf of Brooklyn East so thank you very
18 much.

19 MS. CASSANDRA D'AVILAR: Good evening
20 everyone, District 13 family thank you so much
21 for being in here. I just want to remind
22 everyone, first I commend you for your passion
23 but I want it to be said by our children once
24 they leave this room that their principal
25 reminded everyone that we are—they are the

1 reason we're here and the choices we make today
2 results.

3 FEMALE VOICE: Shaping of tomorrow.

4 MS. D'AVILAR: So - - because our children
5 are reason enough. Thank you very much.

6 FEMALE VOICE: Thank you. Okay. This is
7 the joint public hearing of the Department of
8 Education community Education Council and the
9 school leads team to discuss the resigning and
10 publication of Brooklyn East Collegiate with
11 P.S. 9 and M.S. 571 in unit 8009.

12 Tonight's proceeding will be recorded and
13 transcribed and also we have a translation and -
14 - service available in a variety of languages.

15 [Foreign language]

16 FEMALE VOICE: So before we begin the
17 hearing we ask everyone who wishes to speak or -
18 - public comment question at the evening sign up
19 at the table in the back of the - - . Sign up
20 will end 15 minutes after we start this
21 evening's business [phonetic].

22 And also if you have a question that you
23 would like to have addressed during the Q&A
24 portion agenda please direct your question on
25 the internet part of the - - after you signed in

1 and you're going to take them to the back and
2 that will also close 15 minutes after we begin.

3 And please note that only people who have
4 signed out to speak will be able to participate
5 in the public comment. All participants agree
6 to - - and we will now begin. In - - we will
7 get - - available we want to be respectful of
8 our time. And additionally - - throughout the
9 course of the evening we will accommodate them
10 as well. I would like to direct your attention
11 to the - - as well as - - and - - presentation
12 of our proposal please - - participants of our
13 public comment speakers from - - public comment
14 will be entered as soon as person and the
15 comment will be strictly followed and speakers
16 will be informed when the best [phonetic] day
17 has ended. The timer will be placed at front of
18 the auditorium and someone will hold the sign to
19 show you - - and then when the time overlaps.
20 And again if you have a question please write it
21 on the - - some of the questions will be
22 answered specifically others will be included in
23 the announcing public comments which will be
24 posted on the website and provided for the
25 panelists prior to the bill.

1 And - - have additional questions or you
2 wish to make further public comments you may do
3 so by following the pattern on the bottom of the
4 factsheet or sending an email to us - - also
5 back of the factsheet.

6 So I'll now introduce the panel as I - -
7 here for the - - public hearings, and I'll start
8 the file with Eric Green of the Brooklyn East
9 Collegiate, and - - from CEC 13, - - the
10 executive director of portfolio management.
11 Maureen Murphy - - we have Ivana Espinet - - and
12 Cameron [phonetic] from District 13. Aldo we
13 have Principal - - from P.S. 9 - - .

14 And we also have - - Charlie [phonetic] from
15 Middle School - - . And - - but we do have
16 representatives from the office, we have
17 President Dave Walker [phonetic] and - - .

18 And I will now turn the program over to - -
19 Arthur [phonetic] the deputy director of
20 portfolio management. He will - - .

21 MALE VOICE: Thank you Pam [phonetic].

22 [Crosstalk]

23 MALE VOICE: Share some of which is very
24 technical. This joint public hearing is
25 convened to discuss the revised proposed

1 reciting and co-location of Brooklyn East
2 Collegiate Charter School with existing schools
3 P.S. 9 and M.S. 571 in building K009.

4 The feedback from tonight's hearing will be
5 incorporated into the analysis of the comment
6 posted online and shared with the panel for
7 educational policy before they vote on the
8 proposal on May 18th 2011.

9 Brooklyn East Collegiate Charter School is
10 an existing public charter school that serves 80
11 students in 5th grade and is temporarily housed
12 in building K434 located at 1485 Pacific Street
13 in Brooklyn's District 17.

14 Brooklyn East Collegiate their current
15 location does not have adequate space to allow
16 it to grow at scale. On December 20th 2010 the
17 New York City Department of Education published
18 a proposal to recite Brooklyn East Collegiate to
19 building K009 located here at 80 Underhill
20 Avenue in Brooklyn's District 14.

21 Brooklyn East Collegiate will be co-located
22 in K009 with an existing - - school serving
23 kindergarten to 5th grade.

24 P.S. 9 that also offers receptions and - -
25 in existing - - school that serves grades 6

1 through 8 M.S. 571 - - school. M.S. 571 was
2 approved by the panel for educational policy to
3 phase out - - due to low performance. As a
4 result M.S. 571 will no longer accept incoming
5 students in one way will be phased out for you
6 [phonetic]. M.S. 571 will close in May of 2012
7 [phonetic] - - .

8 A reciting means that school will be located
9 in a different building than the building in
10 which it is currently in. Co-location refers to
11 situations where two or more schools occupy
12 space within a single building often sharing
13 large common rooms and outdoor spaces.

14 On January 21st 2010 the DOE amended the
15 proposal in order to correct typographical
16 errors and formatting - - language and adjust
17 projected and growing ranges to better reflect -
18 - projections to the school's - - and care - - .

19 On April 8th 2011 the DOE published a revised
20 DIS that corrected typographical errors that
21 incorrectly referenced building K332 in the
22 original posting [phonetic] deleted -- in the
23 original posting deleted an incorrect statement
24 in the DIS that stated there were - - referenced
25 the planned repair of K009 to a vast - - and

1 playground construction - - out of zoning 1 and
2 an additional test related to zoning 1 - -
3 verifying - - this proposal and it's typical
4 activities in the existing schools deleted the
5 specific cost related to building a library and
6 adding - - building including additional
7 information related to the use of shared spaces
8 and the proposed shared space buying [phonetic]
9 describing the revised building - - planning and
10 referenced the City 1 [phonetic] gifted and
11 talented program that is currently offered in
12 P.S. 9.

13 Additionally the revised building - - plan
14 was also revising the following. The room
15 allocations for all - - were adjusted in order
16 to accurately reflect the total full size, half
17 size and quarter size rooms in this building,
18 K009.

19 The application of the DOE instructional - -
20 was corrected for the 2010/2011 school
21 [phonetic]. The number of sections that each
22 co-located school will serve in 2012 to 13 and
23 2013 to 14 was adjusted and the baseline for
24 allocation was adjusted accordingly. An
25 additional table was inserted and the building

1 utilization plan one each floor for the
2 2010/11 school year declared by the total number
3 of rooms that are unallocated amongst the
4 schools this year.

5 The proposed shared space schedule page 13
6 was adjusted and the DOE clarified the
7 rationality and the amount of time that each co-
8 located school is allocated in the shared spaces
9 in this proposal. And additional information
10 regarding planned construction of K009 building
11 was improved.

12 If this revised proposal is approved
13 Brooklyn East Collegiate current 5th grade will
14 be recited to K009. Beginning in the 2011/2012
15 school year Brooklyn East Collegiate will stand
16 to serve 77 students in 6th grade. In 2012/13
17 Brooklyn East Collegiate would have an
18 additional grade level initiated [phonetic]. In
19 2013/14 Brooklyn East Collegiate - - achieve
20 full scale of approximately 300 students in 5th
21 through 8th grade.

22 Brooklyn East Collegiate admits 5th grade
23 students through the charter and lottery
24 application process and will give preference to
25 students residing in District 13. Brooklyn East

1 Collegiate will be co-located again with P.S.
2 9/M.S. 571 as M.S. 571 phases out and as
3 Brooklyn East Collegiate phases in.

4 Building K009 has the capacity to serve 1192
5 students. Once Brooklyn East Collegiate has
6 completed its expansion and M.S. 571 has
7 completed its phase out there will be
8 approximately 969 to 1029 students served in the
9 building by both P.S. 9 and Brooklyn East
10 Collegiate yielding a target building
11 utilization rate of 86 percent.

12 The proposed co-location of Brooklyn East
13 Collegiate is not expected to impact future
14 student enrollment, instructional programming or
15 the admissions process to the schools currently
16 located in building K009.

17 The DOE strives to ensure that all students
18 in New York City have access to a diverse range
19 of educational options at every stage of their
20 education. And determining the most optimal
21 range and distribute space to high quality
22 schools the DOE is proposing to move Brooklyn
23 East Collegiate to the K009 building and create
24 a permanent home for what the DOE believes is a
25 high quality middle school that has served the

1 families of District 13. Thank you we look
2 forward to hearing your comments and questions.

3 [Clapping]

4 FEMALE VOICE: Thank you and next is - -
5 with - - .

6 MAUREEN MURPHY: Good evening everyone, I'm
7 Maureen Murphy I'm the Director of Charter
8 Accountability at the SUNY Charter Schools
9 institute.

10 Since the charter school we are discussing
11 today is authorized by the SUNY board of
12 trustees, SUNY is also required by - - to
13 overhear and to receive comments and written
14 statements from concerned individuals about the
15 proposed co-location for the charter school - -
16 space.

17 SUNY is conducting its hearing now at the
18 same time as the DOE although SUNY needs to make
19 a separate determination regarding the school
20 using the space. SUNY will not make its final
21 determination until after the decision of PEP.

22 I will be taking notes on all comments made
23 tonight. In addition anyone wishing to submit
24 written statements to SUNY may give them to me
25 or mail, fax or email them to the SUNY Charter

1 Schools Institute. Copies of SUNY's hearing
2 notice are posted on the door to this building
3 and with our contact information. I also have
4 extra copies out there, you can take one and
5 help here too.

6 Written documentation may be sent to Ralph
7 Rossi of the Charter Schools Institute at 41
8 State Street Suite 700. Albany, New York 12207,
9 that information is also in the notices. Or via
10 fax at 518-427-6510. Written testimony or
11 statements must be received no later than May
12 20th 2011. Thank you.

13 FEMALE VOICE: Thank you. - - .

14 Female voice 3: Good evening everyone. I
15 want to make it clear that in District 13 we do
16 cherish quality education for everyone. We are
17 not against any school that is not or our case
18 in this district a quality education. But what
19 we are having a problem with [phonetic] is
20 making sure that the process is fair and ethical
21 to all parties involved.

22 Every child deserves an opportunity to go to
23 a school that helps his or her to grow up to be
24 a productive child with a bright future, with a
25 little education that fits his or her - - .

1 However the process of how schools are placed
2 in co-location by the DOE is not fair and is not
3 ethical [phonetic]. As best - - with this
4 present co-location.

5 [Clapping]

6 I say that because the time frame for P.S. 9
7 to submit an allocation to grow is not - - ,
8 it's not fair. I feel disadvantaged by the DOE.
9 The CDC 13 was just informed in September,
10 actually October that M.S. 571 was listed as a
11 failing school by the state from the first year.

12 No school has been - - swiftly as 571 has
13 many quotes, that's also a possible problem for
14 me. And when - - a proposal was put forth to
15 allow the co-location of Brooklyn East
16 Collegiate Charter school was not -- is denying
17 P.S. 9 an opportunity to put forth their own
18 application for a - - school. And that based on
19 that fact alone I think this should be taken
20 into P.S. 9 a fair chance to say they need to be
21 -- that they want to grow and that their
22 application can be looked at.

23 [Clapping]

24 There is space in District 13 for schools.
25 We have a school P.S. 133 that the DOE is

1 renting a catholic school space for that
2 school. We have spent millions of dollars to
3 rent space for schools in District 13, for
4 District 13 schools. So we haven't got money to
5 rent space, why are we giving away space? That
6 is a question that needs to be answered also.

7 The statement that was just read says that
8 the co-location is not expected to impact the
9 growth of P.S. 9, not expected does not mean
10 that it will not impact the growth of P.S. 9.

11 I have nothing against these collegiate
12 charter school but the process is flawed. And
13 if the process is flawed then the placing of
14 that charter school in this building is not
15 warranted. P.S. 9 should have a fair
16 opportunity to have their proposal looked at.

17 [Cheering]

18 They all are high quality elementary schools
19 and I feel that they all - - a high quality - -
20 experience.

21 [Clapping]

22 FEMALE VOICE: - - .

23 [Clapping]

24 Female voice 4: Good evening everyone, I'm
25 a parent from P.S. 9, I have a child in

1 kindergarten and I'm also a member of SLT. As
2 you all know the P.S. 9 community opposes the
3 co-location of Brooklyn East Collegiate in the
4 P.S. 9 building.

5 While we understand the needs that Brooklyn
6 East Collegiate and we surely sympathize with
7 your needs we feel very strongly that District
8 13 needs a community school not a modern
9 [phonetic] school.

10 [Clapping]

11 A few months ago we ran, at the BP meeting
12 the DOE stated many times that they couldn't
13 have rights to issue of P.S. 9 drawing
14 [phonetic] because they did not have formal
15 letter of intent from the school. Now P.S. 9
16 has submitted a letter of intent and we are
17 still waiting for that answer.

18 There are many reasons why we oppose this
19 co-location and I believe that you'll hear them
20 later on from the P.S. 9 community so I will not
21 go over them but there is one in particular that
22 I want to state. And the reason is that this
23 building - - free building. And we agreed that
24 the DOE should maximize that, would maximize
25 access to - - free buildings and - - will not do

1 it.

2 And while the District 13 middle schools the
3 Department of Education website lists only two
4 buildings that hosts middle schools that are
5 accessible on wheelchairs. I'm looking at a
6 report by the New York State, by the New York
7 State - - teachers turnovers and it's both
8 upstate in New York City charter schools
9 significantly - - enroll students with
10 disabilities and students who are being - -
11 learners.

12 The report by the charter operators
13 [phonetic] said that many parents are advised to
14 go with children with disabilities to - - place
15 because they are not, the schools are not - - .
16 Ultimately the - - it said the DOE should not
17 restrict the assets to a - - building with the -
18 - which is what the EC [phonetic] uses.

19 We believe that this is an opportunity for
20 the Department of Education and the P.S. 9
21 community to work together and create a middle
22 school that capitalizes on the success that P.S.
23 9 has experienced in the community so forth and
24 the community at the P.S. 9 middle school.

25 [Cheering]

1 FEMALE VOICE: Okay I want to recognize -
2 - .

3 FEMALE VOICE 5: Good evening families, I'm
4 very disappointed that we are here again with
5 the Department of Education after we have made
6 every effort to make it clear that the families
7 of District 13 being a part of the president's
8 council and the community education council for
9 District 13 we have decided that we have enough
10 charter schools in District 13 to serve our
11 families at the present time.

12 A resolution was passed recently that we did
13 not want to see any other placements of any
14 schools in District 13 at this time as we would
15 like to build our schools from the community.

16 [Cheering]

17 We do not want the Department of Education
18 to dictate to District 13 what they deem as
19 quality choice. The EIS only states what the
20 Department of Education deems as the choice and
21 to me that is not a choice if you are giving it
22 to me that I did not create that particular
23 choice.

24 I do believe that P.S. 9 has been a high
25 performing school and they should be given an

1 opportunity to expand. If you look around
2 District 13 and it's been the practice of the
3 Department of Education to approve certain
4 schools for expansion. Arts and Letters
5 [phonetic] recently was approved for an
6 expansion of K [phonetic] through 8 in the
7 Copperhill part of District 13.

8 Community Roots [phonetic] Charter School
9 which received an F grade received the approval
10 of the Department of Education to expand K
11 through 8. So what reason do they have to deny
12 P.S. 9 the right to expand?

13 [Cheering]

14 It is my hope that Brooklyn East would
15 understand that we understand that you do need
16 space for your children to have a school but
17 just not this school building. The families in
18 P.S. 9 have decided that they're not going to
19 enter their children into the lottery to apply
20 to your school. District 13 families have
21 decided that we are not going to enter into any
22 more lotteries for middle school. We are going
23 to engage the schools that we want to have for
24 our children.

25 [Cheering]

1 Thank you. And in my final statement we
2 know that charter schools do not pay their fair
3 share, charter schools ride on the budget of our
4 public schools and they get to pay \$1 for all
5 the amenities that come into the building, they
6 pay \$1 to be co-located in our public school
7 buildings. No where else in the United States
8 is there an issue with charter schools and co-
9 locations. It is only happening to us in the
10 urban areas that these co-locations are
11 happening nationwide. Why is that?

12 They do not want to pay for their space,
13 they do not want to support the things that they
14 say that they are about. If you are about
15 quality education for all children you should
16 have your own space to do the things that you
17 would like to do. I do not think that it's fair
18 that they should come into the space and we be
19 denied our gym, we be denied our cafeteria, we
20 be denied our library.

21 [Cheering]

22 In exchange for \$1, \$1. The library at P.S.
23 9 costs more than \$1. - - \$1 for the library.
24 That library is worth a lot more than \$1.

25 FEMALE VOICE: - - that you need to keep the

1 isles clear, there are some seats up here in
2 the front. For those who have if you could
3 please find your seat we need to move forward.

4 And also - -

5 [Cheering]

6 MR. GREEN: Thank you, thank you. Thank you
7 guys, thank you very much. Once again, once
8 again my name's Eric Green I'm the principal of
9 Brooklyn East Collegiate Charter School. And I
10 would like to thank, I would like to thank
11 everybody for coming this evening.

12 Before I begin I just want to say one more
13 time that we have the utmost respect for P.S. 9
14 staff, students and family. And we look
15 forward; we hope to work with you all next year.
16 For those of you, for those of you who may not
17 be familiar with our school Brooklyn East
18 Collegiate opened last fall with 80 5th grade
19 students. The mission of our school is to
20 prepare all students for college regardless of
21 their ability and skill levels when they arrive
22 at our doors.

23 We believe that every child deserves an
24 excellent college preparatory education no
25 matter what their ZIP code or - - .

1 The last time, the last time that I
2 addressed you guys I focused on two key points.
3 The first point was that we are proud of
4 Brooklyn East early success and we are eager to
5 serve the students of District 13. And the
6 second point, the second point from last time
7 was that we are confident that we can be a great
8 partner in this building.

9 [Cheering]

10 I want to say again tonight that both of
11 those statements could not be more true today.
12 Within a short time we have built an incredibly
13 successful school, one that has fantastic
14 relationships with our parents and students,
15 most of them are here tonight. Thank you guys
16 for being here.

17 We exist to provide a high quality college
18 prep option for our families. We hold
19 ourselves, our teachers, our students and even
20 our parents to high standards. We provide more
21 structure than most schools, we have a longer
22 school day than most schools and if you ask any
23 of our students who are here tonight they would
24 tell you that we probably give more homework
25 than most schools. And I would venture to say,

1 I would venture to say that the vast
2 majorities of families who choose to send their
3 child to Brooklyn East Collegiate love those
4 facts about us.

5 But however we understand that there are
6 families that would not choose to send their
7 child to a school like ours. But the fact that
8 some families would not choose that option
9 should not prevent other families from having
10 that option.

11 Families deserve a choice and it is clear
12 that there are many in District 13 who want that
13 choice. We had 898 families apply for the 80
14 spots in our lottery, more than 100 where from
15 District 13 and several, several where 4th
16 graders from District 9.

17 We truly believe that if we are cited here
18 all of our schools would flourish and while some
19 may see the differences in our students and in
20 our philosophies as an obstacle we choose to see
21 it as an incredible opportunity to learn and
22 benefit from each others presence.

23 Again our school community remains honored
24 to work with you and we are hopeful that this
25 proposal would be approved so that we can start

1 to build a strong positive collaborative
2 relationship with the interest of all the
3 students.

4 [Cheering]

5 I would also like to use, I would also like
6 to use this time to address a few of the
7 misconceptions that we've heard about our school
8 over the last couple of months. Some of may be
9 big points of concern for some families here.

10 The first one is that we've heard that our
11 presence in the P.S. 9 building will take away
12 classrooms from P.S. 9. In fact the fact is
13 that as we phase in we will only occupy space
14 that is currently used by M.S. 571 and as we
15 grow; as we grow we will not occupy a single
16 classroom that is currently used by P.S. 9.

17 We also know, we also know that there is a
18 large concern that -- for P.S. 9 families that
19 their students will not be able to access the
20 library their parents have worked so hard to
21 build. But Brooklyn East, in Brooklyn East we
22 have our own classroom libraries and systems for
23 helping students, and we have systems for
24 helping students to select their own independent
25 reading hours.

1 I want to be, I want to be absolutely
2 clear when I say that our school has no
3 intention of using the library in a way that
4 would interfere with P.S. 9's current use. This
5 is a great, this is a great example of an area
6 we can be more accommodating than the building
7 utilization plan reflects and we look forward to
8 working with the building council to build a
9 schedule that reflects both of our uses of the
10 library.

11 Sadly, sadly and we heard it again tonight.
12 We heard the accusation that we screen our
13 students or that we do not serve special
14 education students. In fact we do not screen
15 our students at all. By law our students are
16 selected randomly and we only give preference to
17 siblings or students who currently reside within
18 District 13.

19 We encourage all students and families to
20 apply to the lottery which consists of a one
21 page application. When the demand for seats at
22 a school exceeds the number of seats there a
23 lottery is the only fair way to distribute those
24 seats.

25 [Cheering]

1 At Brooklyn East more than 80 percent of
2 our students receive free and reduced price
3 lunch. 20 percent of our students receive
4 special education services and 10 percent, 10
5 percent came to us from a 12 to 1 or a 12 to 1
6 to 1 classroom. All of those students are
7 served at Brooklyn East.

8 Our Special Ed coordinator works tirelessly
9 to make sure that all components of their IEP's
10 [phonetic] are met including sets and related
11 services, including sets and related services
12 search as speech or occupational therapy.

13 Additionally one last concern that we heard
14 is that as our school grows our older students
15 will pose a threat to the elementary students in
16 the building. To this I would say not only that
17 uncommon middle schools have a strong track
18 record of being co-located with elementary
19 schools but I would invite anybody here to meet
20 any of our 5th graders that are here tonight
21 because they can tell you better than I can.

22 [Cheering]

23 They can tell you better than I can how our
24 culture, expectations and academic focus create
25 an unbelievably safe community. Again we know

1 many of you here today do not support the
2 proposal but we ask you to consider that we have
3 150 students many of whom are from District 13
4 who need access in which to learn -- and space
5 to learn. We look forward to working together
6 to being a model for co-location across the
7 city.

8 [Cheering]

9 Let me close by saying that we welcome, we
10 welcome this forum for sharing thoughts, ideas
11 and comments and our hope is that this can be a
12 productive meeting where all sides feel welcome
13 and respected no matter what their view points
14 are.

15 [Cheering]

16 Well there is a lot of emotion around this
17 decision. We've asked our families to
18 communicate their view points and reactions in a
19 positive manner and we hope that everybody here
20 will join us in that tonight. I want to thank
21 you, I want to thank you one more time to let
22 you know that I'll be available later this
23 evening if you have questions and we look
24 forward to meeting many of you personally.
25 Thank you very much.

1 [Cheering]

2 Female voice: Thank you, thank you. Great
3 okay, so - - presence of the honorable Leticia
4 James.

5 LETICIA JAMES: Good evening everyone, my
6 name is Leticia James and I am privileged to
7 represent this Prospect Heights community in the
8 city council. And also honored to represent
9 parts of District 17 and I'm here today in
10 support and I continue to be in support of the
11 expansion of P.S. 9.

12 [Cheering]

13 Let me just say this, no matter where you
14 stand on, first of all this to me is - - .

15 [Cheering]

16 Standing between two constituents, two
17 bodies and two sets of parents at P.S. 20 - -
18 and 369 and here I am again at P.S. 9 and
19 Brooklyn East. And the blame does not go to
20 parents, the blame lies with the Department of
21 Education.

22 [Cheering]

23 It's not going to lead anywhere, it's going
24 to benefit, nor to the benefit of the children
25 of 13 and to the children of 17. We need a more

1 productive way to support our schools.

2 [Cheering]

3 Now - - and the larger P.S. 9 - - my people.
4 - - was not directed by anyone outside this
5 community, I was directed by the parents of P.S.
6 9 - -

7 [Cheering]

8 And if you think about the word lottery, the
9 word lottery should not be used when it comes to
10 education - -

11 [Cheering]

12 The word lottery should only be used when
13 you're gambling and I refuse to gamble with the
14 children of P.S. 9. With all the - - and a rich
15 curriculum is what we have here in P.S. 9.

16 [Cheering]

17 And in all respect to BEC P.S. 9 is not a -
18 - it's a school with rich curriculum. - -
19 school that focuses on individual learning.

20 [Cheering]

21 - - public service and - - projects in this
22 school and in this community and we own that.
23 And so all I can say to the DOE is give them the
24 opportunity to grow. You are trying to take a -
25 - and it doesn't fit, it just doesn't fit. And

1 I love this community and I love this school
2 because it is family oriented and it's parents
3 come out and volunteer every single day.

4 [Clapping]

5 I don't know about your school but this is -
6 - school and my heart lies with the special Ed
7 community. - - and you cannot squeeze children
8 into a school, that is not how we structure
9 education. Kids need room to grow.

10 So allow me to say this to the Department of
11 Education - - I have received a number of
12 concerns from my constituents and I reached out
13 to the Department of Education on May 4th to
14 request that tonight's meeting be postponed to
15 respect, in respect of religious observances on
16 Friday evenings.

17 And this again demonstrates the Department
18 of Education's blatant disrespect and the fact
19 that they do not care - - and I cannot totally
20 express my frustration about the DOE goal to
21 disregard the religious the religious conflict
22 they pose to families who may or may not be able
23 to attend this very important meeting.

24 However this is may not stall our efforts or
25 stop our efforts to oppose the co-location of

1 Brooklyn East Collegiate. And I recommend the
2 seven parents in the P.S. 9 community champion a
3 legal law suit. And I want to also congratulate
4 DOE because now seven parents are going to turn
5 into 700 parents at - - .

6 And I also know that the charter law is and
7 by-laws of charter law which go on and on and
8 I'm not going to list out the number of
9 violations that DOE has engaged in, I will save
10 that for the litigation previews. This - - is
11 an abuse of your discretion and the best
12 corrective action to the abuse of discretion is
13 people, the public. And we all just come out
14 and so I urge DOE to reconsider this proposal
15 and I urge P.S. 9 to move forward in their
16 application.

17 I see a certain member Jeffery is here, and
18 he and I will join you in your lawsuit. - -
19 with you, this just doesn't make sense and will
20 not work, it should not work, I urge you to
21 respect P.S. 9, let P.S. 9 grow into the kind of
22 school - - .

23 FEMALE VOICE: No matter what happens here,
24 one is that the - - position ends up happening
25 of the auditorium. So - - you might have this

1 and probably that, so just know how to be - -
2 . I think I'm through with my - - . Now, I'm
3 going to introduce your - - .

4 MALE VOICE: Thank you very much. - - to
5 distinguished parents, my colleagues in the
6 government - - , to the principal, to the
7 parents at P.S. 9, the folks from Brooklyn East
8 Collegiate, it's an honor and a privilege to be
9 here today to articulate concerning the
10 provisioning of the request and - - to strongly
11 oppose the proposal to put Brooklyn East into
12 the - - .

13 Now this is nothing against you, it's
14 nothing against your school - - no it is, it's
15 painful that the Department Of Education refuses
16 to give such - - and compensate you. They
17 refuse to - - all of our children. I am so - -
18 all of our kids. And-it's interesting to me
19 that this is a hearing that is being held on
20 Friday the 13th, because I thought the proposal
21 was there.

22 FEMALE VOICE: That's right.

23 MALE VOICE: If y'all watched the movie, he
24 keeps coming back. And therefore - - this
25 proposal is also - - that will bring nightmares

1 to this community and to the children of P.S.

2 9. Now the originals of - - with respect to - -
3 was a flawed decision.

4 FEMALE VOICE: Yes.

5 MALE VOICE: So you made a flawed decision
6 and you want to take a bad situation and make it
7 worse. Because P.S. 9 is a wonderful school,
8 with a wonderful principal.

9 [Cheering]

10 We forged an academic success and that's
11 important, but beyond the fact that it is just
12 an academic success, P.S. 9 represents all that
13 is good in New York City. All that is good in
14 terms of the great diversity of this city, - -
15 you will have black children and white children
16 and Hindu children and Muslim children and
17 Christian children and people who are wealthy
18 and people are working to - - of New York City,
19 I want you to join the party, allow each one to
20 stop the - - that's about to affect the future
21 of this children.

22 Now I was hoping that since we have gone
23 beyond the blackout period and the Mayor - - has
24 moved beyond his fair of appointment of Kathy
25 Black [phonetic]. I was really hoping that it

1 would signal the Department of Education's
2 intent to move in the different directions to
3 participate in a more collaborative process.

4 The principal has articulated a
5 comprehensive plan that meets the demand of the
6 Prospect Heights community and that will - - .
7 That just - - stronger to consider by the
8 Department of Education. How exactly are they,
9 now I hope that next week, or whenever this is
10 hitting the - - and it's actually not just a
11 kangaroo court.

12 That you will thoughtfully consider the
13 views that have been expressed today. But you
14 know what I was purely concerned of the - -
15 appointment in the lawsuit of - - to drop the
16 waiver that did pertain to that and I was
17 pleading that - - would take the day to serve at
18 the appointed the lawsuit to block any decision
19 that doesn't include the P.S. 9 - - . We're
20 going all the way with you, we're going all the
21 way.

22 FEMALE VOICE: That's right, all the way.

23 MALE VOICE: We are going to - - , we are
24 going to let - - , we're going to do what's
25 necessary, we're going to - - the chance for

1 narratives, we are the ones to always P.S. 9,
2 I know the Department of Education wants to - -
3 James and I at each turn to step back. But we
4 are not going to step back, we're going to keep
5 on fighting. We're going to keep on serving,
6 and we are going to keep on protesting and we're
7 going to keep on advocating, and we're going to
8 keep on mitigating and we're going to keep on -
9 - . We will not rest until P.S. 9 is allowed to
10 expand.

11 [Cheering]

12 FEMALE VOICE: Thank you so much. So there
13 is one more message from - - the principal of
14 P.S. 9.

15 [Cheering]

16 Ms. D'Avilar: Good evening everyone? Well
17 I'm - - . And my race is mainly to review those
18 who don't know who we are as an educational
19 institution, this is a very brief - - of who we
20 are as an institution to the building. I'm
21 going to give you a bit of who I am and what my
22 philosophy is what I stand for and then how I've
23 taken that philosophy and spread it throughout
24 this place and throughout across the lines.

25 I walked into this facility in 2002 as the

1 assistant principal by the end of 2004 I
2 became the instructional leader of P.S. 9. As
3 the instructional leader we did not have much of
4 Prospect Heights the new residents of Prospect
5 Heights coming into P.S. 9 because the system
6 was not clear.

7 I was called downtown to 131 - - that I met
8 back then was my - - and I just told him about
9 the - - principal of District 13 that we weren't
10 supposed to go at schools like P.S. 8. I will
11 never forget but we were to replicate those
12 schools throughout District 13. I put my - - to
13 those. I went to my Parochial [phonetic]
14 university and I finished my professional - -
15 New York and I took my - - and I came back and I
16 sat and I planned and I planned and I held my
17 first educational forum to bring the parents of
18 Prospects Heights into the building. If you
19 look around this auditorium this evening that is
20 who you have here, the parents of District 13.

21 And I could never stand to say I did it
22 alone I did it with every single parent and
23 educator in this room - - . And we worked and
24 we build the school that the community believed
25 in, the reason I - - is because my colleague Mr.

1 Green made a comment and he said that he was
2 forced to bring parents who were asking him for
3 admissions to his school well Mr. Green I want
4 to say to you with all due respect there are 4th
5 grade parents who might think that there are a
6 greener pastures on their side but I can say to
7 you as off today I have over 220 kindergarten
8 parents alone who are asking to - - .

9 Lastly I have a - - come to propose the - -
10 , I have parents who have crossed the entire
11 city who are asking how can they get their
12 children into P.S. 9. Now once again I'm doing
13 this shift to give those of you who don't know
14 who we are to give you that information. We
15 have a brochure, but now more than a brochure
16 today I have parents who stood in this
17 auditorium and watched a video of P.S. 9 that if
18 any of you who have watched that video including
19 the department of education you would become
20 emotional like we all did. And I'm telling you
21 about the video.

22 The parents got together and decided to
23 create a video to promote who we are as
24 educators. As always, I'm extremely open
25 minded, my parents and my colleagues I have an

1 open door policy. I allow them to work with
2 my parents coordinating and - - .

3 We went throughout an entire building and
4 spoke with parents, teachers, parents and it is
5 amazing that after they made these shots
6 throughout the building. I spoke to so many
7 people throughout the building then they came to
8 me, and this is the God's honest truth. You
9 will hear my voice on the video explaining who I
10 am as an educator, and who we are as an
11 educational institutional every single word that
12 I have spoken out of my mouth, my children in
13 the video reiterated that; from as young as pre-
14 K and kindergarten.

15 My teachers re-iterated the educational
16 philosophy. My parents who sometimes you think
17 they are not listening were able and they don't
18 remember the educational jargon remembered every
19 single word that we have written on paper and -
20 - on paper. Every single thing that we stand
21 for on paper, my parents were able to remember
22 it.

23 Once again I took a stand this evening to
24 stand before you and I had promised not to open
25 my mouth, but I took a stand so you know that we

1 take educating our children in District 13 at
2 P.S. 9 extremely serious because we are on the
3 call of duty to educate our children.

4 I cannot go against the department of
5 education, I cannot. But the reason I stood is
6 to let you know who I am, the passion I have
7 with society, the love I have for P.S. 9, the
8 need that we had to please allow us to move this
9 school, it is something that works within our
10 District.

11 When I look at the laws and the by-laws and
12 all that we are being asked to do, we are being
13 asked to create environments where people are,
14 where our families are feeling safe and welcome.
15 That our child centered, we created this, please
16 allow us to take our school from pre-K through 5
17 to pre-K through 8 school.

18 FEMALE VOICE: So that was a warm
19 presentations, we are now going to be doing - -
20 to call the clients. - - If there are BET
21 additional problems or immediate additional
22 opportunities to make comment we'll certainly
23 going to accompany that. They are getting the -
24 - control I know we can't - - lights. So use -
25 - and only two - - I'm trying hard to hear over

1 you, I know you all want to get home.

2 So I'm going to call - - and - - on to the
3 August, but then - - . And in final completing
4 this we are going to have to agree - - . So - -
5 all the night long, create - - . All right and
6 again we have those that are either trying and
7 shows in - - in this. So I have - - for a key -
8 - microphone, - - Sigrid Ekeland, Christopher
9 Young, - - and Amadi Powell. And I probably - -
10 Sigrid Ekeland, Christopher Young, - - and Amadi
11 Powell. And then - - microphone, Debra Rubin,
12 Nicole Archer, - - Clarehorne [phonetic],
13 Andrews Tora and - - .

14 So, I'm sorry, I'm - - the microphone, - - ,
15 Debra Rubin, number four is Nicole Archer,
16 number six is - - Clarehorne, number eight is
17 Lillian Park and number ten is Oliver Paddy. So
18 when I start on the - - microphone, there is
19 number one Sammy - - .

20 MALE VOICE: - - . Yeah, hi my name is - -
21 , P.S. 9 Center through the proposed the - -
22 calculation of DEGS and P.S. 9. On behalf of
23 P.S. 9 parents I'd like to welcome PECS, I'd
24 like to welcome the representatives from SUNY
25 and the representatives of the DOE. Just to

1 start I can speak for myself and I know many
2 of the P.S. 9 parents and just say that this is
3 not about them.

4 This is not for us about the merits of BECS,
5 it's not-I'm sure you're an excellent school yet
6 you want to send all your students to college
7 just like every parent at P.S. 9 wants to do - -
8 . Everybody in this room is passionate about
9 their children's education, everybody wants to
10 see their kids succeed, and I have no doubt that
11 we keep it up this discussion - - and - - to
12 talk through - - from BECS outside the line as a
13 nice conversations and I'm sure we can keep this
14 civil.

15 What this is about however, is co-locating a
16 school within P.S. 9 and not allowing P.S. 9 to
17 grow. It's about decimating my daughter's after
18 school, it's about packing my daughter into gym
19 like sardines. It's just about ruining my
20 daughter's educational experience. So Mr.
21 Green, you mentioned that there was 100 parents
22 from District 13 that applied to your school.
23 Well, they have no choice, because you're-I
24 believe cut off your deadline for application
25 schools April 1st.

1 At that point in time there was no - -
2 parents, exercise them you want had been not got
3 to the school, the DOE decision was still
4 standing, nobody had any idea that we would
5 prevail through the lawsuit like we did on March
6 31st.

7 The final thing I just want to say is that,
8 let me leave no doubt as a parent it's also the
9 numerous scores at this school. That if we
10 loose this one we're going to go back to - -
11 style again, and we are going to skateboard.
12 And if you need to we are going to go to - - .

13 FEMALE VOICE: On the microphone we have
14 number two, Debra Rubin.

15 DEBRA RUBIN: I am a concerned individual.
16 Turn it on. Okay, is it on now? Okay. I am a
17 concerned individual. I would like to address
18 some concerns for special needs students. I
19 have been a teacher in special needs students
20 for 19 years. I have been working in P.S. 9 for
21 seven years. P.S. 9 needs to expand and grow.
22 Ms. D'Avilar has done her very best to meet the
23 needs of our special education students.

24 This special needs population of P.S. 9 is
25 growing every year. Our biggest impediment to

1 this growth is not having enough rooms for our
2 special needs population. Remember that this is
3 a barrier free building; which means that it is
4 designed to accommodate special needs
5 population.

6 For example, one example I teach a special,
7 a self contained class, my special needs class
8 has students who have asthma, brain tumors,
9 seizures and other health issues. Since there
10 is no available space, my class is in an old art
11 room. There are no closets no bulletin boards
12 and they don't even have a clothing closet to
13 hang up their book bags and clothes. We don't
14 have enough space for the organizational needs
15 of our special needs students. We need a real
16 classroom, one with good wiring that could
17 support an air conditioner to improve the health
18 of my students throughout the fall and spring.

19 P.S. 9 simply doesn't even have another room
20 to give me for my special needs children, we
21 need more space in P.S. 9. Our most severely
22 handicapped students don't participate in
23 regular physical education. They participate in
24 adaptive physical education.

25 These kids have their adaptive phys-ed

1 classes right on this stage, imagine that;
2 adaptive phys-ed on this stage behind a closed
3 curtain without no fresh air and a stage
4 platform where these children can get hurt.
5 Remember we are talking about a barrier free
6 building.

7 P.S. 9 needs more space. We need to have
8 our gym back, so all of our students can be safe
9 in a proper gym environment.

10 FEMALE VOICE: Thank you. Thank you so
11 much.

12 MS. RUBIN: Yes our gym is shared by two
13 schools already, my other special needs students
14 have phys-ed in this auditorium, imagine that.
15 Physical Education in this auditorium, have any
16 of you ever tried to run laps in an auditorium?

17 FEMALE VOICE: Thank you. - - .

18 MS. RUBIN: Yeah, I have a lot to say but
19 I've run out of time.

20 FEMALE VOICE: Thank you, thank you. - -
21 number three Sigrid Ekeland.

22 SIGRID EKELAND: You know I was reading
23 Christopher - - apparent in time and I see the
24 kids find in - - when I say that - - P.S. 9 to
25 be a model school that will work with the DOE to

1 solve the problem of a lack of excellent
2 middle school seats in District 13.

3 - - I believe under the - - enjoy the least
4 in our little District 13, we can address this
5 problem and more than a double in number of new
6 municipal seats created by the DOE's - - .

7 We welcome Brooklyn East to District 13. We
8 are - - deal with defined by 43 station
9 companies. As city stakes where we grow to full
10 scale without planning to move out in a year or
11 two. In fact just up in - - there is a long and
12 soon to be making school level here, 260 - - .

13 And send you - - I had a conversation with
14 you principle Eric Green and you told me you
15 will go wherever they tell you to go. So
16 clearly it is not tied to any other - - the DSI
17 unit totally commits itself to fostering a
18 collaborative spirit between the DOE, the
19 individuals and families, please everyone here
20 tonight, let's all work together to ensure
21 excellent middle school education for every
22 child in the district. Thank you.

23 FEMALE VOICE: - - number four Nicole
24 Archer.

25 NICOLE ARCHER: Okay, it's right here

1 somewhere. Okay, I'm a little short. Okay,
2 what I want to say is that I feel that it is
3 unbelievable for anyone to think that this type
4 of a transition is going to be beneficial to
5 anybody.

6 It is inconceivable to think that three
7 schools can transition themselves within one
8 space that occupies two schools and they are
9 having a hard time. Everyone is going to loose,
10 what you are going to do is create pressure on
11 the principals, the teachers, the parents and
12 the students, why? Because they are going to be
13 looking at the time, because guess what we've
14 got to hurry up and get to the gym. We've got
15 to hurry up to get to the lunchroom, we've got
16 to hurry up and get to these different places.
17 And for us to be able to accommodate everyone
18 coming behind us, kids are having lunch at 10:00
19 AM in the morning, it is just not in the best
20 interest of anyone.

21 You have the chartered school, and in
22 charter schools I agree, I agree that your
23 education is good and you're happy and you're
24 wonderful about it. But let me tell you one
25 thing, if I come to your gym and say can I come

1 in you're going to say, why not? That's showed
2 it. All right? I'm - - so I can't come in. But
3 I guarantee you if you come to this school, your
4 children can come.

5 Ms. D'Avilar is a woman who has transformed
6 with the teachers and the parents. I have never
7 seen more people so supportive of one woman.
8 This woman is here 9:00 10:00 at night. She
9 wants to be here, she's asking for more. She's
10 not running away from it. She's saying allow us
11 to have for all of us not just the select few.
12 Because it does not benefit.

13 And it's not a bad thing for you. But I
14 think that you should demand more. You should
15 not agree to be put into the crack of our
16 [phonetic] you know what I'm saying? Y'all
17 should have your own pick.

18 And now I have to - - , you were supposed to
19 have a - - you are in exodus. Ms. D'Avilar
20 will scatter her team with her family members.
21 That is what you do, you nurture, you encourage,
22 you enforce it, you have-this woman to make this
23 into a model and every school - - . This is - -
24 .

25 Fight for your own building, fight for your

1 own place, allow us to do this so that
2 everyone in this community, all the parents all
3 the teachers everybody can enjoy this. And if
4 your kids can't get into the school next year
5 you're welcome to come here.

6 FEMALE VOICE: Thank you. All right.

7 MALE VOICE: Good Afternoon, good afternoon
8 - - , Ms. D'Avilar, my family P.S. 9. I'm
9 sorry, I'm not supposed to - - P.S. 9, so I can
10 see my school go down to waste because Miss
11 D'Avilar put this school on her back and she's
12 been carrying it for years and that's supposed
13 to - - . I will tell you, - - are probably for
14 school is to start paying monthly distance
15 between breakfast at home.

16 You don't have that time in - - , so they've
17 all, as soon as they have advantage of this - -
18 how some of the schools get started. They have
19 immunity of aiding the perfect springs for them
20 to get their itineraries, and they have to wear
21 - - . Forming that for [phonetic] us is not
22 enough, by the time I'm - - it's getting the
23 illusion by the time they're supposed to be
24 done, it's time for them to go to class. And
25 even the time they'll absolutely want to - - and

1 by time you're done eating it's time for you
2 to class and - - .

3 Probably that's not even producing a lot of
4 - - heard this is - - it's all the regular - - .
5 We need our library, the students need our
6 library, we need more time for everything that
7 is to save our school - - we need - - . That's
8 why I'm here, they have a maybe 13 to 21
9 national stadiums outside here. That goes to
10 just communicate, specifically and we have this
11 job offer, office. And if it wasn't for our
12 teachers and the stuff that we had, I don't
13 think I would be down there now.

14 - - besides all the part of New York
15 [phonetic] would she look like if all - - at
16 least now. Anybody can talk to anybody just as
17 long we are all brothers and sisters. And
18 lastly I want to - - for my teachers, my staff,
19 I love you guys. And if it wasn't for you guys
20 I wouldn't be down there now. SO thank you P.S.
21 9 - - thank you to all of the staff.

22 FEMALE VOICE: - - .

23 MALE VOICE: I love my school, she loves her
24 school, she's three years old.

25 FEMALE VOICE: I love my school.

1 MALE VOICE: There you go. - - probably
2 attention here I have another daughter in first
3 grade here and we are very proud of this school.
4 We love P.S. 9 and we are dedicated parents, my
5 wife and I to P.S. 9. We stand behind the plan
6 for P.S. 9 to go from Pre-K to 8th Grade school.

7 - - So one of the things I'm going to talk
8 about is, it states that P.S. 9 Kindergarten
9 enrolment which has been growing steadily for
10 the past few years will not continue growing for
11 the next three years.

12 It states that estimated kindergarten
13 enrollment for the next three years at 110 to
14 120 students per year. This is inaccurate, very
15 inaccurate. This year there are 117 students in
16 the P.S. 9, kindergarten classes. Pleasantly we
17 have 175 kindergarteners registered for fall
18 2011. We are expanding at a percentage that is
19 far higher than what the PIS states.

20 In addition P.S. 9's zones enrollment for
21 kindergarten is rising from 53 students in 2010-
22 2011 to 81 for 2011-2012 school year. That's a
23 52% jump in in zone enrollment in one year. We
24 anticipate continued growth as P.S. 9 becomes a
25 more central part of the Prospect Heights family

1 community. Let P.S. 9 grow, Thank you.

2 FEMALE VOICE: Thank you - - , number - - .

3 MALE VOICE: Good evening family, good
4 evening to P.S. 9 and good evening Brooklyn East
5 family. I didn't see - - and I saw the - -
6 moving to this side of the - - . I'm - - the
7 future of our city depends on making sure that
8 every child has access to a variety of sole
9 options. I've heard tonight from somebody that
10 nobody from District 13 wants to babysit, but
11 the fact is about - - the people who applied
12 this year from - - to BEC next year.

13 I want to add then I'm always and confident
14 all of us can share the same next year. I'd
15 suggest saying how important how it would - -
16 and I'm just saying if there were two - - in
17 staff and I know we can work together.

18 I do not know much about the details and I
19 just hope we share the - - but I can't say with
20 confidence that I know that this will be
21 approved - - for P.S. 9. I know - - a
22 politician with two other schools. I've looked
23 at together we can make it work. We are not
24 really - - PSR, we are only here because the
25 future of our school depends upon - - for this -

1 - please - - of our own for the church and our
2 PC - - , thank you.

3 FEMALE VOICE: - - okay on now with the - -
4 number eight and I must - - before you start to
5 speak the next group of hosts for the - - we
6 have an and then on we've number 11, we have 19,
7 and you have - - . Everyone start making your
8 way to the microphone and number eight - - .

9 MARIA: My name is Maria Suvy Anna
10 [phonetic]. First and foremost I want to say to
11 the host of all P.S. 9, I've heard about you, I
12 heard good things I love you. And if we had
13 more principals like you we want to be here
14 fighting this scene. The next thing I want to
15 say is that a settlement gesture is - - and
16 inside the - - I'm disappointed.

17 I'm not in the front team, I'm going to save
18 human sharing, you know fight it. I'm here
19 tonight to make a passionate plea to ask at P.S.
20 9 to allow us to share the space with you. We
21 are good people, you will love us, we are - - .
22 You'll love us. The life for my - - children is
23 a public - - school during the year has been
24 such a wonderful experience, it has been exiting
25 fun filling, curiosity building, unless we are

1 truly fabulously - - experience.

2 I'm extremely pleased with their purpose and
3 it's not just academically, let me tell you
4 socially, my grandson is five, he's said lately,
5 this girl in my school she wears a scarf on her
6 head to pray a little different from us, but she
7 prays too, we all do. I would like to let you
8 know that they are already recognizing
9 differences.

10 They are learning differences and therefore
11 we have less chances of burglary. The teachers
12 and leadership prep and our public school, our
13 public charter school always encourage kids to
14 dream big. I am proud and satisfied grandmother
15 of two children who attend - - school, a public
16 charter school. I'm not a lawyer [phonetic],
17 I'm not a republic education official, I am not
18 a school principal, I'm a grandmother two kids
19 who attend public charter schools.

20 I truly believe that BEC and P.S. 9 can work
21 together, so please let 150 kids share space
22 with you. We are good people.

23 [Applause]

24 KATHY: It's a little tall for me

25 FEMALE VOICE: - - ?

1 KATHY: Thank you. Good evening. I'm
2 Kathy, and I'm the - - .

3 [Applause]

4 KATHY: - - this school tonight, and in the
5 midst of all the brightly colored t-shirts, I
6 see parents. I see moms, dads, and some amazing
7 children. My children were sitting in the midst
8 of the children of P.S. 9 and they're uncommon
9 children.

10 [Applause]

11 KATHY: When they were playing together,
12 they were staying quietly, and they were sharing
13 conversation. - - public school parents, and
14 although my public school had a charter, we need
15 to teach them honesty, integrity, sharing and
16 respect - - .

17 [Applause]

18 KATHY: - - and just like the - - taught me
19 how to - - we are going to teach you how great
20 we are at sharing.

21 [Applause]

22 KATHY: - - all of us. I would like to
23 thank the panel for hearing this tonight,
24 because by the time you leave, you're going to
25 need some Tylenol. But I know - - thank - - for

1 meeting with us, the uncommon parents, - - his
2 office, and - - his undying support for - - .

3 [Applause]

4 KATHY: - - who is also my daughter's
5 schoolmate, because I - - school who - - public
6 high school.

7 [Applause]

8 MS. JENNY SOBELMAN: Thank you.

9 KATHY: - - want to say that these - -
10 children deserve to be amazing. We deserve a
11 space to learn. We want every family - - every
12 - - and every child to have a bright future, and
13 we need - - to share equal space for - - .

14 [Applause]

15 MS. SOBELMAN: - - .

16 [Crosstalk]

17 MALE VOICE: That's as low as it goes,
18 sorry.

19 MALE VOICE: Okay.

20 MS. OONA HALL: [Child] My name is--my name
21 is Oona. Let P.S. 9 grow.

22 [Applause]

23 MALE VOICE: I really only came up here to
24 support my daughter, because she really wanted
25 to say something. But in listening to the

1 procedures this evening, I have something to
2 say, and the--we watch, you know, she asked me
3 earlier, what is "divide and conquer"? You
4 know, and it's, um, it's a very difficult thing
5 to explain, but it is a tried and true
6 technique, and I think everyone in here knows
7 it.

8 And the DOE sits there, doing what they do,
9 and use that--using that exact technique, there
10 are reams--there are reams and reams of
11 evidence. It's not anecdotal, that a holistic
12 approach allows children to grow. You look at
13 the tidal wave of momentum that P.S. 9 has, and
14 for the DOE to come in and tinker with that
15 great process, and to do it so blithely without
16 really paying any attention to a process, or the
17 reams of information that tells you a holistic
18 approach works, and not a math-taking - - is
19 shameful. So please--

20 [Applause]

21 MALE VOICE: --stop using your divide and
22 conquer techniques, and really, really try to
23 get - - . We - - you for that.

24 [Applause]

25 MS. SOBELMAN: - - speaker number ten?

1 MS. TAMIKA MARCELLIN: Good evening,
2 everyone. My name is Tamika Marcellin. I have
3 two children. My daughter Keisha's in the first
4 grade, and my son Tate is in kindergarten. Both
5 attended leadership - - together and - - .

6 [Applause]

7 MS. MARCELLIN: Now here are the type of
8 parents, of families, social, as well as - - who
9 are going through the process of searching for a
10 higher quality education for their children.
11 Let me get - - . I hear that P.S. 9 parents
12 have been saying that BCE had, had - - its kids.
13 Now, I'm not sure what - - they are talking
14 about, but as a parent I - - the process, I
15 learned that every charter school has - - its
16 students, regardless of their language, learning
17 stylings, or background history, or anything
18 else. Any application that is submitted and
19 that entered into the lottery is entered, quite
20 glad - - .

21 I strongly believe that every single child
22 should have the opportunity to get a higher
23 learning - - education if they choose, because I
24 chose--because of your choices, I chose to make
25 my kids go to the honors public school. My

1 kids' reading and math levels are exceptional.
2 I mean, thank heavens for their teachers, and
3 especially their dance teacher, Ms. - - .

4 [Applause]

5 MS. MARCELLIN: Especially that dance
6 teacher - - teach them about rhythm, and that's
7 just, that's just not a regular - - that relates
8 to the, the rest of their learning. The goal of
9 all our - - schools are - - to graduate college.
10 But for me, I got more than just - - .
11 Leadership Prep at Ocean Hill taught my children
12 taught my children to find their own rhythm in
13 life to succeed. I mean, isn't that what we all
14 want for our children?

15 [Applause]

16 MS. PATRICIA MCRYAN: Good evening everyone.
17 My name is Patricia McRyan [phonetic]. I'm a
18 parent, a P.S. 9 parent with two kids in pre-K
19 and kindergarten. I oppose the co-location of
20 BEC and P.S. 9's building.

21 [Applause]

22 MS. MCRYAN: The co-location with BEC would
23 not meet the needs of the local community here
24 in Prospect Heights. Please know that this is
25 not an anti-BEC movement. This is a pro-P.S. 9

1 movement.

2 [Applause]

3 MS. MCRYAN: Within the last six years, my
4 family has - - and the children, the population
5 of children has exploded. Evidence is in
6 walking the neighborhood, or a neighborhood
7 playground. You will see that - - playground,
8 just down the street, is exploding with
9 children. In my building alone, a 20-unit co-
10 op, six years ago there were only two kids. Now
11 we have 14 between the ages of one and seven.
12 Many of them want to enroll in the viable option
13 of P.S. 9.

14 [Applause]

15 MS. MCRYAN: And that's just one - - .
16 Imagine the entire neighborhood. BEC, I'm sure
17 you have a great philosophy, educational
18 philosophy that works for a certain community,
19 but does not line up with P.S. 9's classes.

20 [Applause]

21 MS. MCRYAN: - - let's just face it. BEC is
22 not really an option for the majority of P.S. 9
23 graduates. Additionally, co-location of BEC
24 will inevitably impact current and future P.S.
25 9, um, the current and future enrollments that

1 we're seeing here at P.S. 9. Ms. D'Avilar
2 just said last - - that this year we'd have 220
3 enrollments for kindergarten. Imagine that.

4 [Applause]

5 MS. MCRYAN: So - - quality middle school
6 option with enough diverse educational--with a
7 diverse educational philosophy, with--that would
8 meet the growing local community. Thank you
9 very much.

10 [Applause]

11 MS. SOBELMAN: - - before.

12 MR. LEE CHURCH: Good evening. My name is
13 Lee Church. I'm here representing Assemblyman
14 Jeffries. He did have a--he did have to exit
15 because he had a little scheduling conflict,
16 but, as being in the back I heard a few
17 statements that said that the assemblyman
18 supported BEC parents. The assemblyman himself
19 just stood here. Yes, he supports any parent of
20 any student that is--that wants an education.
21 Everyone supports that. But what he does not
22 support is the co-location of P.S. 9. He has
23 always--

24 [Applause]

25 MR. CHURCH: The assemblyman from the

1 beginning of this has always stood for P.S. 9.
2 He has made that public in a letter, a public
3 letter sent to, at that time, Chancellor Black,
4 and he will continue to stand with the parents
5 of P.S. 9. Again--

6 [Applause]

7 MR. CHURCH: Again, yes, he does support the
8 parents of BEC, and their desire to educate
9 their children, but he does not support the co-
10 location of P.S. 9.

11 [Applause]

12 MS. SOBELMAN: - - and then we have - - .

13 [Crosstalk]

14 MS. PAM GORDON: Good evening. My name is
15 Pam Gordon, and I - - .

16 [Applause]

17 MS. GORDON: I'm here tonight to support the
18 co-location of Brooklyn E. Collegiate, and P.S.
19 9, - - tells me why. Brooklyn Collegiate will
20 be a great option for the current and future - -
21 13. As a resident of Brooklyn, and as a parent
22 and a mother, my focus tonight is what is truly
23 important, the quality of education and the - -
24 for all of our children in Brooklyn. By no
25 means is BEC trying to replace the school or

1 stunt the growth of another. We are simply
2 trying to aid and provide the children of this
3 community the opportunity to cultivate their
4 infinite academic potential.

5 [Applause]

6 MS. GORDON: As a Brooklyn resident and
7 parent, I know how difficult it can be to find a
8 school that gives your child everything he or
9 she, and in particular - - . The parent in - -
10 have been working on it. We found - - school
11 for our children, the level of passing - -
12 parents of both BEC and P.S. 9 make it very
13 clear. It is evident that we share a common
14 bond. We all want to ensure that every child
15 has a teacher that - - a great education.
16 Citing BEC at P.S. 9 will ensure that more
17 children in this community have the opportunity
18 to attend an excellent public school.

19 [Applause]

20 MS. GORDON: - - another. We need to shift
21 our focus so we can - - find out - - each other.

22 [Applause]

23 MS. GORDON: - - may not get an opportunity
24 to share - - collaborate on our staff, - - at
25 our schools. We need - - opportunity, but we

1 are looking for the - - families in District
2 13 to deliver the high-quality public school
3 option.

4 [Applause]

5 MS. GORDON: - - college prep - - .

6 [Applause]

7 MS. SOBELMAN: - - .

8 [Applause]

9 FEMALE VOICE: - - thank you - - P.S. 9
10 parents, and at some point - - I think it's
11 important that we deal with here's all the
12 numbers that we've run, and some of the concerns
13 that we have with their number. So, and we
14 calculated this, because our understanding that
15 there are 175 students registered for
16 kindergarten, for next fall at P.S. 9. It's my
17 understanding that that number has now jumped to
18 220, which is more than twice what we had this
19 year. And that is not a - - educational impact
20 statement whatsoever. I do want to point out, -
21 - very concerned - - but - - 82% - - in just one
22 year. - - guess how many - - have no reason to
23 think of this - - . Therefore next year at this
24 time we need four new classrooms to accommodate
25 enrolled students. Despite this, the building

1 utilization plan demands that P.S. 9 give up
2 seven classrooms next year, so that they can
3 accommodate all the people - - .

4 Based on - - that's not been - - . Finally,
5 we - - only as - - 213 to 14 here, which I'm
6 sure is - - to get to - - to roll out their
7 numbers. However, projecting it an additional
8 two more years really helps - - face the
9 disability to help P.S. 9 - - .

10 I want to add that, that Brooklyn E.
11 Collegiate does have their own - - space for
12 next year. This was something that the panel of
13 - - education was - - asked about. They were
14 told misleading information. A letter to the
15 Department of Education resulted in - - to P.S.
16 9 parents, clarifying that there is no space
17 needed for BEC's move next year. They can stay
18 in their current - - .

19 [Applause]

20 FEMALE VOICE: - - satisfies everybody. So
21 - - Collegiate - - our community - - parents,
22 and we hope that we have a chance to grow - - .

23 [Applause]

24 FEMALE VOICE: - - .

25 [Applause]

1 IAN: My, my name is Ian - - and I support
2 the expansion of P.S. 9 - - . In 1996 I moved
3 to Prospect Heights because it was close to Park
4 Slope and the trains. Fifteen years later, I'm
5 still here, only now I have a wonderful wife,
6 and three amazing children.

7 As our family has grown, we've found that
8 around us has blossomed a wonderful, diverse
9 neighborhood with an identity all to itself,
10 blending together the older - - population with
11 a quirky, diverse, newer one, made up of
12 entrepreneurs, musicians, media professionals,
13 to - - . Oh, and families. Prospect Heights is
14 now - - young families.

15 When my daughter - - P.S. 9 way back in
16 2005, it seemed many of the kids in the class
17 were coming from a long ways away. Staten
18 Island, Letheridge [phonetic] Garden, East
19 Flatbush, etcetera. It seems to my wife and I
20 that either there were no kids in Prospect
21 Heights, or they were going to school somewhere
22 else. That has changed. Local parents see the
23 programming at P.S. 9, and believe in it, and
24 see how it reflects and is shaped by this
25 community.

1 A - - based worldwide charter school with
2 a distinctive approach to education, by
3 definition has its own culture, which we'll be
4 able to bring with it wherever it sets up shop.
5 We at Prospect Heights have tons of our own
6 culture. We don't need to import it. What
7 Prospect Heights needs is a middle school open
8 to all comers that will help us - - .

9 [Applause]

10 IAN: - - . A district - - lottery - - a
11 district - - lottery - - not a universal appeal.
12 My daughter is going into sixth grade next year,
13 and - - school search and my wife toured - - and
14 we are - - that this philosophy is not right for
15 our children. Given the paucity of the district
16 middle school seats, especially quality ones, it
17 makes no sense to expend difficult educational -
18 - on a school that will not reflect this
19 community, and will serve only a fraction of the
20 district. We need P.S. 9 - - P.S. 9 - - .

21 [Applause]

22 MS. SOBELMAN: - - .

23 MS. SONIA PENA: [Through interpreter] Good
24 evening. My name is Sonia - - . I am a mother
25 of - - . My main objective with speaking to you

1 today is to let you know how I feel as a
2 mother of a charter school student. I feel very
3 happy with the progress my daughter has had, and
4 I wanted to give thanks for this wonderful
5 opportunity she's been given.

6 She has progressed a lot, and - - I think
7 that it is an opportunity that should be open to
8 all children, because - - children is how it
9 will determine this nation, and every child
10 deserves this--deserves the opportunity - -
11 option.

12 [Applause]

13 MS. PENA: - - .

14 [Applause]

15 MS. PENA: - - in this community - - an
16 option of an excellent education to the kids who
17 grow up in - - and those who - - because in the
18 same way that our kids deserve this excellent
19 education, they will grow and be the greatest of
20 this city. My daughter deserved this space, and
21 so do all the children at public schools. Thank
22 you.

23 [Applause]

24 MS. SOBELMAN: - - . Thank you.

25 MS. KELLI KNIGHT: Hi, my name is Kelli

1 Knight. I'm a proud parent of P.S. 9.

2 [Applause]

3 MS. KNIGHT: I'd like the focus being
4 brought back to the thought process. This will
5 involve - - not we're pro-P.S. 9, we are not
6 against BEC. We are against - - students - -
7 and not - - parent or community is, and as a
8 proud district parent that was faced with many
9 choices in having public schools throughout the
10 city, and then toured - - excellent - - city. I
11 pass kids - - every day - - at P.S. 9. I'd like
12 to say that there is no - - the community,
13 nurturing, and belonging, all of these things
14 grew P.S. 9. - - and P.S. 9 has involved me
15 with their ARM, making me feel like a mom, my
16 voice being heard. I didn't have to stand off
17 in that little - - parent. I can volunteer. I
18 can - - I want. - - .

19 [Applause]

20 MS. KNIGHT: - - always - - if community is
21 so important, how come the DOE took over our
22 books? If the partnership between parents and
23 the DOE and the school is so important, how come
24 people are not - - with it - - ?

25 [Applause]

1 MS. KNIGHT: And I also wanted to say that
2 we're no longer waiting for Superman. We found
3 her. - - .

4 [Applause]

5 MS. SOBELMAN: - - speaker number 18.

6 MS. MARIA MCGRATH: Hi, good evening
7 everybody. My name is Maria - - and I am a
8 proud parent at P.S. 9.

9 [Applause]

10 MS. MCGRATH: I just want to stress that
11 this co-location plan is a limitation of
12 opportunity. It is not an expansion of choice.
13 BEC exists. It can be chosen. It has been
14 chosen by future students, no matter that
15 location. What is being limited is a, is a
16 school in growth. It's a school that I want to
17 choose. You might write with small letters, but
18 you limit the numbers that P.S. 9 can take,
19 because you can only squeeze the schools into
20 the building if you limit the schools. It is a
21 limitation of choice. We--so you have to limit
22 the numbers of P.S. 9. You, you have to limit
23 the ability of parents from out of - - to choose
24 P.S. 9. While up out of the other side of, of
25 your mouth, the DOE preaches choice. Parent

1 choice. But we choose P.S. 9.

2 [Applause]

3 MS. MCGRATH: And please, please, please
4 don't make P.S. 9 another pipe dream, another -
5 - another maybe we can take you place. Yeah?
6 Because we have to fit the numbers. Our maximum
7 amount of students is this, because now we have
8 three schools in the building, yeah? You have
9 an opportunity to just allow the people in to a
10 succeeding school. It's exactly what the DOE is
11 preaching. Parent involvement, parent choice,
12 successful school. Why stunt the growth of P.S.
13 9? Thank you.

14 [Applause]

15 MS. SOBELMAN: - - the next - - of each - -
16 to line up, so - - green light, when I give the
17 numbers, - - 22 through 30. Now I think - - we
18 have - - 21 through 29. So go ahead.

19 MS. STEPHANIE KEITH: Thank you. My name is
20 Stephanie Keith, and I'm a parent at P.S. 9, and
21 I oppose the co-location of this charter school
22 in our community, um, - - our community public
23 school building. I hear again - - deserve to
24 share. I say we do not deserve to share if that
25 sharing is not fair. Because, for example, we

1 already have to have gym in our - - in two
2 schools. Bring in three schools, I - -
3 utilization plan, for all of our 32 classes to
4 have gym in the gymnasium for 120 minutes
5 mandatory time, we have to have four classes of
6 students in the gym. That's 100 students in the
7 gym. I would like to invite the panel to go
8 take a look at our gym and then tell me what the
9 hundred kids can do in that gym? It's - - just
10 not big enough for a shared space for all
11 students.

12 But one of the reasons we are here today is
13 because the last plan that the DOE came up with,
14 violated an educational law, because it was
15 inequitable sharing. And for me, I feel like
16 this new plan is also inequitable. They - -
17 deserve our share, and I say the sharing plan is
18 not fair.

19 [Applause]

20 MS. SOBELMAN: - - ?

21 MS. ALICIA THOMAS: Good evening to all
22 parents. Not just the - - but all parents. My
23 name is Alicia Thomas, and I have two sons that
24 attend a public charter school.

25 [Applause]

1 MS. THOMAS: And in that school there are
2 three other schools, and they - - . I
3 understand - - . But understand - - too, and I
4 don't think that your, your - - but we live in
5 this community. We have to make it work. - - .

6 [Applause]

7 MS. THOMAS: - - because we live here.
8 We're not going anywhere.

9 [Applause]

10 MS. THOMAS: - - you talk about sharing?
11 Well - - we live here, so we have to share. - -
12 doing it - - we're not doing it on - - . I
13 don't understand. We are proof that co-location
14 does work. We do it every day.

15 [Applause]

16 FEMALE VOICE: - - .

17 MS. HOLLY LEWIS: Hi, my name is Holly Lewis
18 [phonetic].

19 MS. TYLER YOUNG: And my name is Tyler Young
20 [phonetic] and we are - - .

21 [Applause]

22 MS. LEWIS: Before we start - - today, - - .
23 - - and she's always been there for us.

24 MS. YOUNG: - - has always - - . It's sad
25 to think the - - that we're dealing - - .

1 MS. LEWIS: Before - - takes over, - - and
2 the school we've been attending. When we have
3 kids, which won't be happening anytime soon, we
4 want to be able to say this is a school that has
5 given us an opportunity to learn and grow. We
6 have already made - - because we already share -
7 - . We are - - about how we feel - - . Where
8 will we be then?

9 MS. YOUNG: - - and say - - .

10 [Applause]

11 MS. SOBELMAN: - - .

12 JONATHAN - - : Hi my name is Jonathan - -
13 and I am P.S. - - hearing - - program and I hope
14 that in 2012, - - the remand of the P.S. - - .

15 [Applause]

16 JONATHAN: I believe, approval of - -
17 location - - independently use - - is
18 considered. - - careful and role models - -
19 outreach, - - parents, - - and - - schools and
20 programs that the community needs and - - child
21 - - in our local communities overpopulated.
22 P.S. - - social and - - needs. P.S. - - will -
23 - educational hazards including - - charter
24 schools and - - otherwise approve - - . - -
25 parents will - - school - - . I believe that -

1 - program and improve - - .

2 [Applause]

3 MS. SOBELMAN: - -

4 MR. JOSH GOLDBERG: Hi, my name is Josh

5 Goldberg. I'm a hired hand at - - P.S. - - .

6 I'm also a - - public school for about ten years

7 now. I'm a teacher.

8 [Applause]

9 MR. GOLDBERG: I began my - - Chicago

10 charter school - - . - - this is P.S. 9.

11 [Applause]

12 MR. GOLDBERG: - - school where they provide

13 a great education - - communities without that

14 option. This is not a bad situation. We have -

15 - , community, - - school - - but - - operations

16 for the children is - - . - - for kindergarten

17 and on next year. - - quality school, - - not

18 only for - - . - - artificially - - school that

19 - - have diversity into local communities

20 allowing kids - - the opportunity - - and we are

21 - - . For example, - - who wants to eat lunch

22 at 9:30 when they eat breakfast at 7:30. Who's

23 going to - - the same period - - with no time

24 between classes and - - between. - - makes it

25 impossible and - - . - - consider the - - of

1 P.S. 9 - - to meet its full potential.

2 [Applause]

3 MS. SOBELMAN: - -

4 FEMALE VOICE: Good evening, I'm - - . I
5 want to - - high school. But first, - -
6 education. - - P.S. - - community - - working -
7 - sixth grade and children - - program. - -
8 eligible - - P.S. - - . - - last year - -
9 signal and - - also - - . - - position - - .

10 [Applause]

11 MS. SOBELMAN: - - .

12 MR. ROBERTO DELEON: Hi, I'm Roberto DeLeon
13 and I'm a teacher - - . I - - for P.S. 9 since
14 - - for a number of reasons. First, the main -
15 - here today - - a long time - - my own family
16 and I resent and am very angry - - . - -
17 absolutely not - - those wonderful - - go along
18 and - - schools. - - wonderful work - - school.

19 [Applause]

20 MR. DELEON: Secondly, - - school which many
21 - - have said - - school - - overcrowded.

22 [Applause]

23 MR. DELEON: On top of that, next year - -
24 original - - no room - - for P.S. 9 whatsoever.
25 - - next year. There will be no - - school

1 shortages - - next year - - .

2 [Applause]

3 MS. SOBELMAN: - -

4 HARMONY: - - and I'm a fifth grader here at
5 - - . - - right? - - P.S. - - is not - - . -
6 - food and - - . Furthermore, - - P.S. - - and
7 P.S. 9 were - - P.S. didn't - - . - - certain -
8 - for kids and - - over two hundred - - . - - I
9 know the - - .

10 [Applause]

11 MS. SOBELMAN: - -

12 MS. JOANN STERN: Good evening. My name is
13 JoAnn Stern and I am democratic - - assembly - -
14 which - - . - - decision. I believe that - -
15 grow and I have long been a - - of education - -
16 . In part, - - teacher, I know that - - kids -
17 - not - - children. It's not for - - it's for -
18 - . And I believe that we - - makes a choice
19 and - - . This is a choice that they should be
20 allowed to make. - - choice has been made here
21 is - - and the DOE to - - choice. I am not - -
22 . There is no - - for charter school and - -
23 for charter school. I believe - - all schools
24 and they don't have to follow - - all school's
25 rules - - and I think that - - that somehow - -

1 charter school will - - school - - . I - - .
2 This is a disgrace and this is not about you. -
3 - and the DOE's required. This is a ridiculous
4 example of - - . This is what we don't want to
5 - - . This is about bad - - .

6 [Applause]

7 MS. STERN: - - determination and that is
8 that this school should have - - to - -
9 something else. Whoever that third party is to
10 make the decision - - allowed to grow. Thank
11 you.

12 [Applause]

13 MS. SOBELMAN: - -

14 MONICA - - : - - wait too long. - - and
15 the schools here are doing terrible - - . - -
16 P.S. 9 and that's great, I'm glad to hear that
17 about the school but at the same time there are
18 other schools in the city that are struggling.
19 All I hear from the P.S. 9 parents and staff is
20 selfishness. New York - - . It's not New
21 York's fault, it's the DOE. - - the country is
22 in trouble. These kids are our - - future. We
23 have to do what we can do to make it work so
24 that the kids can learn, okay? We need to stop
25 - - and work together and make sure that all the

1 kids learn and all the teachers - - . So I
2 ask you - - here at P.S. 9 to please share the
3 space. Let's work together - - . - - are worn
4 down, - - are worn down and work together.
5 Please share the space here at P.S. 9 and - - .
6 Thank you very much.

7 [Applause]

8 FEMALE VOICE: Good evening, my name is - -
9 and I'm here to - - . One of the things that we
10 need to remember is that we are a public school.
11 We are here because we believe that - - will be
12 - - middle school option to our - - . - - to be
13 made and - - district and - - grow in - - 13. -
14 - we are - - . We - - . We deserve it. We
15 deserve - - .

16 [Applause]

17 MS. SOBELMAN: - - .

18 MALE VOICE: My name is - - and I have been
19 to this school for almost eight months now and
20 this - - . I have new friends, I have new
21 teachers that have been very great for me - - .
22 And also I have been to other schools that have
23 been to other schools that have been close to
24 this one. I have been to-the last school I have
25 been to is P.S. 67. That school was pretty

1 hard. People were going crazy, people were
2 cussing out the teachers, people were fighting
3 outside the - - and it was very bad for me. I -
4 - but whatever you do, - - needs to - - because
5 it's been very good to me this school. Thank
6 you.

7 [Applause]

8 MS. SOBELMAN: - - .

9 MALE VOICE: Good evening everyone. Before
10 I - - I remember - - . I think a lot of the
11 reason that I'm here tonight - - . - - October
12 - - . - - choices what she wants to do. - - I
13 wanted to. - - passing testing - - .

14 [Applause]

15 MALE VOICE: - - sets. - - in a program
16 that - - . We talk about - - standard of that -
17 - . They talk about - - but the fact of the
18 matter is if the teachers - - school, - - get
19 away - - .

20 [Applause]

21 MALE VOICE: Now I want to - - real quickly
22 and reach out to the community. A lot of - -
23 the whole - - . So when I - - , when I ask you
24 for support, - - that school, - - . - - public
25 hearing - - . I'm not a lawyer - - , I'm not a

1 principal, however this - - and continue
2 thriving. - - to make it work so I'm going to -
3 - the responsibility to make it work. - - our
4 children, please make sure - - . Thank you very
5 much.

6 MS. SOBELMAN: - - .

7 MATT - - : Good evening, my name is Matt -
8 - and I'm a teacher at P.S. 9.

9 [Applause]

10 MATT: - - obviously - - every person in
11 this room - - , grandchildren, - - , all the
12 teachers out there - - . - - this is an
13 opportunity for a - - public - - . - - for an -
14 - education for all students. - - education or
15 process of education. Contrary to - - percent
16 of the population - - . These - - . If you
17 work with us - - our students. - - all of our
18 staff. - - if you come to our - - at 7:30 in
19 the morning you'll often see - - fifteen minutes
20 of - - . This - - for any of our students. We
21 - - and hard work will someday achieve - - .

22 [Applause]

23 MATT: - - for - - . For everyone - - that
24 are our chances - - increases - - . We are - -
25 schools - - . - - all students to - - .

1 MS. SOBELMAN: - - .

2 CHILD FEMALE VOICE: Good evening, my name
3 is - - and I am - - . I am - - because - - . I
4 am - - .

5 MS. DIONNE DEUCAT: Good evening, my name is
6 Dionne and I'm a very proud - - of P.S. 9. You
7 all are all sitting here hearing all of the
8 arguments of - - school, - - school. Everyone I
9 know, every parent sitting here wants to see
10 their child - - . - - school, but we as a
11 community have roles that are close together,
12 parents and teachers—we - - together - - . You
13 know, - - pulling for - - and learn from our
14 mistakes. Yeah, we - - accountability where - -
15 P.S. 9. At the end of the day, the kind of
16 school that's going to carry - - while P.S. 9 -
17 - role - - the majority of this - - . Thank
18 you.

19 [Applause]

20 MS. SOBELMAN: Thank you - - .

21 MS. DEUCAT: - - okay - - and - - schedule -
22 - everything and - - very well - - construction
23 so there is no auditorium, and we still manage
24 to make it work. We eat together. We discuss
25 things, if there are any differences, and the

1 first - -. My son actually has friends - -
2 friends with other kids at PS150. They were
3 sharing the space. They have play dates. It's
4 great. I have 30 seconds - - but I hope that as
5 parents, we can all work together so that EEC
6 [phonetic] can share the space with PS9. We all
7 want our children to - -. Every, everything
8 everyone's saying is the same. Great programs,
9 the schools run fully. The children love it, so
10 I don't see why, um, everyone just can't work
11 together for the benefit of our children. The
12 BEC [phonetic] loves their children. Parents of
13 PS9, you guys love your children, so hopefully,
14 uh, you will have the - - to share the space.
15 Thank you.

16 MS. SOBELMAN: 34 - -.

17 JUANA: Greetings - - family, and I say that
18 to everybody in this space. I'm experiencing a
19 vibration here - - all parents who have children
20 - -, and when I say - - vibration I'm feeling is
21 a common vibration for all - - government - -
22 resource, and I want to say - - children are
23 present, and we can't listen to one another - -
24 comments. We have - -. It's problematic. I'm
25 - -. It's problematic for me. So I wanted to

1 talk about commonalities that I picked up on
2 everyone. I picked up on sister [phonetic],
3 sister, principal D'Avilar and also a brother,
4 principal Green, who are male and female - -
5 masculine and feminine - - into this space. I
6 picked up on the fact that it - - different
7 cultures. I understand - - physically or - -
8 that they're black, and they're white. I also
9 understand see physically - - that one is more
10 seasoned than the other as far as years of - -
11 and also as far as years in educating, in
12 educating of - -. I also picked up on the fact
13 that the brother is a - - developing educator.
14 I don't know how - - get in the field but all
15 that, the youth versus the more seasoned person,
16 black, white, male, female, sister, sister, and
17 brother, is an opportunity to promote cultural
18 competency and diversity within the school
19 community. When I - - I - -. When I - - I - -.
20 When I - - I - -. - - you looked at models that
21 - - worked hard and intelligently. I also know
22 that part of excellence - - school system is to
23 do research and develop systems that work in the
24 school community. Once again, an opportunity to
25 be a model across the country for sharing space

1 and sharing opportunities and sharing
2 expansive thoughts because our country - - do
3 not do that. - - globally - - an opportunity.
4 School culture, combining two school cultures,
5 making it perfect, you're allowing your
6 intellectual capacity to make sure this space is
7 utilizing - - is going to work is an opportunity
8 to promote unity across the board. Yellow,
9 white, - - black - -.

10 MS. SOBELMAN: Thank you.

11 FEMALE VOICE: Good evening all. My name is
12 - -. My son - -. I'm here tonight to - - all
13 students - - that I know that Brooklyn - -.
14 Every day - - school - - excellent education.
15 Brooklyn - - is a wonderful school, and I'm here
16 to ask you to support our - - to serve as - -
17 this neighborhood - -. Like many of you, I'm
18 thinking about two things: will my son's school
19 get him to college? And will - - support me as
20 a mom? My school - - for my son. From the
21 first day, I saw - - at his school - - I kept
22 the faith, and my son Randall is now reading a
23 book a night - -. He went - -, excuse me. I
24 went from reading to my son to my son reading to
25 me. Every - - opportunity to - - his school - -

1 . To do this, though, Brooklyn - -. Tonight,
2 we - - all children in district 13. Thank you.

3 MS. SOBELMAN: Thank you - -.

4 FEMALE VOICE: Good evening - -. I have
5 Superman right here. He took the Department of
6 Education - -. We couldn't - - school. That's
7 the district 16, so we - - all over Brooklyn - -
8 . I called, I called every school - - 16 - -.
9 They don't have - -. They don't have - -
10 programs there so - - supposed to do then? - -
11 child who - -. What are we to do? - - drove
12 down Madison Avenue - -. I'll call you back.
13 I'll call you back next year. I'm going to
14 retake the test to get a spot citywide. No - -
15 board of education, but it couldn't happen, and
16 I thank god for - -. We are not here to - -
17 anything over there. We want to unite. We want
18 to educate our children. We don't - -. We want
19 to understand these children, and - -. We're
20 here for - - growth, achievement, - - excellence
21 - -.

22 MS. SOBELMAN: Thank you.

23 MALE VOICE: I hate to be a burden. I - -.
24 - - what I see already as an excellent literacy
25 program. Our nation has - - right now - -

1 literacy education. Our Congress - - based on
2 race and socioeconomic - -. In many areas - -
3 the culture - - failure. The EEC is one answer
4 to this literacy crisis. Our - - average - -
5 will be at least one and one quarter year - -
6 seven months. - -. This is not to say that
7 we're underneath. Many of our students - -.
8 Our - - ensure - - every child - - be met and
9 that every teacher needs to - - literacy - -
10 assignment. I was never able to - -. 11 out of
11 13 - - and in some cases as many as 3 - - level
12 - - classes. Because of the - - something is
13 happening. The culture - - enjoy. - - family -
14 -. Parents previously had - - received requests
15 for a Christmas and birthday present to buy
16 books. - - opportunity - - to read - - together
17 - - our children. Please allow us the
18 opportunity to provide - - public school option.
19 Thank you.

20 MS. SOBELMAN: Speaker number - -.

21 MALE VOICE: Hi PS 9 - -. - - are the
22 parents of PSI [phonetic]. - -. - - mandatory
23 for - - six graders. They're not allowed to go
24 there. - -. Coco [phonetic] right there, who's
25 also - - before, she can't go to the ACS

1 [phonetic]. There's no seat there for her.
2 The other thing I want to say about - - we share
3 a - - but the reason you're not able - - they're
4 swapping - - through this whole process. It's
5 embarrassing. Thank you very much.

6 MS. SOBELMAN: Thank you - -.

7 FEMALE VOICE: Hi everyone - -. My name is
8 - -. I have two boys, Ricky and Carlos. - -
9 people - - school and - - if I said that - -. I
10 know this is a difficult time for all of us here
11 and - - for being at the school. We are here to
12 - -. My hope is that - -. One thing I've heard
13 is that BEC - - is to be - -. I want, I want to
14 say that - - every family is - -. He's 14 and a
15 half - -. I want my son to be - -. Every
16 parent here, I want - -. One of - - January. I
17 noticed in January, my son - - C. He started
18 with - -. He now writes - - sixth grade level.
19 - - school - -. Thank you.

20 MS. SOBELMAN: Thank you - -. I know - -.

21 DANYELLA: - -. I believe that Brooklyn - -
22 option for the - -. It is my privilege to be a
23 member of the staff. As a woman - - I'm
24 especially proud of working with diverse
25 populations and diverse - - diversity was the

1 driving force behind - - rewarding - -
2 education at home. I have been teaching for ten
3 years. The last - - teacher and coordinator.
4 Over the course of those years, I have seen many
5 children not reach their full potential because
6 of - -. Their schools did not provide - - to be
7 successful. I am happy to say that as part of
8 the school family that - -. I do not - -. I -
9 special need and - - at risk, all students.
10 There are - - education programs - - provided at
11 Brooklyn - -. 20% of our student population - -
12 services, including - - speech therapy,
13 occupational therapy, physical therapy, and
14 counseling. Of the 20%, 53% came from - -
15 environments including - -. We were - - by
16 providing after school programs - - to ensure
17 that every student can receive the best possible
18 education. I am happy to say that over the
19 course of two [phonetic] years, we have
20 declassified 14% of our students who - -. - -
21 that all kids are - - Brooklyn - - diverse - -
22 where all children will - -. Thank you.

23 MS. SOBELMAN: - - 42 and 52 - -.

24 SHERRY: Good evening - - excellent charter
25 school. I want to say that I'm an uncommon

1 [phonetic] parent by choice and that my son
2 got accepted to excellence [phonetic] very early
3 - - school initially, and I think that the
4 uncommon, um, community has a culture where we
5 teach our children to be respectful, to have
6 integrity, to be honest, and certainly it's
7 about the children, and we teach them to share.
8 In our, um, excellence community, we support our
9 children. I think it would--for me, it was very
10 exciting to see so many parents here. Um, I
11 think that so many parents had their say and
12 left, but I'm here in support of, um, I think a
13 system that works. My son is a charming young
14 man. He's intelligent. He's well versed. He
15 reads. He plans his day. He's learned to, um,
16 when he comes home--when we came home for Easter
17 vacation, he got his, uh, pack done in record
18 time. We checked it over, and he planned his
19 day, he planned his vacation. He's in the sixth
20 grade. I think that, um, we deserve the chance
21 to be, um, supportive of our children whether
22 it's in 09 or whether it's in, um--I'm sorry--
23 PS9 or whether the common parents from Brooklyn
24 east. I think we all deserve a chance, and we
25 have to learn how to work together and make our

1 children thrive or help them to thrive. Thank
2 you.

3 MS. SOBELMAN: Thank you - -.

4 MALE VOICE: Hello, my name is - -. I'm a
5 teacher at - - School. As a teacher, my
6 responsibility is my students and their
7 families, so - - remarks from former students -
8 - year. To the - - parent, I'm in support of
9 the - - at PS9 - -. I'm proud to say that it's
10 2009 - - I do - - academic thesis, structure,
11 and level of parent involvement. - - an
12 excellent college - - tremendous - -. Parents
13 deserve the opportunity to - - the school - -
14 public school - - parents of district 13 - -
15 access - - as a high-quality public school
16 option. Sincerely - -.

17 MS. SOBELMAN: Thank you- -.

18 FEMALE VOICE: Good evening, my name is - -
19 school. I'm also - - schools - - option - -
20 teachers - - providing a culture of - -
21 excellence and respect - - every single - - more
22 time - - more time - - our students - -
23 district, city, and state of New York - - track
24 record of working with schools - - to ensure
25 every child, no matter what school they attended

1 - - excellent education with zero tolerance
2 for - - believe schools - - and will not leave
3 their child at risk - - available to them. We
4 will not settle for anything less than access to
5 free, public education. Thank you very much.

6 MS. SOBELMAN: Thank you - -.

7 MS. JEANE WILLIAMS: Hi, my name is - -.
8 I'm currently a teacher at - - also feel that we
9 had successfully - - school - - last year and we
10 - - not only do we have very - - school - - we
11 work together - - actually, um, the traditional
12 public school staff actually does - - for our -
13 - so we - - relationship with that school, and I
14 truly believe that every - - school has a
15 successful relationship with the other school -
16 - work really hard to keep our school safe - -
17 working with the principal of the traditional
18 public school - - to ensure that all of our, um,
19 all of our students are going in and going out,
20 out of the same door in our building - - outside
21 - - school safe, and we're working together to
22 make that happen. So thank you so much for
23 letting us - - and thank you for considering - -
24 .

25 MS. SOBELMAN: - - try and - -.

1 FEMALE VOICE: Hi - - my name is - -
2 scheduled - - two - - you receive 25% less
3 funding and - - funding, while PS9 and all the
4 other schools received both. Finally three,
5 which is tests. Yes, our students take tests,
6 but we are not a test taking factory. We have -
7 -. We have - - standards and a - - environment
8 - - for our school - - that's fine, but we need
9 - - and so let's - - to the vast majority of - -
10 who do not - - Brooklyn just wants to provide
11 the opportunity for - - students to attend a
12 high-quality school regardless of their - - or
13 their address. Thank you.

14 MS. SOBELMAN: Thank you - -.

15 FEMALE VOICE: - -.

16 MS. SOBELMAN: Can anyone - -.

17 FEMALE VOICE: We're not here to take
18 anything away from PS9 students or their
19 parents. What we're here is for the opportunity
20 to give our kids the space that they need to get
21 the education that they deserve as well - -.
22 It's, it's - - charter schools come in and
23 affect schools that are already - -. It's not
24 true. The charter school that my child is in,
25 we're in that school, we share space with two

1 other schools, yet still, everybody in our
2 school thrives, everyone in those other two
3 schools thrive.

4 So, it's not about, oh, we're going to send
5 our children here, we're going to take something
6 away from your children, or your children are
7 not going to get the education that they
8 deserve. It's we would like the space to allow
9 our children as well to get the education that -
10 - , so that our children have - - as well.

11 And - - DOE, um, it was said that DOE - - ,
12 it can only - - we, as parents, sit here like
13 we're doing tonight, and say, no, you cannot - -
14 realize that my child - - , or no, your child is
15 not - - come into this school, because we want
16 the space. What we need to do is - - that we
17 can all - - together. It's not that, oh, you
18 come here, you're going to take space from me.
19 No, you come here, uh, P.S. 9 prides itself on
20 being diverse, this is something that - - that
21 we are really diverse and - - locate. Thank
22 you.

23 [Applause]

24 [Background conversation]

25 FEMALE VOICE 1: Good evening. - - however,

1 we do not - - the school - - destination.

2 [Applause]

3 FEMALE VOICE 1: - - don't care about - -
4 that we have, rather, - - we don't have the
5 space. This is a family that's continuing to
6 grow, and - - to our future. We wish to
7 continue to provide - - outlets to nurture the
8 happiness that our children already have at P.S.
9 9. An environment where - - matters, where they
10 encourage - - as leaders, - - process.
11 Understand that learning is not about tests. -
12 - themselves, and their community, and the - - ,
13 and where college is not a question.

14 [Applause]

15 FEMALE VOICE 1: At P.S. 9 students graduate
16 with a love for learning. By protecting our
17 youth and our space, and maintaining our values,
18 we will be well equipped to expand our school to
19 grade 8, and ensure that in the middle school,
20 our children will still be happy. - -

21 [Applause]

22 MS. SOBELMAN: - - the microphone, - -

23 FEMALE VOICE 2: Good evening. - - . Now
24 my son's excelling in reading, which I am - - so
25 happy to - - that the teachers - - work so hard

1 with their students, to make them go to the
2 level that they should be. As a parent of BEC,
3 I am very well informed, at least twice a month,
4 how my son is progressing in math, reading,
5 social studies, handwriting. BEC does get the
6 job done. Please, I'm asking, as a parent,
7 sharing space with P.S. 9 would be a wonderful
8 thing.

9 The students at BEC are so eager to learn.
10 My son looks forward to going to school every
11 day. We are all looking forward to sharing
12 space in this school together. Thank you.

13 [Applause]

14 MS. SOBELMAN: - - the microphone.

15 MALE VOICE: - - . Uh, my name is Paul
16 Even. I'm a proud P.S. 9 parent - -

17 [Applause]

18 MALE VOICE: - - here at P.S. 9. Uh, P.S.
19 9 has - - community, and parents, who are just
20 wonderful. And - - who are dedicated to
21 lifelong learning, and I recently found that out
22 through - - . Anyway, okay, I strongly oppose
23 the co-location - - . This issue is about self
24 determination of a community in Prospect
25 Heights, Brooklyn, New York.

1 Um, the community is - - . We want our
2 public - - school in our community. Uh, we
3 want, or I - - school that supports its
4 teachers, - - UFT teachers. I want - -

5 [Applause]

6 MALE VOICE: - - public school teachers to -
7 - . I strongly oppose Mayor Bloomberg - -
8 telling me to undermine UFT and - - schools. -
9 - , uh, it is important for the DOE, the
10 Department of Education of New York City to
11 listen to the voices of Prospect Heights. We
12 are taxpayers, we are voters, we are parents,
13 and we strongly oppose this co-location, - - .
14 Thank you. Okay, so, I strongly - -

15 [Applause]

16 MALE VOICE: - - following here. I
17 strongly support - - plans to let P.S. 9 grow.
18 The only way for that to happen is to scrap this
19 whole - - proposal, and let P.S. 9 grow. Thank
20 you.

21 [Applause]

22 MS. SOBELMAN: - -

23 MALE VOICE 1: Thank you. My name is - -
24 ,and uh, - - students - -

25 [Applause]

1 MALE VOICE 1: - - school, and our son
2 Alan goes to - - .

3 [Applause]

4 MALE VOICE 1: Uh, what I want to say is,
5 uh, - - school offer the youth of - - is an
6 opportunity to overcome. - - so long, and now
7 the educational process has - - and an
8 opportunity - - our young people to excel. Not
9 just a few young people, - - you know, some
10 people say, well, our school - - , but they have
11 the majority of - - . Now, - - tell you that
12 your - - is not - - as everyone else, but - -
13 school process is. All right, I'm not - - . We
14 currently right now, Kings Collegiate shares a
15 school with, uh, Public School 262. - - on
16 Lafayette and Nostrand, and - - Williamsburg
17 Collegiate - - school, or they still share a
18 school in the Williamsburg section with P.S. 16.
19 No fights, no arguments, no disturbances, no
20 police reports of any kind that says there's any
21 - - the charter school, - - charter school - - .
22 We get along with the schools that we currently
23 share space with. It's not a - - whether or not
24 we can, it's whether or not we will.

25 MS. SOBELMAN: Thank you.

1 MALE VOICE 1: And that's it. Thank you
2 very much.

3 [Applause]

4 MS. SOBELMAN: - - speaker - - 4.

5 MS. ERICA HERMAN: Good evening. I'm a
6 parent - - . My name is Erica Herman
7 [phonetic], and I am - - at P.S. 9. I - - P.S.
8 9 the proper chance to expand from elementary to
9 pre-K through 8th grade, and not locate Brooklyn
10 East Collegiate Charter School in our building.
11 When our - - P.S. 9. Yet, in that year, - -
12 parents are excited to see what P.S. 9 - - their
13 children. You see them - - . Over these few
14 years, P.S. 9 has transformed from a school that
15 happens to be in Prospect Heights to one that -
16 - and - - . It's a naturally evolving
17 neighborhood school, nurtured by - - parents,
18 educators and administrators. P.S. 9 reflects
19 Prospect Heights' diversity, socioeconomically,
20 racially and ethically, and the - - range of
21 abilities, and educates them all well.

22 P.S. 9 has a track record of success. Co-
23 locating a third school in the building will
24 threaten exactly the kind of school that New
25 York City should have. Educators dream of - - ,

1 and the DOE should support it.

2 District 13 is sorely lacking in viable
3 middle school options. Having P.S. 9 evolve to
4 grade 8 will provide a much needed community
5 based middle school, one that could be a shining
6 example within District 13. The DOE's conduct
7 has denied P.S. 9 - - expansion plans. Please
8 do not co-locate their school to our building,
9 and do help us nurture this exemplary school.
10 Let P.S. 9 grow. Thank you.

11 [Applause]

12 MS. SOBELMAN: - -

13 MS. LISA BELLAMY: Good evening, everyone.
14 My name is Lisa Bellamy, I'm a parent of a 4th
15 grade - - .

16 [Applause]

17 MS. BELLAMY: - - to continue their
18 education at P.S. 9, making September 2012 the
19 ideal start date for a new middle school.

20 [Applause]

21 MS. BELLAMY: - - experience - - school, and
22 is no longer an option for my son. P.S. 9 - - .
23 As a parent, I feel completely confident and
24 comfortable within P.S. 9 at any time, unlike
25 the charter school - - . Something as simple as

1 - - whole concept of coming to P.S. 9. The
2 availability of staff, including the principal -
3 - is fantastic, and she is open to all concerns.
4 So, I think that all of this - - , all of this
5 to reiterate my point, uh, let P.S. 9 grow.
6 This is our community school, our community - -

7 [Applause]

8 MS. BELLAMY: - - caring - - staff, to
9 continue their middle school education. Thank
10 you.

11 [Applause]

12 MS. SOBELMAN: - - 67, - - 68.

13 MS. MARIA BRAKER: Hi. Um, I - - time I am a
14 former - - , and I am a former - - , so I do
15 know about the school system, and I did return
16 my children to my District 13 public school.
17 And tonight I hear a lot about Brooklyn East and
18 their - - . But I want Brooklyn East to hear
19 P.S. 9, what they desire, - - . What they--what
20 you want is going to hinder P.S. 9. And you
21 should not want that. If you come into this
22 space, it's going to stop P.S. 9 from becoming a
23 - - model, and becoming what's - - community
24 desires, and that is a problem - - not working
25 together as a community.

1 [Applause]

2 MS. BRAKER: My question - - is, initially
3 the school was designed for District 23. Why
4 hasn't the DOE persisted in trying to find a
5 space in that community? Charter schools - -
6 schools - - , but they are run by private
7 entities that may not be - - or educators. The
8 - - of the school are worth more than - - .

9 I want to also note, what happened to
10 petitions that were presented to the Department
11 of Education at the first hearing, which were
12 over 1,000 petitions from this community? Are
13 they still being ignored?

14 And I also want to know, what are the other
15 options for Brooklyn East? If I am - - not - -
16 right away in our building, what are - - . You
17 should be talking to Brooklyn East parents about
18 their options if they do not go into this
19 building, which I hope isn't going to happen.

20 [Applause]

21 MS. BRAKER: - - we already have three
22 schools inside Building 67, and - - , and that
23 is not a happy building. Brooklyn East said,
24 oh, yes, - - so happy. Co-locations are not
25 working. You have to know what is now happening

1 in those co-locations already in District 13
2 with three schools. We have a - - of three
3 schools already, not happily working together in
4 District 13. Please do not replicate that again
5 in this building. Thank you.

6 [Applause]

7 MS. SOBELMAN: - - speaker 60. You may
8 come up now, speakers 61 through 69. And - -
9 speaker 60--I'm sorry, 62 through 72. Speaker
10 number 61.

11 FEMALE VOICE 3: My name is - - , and I have
12 a very happy 1st grader here at P.S. 9.

13 [Applause]

14 FEMALE VOICE 3: My son - - has been in
15 school since pre-K, and we have been involved
16 with P.S. 9 since - - . This means a lot to me,
17 since I also attended P.S. 9, - - the entire
18 building. I also have a 3-year-old who I hope
19 will be able to attend - - as well.

20 In the best interests of the children here,
21 and the community, P.S. 9 must grow to - -
22 middle school. In a district where middle
23 school choices are limited, P.S. 9 offers
24 families a progressive learning environment,
25 where children's natural talents are nurtured

1 and celebrated. Where children are meeting
2 and exceeding learning standards, but are doing
3 so in a family environment that - - centered
4 around cultivating every area of - - .

5 I - - school education of my son in a public
6 school right here in Prospect Heights. I have -
7 - , and I want to know my children will be in an
8 environment that will protect them, yet support
9 their social and educational values that are
10 important to my family. I want continuity and
11 familiarity. Also, during his - - years, I want
12 my son working with teachers who are under the
13 leadership of our wonderful principal, - - .

14 [Applause]

15 FEMALE VOICE 3: - - parents who have
16 voices. P.S. 9 must grow. Our children deserve
17 adequate lunch times, adequate library time, - -
18 the heartwarming dedication of the parents that
19 you see here.

20 I want my child to have adequate physical
21 activity. New York State - - physical education
22 include understanding the effects of - - , and
23 basic components of - - fitness. How can this
24 be accomplished with one gym and two to three
25 schools in the same building? We have - - our

1 children, but at the same time, - - space - -
2 access to physical activity. I want our
3 children to have - - . I'm a parent, it is my
4 right to do everything I can to make sure that
5 my children get everything they need in life to
6 be successful. - - have to fight for basic
7 rights, like space - - children. It's shameful.

8 [Applause]

9 FEMALE VOICE 3: - - each of our children,
10 and - - . Thank you.

11 [Applause]

12 MS. SOBELMAN: - -

13 MS. KRISTEN COLE: Hi, my name is Kristen
14 Cole. I'm a parent, a proud parent at P.S. 9 -
15 . Uh, - - I came to read a letter of support
16 for the - - . Um, but I'll submit that - - and
17 - - speak from my heart. Um, as a parent and
18 teacher, I was overjoyed - - P.S. 9. Given my -
19 - education, I could not be happier with the
20 exemplary job P.S. 9 has done in educating my
21 child, and my 2-year-old, when he comes here.

22 Further, my admiration for P.S. 9 is - - by
23 the school's - - public school, as a
24 neighborhood school, to educate the whole child,
25 and serving the whole community. But P.S. 9's

1 excellence is not - - whole issue tonight.

2 Uh, - - that, uh, Brooklyn East - - , but there

3 is not - - . I - - say with the genuine - -

4 admiration which I offer. Because it saddens me

5 that this process is unnecessarily - - .

6 As a parent and teacher, I - - by the action

7 - - by our school community. You're clearly

8 dedicated to provide an excellent education for

9 your students. But that is not the real issue

10 tonight either. What brings us here tonight is

11 - - situation. Two excellent schools are being

12 asked to share a building that is not adequately

13 - - . - - schools plan to grow and thrive.

14 And both schools deserve to grow and thrive.

15 If the Department of Education seeks to - -

16 support excellent schools, you must find - -

17 location for Brooklyn East Collegiate. - -

18 schools share space, it will - - compromise the

19 potential of both schools. Thank you for your

20 time, and I ask you to think deeply about the

21 important decision you're being asked to make

22 here.

23 [Applause]

24 MS. SOBELMAN: - - number 64. - - number

25 65. Speaker number 65.

1 MS. ELLEN GOULSBY: My name is Ellen
2 Goulsby, and I'm a proud P.S. 9 parent.

3 [Applause]

4 MS. GOULSBY: - - school - - 4th grader.
5 And I have - - respect - - other parents - - my
6 4th grader - - school for three and a half
7 years. So, I'm very clear that the two
8 philosophies - - . And even though you are
9 saying that the school co-location won't affect
10 us, I feel that it will. Because at the lower
11 grades, it's not just parents that want to join,
12 but it's, you know, a really, really dynamic
13 community of young children. At the upper
14 grades, I would like for my son to continue with
15 the philosophy that is based on inquiry,
16 projects, hands-on learning, uh, the ability to
17 differentiate if a child needs to accelerate or
18 slow down. Not one size fits all. Children are
19 not one size fits all.

20 And so, after some searching, I found P.S.
21 9, and I found that it fit both of my children,
22 and I find that it fits for lots of different
23 types of children. And I like P.S. 9. So, I
24 actually do want you to co-locate the school, I
25 want you to co-locate M.S. 9. I spend the last

1 week looking at schools for my son for 6th
2 grade. Private schools, public schools, charter
3 schools, so that I can continue his education
4 with this philosophy, with this approach and
5 this model. And I've concluded that P.S. 9 is
6 pretty much a slam dunk for us, if you were to
7 have a middle school here.

8 So, I would really urge you, - - the parents
9 think from BECCS that we don't them to exist.
10 That is not true. I really urge you to find
11 space for them elsewhere.

12 [Applause]

13 MS. SOBELMAN: - - speaker number 66. - -
14 67, 68. Speaker 68.

15 MS. FIONA NOYES: Thank you. Good evening -
16 - . Um, - - I just wanted to, to - - my - -
17 share. We - - share our space - - . So, I feel
18 like that shouldn't even be on the - - , because
19 - - .

20 Um, my name is Fiona Noyes, and I'm a P.S. 9
21 parent. Um, at the District 13 - - meeting last
22 month, um, - - , and the DOE's - - choice to - -
23 education - - . We ask the - - and the DOE to
24 allow us to expand the school through 8th grade,
25 - - for the children who are currently at P.S.

1 9, and - - community. I've got nothing
2 against charter schools or - - , I've said this
3 repeatedly. I understand that we all want the
4 best for our children. Um, I know I hate that
5 this process becomes - - , and it goes, because
6 it's such an emotional thing for all of us.
7 None of us - - best for our kids, and we get
8 very emotional about it.

9 Um, I don't believe that BEC will be - -
10 school for my children, because - - the, um,
11 educational philosophy is diametrically opposed.
12 Um, BEC, you know--and I'm not criticizing BEC,
13 - - their children, I just don't think it's
14 going to work for mine, and - - already here,
15 that have the - - . So, BEC clearly has a more
16 traditional approach to teaching, with a strong
17 emphasis on orderly, but - - environment.

18 P.S. 9 - - instruction. We have a rigorous
19 - - curriculum, individualized instruction,
20 school-wide enrichment, and we emphasize student
21 choice, inquiry, - - . We need a middle school
22 that's going to build on this, and take our
23 children through to high school.

24 Secondly, our school - - is grounded in the
25 belief that there is - - in every children, - -

1 this every day. It's the educator's job to
2 protect those talents. This requires focus on
3 the whole child, not just - - .

4 Um, Mr. Green says, he stated - - that he
5 recognized that your school may not be the right
6 fit for all families, unfortunately, there are
7 hundreds of families here that feel that it's
8 not the right fit. So, where do we go? What do
9 we do for our school? That's, that's the bigger
10 issue.

11 MS. SOBELMAN: Thank you very much.

12 MS. NOYES: Thank you. Please - - school.

13 [Applause]

14 MS. SOBELMAN: - -

15 FEMALE VOICE 4: Hi, - - I'm a proud P.S. 9
16 parent. - - , and I'd say, uh, I don't think
17 that's a good idea, and she - - . I want to
18 share with you - - share - - want to share - - ,
19 and - - but my children - - . I, - - those
20 words, and um, it's - - need space to grow. And
21 there's no animosity between us and your school.
22 We can love each other, but we cannot live with
23 each other.

24 [Applause]

25 FEMALE VOICE 4: I want to say something

1 about my son, my son - - P.S. 9. And in the
2 last month, - - so many - - , he does, he does -
3 - projects, he is making a movie with his class,
4 and, and - - and they wrote the script, they're
5 acting, they're singing, they're dancing, - - .
6 - - fantastic - - the school - - math, and
7 social studies, uh, - - . He struggles with - -
8 so teacher stays after school and - - just to
9 help him. And that's - - for my child. So, - -
10 tonight, - - everyone - - . So, I want to talk
11 for him, because I know - - . I - - , he wants
12 to go to P.S. 9 to grade 8, and - - times. And
13 I hope - - tonight, and - - .

14 [Applause]

15 CHRISTINE: I'm Christine - - , and I'm also
16 a proud parent at P.S. 9.

17 [Applause]

18 CHRISTINE: - - that really troubles me
19 about the co-location plan. That is, it will
20 prevent P.S. 9 from growing. This isn't about
21 one school being better than another, or how
22 much we love our schools. There's room for all
23 of us to love our schools, but I always keep
24 coming back to the same question, why put a
25 school in a place that prevents another school

1 from growing?

2 The DOE has based this proposal on the need
3 for a middle school seats in District 13, and I
4 think everyone in this room would probably agree
5 that District 13 needs more middle school seats.
6 But this co-location proposal is not the answer.
7 It would increase the number of middle school
8 seats from 6th through 8th grade by about 219
9 kids. But this would actually result in a loss
10 of middle school seats for District 13, because
11 a P.S. 9 expansion would avoid having two
12 schools with 5th grades, two administrations,
13 and thus, could offer about 300 seats in 6th
14 through 8th grade.

15 So, if the co-location plan would result in
16 fewer middle school seats for District 13, I
17 come back with the same questions--

18 MS. SOBELMAN: [Interposing] - - side
19 conversations down, - - so we can hear the
20 speaker.

21 MALE VOICE 2: Sorry.

22 MS. SOBELMAN: Thank you.

23 CHRISTINE: Back to the same question, why
24 put the school in a place that prevents another
25 school from growing? Perhaps it would make

1 sense if there were very strong community
2 support for the co-location plan. But over the
3 nearly five months since this proposal has been
4 public, community sentiment has been strongly
5 against the co-location plan, and in favor of
6 expansion of P.S. 9.

7 Principal Green mentioned that - - schools
8 receive around 100 applications from District 13
9 kids, and a handful from P.S. 9 students, but I
10 have a petition right here, containing nearly
11 700 signatures, supporting the expansion of P.S.
12 9. And hundreds of P.S. 9 students have signed
13 the petition supporting the expansion of our
14 school. Elected officials, community board
15 members, residents of Prospect Heights, and
16 parents of District 13 elementary students have
17 expressed their support for P.S. 9 expansion.

18 So, again, why put a school in a place that
19 prevents another school from growing? I would
20 like to welcome Brooklyn East Collegiate to
21 District 13, if an appropriate space could be
22 found. If P.S. 9 were also allowed to expand,
23 there would two new middle school options, with
24 eventually more than 500 new middle school seats
25 in District 13. So, with that much better

1 option available, I ask the DOE, why put a
2 school in a place that prevents another school
3 from growing?

4 [Applause]

5 MS. SOBELMAN: - - 71. 72, speaker number
6 72. Speaker number 73. Speaker number 74. - -
7 . Speaker number 75. 76. 77. 78.

8 [Applause]

9 MS. BOROFSKY: - - my name is - - Borofsky
10 [phonetic], and I'm a proud parent of a
11 kindergartner at P.S. 9, and a future, uh, P.S.
12 9 student. Um, I want to say for the record
13 that I support the expansion of P.S. 9 to the
14 8th grade. And I think that co-locating, um,
15 Brooklyn East, as well as, um, the phase-out of
16 M.S. 571, having three schools in one building,
17 even for two years, is going to be a harmful
18 learning environment. And more importantly,
19 harmful for all of our children.

20 We're already restricted in space, in terms
21 of the shared spaces with our auditorium,
22 gymnasium, cafeteria, and our prized library.
23 And just adding more students into this building
24 will prevent our children from having adequate
25 time in all of those spaces.

1 I know that the DOE put, um, in their
2 BUP, um, the allocated time to each of our
3 schools, um, for each of those shared spaces.
4 But I think the data seems very--while it's very
5 generous to P.S. 9, it's also very deceptive.

6 And I think that we should look at P.S. 9's
7 model as a school that is growing, and a school
8 that's going to need the space that is--that we
9 currently have. And especially upstairs, if we
10 expand to, um, a K-8 model. And the people that
11 will suffer are our children, because they will
12 lose special programs that have been brought to
13 our school, because of our growth.

14 So, please consider our proposal to expand,
15 and let us grow. Thank you.

16 [Applause]

17 MS. SOBELMAN: Speakers number 79 through
18 89, - - on the - - microphone, and speakers
19 number 80 through 90, - - on the - - microphone.
20 Speaker number 79. 79. 80. 81. 82. 83. 84.
21 85. Excellent.

22 MS. MICHELLE FRENCH: Hi, my name is
23 Michelle French. I'm a proud P.S. 9 parent.
24 Today - - two separate hearings. It's not just
25 a question - - combining - - . One - - , and

1 one - - our schools - - . What is supposed
2 to happen is - - public - - proposed co-
3 location. - - proposal is approved, we - -
4 serve the district. Then - - charter - -
5 serving the district.

6 What is happening here is, - - co-location
7 was annulled. The New York State Education
8 Commissioner found that the DOE's proposed co-
9 location plan was unlawful. That's why we're
10 here again, discussing the DOE's - - co-location
11 plan, still - - , still based on wildly
12 unrealistic - - projections. Even though the
13 DOE - - has not yet been approved by the - -
14 BEC, - - is here, holding a hearing about - -
15 charter amendment, that's - - .

16 So, if tonight's hearing should have been
17 two separate hearings, shouldn't we each get
18 four minutes to discuss the - -

19 [Applause]

20 MS. FRENCH: Let's talk about BEC's charter
21 amendment. BEC was chartered, founded, to serve
22 District 23. Legally blocked from opening in
23 Brownsville, due to opposition from the
24 community, BEC opened last year in District 17,
25 without amending their charter. Now BEC wants

1 to change their charter to serve District 13.

2 Are communities of District 13, District 17,
3 and District 23 totally interchangeable? Do
4 Brownsville, Bed-Sty and Prospect Heights have
5 the same middle school needs? By law, the DOE
6 and - - don't even have to demonstrate union
7 support for their move, but ethically, shouldn't
8 - - BEC and the DOE be able to demonstrate
9 community support for their move?

10 The BEC--the DOE's co-location plan has been
11 denounced as wrong for this community by local
12 politicians, leaders and parents. So, why are
13 these hearings being combined? So the DOE can
14 force a predetermined outcome - - on this
15 community? Do you want to co-locate DEC here in
16 September 2011 at any cost?

17 MS. SOBELMAN: [Interposing] - -

18 MS. FRENCH: I've got, I've got three
19 sentences. At the cost of ignoring the parents'
20 voices, at the cost of ignoring community
21 voices, and at the cost of ignoring our
22 children's voices. That's what I want to ask
23 you.

24 [Applause]

25 MS. SOBELMAN: - - 87. 87.

1 MS. SHARON WEDDERBURN: Good evening,
2 everyone. My name is Sharon Wedderburn, and I
3 am communication - - for Community Board number
4 8, which represents the needs of Crown Heights,
5 Prospect Heights, and - -

6 [Applause]

7 MS. WEDDERBURN: The - - Community Board
8 wholeheartedly supports the expansion of P.S. 9
9 to encompass grades 6, 7 and 8. We'd like to
10 see an expansion. And let's talk about
11 community input. Policy doesn't--isn't - - to
12 our community - - . It doesn't meet our needs.
13 The co-location of Brooklyn East Collegiate is
14 not going to increase the number of seats for
15 middle school, it's going to create a - - .

16 What you have is what you have in any
17 community - - a lot of my friends who have moved
18 to the suburbs to find an appropriate public
19 school education for their children. We have it
20 here in P.S. 9, and I have been urging people to
21 move back to the city. So, here's the thing,
22 you have parental support, you have a wonderful
23 learning environment.

24 Anybody who steps across the threshold of
25 this school, this - - , this a place for

1 learning. So, you have parents that, that
2 want to see their children develop, you have a
3 community that supports them. And - - that if
4 you're not encouraging growth, if you're not
5 encouraging success, if you're - - success, then
6 it would seem that the policy, and the
7 application of the co-location would only serve
8 to make P.S. 9 less than what it is, to make it
9 non-successful.

10 In its present model, it is successful. It
11 deserves the support and opportunity to grow.
12 Thank you.

13 [Applause]

14 FEMALE VOICE 5: - - and I am a parent here
15 of a 1st grader, Zoey [phonetic]. And I - -
16 student next year at P.S. 9. I stand here
17 before you with - - education for all. However,
18 as a parent - - . My husband was kind enough to
19 - - me, and um, - - consensus that - - number of
20 children age 0-17 - - Prospect Heights. While
21 New York City - - . By 2018, Prospect Heights
22 neighborhood will grow by another 3%, while New
23 York City - - 2%. These numbers are - - .

24 I wish for all children to have a positive
25 educational experience. However, not at the

1 expense of the growth of P.S. 9 and our
2 children. I - - reconsider the co-location of
3 BEC to P.S. 9. Please allow - - . Thank you.

4 [Applause]

5 MS. SOBELMAN: Speaker number 90. 91. 92.
6 93. 94. - - . 95. 96. 97. 98. There we
7 go.

8 [Applause]

9 MR. MATHESON: - - . Um, - - thank you.
10 Uh, my name is - - Matheson [phonetic], and I'm
11 the proud parent of a student at P.S. 9.

12 [Applause]

13 MR. MATHESON: I'd like to - - tell you that
14 tonight I was taking a chance to do something
15 really special. There are - - . And here, at
16 P.S. 9, we have a chance to - - public school -
17 - . When we chose to live here a year ago, we
18 bought a place on Riverdale Street [phonetic],
19 um, we literally - - . We went to cafés, we
20 went to - - stores, we, we walked around, and we
21 said, we know what - - . And the - - schools.
22 I - - I love that school. As parents, we
23 absolutely - - move here.

24 And so, you've got a school that's - - , so
25 you can invest in it. And what--I don't know -

1 - , but - - as you invest in what works. You
2 build on it. You find amazing people, and you
3 give them the tools they need to - - . And you
4 can do that, and let P.S. 9 grow, - - up from K-
5 8. Thank you very much.

6 [Applause]

7 MS. SOBELMAN: - - number 99 through 107 at
8 - - , 99 through 107. And - - we have 100
9 through 108. 100 through 109. 99. 100. 101.
10 102. You're 100? Come on up.

11 MS. ELLEN FISHMAN: My name is Ellen
12 Fishman, I'm a merchant - - and resident of
13 Prospect Heights and - - . Um, I just want to
14 say quickly that I looked into the area in 1998,
15 and I, and I - - mother of two school-age
16 children. At that time, I did not feel, um,
17 that P.S. 9 had the support of the community,
18 and the - - felt that we had to send our kids
19 elsewhere. And it's a real detriment to us that
20 we were not able to send our kids to the local
21 school.

22 In the years since then, I've watched P.S. 9
23 grow and get stronger and stronger, and we
24 really - - of the school. And I would say that
25 we feel that we lost out by not having had that,

1 um, for our kids. My kids had to travel to
2 school since many years ago, and um, - - today
3 there's no, there was no zoned, uh, elementary,
4 there was no zoned middle school, there was no
5 zoned high school for us, and all that time our
6 children had to travel.

7 And I think that the community is that much
8 stronger by having a great elementary school,
9 and that it would be, again, - - having a great
10 zoned middle school in the neighborhood. And I
11 also think that each of the children of the
12 neighborhood benefit tremendously from being
13 able to have gone to this school - - .

14 There was a short period when we were - -
15 school, and it was a great asset to my kids.
16 And I think that, uh, the city should be
17 encouraging that. And that that's - -

18 [Applause]

19 MS. ANGELA ALEXANDER: Good evening,
20 everyone. My name is Angela Alexander, and I'm
21 the mother of a kindergartner here at P.S. 9.
22 When my husband and I were looking for - - , we
23 were very concerned that we could find a place
24 where - - grow and learn, - - , and not - - have
25 a - - definitely prepare him for test taking,

1 but not necessarily - - .

2 We visited P.S. 9 and we found - - center,
3 and - - , similar to what we saw in the private
4 schools nearby, but at a fraction of the cost.
5 My son - - every day that he comes home. I - -
6 a reader, a mathematician, a - - researcher, all
7 at the tender age of 5. By December, - -
8 reading simple three-letter words, but by
9 December, he was reading fluently, and in
10 volumes. He was writing - - . And he did all
11 this without the benefit of an extended school
12 day or excessive homework.

13 I - - myself--

14 [Applause]

15 MS. ALEXANDER: I know that it's not by
16 chance that we have - - writing, - - science, -
17 - math, or double - - sciences, social studies.
18 As a matter of fact, that's - - . We have
19 visionary - - , experience of - - , together
20 with - - teachers who I see on weekdays, and on
21 Saturdays, when I come - - , so - - parents who
22 are here, not because they are disgruntled at
23 the email that happened to circulate from - - ,
24 or - - like to share, we were not informed of -
25 - . So, - - and hopefully have - - so we don't

1 have to do all of this again come 5th grade.

2 MS. SOBELMAN: Thank you.

3 [Applause]

4 MS. SOBELMAN: Speaker 104. 105. 106.

5 107. 108. Okay. - - speaker list, and also -

6 - we have - - comment. So, I'm going to ask - -

7 to quickly go through the questions that have

8 been - - , and we - - included in - - .

9 MR. ROUHANIFARD: Thank you, Jenny. So,

10 before I - - , I just want to say, um, thank you

11 for coming out. We know this process has been

12 difficult on the P.S. 9 community, and it's been

13 difficult for Brooklyn East Collegiate

14 community, and quite frankly, it's been

15 difficult on us. So, we really appreciate the

16 fact that you all are sticking around past 10:00

17 here on a Friday evening to voice your concern

18 in a civil manner.

19 The first question I think is the key

20 question, that a lot of folks are wondering

21 about, which is, uh, where is the Department in

22 their decision making with regard to the P.S. 9

23 expansion application.

24 So, we have received a letter of intent from

25 the principal, - - the principal, and um, the

1 short answer is that we have not made a
2 formal decision. The proposal that we put out
3 in front of you, uh, involves putting Brooklyn
4 East Collegiate in this building at the
5 beginning of the 2011-2012 school year. And the
6 Chancellor, Chancellor - - has ultimately made
7 the recommendation to put that proposal in front
8 of the panel, and the panel will vote on it.

9 Now, that said, I wanted to, uh, inform you
10 all that in the scenario, in the event that the
11 panel approves this proposal, there is a
12 scenario where P.S. 9 can grow within the
13 permit--excuse me--within the footprint that
14 we've allocated. I'm not saying that this is a
15 favorable scenario to any one or two people
16 here, but, I mean, in that scenario, it would
17 involve from the non - - , for non - - we would
18 have to prioritize and limit enrollment to in-
19 zone, in-zone students and families only.

20 [Booing]

21 MR. ROUHANIFARD: So, again, this is a
22 hypothetical scenario, to the extent the panel
23 approves it, and if it's something that the
24 school's interested in pursuing, it's something
25 that we can discuss. And I know that when we're

1 talking about the expansion proposal, you
2 know, we're talking about choice. And we heard
3 a lot of - - from both sides talk about choice.
4 And I want to, want to make a comment, we do
5 believe in choice, we do believe in access.

6 There needs to be certain parameters around
7 choice and access. And what I mean by that is,
8 one of the parents noted that there are
9 currently 175 applications. There were 175
10 applications to P.S. 9, and that's now grown to
11 225.

12 If you took 225 students in your
13 kindergarten class, and we expanded to grade 8,
14 you wouldn't fit in this building. I mean, if
15 Brooklyn East Collegiate, which has 900
16 applications, we couldn't fit them in this
17 building. They have 80 spots with 900
18 applications. We wouldn't - - certainly
19 wouldn't allow 900 5th graders.

20 So, we need to set parameters and
21 limitations to the way we enroll students. And
22 at the end of the day we want to create options.
23 And what we're saying is, Brooklyn East
24 Collegiate would be a great option.

25 Now, we understand that it may not be an

1 option for everybody, and that's where we'll
2 all agree to disagree. And I certainly
3 appreciate the commentary.

4 All right. The next question is, what P.S.
5 9's progress report score. Um, this past year
6 they've received a C. Um, in, in prior years
7 they've received, uh, an A, a C, and a B. Uh,
8 they have shown, in many respects, a great deal
9 of progress, under, uh, under their principal,
10 and we really appreciate what you're doing
11 Principal - - , so thank you.

12 [Applause]

13 MR. ROUHANIFARD: There are two questions
14 that are related to the current middle school
15 options in District, uh, District 13. The first
16 one is, how many middle schools are there in
17 District 13, and is there a need for more
18 quality middle school choices. The second is,
19 do District 13 families choose to enter into
20 district middle schools.

21 So, to respond to the first question, um,
22 there are 13 district middle schools in District
23 13. That's excluding M.S. 571. 9 of those 13--
24 excuse me--10 of those 13 received a C, or D, or
25 an F in their progress report. The other three

1 received Bs. There are three charter schools
2 in District 13. Two of them received Bs, the
3 third one received a C.

4 There are 1,100 5th grade families, 5th
5 grade students, I should say, in District 13.
6 When you look at the 6th grade currently in the
7 district schools, only 60% are coming from the
8 district. So that shows you 40% are choosing to
9 go to private schools, or choosing to go to
10 other schools. So, clearly, there's a need for
11 more quality.

12 Uh, and you know, again, our proposal - -
13 says that Brooklyn East Collegiate is a high-
14 quality school. It's not to say that P.S. 9
15 isn't a high-quality school, but it comes down
16 to optionality and access to the rest of the
17 families.

18 So, if you actually quantify the seats we
19 have - - three schools--excuse me, the five
20 schools, three district, and two charter, that
21 received As and Bs, those are approximately 320
22 we have that are of a higher quality variety.

23 MALE VOICE: Can you prove it?

24 MR. ROUHANIFARD: And, what I'm saying to
25 you guys is, we have 1,100 students that are

1 seeking high-quality seats. We clearly don't
2 have enough. So, we, we certainly all agree on
3 that end.

4 The next question is, what is the, what is
5 the average Chancellor's report--what is the
6 average progress report score across uncommon
7 schools. Uh, uncommon is broken into three
8 clusters. Each cluster is operated, you know,
9 under a separate leader.

10 Um, there's collegiate, which is what
11 Brooklyn East Collegiate comes out of. There's,
12 uh, leadership prep, and there's excellence.
13 For the collegiate cluster, there are four
14 schools that have progress reports, and, uh, and
15 all four of them have As.

16 Does Brooklyn East Collegiate have demand
17 from the District 13 families. So, if you look
18 at all of the uncommon schools in the city,
19 there are 900 District 13 families who apply to
20 uncommon. That makes up, um, more than 10% of
21 the entire district.

22 Also, if you look at the percentage of
23 District 13 families that are going to charter
24 schools, it's approximately 12%. So, 12% of
25 District 13 families are going to charter

1 schools. Uncommon makes up 20% of that. So,
2 you know, there's clearly a demand in District
3 13 - - .

4 The next question is, it relates to whether
5 there's capacity in the current location where
6 Brooklyn East Collegiate is. Now, - - ,
7 there's, uh, someone who spoke here earlier
8 about the fact that we did mention on the panel
9 there wasn't space in the building for them to
10 stay another year. We made a mistake. There is
11 space in that building for them to stay one more
12 year--

13 [Applause]

14 MR. ROUHANIFARD: --but they can't stay
15 beyond that.

16 [Applause]

17 MR. ROUHANIFARD: Now, the reason we don't
18 think it makes sense for them to stay there one
19 more year, and eventually have to move them out,
20 because they can't stay there long-term, is
21 because it's important for a school to build its
22 presence in the community, and I think you all,
23 you know, understand that fact. And they have
24 not the opportunity to do that. And leaving
25 them there as a temporary site for two years, in

1 our opinion, is not fair to a school that's
2 attempting to establish its presence in the
3 community.

4 The last question is, do uncommon schools
5 have a strong record of effective co-locations.
6 So, uncommon is 11 schools right now that are
7 co-located, nine of which are co-located in
8 district schools. So, six share buildings with
9 at least one school, two share a building with
10 at least two schools. Excuse me, one shares a
11 building with two other schools, and two share
12 with three other schools.

13 Now, I'll say my experience in - - , and
14 certainly the Department, uncommon is one of, if
15 not a very - - partner. And you all can go talk
16 to the other principals, talk to the other
17 families, which they share space, and they'll
18 all tell you that they're excellent partners,
19 they're fair, they negotiate shared spaces, in
20 an equitable way. And, and I think that to the
21 extent the panel approves this proposal, and - -
22 this building, they'll be a great partner to
23 this build--to this school.

24 [Background conversation]

25 FEMALE VOICE: Not at all.

1 MR. ROUHANIFARD: So again, we've, we've
2 exhausted our time here, we're past - - , and if
3 people have questions for me, I'll stick around
4 afterwards, and be happy to answer them - - .

5 Uh, the last thing I wanted to note is,
6 there was a speaker who mentioned having a
7 letter, I believe, from a professor, uh, in
8 support of the P.S. 9 proposal, uh, to expand
9 the building. Uh, if that person has a copy of
10 that letter, we would appreciate it. Thank
11 you..

12 MS. SOBELMAN: Thank you. I just - - and
13 everyone signed, and thanks for coming, and
14 thank you all for - - . - - next hearing - - on
15 May 18th, at Long Island City High School, which
16 is located at 14-30 Broadway, that's in Queens.
17 Um, and - - please - - phone number and email -
18 - sheet. Thank you again for coming, and - - .

19 [END 191011.MP3]

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C E R T I F I C A T E

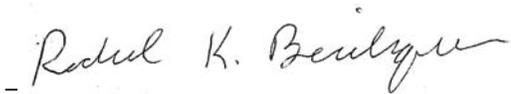
1
2 The prior proceedings were transcribed from
3 audio files and have been transcribed to the
4 best of my ability.

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6 Signature 

7 Date May 17, 2011

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