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**NEW YORK CITY DEPARTMENT OF
EDUCATION – DEPARTMENT OF
PORTFOLIO PLANNING
Invictus@K218 – 3/8/11
6:00 P.M.**

1 [START 186569.MP3]

2 MS. ROSE-MARIE MILLS: - - Community
3 Education Council and the School Leadership
4 Teams for the proposed colocation of the New
5 Public Charter School, Invictus Prep charter
6 school, with the existing schools, junior high
7 school 218, James P. Sinnott, and the School for
8 the Classics, with - - writers and performers in
9 school building K218.

10 I am District 19 superintendent, Rose-Marie
11 Mills. We are not - - District 19 community
12 education council, and the school leadership
13 teams - - 218, and the schools for the classic
14 to participate in this joint public hearing.

15 I am joined tonight by Thomas Crean, UFT
16 Chapter Chair from our junior high school - - ,
17 and Elemenia Glover from 218, - - from 218, Ann
18 Marie Ashe from 218, Palmore Clarke from 218,
19 Jessica Osborne from School for the Classics,
20 [applause] Moore from the School for the
21 Classics, [applause] from the School for the
22 Classics, Simone Jemmott from the School for the
23 Classics, [applause] from the School for the
24 Classics, and Jeffry Brooks from the School for
25 the Classics, and [applause], senior - -

1 members, Kobir Chowdhury and Doreen Black.

2 This hearing is being recorded. The purpose
3 of this hearing is for you to provide comments
4 on the proposal. Before I describe the
5 proposal, I want to make sure you are all aware
6 of the opportunity to provide your input. All
7 of those who wish to speak must sign up in the
8 speaker signup area located just outside of the
9 auditorium. The signup list will close in 15
10 minutes. Speakers will be given the floor in
11 the order that they signed up. All comments are
12 limited to two minutes.

13 There may be elected officials who show up
14 at different times throughout the evening. If
15 they wish to speak, we will do our best to
16 accommodate them at the first opportune moment.
17 Those who are here at the start of the public
18 comments segment will be asked to speak first.

19 All comments will be mentioned in the
20 Analysis for Public Comments to be published and
21 provided to the Panel for Educational Policy the
22 evening before the panel votes. The vote is
23 scheduled for March 23, 2011.

24 In addition, we welcome any comments and
25 feedback you may have at a time for the - -

1 proposals. The e-mail address and phone
2 numbers where comments may be made are
3 District19Proposal@schools.nyc.gov. And (2120
4 374-0208.

5 The proposal. The New York City Department
6 of Education is proposing to site Invictus
7 Preparatory Charter School, a new public charter
8 school that will serve students in fifth through
9 eighth grade, in building K218 located at 370
10 Fountain Avenue, Brooklyn, District 19.

11 Invictus Prep would be collocated with junior
12 high school 218, James P. Sinnott, a DOE-zoned
13 middle school that serves sixth through eighth
14 grade, and School for the Classics: An Academy
15 of Thinkers, Writers and Performers, a DOE high
16 school that is coming - - , and serves nine
17 through 11th grades. In 2011/2012 school year,
18 it will grow to serve 12th grade.

19 The proposal is not expected to impact
20 admission processes, instructional program or
21 student enrollment at junior high school 218 or
22 School for the Classics.

23 A community-based organization, Beacon,
24 provides after-school programs to the students,
25 and it's also collocated in K218. The Beacon

1 program will continue to provide services to
2 the community, and would not be - - or impacted
3 by this proposal.

4 A colocation means that two or more school
5 organizations are located in the same building,
6 and may share common spaces like auditoriums and
7 gymnasiums, libraries and cafeterias. Invictus
8 Prep has been approved by its charter - - , the
9 State University of New York Charter School
10 Institute, to open a new public charter school.
11 If approved, Invictus Prep would open from fifth
12 grade in 2011/2012, and add one grade each year
13 until it serves up to 351 students in fifth
14 through eighth grade.

15 This is a proposal to temporarily - -
16 Invictus Prep in K218 for four years. In
17 2011/2012 through 2014/'15 school years.
18 Invictus Prep will enroll students through its
19 lottery occupation process, and then for - - in
20 this school.

21 Although the building has the capacity to
22 serve 1,405 students, in 2010/'11, the schools
23 within the building enrolled a combined total of
24 834 students, which yields - - rate of 60%. In
25 2014/'15, when Invictus Prep completes its - - ,

1 K218 would serve approximately 1,326 to 1,406
2 students, which yields an estimated utilization
3 rate of 100%.

4 The DOE will document extensively - - in
5 K218 and the District 19 locations to determine
6 the most appreciate place for the permanent
7 siting of Invictus Prep for the 2015/2016 school
8 year and beyond. A new educational impact
9 statement would be issued for that proposal.
10 Thank you.

11 The next presenter will be Thomas Crean from
12 Junior High School 218.

13 MR. THOMAS CREAN: Good evening, everyone.
14 Thank you for, uh, - - evening. I don't know
15 how many people here have - - the very long
16 educational impact statement. - - is that the
17 Department of Education usually uses - -
18 proposals. I'm going to lay out a few of the
19 reasons why we - - staff and school leadership
20 team - - and I believe that the majority of the
21 parents and students are absolutely opposed to
22 this colocation proposal.

23 The first reason is actually contained right
24 in the first sentence, which I think is a key
25 sentence of this, uh, - - educational impact

1 statement, where it describes the Invictus Prep
2 Charter as a new public charter that could serve
3 up to 602 students in fifth to eighth grade.

4 Now, Superintendent Mills, uh, has said--it
5 goes on to say in the EIS that the estimate is
6 that in 2014/'15, there will be 350 students in
7 Invictus Prep. 90 students added each year - -
8 each year, and that then combined with an
9 estimated 600 students at I.S. 218 and 400-450
10 in the high school, that would give whatever the
11 total figure is, 1,300, 1,400, and that there -
12 - fully utilized, 100% utilized.

13 Well, that's based on 350 students in the
14 charter. Why does it say at the start of this
15 statement that the charter is going to be for
16 600 students? Because if the charter school
17 grows to 600 students over time, then one or
18 both of the schools that currently occupy this
19 building will have to go. That is the first and
20 key point that we have to make in why we have
21 opposed this from the start, why we've been out
22 protesting against it, why we have gotten nearly
23 300 people to sign petitions against - - because
24 we think that the fate of our school is
25 potentially on the line down the road.

1 The second point is that what it says about
2 I.S. 218's enrollment, the estimate is that for
3 next year, it would be around 600. The year
4 after that, 600, and the year after that, 600,
5 and apparently, 600 forever.

6 We know that our enrollment is not what it
7 was when I first started here, uh, a number of
8 years ago, but we don't accept the idea that
9 I.S. 218 is going to remain at 600 students. We
10 intend, and other speakers will attest this, we
11 intend to redevelop our magnet program for
12 health and health careers, which we think is
13 potentially unique in East New York. We're the
14 only school with that type of program. We have
15 a lot to do, a lot of work to do to redevelop
16 it, but we think it can become a point of
17 attraction, and we believe that our numbers will
18 grow.

19 The high school--[applause]--the high
20 school, as - - explain, also believe that the
21 numbers that are given about their projected
22 enrollment, uh, do not necessarily state what's
23 going to happen. That their enrollment would go
24 up. And if those things are true, then where is
25 there space for a charter school at I.S. 218--in

1 this building, K218?

2 They say that the building is underutilized.
3 Well, it is underutilized to a degree at the
4 moment, but we don't accept the degree to which
5 they say it's underutilized. If class size was
6 reduced to 25 per class from where it is now at
7 I.S. 218--[applause]--we'd be using a lot more
8 rooms than we are now.

9 So we believe that this is a deeply flawed
10 proposal that is destabilizing to our school, a
11 school which has a - - of serving the students
12 of this community, which - - two years ago, - -
13 two years ago - - last year. In terms of the
14 report card grade, was third overall in the
15 District. Why is the Department of Education
16 putting this potentially destabilizing charter
17 school in here with a school that's had the kind
18 of success that 218 has had, despite all the
19 challenges that we have faced?

20 That's the question that we have,
21 fundamentally. - - care about this. - - 218 -
22 - , where would be the, the middle school, the
23 zoned middle school for this area, for the
24 students from this area? Because the charter
25 school would hold a lottery - - from the whole

1 District, so some students who would go to 218
2 would get in there, but many wouldn't. Where
3 would they go?

4 And here's another thing. If you look at
5 the demographics, the composition of our school,
6 special education students, I believe, are
7 something like 19%. English Language Learner
8 students, I believe, are 12%. The record of the
9 charter schools is they take far fewer English
10 Learner Students - - . And a lot fewer special
11 education students.

12 So this proposal will particularly affect
13 those families where the students are English
14 Language Learners, where students are special
15 education students. It will particularly affect
16 them, and down the road, I.S. 218 would become -
17 - process that they're - - underway.

18 My final couple points is this. Where is
19 the evidence of community demand for another
20 charter school? Where is the evidence in it? -
21 - here tonight, but I don't see it. I have--
22 right here, I have 300 signatures - - , and I
23 know we can get a lot more from people who
24 oppose this. So I - - evidence is more on the
25 other side that people do not - - . For all the

1 reasons - - and also because, as I know people
2 will speak to what this means going forward for
3 the next few years is we're going to be sharing
4 the facilities of this building between three
5 schools. One gym, one auditorium, one lunch
6 room. That's a recipe for chaos.

7 So we intend to fight this proposal all the
8 way. We're going to fight it to the Panel for
9 Educational Policy meeting on March 23rd. If
10 necessary, we're going to have more protests.
11 We're going to collect more signatures. We are
12 very determined.

13 We believe that the - - tonight is an
14 invitation that opposition to this is beginning
15 to grow. We certainly have received a lot of
16 support from elected officials in this area - -
17 . So we intend to keep fighting. Thank you.

18 [Applause]

19 MS. MILLS: Thank you. The next speaker is
20 Elemenia Glover from I.S. 218.

21 [Applause]

22 MS. ELEMENIA GLOVER: [off-mic] - - parents,
23 students, staff - - here. - - proud to be - -
24 for each and every one of you, to represent you.
25 I want to just tell you about some - - . I

1 would say not only am I a teacher here in this
2 building, I've been teaching here at I.S. 218
3 almost 20 years. [Applause] Not only do I
4 teach in the building, but I also live in this
5 community. [Applause] - - living in this
6 community because I've seen over the number of
7 years the growth of our young people. I'm about
8 the children, and anybody - - knows I'm about
9 the children. I don't even get a chance to - -
10 because I've worked so hard for my children.
11 Now - - for our community. It's supposed to be
12 about our children.

13 And I also wanted to say to you that I'm
14 also--it's a time that I never thought that I
15 would ever be a teacher - - . Um, I'm - -
16 students here, and - - all three of my children
17 - - . And I'm proud to say that through the
18 dedication and hard work of the teachers that
19 are sitting in this room right now, my daughter
20 is a state-certified nurse, - - nurse - - .

21 [Applause]

22 I want to say we have a - - program in this
23 building, and - - program part of this building,
24 my daughter, uh, became a student. She
25 graduated before she'd been - - from high

1 school. And - - dedicated, commitment--of her
2 great teachers that had made sure she was
3 educated. She - - what - - something in - -
4 program here at I.S. 218.

5 - - success story. You know - - go away to
6 military and you start worrying about them? And
7 I don't worry about her like I used to worry
8 because we have had teachers here who have had
9 children, their own children, have been away to
10 the military, and one of us every day that came
11 here, teachers educating children. And - - one
12 day my daughter graduated at 17, decided to go
13 into the military after being educated here by
14 these great teachers, and now is serving her
15 country.

16 And I remember one of the - - her uniform,
17 and they walk - - building. She said, mom, look
18 at that walk. Look at that - - of that child.
19 And all I could say over and over, thank you,
20 thank you for her - - child. And now - -
21 country.

22 Now, what does that mean to me? It hurts
23 when, you know, when people talk about - - like
24 you know, - - children squeeze, like when they
25 got to each lunch at 9:30 in the morning time.

1 What is - - teachers who have to work with our
2 hardest children. We don't give up on nobody.
3 We educate everybody. We got - - school board
4 pushed out - - top students, take our students,
5 too?

6 We educate everybody. - - education, give
7 the children - - needed. We don't - - the call.
8 Now getting back to my daughter, she's now doing
9 electrical engineering. She just hit 19 years
10 old, and - - Mr. - - , Ms. Temple [phonetic],
11 Ms. Friday [phonetic]. I could go on - - . I
12 could go on talking about how I celebrate, uh,
13 what you have done, uh, for my child.

14 So what does that mean - - you? We have
15 produced, um, educated children, but we have
16 children in this community who are serving, who
17 are doctors, okay? They - - having students
18 here in this building, we have students who are
19 serving in capacity of, of, of, um, all kinds of
20 professions in our field.

21 Just last week, I was at the - - girl said--
22 I didn't even recognize her. She recognized me.
23 And she - - tell me, you know, - - for that, and
24 - - talking to had already graduated from
25 college, and she wasn't even 21 years old, okay?

1 [Applause] So we have a lot of - - to do - -
2 . We're not saying that we oppose the, um,
3 charter schools. We just don't want them in
4 this building, okay? We just don't want them in
5 here. [Applause]

6 We still have a vision for this building.
7 We have a vision in this building for the
8 community and for the school, and we don't
9 discriminate against nobody. We have a diverse
10 community. We have a diverse school. We have a
11 diverse teaching staff, and we have proud
12 teachers in terms of what we do for our
13 children.

14 Now you have the school--the Classics
15 school, and I'm so proud of them--[Applause]--
16 and - - we support each other. We support - - .
17 I remember we had - - schools came out - - , and
18 look at you. Look how beautiful - - .

19 [Applause]

20 And - - make this come true. We have the
21 opportunity to become a sixth grade to 12th
22 grade school, but we actually - - where we
23 allowed the classes to come in. We - -
24 principal there, a sweetheart, and he - -
25 regularly together. Now, it'll be very

1 difficult when we start working with a third
2 school because we have children who have a right
3 - - educated, but - - children where they - - .
4 With three schools, now we have to be told that
5 our children have to wait, you know, before the
6 other school have - - , or - - yard, or that our
7 children cannot - - auditorium but once a month.
8 Where is creativity going to go? Okay? When
9 our children are going to be squeezed into it
10 like a sardine can.

11 I don't think you want that, and the classes
12 have already begun performing on stage.

13 [Applause] - - my students who come to the - -
14 program, it's - - . They will wait for me to
15 pick them up at - - , and I - - auditorium.
16 They were - - talking about the - - psych
17 program - - my children - - high school - -
18 performance. And the only thing is when you get
19 a chance - - bring your whole class. And this
20 is - - we're bridging together because - - at
21 this school. You can't perform another, another
22 school year in this building. It's going to be
23 a health issue. There will be no more room for
24 expansion, okay? Because what you're saying - -
25 I could go more, but I'm going to close it here.

1 If you say, you know, that we only want 600
2 gifted children for I.S. 218, so we're having to
3 do all the work that we do in terms of - -
4 Regent's. And then - - . They don't just pass
5 the landlords. We get above the 90th percentile
6 of success - - eighth graders.

7 [Applause]

8 - - they don't tell you downtown, okay?
9 Because I try to - - people, like we - - . We
10 are - - world, and we're going to take our
11 children - - .

12 [Applause]

13 - - that's right. We are - - . And then
14 the idea is - - Brooklyn 10, okay? - - program,
15 and I'm proud of that, but we got a success
16 rate. Not only in math are we - - , but she
17 works hard. And she has above the 80th
18 percentile of children passing, and maybe 90. I
19 don't know. I won't say that right in front of
20 you, but she's right here. And she can tell you
21 - - . And - - but they are successful. They
22 are successful at what they do, and we have - -
23 teachers here, and I'm proud of every one of
24 you. I'm proud to learn from you, work with
25 you, and I just - - . We got pride because when

1 you educate children, - - . When you educate
2 children, the community gets better.

3 [Applause]

4 - - . Sometimes - - opportunity don't cut -
5 - program, don't cut the - - program. Give us
6 those rooms - - teachers - - 27 of them, and
7 they were - - . Nobody - - what's going on at
8 I.S. 218, but that's - - children, and we - - .

9 [Applause]

10 - - before I - - talking to you, I had - - .
11 - - .

12 [Applause]

13 So let's be real - - . I'm going to stop
14 right here. - - and let's keep going - - .
15 Every one of you - - and make sure you - -
16 teacher because you're beautiful, you're awesome
17 - - .

18 [Applause]

19 MS. MILLS: Thank you. Next - - hearing
20 from - - school team.

21 MR. LUKMON KALEJAIYE: Good evening. I'm
22 here to talk about - - . - - residential - -
23 New York. I'm - - to be successful in - - . -
24 - . Let me start off. I'm an - - . I'm - - .
25 The - - community - - community - - because - -

1 work in our community. Because they don't
 2 understand us. First in our community homes
 3 because they don't - - . Now - - automatic - -
 4 .

5 This school, - - program that is so unique
 6 that - - . Bringing it - - seven years ago. I
 7 - - . My two sons are attending the - - seven
 8 years ago - - . We went into - - school, - - .
 9 Not - - . We are - - . And instead of - - .
 10 Given the situation - - for us that we have - -
 11 classes. That - - classes - - because they're
 12 being squished. We don't get - - . - - program
 13 is offering - - system. If - - building, then -
 14 - that we have to stop - - , and you can't go to
 15 - - to be.

16 - - years. This proposal is - - . We are -
 17 - . [Applause] - - we - - . Our - - they are
 18 people, and this school - - child. Not just - -
 19 by one - - grade, they cannot - - grades. - -
 20 our school's - - got to be from here is because
 21 of - - integration. - - to us. We are - - here
 22 to see? - - ?

23 [Applause]

24 - - but I don't see need that shows that in
 25 District 19, the student doesn't have school to

1 go. Only - - seeing. - - students, children
2 in this community - - . That's one - - . So -
3 - for money to me to use - - to kill our
4 program? We say no.

5 [Applause]

6 You - - high school. Well, nothing is - - .

7 [Applause]

8 - - school. It's great, but - - . This
9 building, this school, is - - . That's - -
10 program to - - around. - - of them - - that's
11 it. In the - - . - - rooms - - doctors, - -
12 writers, - - and this - - one of my colleagues.
13 She just came back from Iraq. She's in the
14 airforce. She's a doctor - - . She said - -
15 When - - come up, and I - - to get support.
16 And - - .

17 [Applause]

18 - - eight years now. - - top, and - -
19 providing kids who - - and providing care to me
20 - - United States. We are - - . If this school
21 is not there, she said she - - . - -
22 opportunity. - - our children are not - - . We
23 - - our school is not safe.

24 Now we have to - - . We don't - - . That's
25 who we help, and we - - . We're going to - - .

1 We don't say no to - - . [Applause] Thank
2 you.

3 MS. MILLS: Thank you. We're going to hear
4 from Ann Marie Ashe from I.S. 218.

5 [Applause]

6 MS. ANN MARIE ASHE: - - . But first, I
7 would say - - charter school - us to evict us.

8 [Applause]

9 And - - for, as Mr. Kalenjaiye said, no
10 Invictus, then we will get evicted. We don't
11 need to get evicted from I.S. 218. I'm - - ,
12 but the - - I do know of what I see when I lived
13 in the area. I know that area - - great
14 teachers.

15 About two months ago, my son had - - , and
16 the first time I seen that - - my house, Mr. - -
17 phoned to find out how my son is doing while he
18 was home, at home - - workbook. This is--this
19 is what I say is - - dedication from the
20 teachers or the people that care about our
21 children, or care about the education of our
22 children. When we have a charter school, - -
23 charter school. And what I can tell you is that
24 I have a great problem with it, and my problem
25 is that when the child - - high school, we have

1 children in high school that - - charter
2 school. I.S. 218, there is no room for junior
3 high school or high school to grow because - -
4 charter school every year. And - - four years.
5 Four years? - - four years. We probably will
6 be evicted by Invictus because it will take
7 every - - start squeezing out high school - -
8 I.S. 218.

9 We don't need this. We need our parents,
10 our teachers, our students, that we need to
11 start - - what we need in the school. We need -
12 - our District. We need to start - - .

13 [Applause]

14 - - a child is - - in I.S. 218. We - -
15 survive. When we walk around the school, there
16 are so many empty classrooms. Why is it they
17 can't take the same funding that they want to
18 put into the charter school and - - ?

19 [Applause]

20 This is--this is my concern because - - the
21 school, they cannot - - in the school. I - - to
22 come to the teachers - - so that - -

23 [Applause]

24 - - that we - - but I know there - - because
25 you know what? Half of the - - . What - -

1 parents - - problem that cannot come out to
2 support - - . So - - 300 more people that
3 disagree with Invictus coming into I.S. 218. -
4 - evict us. We have ten year olds, 14 year olds
5 and 19 year olds. What do they have - - with a
6 14 year-old with a 19 year-old.

7 [Applause]

8 - - housing, you see the young child - - our
9 - - school. Our school - - supports - - . That
10 charter school has nothing to do with this - - .
11 My other - - is that - - gym. They're talking
12 about - - fat. Go - - child to school - - .
13 Yeah. - - our children have no gym to use
14 because they're so fat. - -

15 [Applause]

16 - - gym - - class. - - lunch room. - -
17 you're not - - so I say - - for lunch. But - -
18 . You're talking about 15 minutes for lunch.
19 There's no - - . Where's the balance? This
20 scale does not equal out. This scale goes like
21 this, and if we don't stop now and - - Albany or
22 wherever we need to go. We need to say no to
23 Invictus so they will not evict us.

24 [Applause]

25 - - last point is that library. You said -

1 - . What? Exactly. - - library for our
2 children - - . So that it becomes so
3 fundamental, so that - - but we take - - from
4 our children, - - children? They're so
5 frightened to - - because they don't know
6 better. - - . We have - - from them - - cut
7 down everything that's supposed to be - - make
8 them better people. When we educate our
9 children today, we have strong - - tomorrow. So
10 we - - microphone for - - say no to--

11 [Crosstalk]

12 --Invictus so we will not get--

13 AUDIENCE: Evicted.

14 [Applause]

15 MS. MILLS: Thank you. We will now hear
16 from Palmore Clarke from I.S. 218.

17 MS. PALMORE CLARKE: Hello everyone,
18 parents, students. It's a pleasure to see you
19 here this evening. I wish it was under
20 different circumstances, but we have to stand up
21 for our school. I.S. 218, as we know it, it's a
22 landmark. I'm here now ten years. I am
23 essentially the - - teacher, and I love what I
24 do. We - - business to educate students, and we
25 want to be given the opportunity to do just

1 that.

2 When we're talking about placing a charter
3 school into our building, we are - - our kids.
4 We are taking - - students that we can't - -
5 work. For one thing, we need room to breathe.
6 Right now, we're overcrowded - - grow and be
7 strong.

8 We have wonderful teachers, as Ms. Glover
9 said. We don't have a science lab. The other
10 day, I - - and said that the grade six science
11 students had - - down. Why is that? Because of
12 all the cuts and no facilities - - . Our kids
13 are not exposed to the fundamentals that they
14 need. Let's - - I.S. 218. Let's keep the
15 school open. We cannot - - to have another
16 school, a charter school, in our building
17 because it's really going to be detrimental to
18 us.

19 Let's think about - - . What is going to
20 happen to them? Charter schools will not accept
21 them, so will they have to be bussed out of the
22 neighborhood to go - - there in order to find a
23 school that will accept them?

24 Think about the dangers that words - - when
25 our kids have to take a train or the bus? What

1 can happen to them? We have to protect our
2 children. We have to protect our schools. We
3 have to make sure that we keep I.S. 218 open.

4 [Applause]

5 Do I have a personal gain in this? You
6 betcha. I want to be able to get up in the
7 morning and know that coming to school - -
8 classes - - . These kids that I care for so
9 much and love, and see that they're learning and
10 making progress - - . But when they - -
11 improvements, we call to say, look, your child
12 did so well today, and know that they have a
13 future because, you know, - - special needs
14 students, who will be? It might seem a little
15 corny, but believe it or not, the things that we
16 do for the students here, we are not only their
17 teachers. We're their parents. We are their
18 guidance counselors. We are their nurses.
19 Believe it or not, we are their friends, and we
20 need to come out to support - - and help us to
21 send a message straight to City Hall to let the
22 Department of Education know that we will not
23 stand back and watch them destroy - - . Thank
24 you.

25 [Applause]

1 MS. MILLS: Thank you. The next presenter
2 will be - - member - - .

3 MALE VOICE: I just want to give you an
4 amendment to my - - education - - . - -
5 student, every teacher stand up, please? Stand
6 up - - . On your feet. Now, repeat after me.
7 I am.

8 AUDIENCE: I am.

9 MALE VOICE: Somebody.

10 AUDIENCE: Somebody.

11 MALE VOICE: I am.

12 AUDIENCE: I am.

13 MALE VOICE: Somebody.

14 AUDIENCE: Somebody.

15 MALE VOICE: Now say it all.

16 AUDIENCE: I am somebody.

17 MALE VOICE: Thank you. Sit down.

18 [Applause]

19 Because, you know, we used to say - - .
20 They - - from DOE. They're trying to bring the
21 District superintendent in. That's how much
22 they don't care about you. So when you say, I
23 am somebody, you say it to her. - - , and I'm
24 not talking about the Department of Education.
25 I'm talking about Department - - because - - .

1 [Applause]

2 You can't - - school - - three floors, two
3 schools in it, another school. One gym, one
4 library, one, one auditorium. It doesn't make
5 any type of sense. Kids who eat brunch at
6 10:30. That makes no kind of sense.

7 [Crosstalk]

8 And you know what it is? They - - close the
9 whole school and that charter school and
10 privatize education. They want to do that.
11 They want to close the school so they can say
12 the grades are - - . So if your school was a C
13 or a D or an E or an F, that - - school's
14 closed. So - - DOE statistics - - . But for a
15 minute, when you close a school, when you bring
16 in a charter school, you're going to take - -
17 that are - - schools here, now, and they're - -
18 charter school. So what happens to the other
19 schools? Their grades start to go down. Their
20 numbers start to go down. Their test scores go
21 down, and then - - next thing you know, there'll
22 be one school in here. There will be two
23 schools in, then one school.

24 So you know, when I come here and I see you
25 all - - working with the high school and 218,

1 and we're going to continue to work with other
2 schools, but you guys let your voices be heard -
3 - because everything - - . You have to let your
4 voices because heard. You can't just sit there
5 and be nice and neat and calm and cool and
6 collected. Sometimes you got to raise your
7 voice to - - get out your seats, - - . Thank
8 you.

9 [Applause]

10 MR. DOREEN BLACK: Thank you very much. Let
11 me say this. They're not used to this. They're
12 used to - - . Screaming, cheering. Yelling at
13 them, and then - - . They bring some officials
14 here that have no power whatsoever to change the
15 decision.

16 [Crosstalk]

17 Listen. Listen. Listen. Listen. Neither
18 one of them have any power to change this
19 decision. Nobody up here has the power to
20 change this decision. So - - powerless people
21 for you to scream at and ventilate, and then
22 come March, May, whenever the meeting is, they
23 will vote to bring the charter school in.

24 Let me tell you how we won at P.S. 114.

25 [Applause]

1 - - . Because by law, by law they had to.
2 - - screaming. We'll take the screaming. We'll
3 have another hearing, and then - - Chancellor,
4 Katheryn Black [phonetic] will be there. We'll
5 scream at her. We'll tell her that she's not
6 qualified. She can't even teach in a classroom,
7 nonetheless - - .

8 [Applause]

9 - - the first one in the whole system, one -
10 - 1 million children, 135,000 employees, 80,000
11 teachers, 1,700 schools, \$23 billion budget, \$11
12 billion - - capital budget, and the leader of
13 all of that never saw a lesson plan, cannot
14 teach in a school because she has no bachelor's
15 degree in education, no master's degree in
16 education, no - - .

17 [Applause]

18 - - lessons. You know, when you - -
19 somebody else's credentials to make them in a
20 position, put them in a position, that's when
21 they have a couple things, like - - degree, they
22 have some - - principal, they have some
23 leadership experience. But they just don't have
24 their superintendent's license, and they're
25 good. So you waive them. But you don't have

1 nothing. You can't - - . Or you - - the
2 whole thing, that's like - - the rules.

3 What message are we sending to our children
4 to say they don't have to be qualified to get a
5 position as important as Chancellor for all the
6 children, teachers and staff in this system.

7 That is - - .

8 [Applause]

9 And I tell you why they're doing
10 colocations. And I tell you why - - Black.
11 Because this is about money. The charter school
12 movement, even some of the hedge funds on Wall
13 Street want to run charter schools. Even my - -
14 who used to be in the city council is up in
15 Harlem making over \$400,000 a year bringing in
16 all of these charter schools to Harlem. We have
17 to do something serious. You know what they
18 call it? Colocation. There's the cute names.

19 Colocation. - - .

20 [Laughter]

21 [Applause]

22 They already phased out 91 schools and
23 brought in charter schools. They'll sit back
24 and let you fail. They make sure they don't
25 give you resources, make sure they don't do the

1 things in their school libraries, SMART
2 Boards, computer labs, - - academic program or
3 squash program or cultural program - -
4 curriculum that's culturally relevant to us as a
5 people. I'm not talking about class - - class
6 size. That's what makes schools work. Not the
7 - - charter.

8 And when they did the studies, you know what
9 the studies said? Charter schools aren't doing
10 any better than public schools.

11 [Applause]

12 - - we want our kids to have choice, and - -
13 violence. - - choice. You don't choose the
14 charter school. They choose you. It's a class
15 thing. It's a class thing. So now they want
16 the charter schools, and we go to public
17 schools. So they're trying for a class thing,
18 like our charter schools are better than our
19 public school. Like the children in the charter
20 schools are better. Like the teachers are
21 better. They're not. This is about money.
22 This is about profit. This is about the - -
23 privatization of public education.

24 [Applause]

25 - - I want to say to you, - - we've - - .

1 We've demonstrated. We have press
2 conferences, but when we said we're not leaving,
3 when the parents said, we're staying in our
4 school and we're not going anywhere, we're not
5 letting them phase our school out, we're not
6 giving it up like that, well, - - was picked off
7 the list, and now we won that victory, their
8 school is staying at P.S. 114.

9 [Applause]

10 - - and we got to take it on another level.
11 We can't let them just entertain us with this
12 little exercise here and then go ahead and make
13 the decision. I guarantee you, if you study
14 Egypt and see what they did in Egypt, the people
15 rose up. Look how - - . I'm just - - .

16 The people rose up and said no. People have
17 power. They don't have the power. This is our
18 school, and you said no, you're not coming here
19 with this charter school. No.

20 [Applause]

21 [Crosstalk]

22 - - will not go on as usual if you try to
23 bring a charter school in here, and let them
24 know you're not going to sit back and let them -
25 - . I don't care how many votes you take.

1 They'll think twice, but if they think that
2 they can come here with this little bogus
3 hearing and have you screaming at each other,
4 and you're not going to take any other action,
5 this will be an exercise in futility, and
6 they'll bring the school in.

7 We got a - - . We got to tell the pastors
8 in our community, the churches in our community,
9 the after school programs in our community, the
10 tenant association, the block association, all
11 the elected officials, teachers, parents that
12 they're not coming in this building. They're
13 not coming in this building.

14 [Applause]

15 - - and we do not want that. - - not want
16 it to happen, especially - - overcrowded
17 classrooms. We need smaller class sizes anyway,
18 so we have some - - that we have, get smaller
19 class sizes - -

20 [Applause]

21 We need to let the Department of Education
22 know that we're serious, that you're talking
23 about our future because if you don't, this is
24 step one for removing public education in this
25 building. I'm writing an article for the

1 Amsterdam News. I want you all to pick it up
2 on Thursday. My article is, Mayor Bloomberg,
3 buy your own buildings for charter schools - - .

4 [Applause]

5 - - office worth \$5 billion. The mayor is
6 now worth \$20 million. Everybody got broke, and
7 he got richer. Shutting down - - , shutting
8 them down. Daycare centers, shutting down
9 senior centers, - - schools, shutting down
10 hospitals, all of this, and he got richer.

11 Well, you feel you like charter schools so much,
12 mayor, then get your billionaire friends on Wall
13 Street, take out your checkbook, and you buy
14 some buildings for your charter schools.

15 [Applause]

16 - - funds for public schools. Private money
17 for private charter schools. Let me say - -
18 that terms. They call them public charters.
19 These aren't private schools. These are public
20 charters. You all know what an oxymoron is,
21 right?

22 [Laughter]

23 These are no public charters. They're
24 private entities that own and operate these
25 schools whether they're not-for-profit, for-

1 profit, on hedge funds, these are private
2 entities that run these schools. So those
3 private entities should go get some private
4 money and build your own private buildings in a
5 private space and your private schools.

6 [Applause]

7 - - public funding for public schools.

8 That's what - -

9 [Applause]

10 [Crosstalk]

11 AUDIENCE: [Chanting] We say no. We say
12 no. We say no. We say no. We say no.

13 MS. MILLS: Thank you. The next presenter
14 will be Jessica Osborne from - - .

15 [Applause]

16 [Crosstalk]

17 MS. JESSICA OSBORNE: - - for all of you. -
18 - . I just kind of wanted to give you a few
19 notes about what - - about high school because
20 I'm a high school English teacher, and, uh, I
21 think it's really valuable experience. Um, I've
22 been teaching for five years. Um, before that,
23 I worked full time - - . Before that, I was - -
24 collegiate athlete, um, so I've had lots of
25 experiences, lots of memories. But I'd have to

1 say that - - experience and memories that have
2 kind of shaped my character the most are the
3 ones that I had in high school.

4 Um, performances, dances, student-teacher
5 basketball games, pep rallies, assemblies,
6 things like that. Um, so that's kind of what I
7 wanted to talk a little bit about tonight
8 because I feel like moving another school into
9 this building, those experiences, those
10 memories, aren't going to happen for my
11 students, and that's a big concern for me.

12 Um, as I said, recalling my school
13 experiences, memories with fondness, and I kind
14 of want my kids to be able to do the same when
15 they look back. Um, if another school moves in,
16 those experiences and memories will be violated
17 instead of protected. If another school moves
18 in, it's going to be a struggle to provide those
19 kids with those experiences, with those
20 memories. So - - space. There are already two
21 schools, and I love the posters. One
22 auditorium. One cafeteria. One lunch room.
23 One library - - . So everybody loses and
24 nobody's winning. Charter school kids - - .

25 You know, so we're concerned not only for

1 the two schools that are here, but you move
2 another one in, then there's a whole other
3 population of families that is affected as well.

4 Um, and also a lot of kids in our high
5 school, I'm sure in our middle school as well,
6 school's kind of a home away from home for a lot
7 of them, and so I feel like if we don't have
8 that space where we're creating that
9 environment, we're creating that identify and
10 developing that school spirit, um, we're kind of
11 taking that away from them as well.

12 Right, there's nowhere for them to be--
13 nowhere for them to be comfortable or to feel
14 comfortable, or the building of those
15 relationships with their peers and making those
16 - - . Um, so it's kind of a community. And I
17 think that in our school especially, that sense
18 of community that we have is kind of what
19 fostered that - - success in our building.

20 So this building, this space, just kind of
21 houses that community. It's where those
22 experiences are going to happen for my students.
23 It's where those memories are going to be made.

24 It's a really young school. We're growing
25 in identity. We're growing in spirit. We're

1 growing in size. Don't take away our space.

2 [Applause]

3 MS. MILLS: Thank you. The next presenter
4 is Nicole Tancredi from - - .

5 [Applause]

6 MS. NICOLE TANCREDI: Good evening. School
7 for Classics needs room for growth. And if
8 there is - - it will take away - - opportunities
9 for not only our current students, but also our
10 future students - - . Just last week, our
11 freshmen brilliantly organized a - - show, - - ,
12 a Shakespeare - - . This - - classmen are
13 performing Shakespeare, a Midsummer Night's
14 Dream. - - sitting here to know is that this
15 show is not - - but a joint production.

16 The students need sets and classrooms. They
17 - - , but - - stage manager. Our theater
18 department includes coursework in performance,
19 stage management, costume and set design, and
20 the technical parts of the - - such as lights
21 and music. With the full support of - - company
22 in Manhattan, to give you an example of what
23 this - - look like.

24 We had an entire - - performers, teachers
25 and management staff to help our students

1 succeed in their - - performance. We are
2 planning to evolve our school further with more
3 coursework, such as a shop class, that will
4 enhance the production of our sets in time, and
5 more coursework--more internships where students
6 can get overall experience in performance and -
7 - .

8 Each area of our theater department - - and
9 enhance all - - subject areas like working with
10 props - - history and English, and using - -
11 skills to business areas of putting on theater
12 productions. As well as enhance our experience
13 of building set designs.

14 With less space, we may not be able to
15 expand our academic programs, such as the AP
16 curriculum they're planning for next fall,
17 English, History and - - . What other high
18 school in East New York has provided students
19 these kind of opportunities? Adding a school to
20 our building takes away from the space - - a
21 high school student. Can you imagine a
22 cafeteria where juniors and seniors have to eat
23 lunch with sixth graders?

24 [Crosstalk]

25 This is just one scenario - - charter

1 school. Also, consider preschools sharing a
2 gym. With - - the high school gym - -
3 approximately 40 students in a class to 100 in a
4 class. It would give - - service to our
5 students. In addition, School for Classics - -
6 varsity basketball team and dance programs. We
7 already are limited in space for practice. Each
8 week, we - - students and their parents - -
9 School for Classics who are interested in
10 learning about performance arts and careers, but
11 we've been told to stop growing.

12 Why shouldn't children in East New York have
13 a chance to learn in a small school environment
14 dedicated to meeting the needs of its students
15 and expanding their - - academics and
16 performance?

17 It is difficult to understand how the same
18 people who supported and opened the doors to our
19 school a year ago to open is turning its back on
20 the mission statement that - - thousands of
21 others that apply.

22 We don't--the leaders of city know, the
23 leaders of our nations know, that public schools
24 that are overcrowded do not work. When you
25 crowd - - schools into buildings - - facilities,

1 one cafeteria, one auditorium, one gym and one
2 library, you will be setting not just one school
3 up for failure, but three.

4 While the mayor - - to believe that charter
5 schools produce better scores, it is well known
6 that charter schools are limited in a number of
7 student - - only students who win a lottery spot
8 the chance to go to their school. At School for
9 Classics, we serve all students.

10 We are providing - - unique opportunities in
11 academics and performance presented to the - - .
12 - - grow. We are here tonight to demonstrate
13 our commitment to the schools and students. Not
14 only in our building, but in the East New York -
15 - , with room for growing our staff - - .

16 Organizing - - are committed to go - - at
17 the same levels academically and performance
18 related at a well-established performance high
19 school such as - - because we are a small school
20 with a student-centered learning environment.

21 Our students will graduate on the college
22 level - - residential real world experience in
23 the field of performance, whether the area is
24 acting, design or business related. This - -
25 School for Classics is able to produce as we

1 prepare our first senior class for graduation.

2 [Applause]

3 What you need to know is what does not work
4 for - - students. Crowded schools does not
5 work. Setting schools up for failure does not
6 work. Using New York City schools and our
7 students as an experiment to see what may or may
8 not work does not work.

9 [Applause]

10 - - more students, more teachers, more staff
11 members into their building before they even
12 have the opportunity to succeed. Thank you.

13 [Applause]

14 MS. MILLS: Thank you. The next presenter
15 will be Simone Jemmott from School for the
16 Classics.

17 MS. SIMONE JEMMOTT: Thank you, and I would
18 like to say that I appreciate everyone that has
19 come out tonight, our officials and our parents,
20 our students and our staff. It is very
21 important that - - and - - alumni of 218. I
22 won't say from what year, but I have - - .

23 [Applause]

24 - - test rats, um, guinea pigs, as - - goes
25 up to - - do something. Well, I'll take away

1 teachers. I'll cut the budgets. I'll do
2 this. It's always us. When do we get cheese?
3 When do our kids get cheese?

4 These are not sardines. These are not
5 cattle. These are - - children, human beings.
6 They need the space. They need to grow to be
7 able to move about, - - , which we don't have -
8 - of too classes. So for you to cram us with
9 another school, whether it's on the fourth floor
10 or - - 218 in this building, is very - - . And
11 as it is, they're crammed and - - during the
12 day.

13 Young people need space. They need
14 somewhere that they can grow. It's like - -
15 said something that was positive that we need
16 money to go into - - our classes, to - - our
17 classroom so that our teachers can effectively
18 reach our kids. Not - - okay? Like, they're a
19 no one. We are.

20 Again, we - - someone, somebody. Okay? And
21 it just disheartens me to think that this could
22 happen to us. We have to take and speak out and
23 strengthen our voices in numbers.

24 Our students as well as our parents. We are
25 strong when we are in numbers, when we are in

1 voices, and when we are in - - . Let's get
2 out and speak and stay what we want and not
3 allow this to happen to us, 218 and - - .

4 MS. MILLS: Thank you. The next presenter
5 will be Jeffery Brooks from School for the
6 Classics.

7 [Applause]

8 MR. JEFFERY BROOKS: Good evening, ladies
9 and gentlemen. - - students - -

10 [Crosstalk]

11 MR. BROOKS: I was recently involved in the
12 DOE - - charter school K218. There's one big
13 problem with that. - - I mean, look at us. I
14 see some - - students and parents in the
15 audience. I want to give a shout out to 218
16 because - - .

17 [Applause]

18 Um, the DOE - - school that need to. We
19 have - - . - - field trip because apparently,
20 um--okay. The DOE - - . At the start of this
21 school year, - - students - - to the population.
22 Apparently - - public schools is a harder place
23 to learn - - education. I disagree - - .

24 They say that public schools have low
25 attendance rates, low test scores and

1 overcrowded classrooms. We would not have
2 that if we had the money to, um, have - - have
3 smaller class sizes and--smaller class sizes - -
4 experiencing - - .

5 Um, - - . Some of the students feel that -
6 - . I personally - - . DOE and the man spend
7 money and time trying to create charter schools.
8 They - - public school rather than - - the money
9 - - .

10 [Applause]

11 MS. MILLS: Thank you. The next presenter
12 will be Mr. Chowdhury of the CEC.

13 MR. KOBIR CHOWDHURY: Good evening,
14 everyone. On behalf of the Community
15 Educational Council, uh, we - - District 19, I
16 would like to welcome all the panelists, - - ,
17 teachers, students and, uh, community
18 representatives. I, uh, specifically want to
19 thank Mr. - - for being here. Also - - from,
20 um, Senator Sampson's office. Thank you very
21 much.

22 And a special thank you goes to Jeffery for
23 your effort. Thank you very much.

24 [Applause]

25 On January 25 of this year, we had - - .

1 This was just to phase out the - - school. It
2 was - - for us to - - ones today. It's about
3 colocation, charter school and - - years. So
4 just give us a break.

5 I would like to start with a couple of facts
6 here. Number one, you know, our schools are
7 failing, to some extent. I just want to
8 emphasize that it is not our children's fault.
9 That's a fact.

10 Number two. Colocations. Colocations does
11 not make - - . This is not a fact. Charter
12 school - - , charter schools are not - - for a
13 better - - . Charter schools does not solve
14 public schools problem.

15 Fact number four, public charter schools,
16 and like - - said, I'm going to say public
17 charter schools is a sham. What I want to go
18 over - - you know, when our schools are failing,
19 and it's not our children's fault, that means
20 schools are not providing proper resources,
21 maybe the resources that are provided are not
22 allocated properly, or combination of both and
23 many other things.

24 Who is responsible to, to, you know, oversee
25 and - - and make sure that, that they - - to

1 repeat is DOE. Colocations, if we have
2 schools that are failing, when spaces aren't
3 available, possibility of, you know, making the
4 classroom sizes smaller, without - - that, I
5 cannot--you know, I agree with the fact that the
6 schools are underutilized based on their
7 statistics. But to heal it, you don't just
8 bring another school without fixing the problem
9 that exists in schools that you have.

10 [Applause]

11 And I was very, very glad that I attended a,
12 a, a, - - supposed - - in Albany, hosted by Mr.
13 Leher [phonetic] and other representatives. And
14 I - - thinking about, you know, what I needed to
15 know. But I know a lot more about charter
16 schools and their - - .

17 It's really about how to take the public
18 funds and utilize it for public--public funds
19 for private purposes. That word, public, it's
20 usually--it's - - word that might confuse us,
21 and I don't think not only that we don't want a
22 charter school in this building, we want less
23 and less of charter schools in our District. -
24 - happy to get rid of them and get - - problems
25 dealt with.

1 Now, that word temporary. Ms. Mills said
2 - - council meeting that can not be - - you
3 know, - - it's temporarily housed there. It's
4 not--it's not going to be here permanently, and
5 I have no reason to doubt her, but the
6 statistics that was given here today, - - read
7 the whole thing, but it shows 602 versus their
8 statement, 350.

9 So maybe it's a mistake, but don't you think
10 we have a reason to be confused? Don't you
11 think we have the right to suspect you when - -
12 but on their fact sheet, it says 602. So - -
13 truth - - . And you know, I think you got to
14 give us the benefit of the doubt and work with
15 us.

16 Number two, I used to think that public
17 schools have some statistics wrong. You know, -
18 - or - - on time. Who has it correct? If DOE
19 doesn't have it correct, blaming us for
20 everything, you know, everything wrong. Are we
21 just going to play the blame game, or somebody's
22 going to take responsibility for our children
23 and, and make - - successes and our failures.

24 In the end, I just want to agree with this
25 statement from, uh, I.S. 218, you know, Save our

1 School Community. I didn't get to read the
2 whole thing, but reading what I read, I agree
3 with everything. Everything that's there.

4 Please support that proposal. You know, I
5 agree with what they're doing there, and try to
6 stay useful in the end. I would like to ask Mr.
7 Mayor to stop - - and - - statistics and start
8 taking some responsibilities for our children
9 because when our children fails and - - , it is
10 because you failed them. You are the real
11 failure. Thank you very much.

12 [Applause]

13 MS. MILLS: Thank you. We have now
14 concluded the formal presentations. I will now
15 have Jenny Sobelman call the speakers.

16 MS. JENNY SOBELMAN: Thank you,
17 Superintendent. The first speaker, actually,
18 I'd like to recognize is - - Bloomfield
19 [phonetic], excuse me, from Senator Sampson's
20 office.

21 [Applause]

22 MR. BLOOMFIELD: Good evening, everyone.
23 I'm here representing State Senator John
24 Sampson, who's - - . Along with congressman - -
25 along with the - - senator's side.

1 He fought alongside parents and students
2 to keep 114 open. The fight is not over. - -
3 and place to - - schools away from the
4 community. That's what this is all about.

5 114 wasn't done only by Charles Mayor's
6 [phonetic] office. That was successful with not
7 only Senator Sampson's office. It was done in
8 conjunction with everyone, every parent, every
9 daycare provider, every teacher, every after
10 school program worker. Even the people that
11 helped with the food, people that dropped kids
12 off, filled the room every time there was a
13 hearing.

14 They - - the hearing every time. In our
15 District, we had DOE tell us one thing and do
16 another. I have to - - what you were saying
17 because we have schools that colocation.
18 That's, that's the big--that's one thing that
19 they start saying is colocation because the
20 school's not - - so we got to get - - . So
21 they're going to make up these fancy words.
22 They're going to make up these programs to see -
23 - like that, they need something legal to make
24 up. You have to stay together. Everyone is--
25 everyone has to - - participation. And it

1 started - - . You know where it started at?
2 It started in the primary when we had to - - and
3 people did not come out and vote.

4 [Applause]

5 - - the DOE. Some of it has to fall on us
6 because lack of participation is the absolute -
7 - for status quo. So students, not that - - ,
8 right? Let this be a lesson because you are our
9 future. Do not sit back and say, you know what,
10 I'm not going to vote because they don't do
11 anything for me. Okay. They don't do anything
12 for you, but they're going to do it against you
13 all the time. They're going to take advantage
14 every time.

15 So don't let this happen ever again. Stand
16 with your parents. Make sure that every child
17 who's in your classroom has somebody
18 representing them. Their grandmother, their
19 cousins, somebody sitting there and doing it for
20 them. If they can't make it, somebody else has
21 to be there. You constantly write letters and
22 stay on it. That's the only way it can be done.

23 It can't be only the elected officials
24 because elected officials are only as strong as
25 the constituent base. They're not going to do

1 it by themselves.

2 So DOE has a plan, and we have a
3 counteraction plan. It's not about playing - -
4 . Right? We have to fight to keep schools
5 open. We have to fight to keep our hospitals
6 open. This is ridiculous. They're taking
7 everything away from us.

8 So it starts with us locally. Then it
9 builds everywhere else. We have to keep our - -
10 accountable, and it's not - - . It's actually
11 the people - - many years. They haven't
12 changed. Some of them have been there for 20-
13 some-odd years. So who ever's the leader is
14 just a pawn. They tell the person what to say -
15 - , right? And then, okay, I'll go with - - .

16 There is no plan other than doing what
17 they're going to do. So if we're going to stand
18 up together and listen to what DOE just tells
19 you - - then we might as well just let them have
20 everything, um, give them whatever they want.

21 By the way, - - gentleman here - - charter
22 schools? Anybody? I'm - - that gentleman right
23 there. - - director, ladies and gentlemen. - -
24 director. - - great plan. School sounded
25 excellent. They were going to take trips. They

1 were going to do great things and be
2 temporary. The problem is, is there's no - - .
3 There's no way. There's no way that one school
4 wants to do something, then you have to actually
5 schedule it to - - . You got to schedule - - .
6 You got to schedule to use the bathroom. You
7 can't use it from 10:00 to 3:00. You can only
8 use it from 3:00 to 6:00, when the school's
9 over. That's not going to work.

10 The school sounds great, but - - no
11 brochure, - - , right? No brochure, no nothing,
12 so I have nothing strong to go on for those
13 promises made. The only thing I have is people
14 in front of me, like you, who are here and are
15 going to be in debt because of this.

16 So I say it again, participation is the key.
17 You want to say it with me? Is participation
18 the key? Say it?

19 AUDIENCE: Participation is the key.

20 MR. BLOOMFIELD: Oh, it's the key to life.
21 You can't sit back on the side. You got to
22 drive. You going to play the game. You got - -
23 . Thank you ladies and gentlemen.

24 MS. SOBELMAN: Thank you. Okay. So now
25 we're going to move into the speaker list, and

1 everyone who signed up to speak will be in at
2 two minutes. We're going to keep a timer right
3 here. There's a woman who's going to hold up a
4 sign to let you know 30 seconds and that the
5 time is expired. And I'm going to call five
6 names and ask you to line up here along the
7 side, and you'll use this microphone. So let me
8 call the first five names, and I apologize in
9 advance if I mispronounce. Jennifer Goldberg
10 [phonetic], Nasia Colier [phonetic], Ms. Simon
11 [phonetic], - - Powers and - - . So I'm going
12 to see those again in case folks didn't hear.
13 Jennifer Goldberg, Nasia Colier, Ms. Simon - -
14 Tekesia Power [phonetic] and Clifford Thomas
15 [phonetic].

16 [Applause]

17 MS. JENNIFER GOLDBERG: Um, hi, my name is
18 Jennifer Goldberg. I am--um, I conduct
19 professional development at School for the
20 Classics. I work for the - - center. I'm also
21 a Department of Education teacher of 15 years.
22 I'm happy the staff of School for the Classics
23 are speaking out against the introduction of
24 another school to our building, which we already
25 share with I.S. 218. I watched the classrooms

1 grow, and now we're 240 people strong. Our
2 school does not have room to share its limited
3 space and resources with another school. When
4 the DOE attempts to cut corners, everyone loses.
5 Here's an idea. Instead of opening a new school
6 in a building that is not - - to hold it, build
7 new buildings. Stop the misspending and
8 misappropriation of school funding.

9 DOE, put your money into our school to help
10 our theater program grow. DOE, put your money
11 into our school to help our students have - -
12 classrooms. DOE, put your money into helping
13 our students have more after school programs.
14 DOE, put your money and resources into our
15 school, to increase our technology. You did say
16 you wanted all students to be ushered into the
17 21st Century, didn't you?

18 [Applause]

19 - - don't set them up to fail. Leave School
20 for the Classics and I.S. 218 to do its job at
21 educating our students and you do yours. But
22 this time, do it right.

23 [Applause]

24 MS. NASIA COLIER: - - for this opportunity
25 to speak before you today. I am Nasia Colier,

1 and I am currently in the ninth grade at - - .
2 When I first came to this school, I was excited.
3 I was really hoping - - opportunity - - called
4 School for the Classics, and - - I've been very
5 - - some of my classmates.

6 We all wish the school was bigger, though.
7 We appreciate what we have here, but we want our
8 school to be able to grow. Here are School for
9 the Classics, we operate as a family very well.

10 However, we are lacking in some of our
11 facilities. We have not been at our full
12 capacity yet, and if another school opens in our
13 building, we will never be able to become the
14 school that we once - - . Think about it.

15 If anyone deserves to be given another floor
16 in this building, it is us. We are an A school.
17 We - -

18 [Applause]

19 - - in existence. We do not want another
20 school in this building, as - - activities take
21 up large areas, including the auditorium. We
22 actually need the extra space in order for us to
23 function properly as a school. - - I.S. 218,
24 and then - - have to work even harder than ever
25 to coexist.

1 The students here at School for the
2 Classics are happy. Why would you want to
3 change that?

4 [Applause]

5 MS. SIMON: Hi, I'm Ms. Simon, and I'm a
6 theater teacher here at School for the Classics.
7 I want to know, do you remember a music, art or
8 dance class when you were in school? Do you
9 remember a play or a show that captured your
10 attention, stole your heart, or moved your
11 emotions? The - - theater and other arts
12 programs in schools.

13 Theater helps improve motivation, self
14 esteem, speaking skills, boost confidence and
15 helps provide students with artistic, creative
16 and technical abilities. School for the
17 Classics is a theater-focused high school. In
18 order to provide our students with a quality
19 arts education, we not only need space, but
20 adequate time and attention for our - -
21 learners.

22 We need to capture their attention, steal
23 their hearts and move their emotions. The
24 addition of a charter school in the building
25 means that our technical and design shop classes

1 would be virtually if not completely
2 eliminated. We would lose space to store set
3 pieces, props, costumes and other important
4 instructional and performance materials.

5 As it stands, our theater class and
6 electives are student centered, and students are
7 programed based on their theatrical interest.
8 Without that much space, the choice and sense of
9 ownership would also be taken away from our
10 students. Wouldn't you want that choice?

11 The addition of a charter school in the
12 building would mean that the time and attention
13 that teachers and other staff members would be
14 spend controlling security and the chaos - -
15 students in the building and not - - . Wouldn't
16 you want that time and attention?

17 Mayor Bloomberg, DOE and the City of New
18 York, please do not put another school in our
19 building. I hope that - - your attention,
20 stolen your heart and moved your emotions.

21 [Applause]

22 MS. TEKESIA POWERS: Hello, everyone. My
23 name--

24 [Crosstalk]

25 MS. POWERS: My name is Tekesia Powers. I'm

1 the current in grade - - at School for the
2 Classics. And - - be a part of School for the
3 Classics' first graduating class.

4 [Applause]

5 - - wanting to be in the building of - -
6 classes. My first thought was, are you serious?
7 This was a common reaction of other students.
8 We couldn't understand why they would think that
9 it was okay - - just because there were empty
10 classes.

11 We can't believe that because we are
12 overcrowded. This charter school, just like
13 School for the Classics, are both trying to give
14 opportunity to learn to the best of their
15 ability. But it can't do that in this building
16 because that would be--they'd be setting
17 themselves up for failure.

18 If you are trying to become one of the
19 greatest who ever existed, which is - - , you
20 wouldn't want to stop anyone who has the same
21 ambitions. And that is not what you would be
22 doing to us, but to our - - .

23 [Applause]

24 MR. CLIFFORD THOMAS: Good evening. My name
25 is Clifford Thomas. I'm the founder and

1 Executive Director of the Invictus Preparatory
2 Charter School. Uh, let me first say I have - -
3 like to take this time to clear up just a couple
4 of misconceptions, and - - .

5 Uh, first and foremost, I think it's
6 fantastic to see this many people here out
7 supporting their two schools - - . Uh, - -
8 support.

9 Along those lines, - - coming in and destroy
10 - - . In terms of - - this is pretty much - - .
11 Our plan is to expand 90 students per year - -
12 school year. Uh, I don't know how the system's
13 - - but we have absolutely no intention of - - .

14 So assuming this - - forward, we would - - .
15 Uh, second, just to speak on a couple of things
16 about charter schools and - - about myself, uh,
17 I think - - charter schools in that they don't -
18 - the same number of special education students,
19 English Language Learners. Uh, naturally, we
20 have - - , but as the son of an alcoholic father
21 who - - public housing, the - - , I can tell you
22 from fact that my school will not engage in
23 those practices. We're going to - - every,
24 single student possible in because those kids
25 need it the most.

1 Uh, essentially, in conclusion, we really
2 aren't trying to disrupt - - your schools - -
3 high quality education - - . So I'm hoping that
4 the proposal goes through. Uh, - - here, and
5 we'll work together - - teachers, the rest of
6 the students to try to make that possible - -
7 our students. Thank you very much - - .

8 [Applause]

9 - - a concern for me. Uh, I'll be at the
10 back - - .

11 [Jeering]

12 MS. SOBELMAN: - - calling the next five
13 speakers. Again, I apologize. Brianna Tee
14 [phonetic], Emily Chevey, - - Sanmartin
15 [phonetic], Jennifer Gonzalez and Desiree
16 Richardson.

17 [Applause]

18 [Crosstalk]

19 MS. BRIANNA TEE: Hello, my name is Brianna
20 Tee, and I am an 11th grade student currently
21 attending School for the Classics. I will be
22 part of the graduating class of 2012.

23 [Applause]

24 I'm here today so I can voice my opinion - -
25 the proposal of putting a charter school in our

1 school building. I believe that putting a
2 charter school in our school building is an act
3 that will cripple the development of our school
4 and limit our ability to learn in a well-
5 structured environment. Bringing a charter
6 school into our building will create an hectic
7 and crowded place of education.

8 Our school has 250 students, and we - - full
9 capacity of 400 students. 218 has 600 students,
10 and we all have to share the same lunch room,
11 gym, auditorium, dance room and school yard. My
12 school has two lunch periods, and 218 has about
13 three. So sharing one lunch room for more than
14 five periods with three schools with only the
15 hours of approximately 10:00 a.m. to 1:30 p.m.
16 will be - - .

17 Our school is a performing arts school, so -
18 - and - - space is crucial. We need to be able
19 to practice our plays and execute them as well
20 as use of the auditorium for our - - plays and -
21 - stage performances. Our school gives us many
22 opportunities for self-improvement such as our
23 fitness classes that take place in the dance
24 room of 218.

25 If this charter school comes, we most likely

1 won't be able to use that room anymore because
2 there already isn't enough room in the gym for
3 two schools. So adding one more means not
4 having physical education class at all, and - -
5 . At - - houses, which were places that are
6 stuffed with - - . And these houses, crowded
7 word areas cause - - violence and injuries. Why
8 would - - and make it seem as if we - - from
9 the past? Don't turn our school building into -
10 - houses.

11 [Applause]

12 MS. EMILY CHEVEY: Good evening. My name is
13 Emily Chevey - - parents here this evening - - .

14 [Applause]

15 - - is that our school is here to stay. If
16 we need to go all the way to Albany to save the
17 school, that is exactly what we're going to do.
18 - - for the charter schools, I knew that it was
19 going to be a disaster. But when I - - was that
20 the city was going to - - to put the schools
21 there. I didn't know they were coming here to
22 take our children out of this school - - .

23 [Applause]

24 - - listening and - - this evening, you know
25 - - come into our neighborhood and say to us,

1 oh, yes, you must go, or we're bringing this
2 other school in to crowd us up when we need room
3 to grow. We cannot be moved from this building.
4 It's important to our students - - . If you
5 take that away from them, where are they going
6 to go? Do you have room for them somewhere
7 else? These are - - students are - - students,
8 but they're also artists and performers. These
9 are tomorrows performers - - school

10 [Applause]

11 Don't take their dreams away from them.
12 When Martin Luther King said, you have a dream,
13 these students all have a dream.

14 [Applause]

15 And we need to keep their dreams alive. So
16 parents - - when I say to you we're going to
17 Albany, that's exactly - - . Thank you.

18 [Applause]

19 MS. SANMARTIN: My name is - - Sanmartin.
20 Um, I've been - - for 14 years. I'm the
21 teachers that taught special needs for 14 years
22 in this building. Uh, I - - of the students, of
23 the staff. Uh, being a teacher is not just, uh,
24 teaching the kids reading and writing. That's -
25 - . However, - - teaching the children how to

1 get along with each other, okay?

2 How to feel good about themselves.

3 Sometimes myself as a teacher, I have gone above
4 and beyond for my students. I have - - . I see
5 my students on the subway. Sometimes - - test
6 scores that the DOE want, but - - some of them,
7 they come and hug me when I'm on the subway
8 because I take the train. They offer to come.
9 Some of them are - - some of them - - parents on
10 the street, and this is - - this is who you are.

11 Sometimes - - the junior high school, but we
12 see the results later. That gives me hope, and
13 they give me joy. I watched some of my students
14 from September to now. - - level three, level
15 four. Some of the move up, but I see the steps
16 they are making. They are improving.

17 I would like to say to I.S. 218 because we
18 have done a great job. We have worked very
19 hard. - - and put up the curtains here. He - -
20 a microphone. Okay? We have - - song - - my
21 students because - - was filthy. You come to my
22 - - they're living at home. I love this school.
23 I love my students. I - - the test thing, but
24 this - - . Thank you.

25 [Applause]

1 MS. JENNIFER GONZALEZ: Good evening,
2 ladies and gentlemen. My name is Jennifer. I'm
3 a student from I.S. 218. I have - - my life
4 here. - - high school for - - public safety.
5 I'm studying arts and science, and I don't think
6 it's fair to put another school in here. Why?
7 Because if - - space, we don't really have to
8 lose the gym or to lose the lunch room. And I
9 know high school kids don't like to share lunch
10 rooms. - - ten minutes of lunch, that we're
11 going to be all stressed out - - lunch?

12 So I really don't think it's fair, but - -
13 when they're not going to listen to us, - - from
14 trying, at least let them know that we - - here
15 because we want - - . We are here because we
16 want - - . We don't want them to take our
17 lunch, our auditorium and stuff like that.

18 And I think it's really important - - stuff
19 like that because we need more time for our - -
20 and more time to understand stuff. We need more
21 time to understand stuff so we can be more
22 prepared for our next classes, for our other
23 years, for our years in colleges and stuff like
24 that. Thank you.

25 [Applause]

1 MS. SOBELMAN: Is Desiree Richardson still
2 here? No? Okay. So I'm going to call the next
3 five names. Michael Delgatto [phonetic]--

4 [Applause]

5 - - Carmen Dela Cruz [phonetic], Desin
6 Santana [phonetic] and Emilio Solaire
7 [phonetic].

8 [Applause]

9 MR. MICHAEL DELGATTO: What's up - - say
10 something. I want to make a point about the
11 lunch room. Yeah, um, I like eating lunch, so -
12 - that. - - . Yeah, I - - that time, that's -
13 - charter school and sharing it with School for
14 the Classics and 218 that have no time to eat
15 lunch and lunch - - . So - - to that, there's
16 no - - what's going to happen to - - ? They
17 going to share the lunch ladies? They have - -
18 , you know? And the gym, I like gym, too. - -
19 . And, um, how are you all going to share the
20 gym when it's, like, like, - - gym - - there - -
21 put some limits - - . But yeah, I like - - gym.
22 That's - - .

23 [Crosstalk]

24 But I don't - - the charter school moving
25 into this school because I was a student at 218

1 back in, um, my middle school days, and I
2 would like to see - - and - - the new school
3 that's - - , and what - - you all just take - -
4 time, so - - .

5 [Applause]

6 MS. SOBELMAN: - - ? Carmen Dela Cruz?
7 Desin Santana, and Emilio Solaire? Okay. So
8 we're going to go to the next five names.
9 Pauline Ashley [phonetic], - - , Francesca Jamie
10 [phonetic], - - and - - . So Pauline Ashley,
11 Andre Lake [phonetic], Francesca Jamie, Gail
12 Cohen [phonetic] and Stephanie Neebly
13 [phonetic].

14 MS. PAULINE ASHLEY: Hi, I'm Pauline Ashley.
15 Um, - - but what I want to say is that two
16 classes just came to the school, - - , and - -
17 together, we - - together, worked together, and
18 studied together. We actually live together - -
19 24/7 - - now.

20 Um, and I think that it would be the same if
21 charter school would come here because, um, I
22 don't know. I think that - - that we have, even
23 with 218, that it would break, and our students
24 would drop out and - - leave the school because
25 - - them out, and I don't think that they should

1 come because right now, we have half of the
2 gym, sometimes - - . Our basketball team - -
3 practice. We can't say - - want to. Why?
4 Because we share with 218. They did it before
5 us - - . When the charter school come, we won't
6 even be able to go in the gym.

7 I, I mean, we don't have a problem now
8 sharing the gym, - - in 218, we - - time, but we
9 have to share it - - . I don't think - - in the
10 gym. - - even go on stage, we wouldn't have
11 time.

12 [Applause]

13 MS. FRANCESCA JAMIE: Hello, my name is
14 Francesca Jamie, and I'm - - . I've been here
15 since the beginning - - High School. Although
16 we don't have anything to ourselves, we
17 appreciate what we have, and we - - as well.
18 However, with a new school coming in, this would
19 be an extremely hard place to be, especially
20 because we're a school that - - , so the
21 auditorium is a necessity to us, something that
22 means a lot for our plays, productions and also
23 our - - school community together.

24 Bringing another school into our building
25 would mean that our classroom sizes - - teacher

1 to student ratio - - capacity because we won't
2 be able to - - . Lastly, I would like to say
3 that having fifth graders and high schoolers in
4 the same building at the same time - - I want my
5 school to grow, and I want - - . We can't have
6 it in an overcrowded environment.

7 [Applause]

8 MR. ANDRE LAKE: Good evening. My name is
9 Andre, and I'm - - .

10 [Applause]

11 - - We know that - - This - - science - -
12 classes. Overcrowding - - number of students -
13 - overcrowded is actually a - - gym, auditorium,
14 cafeteria, only - - one. It's not - - for that
15 space to just - - . - - that we have - -
16 classroom - - . We need students to grow
17 properly and experience the richness of this
18 school, it needs to not be - - .

19 I just want to - - School for the Classics
20 and - - to make sure that charter school - - .

21 [Applause]

22 MS. SOBELMAN: So Gail Cohen and Stephanie
23 Neebly? Okay. So we're going to go to the next
24 five speakers. Valerie Ell [phonetic], Ian
25 Watson [phonetic], Shawntay Brown [phonetic] and

1 B. Gristlecheck [phonetic].

2 [Crosstalk]

3 MS. VALERIE ELL: All right. Good evening.
4 Thank you all for coming. Thank you everyone in
5 this hearing still around. I just want to say
6 hi to all my former students that are here, my
7 principal, the principal for the high school,
8 all the students in the high school, the panel
9 in front of us, parents, the teachers in here
10 representing the school.

11 - - a few things to say. I just want to - -
12 some - - for you. 37. That's Ms. Halloway's
13 [phonetic] class. 36. That's her other class.
14 35, Ms. Glover's class. 38 in Ms. Lineman's
15 [phonetic] class. 38 in Ms. Maritana's
16 [phonetic], 37 in Ms. Gabel [phonetic], I have
17 32 students. These are the number of students
18 that are in our classes.

19 We need money to hire teachers. We don't
20 need a charter school that's going to take that
21 money away from us. Two years ago, we got rid
22 of 30 teachers at I.S. 218, and now we have
23 overcrowded classrooms. We need teachers. We
24 don't need another charter school coming and
25 tell us, oh, you have space in your building.

1 Why? Because you got rid of all these
2 teachers that - - that taught these extra
3 students. Does that make any sense? Not at
4 all. We're overcrowded.

5 The high school - - I see them - -
6 performing - - is beautiful. A lot of our
7 students are in that high school. We have no
8 problems with the high school. We get along
9 well. The charter school, everything that's
10 been said here tonight makes no sense.

11 I want also to mention - - . Three schools
12 in one building - - in the back of the room. He
13 told me, Val, with all these schools in one
14 building, when I come into the building to treat
15 a child, it's hard for me to find them. I have
16 to find out what school they're in. That's an
17 issue also.

18 I know my time is up, but I just want to say
19 that I love I.S. 218. I'm a teacher here. I
20 attended this school. I - - I want to bring my
21 children here and say that I went to this
22 school. My students who came out to support
23 I.S. 218 tonight, thank you for coming. My - -
24 my friends, all of the teachers and anyone
25 that's - - . Thank you so much. God bless you

1 - - . - - .

2 [Applause]

3 MS. SHAWNTAY BROWN: Good evening, everyone.
4 I have been in this school for the past five
5 years, and for all my years, almost 20, and I've
6 been teaching almost 17 years, all my years - -
7 these students. In this school, I was working -
8 - students. And the students need space. They
9 need space to move around and - - pent up
10 energy. Most of the students we have in our
11 programs are students who are - - projects.

12 They do not have the space at home to run
13 around. They - - to use up their pent-up
14 energy. And so when they come to school, they
15 need the space of the gymnasium. For our
16 students - - for their gym time to be cut, it
17 could be detrimental to their behavior and their
18 academic achievement.

19 So our students really need the gym space.
20 They also need the gym where they can run - -
21 sports, and that is taken away from them, they
22 do not know how to get it out and how to, uh, to
23 work with each other - - . So our children need
24 the space.

25 They also need a space - - facility. When

1 the gym - - space is cut, then more children -
2 - push - - you won't have 38. You won't have
3 37. You will have 80 children in the gym at one
4 time, and that's not safe for our children,
5 especially our special needs children. We need
6 the space.

7 [Applause]

8 MR. B. GRISTLECHECK: Good evening, guys.
9 Most of you know me as Mr. G., Mr. Gris. Um,
10 I've been here for 15 years, and I've dedicated
11 15 years of my life to the - - school. And - -
12 department, I have watched our kids grow and
13 become better athletes. And not only does that
14 mean that they're athletes who need - - but it
15 will keep them off the street.

16 As of right now, I can honestly tell you
17 that the gym is being used to the full capacity.

18 [Applause]

19 There are eight periods in our day, not
20 including an additional period for the high
21 school. Every period of the day, the gym is
22 full, full to the max. The high school, they
23 have sometimes 50 to 100 kids in there. We have
24 the same. You've heard the class sizes in our
25 school. 30-something. 35, 34. Mind you, we

1 have three classes in one gym period. There
2 is no space.

3 Where's this school going to get their gym
4 time? They're taking it from our kids. Okay?
5 And it's not only your school, but it's every
6 school. The high school has - - till 4:30. We
7 stay there till 4:30 - - doing extra work, just
8 waiting to get into the gym, and then they play
9 in the gym.

10 There's no time. We need to let our kids
11 grow. If you put kids in little boxes, they
12 don't grow. Our children need to get - -
13 growth. The high school is getting bigger. Our
14 kids mostly go to their high school. This is my
15 - - family. I've been here. When I look at the
16 high school, they're all my kids. When I go
17 outside for lunch, I hear - - because when I go
18 out there on the street, everyone says, Mr. G.,
19 Mr. G., and that makes me proud because they
20 remember who I am and what I did for them, and I
21 - - to them in return.

22 Let our kids grow.

23 [Applause]

24 MS. SOBELMAN: Thank you. Yasmine Saraka
25 [phonetic]? Yasmine Saraka, Jonathan Trosch

1 [phonetic], Reggie McCoy [phonetic], Mordaya
2 Kalidjaya [phonetic]. I apologize. Eric Thomas
3 [phonetic], Christopher Benz [phonetic].

4 MR. JONATHAN TROSCH: I'm on the basketball
5 team - - . I've been here two years. - -
6 basically the charter school is - - . We play
7 basketball maybe four times a week, and the
8 basketball team - - . Mr. Gris invested in
9 jerseys for us, and teachers taking the time
10 after school just to teach us. There's no
11 space. We're limited in the gym, and it's just--
12 -it's not - - . You know, it's a waste of time.
13 Just let kids be kids.

14 You all - - charter school, it's just--
15 what's the difference? - - . A different - - ?
16 No, it's not even like that, but the thing is,
17 let the kids grow. You all - - it's not going
18 to - - going down the street, and you know, just
19 I - - .

20 [Applause]

21 MS. MORDAYA KALIDJAYE: My name is Mordaya
22 Kalidjaye. Um, I'm a student of I.S. 218 - - ,
23 and I feel like the charter school shouldn't
24 come to our school - - many schools, and our
25 children - - school. But they still have to go

1 because they have - - , and - - months a go,
2 me and my mom were talking about - - that they
3 were trying to cut the metro card, and that's
4 the second reason why children can't come to
5 school. And the third reason why is that
6 charter schools - - there's nowhere to go. They
7 can't sit home all day, watch TV and then be on
8 the streets - - , and not - - should be doing,
9 becoming doctors.

10 And I really think that their should be
11 public schools because charter schools only care
12 about - - . For example, let's say - - . - -
13 semester, - - . So I think that public schools
14 should be open and say no to charter schools.

15 [Applause]

16 MALE VOICE: - - . Uh, I've been in school
17 two years. I'm a senior at I.S. 218, and I - -
18 charter school - - makes no sense because it's
19 hard for - - almost 40 kids in the classroom.
20 It makes it difficult on us and our teachers.
21 Plus there's no room in the gyms. - - one time
22 a week. Actually, - - two times a week, plus -
23 - sharing with the high school.

24 So - - charter school, it's like - - us
25 together - - no room - - . It makes no sense,

1 and it's just - - . And - - time to eat.
2 Most kids - - won't have time to eat, and it
3 just messes up the community - - , and - - .
4 They got - - and need to grow, but - - it's not
5 - - we do break - - school classes - - .

6 [Applause]

7 MR. ERIC THOMAS: My name is Eric Thomas,
8 and to start off, I would say - - I.S. 218. - -
9 I grew up - - to school. It has never been this
10 crowded, literally. There's no gym time. I
11 know - - class with 32 kids. I literally see my
12 teacher two times a period - - .

13 I'm - - and go, what is this? I'm
14 literally--my grades are slipping, and it's all
15 because it's crowded - - . Bringing a charter
16 school here is not going to make no difference.
17 - - they try to make a - - and so a - - and
18 that's not good for the neighborhood or the
19 school. Literally, I lost my friend, someone
20 really close to me, because his head was not in
21 school. - - we lose because they added another
22 school because - - charter school - - . That's
23 all I have to say.

24 [Applause]

25 MS. SOBELMAN: Christopher Benz? Destiny

1 Warris [phonetic], McKayla Johnson-Nevau
2 [phonetic] and Richard Hibbert [phonetic].

3 MS. MCKAYLA JOHNSON-NEVAU: My name is
4 McKayla Johnson-Nevau. I - - School for the
5 Classics. I - - company. Um, most of what I'm
6 going to say has been said, but I know this is
7 being recorded. So when we say out loud that -
8 - it's been noted that - - to the stance, I feel
9 like that says something, perhaps. Whatever
10 money is being put in the charter school, we
11 clearly could use it. Give our kids a chance.

12 We are a performing arts school. We - - .
13 We need raw materials. We need an opportunity
14 to grow. The proposal is to bring in a third
15 school, - - four years. School for the Classics
16 is not at its full capacity. We're still
17 growing. Give us a chance to finish growing.
18 We're still building our program, and you're
19 already bringing in another school. Really?
20 Really?

21 Um, what else did I want to say? Um, the
22 students that are - - to talk to you are - - ,
23 but - - said, it's--or not the councilman said,
24 it's your school. This is your school. Go and
25 talk to your parents. Talk to your neighbors.

1 If you can't - - , find someone who can, and
2 don't give up because it is your school, so you
3 have to make a decision what - - grow. I'm very
4 proud of you.

5 [Applause]

6 MR. RICHARD HIBBERT: Good evening. I'm
7 Richard Hibbert. I'm last but not least. I'm -
8 - and - - School for the Classics - - number of
9 schools in the community, and I'm also a social
10 worker. And so I'm not going to sit here--or
11 stand here too long. I - - . Um, I'm not going
12 to talk about the merits of charter school.
13 That's not a real debate. Each of us has our
14 opinion about charter schools, and each of them
15 probably valid - - respective. But what I do
16 want to talk about as a social worker - - , when
17 I first started school, my first class was - -
18 behavior in the social environment.

19 Environment's very important. You know,
20 students need the right environment to grow and
21 develop. That's - - very first semester in
22 school of my master's degree. And my first
23 class of my PhD was also about the environment
24 and social behavior. This is - - key aspect to
25 having the right environment.

1 A private - - new schools - - in one
2 school building, in one primary space for
3 students to grow and develop, many people before
4 me were talking about the problems - - .

5 Really?

6 So many before me talked about the impacts
7 of having overcrowded schools and - - . Some
8 people talked about that - - that much time.
9 But basically what you're asking is for students
10 to limit their expansion, schools to limit their
11 expansion and growth, and limit their expansion.
12 In effect, what you're telling these students is
13 to consciously limit their potential.

14 That's something that - - we shouldn't do
15 from the very beginning - - national level, and
16 - - . It's just the wrong message that we're
17 sending students. We should not - - of our
18 students because - - space from students. They
19 actually need that to grow to meet their full
20 potential.

21 [Applause]

22 MS. SOBELMAN: Thank you. And our speakers
23 list has been exhausted.

24 MS. MILLS: Again, you're welcome to - -
25 comment and feedback that you've may have at

1 this time for the panel [Background noise].

2 The e-mail address and phone number where

3 comments may be made is

4 D19Proposals@schools.nyc.gov. And (212) 374-

5 0208. Thank you for your participation. This

6 joint - - is now closed.

7 [END 186569.MP3]

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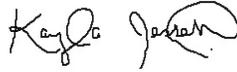
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C E R T I F I C A T E

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

Signature



Date March 10, 2011-----

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