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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
New Transfer School ROADS @ X401 -
3/12/12**

1 [START 285_709-part1.MP3]

2 MALE VOICE: [Speaking foreign language]

3 FEMALE VOICE: [Speaking foreign language]

4 MS. MYRNA RODRIGUEZ: Ms. Fernandez? Good
5 evening, everyone. Welcome to this joint public
6 hearing. My name is Myrna Rodriguez. I am the
7 superintendent for Community School District 12.
8 I welcome everyone who has come here. We will
9 be introducing several people - - and guests,
10 and we believe that we have our list going in
11 the back. Anyone who wishes to speak, please
12 sign up at the back.

13 This is a joint public hearing of Department
14 of Education Community Education Council for
15 District 12 and School Leadership Teams. We
16 have asked the District 12 CEC and School
17 Leadership Teams of - - Satellite Academy Bronx
18 4, Satellite Academy, and Bronx Regional High
19 School or, as you know it, as Bronx Regional, to
20 participate in this joint public hearing. I am
21 joined tonight by Satellite Academy principal
22 Marsha Vernon, Bronx Regional principal Mr.
23 Colin Thomas, Ms. Winifred Colton to my right,
24 your left, representing CEC 12. Ms. - - to my
25 left, your right, CEC mentor, and Tom, Mr. Tom

1 Franta, from State University of New York
2 Charter Schools Institute to my right, second
3 person.

4 This hearing is being recorded. The purpose
5 of this hearing is for you to provide comments
6 about the proposed opening and colocation of
7 ROADS charter high school 2, or ROADS 2, as it
8 will be called, in building X401 beginning in
9 2012/13. The State University of New York, or
10 SUNY, the charter authorizer for ROADS 2, is
11 required to hold a facilities hearing to receive
12 feedback on the proposed opening and colocation
13 of the school in building X401.

14 You can hear me in the back, right? Can I
15 be heard in the back?

16 MALE VOICE: Yes.

17 MS. RODRIGUEZ: Okay. Thank you. - - ,
18 this joint public hearing will also serve as
19 SUNY's facility's hearing. If you have any
20 questions or comments on the charter itself, Tom
21 Franta of SUNY, who is seated at the dais,
22 representing this hearing today will now tell
23 you how to submit those questions and comments.

24 MR. TOM FRANTA: Thank you, good evening.
25 The charter school we're discussing today, ROADS

1 charter school 2 is authorized by the SUNY
2 Board of Trustees. Education law requires that
3 SUNY holds a public hearing to discuss the
4 proposed colocation of the charter school with
5 one of the schools it - - is proposed to move
6 into the existing public school building. The
7 purpose of this hearing from SUNY's perspective
8 is to receive comments related to the proposed
9 colocation of the charter school.

10 SUNY is conducting its hearing now at the
11 same time as the DOE, as we rely on the DOE to
12 help us notify parents and guardians and to
13 arrange the hearing location. However, SUNY has
14 to make its own determination regarding this - -
15 . SUNY will not make its final determination
16 until after the decision of the PEB. ROADS
17 charter school 2 was approved by the SUNY
18 trustees on March 22, 2011. It is slated to
19 open in the fall of 2012 with approximately 150
20 students in grade nine, although the school does
21 not use traditional grade sanctions, adding one
22 cohort each year until it reaches full
23 involvement in the 2016/17 school year with
24 approximately 250 students from grades nine
25 through 12.

1 I'll be taking notes on all - - comments
2 made tonight. In addition, anyone who would
3 like to give me - - comments this evening, or
4 you can mail, fax or e-mail them at the
5 following address, and then this is posted on
6 the back doors as well if you'd like to get it
7 on your way out. To the SUNY Charter Schools
8 Institute, 41 Sage Street, Suite 700, Albany,
9 New York, 12207. Via fax to (518) 427-6510. Or
10 via e-mail to charters@SUNY.eu. - - for
11 statements must be receive no later than noon on
12 March 28, 2012. Thank you.

13 MS. RODRIGUEZ: I wish to remind you, we
14 have translation services and - - just arrived.
15 [Speaking foreign language] Will the
16 translators please raise your hands? There were
17 three. Where are the other two? All right.
18 Thank you.

19 Before I - - the proposal, I want to make
20 sure that you're all aware of the opportunity to
21 provide your input for those who have just
22 arrived. All those who wish to speak tonight,
23 you must sign up on the speaker's sign up, which
24 is located in the back area. The sign up lists
25 will close at 7:00 p.m. Speakers will be given

1 the floor in the order that you have signed up.
2 All comments are limited to about two minutes.

3 We are also collecting questions through
4 7:00 p.m. Some of you may not be able to want
5 to stand up, so we will provide--at the back
6 there are some cards, and there will be
7 questions answered here at the end of the public
8 comments section.

9 There are also some elected officials or
10 representatives who at different times
11 throughout the evening will be speaking. Those
12 officials who are here at the start of the
13 public comments section will be asked to speak
14 first. All comments will be addressed in the
15 Analysis of Public Comments to be published and
16 provided to the Panel for Educational Policy on
17 the evening before the panel votes. That vote
18 is scheduled on March 21, 2012 at 6:00 p.m.
19 This meeting will take place at the High School
20 of Fashion Industries, located at 225 West 24th
21 Street, New York, New York, 10011.

22 The e-mail address where comments may be
23 made is, and if you want - - back area, if you
24 don't take it down now, it's
25 D12proposals@schools.nyc.gov. The phone number

1 where comments may be made, - - number at the
2 back area, (212) 374-5159.

3 I will present the proposal, and then we
4 will hear comments from the speaker's list.
5 Proposed summary of collocation.

6 The Department of Education, or the DOE, is
7 proposing to collocate ROADS 2 in school
8 building X401 located at 1010 Reverend James A.
9 Polite Ave, Bronx, New York, in District 12
10 beginning in 2012. ROADS 2 is a new public
11 charter high school whose mission is to ensure
12 that disconnected youth graduate from high
13 school prepared to excel academically,
14 professionally and personally. The school's
15 charter was approved by SUNY, State University
16 of New York, in March 2011. Under this charter,
17 ROADS 2 will admit students through a charter
18 lottery and will give preference to students who
19 reside in District 12.

20 If this proposal is approved, ROADS 2 will
21 be collocated in building 401 with Satellite
22 Academy, Bronx Regional and the GED Plus program
23 beginning in 2012/13. The building will also
24 provide space to the following programs and
25 organizations. Living for the Young Family

1 Through Education, The LYFE Program, The
2 Referral Center for High School Alternatives,
3 and the Montefiore Medical Center. If this
4 proposal is approved, ROADS 2 will serve
5 approximately 135 to 165 students in 2012/13.
6 Each subsequent year, 2014 and '15, the school
7 will add 45 to 55 students.

8 The school is expected to reach full scale
9 in terms of enrollment in 2014/15, when it will
10 serve approximately 225 to 275 students. ROADS
11 2 is similar to DOE transfer schools in that
12 while the school serves students in grades 9
13 through 12, it will not adhere to strict grade
14 sanctions, as students will enroll at various
15 stages of credit accumulation.

16 If this proposal is approved, ROADS will
17 admit students for the 2012/13 school year who
18 have earned anywhere from 0 to 11 academic
19 credits and who are 15 to 17 years old.

20 Students will be admitted through a charter
21 lottery, giving preference to students who meet
22 eligibility criteria and reside in District 12.
23 Preference will be given to students who meet at
24 least one of the following criteria.

25 Students who are at least a year behind

1 their graduation cohort, students who have
2 previously dropped out of school, students who
3 are involved in the foster care system or child
4 protection system, students who are homeless or
5 in temporary housing, students who have been or
6 are involved with the juvenile or adult court
7 system. No single item in these criteria
8 provides a higher priority applicants - - .
9 However, students will have priority for
10 admission into the school based on the number of
11 criteria that applies to them. Thus, a student
12 who meets all five of the above criteria will
13 have first priority. A student who meets four
14 of the five will have next priority and so on.
15 Building X401 has a chartered capacity of 1,622
16 students.

17 In the 2011/2012 school year, the building
18 is serving 1,008 students, yielding a - -
19 utilization rate of 67%. This means that the
20 building is underutilized and has extra space to
21 accommodate additional students. If this
22 proposal is improved, during the first year of
23 implementation of the 2012/2013 school year,
24 this building, 401, is projected to serve
25 approximately 1,150 to 1,335 students, yielding

1 a projected target utilization rate of 70-82%.

2 During the final year of implementation, the
3 2014-2015 school year, this building is
4 projected to serve approximately 1,220 to 1,444
5 students, yielding a projected target
6 utilization rate between 75% and 89%.

7 Therefore, if this proposal is approved, the
8 building will be more efficiently utilized while
9 at the same time providing new educational
10 options for students in the community.

11 This proposal is not anticipated to impact
12 the current admissions process, enrollment,
13 programing and - - of Satellite Academy, Bronx
14 Regional or GED Plus. The LYFE Program, the
15 Referral Center, - - shares space in GED Plus,
16 and Montefiore Medical Center are not expected
17 to lose any space or reduce the services they
18 offer as a result of this proposal.

19 The DOE makes available the following
20 supports - - to safety and security, which will
21 continue if this proposal is approved. First,
22 provide best practices standards for creating
23 and sustaining a safe and supportive school as a
24 resource guide, reviewing and monitoring school
25 and - - data and crime data in conjunction with

1 the Criminal Justice Board - - and the New
2 York City Police Department. Provide technical
3 assistance - - the borough safety - - when
4 incidents occur. Provide professional
5 development and support to children's first
6 network safety liaison, provide professional
7 development and kits for building response
8 teams, and monitoring and certifying school
9 safety plans annually.

10 I would like to stop right now as we have
11 two people who will be making a presentation.
12 The honorable city council member Maria - - .

13 MARIA: Thank you. Thank you - -
14 superintendent and welcome to the neighborhood.
15 I think that I'm going to start this off by
16 saying we're here in numbers, and you're going
17 to hear many voice their concerns about this
18 proposal. And I'm going to take you at your
19 word that if this proposal is approved, hearing
20 that it's not - - and that I hope that you take
21 what is said here - - the community seriously
22 and hopefully influence the Department's
23 decision to introduce a new school into a school
24 community that already exists. And everyone
25 that I have spoken to in the school community,

1 staff, students and parents, voice the very
2 same concern. One surprise, and I think this -
3 - the Department of Education's goal of - -
4 business, which is you decide, you tell us, we
5 react.

6 And I'm hoping that this will serve as an
7 example how not to do things like this in the
8 future. ROADS 2--

9 [Applause]

10 MARIA: ROADS 2 maybe a good program. And
11 could provide an opportunity for the student
12 population that you described in your
13 presentation. My understanding is Bronx
14 Regional and Satellite Academy are those
15 students already in this building. The question
16 for me is why are we not taking the opportunity
17 to maximize the use of the space in this
18 building to allow these two existing programs
19 that have melded together in a very successful
20 way and allow them to grow their capacity
21 instead of bringing in a new entity into the
22 building?

23 [Applause]

24 MARIA: And - - the city charter schools and
25 non charter school public schools comes because

1 of this very same scenario. The Department of
2 Education provides space for some schools that
3 the community's not aware of, don't know, don't
4 understand, and most of the time they react to
5 what we don't understand. What I don't
6 understand is why it is that we read about this
7 on your web page or some press release that the
8 Chancellor releases to the universe, no
9 particular addressee, just put it on your web
10 page, and hopefully everyone here has access to
11 the internet. Hopefully everyone here knows to
12 check the Department of Education web site for
13 these announcements, and hopefully people like
14 me in positions like the one that I hold read
15 their e-mails. That is not a form of community
16 participation.

17 We need you to look at us as a partner in
18 whatever you do, whatever decisions you make
19 about what programs are going to be housed in
20 any building that is in our community because at
21 the end of the day, you get in your car and go
22 park somewhere else in - - county. I go home to
23 33rd Street - - .

24 [Applause]

25 MARIA: - - and while I am in support of

1 charter schools, I cannot sit and celebrate a
2 decision that impacts a school community that is
3 thriving, succeeding and needs an opportunity to
4 demonstrate the work that's being done by both
5 Satellite Academy and Bronx Regional. And - -
6 comments. If you have information to the
7 contrary, then we need to know that, too.

8 [Applause]

9 MARIA: - - I know these two principals as
10 individuals who are running good programs who I
11 encourage year after year to call my office and
12 ask for capital money so they can augment
13 whatever technology or other - - they have. And
14 have been supportive to them in the past.
15 They're not doing a good job, then bringing in a
16 new school is not the answer. - - from the
17 students from these schools, you're going to
18 hear that the programs that these two
19 professionals run in this building are setting
20 our children up for success, that our children
21 understand it, support what they're doing and
22 want more of it. Please do not interrupt the
23 good work that's already - - here by introducing
24 a new school that's going to take this out of
25 balance only because you don't think there's

1 enough going on here. Let them grow their
2 programs, and we will hold them accountable with
3 you if they fail our children. - - of the
4 existing programs, not in the best interests of
5 our children, not in the best interests of our
6 community. And I know that you're going to hear
7 that over and over and over again.

8 I am here to be supportive in any way that I
9 can be in my capacity as a council member that
10 represents this community. You need money, they
11 get it. They ask for it, they get it. All they
12 have to do is ask for it. My commitment to you
13 and your team is that I will be a partner with
14 you, but you have to got to treat me and my
15 community the same way.

16 [Applause]

17 MS. RODRIGUEZ: Thank you, Council Member.
18 - - schools. That's very important. I hope
19 that continues. The next speaker representing
20 the President, the Bronx Borough President - - ,
21 Helen Giacome. - - .

22 MS. HELEN GIACOME: No, I didn't. My name
23 is Helen - - Giacome. I work with State Senator
24 - - .

25 [Applause]

1 MS. GIACOME: - - the pleasure on Friday
2 to meet the young men and young women who were
3 exercising their right to protest against this
4 idea. They came over to our office where I - -
5 .

6 [Applause]

7 MS. GIACOME: And they were just wonderful.
8 When they said my check--

9 AUDIENCE: - - .

10 MS. GIACOME: My check--

11 AUDIENCE: - - .

12 MS. GIACOME: - - people. My daughter - -
13 so I knew what that was all about.

14 [Applause]

15 MS. GIACOME: So we're going to exercise our
16 right today to protest against what's happening.
17 Department of Education for too long has been
18 over and over again opening schools, closing
19 schools, opening schools, closing schools. I've
20 been dealing with this for the past, I don't
21 know, eight years, and each time, it seems like
22 they cannot seem to get it right. Here we are,
23 again, proposal of a charter school, which the
24 Senator is not against charter school. We're
25 okay with charter schools. But if you're going

1 to, what they're saying, use space that is
2 already being occupied by another school and
3 each year add more and more students, who's to
4 say which space is not being utilized properly?
5 Is it our libraries? Is it our lunchrooms
6 they're going to take over? Is it our
7 auditorium they're going to take over?

8 Because from what I see and what I hear, a
9 lot of our students are not being taught
10 properly in a classroom, and most of our
11 students are in a size of 30 or more students.
12 This is unfair to us and to our students. It's
13 unfair to our teachers. I am tired of hearing
14 this over and over again. We need to do
15 something about it, and I want for the
16 Department of Education to listen to our
17 community. Understand that we have a voice, and
18 we want it to be heard instead of just allowing
19 us to express our grievances and then you guys
20 do whatever you want, and I'm tired of it. I'm
21 really, really tired of it.

22 So I want the Satellite school to know that
23 we're here to support for them, the Bronx
24 Regional High School, that we're here to support
25 them. - - we're here. We want your voices to

1 be heard because we're here to help you guys
2 out. Thank you.

3 [Applause]

4 MS. RODRIGUEZ: Thank you. The next
5 presenters will be the School Leadership Teams
6 of Satellite Academy.

7 [Applause]

8 MS. CAROLE KENNEDY: We speak for both Bronx
9 Regional and for Satellite Academy. [Applause]
10 so this is a joint presentation between myself.
11 I'm Carole Kennedy, I'm the science teacher
12 here. I've been here almost 19 years. And my
13 colleague--

14 MS. IRIS CLARKE: I'm Iris Clarke, and I
15 have been here for five years. Sorry. My name
16 is Iris Clarke. I'm a science teacher. I - - .
17 I have been here for five years. I am also a
18 member living in this community all my life.

19 MR. TOMASSO SANTIAGO: Good evening, family,
20 I am Tomasso Santiago, and I am the - - for
21 Satellite Academy.

22 05: Okay. So we're going to do joint.
23 Okay. So this will be - - and it shows what our
24 students have been doing this last week, and
25 it's our big proposal here. We want this school

1 on one floor. So let me give you a little
2 history about Satellite Academy. Some of you
3 may not know this. We have been here for almost
4 40 years, and Bronx Regional as well. And we
5 started because comprehensive high schools
6 needed a place for children who felt they were
7 lost, unknown, unsafe and - - . So Satellite
8 Academy and Bronx Regional started to give them
9 a space and a place.

10 We were and we still are the last chance,
11 often, before a child gave up and dropped out of
12 high school. Our schools were the original
13 small schools. - - the model that we have now
14 of - - in one building, and after many trials
15 and errors with this model, that's worked for
16 over 40 years, we've learned one thing. One
17 school, one floor.

18 [Applause]

19 MS. CLARKE: One school, one floor. There
20 we have it. On the fifth floor, we're showing
21 you the general corridor there for Satellite
22 Academy on the fifth floor, and then Bronx
23 Regional is on the fourth floor. Before I go
24 on, for those persons who speak Spanish, please
25 be alerted that everything that's in English is

1 on your right in Spanish. Everything
2 translated by teachers from Satellite Academy
3 that's - - .

4 Now, I would like to explain to you why
5 students come to our schools. That's Satellite
6 Academy and Bronx Regional High School.
7 Students come to our school first of all because
8 repeatedly they say when they come to our
9 school, they feel safe and they feel that the
10 environment is very supportive. There's a
11 reason why students leave their former schools
12 and come to our school, and those reasons are as
13 follows.

14 Some of them are involved with the courts
15 and the juvenile justice system. Some of them
16 were bullies. Some of them were subject to
17 bullying. Some of them were homeless. Some of
18 them were pregnant and gave birth to children.
19 Some of them have health problems, and as a
20 result of that, they had chronic absences at
21 their school. Some of them had poor grades,
22 were suspended or expelled, and some of them
23 were plain former drop outs from high school.

24 Now, that's why they left their former
25 schools. Why is it that they have come to our

1 schools and they have stayed there? First of
2 all, they say they feel that they have the space
3 to be nurtured and supported as they relearn,
4 because really and truly, we have to reteach
5 them what it means to be a part of an
6 educational community. Now, how nurturing this
7 looks. That's one of our science teachers,
8 Angela, with a group of her students.

9 MS. KENNEDY: So this is what we want, and
10 this is really the biggest thing. We want full
11 and informed participation of the entire
12 community in deciding how to best use what the
13 Department of Education believes is extra space
14 in this building. First of all, we also
15 understand that public education in our country
16 and city is in crisis. And that successive
17 administrations have worked really hard to come
18 up with a variety of solutions. We also know
19 that the DOE has followed the letter of the law
20 with the process it has set up to inform the
21 public of the changes to the educational and
22 public space, this space - - . We,
23 unfortunately, do not feel the DOE has followed
24 the spirit of the law by fully informing or
25 involving all stakeholders in this community in

1 the decision to collocate another school in
2 this building.

3 Without stakeholder involvement,
4 particularly when those stakeholders are parents
5 and children, there will not be - - . And here
6 are some of our stakeholders talking to our
7 elected officials.

8 MS. CLARKE: Major stakeholders are parents.
9 And I'll quote from one of our parents when that
10 parent heard about the collocation, the proposed
11 collocation. "I am just trying to understand
12 why we are always the last to know when it comes
13 to the decisions you make for our children."

14 MS. KENNEDY: So there is two major problems
15 that we see with this proposal, and one of those
16 has to do with the design of the building. The
17 other has to do with, as we said, and we will
18 keep saying, that the stakeholders have not been
19 involved. So first of all, the building design,
20 the current design supports one school on one
21 floor. The facilities, the bathrooms, the
22 computer labs, the science labs are designed so
23 that only one school can use them. We don't
24 have enough to create spaces for two.

25 Secondly, the stakeholder involvement, the

1 parents of both schools who have not been part
2 of this decision making strongly oppose the
3 collocation of a fourth school in this building.
4 In addition, the students who are also part of
5 this, are fearful that this will cause increased
6 crowding, and there will be increased conflicts.

7 MS. CLARKE: More crowding, confusion and
8 conflict. This is what a student said. "Iris,
9 I just came from a school where the same thing
10 happened. It's like being in Manhattan during
11 the worst traffic jam. I cannot stay here if
12 that happens." And this is what it is right
13 now. Right now, Satellite Academy is using 53%
14 of the classrooms. Sorry, in 2014, this is what
15 it will be. We will just be put in 53% of the
16 present space allotted to us, and the new school
17 will have 48% of the space that we currently
18 use. That's pretty much like 50%-50%. So we
19 will - - will put in half the space that they
20 currently have.

21 Bronx Regional, on the other hand, at 2014,
22 will be instead of the current space that it
23 has, will be less--will be put in less space,
24 26% less space, than they have right now.

25 MS. KENNEDY: So just in case you don't like

1 graphs, this is the same information. The
2 plan is to reduce Satellite Academy from 20
3 classrooms to 10.5. So half. The plan will
4 reduce Bronx Regional from 19.5 to 15.5, a 25%
5 reduction.

6 Enrollment in both of our programs is going
7 to be capped. For Satellite, it's going to be
8 at 240 students, and for Bronx Regional,
9 approximately 350 students. We cannot grow.
10 GED Plus, the school that's on the bottom two
11 floors above Montefiore and the LYFE program,
12 it's not going to be affected by this program.

13 MS. CLARKE: And there we have our class - -
14 these are just the males. If you are following
15 the graduating percentage of males from high
16 schools, you would realize how well we are
17 doing. And standing with them there is Dr.
18 Scott Massy [phonetic], a English teacher at our
19 school.

20 Yes, so who are our students? At Satellite
21 Academy and at Bronx Regional, we focus on over-
22 aged, under credited students and our school,
23 like Carole said earlier, has more than 40 years
24 of success helping these students to get a high
25 school diploma and move onto college. Last

1 year, 85% of our male black and Latino
2 graduates went on to college.

3 [Applause]

4 MS. CLARKE: Like I said, our students have
5 said that they feel safe and clearly that makes
6 them successful. Our schools are not exclusive.

7 MS. KENNEDY: So this is an image that shows
8 one of the things that we do to help students
9 get to know Satellite, and this is what we do
10 during the interview process. We wanted to talk
11 a little bit about how we bring students into
12 Satellite and to Bronx Regional. To clarify the
13 idea that we might be a selective program.

14 So anyone who knows that they want to change
15 something in their life, they have to make a
16 commitment. If you want to lose weight, if you
17 want to gain weight, stop smoking, you have to
18 make the commitment first. So that's what we do
19 at Satellite and Bronx Regional. We ask
20 students to make a commitment. And part of that
21 commitment is that the applicants and their
22 parents show up, so that they've made this
23 commitment by coming to our interview process
24 and positively participating.

25 Our application process is diagnostic, not a

1 screening. So that anyone who really wants to
2 be part of our program can be. This process
3 creates a school environment that's physically
4 and emotionally safe, a place where students
5 want to learn, and where all stakeholders are
6 dedicated to its success. Our schools exemplify
7 the saying that it takes a village to raise a
8 child.

9 MS. CLARKE: And there is part of our
10 village. You see one of our young teachers,
11 Josephina [phonetic] in her global history
12 class, just a small part of our existing
13 village. And right now at Satellite Academy, we
14 have what's called an extended block system
15 where our students have classes an hour-and-a-
16 half long, 90 minutes long, and it's working
17 wonders.

18 Okay. An additional school will make this
19 block scheduling, to which I just referred,
20 reduce the amount of individual attention that
21 students will be able to get. Adding the new
22 school will prevent Satellite Academy from
23 running a successful extended block schedule
24 that has resulted in improvement in both credit
25 accumulation and attendance. You will get

1 further details about this success shortly.

2 This schedule requires extended classes,
3 like I said, 90 minutes, to access science labs,
4 computer labs, the gym and other facilities for
5 three hours a day or more. And to facilitate in
6 depth, hands on, student centered inquiry and
7 project based learning.

8 MS. KENNEDY: So here are some of the things
9 that we do at Satellite Academy that really can
10 be measured by square footage. Okay. So these
11 are some of the things that we suggest that the
12 Department of Education and the new school
13 should look for a more appropriate space that
14 will make all the schools successful. ROADS,
15 Satellite, Bronx Regional. That Satellite and
16 Bronx Regional be allowed to increase their
17 enrollment to address this under utilized space.

18 MS. CLARKE: We envisage that there will be
19 problems with bringing in an untested new school
20 to the building to "fill space." In a recent
21 meeting with the Department of Education, we
22 specifically got the message that building
23 utilization across the city has no reflection on
24 the quality of schools or the programing. What
25 we found out is that it's about space, it's

1 about enrollment and it's about admissions.

2 We understand that the DOE first of all looks at
3 the square footage in a building, not at any of
4 the vital qualitative measure of our schools or
5 the community.

6 Our children are students, not statistics.

7 [Applause]

8 MS. CLARKE: And we feel that bringing in
9 schools to fill up underutilized space under the
10 conditions that we have here gambles with our
11 children's lives.

12 MS. KENNEDY: So this slide here is a
13 graphic that shows some of the new schools that
14 are proposed by the Department of Education, and
15 it shows you - - schools within the 2012/13
16 year, and it shows you--it's kind of hard to
17 see, but you can see that three of them, the
18 first two, and down toward the third to last,
19 you can see that only three of them are under
20 the number of 350 students per school. The rest
21 are above that, and the mean is 435 students in
22 the school. So this idea of a small school is
23 kind of confusing to us because that's not
24 what's being shown here. Okay.

25 MS. CLARKE: So the small schools that we

1 saw on graph presently have even more space
2 than our schools have. Why can't we grow to
3 fill the extra space? That's the question we
4 have. On March the 7, 2012, our principals, the
5 staff and the PTA asked the DOE for the
6 opportunity to expand the existing school to use
7 this extra space. We believe in small schools.
8 We believe in small schools, and we believe the
9 reason DOE Office of Portfolio Planning rejected
10 this suggestion.

11 However, in 2012, the DOE proposed eight new
12 schools, which we showed you, throughout New
13 York City with far more students than we
14 presently have. We really feel that our two
15 schools could expand to fill that extra space
16 while keeping enrollment well below the 453
17 students at each school.

18 [Applause]

19 MS. KENNEDY: So if the community had a
20 voice, a real voice, in deciding how to use this
21 space, what could we do? First of all, we could
22 expand the enrollment of these existing
23 successful schools. We could create an ELL
24 center for students and expand outreach efforts
25 to enroll ELL students who need transfer

1 schools. We could create a literacy center.
2 We used to have one in this building.

3 [Applause]

4 MS. KENNEDY: We're all - - this. I'm not
5 just talking about the students here. I'm
6 talking about the entire community. We could
7 create a college and career center that could
8 serve the entire community. We could create
9 college - - organization annexes where all
10 community members can participate, attend
11 workshops, get certifications, help their
12 community grow, a true public education system.
13 We can dream.

14 MS. CLARKE: In summary, this community
15 fears that this proposal of adding a third
16 school has the potential for destroying a
17 currently safe and peaceful school complex.
18 This community fears that it will reduce the
19 possibility for continued educational success
20 for its current students because of the
21 disruption of successful schedules and programs.

22 The DOE's plan is not about fit for our
23 community, and it does not have the community's
24 approval. We feel that the DOE should give the
25 community an opportunity to develop a

1 comprehensive, rigorous plan to use the extra
2 space involving CC12, CCHS, school SLTs, the
3 Alternative High School Superintendency, the UFT
4 and other parent community organizations, and
5 most important, the students and their parents.

6 [Applause]

7 MS. CLARKE: Finally, we feel hat the
8 existing schools should grow to fill the extra
9 space.

10 MS. KENNEDY: So one of the things that we
11 want you all to remember, that this proposal
12 brings fear and discontent to all the members of
13 this community. One of the things that brought
14 me to education and that keeps me in education
15 is the fact that I can give my students some
16 hope to make a difference and to change. And so
17 that's - - is for. The future belongs for those
18 who give the next generation reason for hope.

19 [Applause]

20 [Cheering]

21 [Audience chanting]

22 MS. RODRIGUEZ: I would like to present
23 another speaker, Mr. John Montcrife, community
24 liaison for Assemblyman Eric Stevenson.

25 [Applause]

1 MR. JOHN MONTCRIFE: Yes, my name is John
2 Montcrife. I represent Assemblyman Eric
3 Stevenson.

4 MS. RODRIGUEZ: Can you hear him in the
5 back?

6 FEMALE VOICE: No.

7 MR. MONTCRIFE: Can you hear me now? Yeah,
8 my name is John Montcrife. I represent
9 Assemblyman Eric Stevenson - - 79th. The
10 Assemblyman is in Albany dealing with the
11 budget, so he sent me. I would just like to say
12 that our position is we are partnering with the
13 parents and the students, not with the DOE.

14 First of all, I would just like to say that
15 I used to be a school board president in
16 District 9, and one thing that I noticed that
17 the DOE is good for doing is that - - . It's a
18 very dangerous game to play with children,
19 especially with black and Latino children - -
20 this District as they need to improve these
21 children's education. I have three children who
22 are in the New York City public school system.
23 I can't wait for them to get out. It's almost
24 like going through prison to them.

25 - - we have a phone number. If you would

1 like our support, please call on us. All
2 elected officials should stand together to stop
3 the DOE from doing this.

4 [Applause]

5 MS. RODRIGUEZ: May I please have the list
6 of speakers?

7 [Applause]

8 MS. RODRIGUEZ: Thank you for listening and
9 being a part of this assembly, and I truly do
10 appreciate that we have so many civil minded
11 people who are willing to voice what they
12 believe is right for the community. I will--
13 some of you wrote names. I may not be able to
14 read it, so there is no way I can even pronounce
15 the last name, but hopefully the last name. I
16 have here Michael, I think it's Friedman.

17 [Applause]

18 MR. MICHAEL FRIEDMAN: Good evening. My
19 name is Michael Friedman. I'm the chapter
20 leader of GED Plus, and we are on the second and
21 third floor of this building. I want to say
22 that this is not anti-collocation because there
23 is collocation in this building, and it works
24 beautifully among - - . It works with Satellite
25 Academy. It works with Bronx Regional High

1 School. It works with the LYFE program, and
2 it works with GED Plus.

3 We have all sorts of programs in this
4 building. We have the transfer students. We
5 have a LYFE program for little kids. We have a
6 GED program that - - literacy. We have anything
7 and everything in this building. It's a
8 community that works and it's a community that's
9 going to be broken up by putting in the ROADS
10 school. - - .

11 Now, looking at the mission statement, and
12 I'm going to read this. To achieve our mission,
13 we create transformational high schools
14 characterized by customized and rigorous
15 curricular, socio emotional support, and work-
16 based experiences that forces student engagement
17 and accelerates student progress. We do this -
18 - we do this in this building - - .

19 [Applause]

20 MR. FRIEDMAN: And we do it throughout the
21 building. We don't need this in the building.
22 This is not anti-charter. It's not anti-
23 collocation. If they want to do this to help -
24 - students, let them do it, but don't - - a
25 program that has worked for 40 years.

1 [Applause]

2 MR. FRIEDMAN: I stand in support of all our
3 colleagues in this building. We happen to be
4 the largest GED program in this school, in the
5 Bronx, and we support our colleagues at
6 Satellite Academy - - . Thank you very much.

7 MS. RODRIGUEZ: Thank you. Mr. Nelson Marr
8 [phonetic] please? Nelson--Mr. Nelson Marr?
9 Mr. Marr? - - . Ms. Adrian Domingues? Adrian
10 Domingues? Anna Depasso? Demetria Harvin?
11 Rita Jones?

12 [Applause]

13 MS. RITA JONES: Good evening. My name is
14 Rita Jones, and I represent several programs.
15 First of all, I represent the Bronx CPE, which
16 is the Coalition for Public Education. It is
17 located in the - - of the Bronx, and what we're
18 going for is to get rid of mayor control over
19 our kids' education. - - . Number two, I
20 represent Bronx Regional. Number three, I
21 represent my children that graduated from Bronx
22 Regional. And I have one of my babies graduated
23 from Satellite as well. Number four, I
24 represent myself as an employee who worked in
25 this building for many years.

1 And number five, I represent myself as a
2 parent and the achievements that my young people
3 have made when they came out of here. I had one
4 daughter who now has a master's degree who
5 graduated from here. I have two - - ten credits
6 and was not thinking about going to school. She
7 graduated and now has a master's. Another one
8 with a bachelor's, and she graduated - - .

9 I have one - - that graduated from
10 Satellite, and she was a late bloomer, but she's
11 getting it done. Being myself as the parents
12 and experiences that I've had with the people in
13 Satellite Academy and Bronx Regional has been
14 amazing. They've worked with the students one-
15 on-one, they call their house, they get them up
16 to go to school on time, they do everything and
17 anything they can to help the young people in
18 here. And from what I see and the experiences
19 that I've had, that was just three kids.

20 I've also sent seven other kids here who
21 graduated from here - - . For you to talk about
22 putting another school in here is definitely out
23 of order for more reasons than one. For one,
24 why don't you put them in one of those schools
25 you already done closed down?

1 [Applause]

2 MS. JONES: Number two, the Bronx is the
3 poorest community in the United States. And
4 you're not giving them the tools that they need
5 to educate our kids. Our kids are using books
6 from before my time. World War II books. They
7 don't have the tools that they need to enhance
8 what they already have. They've given these
9 kids a lot, and now you're trying to take back
10 from them.

11 These young people in the Bronx come out of
12 poor communities. It is a struggle for them to
13 get up every day and come to school because
14 clothes, car fare, food, among other things,
15 transportation, and now you're going to make it
16 impossible for them to really get an education
17 by closing down two more schools in the Bronx?
18 Oh, yeah, you said coalition, what is it?

19 AUDIENCE: Colocation.

20 MS. JONES: Colocation. Hey, colocation
21 means colocation this week, our kids go on
22 vacation and come back and half the school is -
23 - . That's - - .

24 [Applause]

25 MS. JONES: It is very, very important that

1 you do not touch this building. You do not
2 touch any school in this building. This
3 building has so many people that graduated from
4 here, so many families have been helped by being
5 here, the pregnant teens, the - - Bronx Regional
6 and Satellite, they don't - - people in here.
7 If you want to put more people in here, put them
8 in the schools that already exist.

9 [Applause]

10 MS. JONES: - - and give them the things
11 that they need to fill up those so-called unused
12 spaces. I don't know where they're at because I
13 used to work here, and - - .

14 [Applause]

15 MS. JONES: - - I don't know what you're
16 talking about, but I do know that if there is
17 space in these buildings, they need it for the
18 students that are already here. - - the young
19 people. These young people are our future.
20 When we're 60, 70 sitting around with our feet
21 up, these are the people that are going to be
22 running our community and running - - offices,
23 and hopefully running the DOE.

24 [Applause]

25 MS. JONES: So what I'm saying to you is

1 give them a chance. Do not invade the school.
2 Go in one of them schools you already closed
3 down. Thank you.

4 [Applause]

5 MS. RODRIGUEZ: I believe the next speaker's
6 named Sister Paula DeMonaco?

7 SISTER PAULA DEMONACO: Good evening. My
8 name is Sister Paula DeMonaco. I'm the
9 executive director of Good Shepherd Services.
10 Good Shepherd is currently located at PS300 in
11 District 12. We're also in many, many schools -
12 - campus, 45, - - 118 and 15, and we're also on
13 the campuses of Columbus - - .

14 First of all, I would like to commend the
15 families and this community for having such a
16 welcoming and open heart for young people who
17 most schools are not going to serve at all.
18 Young people who have great potential, but who
19 really need the extra support at schools like
20 the Satellite Academy - - Bronx Regional and - -
21 trying to address.

22 And so I would like to commend you for doing
23 that. I have such - - for these very special
24 young people.

25 I just wanted to say that the ROADS school -

1 - the schools that are currently here to
2 caring for these young people and for caring for
3 these young people through small classes and
4 with great understanding and compassion. While
5 I can't speak to the collocation issues, of
6 course I understand there are challenges, I want
7 to say that I'm very much in support of the
8 ROADS model. - - transfer schools that serves -
9 - in collaboration with Department of Education
10 for all their - - years. Thank you.

11 [Applause]

12 MS. RODRIGUEZ: Mr. Travis Brown?

13 MR. TRAVIS BROWN: Good evening. Can
14 everyone hear me in the back?

15 AUDIENCE: No.

16 MR. BROWN: Good evening. First of all, I
17 would like to commend the principals of the
18 building because I know the work is tough, and I
19 know the Department of Education, we don't have
20 all the resources we would like, but it's
21 commendable to see young principals doing this
22 great work. So I think everybody - - .

23 [Applause]

24 MR. BROWN: I come to you as an educator.
25 Currently I'm a principal of the School of

1 Harlem, so just right across the way, so I
2 understand the challenge with being a principal
3 and serving black and Latino students, and I
4 understand how hard it is to get our black and
5 Latino males into college, so we get that. But
6 I'm also proud to say that I am - - to be the
7 founding principal of ROADS 1 in Brooklyn this
8 coming fall. So I come here to speak that
9 ROADS, we're not a bunch of outsiders. We are
10 actually at the forefront, at the core. We're
11 talking about two Department of Education
12 principals who understand colocation.

13 The building I am in now has four schools in
14 it, so we understand that there are problems,
15 conflicts will arise, but I urge everyone here
16 to put children at the forefront. We're talking
17 about more options in the Bronx, a very
18 underserved community and a community that has
19 been called the poorest community in the nation.

20 So I just urge everyone to continue to put
21 children at the forefront and not just disengage
22 from the conversation because we're talking
23 about a charter school. We're a charter school
24 dedicated to doing the tough ones. Actually,
25 we're coming in here not to take away, but to

1 partner with the people who do it everyday to
2 figure out better options, better opportunities,
3 best practices for children. So the ROADS model
4 is really about reengaging disconnected youth as
5 the schools in this building already do.

6 We just want to come at the table and help
7 us do a little bit better, and hopefully we can
8 help you do a little bit better. So this
9 community - - can say it's a great community,
10 and it's not the poorest community in - - again.
11 So I thank you for your time, and much success
12 for all of you.

13 [Applause]

14 [Chanting]

15 MS. RODRIGUEZ: I would like to call five
16 people so that--we want to have everyone an
17 opportunity to speak. Would the following five
18 people go in a line so that this way we take the
19 time to hear rather than empty space. Ms.
20 Natalia Giardano, Richard Sherman, I think it's
21 Arielle Gonzalez, oh, Angel Gonzalez, Will
22 Foerenback. Are we on system? Online? Great.
23 Thank you.

24 MS. NATALIA GIARDANO: Good evening,
25 everyone. My name is Natalia Giardano. I'm the

1 Center Director at the Children's Aide Society
2 Next Generation Center right here in the Bronx.

3 FEMALE VOICE: We can't hear you.

4 MS. GIARDANO: The mission of the Next
5 Generation Center is to help - -

6 FEMALE VOICE: We can't hear you.

7 [Crosstalk]

8 MS. GIARDANO: The mission of the next
9 generation center--

10 [Crosstalk]

11 MS. GIARDANO: Okay. Better?

12 AUDIENCE: Yes.

13 MS. GIARDANO: Okay. The mission of the
14 Next Generation Center is to help dislocated
15 young people ages 14 to 24 change the trajectory
16 of their lives. Many of the people that we
17 serve on a daily basis come from the foster care
18 system, the juvenile justice system. Many of
19 them are over age and under credited. Most - -
20 and most of them have a combination of all the
21 things I just mentioned.

22 In New York, we know that there are over
23 138,000 students who are over aged and under
24 credited, and we know that the traditional
25 school system fails them on a regular basis.

1 There just aren't really enough of these types
2 of alternative schools for our young people.
3 This is why we support the ROADS charter school.
4 The young people that we serve and so many other
5 like them deserve as many high quality options
6 as possible, especially in their own
7 communities. At the end of last summer, - - 17,
8 she had six credits, she was two years behind
9 all of the young people she had entered high
10 school with. She had passed no Regent's exams.
11 We went to the DOE web site, we went through the
12 - - the additional resources to graduate. We
13 did everything we possibly could. We visited -
14 - and turned her away, and one she was turned
15 away by because they had enormous class sizes
16 and no - - support. What did she end up doing?
17 She stayed at the school she was at and waited
18 till she was GED ready.

19 This could've been totally different for
20 her. We believe in the mission of the school.
21 We believe that every child should be approached
22 in a holistic way, especially concerning their
23 education, and we think that our young people
24 need more schools like ROADS, so thank you for
25 your time.

1 [Applause]

2 MS. RODRIGUEZ: Please adhere to your time
3 limit. The judge to your right will be giving
4 you a little nudge.

5 MR. RICHARD SHERMAN: I'm Richard Sherman.
6 I'm the chairperson of the Educational Committee
7 of Community Board Two - - community. The
8 community board sides with the elected public
9 officials in this area to oppose the - - of the
10 DOE to relocated the ROADS 2 program on the
11 campus of the schools that's already sharing its
12 space, and we trust that the - - high school, a
13 full day - - program, a childcare program, a
14 student referral center and a medical and dental
15 center. The DOE - - said judging from square
16 footage, there is enough space that only 67%
17 space is being utilized. However, one visually
18 sees that the classroom and laboratory space is
19 quite limited throughout the school and the
20 building.

21 Further reductions will affect programing
22 and the quality of instruction for these
23 students who have been given a second chance of
24 working hard to get the credits they need before
25 their diplomas. The issues is about the

1 crowding. ROADS 2 will be sharing a floor
2 with the Satellite Academy, and as it expands
3 year by year - - , it will be moving on to other
4 floors of the building. Bronx Regional and
5 Satellite Academy will be losing a number of
6 rooms to the ROADS 2 High School program.
7 Already the schools are sharing a cafeteria, a
8 library, a gymnasium as well as the special
9 services located in the building.

10 The Bronx Regional High School campus holds
11 schools that cater to older students who have
12 attended another high school, albeit
13 unsuccessfully and are behind in credits. The
14 classes are small, allowing for greater
15 interaction between student and teacher. There
16 are no metal detectors now as you enter the
17 building, and students in these programs will
18 find it easy to go from floor to floor. The
19 concern is that conflicts may arise because of
20 the overcrowding, strained resources and the
21 fact that a new group is moving in and slowly
22 taking over a large percentage of the building.

23 Finally, the community was not involved in
24 the discussions about the relocation of the
25 ROADS charter high school. The forum for these

1 talks could've been the local community group.
2 We are a community board, too. We should - - a
3 greater understanding of the program and
4 possible locations for ROADS 2 could've arisen
5 from that forum. Thank you.

6 [Applause]

7 MS. RODRIGUEZ: Mr. Angelo Gonzalez?

8 MR. ANGEL GONZALEZ: One--

9 [Crosstalk]

10 MR. GONZALEZ: I have two students with us.
11 My name is Angel Gonzalez. I've been to a lot
12 of these hearings, and it's heartbreaking
13 because we go through the same routine. Our
14 communities passionately pour out their hearts
15 in defense of their schools, and with all due
16 respect, basically you're the messengers, and
17 there's a mayoral control panel called the - -
18 Panel for Educational Policy. They are Mayor
19 Bloomberg's rubber stamp that pretty much does
20 what Mayor Bloomberg and the privatization
21 agenda with charter schools does. Basically
22 it's - - to privatize, to make more money at the
23 expense of our students, at the expense of our
24 teachers, at the expense of our communities.
25 They do not listen to our community, and they

1 don't even give us a democratic voice because
2 they think we're too stupid and that we will
3 vote for privatization. They don't want to hear
4 our position.

5 It's not just happening here in New York
6 City. It's happening across globally in the
7 interests of the banks. There's a growing
8 movement to stop this 1% hijacking of our public
9 schools throughout the country.

10 [Applause]

11 MR. GONZALEZ: - - across the country, and
12 it is our position to stop charter
13 privatization. Please join me. We have - -
14 that the PEP, Privatize for Education Public - -
15 how are they going to make profits? ROADS
16 charter school is not coming in with a different
17 program. I mean, they are coming in with a
18 different program, not the one that Satellite
19 provides. They do not have portfolio.
20 Portfolio is superior.

21 [Applause]

22 MR. GONZALEZ: - - buildings and more
23 computers and more testing, Regent's testing,
24 which is money for the test makers. - - cheaper
25 staff, no union, no labor rights, less - - less

1 pensions, less benefits and cheaper labor for
2 them, overworked with longer school hours and
3 longer school years is not in the special
4 interests of the teacher, of the student or of
5 our community.

6 [Applause]

7 MR. GONZALEZ: So ROADS 2, ROADS 1 charter
8 school are profiteering in a lot of ways. They
9 didn't give me much time here, but there's a
10 flyer, and I'm also working - - education
11 movement to stop this madness - - schools, too.
12 So we can't let them do a hatchet job. But
13 folks, this thing is not just about their own
14 control. It's about the no child left behind
15 that started this thing, greater enrolling in
16 charter schools, and then Obama came in with
17 race to the top, which is closing more schools.
18 In Washington, D.C., Obama and Bush are - -
19 this, and then both the Democrats at the state
20 level, the federal level, the city level - -
21 race to the top, and that evaluation that's
22 killing our teachers, that came - -
23 unfortunately supported and it lifted the - - in
24 2010 in Albany. - - wouldn't be here if - -
25 ROADS 2. So it's about--I'm talking to you

1 because we have to organize in our schools.
2 And join with the national global movement,
3 organize students. We have more than enough
4 parents, but we don't have - - organizing - -
5 because most schools don't really have time to
6 do that function in the interests of the
7 teachers. But we have - - new student
8 organizations, and - - into the root of the
9 problem, and I'm trying to address something
10 that most people are not addressing the root of
11 the problem.

12 I'm a science teacher, and even if you're
13 not a science teacher, get to the root of the
14 problem. Stop charter privatization. Stop the
15 axe from destroying our public schools. - - .

16 [Applause]

17 MR. GONZALEZ: - - is all about shutting
18 down public schools - - .

19 [Applause]

20 [Chanting]

21 MS. RODRIGUEZ: Mr. Foerenbach.

22 MR. WILL FOERENBACH: My name's Will
23 Foerenbach, and I teach history at Satellite
24 Academy. We in the Bronx welcome the idea of
25 ROADS Academy High School because it represents

1 a recognition that thousands of our youth are
2 not served. The rate of incarceration among our
3 youth is a human rights catastrophe. The lack
4 of services that they get coming out of lock up
5 is a human rights catastrophe for all of us. I
6 would like to - - at ROADS two weeks ago, and
7 the principal denied that the mission of the
8 ROADS school was to serve disconnected youth
9 coming from lock up, all right? Yet the 700
10 page application to SUNY makes it plain that its
11 primary goal, in the words of Doris Shapiro
12 [phonetic], Commissioner of the Department of
13 Correction, was ensuring that younger inmates
14 have options when they leave - - Island.

15 By ROADS' own definition, their stakeholders
16 are, and I quote, community members who are
17 dedicated to the success of students - -
18 criminal justice system. You are the students
19 and the parents in this community - - forthright
20 about the nature of this school. A week ago I
21 went to a demonstration at the Bronx community
22 courthouse protesting the aggressive policing
23 tactics used against our young people inside
24 schools by poorly trained - - security
25 personnel. - - ? Kids don't get hurt here.

1 What will it be like when we place 250 of
2 the hardest to serve students in extremely
3 overcrowded conditions? Shouldn't a 17 year-old
4 returning to her community - - locked up - -
5 system without the - - into a special program
6 that defines them as delinquents and treats them
7 as such? - - community as only - - people and
8 give them the respect that they deserve. Many
9 of our students are already - - places like Mary
10 Bertram [phonetic] where aggressive policing led
11 to a riot two weeks ago and this is a question.
12 We deserve to know the nature of what's going on
13 and the true nature of how this safe and
14 beautiful environment is likely to be
15 transformed if we are overcrowded and if our
16 resources are stripped from us. Thank you very
17 much.

18 [Applause]

19 MS. RODRIGUEZ: Thank you. Ms. Denise
20 Harrison, Joyce Culler, Beverly Andrews,
21 Charmaine Asencio, Elmo Asencio. Ms. Harrison?

22 MS. DENISE HARRISON: Good evening,
23 everyone. My name is Denise Harrison, and I am
24 working with - - engagement with ROADS, and we
25 are very happy to be here. But we also

1 appreciate and understand the community's
2 concerns. We come here in peace, and we have
3 been working with your community organizations
4 as well as your elected officials.

5 We wanted to say thank you very much for the
6 very warm welcome you've given us, the community
7 organizations we have met with have said they
8 really want to work with us. We're very sorry
9 that right now we're meeting here in such
10 contentious, difficult situation - - . We want
11 to work with you and partner with you, and that
12 is what your elected officials are saying - - .

13 [Yelling]

14 MS. HARRISON: So I just want to read to you
15 the list of organizations that have written
16 letters of support for ROADS. So I'm just going
17 to read the names and the positions of the
18 organizations in the communities, in this
19 community, that support ROADS. - - .

20 [Yelling]

21 MS. HARRISON: - - 18th District. Sister
22 Paula DeMonaco, Executive Director of Good
23 Shepherd Services, Julie Ferr, Vice President
24 Education Youth Services - - . Veronica White,
25 Executive Director, New York City Center for - -

1 Opportunity. Cynthia Armico [phonetic],
2 president and executive director of Boys Town.
3 Charles Bruce, Senior Program Officer, Tiger
4 Foundation. Murray Armison, Managing Director -
5 - . Again, I wanted to thank everyone for this
6 opportunity to talk to you. We're very sorry -
7 - situation. We look forward to working - - .

8 [Yelling]

9 MS. CHARLAINE ASECIO: I'm Charlaine
10 Asencio, and I'm a parent of Morgan Asencio. -
11 - and square footage and how we're having to
12 learn in an environment where there's metal
13 detectors, and I - - all of that. But the
14 bottom line is this. The bottom line is that my
15 daughter doesn't. My daughter's now talking
16 about going to college and becoming a teacher.
17 - - so what I hear - - when I hear all these
18 things, they're neither here nor there. The
19 truth of the matter is that I don't think any
20 parent here wants any child to fail, whether
21 there in the ROADS program, whether they're in
22 Satellite program, whether they're in Bronx
23 Regional. As parents, we want - - , and - -
24 schools, but I have a problem with when people
25 start - - on my child's back. - - ROADS should

1 have an opportunity to do better. They are a
2 part of what we are. They are a part of our
3 future. I just don't think that this is an
4 appropriate setting for them. This one school,
5 one floor works for our children.

6 [Applause]

7 MS. ASECIO: - - please don't take away
8 their chance. Thank you.

9 [Applause]

10 MS. RODRIGUEZ: Beverly Andrews?

11 MS. BEVERLY ANDREWS: Hello. Can you hear
12 me? My name's Beverly Andrews, and I think I am
13 in a unique position because I worked as a
14 resource room teacher for 14 years for
15 Satellite. And then I was hired to run the
16 teachers center for Bronx Regional, and I've
17 been at Bronx Regional now for ten years. I've
18 worked here for 34 years. I want to let you
19 know that Bronx Regional and Satellite are two
20 very different schools, okay? They have their
21 own rhythm, their own drive, their own
22 character, their own personality. And they're
23 not different just because one is a portfolio
24 school and one takes Regent's. It's much, much
25 more than that.

1 It's personality. Satellite brings
2 students out into the world. Satellite makes
3 the whole world a classroom. Bronx Regional
4 brings the whole world to the classroom. Bronx
5 Regional has more seasoned staff, and they know
6 what they want to have in the classroom.
7 Satellite has a more youthful staff, and they're
8 more flexible about possibilities. Both staffs
9 understand exactly who they are. In a Satellite
10 way and also in a Bronx Regional way. Both
11 schools understand exactly what they mean to
12 their students.

13 Using all the space that we have in the
14 building, everybody keeps talking about space
15 being underutilized. I have no idea what that's
16 all about because we use the space. We use the
17 space for conflict resolution. We use the space
18 when we want drummers to come in. We use the
19 space we want to practice cheers. We use the
20 space when we have--when we want to sew costumes
21 for a performance. The space is being used.
22 Maybe not how you want it to be used, but it's
23 being used how we want it to be used.

24 So again, using all that space, both schools
25 have redefined themselves, redeveloped

1 themselves, reshaped themselves, restruck
2 themselves, reorganized themselves, all over and
3 over and over and over again because we
4 understand the needs of our students. It's not
5 done because somebody's forcing us to do it,
6 okay? It's done on our terms and in our own
7 way.

8 And we are who we are today because we have
9 our own space. We have our own space, we have
10 our own home, okay? And that's the reason why -
11 - to be defined and restruck and reshaped and
12 organized. We continue to grow and grow and
13 grow.

14 Now, to the ROADS school people, in order
15 for ROADS to be successful, you have to do the
16 same thing. You have to find your own home.
17 Your own space. You have to - - your program
18 and whatever your vision is for your program,
19 that's what you have to work toward. The
20 students that attend ROADS, come on. They're
21 already coming from a difficult situation. Let
22 them have--give them a chance to be successful.
23 In order for them to be successful, you have to
24 find them a home for themselves.

25 [Applause]

1 MS. RODRIGUEZ: - - .

2 MR. ELMO ASECIO: - - my wife had said, I
3 had gone to the Board of Education and - - with
4 the whole system trying to get my daughter - -
5 one foot out the door. She was ready to go, and
6 I didn't know what to do. I'm an educator for
7 many years myself, I taught second grade 15
8 years ago in Bronx, so I know what the system's
9 like. But even I couldn't find it, and somehow
10 we found this school here. I'm amazed. I'm
11 amazed even now to see the input that this
12 school has on these children that I see here
13 from day-to-day. And I just hope that things
14 don't change. To have to come into a school
15 where they have metal detectors and police
16 officers running up and down, it's going to put
17 her back out on the street again. I hope this
18 doesn't happen. Thank you.

19 [Applause]

20 MS. RODRIGUEZ: - - .

21 [Crosstalk]

22 MS. RODRIGUEZ: - - the list. Charmaine?
23 Oh, I'm sorry, what is your name? Ms. Joyce
24 Culler.

25 MS. JOYCE CULLER: Good evening. I'm Joyce

1 Culler, and I am on community board that
2 serves this District. I am - - chairperson. I
3 was born and raised in this community - - public
4 - - education. I've also served as a family
5 worker for PS48 and I work with special ed. - -
6 74.

7 What I don't understand this evening is that
8 the young lady got up and spoke the ROADS saying
9 she spoke to community groups. I'm also a
10 member of Mothers on the Move. I can't recall
11 that meeting. - - information and stuff from
12 ROADS - - coming in, so why do you disrespect
13 the community board who has served this
14 District. Not Annabelle. Annabelle is not our
15 District. It is not here, and I don't know why
16 that would matter to us because her children are
17 old, she's old and she - - over is up in
18 Soundview, not here in the Long Wood Hunts Point
19 section. So I don't know where that information
20 came from.

21 And furthermore, I don't think that when - -
22 schools are coming in, charter schools and
23 stuff, they should have to go to the community
24 boards in order to let us know that they're
25 coming into our community. This is my home. I

1 raised my family, I got married here, we are
2 sixth generation in this community, and I take
3 this as an insult that you do not connect with
4 the community board, community groups in this -
5 - so I think that's one of the things that needs
6 to be changed if you want our doors to be open
7 for colocation.

8 Our community - - they are not - - . What,
9 are you going to move us around from room to
10 room, from place to place as ROADS grows? I
11 don't think that we're going to stand that we're
12 going to allow that. Most of the things I want
13 to say has already been said here this evening,
14 so I will address the young people here. Please
15 form an alumni, past and present, with the
16 students that go here. You have strength in
17 numbers.

18 Also, families, families get engaged.
19 Parents, get engaged. You are - - .

20 [Applause]

21 MS. CULLER: - - who needs a school with
22 metal detectors in this community? That's an
23 insult - - prison, that's what it's going to
24 turn into, NYPD to be present? Who needs that
25 in a school? The school - - this is an insult

1 to the rest of us.

2 I have no problem with charter schools, but
3 I do have a problem with colocation. This is
4 not the place for colocation. Take that
5 someplace else.

6 [Applause]

7 MS. RODRIGUEZ: - - . Morgan Asencia,
8 Marjorie Stamberg, and Latisha--I'm not sure of
9 the last name. Latisha? Lee? Yeah, Lee. If
10 you could get on line so we may proceed.

11 MS. MORGAN ASECNCIO: I'm Morgan Asencio, and
12 this is--

13 JOHN: John - - .

14 MS. ASECNCIO: - - .

15 JOHN: Honestly, we're already crowded, so
16 why bring a new school? Like, Satellite - - is
17 in our family, but - - new school - - so that
18 being said, to charter schools, like - - so
19 honestly I don't - - .

20 MS. ASECNCIO: We would also like to say that
21 being at Satellite, I've succeeded to beyond
22 belief, and I really--before, I just wanted to
23 get through it, school. I didn't want to go to
24 college. I just wanted the easy way out and a
25 way to make money. Now I want to go to college.

1 I want - - I want to--being that I want to be
2 a teacher, I want to be - - that I have now
3 because they've shown me that there is a way to
4 succeed, and we are a community. They care for
5 us. They give us their undivided attention.
6 They give us what we need. They go through it
7 slowly, and they're amazing teachers. - -
8 united we stand and divided we fall.

9 [Applause]

10 MS. RODRIGUEZ: Thank you. Ms. Marjorie
11 Stamberg?

12 MS. MARJORIE STAMBERG: Hi, everybody. My
13 name is Marjorie Stamberg. I'm a teacher in GED
14 Plus - - . I'm also United Federation of
15 Teachers, UFT. I have taught in this school
16 probably for a good time, but I am here to
17 support the students and the teachers, the
18 community and everybody that's fighting to
19 preserve public education - - colocation - - .
20 I want to ask you a question. I'd like to ask
21 how many people in this room are in favor of the
22 ROADS school coming in?

23 How many people are against the ROADS school
24 coming in?

25 [Cheering]

1 MS. STAMBERG: - - all right. I believe
2 that this is an overwhelming majority, slightly
3 less than unanimous that this community is
4 opposed to the colocation of the ROADS school.

5 [Applause]

6 MS. STAMBERG: Those people, they don't
7 care. They are not here to listen to us simply
8 because they are mandated by law to hold this
9 hearing before they go to the PEB and vote to
10 close it down. That deed is done, and I don't
11 want anybody to be under the illusion that they
12 will listen and change it.

13 So let me tell you, this is not an
14 educational proposal. This is a - - proposal -
15 - . They want to create a real state situation
16 where there is overcrowding, where there is
17 chaos, where there is conflict, where they can
18 then bring in the metal detectors, where they
19 can turn this school into a prison, and then
20 they can close it down because that is the - - .

21 [Applause]

22 MS. STAMBERG: - - in the room here - - the
23 proposal of ROADS. It is called something
24 called Sector Bridge Partners. It's a Wall
25 Street firm. It's behind this scheme. They and

1 everybody in Washington from President Obama,
2 the Republicans, the Democrats are all - -
3 privatizing, just like they turned - - High
4 School over to IBM, lock, stock and barrel.
5 Well, we have to turn that around. We have to
6 come in and occupy the closing school. - - .

7 [Applause]

8 MS. STAMBERG: - - 100,000 working teachers.
9 We have a strong - - United States. We have the
10 - - , we have to build a revolutionary class
11 struggle - - independent party to struggle and
12 fight not in front of these people, but in the
13 streets, in the schools, everywhere - - .

14 [Applause]

15 [Chanting]

16 MS. RODRIGUEZ: I'm calling - - Latisha Lee?
17 - - .

18 [Yelling]

19 MS. LATISHA LEE: Good evening, everyone.
20 My name is Latisha Lee, and I'm a parent - - .

21 [Applause]

22 MS. LEE: - - today, I'm a little emotional.
23 - - so I'm not going to talk that much, but I do
24 want to say to the DOE and to ROADS that I am
25 not against educating everyone. I am against

1 them educating other students in this school
2 with the students that are here now. That's
3 going to top my son and the rest of the students
4 here in this building from focusing and
5 graduating - - .

6 [Applause]

7 MR. DARRELL JONES: Good evening, everyone.
8 My name is Darrell Jones. I'm the men's
9 basketball coach here at - - . First of all,
10 I'm going to acknowledge Mr. Tandis, Ms. Vernon
11 and - - gave me the opportunity to come here and
12 the outstanding teachers here at Satellite that
13 put in more than enough time to help our
14 students succeed academically. Just to give you
15 a brief history of why I'm up here, because I
16 emphasize to my student athletes the importance
17 of education and the opportunities that it
18 brings.

19 So I think by putting in a metal detector in
20 these environments that we're trying to bring
21 these young men and women into are not conducive
22 to helping them be the best that they can be.
23 In addition to that, I don't know how hard you
24 understand it is to receive an athletic
25 scholarship. I have nine young men in my five

1 years that I've been here that have got a full
2 academic scholarship to major institutions.

3 This is their safe haven. In addition to
4 the students here, and you've seen a basketball
5 game in the communities of Bronx Regional and
6 Satellite supporting, it's outstanding, and in
7 conjunction, the way the students in the
8 building get along. It's a beautiful thing to
9 see. So by bringing in the ROADS school, not
10 saying that I don't think it's a bad idea, but I
11 don't think this is the place for it because I'm
12 pretty sure they wouldn't bring these type of
13 programs into Bronx Science or into - -
14 specialized high school, the high school for - -
15 engineering.

16 I came to Satellite because I wanted to be
17 more of an influence on young men and women
18 because I also teach in a middle school where I
19 see my young men and women come from single
20 parent homes, and I teach in a special education
21 class, and I was fortunate where I had a father
22 who made sure I got up to school every day and
23 did the right thing, and that's what I'm trying
24 to bring back to the young men that I coach at
25 Satellite in addition so that young men and

1 women that are in the building, emphasizing
2 that this is the place to be and this is where
3 your opportunities lie.

4 But if you bring in all of these different
5 environments where it's not the best thing for
6 our students, I don't think it's a good idea.
7 Once again, I think this is just not the place
8 for it, and I just want to say that these young
9 men and women work hard every day. And the
10 teachers that are here, and I think they should
11 be rewarded for their efforts and not have this
12 particular program in our school. Thank you.

13 [Applause]

14 MS. RODRIGUEZ: Ayesha Vegas, Brandon
15 Bermeo, Stephanie Cologne, Justin Ayala, Freddy
16 Sanchez. - - . Could you tell me your name?

17 MS. AYEESHA VEGAS: Ayesha Vegas.

18 MS. RODRIGUEZ: Thank you.

19 MS. VEGAS: Hello. My name is Ayesha
20 Vegas, and I am a student at Satellite Academy
21 High School. I'm here today to discuss about
22 colocation going on in my school. I - - three
23 problems with this colocation plan.

24 We only use one floor, we are a community
25 based school, and we don't want the baggage that

1 comes with the ROADS school. This charter
2 school is just the beginning of the - - . The
3 ending will be that Satellite Academy will have
4 to relocated themselves.

5 Our education is not a playhouse to - - .
6 If you want to - - charter school, build them.
7 Stay out of our school and stop - - our
8 education.

9 [Applause]

10 MS. VEGAS: Have you noticed how crowded it
11 is when - - ?

12 [Applause]

13 MR. BRANDON BERMEO: My name is Brandon
14 Bermeo, and I'm a student - - . I'm not going
15 to sit here and take everybody's - - . I just
16 have something to say about the ROADS school and
17 what you all are doing here. - - 1,000 parolees
18 and I just want to go to school, be at school
19 safely and not feel threatened in any sort of
20 way. When I go to practice, I want to go to
21 practice. Right now, - - I should be - - my
22 grandmother's house eating food and watching
23 ESPN, but for me, I'm going to sit here and I'm
24 going to speak on behalf of the students because
25 my voice is louder than the teachers' and the

1 parents'. So what I'm going to say is stay
2 out of our school, let us - - and - - somewhere
3 else.

4 [Applause]

5 MS. STEPHANIE COLOGNE: Hi, everybody. I'm
6 Stephanie Cologne. I'm a graduating senior,
7 finally. - - and I - - Marsha, Shawn and - - .
8 This is a touchy situation for me. I've been
9 sobbing for three days now, sorry. It's - - and
10 if Satellite - - I wouldn't be here. I'm going
11 to be somebody, hopefully somebody that makes a
12 difference, and this school is - - graduating,
13 but it's going to affect all of my friends and
14 my teachers and the - - . And I have a problem
15 with that because you're not in the classroom so
16 you don't - - see it. You're - - making
17 decisions for us, when we have to tell the
18 parents your kid's not finished.

19 We have some students, sorry, but - - . If
20 you as in school with us and you were a teacher
21 for a day, then you would understand what we're
22 struggling for. We need this school. We need
23 this space. You don't. We understand you want
24 to change and - - second chance, but this is our
25 second chance. We don't have - - proof, and I'm

1 proof - - . I appreciate what you're doing
2 for our people. My niece is probably going to
3 be involved next year, hopefully she finishes,
4 but she doesn't need to be here. She needs to
5 be like everybody else in her own home, coming
6 with her own - - .

7 I - - all those students appreciate - -
8 other people, how to use the bathroom, how - -
9 use it, how to sit - - other space. It's not
10 fair for neither one of us. So I just hope you
11 guys understand what you are really doing and
12 not what you're trying to do. Thank you.

13 [Applause]

14 MR. JUSTIN AGALA: Yeah, my name is Justin
15 Agala. - - Satellite Academy. And I just
16 wanted to let you all know that I'm an example
17 of what you all are trying to do because before
18 Satellite Academy, I was in another high school
19 that I went through the same thing you all are
20 trying to do. You all are trying to bring ROADS
21 into Satellite, in the same area. I went
22 through that already, and I can tell you from
23 experience that it was the worse years of my
24 life. I feel like I wasted my time in that
25 other high school, and that's why I dropped out.

1 I dropped out, and next thing you know,
2 Satellite Academy gave me a second chance. So I
3 just want to let you all know from experience,
4 what you all are trying to do, it's not going to
5 work. It's a bad move. I've been through it,
6 and it's the worst.

7 And the best thing that happened to me is
8 when I came to Satellite Academy, and I walked
9 down and I got my diploma.

10 [Applause]

11 MS. RODRIGUEZ: Thank you. Mr. Sanchez?

12 MR. FREDDY SANCHEZ: - - speak tonight. I
13 am a graduate of Satellite Academy. - - and I
14 just want to tell you guys a little bit about
15 what these teachers have done for me. I dropped
16 out of high school when I was 15 years old, and
17 I made the decision to go back to school, and
18 these teachers helped me - - commitment to
19 change. Excuse me. And because of them, I have
20 graduated high school, and since then graduated
21 college.

22 [Applause]

23 MR. SANCHEZ: And I can honestly,
24 wholeheartedly say that if it wasn't for
25 Satellite Academy and what they have done, I

1 wouldn't be - - .

2 [Yelling]

3 MR. SANCHEZ: - - for ROADS and everyone in
4 New York City, everyone - - being educated,
5 everyone deserves a fair chance, but we don't
6 need to disrupt what Satellite has because if
7 disrupted, it could--you won't see many students
8 who are given that second chance go on to
9 succeed like I have, and everyone deserves that.
10 So--

11 [Applause]

12 MS. RODRIGUEZ: Damien Griffen, Scott
13 Massie, Sphanie Fisher, John McTavish, Ayeesha
14 Vegas, Harvey Lichtman. Damien Griffen. That's
15 you.

16 MR. DAMIEN GRIFFEN: - - . My name is
17 Damien Griffen. I'm a local educator. I'm a
18 former public school teacher. I'm a local
19 resident. I have two kids in school, one in
20 M.S. 302, a preschooler in 157. It's a concern
21 to me that the teachers that I know in my career
22 and in this school, they don't feel like they
23 have a voice, and these are people that really
24 care. Obviously you've seen from what you've
25 heard tonight that a lot of people believe in

1 what they're doing. And it's really important
2 to me that they have the opportunity to feel
3 like they're a part of the process. What
4 they're doing is they're being measured in a way
5 that they feel is the right way. I would like
6 to say that there are some students here as well
7 from ROADS, and they're trying to do the right
8 thing, too. They know they're out there trying
9 to do the right thing, but that possibly this
10 isn't the right decision.

11 I really hope you take into account what the
12 teachers have said. Now, that said, I almost
13 didn't graduate from high school myself if it
14 wasn't for a program a little bit similar to
15 Satellite. I never would've made it through
16 high school, and it got me into a career. The
17 way that I - - was construction, and I wanted
18 just - - the whole idea of usable space. I put
19 myself through college building restaurants and
20 bars, and restaurants and bars, that's where you
21 take square footage and say how many people you
22 can fit into them because then it's about money.

23 The things that they do here in this school,
24 it's really about the students that they put
25 out. Thank you.

1 [Applause]

2 MS. RODRIGUEZ: Scott Massie?

3 [Applause]

4 MR. SCOTT MASSIE: Thanks, good evening,
5 everyone. My name is Scott Massie. I'm a
6 teacher and staff member here at Shoneberg
7 Satellite Academy. I want to speak for just a
8 minute not about what we oppose, but what we are
9 for. We are for our opportunity to continue to
10 succeed with our students in the way that we
11 have been succeeding for years. At Satellite,
12 my colleagues Harold and Iris Mitchell, we have
13 a schedule that allows students to engage
14 intensely, deeply, rigorously, - - for five
15 weeks at a time. This schedule also allows our
16 teacher teams to meet every week to talk about
17 developing rich curriculum for our students, to
18 align the work that we're doing to the common
19 core standards, to look at student work and to
20 design instruction that each student needs.

21 As a result of the schedule that we have,
22 our teacher teams are well ahead of many of our
23 peer schools in terms of our common core
24 implementation and our work with things like
25 text complexity, but most importantly, the work

1 that those teachers are doing with those
2 teacher teams are having substantial gains in
3 student success, and I want to share with you
4 just a few numbers that confirm the success.

5 In our science classes, and this is
6 comparing the fall of this year to fall of
7 2010/2011. In our science classes, the average
8 grade on our performance assessments, our
9 graduation requirement performance assessments,
10 is up four points, and the number of students
11 passing those assessments has doubled.

12 In social studies, grades on US portfolios
13 are up six points, while grades on global
14 portfolios are up three points, and the number
15 earning credit in global courses has increased
16 by 21 students. In the ELA, the passing grade
17 of our - - English class has increased by 25%,
18 and the number of students passing the ELA exam
19 with a grade of 65 or higher is up 10%.

20 That deserves a robust round of applause.

21 [Applause]

22 MR. MASSIE: This is a small sampling of the
23 data that we can provide as evidence for the
24 success that we are having. But these - -
25 confirm that the students are benefiting from

1 the schedule that we have put in place. By
2 the way, if you want even more compelling
3 evidence, it's in Justin and Venice and - - and
4 London and the students who are graduates of our
5 school who are now thriving in college and
6 career, the students who are well on their way
7 to graduating from this school and matriculating
8 into colleges. And you saw the statistics of
9 our matriculation rate among our Latino and
10 African-American male students is 85%.

11 Now, the educational impact statement that
12 was released doesn't mention any of this, and so
13 what we are asking is that the people in this
14 room take into serious consideration the fact
15 that another school coming onto our floors will
16 seriously impact our ability to continue that
17 success. It will be all but impossible to
18 maintain the schedule that we have that has
19 provided the structure for the success that we
20 are seeing. And so an educational impact
21 statement - - space utilization is one thing,
22 but an honest discussion of the impact that
23 ROADS will have on Bronx Regional and on
24 Satellite and our building will continue to work
25 with our students and guarantee their success,

1 their career and college readiness, is
2 something that we need to have a long and
3 serious discussion about. Thank you very much.

4 MS. RODRIGUEZ: I would request - - to at
5 least stay up here. So I'm calling - - list.
6 So Stephina [phonetic] Fisher, Gene McTavish,
7 Ayesha Vegas, Harvey Lichtman, Ann Moser
8 [phonetic].

9 MS. STEPHINA FISHER: Hi, good evening. My
10 name is Stephina Fisher, and I'm a social
11 studies teacher at Satellite Academy.

12 [Applause]

13 MS. FISHER: I wanted to share a little bit
14 about what my day as a teacher looks like so you
15 get a sense of how the space is used at
16 Satellite Academy. First of all, I begin my day
17 around 7:00 a.m. and I leave at around 6:00
18 p.m., so if you think about a workday, that's
19 about 11 hours, and then I go home and grade
20 papers. This is every, single day. It's not
21 once a week. It's every day.

22 And within my classroom, the space that we
23 use, I build a strong curriculum. I build it.
24 It's rigorous, it's student centered, it focuses
25 on depth over breadth, and it's collaborative

1 with my science colleague. We build a
2 science, social studies, sustainability and
3 history curriculum where our students are taking
4 classes that cover similar concepts, and then we
5 go on field trips together and do a research
6 paper at the end, which is part of our
7 consortium waiver where students do ten page
8 research papers and present them to panels for
9 their graduation requirements.

10 Furthermore, I build strong relationships in
11 my advisory program, which would be destroyed
12 under the colocation because you cannot have all
13 the advisories running at the same time.
14 Currently they occupy all the classrooms. I
15 also run the rowing club, which operates on Pier
16 40 at the Hudson River where we row with schools
17 across the city and further up the river.

18 My colleagues and I work on the Inquiry
19 Leadership Team where we are instituting common
20 core - - across the disciplines. Furthermore, I
21 am the liaison to the consortium. I don't know
22 if you know this, but I know every, single
23 student in my entire student body by name, and
24 the reason that I know this is because we have
25 space so I can be with my students one-on-one,

1 which is - - day of the year.

2 My colleague came to me recently and said
3 that his students characterized me as a teacher
4 who motivates her students to graduate. I
5 characterize myself as a hard worker with a
6 positive attitude who cares about her students'
7 hard work and positive attitudes. I do think of
8 Satellite as my home. It is my family. It
9 compels me to grow, and - - because unlike other
10 schools, Satellite requires me and all members
11 to be innovative problem solvers. We do it
12 because it makes a difference in all of our
13 lives.

14 This colocation proposal is ill prepared.
15 If you want to maintain successful schools with
16 dedicated teachers and programs that provide
17 real alternatives for students who have not been
18 successful in traditional public education.
19 This colocation proposal is well planned if you
20 want the existing schools to suffer and fail in
21 order to move in a charter school which will
22 offset financial costs of public education to
23 the private sector, but at what human cost to
24 students, parents, teachers, community and these
25 things that this institution is - - to support.

1 This proposal is inequitable. It takes
2 47.5% of the space from Satellite Academy, which
3 is not - - space. We do need - - you cannot
4 account for. Just today, I conferenced with
5 five students in my prep period around issues
6 that could not be discussed publically. This
7 space is being used, and it is necessary for
8 working with students, coming from a wide range
9 of backgrounds. I am wholeheartedly opposed to
10 this proposal because it is not a model for
11 success, and it is inequitable for the existing
12 instructional programs. Thank you.

13 MS. RODRIGUEZ: - - McTavish, Alicia Vegas,
14 - - . Vegas. Harvey Lichtman, - - and then
15 we'll have Cheyenne Lee, - - Williams, Orlando--
16 okay. Cadidra Williams, Orlando - - .

17 MS. CHEYENNE LEE: Hello, my name is
18 Cheyenne Lee, and I am a student at Satellite
19 Academy.

20 [Applause]

21 MS. LEE: I'm here to speak on behalf of the
22 students and the teachers. I just want you guys
23 to know what you're doing is you're going to
24 push us out and we have nowhere to go. My
25 daughter goes to school with me. This is the

1 best opportunity I can have as a mother and a
2 student.

3 We need our school. Our school's the only
4 place we can come back and say this is a family.
5 Okay? Our teachers work with us every day,
6 every day to make sure we succeed. If I don't
7 have this, where will that leave me? The DOE
8 always says, oh, we're with you. We're with
9 you. But actually, - - if you bring in this
10 school, that - - us out. That leaves us behind.
11 - - my baby if this school comes in? Nowhere.
12 That's not - - my child. My child should see my
13 grow, and - - at Satellite, it's all of us.
14 Parents, students, teachers, we all see benefits
15 from this school.

16 Every day we - - we see students come in
17 from bad backgrounds and they're making them
18 better. They see that - - fight it. If you
19 bring in this new school, that leaves us with no
20 type of leeway to do what - - our security
21 doesn't - - because we're not violent. We're
22 under control. We know what our school holds
23 for us. We know what happens, and we mess up.
24 We work really hard to keep our school in - - .
25 We work with the students, old students, new

1 students. We all come together because we
2 want you to know that this is a family and we
3 need to stand together.

4 [Applause]

5 MS. LEE: - - families grow, communities
6 grow, individuals don't. We all understand - -
7 know that our school is one, and if you bring
8 this new school in, that kicks us out. That
9 leaves less opportunity for us to grow. Right
10 now, - - . If you bring this new school in, we
11 might go back to - - we used to have. Almost
12 five classes in a day that we only get half a
13 credit. That's not fair to us because now we
14 have this class schedule, and it's working for
15 us. Students aren't dropping out. They're not
16 leaving. We actually want to finish. You bring
17 this new school in, there's going to be a lot of
18 dropouts. A lot of dropouts - - we're the new
19 generation. We're the ones that - - you. - - .

20 [Applause]

21 [Chanting]

22 MS. RODRIGUEZ: Thank you, Cheyenne. I want
23 to remind everyone, because - - what is being
24 said - - , but please be mindful of the time,
25 okay? - - mindful of the time, try to keep it

1 to two minutes, okay?

2 DENISE: My name is Denise. I attend
3 Satellite Academy. I'm going to keep it short.
4 I just want to say something that's from my
5 heart. I came here. I dropped out of high
6 school in tenth grade - - ? All right. I
7 dropped out because they had metal detectors
8 because there was kids - - for my company and I
9 didn't like my school. Dropped out of school.
10 I came to Satellite. I am a straight-A honor
11 student. All right. I'm sorry. Our teachers,
12 all the staff members, I care about them. They
13 love me. They are my family. They are my
14 parents. - - at home, this is where I get
15 loving. I get loving at my house, and I get
16 loved here. My last statement to you all is
17 this is my home. You all are not going to take
18 that from me, at all. Thank you.

19 [Applause]

20 MS. RODRIGUEZ: The next person is Harvey
21 Lichtman. After that, Ann - - .

22 MR. HARVEY LICHTMAN: I'm going to turn the
23 mic toward the audience. This is - - to do the
24 right thing. My name is Harvey Lichtman. I
25 teach at - - high school, which has been

1 suffering under the same phase outs,
2 colocations that have been going on throughout
3 Bloomberg's ten years, and that includes also
4 President Bush and President Obama's attacks on
5 education. This--I speak as an educator and a
6 socialist.

7 What does that even mean? It means we have
8 to move this struggle to another level. There
9 have been many meetings, they just keep ignoring
10 us. They will not--we know this already. They
11 will not listen to the voices of the working
12 class. They don't care about the working class
13 communities. All right? We have to see it as a
14 struggle for power. Yes, there will be a need
15 for occupations as people have brought up. Yes,
16 there will be a need to organize action
17 committees in the communities, with the teachers
18 and transit workers and the postal workers and
19 everybody else who is under attack for a general
20 strike in New York and across the country
21 because of all these attacks.

22 Not only on education, the right to an
23 education, but the right to healthcare, the
24 right to be able to afford a place to live. We
25 are - - the money for the wars. They have more

1 money for the banks, eight times as much money
2 as they spend on education in the United States,
3 and yet they can't find the money, somehow, to
4 build enough schools for whoever wants school.
5 They will not put the ROADS school or the other
6 schools into us because they are giving them the
7 public taxpayer's money. Supporting the move to
8 privatization, okay? What does that mean? They
9 are trying to destroy public education.

10 We need the youth to turn to organizing
11 among the working class. I speak for the
12 Socialist Equality Party. Our presidential
13 candidate is somebody who you will not hear of
14 in the mass papers and on the TV station, but we
15 need to break with the Democrats and
16 Republicans. We've heard from the Democrats
17 here, from Rueben Diaz, the - - , to President
18 Obama, they are behind charter schools, they're
19 behind colocations, they're behind - - teachers'
20 evaluation. They are behind destruction of the
21 public schools on behalf of the corporate
22 welfare.

23 There are people in the street who might
24 kill you for a dime. Well, the ones on top that
25 have the billions, trillions of dollars, and

1 they want it for wars, and they want a war on
2 the working class here as well. We need to
3 change that game. I invite you to come to hear
4 our presidential candidate speak in the--on--we
5 gave out a leaflet. Come to us if you want - -
6 March 24.

7 Our Vice Presidential candidate is a teacher
8 from Pittsburgh. You should check out the
9 international students for social equality.
10 Okay? Because it's - - .

11 MS. RODRIGUEZ: Thank you. Ann Moser, and
12 then the students Patricia - - and, - - .

13 FEMALE VOICE: Hello? Yeah, we're just
14 students. We want to say what we have to say,
15 but we have to go home. It's getting too late
16 for us.

17 MS. RODRIGUEZ: Okay. Is that - - ? Okay.
18 Go ahead.

19 MS. DANITA WILLIAMS: Hi, my name's Danita
20 Williams - - Satellite Academy. My opinion on
21 the school coming in is I don't agree. I don't
22 want it. We don't want it. We - - the students
23 - - make it so that we're better to our family,
24 not cut our family and make us smaller because
25 that's going to have kids dropping out. This is

1 - - I know now that don't go to school, that
2 don't have the opportunity I have, that give up
3 because they don't get accepted to other
4 schools. So the fact that you're going to come
5 in with - - and cut us off is wrong. They
6 should be able to come and join us, make our
7 numbers bigger, not make your pockets bigger
8 because this is about money for you, not for us.
9 So I think we should have a chance to say the
10 fact that this was put on the internet and no
11 one else had access to it except people that
12 actually knew about it is wrong.

13 The students should have got a letter sent
14 to our parents to take home for them to be - - ,
15 not - - contact with them. That should've been
16 more public.

17 MS. RODRIGUEZ: Thank you.

18 MS. WILLIAMS: You're welcome.

19 MS. RODRIGUEZ: Ms. McTavish.

20 MS. JEAN MCTAVISH: - - .

21 MS. RODRIGUEZ: You gave up your time to
22 someone else, right?

23 MS. MCTAVISH: I let the kids go first. My
24 name is Jean McTavish. I'm the principal of
25 Edward A. Reynolds West Side High School in

1 Manhattan. I am really sad about the
2 conversation that we're having here tonight
3 because we're talking about transfer kids, which
4 are really all of our kids, whether they're from
5 ROADS, Bronx Regional, Satellite, West Side, - -
6 they're all our kids. And this is so typical of
7 - - who are often set to fight amongst each
8 other, and I feel like that's what's happening
9 here tonight.

10 Your school has focused beautifully for 40
11 years or more, as has mine, but it's not an easy
12 task to get a transfer high school to function
13 safely as a community, as a family. It takes a
14 tremendous amount of effort.

15 I want to reach out to my colleague - - the
16 principal of ROADS to say the model that you're
17 bringing to Bronx Regional complex is really the
18 basic transfer high school model that we all use
19 and doesn't bring anything new or extra to the
20 conversation. The population of students that
21 ROADS is targeting is perhaps the most difficult
22 group of students to work with in the city.

23 Since the 1990s, District 79 has had
24 programs to address that student body, Project
25 Youth, Project - - , A Plus, West Side Annex.

1 The regular, traditional District 79 transfer
2 high school model, which I use myself, is really
3 not sufficient to address the needs of that
4 population, and it'll only - - results.

5 I'm looking from ROADS for what's special,
6 what's unique, what's really going to move that
7 population forward, and honestly, I don't see
8 it. Since it isn't anything new, and it isn't
9 anything different, I see no reason why the
10 current school building shouldn't be allowed to
11 grow - - . My time is up, but I've used this
12 building. When I run out of options for my own
13 students, I always rely on this building as a
14 caring, safe, trustworthy school that I know my
15 students will be able to succeed in when I'm not
16 able to be successful with them, and I want to
17 continue to be able to lean on you guys for what
18 you guys - - .

19 MS. RODRIGUEZ: Thank you. - - .

20 ANN: I just--I really am having a problem
21 with the logic behind this. So we have a
22 transfer school, it's a DOE public school, so
23 we're going to bring in a charter school that's
24 a transfer school that's going to do the same
25 thing as the school that's already here. I'm

1 really having--it's like a real logic mix for
2 me, but why wouldn't we just continue to have
3 Satellite serve the population that it's
4 serving? Why do we need a charter school,
5 unless somebody's getting something out of it,
6 and I don't have enough information to know
7 who's getting what. But somebody's taking
8 something somewhere or we would just expand
9 Satellite and their current programs. It
10 doesn't make any sense.

11 And we need to think very seriously about
12 our tax dollars. I just I sat here in the
13 audience and thought a lot about that, and I
14 also really want people to think very deeply
15 about the presentation that the SLT did.

16 I am excited for the fact that there's to be
17 a transfer school that can offer support
18 services to English Language Learners. I'm
19 excited about the possibility--I'm a teacher at
20 - - High School, which is an incredibly crowded
21 building, and we are constantly trying to find
22 more ways to bring the community to the
23 building, and in the Bronx we have a building
24 that can do that? What do we do? We plug
25 another school into it that's going to do the

1 same thing as the schools that are already
2 there? What planet are we living on?

3 So I just wanted to thank the school very
4 much, Satellite and staff, for all the support
5 services it has provided to the young people
6 that have even come from my school, and I'd also
7 like to really enter into record this idea of
8 just how illogical this plan is. Thank you.

9 MS. RODRIGUEZ: Ms. Castro?

10 MS. PATRICIA CASTRO: Good evening,
11 everyone. My name is - - Castro, and I'm a
12 student here at Satellite Academy. First of
13 all, I want to say that they are not - - charter
14 school. They're - - my sister school, too, and
15 they're just trying to save money and put more
16 schools to be crowded so they can save money and
17 pay under experienced teachers less money than
18 experienced teachers so they can have more money
19 to spend on themselves - - . They're not
20 helping us. They're not helping our education.
21 So what I have to say about - - is we have an
22 opportunity and these people are really patient.
23 Trust me, I know. So just, you know, respect -
24 - because we're trying to respect you, but
25 you're not making it easy for us as a community.

1 If you're so serious, why can't you bring that
2 to - - things that we went through, the - -
3 process that we went through so that they can be
4 part of our community instead of you bringing
5 another school to - - my school - - what we're
6 doing. That makes no sense. So that's what I
7 have to say.

8 MS. RODRIGUEZ: Thank you.

9 PATRICIA: Hi, - - conversation with my
10 brother earlier - - ROADS to be in here, and I
11 asked him a simple question, have you walked in
12 the building. And his answer was no. I said,
13 so why don't you get out there and advocate that
14 you be here? Why facts do you have? And I
15 found him misleading when I told him I was going
16 to speak of him in my speech. - - take it back
17 because what's he saying? Listen. He - - .
18 And I said to him, don't worry, I'll talk about
19 the fact that you haven't walked the building
20 but you've got up here and advocated that ROADS
21 should be here. And then I found out that he is
22 going to be the ROADS principal in Brooklyn.

23 So what else is he going to do? Get up here
24 and advocate for ROADS being here. The bottom
25 line is I have walked this building. What I

1 haven't heard, what I have not heard, is that
2 when you divide the hallway in half, one school
3 gets the student bathrooms, one school doesn't,
4 and if you think that the principal who's in
5 here somewhere, I think he's back there, of the
6 future ROADS program is going to get up here and
7 tell you that this space is not good for this
8 school, he won't have a school.

9 So he's not going to necessarily do right by
10 our children. Educators didn't necessarily make
11 the decision about the space here. Because when
12 educators get together, they make sound
13 decisions for our kids. And as far as I can
14 tell, that hasn't happened.

15 I come from a school that collocated with
16 two other schools. We made it work. The
17 building allowed us to make it work. What you
18 don't hear about in colocations is that when a
19 new school comes in, they don't have enough
20 money to have sport teams, drama clubs. They
21 have the bare essentials, but they don't tell
22 that to the parents. They don't tell that to
23 the parents because there's things that their
24 kids can't get. What parent is going to want to
25 put their kid in a school if they knew all the

1 facts?

2 So you need to walk this building. You need
3 to see that this is not a good plan for this
4 building.

5 [Applause]

6 MS. RODRIGUEZ: Thank you. Nola Samuels,
7 Orlanda Peduin [phonetic], are you here? - -
8 Adams? - - . I'm sorry, what's your name?

9 MS. NOLA SAMUELS: Nola Samuels. Good
10 evening, everyone. I'm a parent of Satellite
11 Academy - - PTA president. I think that the
12 school - - and my daughter - - who is a former
13 student of Satellite Academy. My concern as a
14 parent, as is others, is the safety and
15 comfortability [phonetic] of our children. When
16 you guys came up with this proposal, you went
17 out of your way. I don't know how and right now
18 I don't really care. At this moment, due to the
19 fact that you all talk about community - - this
20 idea, I don't understand that because this
21 school is not a community. This is a family, a
22 family consisting of Bronx Regional, Satellite
23 and the GED Plus. I'm a part of this community,
24 this family, and I felt very disrespected when
25 my child came back from her regional break and

1 found out that this school will be a part of
2 the collocating program. I'm a partaker and
3 shareholder of this family.

4 I don't expect nothing less from the DOE and
5 the other shareholders. No disrespect to
6 anyone, but because you decided to come up with
7 this - - of how it will impact the rest of us, -
8 - . You, this is what you did. You made a bad
9 cocktail mix. This would be. Right now,
10 Regional at Bronx consists of - - students, 350
11 of them from Regional, 263 from Satellite. They
12 share three bathrooms, community room, science
13 lab. My situation is the big question to you is
14 do you expect an additional 150 students to be
15 added to this already - - ?

16 We are a well organized family oriented
17 setting. Also, why - - that we are always the
18 last to know about our community, our family?
19 We - - . Some people may think, hey, we're
20 wasting our time here, but I'm standing on
21 behalf of my family, and I think that this is
22 not the place for ROADS to be. I am sick and
23 tired of being sick and tired. I'm sick and
24 tired of the system deciding whether or not our
25 children--you're using our children as a system,

1 not - - educational genocide.

2 You ask our students, our students are doing
3 more. They're already having an additional
4 burden, which is life. Now you're asking them
5 to do something that is not a part of their
6 forte. I'm just asking you to sit back and
7 reconsider, look around this room and look at
8 what you're affecting. You're not only
9 affecting our children's life. You're affecting
10 this family.

11 MS. RODRIGUEZ: Ms. Kelso?

12 MS. KELSO: Good evening. I am an alumni of
13 Satellite Academy. I have - - it's extremely -
14 - that the Board of Ed. is trying to do to - -
15 Satellite Academy. - - Satellite Academy is not
16 only a school. It's a family. Bringing another
17 school into a school setting, let alone a family
18 school, will become an unsafe environment, not
19 only to the students but as well the teachers.
20 With that all being said, - - shall not become
21 overpopulated and unsafe. Allow the students to
22 excel to their high education of learning.
23 Thank you.

24 [Applause]

25 MS. RODRIGUEZ: Mr. Jonathan Jeffrey.

1 MR. JONATHAN JEFFREY: Hi, my name is
2 Jonathan Jeffrey, and I'm proud to say that I
3 graduated from Satellite Academy. Before I
4 attended Satellite Academy, I was in the High
5 School of Art and Design - - , and - - . But -
6 - . But when I want to say is I'm not here to -
7 - to say, hey, okay, don't put that school in
8 here, but what I would say - - myself. I came
9 here with the motivation that I'm going to
10 change myself to do what has to be done.
11 Everybody does deserve education, no matter
12 where you come from, you know? But think about
13 this. What would happen if you put a donkey in
14 a cage with a lion? Anybody? - - situation,
15 right? Okay. That's why we have the jungle.
16 The jungle is so safe where the giraffes roam
17 and the monkeys swing and the alligators in the
18 water. You know? So - - space.

19 Okay. - - and now - - working on their
20 building. They are rebuilding the - - so
21 basically what I'm trying to say is either build
22 something from the bottom up for kids to have
23 their own. I'm - - that right, because the DOE
24 - - DOE for - - schools like this, I have an
25 education and I'm able to present myself. You

1 know, Satellite is like my stage over here
2 which I was aiming to stand on and present
3 myself in a way to people that's going to be
4 like, hey, he's amazing. - - giraffes in the
5 cages and jungles. I'm just trying to make
6 everybody laugh.

7 But yeah, you know, - - .

8 [Applause]

9 MS. RODRIGUEZ: Thank you. Could I please
10 have Christina Williams, Karina Ladola
11 [phonetic], Kelso Maynard, Marjorie Parker,
12 Carmen - - , Jermina--I can't tell the last
13 name, and Seth Blitts. He's in the back.

14 MS. CHRISTINA WILLIAMS: Hello. My name is
15 Christina William. I feel honored to be in my
16 third year of teaching in a supportive and safe
17 community like Satellite. I decided to use my
18 time this evening to speak on behalf of our
19 community based organizations and our other
20 partners in our educational program. I'm
21 submitting their letters of support for the
22 panel to lead.

23 Your proposal to place another school on our
24 floor would be inequitable because it will
25 destroy our students' opportunity to engage in

1 the programs and resources our - - . As you
2 have heard from my colleagues, our schedule is
3 unique and it works. Among our CEOs, our
4 students work with Mothers on the Move, Rocking
5 the Boat, and Grow NYC. Each requires that we
6 have a block schedule that allows time for
7 experiential learning. Placing another school
8 on our time would mean that our schedule would
9 change, and so could our relationships with our
10 CEOs.

11 So as you've heard, we've engaged the
12 community, and we also have letters of support.
13 I want to read a few statements from their
14 letters. East Trailsford [phonetic] University
15 Associated Professor of Communication, Dr.
16 Patricia N. Kennedy. Pedagogical success comes
17 from many factors, but chief among them has the
18 data been the commitment of Satellite's teachers
19 to provide a safe place for students to learn
20 while instilling a sense of responsibility to
21 the school and the neighborhood community. It
22 seems unlikely that those critical elements will
23 survive the imposition of a school based on an
24 entirely different theoretical approach in the
25 shared space.

1 Rocking the Boat's - - executive
2 director. We believe that the proposed
3 colocation will do irreparable harm to the
4 existing school and that better alternatives
5 exist for the current planned colocation. The
6 DOE's cursory educational impact statement takes
7 no account the impact colocation would have on
8 the extended block schedule.

9 Village Community Boathouse Board of
10 Directors. One fear is that colocation would
11 cause Shoneberg to drop this innovated extended
12 block schedule, which allows the rowing team the
13 time to travel to Manhattan and back.

14 Former Satellite Academy teacher, Logan
15 McBride. The ROADS charter school provides no
16 new or novel services to the student population.

17 And the CEO I work with personally, Saint
18 Nash Leadership Projects - - Bishop. We are
19 fully supportive of Shoneberg and believe that
20 anything that might jeopardize their good work
21 would be regrettable. I submit these for your
22 review.

23 MS. RODRIGUEZ: Thank you.

24 KARINA: Good evening. My name is Karina.
25 I would just like to say thank you for the time

1 - - . My name is Karina - - and I currently
2 work in a high school as a health educator, but
3 I help teens in every way that I can because I
4 believe in them. The way the - - believed in me
5 ten years ago. - - seems like it's a school
6 small enough to fit on one floor. To use,
7 students past and present, it is a whole new
8 world that only a few of us have had the
9 pleasure of knowing. For most of us, Satellite
10 gave us a second chance to finish our diplomas
11 as well as teaching us about communities and how
12 we can be a part of making the world around us a
13 positive one. At Satellite, we are taught that
14 the world extends further than our
15 neighborhoods. Had it not been for Satellite, I
16 wouldn't know that my voice could make a
17 difference. Had it not been for the amazing - -
18 teachers at this school, I probably wouldn't be
19 here speaking on behalf of a school that not
20 only changed my life, but the lives of all those
21 who came here.

22 I don't know many people that can say that a
23 school changed their lives, but this is why I'm
24 here. I want - - experience what I was lucky
25 enough to experience. Placing a charter school

1 to share the space - - for Satellite will
2 disrupt that dynamic. You will be taking groups
3 that - - students who have chosen to better
4 themselves, even when the system is telling them
5 that they are not worth it.

6 We live in a society where most adults have
7 given up on young people, but there are a few
8 that haven't, and those are the teachers here at
9 Satellite who have stood by their students year
10 after year. And these are not your average
11 students. The students that attend this school
12 are aware - - educated themselves to know what
13 they can do to make a difference in their lives,
14 - - why they were here - - about ten minutes
15 ago. These students organized themselves to
16 walk out and demanded attention. They decided
17 to get up and make - - that has to stand for
18 something.

19 Do not allow another school to take the
20 space that these students deserve. As someone
21 who graduated from Satellite, I cannot imagine
22 another school taking space on the floor - - is
23 a whole new world. Our world.

24 Show these students and teachers that they
25 matter, that they do not to be replaced with

1 something you believe is better - - time and
2 time again how amazing they are. Allow these
3 students to have their own space, their own
4 floor, their own school to be able to better
5 themselves because - - if they have the
6 knowledge to organize themselves now, then these
7 are the same young people that will someday
8 change the world for the better. Give the
9 school, teachers, staff and students the chance
10 to demonstrate what I saw when I was a student,
11 and that's - - student now possesses.

12 The desire to - - shows the students that
13 they have the potential to do anything that they
14 set their mind to and one that every student
15 should have the opportunity to attend. If we're
16 supposed to be teaching our youth that they
17 matter so much, turning our backs on them is not
18 only setting them up for failure, but also - -
19 in jeopardy.

20 Replacing the space in the school is not
21 essential to anything and it should not be an
22 option.

23 [Applause]

24 MS. RODRIGUEZ: Kelso Maynard. - - .

25 MR. KELSO MAYNARD: Good evening. My name

1 is Kelso Maynard. I have - - this school at
2 Satellite Academy for approximately 28 years.
3 And I don't understand - - from SUNY and I'm not
4 sure where you're from, but I don't understand
5 where the educational theory that crowding a
6 school is going to improve the quality of
7 education.

8 I have not seen it, and I've been to - -
9 education, and I have not encountered it, but
10 yet that is the principle upon which this
11 decision is being made, that we must look at
12 square footage and determine that space is being
13 used. How can we - - share a classroom because
14 there isn't enough space. But we are being told
15 by people who have not been to the school and
16 perused the school that you have too much space.

17 Something is wrong with that logic. I want
18 to know why is it that we in this community here
19 have to confront this kind of problem that Bronx
20 Science will not have to confront, that Brooklyn
21 Tech wouldn't have to confront, that - -
22 wouldn't have to confront, but we have to
23 confront. Is this, as some people are talking
24 about, is this - - warfare? Why are we being -
25 - up?

1 Now, many of us here know people and love
2 people who have fought for and died for
3 something called democracy and the preservation
4 of democracy. We are looking to see whether or
5 not those lives are in vain because here we are,
6 expressing ourselves and the decisions are
7 supposed to be democratic decision - - let's see
8 if that - - here after this meeting this
9 afternoon, or if it is a - - process and this
10 proposal has already been confirmed.

11 Something has to change about what is
12 happening. - - there are two schools that have
13 been - - in this - - . Bronx Regional High
14 School and - - Satellite Academy High School.
15 Have been the two constant schools, an what is
16 happening now is that a plan is being concocted
17 to - - to these two programs. Why is that? Why
18 would the - - in - - decide to dump its school -
19 - dumping, but why is it that they would bring a
20 school in that would have such a deleterious
21 effect as you have already heard?

22 Now, I don't know, but I am pretty confident
23 that the education that the - - , the education
24 that students get in some parts of Westchester
25 and other places is different, the special

1 arrangement - - students have a different
2 experience, but here we are supposed to be
3 crammed in like cockroaches, and you're supposed
4 to get a quality education to compete with those
5 - - who come from the schools in the Upper
6 Westside, who come from the schools from
7 Westchester. We are supposed to compete with
8 them when they have superior facilities and
9 superior resources.

10 Something has to be done. The nonsense has
11 to stop. You must give our children a chance to
12 be successful. The - - in this society right
13 now, one of them is what? Incarceration. A lot
14 of our children are being incarcerated. Why?
15 Because - - demonstrated here tonight. They
16 dropped out because the school systems that they
17 were - - did not work.

18 And now - - something that's working, and
19 what has the Board of Ed. decided? The
20 collaboration of SUNY and who else? Is that we
21 must change that. They are - - that successful.
22 Maybe - - some of them are here tonight.
23 Graduating from SUNY and why is SUNY saying,
24 don't send them to us - - quality education when
25 they come into this building? - - there are no

1 metal detectors here. None of that. We do
2 not have fights - - .

3 The - - come in by default it's going to
4 involve the - - apparatus in this society - - in
5 this building - - much more visibly than they
6 are right now. How are we supposed to be and
7 feel comfortable when they're surrounding - -
8 apparatus? How is teachers supposed to go on?
9 How are we supposed to feel as a result of this?
10 Something has to go on. We will be - - and we
11 will want to see whether or not our voices have
12 any say or if what we talk about and teach
13 about, and this is the home of the free and land
14 of the brave and democracy of our land is just
15 so much works but has no real meaning to it.
16 Thank you.

17 [Applause]

18 MS. RODRIGUEZ: Thank you, Mr. Maynard. - -
19 Saul and I can't - - ? Is Marjorie? You are?

20 MS. JAMINA PRICHARD: - - .

21 MS. RODRIGUEZ: You got it. Okay. Sorry.

22 MS. PRICHARD: It's okay. Good evening. I
23 come to this microphone as a member of our
24 community, even though my perspective and my
25 opinion is not a popular one amongst the

1 community that we've heard from tonight.
2 When I say I come to this microphone from our
3 community, I speak to you as someone who grew up
4 not too far from here. I speak to you as an
5 African-American-Puerto Rican young woman who
6 grew up on 142nd Street, - - Avenue, whose
7 mother grew up on 155th Street and Prospect
8 Avenue, who was 15 when I was born, 14 when she
9 was pregnant, who graduated from - - High School
10 on time, and whose husband graduated or rather
11 attended - - GED but did attend Bronx Regional
12 amongst the many stops along her path to
13 ultimately being the successful young lady that
14 she is.

15 And I say that to say I come into this room
16 very humbly and very respectfully because
17 everything that we've heard from our community
18 and our students and our educators and families
19 who care so deeply about our students and our
20 community, just iterates the passion that I also
21 have for people who frankly are like me and who
22 grew up as I did in the circumstances - - that
23 should not have gone onto college or gone onto
24 business school, even though I did go onto both
25 and graduated from both and am a proud,

1 productive member of our community.

2 And it is because of all of that that I am
3 also, while it may not be a popular perspective,
4 while I also applaud the work that's going on
5 here, but also believe deeply that it is
6 important to bring new options and alternatives
7 for all of our kids. So I come here to offer my
8 deep support for ROADS. And while we all may
9 disagree on the how behind how we get there, I
10 really am hopeful that we are able to work
11 together and figure out a plan forward in which
12 we're all working together - - our collective
13 meeting. Thank you.

14 MS. RODRIGUEZ: Thank you very much.
15 Marjorie Parker? - - .

16 MR. SETH BLITTS: Good evening. If the
17 students were still here, and a couple are still
18 here, those are the first people I would say I
19 respect them for being here - - educators, which
20 is setting them up for their education. It says
21 a lot about a school - - the teachers are here
22 this late, students and parents are here this
23 late, and I would be really off track if - -
24 first thing I said.

25 So I think it's really - - for me to sort of

1 who I am and how I got involved in ROADS and
2 why I think it's a really great option for - -
3 community. I am currently the principle of I.S.
4 317, which is on Tiffany Street about four
5 blocks away. And we're really proud of the work
6 we do. We work really hard. I work really
7 hard, I'm sure you've worked really hard, but
8 there are still times I'm at the bus stop on - -
9 Street or the train station - - and I see a
10 former student and I say, how's high school
11 going. They say great. I go, great, how many
12 friends do you have, and they sort of look at me
13 - - that they're not going to school. To me,
14 that's - - community that there are still
15 students that are not finding a good option.
16 That comment does not mean that students are - -
17 option for many students, but I don't think that
18 our work in education is done until every,
19 single student in every, single community has a
20 great option of where they go to school.

21 So that's how I got involved with ROADS
22 because I'm listening to students that I've
23 spoken to who are looking for another option and
24 just don't have it right now, but I respect them
25 to want to put their names out there. So if we

1 wind up meeting here, I look forward to
2 working with people in this school community - -
3 community. I am a principal of a colocation
4 right now. It's a DOE principal, I work with
5 another DOE school, a charter school, and the
6 first thing we always do is make sure the school
7 works for kids.

8 I didn't sit here and close my ears. I
9 didn't sit here and scoff. I sat there and
10 ultimately this decision of - - education that
11 we're here. All I can do is - - my name, my
12 word and - - as an educator in District 9 and
13 now District 12 so that we can - - options for
14 all of our kids - - everyone.

15 [Applause]

16 MS. RODRIGUEZ: Thank you. Andrew Sullivan,
17 - - Chasadore Goron, Sauron, not sure. - - .
18 Your name, please?

19 FEMALE VOICE: My name is Anna - - I am a
20 parent of Satellite - - and there is always
21 something special inside of every child, and - -
22 that child. That somebody special is - -
23 Satellite Academy and Bronx Regional. They do
24 not need an additional school in their building
25 - - . They have - - . Please, my son now is

1 passing - - . He always - - encouraged, and
2 to be a prominent person in society. - - advice
3 of the students - - Satellite gave my son a
4 second chance. - - always - - . Satellite - -
5 to me is the best - - they do not need any
6 additional school.

7 I'm here - - suggesting that the whole floor
8 be for one school and one school only. - -
9 bigger - - space - - . Let us save our school
10 and - - kids that - - . Help the school to grow
11 and fill the extra space. - - give their
12 schools and parents and their students a chance
13 to - - we have enough space. Help us to use it
14 in a constructive way, and do not do it your own
15 way. I am here to support Satellite Academy and
16 Bronx Regional against your - - proposal to put
17 another school in the building. At this point,
18 I will take this opportunity to - - Satellite
19 Academy and the entire staff and students - - my
20 son.

21 Finally, my son and other students are on
22 their way - - and a better future. Thank you.

23 MS. RODRIGUEZ: Is Andrew O'Sullivan here?

24 MR. ANDREW O'SULLIVAN: Hi, my name's Andrew
25 O'Sullivan. I'm an educational textbook

1 language and reading arts setter based in
2 Manhattan and also the boyfriend of Crystal
3 Williams, who's a very talented teacher here at
4 Satellite Academy. And I just--one thing I've
5 been hearing over and over again, it sounds
6 like, from the people at the ROADS Academy, is
7 that this school would be offering a substantial
8 different choice to the people in the community,
9 and yes, you're right, there are plenty of
10 people who aren't be served in the community who
11 do need the same kind of transfer high school,
12 who do serve overage kids, under credited kids.
13 But why not using the resources that you have at
14 your disposal to actually do outreach in the
15 community to find out what the community needs
16 before hand and talking to them.

17 Wouldn't that be a much better choice in
18 order to find - - actually serve those kids and
19 also use those resources to create more actual
20 housing options for the schools? Because until
21 you do that, it seems like--it seems pretty
22 disingenuous to come and say that--to tell these
23 kids and the school to think of the children
24 because they have so many difficulties that
25 confront them in their educational careers.

1 This is just going to create more difficulty.

2 You've heard of all of the activities that
3 are going to be uprooted by this - - . Why not
4 - - available to come up with a new, more
5 creative solution to help all the kids that you
6 want to help?

7 MS. RODRIGUEZ: And you are?

8 MR. NOAH ASH-GOULDEN: I'm Noah Ash-Goulden.
9 I'm a - - , and I am here tonight - - for
10 allowing me to speak. I taught in this building
11 for nine years. This is an amazing educational
12 community, but let's be honest, the decision's
13 already been made. The rhetoric is heated on
14 all sides. While I often disagree with them, I
15 really respect our chancellor who's relatively
16 new to this game for trying to change the tone
17 of the conversation, but again, let's be honest.
18 The decision has been made.

19 Let's think about the fact that schools need
20 to be invested in to succeed. Shoneberg
21 Satellite Academy has existing for decades and
22 has worked near miracles on a shoestring budget
23 long before the - - measures. Shoneberg
24 Satellite Academy has changed young people's
25 lives. These are people - - .

1 These young people were speaking for
2 themselves. I know - - that these young people
3 are coached, that they come here coached by
4 their teachers who are just - - for the union.
5 This is a school community that is for the
6 community. Decisions that are made - -
7 administrative offices far from here with
8 predetermined outcomes do not speak for the
9 community. - - hearings do not speak for the
10 community.

11 I wish I had more optimism in the power of
12 the PEB. I don't. I left this community to
13 pursue doctoral study, and as a doctor candidate
14 for urban education, I sincerely believe that
15 for a school community to succeed, it needs
16 investment. It needs the resources. It needs
17 community connection.

18 Look at what Shoneberg Satellite has
19 accomplished without the investment of the
20 Department of Education. - - hairlines, not - -
21 their teachers, but learning - - from them.
22 Believe me, these young people challenge their
23 teachers every day. They are here of their own
24 volition.

25 It really saddens many of us know what

1 happens in this building to think of what
2 will happen with colocation. It may make sense,
3 as many have said here, when we look at square
4 footage. It doesn't make sense from a community
5 standpoint.

6 I have went to ROADS school charter. I
7 think many of their ideas have merit, although I
8 must admit - - different educational philosophy.
9 I wish no ill will to the people behind ROADS 2.
10 None whatsoever. I hope they will succeed, but
11 shame on the Department of Education that pits
12 educators against educators. Community against
13 community. Shame.

14 This is - - . I don't doubt the integrity
15 of the people who have spoken in favor of ROADS.
16 They're good people. I see the passion in their
17 eyes. They believe in helping young people.
18 Let's move beyond the rhetoric. Let's look at
19 why we are battling each other to try to serve
20 our kids.

21 We need to find ways to build and strengthen
22 these hearings as I said - - that they show us
23 what we can do when we get together as a
24 community and we fight with a united voice. I
25 stand here because though no longer a Satellite

1 teacher, I'm proud to have served with the
2 most amazing teachers for nine years.

3 I was hired by District 79 as a coach
4 because of what I learned at this school. I
5 believe in educating young people and giving
6 them every opportunity for career and college -
7 - . Do we honestly think that colocation will
8 do that? Thank you.

9 MS. RODRIGUEZ: - - Andrea, - - Sulan,
10 Jonathan Merlot, Crystal Sheers, Artemio
11 Cumacho, - - Bruce, Pat Sporn, - - Peters, Angel
12 Lopez.

13 MR. JONATHAN MAYGT: Am I all set? Jonathan
14 Maygt. Good evening, everyone. I'm - - . I'm
15 a resident at New York University, and I'm
16 fulfilling my internship here at Satellite
17 Academy, and keeping that in mind, I came here
18 last September. Since then, I'm the principal -
19 - teacher students. They all - - . And that's
20 not because they had to. That's because they
21 knew from day one they had the best interests
22 are heart. Keeping their best interests at
23 hand, I - - on behalf of myself and Satellite, I
24 speak from - - who worship their jobs, who have
25 children they have to provide care for or even

1 baby sit because their parents are at work
2 who are not able to be here.

3 Keeping that in mind, I attended the meeting
4 last week, and one of the questions I asked - -
5 what considerations were taken, - - were taking
6 into consideration with regard to the quality of
7 education students receive. But as I'm saying
8 here tonight, I also became curious - - . Are
9 they already an established program that works
10 and is geared toward newly adolescents, geared
11 toward, like, change in society and reintegrated
12 that change? So where do they stand with all
13 this movement that they have to deal with
14 tonight, against Satellite and Bronx Regional
15 already established, and I'm against this move
16 occurring.

17 And lastly, as - - in here, this is bigger
18 than me. It's bigger than you. It's about the
19 students of today and tomorrow, and if their
20 voice is not heard tonight or considered, all
21 will be lost as to the chance to accomplish any
22 successful - - and that's it. Thank you.

23 MS. RODRIGUEZ: Thank you. - - Artemio
24 Cumacho.

25 MR. ARTEMIO CUMACHO: My name is Artemio

1 Cumacho. I'm - - in the south Bronx. - - my
2 patients here in my clinic. I'm also - - and a
3 former volunteer of SUNY - - . Basically what
4 I'm seeing here is an issue of power and
5 accountability. - - the student body - -
6 organize, and they're organizing. They have a
7 newspaper, a letter - - more than one student
8 here that make a difference along with the
9 teacher. But - - and we even have a daughter in
10 P.S. 165 that has the same problem. - - went
11 into so-called colocation. We call that a
12 cancer, spread and destroy everything, but the
13 profit - - and the former school is gone. So
14 basically my daughter is a bilingual student - -
15 for a profit, and - - a student - - last time I
16 heard, she was making \$800,000 a year. How much
17 is the head of ROADS making or the principal of
18 - - making? And this is an issue of profit,
19 basically.

20 And the issue of accountability is very
21 important. A friend of mine told me the reason
22 that - - in Manhattan was because of the
23 democratic - - . No, it was the - - of the
24 people. The same thing that - - movement and
25 the - - and the end of the war in Vietnam, we -

1 - . We need to - - with other schools who
2 are in the same problem. The issue is not
3 colocation. The issue is - - outrageous that
4 they want to - - but they - - profit market - -
5 in the United States. It's the banks, and the -
6 - that they have - - to the working people to -
7 - the country, and that's - - democracy. The
8 working people - - this small - - working people
9 - - .

10 MS. RODRIGUEZ: Thank you. - - . Crystal
11 Cheers?

12 MS. CRYSTAL CHEERS: Good evening, everyone.
13 My name is Crystal Cheers, and I actually came
14 here tonight to read a statement on behalf of
15 State National Leadership - - that I work for,
16 but - - in the interests of time, I'd like to
17 make a personal statement and you can read - - .
18 So this is my second year working at Satellite,
19 and I am an educator. I'm a community organizer
20 of ten years. Harvey Lichtman, who spoke
21 earlier, was my high school teacher. I went to
22 Brandeis, and I started organizing when I was 16
23 years old, and I teach women's leadership and
24 social justice here. I teach my students to
25 look at social justice models, to understand

1 social responsibility, to participate in
2 their community. My students - - here tonight.
3 They walked out last week. They write about
4 this. They created petitions for this, and it
5 gets me emotional, you know?

6 I just want to say to the DOE, to the
7 representatives - - whose name I didn't catch
8 earlier who's making notes so thoroughly this
9 evening, I urge you to engage with these people,
10 with this community, with these educators, with
11 these students, engage, actively listen to what
12 they are saying to you.

13 I understand you can make a decision. I
14 have no problem with charter schools. I believe
15 that colocation is not the answer for this
16 building, for these students, for this system.
17 I really want you to think about what people are
18 saying tonight, and try your best to engage with
19 them further beyond allowing them to say their
20 two minutes a piece and then going home and, you
21 know, being satisfied with the fact that you've
22 already made a decision, that that's the end,
23 that these students have no say.

24 My time is up, but I will leave with that.
25 Thank you.

1 MS. RODRIGUEZ: - - . Okay. Thank you.
2 - - Peters and Angel Lopez, Nathaniel Melina,
3 Lupes Medina.

4 MALE VOICE: All right. Is that close
5 enough? All right. I'd like to start off with
6 a couple of thank yous. Thank you to SUNY, to
7 the DOE for being here tonight. Thank you to -
8 - for coming - - our community for this evening.
9 I think I speak for all of us when I say that
10 we're here for the same reason. We're here
11 because we know that educating young people is
12 the most important career - - .

13 - - tonight because we talk a lot about we
14 love our students, talk a lot about the problem,
15 but I want to address this issue of - - what's
16 next? What's next? And I want to speak
17 specifically to the officials from SUNY and the
18 DOE about the issue of educational equity. I'm
19 an English teacher, but I've done a lot of
20 history since I've been dealing with this case.

21 I'm familiar with Article 56, Section 28 - -
22 of the New York State Law, and I realize that
23 equity - - importance in these issues.

24 On March 2, we had a meeting with the DOE's
25 office of portfolio planning, and spoke with Ms.

1 Fernandez, and Todd and we asked the DOE
2 point blank, can we grow? Can Bronx Regional
3 grow? Can't Satellite grow? It's the question
4 I pose to you tonight. The DOE's Office of
5 Portfolio Planning said no, we believe in small
6 schools. Well, I went home and I did some
7 research, and I found out that the DOE's opening
8 eight new schools in New York City next year
9 with an average size of 453 students. Now, - -
10 space, Satellite would need to have 320
11 students, Bronx Regional would need to have 420.
12 Our students are amazing. Our - - the students
13 at ROADS will be amazing as well. They have
14 great futures ahead of them, and they deserve
15 better being smashed into a room, whether it's
16 your bathrooms, whether it's your science labs
17 and computer rooms, where they share - -
18 individual attention for every student. That's
19 not - - education.

20 Educational equity means that 453 students -
21 - DOE programs means that 300 students in
22 Satellite's okay, and educational equity means
23 that schools that are designed for success. I
24 support ROADS, too, and I support them in their
25 own building. Thank you all for staying.

1 [Applause]

2 [START PART TWO]

3 MS. RODRIGUEZ: Thank you. Angel Lopez?

4 Are you a student?

5 MR. LOPEZ: - - No, - - .

6 MS. RODRIGUEZ: - - .

7 MR. LOPEZ: Hello? Hi, I respect everyone -
8 - it's a lot of information. My name is Angel.
9 I - - Bronx. - - such as ROADS, Satellite,
10 Bronx Regional, as well as the need for - - .
11 Growing up in a neighborhood that's - - makes it
12 easy to stray - - education - - . In a perfect
13 world, all students grow up - - to do so.
14 Everyone has parents and friends that all want
15 them to graduate and go to college. But in the
16 real world, it's very different.

17 Negative peer pressure - - what it means to
18 be successful, and kids - - grow up with - - .
19 That's reality, and knowing this reality, I
20 strongly feel that if there was an organization
21 like ROADS - - they would. ROADS provides all
22 the necessary tools that can help students who
23 are behind - - to catch up and exceed
24 expectations. There's no one in this world who
25 hasn't made a mistake or hasn't had regrets. -

1 - the opportunity to - - mistakes that - - ,
2 the solution to create more - - and successful
3 youth is to isolate or stigmatize children
4 because of the - - the resolution - -
5 unfortunate circumstances.

6 In my opinion, everyone has a right to the
7 education no matter the background. Education
8 is blind. - - why not let them?

9 [Applause]

10 MS. RODRIGUEZ: Thank you, Mr. Lopez.
11 Nathaniel I think it's Melina, Robert Medina.
12 That's the last person on the list. I thank
13 everyone for attending unless those two people
14 are still here, and - - .

15 Okay. Thank you all for being here. We
16 will take all these comments, and may anyone
17 who's interested in getting more information or
18 comments, please I think at the back or in the
19 back, we have web site and - - and you may call
20 to make your opinions and your statements.
21 Thank you very much for your patience. You've
22 been a wonderful audience. This has been eye
23 opening for all of us, all the children and
24 young adults that were here with us. Thank you
25 for joining us tonight. Thank you.

1 [Applause]

2 [END 285_709-part1.MP3]

3 [START 285_709-part2.MP3]

4 FEMALE VOICE: So as the superintendent just
5 said, we're collecting questions. If you have
6 additional questions that you'd like to put on
7 the record, we're happy to take those back. We
8 received three questions tonight earlier. They
9 all had to do with utilization of space - -
10 space in general and also in this building. I
11 can talk about that - - permanent record as
12 people are packing up - - .

13 So when the DOE considers we're going to
14 open new schools, we look at the needs of
15 communities, and we look to find where - - will
16 best fit the need of what our new school's going
17 to be offering. When we look at where to open
18 new schools in terms of space, we look at - -
19 one consideration that we take under
20 consideration is to look at under utilized space
21 and additional uses of space in our buildings.
22 We also utilize the educational footprint, which
23 is a standard instructional tool that we use to
24 assess how many sort of the baseline allocation
25 - - across the city, regardless if there's a

1 standard blueprint for grade level that we
2 use in every - - across the city - - and grade
3 school across the city.

4 We - - space planning also works with
5 schools when it comes to the specific allocation
6 within a particular building. In this
7 particular building where we were today was
8 identified as a good fit for ROADS as it is a
9 high school building, underutilized space in a
10 community where this school will continue to
11 thrive, an additional option for students in
12 this community who can use a school option
13 that's geared toward students who are high needs
14 and overage and under credited. I won't review
15 the building capacity details again, but that
16 was announced when the superintendent read the
17 inspection at the beginning, and again, I do
18 just want to recognize that at scale, if this
19 proposal is approved, when ROADS is at scale,
20 the building will be at 75 to 89% utilized.

21 There are two other specific questions that
22 I - - space. One was in regard to the LYFE
23 program and what they have done - - will have on
24 the LYFE program. There's no intended impact on
25 the proposed--on the LYFE program in this

1 building, and it will continue to service
2 students who attend this school or other schools
3 as it has now. In addition, as has been very
4 clear throughout this evening, the building has
5 worked - - two schools in this building, and the
6 GED program are clearly working well together.
7 If the proposal is approved, the principal of
8 the new school would be participating in the
9 building also, and we discuss issues of shared
10 space and other safety and security issues.

11 I did have to point out one thing because
12 there's been a few mentions of the other new
13 high schools that are being opened - - 450
14 students and sort of the - - what a new high
15 school size is. Some of those other high
16 schools that are opening are general high
17 schools that are graded 9, 10, 11 and 12.
18 Typically the school size when we have transfer
19 schools and school that serve an overage, under
20 credited population are more than 200 to 250 - -
21 which is around the enrollment of the current
22 schools now as well as the proposed enrollment
23 for ROADS.

24 The final two pieces that I did want to
25 clarify was that there was some mention of metal

1 detectors being brought into the building.
2 That's not something that's currently being
3 proposed or even discussed about. If that was
4 something that the building and schools wanted
5 to pursue in the future, that could be something
6 that could be worked out with the Office of
7 Civilian Development and the police department,
8 but there's no current plan of that. And that
9 is everything.

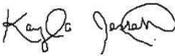
10 Again, if you have other questions that you
11 did not get to ask, we're happy to take cards,
12 and thank you for staying and listening.

13 [END 285_709-part2.MP3]
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C E R T I F I C A T E

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

Signature 

Date March 15, 2012