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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Resite of Young Women to K147 -
11/30/12**

1 [START RECORDING]

2 FEMALE VOICE 1: Good evening, ladies and
3 gentlemen. We will now begin our joint public
4 hearing. This is a joint public hearing of the
5 Department of Education, Community Education
6 Counsel, and - - teams of the Brooklyn Latin
7 School and PS 147, - - for the following two
8 proposals, the proposed re-siting and co-
9 location of the Brooklyn Latin School, 14K449,
10 into building K049, with existing schools, the
11 Green School, an Academy for Environmental
12 Careers, 14K454 and Lyons Community School,
13 14K596, beginning in the 2013/14 school year.
14 The proposed re-siting and co-location of the
15 Young Women's Leadership School of Brooklyn,
16 14K614 into K147, with existing school, PS147,
17 Isaac Remsen, beginning in the 2013/2014 school
18 year. I am - -, the chancellor's designee for
19 this hearing, currently and acting Community
20 School District 14 superintendents. We have
21 asked the District 14 Community Education
22 Council and the school leadership teams of the
23 Brooklyn Lyon School, the Young Women's
24 Leadership School, Lyons Community School and
25 the Green School to participate in this joint

1 public hearing. I'm joined tonight by Jason -
2 - of the Brooklyn Lyons School, - - of the Young
3 Women's Leadership School, Clay Komonishi
4 [phonetic] of Lyons Community School, - - of the
5 Green School, and - -, the president of the CEC,
6 as well as Michael Batista [phonetic], Counsel
7 of--representing council - - office and school
8 district team member, Jodie Mandell [phonetic]
9 of Lyons School. This hearing is being
10 recorded. The purpose of this hearing is for
11 you to provide comments about two proposals that
12 DOE has proposed. The first one, to re-site and
13 coordinate the Brooklyn Lyons School in Building
14 K049 with existing schools, the Green School and
15 Lyons Community School, beginning in the 2013/14
16 school year and to re-site and coordinate the
17 Young Women's Leadership School in Building K147
18 with existing school PS 147, beginning in the
19 2013/14 school year. Before I - -, I want to
20 make sure that everyone is aware of the
21 opportunity to provide input. All those who
22 wish to speak must sign up in the speaker sign-
23 up area, located just outside the auditorium.
24 The sign-up list will close in 15 minutes.
25 Speakers will be given the floor in the order

1 that they sign up. All comments are limited to
2 two minutes. Please specify which proposal your
3 comments are - -. - - speak, we'll do our best
4 to accommodate that at the first opportunity.
5 Those who are here and signed up for public
6 comment segment will be asked to speak first.
7 In addition, we will take any comments and
8 feedback you may have at any time before the
9 panel votes on those proposals on December 20,
10 2012. The December 20th panel meeting will take
11 place at 6:00 p.m., at the High School of
12 Fashion Industries, located at 225 West 24th
13 St., New York, New York, 10091. The email
14 address and phone number where comments may be
15 made are d14proposals@schools.nyc.gov. And the
16 phone number is (212)374-0208. Once again, the
17 email address and phone numbers, phone number
18 where comments may be made are
19 d14proposals@schools.nyc.gov, with the phone
20 number (212)374-0208. All comments made after
21 this hearing and to the DOE's dedicated phone
22 number and email address on this proposal will
23 be discussed in the analysis of the public
24 comment that the DOE will publish on the DOE's
25 website and provide the panel before the panel

1 votes on this proposal. I will present both
2 proposals and then we will open up the speaker
3 list. I will first present on the proposed re-
4 siting and co-location of the Young Women's
5 Leadership School to Building K147. Building
6 K049, located at 223 Graham Ave., Brooklyn, New
7 York, 11206 in Brooklyn's Community School
8 District 14, currently houses three schools,
9 Young Women's Leadership School, Lyons Community
10 School, and the Green School. Building K147,
11 located at 325 Bushwick Ave., Brooklyn, New
12 York, 11206, in Community School District 14
13 currently houses two schools, PS 147 and the
14 Brooklyn Latin School. The Department of
15 Education, the DOE, is proposing to re-site and
16 co-locate the Young Women's Leadership School
17 with PS 147 in Building K147, beginning in the
18 2013/14 school year. If this proposal is
19 approved, starting in 2013/14, students enrolled
20 in PS 147 in Building K147 will share space with
21 the Young Women's Leadership School but not the
22 Brooklyn Latin School. Current students at the
23 Young Women's Leadership School will have the
24 right to continue to attend the school at the
25 new location, Building K147. In addition,

1 current students of PS 147 will have the right
2 to continue to attend school at Building K147.
3 The proposal is not expected to impact the
4 additions, enrollment, or additional options of
5 students currently attending the Young Women's
6 Leadership School or PS 147. According to the
7 2011/12 enrollment and capacity utilization
8 report, Building K147 has a capacity to serve a
9 total of 1,147 students. If this proposal is
10 approved and the proposal to re-site Brooklyn
11 Latin is approved, Young Women's Leadership
12 School is projected to serve from 260 to 420 6th
13 through 11th grade students. And PS 147 is
14 projected to serve from 190 to 250 kindergarten
15 to fifth grade students and 36 pre-kindergarten
16 students, for a total of between 506 to 706
17 students in the 2013/2014 school year. The
18 projected building utilization rate, - - give
19 you a projected utilization rate of
20 approximately 51% to 62%. The DOE does not
21 anticipate that the proposed co-location will
22 affect the - - at PS 147. Now I will present the
23 proposal, the co-location of the Brooklyn Latin
24 School with Building K049. The DOE is proposing
25 to re-site and co-locate the Brooklyn Latin

1 School with Lyons Community and the Green
2 School in Building K049. If this proposal is
3 approved, starting in 2013/14, students enrolled
4 in the Green School and Lyons Community School
5 in Building K049 will share space with the
6 Brooklyn School but not the Young Women's
7 Leadership School. Current students at the
8 Brooklyn Latin School will have the right to
9 continue to attend the school at the new
10 location, Building K049. In addition, current
11 students at the Green School and Lyons Community
12 School will have the right to continue to attend
13 school at Building K049. The proposal is not
14 expected to impact the additions, enrollment, or
15 additional options of students currently
16 attending the Brooklyn Latin School, Green
17 School or Lyons Community School. According to
18 the 2011/2012 enrollment capacity utilization
19 report, K049 has the capacity to serve a total
20 of 1,727 students. If this proposal and the
21 proposal to re-site the Young Women's Leadership
22 School are approved, in 2013/2014, Brooklyn
23 Latin is projected to serve between 505 to 545
24 9th through 12th grade students. The Green
25 School is projected to serve between 370 to 410

1 9th through 12th grade students. And Lyons
2 Community is expected to serve between 510 to
3 580 6th through 12th grade students, for a total
4 of between 1,385 to 1,535 students in K049.
5 This yields a utilization rate of approximately
6 80% to 89%. We will now hear the - - from the
7 District 14 CEC and the school - - teams of the
8 Brooklyn Latin School, Young Women's Leadership
9 School, Lyons Community School and the Green
10 School. The next presenter will be Tessa Wilson
11 [phonetic], president of the CEC.

12 MS. TESSA WILSON: Thank you - -. For those
13 of you who aren't aware, I'm Tessa Wilson,
14 Community Education Council board member. And I
15 would just like to take the time to draw your
16 attention to some of the concerns that I've had
17 brought to me this evening, as well as ever
18 since we were notified about the co-location and
19 site - - District 14. District 14 has been a
20 wonderful--is a wonderful community, for one.
21 And - - we get quite a bit of feedback as to
22 what happens within this community. And I can
23 tell you that the - - to me and the members of
24 the Community Education Council 14 is an issue
25 about safety. And as a parent, that's the first

1 thing that comes across my mind. And I would
2 just like to point out to the parents - -, I
3 know that a lot of times when you hear about co-
4 locations on a site, that you think about what
5 happens if the school safety - -. And this is
6 something I would - - as a parent, to make sure
7 that you mention in your comment - -. I will be
8 speaking on behalf of CEC 14 in that meeting. I
9 would also like to talk about the fact that
10 there has been a real lack of communication
11 concerning all of this with our parent. And as
12 a result, parents are having a tough time to
13 digest all of the information that's - -. And
14 the fact that - - to accommodate the outcome of
15 - -. So I would also - - point out to those
16 parents and those of you in the audience to
17 please make your comments about timing of all of
18 this. There are those of you who aren't sure.
19 As parents, you feel this has been rushed. So
20 I'm very excited to hear some of your comments
21 so I can put together our - - and the statement
22 that CEC will be making on behalf of you. I
23 would like to say that in the past, CEC 14 has
24 always supported the movement of Brooklyn Latin
25 because we always supported its growth. We feel

1 that Brooklyn Latin is one of those wonderful
2 shining stars in District 14. And anything that
3 would give us an additional high school choice
4 we support. And as you know, we do support - -
5 continue to grow. However, we would also like
6 to point out to the DOE that there are always
7 concerns about safety because we are parents.
8 And - - CEC 14 has the - - District 14 school.
9 And as we - - that will be our area of concern,
10 about safety and also about space issues. We
11 would like to make sure that, you know, space
12 issues are clearly addressed before the changes
13 occur and that parents are - - informed so that
14 those - - in - -. So I can say that at this
15 time the CEC will continue to collect
16 information. We will continue to seek
17 information from all of our clients, - - put
18 together our statement for the Department of
19 Education. And I also want to say to you
20 parents - - I make myself available, that even
21 after this hearing, I would very much like to
22 hear from you so that we can clearly speak on
23 your behalf. And I'd like to thank you so very
24 much for your time, coming out this evening.
25 Thank you.

1 FEMALE VOICE 1: Thank you, Ms. Wilson.

2 Now I'm going to ask Principal - - to address
3 us.

4 MALE VOICE 1: Good evening. - - community
5 - - about this possible move for - -. In
6 particular, we think that it would be a great--
7 have a great extracurricular program for our
8 students. And - - we think that our students'
9 school services would be improved. We're a - -
10 school and we believe that with the facilities
11 that are here - - allows the - - students have
12 and increase in the numbers - - diplomas. We
13 also think a lot of our students - -
14 improvements that we think will come to - -
15 program by moving to this facility. And we're
16 also excited about working with Lyons School and
17 - -. And we think that our students - -
18 community - - collaborating with a number of the
19 school communities - - schools community. We
20 currently - - and working with Lyons School and
21 with Green School. And we also hope to make a
22 positive contribution to the culture of the
23 building, which we've heard is very strong and
24 collaborative between the three schools. - -
25 that.

1 FEMALE VOICE 1: Thank you - -. Now I
2 would ask Ms. Bally [phonetic] to speak.

3 MR. BALLY: Good evening, everyone. Thank
4 you all for coming out. So - - of Brooklyn is
5 excited about moving to PS 147. We've been - -
6 thus far about the PS 147 community. And so
7 we're excited about that partnership and
8 collaboration. When we first - - in 2008, it
9 was our wish that if we could not get our own
10 standalone facility, that we would be half with
11 an elementary school. Because we're an - -
12 school, we - -. And so there have been
13 challenges in dealing with the co-educational
14 middle and high school within a building. And
15 so we look forward to a place where our students
16 can be leaders, where they can work towards
17 their community service hours by working with
18 the students within PS 147. And it's also a
19 natural feeder school for us, as well. So I
20 welcome any comments or questions after the
21 meeting. Thank you.

22 FEMALE VOICE 1: - -. And now I'll ask Ms.
23 Onishi to please speak.

24 MS. TAEKO ONISHI: Thanks so much for coming
25 - -, so please bear with me. My name is Taeko

1 Onishi. And I was founding principal of Lyons
2 Community School. We opened our doors in
3 September of 2007 for the sixth through ninth
4 grade, and had a second graduating class of
5 seniors this past June. We plan on being there
6 for as long as - - deserve education, meaning
7 forever. We are a committed - - school and are
8 committed to serving a wide range of students,
9 with a specific commitment to - - and successful
10 in school. Until last week, we were in favor of
11 this proposal and excited about welcoming the
12 Brooklyn Latin School onto our campus. We were
13 delighted that our current campus partners, who
14 we - - had found a space that enabled them to -
15 - school - -. We - - to be able to have our own
16 campus - - instead of having our students travel
17 to our current - -. And as we are a school that
18 strives - - issues of race and class, which
19 permeate the lives our students and our society
20 at large, we want - - explicitly address the
21 idea of having to confront these issues in a
22 very direct way with the introduction of
23 Brooklyn Latin into our community - - albeit
24 daunting concept. - - force us to take this
25 work to the next level and make our school

1 stronger and better able to - - our students.
2 While the educational impact statement, the EIS,
3 addresses - - of school enrollment, impact of
4 various schools through the 2013/2014 school
5 year, last week we became aware of the potential
6 for Brooklyn Latin to expand far beyond their
7 current enrollment in future years. And that
8 was just confirmed by the CEC of District 14
9 that that really is the goal. And we would love
10 for them to expand but not in a place that will
11 prevent us from being able to - - the education
12 we want to offer our students and need to
13 provide for our students. I want to make that
14 very clear. This is not a - - Latin. We
15 welcome them to come to our community and I'm
16 very excited about it. We really hear that it
17 will cause the work that we have put - - to not
18 be fulfilled, and that - - extremely - - to us.
19 I'm sorry - -. We - -, a far cry from 545,
20 which is the high end of the enrollment proposal
21 that was - -. Even now, we did not - - on the
22 number of Brooklyn students that - - enroll. We
23 know the DOE is looking - - and we appreciate
24 the - -. I've been working with them and I
25 appreciate that. So again, - - issue with what

1 the DOE is doing. Just want to make a couple
2 of what we see as a possibility. However, since
3 - - forever, what happens over the next three
4 years is not really my concern. What follows is
5 our response to the proposal as it stands. - -
6 a document which only - - to 2013/2014 school
7 year. What follows is our desire to state our
8 concerns, even if, as we hope will be the case,
9 it never comes to fruition. We want to
10 illuminate what we believe could potentially
11 happen down the road and just state how much the
12 successes we've had so far and the greater
13 successes I'm confident we'll have in the coming
14 years are dependent on the space we have and how
15 any reduction of our current space allotment
16 would be severely detrimental to our students'
17 education. While I understand that the DOE's
18 blueprint is created by experts, - - a myriad of
19 factors, I would like to present a case for
20 considering individual schools' needs and what
21 they do to support their students' growth when
22 determining space allocations. According to my
23 calculations, if Brooklyn Latin's enrollment
24 grew until our building is at capacity, which
25 seems quite possible, considering how young the

1 school - - is and its inevitable growing
2 popularity. We could lose up to four classroom
3 spaces from our current allotment, a genuinely
4 terrifying thought. Again, we would hope this
5 is highly unlikely but we just want our concerns
6 for this potentiality on record. The DOE gives
7 each school a peer index number, ranging from a
8 one to a four, which - - the level of need of
9 the students. For high school, it's based on
10 students' incoming - - test scores, percentage
11 of students with IEPs and percentage who are
12 over - - school. Last year, Lyons High School
13 peer index was 1.68, compared to that of 1.82
14 for the Green School, 2.25 for the Young Women's
15 Leadership School of Brooklyn, and 3.36 for
16 Brooklyn Latin. So that's a range - - .
17 Additionally, according to our - - , 41% of - -
18 School students are considered well below
19 standards, in terms of achievement, well below.
20 And another 47% are considered below, for a
21 total of 88% who the DOE determines are going to
22 get additional funding because of their
23 increased academic needs. My - - as follows.
24 The DOE, rightly and thankfully, gives us
25 additional funds to support the learning of our

1 student because of the learning need. This is
2 in addition to - - which we have - -. To have
3 both of these additional funds without the
4 sufficient space to implement - -, prevents us
5 from providing the best offer of education for
6 our students. In fact, lack of space - -
7 hampers what's possible across our school. As a
8 new school, we were asked to design, create and
9 now continually improve - - best practices and
10 what we learned from our work with - - people.
11 Space is often the greatest restriction - -
12 designed to right some of these historic
13 injustices. - - small school - -, you know,
14 strengthen the achievement of that. And so it's
15 really crucial that we take into consideration,
16 when we're creating these schools for our
17 students who are - -, that we give them the
18 support that they need to be successful. While
19 our achievement results aren't anywhere close to
20 what we want them to be, our results do
21 demonstrate that even as a fairly new school--we
22 - - students with the greatest need. Okay.
23 Sorry. - - schools with greater needs should
24 also have more access to the space--to more
25 space - -. I also want to add that in doing

1 this research, we also - - special ed schools
2 because of the special needs that their schools
3 need, specialized high schools on - - also get
4 additional funding because there - - seeing
5 students who need additional support. - -. So
6 we're basically pushing into a building that - -
7 full, two groups of people that need extra
8 space. And that to me is where my concern lies,
9 especially if the goal is to have the population
10 of Brooklyn Latin increase. All right. So last
11 year, we had a first - - had a possible 14 - -.
12 And we put - - very good college preparedness
13 rate. So again, as a new school, the first few
14 years, the need for our needy students--the
15 precedence of the need for our students - -.
16 Now - - placed in the school and better able to
17 meet the needs of both - - and - - of space is
18 crucial. So we're doing it. We're not able to
19 really do a good job, particularly with kids who
20 - - the school system and, again, not to be - -
21 creating schools - - to allow students to work.
22 And that - - to the best of our ability. So
23 back to our - -. - - is below standards--the
24 monies that we have for our students are below
25 standards and our other - -. By using these

1 funds, as well as - - resources, Lyons has, as
2 far as - -, some of the - -. They - -
3 student/teacher - -. We have a ratio of about
4 10.1. That means we have 10.1 students for each
5 teacher at our school. And when we add in the
6 support staff, which is crucial to our school,
7 our ratio goes down to less than eight. Okay.
8 So again, we have the lowest student/teacher
9 ratio of any secondary school in this city. And
10 that is a - - issue - - that is the way to make
11 up work. We have a teaching staff of 52, while
12 the average secondary school, the vast majority
13 of which are larger than us, has an average
14 teaching staff of 35. We have 17 - - teachers
15 from an average - -. With this - - staff, we
16 are able to - - students, particularly our
17 students with the greatest need, a highly
18 personalized program of support. And again,
19 many of these programs necessitate space. Let
20 me just speak to a few of these - - decisions we
21 have made that have led to our successes and the
22 greater successes we'll see in coming years. We
23 - - program with more than a third of our
24 teachers involved, group support - -, group
25 support - - address specific reading challenges

1 with programs like - - reading and supporting
2 - - teaching explicit mathematical skills, based
3 on - - sections - - assessments. I spoke with a
4 10th grader yesterday, who told me he is finally
5 able to read over the last year and a half, with
6 the small group support of one of our teachers.
7 He was with us the first year of our school.
8 And 2007 when he was in sixth grade and - -
9 attended private school because of his academic
10 struggles. He came back three years later,
11 having a - - and still not being able to read.
12 He was always - - and now as an almost 17 year
13 old, - - academic area with his classmates
14 because of his reading challenges, he spoke to
15 me of his college and career aspirations and
16 assurance that he was able to reach them because
17 he had mostly figured out what he's reading and
18 had strategies when he doesn't understand
19 something. We always - - for these small groups
20 - -. The groups sometimes meet in - - halls. I
21 can't imagine what the loss would be, having
22 less space to work with. Additionally, - - the
23 large number of teachers we are able to offer in
24 our classes. Many - - the classes that better
25 meet the needs of our students so that

1 academically - -. - - classes - -, academic
2 support classes for students struggling in a
3 specific subject or - - class. We have four
4 certified ASL teachers and 11 teachers on the
5 special ed team. That's 11 teachers
6 specifically working with special ed students -
7 - special ed, all of whom support a specific
8 group of students and arrange - - that can only
9 be accomplished when we have the room and
10 flexibility to make that happen. This means
11 that while expectation--so the expectation of
12 our school - - the amount of 81 kids or 81 - -
13 27 kids in each classroom. But oftentimes we
14 need to have those 81 kids split in four
15 classrooms, in order to provide the support that
16 they need. And that - - won't fit into the - -
17 that shares three rooms per grade for each - -.
18 We've also recognized - - possible to teach all
19 our classes - -. - - environmental strategies
20 that work best - -, including - - footprints, -
21 - student work, etcetera. We have many teachers
22 who work - -, as well as many teachers sharing
23 the same room, which can make it more
24 challenging for students already struggling over
25 student stimulation - -, to figure out which

1 items on the wall - - his or her class and
2 which are for another class. We - - teach the
3 same class section in the rooms, depending on
4 the day. As a school committed to experiential
5 learning, field studies is the core of our
6 learning program. For field studies, each
7 student - - one - - each week. While this can
8 allow for some relief in the room situation in
9 the afternoon, if - - workday, they are schedule
10 to move from one room to another each hour - - a
11 three hour class. Again, we recognize this is
12 an issue that all schools deal with. But it's
13 particularly detrimental to schools who are
14 already dealing with multiple risk factors. If
15 we lose classrooms, these problems will only be
16 exacerbated. Finally, our school's initial - -
17 create a strong social/emotional support system
18 that resulted in a strong collaborative - -.
19 Our more recent academic - - accomplishments
20 have been built on this foundation. The
21 social/emotional - - continues to take
22 significant resources and - - need space. All
23 of our students have advisors, but because of
24 the space issues, we are not able to have
25 advisors in their own room. - -, while - -

1 small regional advisor - - and a small
2 advisory community. Our - - and justice panel
3 programs, as well as our - - discipline,
4 garnered us recognition as a premier - -
5 practices school in the city. Lyons - -
6 significantly and we believe that is currently -
7 - this work - - for schools citywide. We've
8 also been asked by the DOE to mentor other
9 schools in this district, specifically because
10 of our social/emotional work - - Hispanic - -
11 school's success. Space, again, is crucial to
12 the success of each of these programs. This - -
13 space needed for community based organization,
14 such as - -, mental health service and
15 counseling in schools, as well as others we
16 cannot support because of lack of space.
17 Speaking to these crucial needs for these
18 social/emotional supports particularly to our
19 students, recent studies, like the - - Weekly
20 reminds - - the effects of childhood adversity
21 and the resulting adverse impact on long term
22 health, academic and learning for the child - -.
23 Not only - - true, but they proved neurological
24 and - -. Young people with more risk factors
25 struggle more in school. Therefore, we need to

1 give every possible advantage if they're to
2 have the greatest possibility of overcoming
3 those adversities. This working with educators
4 is highly political work and we need to bring -
5 - to afford it every possible opportunity.
6 Silence is tantamount to supporting the status
7 quo. As much as - - there are always more
8 opportunities to do what we can do. And here is
9 one such opportunity, which brings us back to
10 the proposals we're discussing today. We
11 support the proposals being considered this
12 evening with the caveat of a significant smaller
13 cap being offered to Brooklyn Latin, not just
14 for next year, but also for the future. We
15 suggest - - which with Lyons and the Green
16 School, we share capacities which puts the
17 building at 92.6% utilization. We also would
18 support the guarantee that Brooklyn Latin would
19 not be able to expand to the extent of stripping
20 the state's allocation for the other two schools
21 beyond what they already agreed upon when - -
22 capacity there. It is crucial and fair that
23 Brooklyn Latin have a - - not just for the next
24 couple of years, but for the long, distant
25 future. We cannot be forced to live in

1 permanent and perpetual fear that the success
2 of a school on our campus, a school we deeply
3 wish to support, that their success will end in
4 devastating our school community. I just want
5 to say it one more time, right. We will be
6 sharing the buildings - - want to be successful.
7 We want them to have more kids wandering through
8 their school, knowing that - - precious space
9 that we need for our students. And that is not
10 the way to grow community. - - functional
11 community. Other schools have pacts. And when
12 they see those - -, they compensate for it the
13 next year. We are asking that Brooklyn Latin -
14 - pact - - that will allow our school to give
15 the kind of education to our students, students
16 most often neglected by our society, every
17 possible chance of success. In - - we are
18 excited about working with the Brooklyn Latin
19 community and - - any and all differences
20 between our communities and using each other's
21 strengths to help improve the education and
22 lives of all our young people and their
23 families, so we can all learn to be our own best
24 selves. In closing - -, I can't help but
25 believe that whatever the intentions are, if the

1 growth of Brooklyn Latin resulted in the
2 shrinking of the current space allocation for
3 the Green School and/or Lyons, it will be seen
4 as the result of race and class differences
5 between the school. It will - - history we've
6 seen time and time again, that the people with
7 power gain and those with less access to power
8 lose out. Thank you.

9 FEMALE VOICE 1: Thank you, Principal
10 Onishi. And now Principal - - will speak.

11 FEMALE VOICE 2: Good evening. The Green
12 School is a productive high school that is
13 really proud to - -. Students come to us to
14 provide their needs, both socially and
15 academically. The - - system, counseling, - -
16 formed partnerships and the - - justice program.
17 - - successfully. We were recently honored with
18 a state schools grant from Morningside Center
19 for Teaching Social Responsibility for our
20 emerging work in - -. Our attention to student
21 needs and a personalized education experience
22 that we work to provide is the reason why we
23 have increased in our academic performance and
24 decreased in our number of - - incidence over
25 the past two years. While we are sad to see - -

1 , and I certainly want to just collaborate
2 with Principal Bradley, we are excited to have
3 Brooklyn Latin potentially joining our - -.
4 Having another co-ed school opens up
5 opportunities for collaboration, with campus
6 wide - - activities, such as student government
7 in schools. We hope - - Brooklyn Latin enters,
8 it has little impact on our schoolwork.
9 Disruptions, such as sudden loss of space is - -
10 spaces for our special education students or
11 increased class sizes can impact the needs that
12 we have worked very hard to meet. I think of
13 the classroom that - - students have with - -
14 words that - - and the students have - -. I
15 think about our - - suite, where there's room
16 for all of our counselors to have simultaneous
17 private conversations with students about issues
18 that - - anger, to pregnancy, to college
19 admission and - -. I wonder how open our
20 students will be about coming to us with these
21 issues, if there is no private space to discuss
22 them. - - that this proposal has the best
23 interests of all students at heart. I have a
24 hope that at the end of the day, we'll have
25 three schools that will come together as a

1 campus, responsible to - - all the New York
2 City Department of Education - -, no matter what
3 school they're in. I look forward to this
4 period of collaboration and honor that we will
5 all bring to the table if the proposal - -. I
6 know that we will all work together and ensure
7 that - -.

8 FEMALE VOICE 1: Thank you, Principal - -.
9 We have now concluded the formal presentations.
10 We'll have an open floor for public comments.
11 Speakers will be given the floor in the order
12 that they signed up. All comments are limited
13 to two minutes. - - two separate proposals at
14 this one public hearing, we ask that you state
15 which proposal you are commenting on at the
16 start of your comments. We will now open the
17 floor. Speakers will be asked to come up. And
18 I will call--oh, before the speakers--yes, Maria
19 Batista Bella [phonetic] - -.

20 MS. MARIA BELLA: Good evening, everyone. -
21 - I'm here representing - -, who is very
22 passionate about the education of every child in
23 this district. And I want to thank the
24 Department of Education for - - here. And I
25 hope that - -. They all have very valid point.

1 And tonight, I just want to say I'm very
2 excited because we have come here to support
3 these proposals, both of them. However, as
4 responsible community leaders, we have to state
5 all the information that received and analyzed,
6 and make sure that these proposals are, in the
7 end, going to be servicing every child in the
8 community equally. We have been pushing for the
9 Brooklyn Latin School to receive their own
10 space, a space where they can grow and become a
11 fully functioning school. And - - school - -.
12 We're supporting the school's move. We believe
13 that it - - be a school in a building with an
14 elementary school. We currently believe this.
15 However, the points that Ms. - - made, I feel
16 profoundly are driving worry and that we cannot
17 move forward with these proposals until the
18 Department of Education can address these
19 concerns. And we, the - -, as well as our
20 office are going to be working with the
21 Department of Education, to make sure that these
22 very valid concerns are addressed before we can
23 move forward. For me, I'm here representing the
24 Council of Urban Area and - - to the
25 involvement. And we want Brooklyn Latin to grow

1 to the numbers that we want it to grow to.
2 And they need to be in a space where they're
3 going to be allowed that, but not at the - - of
4 another school. We want to make sure that this
5 proposal is really, really going to give a - -.
6 And so I, for now, - - and - - back to our - -
7 decision. Thank you.

8 FEMALE VOICE 1: Thank you, Ms. - -. So now
9 we'll open up the floor for public comments.
10 Once again, speakers will be given the floor in
11 the order that they signed up. Comments will be
12 limited to two minutes. And I will call two
13 speakers at a time so - - comments. I would
14 like to invite Mr. Peter Ruthman [phonetic] and
15 then Jodie Mandell [phonetic].

16 MR. PETER RUTHMAN: Testing. Okay. So my
17 name is Peter Ruthman, ESL teacher at Lyons
18 Community School. And - - because I'm very
19 excited about Brooklyn Latin being in the
20 building. And I do have concerns that are very
21 strong, but I don't want them to totally
22 overwhelm the conversation. The reality is - -
23 and it's going to be a great opportunity for all
24 of us to learn from each other through all the -
25 - stuff that everyone knows could possibly

1 happen but that will quickly not happen, if
2 the needs of one school supersede the needs of
3 the other schools. Specifically, my students
4 come to New York from a variety of countries.
5 And they will not be able to get the service
6 that they deserve if we lose any space at all.
7 We don't have - -. We don't have - - other
8 schools have. We are - - together. This
9 matrix, where we can pull students out and find
10 available rooms, janitorial spaces, hallways,
11 etcetera, to give them the service that they
12 need to be functioning, successful students in
13 this country. - - have so many other challenges
14 that face them. And the thought of them losing
15 opportunity to - - opportunities because of the
16 lack of space is devastating in my mind. And I
17 think that has to be addressed. And if there
18 isn't a pact on how large - - school is going to
19 be, I don't how anyone could feel comfortable -
20 -. Thank you.

21 MS. JODIE MANDELL: Hi. My name is Jodie
22 Mandell. And I work at Lyons. - - very happy
23 with our relationship with the other schools.
24 We've enjoyed such a good working relationship,
25 really negotiate to meet the needs. In fact, -

1 - right now, had almost - - who is using the
2 auditorium. And - - we feel really lucky that
3 we have a - - schools. We're all very concerned
4 that if we don't make a - - can't guarantee that
5 our space will stay, our allocated space, that
6 we cannot have the positive relationship that we
7 need to - - with our kids. There are so many -
8 - that all four of these schools - -, meaning
9 meeting our students' needs. And if we have to
10 have a hostile relationship with - -. We're
11 really asking that the DOE - - guarantee our
12 space, so we can move forward to try and - -
13 collaborative.

14 FEMALE VOICE 1: Caitlin McDonald [phonetic]
15 and Lauren Coller [phonetic], please come.

16 MS. CAITLIN MCDONALD: Hi. I'm Caitlin
17 McDonald. I just wanted to briefly, basically -
18 - with what people have said about Lyons. I've
19 been involved with Lyons in some capacity for
20 six years, since its inception, both as a small
21 group literacy support teacher and a classroom -
22 - teacher. And - - Lyons in this area,
23 concerning - - its stability or success - -.
24 And as a small group teacher, I already can say
25 that I had to get real creative with where I put

1 students to give them that much needed
2 support, met with them in hallways, stairways -
3 - the janitorial closet. - -. That's not to
4 say it didn't work. It's just to say it can't
5 get any smaller. Thank you.

6 MS. LAUREN COLLER: Hi everyone. My name is
7 Lauren. I am the ninth grade living environment
8 teacher at Lyons Community School. This is my
9 second year teaching at the school. Prior to
10 this, I was teaching at - - School in
11 Brownsville, that we suffered with space issues.
12 And - - school, we were not able to give
13 students the individual attention that they
14 needed - -. I think Lyons is able to address
15 the social and emotional needs that - - was
16 referring to because we have this extra space.
17 And the students - -, they get pulled out. They
18 have different services, ESL, SAL, Wilson--okay.
19 Sorry. And I know in my heart that - - happen.
20 And I know that it's a struggle as it is. And
21 I'm also very concerned that if space becomes an
22 issue, then - - students are not going to be
23 met. And I'm also concerned because
24 historically this is what happens, is that
25 children of color, children that come from - -

1 economic backgrounds, their needs are kind of
2 squandered because we want the people with
3 power, we want to make sure that they remain
4 that way. And I definitely see the - - struggle
5 maybe manifesting itself in the future. And I
6 think I'm concerned about that. We - - every
7 single child. And we don't want the space to
8 become an issue because we know that it affects
9 their education. Thanks.

10 FEMALE VOICE 1: Thank you. Dion Slipper
11 [phonetic] and Nicole Hill.

12 MS. DION SLIPPER: - -. I'm here to support
13 - - parent and also the PTA president. The
14 concerns that first came to the school from the
15 parents were outside safety. But then when we
16 went to the school on Monday there was one
17 safety - -. That's not safe. Right now we are
18 accustomed to two, maybe three safety agents.
19 One safety agent and you have to get up six
20 flights of stairs because there's two flights to
21 the 0-1 level. If there is an altercation, by
22 the time that one safety agent gets to the
23 situation, it's not going to be good. We need
24 more than one safety agent. So the biggest
25 concern is safety inside the school and outside

1 the school as well. That is a big concern and
2 - -. So we have some concerns that - -. We
3 need safety. So safety is a big concern. We
4 would like to have at least three agents for the
5 school, to be at that location. Also, at the
6 meeting--at the public hearing on Monday, in the
7 proposal it says K through five. But that
8 principal of PS 147, she said K through eighth.
9 So is that possible? Is the school going to
10 have now a - - from K through eighth? Okay.
11 That's what she stated in the public hearing.
12 So okay. Just - -. And also - - the auditorium
13 had - -. We are a school that likes to put on
14 shows. We're a performing school. That
15 auditorium is not suitable for the performances
16 that we have and would like to encourage more
17 parent participation. That auditorium is not
18 suitable. So I am saying that we - - to put
19 pressure on - - an auditorium if this goes
20 through. But safety is our main concern.

21 MS. NICOLE HILL: Hi. I'm Nicole Hill - -.
22 And again, it might sound redundant, but we--I
23 think I should just start with--around the - -.
24 And two weeks ago - - talking about this
25 proposal. And it's all very, very exciting

1 because our preliminary - - from all this is
2 we're very excited for the idea of having a co-
3 ed school coming to join us. It's - - our
4 softball team at our - - school - - not the - -
5 softball team of girls. So that's, again, what
6 happens. So it's - - very difficult for our
7 students. So we were very excited, again, that
8 a full sports team - - opportunity - -. But as
9 a science teacher who has also had to travel my
10 first year, I think we have - - share it again.
11 We have space concerns that are very real. My
12 time - - room is used frequently for two to
13 three student pull outs. And there's always
14 people in every space, literally on that floor
15 all the time. So I just want to make sure it's
16 very clear that the - - very different. We're
17 educating - - space. So that's our biggest - -
18 concern but it's - -. But everything else,
19 we're very, very excited. It's the - - between
20 the two schools - - and not impacted into the
21 two schools that are or have been here.

22 FEMALE VOICE 1: Thank you both. - - and
23 Rebecca Kohler [phonetic].

24 MALE VOICE 2: Hi. Thank you. Thank you
25 for your dedication to education. You guys are

1 phenomenal, - - in everything you're saying.
2 I'm surprised at your resistance to the - - that
3 I thought was on the table. And now you're
4 saying space is a primary concern. So I can
5 appreciate that. And again, that - - comes
6 through. It says - -. I'm the father of a
7 Brooklyn Latin High School student - -. And my
8 concern in coming here was combining a
9 specialized school with high needs students and
10 wondering how that would work. What kind of
11 synthesis would occur and how people would get
12 along. But as far as, you know, the
13 intelligence at the table, I know you guys can
14 work out a lot of great solutions for that type
15 of issue, - - lights out from it. You know,
16 it's kind of dark when you come over here and I
17 think - - come out in the dark, you know, just
18 visual concerns that Brooklyn Lyon indicates
19 that their uniforms are going to stand out.
20 Will that be all right - - area? And these are
21 just basic, visual concerns I have. But I
22 think, from an educational standpoint and from a
23 combination of the schools and again, that - -
24 that I see in all of them, of people who are
25 going to be dealing with it, I think it could be

1 a great marriage. And if space is a concern,
2 maybe we should have some - - on it.

3 MS. REBECCA KOHLER: Hi. I'm Rebecca Kohler
4 and I'm sixth grade - - teach seventh grade - -.
5 I currently teach as a classroom and a - -
6 studies teacher. So my first year at Lyons I
7 was lucky enough as a - - teacher to have the
8 opportunity to do - - with students who needed
9 specific intervention. We did meet in
10 janitorial closets. I did - - at transition
11 moments which were, as you know, very
12 stabilizing for young students, for any students
13 - - room to try to find adequate desk space.
14 But - - work. Obviously space is a commodity,
15 is a profound concern for us in order to address
16 the needs of our students, who are - - and who
17 are absolutely - - these kinds of interventions
18 in order to succeed. So as a sixth grade/fifth
19 grade teacher, it seems like 27 students in a
20 room - - tremendous - -. So we would love to
21 have even more space and even more staff than we
22 currently have. The issues that were just
23 brought up by Mr. - -, the specialized - -
24 Brooklyn Latin - -. I was thinking about the
25 best way to support the collateral issues. That

1 would be for us to go into - - knowing that
2 there is in fact a guaranteed enrollment path,
3 and that our schools can work together to ensure
4 the success of all of our students and all of
5 these - - to be - -. So thank you.

6 FEMALE VOICE 1: Thank you. I would like to
7 call Karen Applestad [phonetic] and - -. And
8 the next will be Gab McGraff and Ken Kline.
9 We'll start with Ms. Applestad and then - -.

10 MS. KAREN APPLESTAD: I'm a guidance
11 counselor at - - school - - high school. And
12 I'm speaking for, well, the - - high school,
13 middle school guidance counselors because
14 talking about space - - sessions - - sit on top
15 of each other. I have a larger office and my
16 offices use, I call it - - because it's used for
17 many purposes. I have had superintendents meet.
18 I've had police action in my office. I've had--
19 let's see. What else? When there's testing, my
20 office is used to test students - -. So I have
21 to leave my office and let the students have it.
22 Sometimes there's three or four students taking
23 their state tests. So it's just a lack of
24 space. And to think that we'll lose more space
25 is a little unconscionable. It just can't seem

1 to be fair, that we have special students that
2 need a lot of assistance, that you're taking
3 something away from them.

4 MALE VOICE 2: Hi. My name is - -. I teach
5 high school history at Lyons. I've been
6 teaching 13 years. And I've noticed Lyons
7 Community has kind of a commitment to special
8 education that I've not seen in other schools
9 I've worked and I have not heard other stories -
10 - special education is all of a sudden - -. And
11 I feel that the school's commitment to not just
12 keeping IEPs in an actual file cabinet - -
13 document that flux of what teachers are needing,
14 on a weekly basis, to actually provide for the
15 students is something that I - - there. And so
16 the valuable space for pull outs and these - -
17 these students would have to be in smaller
18 environments. So - - the proposal - - at the -
19 - school. The percentage of capacity that we're
20 expected to - - we're talking that even with the
21 600 path at this facility, we'll be reaching a
22 capacity that - -. And I just hope that down
23 the road we don't hear how, you know, 80
24 something percent isn't an acceptable capacity.
25 And it seems to be far exceeding, you know,

1 other buildings at that point. And lastly, I
2 hope that - - be more of a - - process between -
3 -, Lyons and the Latin School and - -. And - -.
4 Thank you.

5 FEMALE VOICE 1: Thank you. Mr. Kline and
6 then we'll ask Joshua Parivna [phonetic] - -.

7 MR. DAN MORGAN: Hi. Good evening. My name
8 is Dan Morgan. And I'm a math teacher--high
9 school math teacher at Lyons Community School.
10 And I'm a math partner chair. And I also - -
11 the partnership program at the school. Due to
12 our low student/teacher ratio, we're fortunate
13 enough to be able to provide some - - alternate
14 learning experiences for our students, some of
15 whom - - to be successful in academics - - other
16 ways to experience and teach success, and build
17 on other successes and bring it back into the
18 classroom. And so we have a program that
19 integrates math learning into carpentry. When
20 we originally started the program in 2008, this
21 was a pull out program. We would pull our
22 students out of their regular classes. The
23 custodial staff renovated a woodshop classroom
24 in the building for us. And we had access to
25 that classroom every day. As the building

1 arrived at capacity, we would not be able to
2 use that classroom every single day. We would
3 only have access to it one, or at most two, days
4 a week because we're sharing it with other
5 classes, other academic classes who need the
6 space because there is no other academic space
7 for them to be in. So as it is, with - -
8 schools, we will basically be working outside on
9 actual projects throughout the winter. So as it
10 is, - -. But basically we reiterate the major
11 theme of the evening, which is that space is
12 already a kind of limited resource for all of us
13 at Lyons. And we would suffer greatly if it
14 were to become any more than it is. Thank you.

15 MR. JOSHUA PONDER: Hello. I'm Joshua
16 Ponder [phonetic]. I'm a 12th grade teacher in
17 the department of science and health at Lyons.
18 And I'm speaking about the co-location of
19 Brooklyn Latin into the facility. I'm going to
20 just begin by saying that - - building and
21 seeing all of our students every day. - -. And
22 so I want to direct this - - the Brooklyn Latin
23 teachers and the principal. I think that you
24 guys, from your notes, you've been doing
25 tremendous work. I see that you have a 91%

1 graduation rate. And I want to point out also
2 that we are teaching - - education, with a focus
3 on classes - -. And I am a product of the
4 classic liberal arts education. So I feel very
5 strongly about it. I also know that the tenet
6 of classical liberal arts is to create through -
7 -. And so let me - -. We want to create
8 leaders as educators, to create a more just and
9 equitable society. So put that 91% graduation
10 rate against the 61% which we have at Lyons,
11 that we are working on improving. And you have
12 made great gains in creating a - -. Lyons is
13 trying to do the same. And we need space - - in
14 order to do that. So I implore the teachers and
15 the administration, the principal, to stand by
16 the tenets of the education that we're
17 promoting, by capping the enrollment and
18 allowing not only your school, but other schools
19 to push for a better society through education.

20 MR. BRIAN BARADIC: Good evening. I'm Brian
21 Baradic [phonetic]. I teach sixth grade special
22 ed at Lyons Community School. - - because I
23 feel like - -. But I'm up here - -. But - -.
24 I think the points that - - seem to be the space
25 - - school. And the thing that we're looking

1 for is guarantee of enrollment. So what I can
2 say--what I can add to what has already been
3 said would be in my day to day experience, I
4 teach a small group of - - and pull kids out of
5 classrooms to try and give more specific
6 targeted help. I had a student here who was
7 taking a state test and - - counselor this last
8 year. And it was - -. Best case scenario for
9 me, on a day to day, is that I can take a group
10 of five or six kids and take them to the
11 anteroom where we can do something different,
12 something specific to what they need. Worst
13 case scenario for me is guiding - - kids down
14 the hallway, looking in different rooms, not
15 finding any space. We're wandering around the
16 building, trying to find someplace to be, talk
17 in that corner over there for five or six kids.
18 I've taught sitting on the stairs, taught
19 outside. I don't think it can get any tighter
20 in this building. I think, actually, the
21 proposal says we're currently at 72% of our
22 possible space still. And - - we're at 72%
23 right now - -. So I'll just leave it at that.
24 Thank you.

25 FEMALE VOICE 1: - -. I would like Dori

1 Adams, Amanda Courier, and Jasmine McMichael
2 to get ready to also speak.

3 JERRY: My name is Jerry. I'm the dean of
4 students at Lyons. I - - to talk about the kids
5 I've seen in a different way than we have. - -.
6 But I'm going to use the word exceptional.
7 Somebody used the word specialized. A kid is
8 specialized at a few things. They're
9 specialized at issues of justice. They're
10 specialized on issues of equity. They're
11 specialized on issues of parents. And - -
12 because we educate the whole child at our
13 school. We teach our kids reading. We teach
14 our kids math. We also teach them - - justice
15 and fairness. We do that through our work in
16 peer education and in justice - - many
17 opportunities that - -. Where we do that work,
18 because of the space that we have, maybe we have
19 a group of ten kids, grades 6 through 12 come
20 and sit and talk - - that come up in their
21 passing every day. I'm able to have - -
22 training on - - who should - - rooms that they
23 can go to. And that's what our kids are
24 specialized in. If you don't have that common
25 space, they're not going to be able to do that

1 exceptional work. And it's vital to - -. The
2 reason why it's building - - at least that's
3 what our progress report says and what our - -
4 said. Our school is safe because we can do that
5 kind of work here. In spite of that, we
6 continue to do that kind of work here. And
7 sitting here, I'm curious to say - - what they
8 would say. Would it be just? Would it be fair
9 for Lyons to lose space and not be able to do
10 that - -. So you're all welcome to come any
11 time and - - justice - -.

12 MS. RONA DEPLAIN: Good evening, everyone.
13 My name is Rona Deplain [phonetic]. I'm from
14 Lyons Community School. I'm in charge of the
15 special education department, oversee
16 attendance, - -. My office serves any number of
17 purposes on any given day, from school - -
18 construction to students - -, to speaking to - -
19 some things, to - - because that's what has to
20 happen in a school. We respect students with
21 diversities. I would like to pose some
22 questions to this panel as it pertains to this
23 proposal, that I have yet to hear on any
24 explanations on. And so if it comes back, I'd
25 like to hear some commentary, in terms of these

1 particular things. Although all - - that I
2 see have talked about how relocation will
3 benefit Brooklyn Latin and - - community, what
4 I've yet to hear is what Brooklyn Latin will do
5 to enrich or attempt to enrich its surroundings.
6 So I'd like to get specifically details--
7 specific details, if you know what to say,
8 exactly what kinds of programs are going to
9 happen, what - - enrichment they will bring to
10 enrich our school community as it is. Another
11 concern that I have as well, as a specialized
12 high school, is - - exist - - academic and
13 social performance - - between Brooklyn Latin
14 and - - two schools. So we are concerned about
15 - - perceptions of our students and their
16 families. So I'd like to hear the - - families
17 - - what efforts you'll be making between now
18 and September to do that. And then, if it is
19 approved, do you become a member of the school
20 community? What will be done - - so that you
21 can become - -? Thank you.

22 MS. KARA DRIER: Hi. I'm Kara Drier
23 [phonetic]. I teach English out at Green
24 School, where we focus on sustainable
25 relationships. I - - specifically because - -

1 small school. And I didn't have a classroom
2 in the - -. So there will be - - ownership of
3 the classroom we are in - - . And I have bought
4 special markers for my classroom - -. And this
5 is the - - money. And - - this money - - years.
6 And - -. And so that's one thing that's - - to
7 feel like - - space. I want my students to know
8 that they are worthy enough of having a whole
9 floor - -. So that's very important to me. And
10 - - Latin - - a shining star. But we all want
11 to be shining stars. And I see our school as a
12 shining star - -. And we want to have students
13 that - - come to our school too. So just keep
14 that in mind. Thank you. - -.

15 FEMALE VOICE 1: Thank you. I would like I
16 invite Mr. - - and - -.

17 PAM: Good afternoon. I'm Pam and my
18 daughter attends - -. As Ms. Strickler stated
19 from the PTA board, my concern is safety. And
20 prior to my child attending this school, she was
21 in an elementary where I served on the PTA board
22 as - - and CET. And one of the main concerns we
23 had - - was having extra safety in the school as
24 well. Our understanding was that - - school, it
25 was only required to have one school safety on

1 the premises. So that would be my concern.
2 How will you treat that? Has the rule changed,
3 because you will need at least a minimum of two
4 school safety on that premises. And I say this
5 because of previous incidents in the old school.
6 In one day, a kid was code blue. Something was
7 going on, on the school field. And then
8 something was going on in the junior high. And
9 the PTA, myself, had to cover the main desk, for
10 people that come into the school to sign them in
11 because the school was left open. And people
12 could walk in and wander, so that would be a
13 major concern for me. Then the other issue I
14 have is we have a full health facility here at -
15 - school. What do they have there, the basic
16 school nurse? And I say that because my child
17 is a child who has severe allergies and chemical
18 reactions. And I need to know like what type of
19 environment, safety, health issues. So I'd like
20 that to be answered. Thank you. And also if,
21 by chance, we cannot have--we cannot put in
22 place school safety, what about having cameras
23 at the desk?

24 HELEN: Hi. My name is Helen - -. I'm - -
25 at Lyons Community School. I want to say first,

1 congratulations on your large graduation rate.
2 And I hear you're a - - school. And you have
3 great enrollment. I was on - - approximately
4 two years ago when Flowers was - -. And I can't
5 - - school, I can't - - to get SMPO [phonetic],
6 where there is no - - and you could basically
7 take over the school. That's just how I feel.
8 With all of the talk about moving into different
9 classrooms and teaching - -, I don't doubt that
10 the - - will be able to do that because I've
11 seen them conform to anything that they need to.
12 However, I went to a school where there was like
13 40 kids in the class. And it's extremely hard
14 to learn. I also hear often teachers talking
15 about we take small groups. And looking in from
16 the outside, it's like what is so special that
17 they need to take these groups out? My child
18 came in, in sixth grade, on a third grade
19 reading level. By the time she finished, she
20 was--surpassed. The teachers are amazing. And
21 whatever they need to do to get to where they
22 are, to educate the children is definitely - -.
23 Nothing against your school. Your school sounds
24 to be wonderful. However, I don't know if not
25 having a cap is going to be a good thing. It

1 does seem like there's a lot of conflict going
2 on there. Thank you.

3 MS. SARAH CHAMBERS: Good evening. My name
4 is Sarah Chambers [phonetic] and I've worked at
5 Lyons for the last five years, since the second
6 year of the school's inception. I've worked
7 here at this incredible place in a lot of
8 capacities. I've been a classroom teacher, a
9 literacy coach, a small group lead support
10 person, a mentor - -, a coordinator of - -
11 reading program, and an enormous - - community.
12 In each of these roles, no matter how different
13 they are from one another, the impact of space
14 is always paramount. - - significantly, for the
15 last two years, I'd go through much of the day
16 as a special education AIS provider, which
17 essentially means I provide a small group
18 instruction - - reading between two and five
19 years, - -. Tonight I'll point out one of those
20 students. Her name is Catherine - -. She's a
21 ninth grader now at Lyons. And she came when
22 she was in the sixth grade - -. She had - - and
23 was retained in seventh grade because - -. The
24 reality is we have lots of students like that.
25 But she got lucky. That next year, the year

1 that she was retained, I - - for one on one,
2 four times a week for 40 minutes a day, in the
3 special - - called SAP, supporting adolescent
4 learners. Catherine and I worked together and
5 spent time together four days a week, for 40
6 minutes a day where--well, - -. So - -, so we
7 worked in several - -. We worked in offices.
8 We worked in the hallways while - - to lunch or
9 to breakfast. Sometimes we couldn't hear each
10 other speak. She was humiliated. She was
11 embarrassed. She was already older and taller
12 than her counterparts. It didn't matter. She
13 came every day because she wanted to learn to
14 read. At the end of the year, Catherine had
15 become a reader. And as a side note, she had
16 passed - -. Last year I was working with sixth
17 grade boys - - space to meet. So we would meet
18 - - favorite place, which is a little hallway -
19 - outside. The boys were all almost three years
20 behind - - would sit on the dirty floor in their
21 coats because the door would open so often and
22 the wind would rush in. And they would be
23 smiling, willing to take part in the reading - -
24 . I know all schools deal with space issues. I
25 know Brooklyn Latin needs more space as well.

1 Well I also know is that we serve kids who
2 need a lot of help and who are further behind
3 and farther away from being successful in
4 society. When a sixth grader comes to me, as a
5 current sixth grade - -, more than three years
6 behind - - they are even much - - I can only
7 help them in my classroom, making a small group
8 or giving one - - attention - - the additional
9 instruction that must happen outside the
10 classroom. We have the teachers who do it, who
11 have motivation to do it. We love our kids.
12 But take a look at our space and we don't have
13 anything. We cannot service them if we have
14 nowhere to service them. There are just too
15 many of them who need our help. And though we
16 appreciate that kids at Brooklyn Latin need
17 space as well, and need a bigger gym and
18 auditorium, and all of those things they are
19 excited about, we just want what's fair, or will
20 catch our kids up, or will begin to equalize
21 under the society that's already far to - -.

22 FEMALE VOICE 1: We have heard all the
23 speakers. The speaker list is now closed. I
24 would like to address - - and to assure them
25 that the - - has worked closely with - - issues

1 and concerns - - safety and part of the final
2 piece of the proposals. And - - after this
3 meeting to discuss questions--further questions
4 and concerns you have. Again, we welcome any
5 comments and feedback you may have at any time
6 before the panel votes on both proposals on
7 December 20, 2012. The - - panel will take
8 place at 6:00 p.m. at the High School of Fashion
9 Industries, located at 225 West 24th Street in
10 Manhattan. The email address and phone number
11 where comments may be made are
12 d14proposals@schools.nyc.gov or by calling
13 (212)374-0208. Thank you very much for your
14 participation. This joint public hearing is now
15 closed. Thank you. Good night.

16 [END RECORDING]

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C E R T I F I C A T E

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

5
6 Signature *Michelle R Killen*

7 Date December 4, 2013
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