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

**Opening and Co-Location
of New District HS 16K765
at K455/Boys & Girls**

November 26, 2013

5:30pm

1 [START RECORDING]

2 MS. ELAINE GORMAN: If anyone would like to
3 speak, there's a signup list outside the
4 auditorium. Mr. Gasaway [phonetic], are you
5 ready to begin? Good evening. This is a joint
6 public hearing of the Department of Education
7 Community Education Council 16 and the school
8 leadership teams of Boys and Girls High School
9 and Research and Service High School to discuss
10 the following proposal. The proposed co-
11 location of the new district high school 16K765
12 with Boys and Girls High School 16K455 and
13 research and service high schools 16K669 in
14 building K455 beginning 2014-15. Tonight's
15 proceedings will be recorded and transcribed.
16 Before we begin the hearing, we ask that anybody
17 who wishes to speak during the public comment
18 portion of the evening sign up right outside the
19 auditorium. Sign up will end as soon as we
20 finish the day of speakers in approximately ten
21 minutes. Only people who have signed up to
22 speak will be able to participate in public
23 comment. All panel participants were asked to
24 be here no later than 5:30. Now that we have
25 started if a panel participant arrives, he or

1 she will be given time to speak at the first
2 opportune moment. There may be elected
3 officials who arrive at different times during
4 the evening. If they wish to speak, we do our
5 best to accommodate them also at the first
6 opportune moment. Those that are here at the
7 start of the public comment section will be
8 asked to speak after the day of speakers. We do
9 recognize Renee Murphy who is here from
10 councilmember Albert Dan's office. Thank you
11 for attending. Tonight's format will include a
12 presentation of the proposal and presentation by
13 the hearing participants followed by public
14 comments. Speakers should have already signed
15 at the table in the lobby. If you have not yet
16 signed up, there are ten minutes remaining.
17 Public comment can be no longer than two
18 minutes. The time will be followed and speakers
19 will be informed when they have 30 seconds left
20 and the when their time is up. There will be a
21 timekeeper who will let you know. I would like
22 to introduce the panel, which has been assembled
23 for this evening's joint public hearing. At the
24 table right now, we have our CEC president, Mrs.
25 Alexander. Thank you for joining us from

1 district 16. Congratulations on your election.
2 To my right, we have Karen Watts who is the
3 superintendent of this part of Brooklyn for high
4 schools. And I am Elaine Gorman. I'll be
5 facilitating tonight's hearing. We also have
6 with us Principal Gasaway from Boys and Girls
7 High School. And we have Alison Barrington from
8 research and service. We also have with us, um,
9 representing the SLT of boys and girls, um, the
10 UFT chapter leader who will be speaking but has
11 chosen to do so, um, from the floor rather than
12 from the dais. But he will follow the speakers
13 on the dais and will not be limited in time. At
14 this time, I will turn the program over to the
15 chancellor's designee, high school
16 superintendent Karen Watts will present the
17 proposal.

18 MS. KAREN WATTS: Good evening. The New
19 York City Department of Education is proposing
20 to co-locate a new high school at the Boys and
21 Girls High School campus in building K455
22 beginning in the 2014-2015 school year.
23 Building K455 is located at 1700 Fulton Street,
24 Brooklyn, New York 11213 in community school
25 district 16. If this proposal is approved the

1 new high school will open in the 2014-2015
2 school year serving 9th grade and will be co-
3 located with two other high schools in building
4 K455, Boys and Girls High School and Research
5 and Service High School. In an education impact
6 statement detailing the opening and co-location
7 of Research and Service High School that was
8 posted in March--on March 1st 2013 and approved
9 by the Panel for Education Policy on April 17,
10 2013, the DOE described plans to issue a
11 separate proposal to open and co-locate and
12 additional new school option in the K455
13 building for the 2014-2015 school year. As a
14 district high school, the new school would admit
15 students from the citywide high school admission
16 process through a limited on screen admissions
17 method. Limited on screen schools if admissions
18 priority the students who demonstrate interest
19 in the school by attending an information
20 session or open house event or by visiting the
21 school's exhibit at any one of the high school
22 fairs. The DOE has identified the K455 building
23 as an underutilized building. According to the
24 2012-2013 enrollment capacity utilization report
25 or blue book, building K455 has the capacity to

1 serve 3,232 students. In the current 2013-2014
2 school year, the two schools on the campus are
3 serving combined approximately 1,036 students.
4 This yields a utilization rate of approximately
5 32 percent which indicates that the building is
6 underutilized and has space to accommodate
7 additional students. If this proposal is
8 approved in 2017-2018 once the new high school
9 has full phased in, it is project to serve
10 approximately 420 to 460 students in 9th through
11 12th grades. At that time, Boys and Girls High
12 School is expected to serve approximately 865 to
13 905 students. While Research and Service High
14 School is expected to serve approximately 230 to
15 270 students. The three schools are
16 collectively projected to serve a total of 1515
17 to 1635 students yielding a building utilization
18 rate of approximately 47 percent to 51 percent.
19 The proposed co-location is not expected to
20 impact current or future student enrollment
21 admissions policies or the instructional or
22 extracurricular programming at the existing
23 schools in K455.

24 MS. GORMAN: At this time, we'd like to pass
25 the mic to our CES president.

1 MS. FELICIA ALEXANDER: Good evening. Um,
2 while the CEC supports new high schools being
3 offered to students in our district, we do not
4 really support the co-location aspect where
5 they're saying this is underutilized and it will
6 serve 420 new students when this is Boys and
7 Girls High School. This was the crown of - - .
8 Why can't those 420 students enroll in Boys and
9 Girls High School? Why can't we put the
10 resources back into Boys and Girls to bring it
11 back up to the level it once excelled at so that
12 it would not be underutilized so that our
13 children would want to come here and be proud to
14 come here. A new high school is fine. Find it
15 someplace else. Put the resources back into
16 this school so that we can be proud of Boys and
17 Girls High once again and it has 2,000 students
18 and they all do what they need to do and we
19 increase our graduation rate. This is what we
20 need to do. I don't really believe that co-
21 location is the answer. That is what CEC16 is
22 working on. Increasing our graduation rates,
23 increasing the--giving parents the knowledge so
24 that they can speak up because we don't speak
25 for the children. We speak for the parents. We

1 gather the information that we can get to give
2 to you parents because nobody can advocate for
3 your children the way that you can. Nobody is
4 going to care about your children the way that
5 you are. So our position is to get all the
6 information and bring it to you and we need you
7 to come out and do what you need to do and show
8 your support so that they stop doing this to our
9 schools. Thank you.

10 MS. GORMAN: Thank you very much. Is there
11 anybody else from the CEC here who would like to
12 make a statement? Then at this time, I'd like
13 to all Mr. Dominic Borgela. I hope that's
14 correct. If not, please correct it at the mic.
15 Who is representing the SLT for Boys and Girls?

16 MR. DOMINIC BORGELA: Good evening. I'm Mr.
17 Borgela from Boys and Girls High School. Number
18 one, I will tell you that I reject the proposal
19 to bring another high school at Boys and Girls
20 High School for several reasons which I will
21 later on explain. We have the space, yes, but
22 we also have great teachers, good
23 administration, the--and maybe things got going
24 in the building that can help the students that
25 you are proposing to bring in the new high

1 school. In 1985, I walk out of Boys and Girls
2 High School with my diploma. I graduate from
3 Boys and Girls High School with my diploma. I
4 came here in 1983, graduated from Boys and Girls
5 High School with my diploma. I came back here
6 in 1989. We had 4,000 plus students in the
7 building. From then under the leadership of Mr.
8 Lincoln [phonetic], we stayed to that high level
9 capacity that I just mentioned up to the time
10 Mike Bloomberg got elected. From that moment
11 on, when the state passed the new law giving
12 mayor--control to the mayor, things started to
13 change in our community. One, the enrollment
14 process was changed--was removed from Boys and
15 Girls. I do remember quite specifically by exit
16 ten right over here, we have parents lined up
17 outside--wrap around the school--trying to get
18 their students here at Boys and Girls High
19 School. That stopped all together the moment
20 Mike Bloomberg changed the enrollment process.
21 In addition to that, we have many change - -
22 from 1989 to Mike Bloomberg's time. We had Rudy
23 Crew [phonetic]. We had Principal Jason Levy.
24 We had many chancellors who had the same idea
25 that Mike Bloomberg has, which is to educate our

1 children in New York City. But never did they
2 come up with such an idea where all enrollment
3 has to be done in one location where you choose
4 which student you're going to send to what high
5 school. The goal of this Bloomberg
6 administration for bring all enrollment in one
7 area was determined which school they want to
8 keep, which school they want to destroy and Boys
9 and Girls High School under the radar of Mike
10 Bloomberg for the longest time. The community,
11 I would say, has been fighting whatever move
12 that Mike Bloomberg is trying to do to the
13 school. But this time at the 11th hour when
14 Mike Bloomberg is about to leave, you come up
15 here with a proposal to create a new high school
16 at this school here, which is no different than
17 Boys and Girls High School. Unless you're going
18 to tell me that the type of student that you're
19 going to send here will be different than our
20 students we have right now, then the result that
21 you are so much protesting will not be any
22 different because it's going to be similar
23 teachers, similar students because the
24 demographic will not change. You understand me?
25 Because that means you are going to choose the

1 type of student that you are going to send at
2 this new high school just to prove the point
3 that your ideas are better than what we had
4 before. Mike Bloomberg is leaving. The new
5 mayor does not support--from what I understand
6 does not support co-location. So why do we even
7 mention? Why do we even have this hearing here
8 at this time? Why don't we wait until the new
9 mayor come in so that we can reassess the whole
10 idea and reassess the whole proposal again.
11 Number two. If you truly want to put another
12 set of students here that are different than
13 what we have here, we have 65 percent academies
14 proposing a high school. Let's create a new
15 academy with a new assistant principal and put
16 these students under the new--in opposing high
17 school under the principal--Principal Gasaway--
18 but under a new academy. We do not need right
19 now to have a new principal and new set of
20 administration in the building. You understand
21 me. So what I'm saying is, one, Bloomberg is
22 leaving. We do not need to rush into anything.
23 Two, what's happening at Boys and Girls High
24 School is a direct result of the Bloomberg
25 administration wanting the building from the get

1 go. They've been trying. They've been trying
2 everything. First of all, uh, they removed
3 students that are level three and level four.
4 They haven't been sending us any of their
5 students and Boys and Girls High School high
6 school. Then they turn around and say, oh
7 because the type of student you've been getting,
8 you have a lower grade. The grade system that
9 he created that we know that he's unfair. I
10 mean, at this time right now--at this time if
11 Bloomberg was here, I would come and tell him by
12 - - January 1st, you're no longer the mayor no
13 more. You'll be ex-mayor Bloomberg. Take your
14 ideas with you. We're waiting for the next
15 mayor to come in. Thank you.

16 MS. GORMAN: Thank you very much. I do want
17 to acknowledge that we have councilmember elect
18 Robert Cornegie [phonetic] here. Thank you for
19 participating. We have--is there anyone else
20 form the ELT of either school that would choose
21 to speak. We're going to let the SLT speak at
22 this time.

23 MALE VOICE: - - .

24 MS. GORMAN: I'm sorry?

25 MALE VOICE: - - .

1 MS. GORMAN: We're--because of the small
2 number, we'll let the SLT...

3 FEMALE VOICE: Should I sign in - - ?

4 MS. GORMAN: Yes. We will need your name,
5 but you can sign on after you speak.

6 MS. LISA DUNN: My name is Lisa Dun. I
7 don't approve of the co-location into the school
8 because we have students that come in struggling
9 from the very beginning. So that basically
10 starts with middle school, grade school, and
11 what's going to help our community move forward
12 if we don't start from the beginning. Boys and
13 Girls High School takes in students from
14 wherever they come from. It doesn't matter who
15 they are and I just think it starts from the
16 beginning. It doesn't--it starts with the
17 parent, yes, but it starts from the schooling.
18 And so we failed, right? Not Boys and Girls.
19 We have failed as a community to help our
20 students be able to come in here and adjust and
21 I asked Ms. Watts last year and I don't have
22 data, but the children that we send here,
23 whether they are ones, twos, threes, or fours,
24 we can't expect them to excel if they didn't
25 have the tools when they walked in the door.

1 You're giving the teachers extra work, right?
2 Which they are very capable of doing--which they
3 have children excel past the points where they
4 need to go, but you're giving these kids to
5 every school. Right? And they come in and
6 they're afraid because they're coming to high
7 school. Right? They're coming because they
8 failed from day one. And who's fault is that?
9 That's DOE's fault. Right? That's DOE at a
10 whole--at Bloomberg on down. So when you say
11 you want to co-locate and you want to have three
12 principals try to figure out who is going to be
13 the gym, who is going to walk into the bathroom
14 because--which floor do I belong on because I'm
15 a freshman and I'm coming in and I'm fresh and
16 I'm ready to go. You got a problem. You're
17 creating a problem. I need facts, right? I
18 need to know--because I come from Queens, right?
19 So Springfield Gardens was a co-located school.
20 You made all these little projects in that
21 school. Andrew Jackson, which is now called
22 Campus magnet. Those numbers are staggering.
23 Those kids are struggling. Schools are big
24 here. Brooklyn Tech is beautiful, right? But
25 what's the difference? What's the difference?

1 What numbers are you bringing in? Are you
2 bringing fours or are you bring in threes?
3 Myself was a four. He did very well here.
4 Honor roll--whatever. He did everything he was
5 supposed to do here and he has friends that
6 surpassed the same. So you cannot say that a
7 child cannot make it here. And those threes and
8 fours that come in the building in part of Boys
9 and Girls High School end up helping each other.
10 And that's what the family feeling is here.
11 Right? We've all become a family. I'm still
12 here. I won't be removed. But you need to take
13 it back to whomever that this is almost putting
14 us into failure. This is saying bring the
15 school here. Right? It's going to function but
16 we already have people that sit down
17 unfortunately in DOE and say why do you want to
18 go to Boys and Girls? What's the purpose? I'm
19 looking at his transcript. Come here. Why are
20 you going there? I've had it done personally to
21 me. So when you have a principal and you have
22 teachers that are thriving to make things
23 better, you need to look at that. Right? We've
24 gotten our children out that have struggled.
25 The little results of the F--right--that 34

1 percent that we have. The last I checked it
2 was 40. Right? The graduation rate went up to
3 that part where it needed to go. We got them
4 out. Right? Even if they graduated in
5 September, they were motivated. The motivation
6 is here and I think it should stay here, and I
7 think those threes and fours and ones and twos
8 need to walk in and be on the Boys and Girls
9 High School high school and give him what he
10 needs. Give his staff what he needs to function
11 because you're going to make this building non-
12 functional. What's going to happen is you're
13 going have kids moving all over the place,
14 nobody knows who is who. Right? It's not a
15 family anymore. It's just separation--constant
16 separation. We know how to do that better than
17 anything. Separation. We're separating our
18 children from learning. We're separating our
19 principal from our teachers. We're separating
20 our kids from a community that needs it. We
21 need diversity. Bring it here, but bring it for
22 Boys and Girls High School. You see the
23 atmosphere outside is changing. I've gone to
24 school with many colors and that's the way all
25 schools should be. However, you cannot think

1 that you're going to bring a child in here and
2 they're going to function and everything is
3 going to change over and that's not life. Life
4 is color. We need to see all--we need to see
5 Asians, whites--whatever. Whatever they're
6 called. Whatever they want to be called. We
7 need to see--we have children in here that will
8 come here and speak and tell you they're
9 perfectly fine. They enjoy the camaraderie. We
10 need--that's what we need. We don't need co-
11 location. We need kids. We need kids that are
12 going to perform that--if they come in here
13 Saturday, they know they're going to get the
14 help here. And we have it here every day.
15 These people are in here 24/7 trying to figure
16 out a way. And Bloomberg should be sitting at
17 this table so he could understand people work
18 harder than he really thinks. Right? You can
19 separate--he's corporation. This is a project
20 management team. Right? This is not JPMorgan
21 Chase. This is not GE. Right? This is a
22 school. You're talking about kids. You're
23 talking about your future. You're talking about
24 who is going to be sitting here. Right? We're
25 going to be old. We're going to be sitting on

1 the other side talking about what school we're
2 going to separate next and we're not building
3 community in that way. So that I think--they
4 need to take back. And we need help in this
5 community. All the way through from 1st grade,
6 from kindergarten on up. And if we can't get
7 the help that's going to help push these kids
8 into this school, right? You can come--you
9 know, we can say. Put it on a list. Put it on
10 a list. If it's at the top of the list--if
11 you've got a 304 [phonetic], you're not getting
12 in here. Not at Boys and Girls High School.
13 But you will get that co-location piece. Right?
14 Because we need to make that shine. We can
15 shine. We're shining. It's unfortunate that no
16 one sees it.

17 MS. GORMAN: Thank you very much. I do want
18 to acknowledge Joan Eastman from Senator - -
19 Montgomery's office. Please thank her on our
20 behalf. Was there anyone else from the SLT of
21 either school? Then at this time we have three
22 speakers. The first one is Natasha Brutus, the
23 second one is Camille Edie, and the third is
24 Christine Johnson-Alexander. I do want to
25 remind you that public speakers have two minutes

1 each. Natasha Brutus. Are you Ms. Brutus?

2 MS. NATASHA BRUTUS: Yes, I am.

3 MS. GORMAN: You can begin when you're
4 ready.

5 MS. NATASHA BRUTUS: Okay. First of all,
6 I'd like to say I'm highly opposed to co-
7 location and I'm going to be speaking as someone
8 who was a recent grad of Canarsie [phonetic]
9 High School. Not recent, but a couple of years
10 ago. And when--I was the last class, but after
11 I was in college--my sophomore year--one of my
12 teachers called and asked if I can send some of
13 the kids on a tour of the college. I did so and
14 I was told by certain students that they had
15 separated Canarsie High School into three
16 schools. And if you know Canarsie, it isn't
17 because they have X less space. Canarsie is a
18 very small school. They were telling me--one
19 boy was telling me that he hated it because he
20 did not know that he was on the floor that he
21 did not belong. And he got jumped by some
22 students there and winded up in the hospital.
23 Now, we're talking about creating a system
24 within a system that's going to create violence
25 because we're not talking about merging. No,

1 you're having different principals. You're
2 having different administrators. You're having
3 different teachers and you are going to create
4 conflict because people are going to be
5 combative and arguing. On top of that, kids are
6 getting the wrong message. They don't have the
7 opportunity to come here like everybody else.
8 What they're thinking is as a little black - -
9 little black boy, they're closing the schools
10 because we cannot co-exist together under one
11 facility. That is the message, I think, that's
12 sent. Whether or not it's true, it's being
13 sent. When you see urban schools like - -
14 Prospect Heights, Tilden, Canarsie, South Shore-
15 -all closed down. And now you're saying - - all
16 of these mostly predominantly white schools who
17 are also in urban areas are open, you're sending
18 the kids a bad message whether or not that's the
19 intent. They're thinking is discrimination or
20 they're thinking I'm so bad and we live in the
21 ghetto that you guys want to close up the
22 schools and give us an abnormal experience.
23 Why? Because the rest of America is having
24 normal experiences. Did you guys have a co-
25 located high school? Did anybody in the

1 audience have a co-located high school? Why -
2 - give it back? And especially you have to take
3 into account where we are--in the location we
4 are. Kids already travel - - if I'm at
5 Canarsie, I live in Canarsie. - - I might go
6 over there and start a fight. So now you're
7 asking this problem to come into the school
8 situation. If I'm a girl and I don't know this
9 is not that this - - my school should use, and I
10 go in there and I just slice or dice or whatever
11 happened because I'm in a wrong school within my
12 school, it's ridiculous. I'm talking that
13 funding has decreased significantly. We have to
14 take into account everything that's going on.
15 And we have to stand up and say no more is no
16 more. There is nothing that's going on here
17 that's giving a good identity. - - is known for
18 their wonderful culture and experience. One of
19 the last schools that's standing. Leave us
20 alone. We do not want co-location. We are
21 against it. Stop sending urban kids a bad
22 message because they don't have the voice to
23 stand here and say that. But it's true. You
24 guys are sending a horrible message to these
25 kids. That's all I have to say.

1 MS. GORMAN: Thank you.

2 MS. GORMAN: Camille Edie. I hope I
3 pronounced that correctly. Followed by
4 Christine Jordan-Alexander.

5 MS. CAMILLE EDIE: Good evening. My name is
6 Camille Edie and I am the new district 16 UFT
7 representative.

8 MS. GORMAN: Thank you for being here.

9 MS. EDIE: Thank you. I replaced a former
10 rep who is the district rep for 40 years and I'm
11 appalled at what's happening to--or proposed to
12 happen to Boys and Girls High School. Boys and
13 Girls High School has long had the moniker Boys
14 and Girls High, the pride of Bedford-Stuyvesant.
15 Right now the pride of Bedford-Stuyvesant is
16 very desirable on somebody's list. And there's
17 a plan in place to bring it down to something it
18 should not be. Okay. I'm just going to make a
19 brief statement on co-location. I was taking
20 some notes on some of the previous--what some of
21 the previous speakers say. And I question the
22 rationale behind co-locating yet another high
23 school in Boys and Girls High School. It's been
24 designated as underutilized and as I travel
25 across Bedford-Stuyvesant schools, this whole

1 process of designating schools underutilized
2 brings into play several things. For one thing,
3 the school could become a co-location school or
4 it can become part of a charter school. Both
5 things are designed to kill a school whether
6 it's charter or co-location. Yes, the building
7 has space for students but not space to add an
8 additional school. What is an additional school
9 going to be? I heard that this new school may
10 be housed in the basement of the building. The
11 projects that were read by Superintendent Watts
12 are very questionable because how do you project
13 a school's proposed enrollment up the year 2018.
14 Right now most principals in the city are
15 struggling because when they project enrollments
16 from year to year, they don't meet those
17 enrollments and their budgets are cut. Okay.
18 If you can predict enrollment, you can predict
19 how well or what the projected graduation rights
20 may be for a building. Additionally, I just
21 want to comment the - - vote is going to be held
22 in the Bronx. How many parents from this school
23 are going to be able to travel to the Bronx at
24 some point within the next two weeks to speak to
25 the pep pipes [phonetic]. And we all know the

1 history off the pep pipes--drastic failure.

2 Thank you.

3 MS. GORMAN: Thank you. I will giving the
4 date and time and address pep meeting at the
5 end. So thanks for bring that up. Our last
6 speaker who is signed up is Christine Johnson-
7 Alexander.

8 MS. CHRISTINE JOHNSON-ALEXANDER: Good
9 evening. My name is Christine Johnson-Alexander
10 and I'm the student body president here at Boys
11 and Girls High School and I'm also a part of the
12 SLT. Now what I wanted to do is--I've been
13 reading the proposal and have been talking with
14 student government lately, and we oppose co-
15 location. First in the proposal it says that
16 co-location--this co-located school will not
17 impact our school, but we all know bring another
18 principal, another administration, and more
19 students under a different school is going to
20 impact our school. Then we have to talk about--
21 Boys and Girls--we have plenty assemblies for
22 our school so we'll be doing--then we have to
23 talk to other principals and we have to
24 consider--it's hard enough with one--with having
25 the research and service. So we're already co-

1 located but we have a great relationship with
2 them because they were born through Boys and
3 Girls. So that's one thing - - has been talking
4 about and we just want to let you know that we
5 don't agree. And if you want to bring another
6 school, why can't you just give us the students?
7 You're over here saying that we're under-
8 populated. Just give us the students and we'll
9 work with them like we've been doing lately. In
10 student government, we have created different
11 departments. So we have a black studies, and
12 we're about to hit a turning point here. We
13 opened a new health center. We have academic
14 enhancement where we're trying to bring up our
15 regents. We're trying to bring up the bottom
16 third of our school. So this - - situation will
17 never happen again. And then also we have the--
18 we have the health and wellness department. So
19 health and--we have a garden outside. Our
20 school--and then we have a hydroponic lab and
21 then soon we're going to have one that's going
22 to be outside. So Boys and Girls--we're hitting
23 a turning point. We're just asking for time.
24 What you're doing is setting us up for failure
25 by not giving us that time. So Bloomberg is

1 pretty much leaving--like a lot of people have
2 said--he's leaving office, so why rush into
3 something that--he's leaving and honestly I
4 don't agree with none of his opinions based on
5 our school and I just feel like he's harming my
6 education first of all and second of all he's
7 harming other people because I have siblings
8 that I personally want to come here. So why
9 would you try to damage a school that's been
10 here for so long? Boys and Girls has a
11 beautiful history - - and then what he had done
12 for the school and then it's just like ever
13 since he got into office, our school just went
14 down the toilet - - . I just don't agree with
15 co-location.

16 MS. GORMAN: Wait one second. Christine,
17 you're a student correct?

18 MS. ALEXANDER: Yes.

19 MS. GORMAN: I want to thank you for
20 stepping up and speaking. You've represented
21 yourself, the other students, and your school
22 well. Thank you for being here. Our CEC
23 president wanted to--you can speak from here--
24 wanted to say a few additional words before we
25 close.

1 MS. ALEXANDER: Yes. I heard a lot of
2 your comments and I understand where a lot of
3 them are coming from. You are correct that we
4 need to start from kindergarten up to get our
5 kids prepared to come here. This is one of our
6 projects that we're working on, but one of the
7 things is this new Common Core is making it
8 difficult and it's setting up our children up to
9 fail. So it's making it that our children are
10 going to keep failing and keep not being at the
11 point they are supposed to be at. One of our
12 things that we want to see is to bring stem
13 technology to Bed-Stuy. Have a computer lab in
14 every school, have a science lab in every
15 school, have some robotic programs, have stuff
16 that keeps the kids relevant and up-to-date so
17 that by the time they get to high school, they
18 are already well prepared to go to college.
19 This is what we need to work on. We need
20 parents to come out and protest Common Core,
21 protest some of these DOE initiatives that are
22 harming our children at a young age so that by
23 the time they get to this level, it's
24 irreparable. You can't--if you already broke it
25 before it gets here, you can't expect here to

1 fix it. It has to be nurtured from pre-k and
2 kindergarten, so that when they get here they're
3 prepared for the real world. So I beg parents
4 come out of the meetings. Come out. PEP--
5 that's a joke right now that's in - - pocket.
6 So they were going to vote for anything he says.
7 So I'm hoping that come January, a lot of those
8 decisions get looked at and I'm hoping and
9 praying that we get to keep our jewel of Bed-
10 Stuy. Bed-Stuy, Boys and Girls, and nothing
11 else. So thank you.

12 [applause]

13 MS. GORMAN: Thank you. Although we
14 finished the speaker list, we did have one
15 additional student who made the request. It's a
16 little out of the ordinary, but since the list
17 is small and you are SLT member we are going to
18 grant--please give your name when you come
19 forward.

20 MR. CALVIN BROWN: Thank you. My name is
21 Calvin Brown.

22 MS. GORMAN: That mic works for me, but not
23 for you.

24 MR. BROWN: Thank you. My name is Calvin
25 Brown. I'm a student here at Boys and Girls.

1 In 2008, I went to a school right on - -
2 academic and I stayed there until my sophomore
3 year. In my sophomore year I was having
4 problems with my parents, so I moved to
5 Philadelphia, in which I came back. And in
6 coming back, I wanted to go somewhere that I
7 felt safe and that I felt like I knew like I'd
8 be cared for and that was Boys and Girls. To
9 some people and to Bloomberg, like, Boys and
10 Girls is a failing school. But to use Boys and
11 Girls can be the best school and Boys and Girls
12 is the best school. Bloomberg sends students to
13 other schools and tells students and tells their
14 parents not to send them here. If we had the
15 students and we had the resources, we can do
16 better. Now for me and for a whole lot of
17 students, this is home. This is where we feel
18 safe. And the staff here treats us like their
19 children. I know we're not the--there are some
20 in here that are not the best students, but the
21 staff loves us and we try our best that we can
22 to make this possible. And to be honest, this
23 is my home. This has been my home since I got
24 here in February. I haven't have been as
25 effective in February, but I've been effective

1 now because I've been getting that push and
2 all we need is that push. We don't need another
3 school. I'm not saying that another school is
4 bad, but we don't need another school in here.
5 Let Boys and Girls do it on our own. We can
6 bring students, we can graduate students, we can
7 get students to college, and get them to where
8 they need. It's just, like, if--I feel like and
9 I'm not trying to disrespectful to anyone, but I
10 feel like we're being attacked and it's wrong
11 because you're attacking us--and it feels like
12 they're attacking us because--I'm not trying to
13 put this as a black thing, but it feels like
14 because we're middle class and because and we're
15 black and because we're Latinos. And because
16 they feel like since Boys and Girls will pass -
17 - . I'm not saying that they won't. I'm saying
18 that they will as in we will pass. We can be
19 the best school possible and it hurts to hear
20 that you guys are trying to put another school
21 just because you hear that we have excess space.
22 We're about to lose that excess space. We have
23 black history classes. We have dance classes.
24 We have a whole lot of stuff that's being honed
25 out. I'm just asking just for the opportunity

1 to just give us some of the chance so that we
2 can do that.

3 MS. GORMAN: Calvin, thank you. And I
4 certainly commend you for coming back to school.
5 That's great. I do want to Michael Smith who is
6 representing assembly member, Annette Robinson.
7 Please thank her for us.

8 [Applause]

9 MS. GORMAN: That is our last presentation.
10 We've heard many comment and I've written them
11 down, and they will become part of the public
12 record because it's being taped and transcribed.
13 We do appreciate the fact that you came out
14 tonight. I will say to you that you may call in
15 comments or email comments, and you can tell
16 other that they can do the same thing. Let me
17 give you the email address and the phone number.
18 We knew that not everybody might be able to come
19 tonight. The phone number is 212-374-0208.
20 212-374-0208. And the email address is
21 d16proposals@schools.nyc.gov.
22 d16propsoals@schools.nyc.gov.

23 MALE VOICE: What's the next step?

24 MS. GORMAN: I'm about to tell you. Perfect
25 transition. The comments will be transcribed.

1 They will appear on the DOE website and they
2 will go the panel for educational policy, which
3 has it's meeting on December 11th, 2013, at 6:00
4 p.m. This particular meeting is at Taft
5 Education Campus, 240 East 172nd in the Bronx.

6 MALE VOICE: - - Brooklyn.

7 MS. GORMAN: Excuse me. I'll talk to you
8 about that in a second after I close the
9 meeting. Okay? But I will explain there are
10 meetings that are set up for the year and they
11 go to many different campuses. They cross
12 boroughs and the boroughs, um, are determined--
13 because there is multiple proposals across all
14 boroughs. So the meetings travel from borough
15 to borough. Okay. But we'll talk after I close
16 the meeting about the location. I do want to
17 thank you all for coming. I want to wish you a
18 good and healthy and happy Thanksgiving. This
19 joint public hearing is officially adjourned.

20 [END RECORDING]

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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 12/2/13