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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**
Citizens of the World Charter School
2 - 1/10/13

1 [START RECORDING]

2 MS. MEG BARBOZA: Once again, thank you for
3 coming. I did want to reiterate that we have
4 public comment, which will be open for the next
5 15 minutes. So if you wanted to provide
6 commentary on this proposal during the public
7 comment period, you can sign up with my
8 colleagues, who are just right outside as you
9 enter the auditorium here. And again, if you
10 wanted to provide comment, question, concern,
11 etc., regarding this proposal, you'll want to
12 sign up for the public comment period. It is
13 now 6:25 p.m., and the public comment will close
14 in 15 minutes. We're going to call the hearing
15 to order so that will be open until 6:40 p.m.
16 Hopefully my math is correct. Thank you very
17 much for joining us tonight. My name is Meg
18 Barboza. I'm the Director of Engagement for the
19 Office of Portfolio Planning. We are here as
20 part of a joint public hearing of the Department
21 of Education, Community Education Council 17,
22 and the School Leadership Team of P.S. 221,
23 Toussaint L'Ouverture, to discuss the following
24 proposal: the proposed co-location of the
25 Citizens of the World Charter School New York 2

1 in Building K221 and Building K892 with
2 existing school P.S. 221, Toussaint L'Ouverture,
3 beginning in the 2013-2014 school year.
4 Tonight's hearing proceedings will be recorded
5 and transcribed. Before we begin the hearing,
6 as I noted, anybody who wishes to speak during
7 the public comment period should sign up.
8 Again, my colleague Darrie [phonetic] in the
9 orange shirt is out there waiting to have you
10 sign up. Only people who have signed up to
11 speak will participate in the public comment
12 period. And again, we have another 15 minutes
13 for that to be open, so if you change your mind,
14 you have about 15 minutes before that closes
15 out. All panel participants were asked to be
16 here no later than 5:30. I believe all of our
17 panel participants are now here. But if there
18 happens to be someone else who we weren't
19 expecting that shows up late, we'll do our best
20 to accommodate them at the first opportune
21 moment. There may be elected officials who
22 arrive at different times throughout the
23 evening, and if they wish to speak we will also
24 do our best to accommodate them at the first
25 opportune moment. Again, with public comment,

1 those who are here at the start of the public
2 comment segment will be asked to speak first.
3 Tonight's format will include presentation on
4 the proposal and presentations by hearing
5 participants followed by the public comment
6 period. Speakers should again sign up at the
7 sign-in table just outside the auditorium. And
8 if you have not signed up, again, we have just a
9 little less than 15 minutes, sorry, remaining.
10 Public comments are limited to two minutes each,
11 and the time will be followed. My colleague
12 over here Steven [phonetic], he's got a timer in
13 his hand, a little stopwatch. And he's going to
14 raise something, a little sign to let you know
15 when you have 30 seconds left. And then he'll
16 raise it and let you know when time is up. And
17 we'll ask you at that time to conclude so we can
18 hear from other speakers. I would like to now
19 introduce the panel who has been assembled for
20 this evening's joint public hearing. And so my
21 right, your left, we have CEC President Ms.
22 Claudette Agard, District 17 Superintendent Ms.
23 Buffy Simmons. We have from P.S. 221 Principal
24 Clint [phonetic], Miss May Scantleburg
25 [phonetic] from the PTA, and the SLT here at

1 P.S. 221. We have Miss Jay [phonetic] Scott,
2 also of the SLT and the UFT representative. And
3 we're also joined by Ms. Maureen Murphy, from
4 the SUNY Charter Schools Institute. We are also
5 pleased to have a representative from Council
6 Member James's office. I believe it's Miss
7 Barbara Sherman, if I read your name correctly.
8 And she is here. Miss Sherman will join us
9 during the public comment period. I wanted to
10 let you know that Citizens of the World has been
11 approved by its charter authorizer, the State
12 University of New York's Charter School
13 Institute, or SUNY, to open a new public charter
14 school in Community School District 17.
15 Although this proposal has not yet been approved
16 by the Panel for Educational Policy, SUNY is
17 required to hold a facilities hearing to receive
18 feedback on the proposed co-location of Citizens
19 of the World Charter School with P.S. 221. As
20 such, this joint public hearing will also serve
21 as a facilities hearing. Ms. Maureen Murphy is
22 with us from SUNY, and if you have any question,
23 comments on the charter itself, Ms. Murphy will
24 be able to tell you how to submit those
25 questions and comments. So I'm going to give

1 her just a moment to tell you how you would
2 submit any questions or comments directly to
3 SUNY.

4 MS. MAUREEN MURPHY: Good evening. My name
5 is Maureen Murphy, and I'm the Director of
6 Charter Accountability at the Charter Schools
7 Institute of SUNY. I am here tonight to hold a
8 public hearing on behalf of the Board of
9 Trustees at the State University of New York, or
10 SUNY. SUNY is the authorizer of the charter
11 school we are discussing today. That means SUNY
12 trustees approved the application to create the
13 school. My organization, the SUNY Charter
14 Schools Institute, will visit the school and
15 report on its progress to parents. And as the
16 school gets older, we will also make
17 recommendations to the SUNY trustees about
18 whether or not the school has earned the right
19 to stay open. Today our focus is on where the
20 school will be located. Education law requires
21 SUNY to hold a public hearing any time one of
22 the schools it authorizes might open in an
23 existing public school building. I'm here
24 tonight to listen to your comments about the
25 proposal to locate grades K through 5 of

1 Citizens of the World Charter School 2, a new
2 charter school, in part of Building K221,
3 located at 791 Empire Blvd., Brooklyn, New York,
4 beginning in the fall of 2013. SUNY is holding
5 its hearing now at the same time as the DOE is
6 holding its hearing so that we don't have to ask
7 parents and community members to attend two
8 different hearings on the same subject. We want
9 to be sure that we have the opportunity to hear
10 from as many parents, teachers, school leaders,
11 and members of the community as we can. I do
12 want to note that SUNY has to make its own
13 decision regarding the school using the proposed
14 space. I will be taking notes on comments made
15 tonight. In addition, you may give me any
16 written comments that you may have with you.
17 You can email comments to charters@suny.edu.
18 You can mail comments to 41 State St., Suite
19 700, Albany, New York, 12207, or fax comments to
20 (518) 427-6510. I also have extra copies of our
21 notices with me that include all of that contact
22 information I just gave you. SUNY will accept
23 comments through January 23rd, 2013. We set this
24 deadline for five days after the meeting of the
25 Panel for Educational Policy where this co-

1 location will be discussed. That way if
2 there's any information that you get as part of
3 the conversation at the PEP meeting that you
4 want to share with us, you have time to do so.
5 SUNY will make a decision on this co-location
6 after the close of the comment period. In
7 advance, I want to thank you for your comments
8 tonight. We appreciate you taking your time to
9 be with us here for this hearing. Thank you.

10 MS. BARBOZA: I'll now turn the program over
11 to our chancellor's designee, Superintendent
12 Buffy Simmons, who will present the proposal.
13 Thank you, Ms. Simmons.

14 MS. BUFFY SIMMONS: Good evening. The New
15 York City Department of Education is proposing
16 to co-locate a new public charter school,
17 Citizens of the World Charter School 2, which
18 will serve students in kindergarten through
19 fifth grade in Building K221 and K892, which are
20 located at 791 Empire Blvd., Brooklyn, New York,
21 11213, in Brooklyn's Community School District
22 17, beginning in the next school year. A co-
23 location means that two or more school
24 organizations are located in the same building
25 and may share common spaces like auditoriums,

1 gymnasiums, and cafeteria. K221 serves as a
2 school main building, and K892 is a mini school
3 building attached to the main building and
4 serves as an annex. If this proposal is
5 approved, Citizens will be co-located in K221
6 and K892 with P.S. 221, Toussaint L'Ouverture,
7 an existing district elementary school that
8 serves kindergarten through fifth grade students
9 and offers two sections of full-day pre-K. The
10 DOE does not anticipate that this proposal will
11 affect P.S. 221 pre-kindergarten program, which
12 will continue to be offered subject to funding
13 and demand. In the summer of 2010, the State
14 University of New York Charter Schools Institute
15 authorized Citizens's charter to serve students
16 in kindergarten through fifth grade. Citizens
17 will open with kindergarten and first grade in
18 2013 to 2014, and would add one grade each year
19 until it serves students in kindergarten through
20 fifth grade in 2017 to 2018. The school will
21 admit students via the charter lottery
22 application process, with the preference given
23 to District 17 residents. According to the
24 2011-2012 enrollment capacity utilization
25 report, K221 and K892 have the combined capacity

1 to serve a total of 1,031 students. In 2012-
2 2013, P.S. 221 is serving 481 students in
3 kindergarten through fifth grade, and 36
4 students in pre-kindergarten, yielding a
5 building utilization rate of only 50%. This
6 means that the building is underutilized and has
7 space to accommodate additional students. If
8 this proposal is approved, in 2017 to 2018, once
9 Citizens kindergarten through fifth grade have
10 fully phased in, and the school has reached full
11 scale, Citizens is projected to serve 342
12 students to 432 students. And P.S. 221 is
13 projected to serve 450 students to 510
14 kindergarten students through fifth grade
15 students, and 36 pre-kindergarten students.
16 There will be a total of 828 to 978 students,
17 yielding a building utilization rate of
18 approximately 80 to 95%, indicating there's
19 enough space in the building for both schools.
20 The proposed opening of Citizens is intended to
21 create additional high-quality education options
22 for students and families in District 17.

23 MS. BARBOZA: Thank you, Ms. Simmons. I'd
24 like to invite CEC President Claudette Agard to
25 give our next statement and/or presentation.

1 MS. CLAUDETTE AGARD: Good evening. Hi.
2 We have submitted an initial statement from the
3 CEC to the SUNY rep, Ms. Murphy, but I'll read
4 it so that you'll be aware of what we submitted
5 thus far. "After discussion with parents and
6 community members of District 17, it is the
7 position of CEC 17 that the co-location of
8 Citizens of the World 2 Charter School with P.S.
9 221 would deprive the community of the space
10 needed to address the demand and need for
11 additional middle schools, would not align to
12 the needs of the District 17 community, which
13 was one of the criteria for providing public
14 school space as referenced in Chancellor
15 Wolcott's May 22nd, 2012 letter, and should
16 therefore not be considered, deplete the fiscal
17 resources of neighboring schools in districts
18 which would ultimately have a negative impact on
19 P.S. 221 and surrounding elementary schools. It
20 would also deprive P.S. 221 of any ability to
21 grow in order to meet the increasing
22 educational, social, and emotional needs and
23 demands of their students and families. It
24 would also directly oppose the needs assessment
25 determined by the District 17 leadership team,

1 and would support the notion that meaningful
2 community outreach and input is not necessary,
3 especially since there was no real engagement
4 from Citizens of the World with the District 17
5 community." That's what we've submitted thus
6 far, and there will be other forthcoming
7 comments as we obtain more. But we do want to
8 also note that we have some discrepancies with
9 the enrollment numbers as stated, that was just
10 read. We also feel that there is a high demand
11 for pre-K, which is not being addressed in this
12 community. And elementary schools is not what
13 is the real need. We also are really suspect
14 and really have some real major concerns because
15 we know that the charter application is K
16 through five, but the plan is K through 12. So
17 we'd really like to know where they plan to
18 grow. And so that's something that we also have
19 some concern about. We also feel that District
20 17 had no opportunity to give feedback on the
21 charter application, the initial charter
22 application to begin with because we were never
23 the district of choice. It was District 14.
24 And that was where Citizens of the World wanted
25 to be sited; that's what's in their application.

1 It was not District 17. Therefore nothing in
2 their charter even refers to or address or
3 identify this community and what our needs are.
4 And so we feel that it should have been
5 revisited; it should have had more time to
6 really see if they would be a right fit. And
7 again, - - use this analogy, to me it's like
8 getting a blood transfusion, right? Just all
9 blood, but it's not necessarily the right type.
10 So just because it's a charter school and just
11 because it's an educational facility doesn't
12 mean it's the right fit and the right match for
13 this community or for this school. So that's
14 something we really feel very strongly about as
15 the CEC, and what else? Let me just see. We
16 also suspect that this charter school will not
17 ultimately serve the students of District 17,
18 because we don't feel they will be able to fill
19 their seats, and therefore they will attract
20 students from out of the district, which in fact
21 now is taking away from the space in the
22 district to serve students from out of the
23 district, which is going to be depleting other
24 schools, and other communities outside of the
25 district. Thank you.

1 MS. BARBOZA: Thank you very much, Ms.
2 Agard.

3 MS. CLARA MOODIE-KIRKLAND: Good evening,
4 all. As the principal of P.S. 221, I feel that
5 it is not a good fit for another school to come
6 in our building. It will deprive our students
7 of the opportunities that we have. Yes, there
8 are some rooms that are available. But what are
9 we using those rooms for? We have a greenhouse;
10 we have a keyboard room. We have arts; we have
11 computer rooms. Yes, we are utilizing those
12 rooms. We are utilizing those rooms for
13 targeted assistance for our students, for their
14 instruction. We want them to be able to branch
15 off. Why? Why should we give these rooms up to
16 other people when we can use them ourselves? We
17 have plenty of special needs students that their
18 IEPs indicate that they're supposed to be tested
19 in small groups. Some are supposed to be read
20 to. We want our children to have the best
21 opportunity there is for learning. We are a
22 school that is on the rise. Yes, we fell down,
23 but we get back up. Our teachers are dedicated
24 teachers. Why did we fall down? We lost ten
25 teachers last year. We had class sizes of 40

1 children. We had class sizes in fourth grade.
2 All our specially trained teachers in reading in
3 math had to be, come clusters of classroom
4 teachers. All our partnerships in ICT were
5 destroyed because ten teachers left. But we
6 refocused; we got it together. What did we do?
7 We put over \$20,000 into our ICT teacher teams
8 to bring them back together. What did we do?
9 We redid our schedule so now our children that
10 are in our lowest third has targeted
11 intervention. They're at not only the extended
12 morning, but the next period after that they
13 have targeted intervention. Without the space
14 for this, when will this come through? Our
15 intentions, after meeting with my PTA and my
16 school leadership team, we foresee our early
17 childhood center in our mini school. We have
18 put in for three additional preschool classes.
19 Why? Because our neighborhood demands that.
20 That's the need of our neighborhood. We had 29
21 kids on a waiting list for pre-K this school
22 year. Right. And when I called neighborhood
23 schools, they had no seats for these children.
24 The need is for early childhood. We put them
25 in, and we hope this co-location does not deny

1 our privilege forgetting our pre-kindergarten
2 classes that we so need in our neighborhood. We
3 rallied together, our parents rallied together,
4 our teachers rallied together. They're even
5 willing to give up their own time without pay to
6 see to it that our children move ahead. So we
7 think our space is needed for our children at
8 this time. Thank you.

9 MS. BARBOZA: Thank you, Principal Kirkland.
10 I'd like to invite Ms. Scantlebury of the SLT.

11 MS. AVERIL MASON: Good evening. My name is
12 Averil Mason Scantlebury. I'm the PTA President
13 of Public School 221. I have two sons that
14 attended this school. One is in middle school,
15 and the other one is in second grade. Okay,
16 sorry.

17 MS. BARBOZA: Sorry.

18 [background noise]

19 MS. MASON: Okay. Okay. This is a family
20 school. We are family-oriented. The day I walk
21 into the school, it was warmth and love. I
22 could leave my child and don't worry about what
23 is going to come. Parents have felt the same
24 love in this school that I have felt. With a
25 new school coming in, you're telling us that new

1 people are coming in. We don't know those
2 people. Our kids are not used to that. They're
3 used to freedom. They're used to roaming, going
4 here, going here. They used to running to Miss
5 Kirkland, running to Miss Mason, knowing where
6 to go. When they see new people, they shut
7 down. The rooms that we have, the classes that
8 we have that you say are underutilized, we're
9 using these rooms, as Miss Kirkland stated
10 before. It may be not for what you think we
11 should be using it for, but it's for the better
12 reach for our kids. And I don't about how you
13 feel about a new school coming into what our
14 kids are already used to, that we built to be
15 successful. Our kids are used to a certain
16 standard. A new school coming in would take
17 that away from that. Yes, we fell down.
18 Bringing a new school in, would that encourage
19 our kids to go even further or it's going to
20 take away or shut them down even more, instead
21 of them pushing for their gold. I just wanted
22 to say just reconsider your choices and what you
23 believe you think is right. And don't compare
24 our kids to other kids. Our kids are our kids.
25 We love them, we care, and we really do not want

1 another school to come in and destroy what we
2 have built so hard to maintain. Thank you.

3 MS. BARBOZA: Thank you, Ms. Scantlebury.
4 And Ms. Scott? Ms. Scott of the SLT?

5 MS. JAY SCOTT: Good evening. Co-location
6 with P.S. 221 will not work. And the reason why
7 it's not going to work is because of the
8 community, the environment, the culture that
9 P.S. 221 has worked hard to build. I've been
10 here since Nellian Pilgrim. She was the
11 principal who hired me. She was the principal;
12 she has a legacy here. She built this school to
13 what it is. And to see someone else or another
14 school come in and tear down the community and
15 what she's built, I'm in agreeance, yes we have
16 fallen down. But we fell down based upon losing
17 ten teachers in one school year. We've had 40
18 students in a class. But even though we have
19 lost those teachers, all of us got together,
20 pulled up our bootstraps, and said our goal, our
21 job is, number one, is to educate P.S. 221
22 students. We work hard; we get together. We
23 are a family. You do not bring in strangers in
24 your family unless you know who they are. What
25 we need, we need help. When we lost our ten

1 teachers, we needed help. We didn't get it.
2 We lost our book room. About \$20,000 worth of
3 books were destroyed. We are working at a
4 deficit, but we got together as a school, as a
5 student body, as teachers, as parents, as a
6 community, and we did what we had to do. P.S.
7 221 is a family; it's a school. We are role
8 models. We have students who have graduated,
9 who have come back to thank the teachers and the
10 staff members for what they have done for them.
11 We have Yale graduates. We have graduates going
12 all over. And we still manage to make it with
13 the deficit that we have. No, we don't have all
14 of our classrooms filled. But as Ms. Kirkland
15 said, and as the teachers here at P.S. 221, we
16 utilize them. We utilize them. And having
17 another school come in, that will limit us. Now
18 I'm here, and I'm listening. And they were
19 saying that their design was a K to 12 school.
20 If it's a K to 12 school, where does that lead
21 P.S. 221? Those questions need to be answered.
22 So as I'm strongly speaking, and as my strong
23 belief, I really don't think that Citizens of
24 the World is a good fit for P.S. 221. Thank
25 you.

1 MS. BARBOZA: Thank you very much, Ms.
2 Scott. We've now concluded the formal dais
3 presentations. And I'd like to begin calling
4 folks for the public comment period as I've
5 noted that public comments closed at 6:40 p.m.
6 It is now 6:50 p.m. I'm going to call the first
7 five speakers. We have Ms. Barbara Sherman from
8 Council Member James's office, Miss Tara
9 Phillips from Citizens of the World Charter,
10 Miss Kate Sobel, Miss Paula Jones, and I
11 believe, I apologize, it's Sean Attrell
12 [phonetic]? Ahern? Okay, my apologies. Ms.
13 Sherman?

14 MS. BARBARA SHERMAN: Good evening,
15 everyone. Thank you, panel. My name is Barbara
16 Sherman. I'm here representing Council Member
17 Letitia James, who is so sorry she couldn't make
18 it tonight. She had a conflict in schedule in
19 the last minute, could not attend. But I'm here
20 to speak on her behalf. And as the
21 representative of this district, she would be
22 here tonight representing the teachers, the
23 families who once again will be impacted by
24 misguided decisions made by SUNY and the DOE to
25 co-locate the charter school with a public

1 school. In this case, Citizens of the World
2 with P.S. 221. Citizens of the World, a brand-
3 new chain of charter schools, coming out of
4 California, has no record of accomplishment in
5 New York City. CWCS originally selected School
6 District 14, but they were defeated. So why
7 District 17? We do not know because they have
8 not reached out to our community. They met with
9 the superintendent and two CEC members in a
10 private meeting, but they never met with the
11 families, the principals, or the teachers of
12 P.S. 221, who they intend to share a building
13 with. So no one knows who they really are. The
14 evidence of community outreach is insufficient
15 and narrow, and does not adhere to SUNY's own
16 review process. There's no demand for a charter
17 school in this community. Our office, Council
18 Member James's office, met with the principal
19 and staff who stated they needed more pre-K.
20 They needed after-school programs. They needed
21 gifted and talented classes. They needed
22 textbooks that were destroyed by a leak, and
23 destroyed all their books. But instead, they're
24 getting the charter school. That's not what
25 they asked for. Citizens of the World's

1 financial health is highly questionable,
2 according to the new student packet, which is
3 available on their own website. This flagship
4 charter school depends on significant support
5 from families to sustain programs, small class
6 sizes, teachers, teachers' assistants, art,
7 music, and gym classes. And they are counting
8 to an average family contribution of \$1,300 per
9 child. With that degree of fundraising required
10 to maintain their promises, this school model
11 does not appear sustainable. Our children are
12 not businesses. Our neighborhood is not a
13 market. The history of Citizens of the World,
14 choice of Teach for America's staff,
15 demonstrates their approach to education.
16 Uncredentialed teachers and principals in a free
17 market, privatization of public education by
18 entrepreneurs. This does not reflect the
19 parents of our community who want our teachers
20 well-trained, credentialed, with labor
21 protections. Council Member James supports P.S.
22 221 and the city and the Community Education
23 Council in their resolution and does not support
24 the co-location of this charter school. Thank
25 you.

1 MS. BARBOZA: Ms. Phillips?

2 MS. TARA PHILLIPS: Thank you. Thank you,
3 panel, for being here this evening. Thank you
4 to everyone out in the audience. My name is
5 Tara Phillips; I'm the Senior Director of
6 Community Engagement for Citizens of the World
7 Charter Schools. I'm here tonight to just give
8 you a face to the organization to address some
9 of the information that's been stated about us
10 that is not necessarily accurate. And also to
11 just humbly say that we are here wanting to work
12 with the community in D17. As you know, the
13 process that goes into co-location requires that
14 we wait until the DOE makes a decision on where
15 we are. And I did meet with President Agard as
16 well as Superintendent Simmons once the proposal
17 was put in. I know that was late in the year in
18 the timeframe. But it was our priority to make
19 sure that we started to engage the community,
20 and learn more about D17 given this co-location.
21 We're not allowed to engage with the principal
22 or parents or families until this process is
23 over. So it's just important for me to
24 communicate that. We've also met with Council
25 Member Eugene as well as part of some of our

1 initial outreach. But because of the timing
2 of this co-location proposal and the holiday
3 period, it is a late process for us. I will say
4 this: we're not a for-profit organization that's
5 a business looking to market and poach in your
6 community. We're not looking to destroy your
7 school here. We are a group of educators and
8 parents. I am a parent; I'm also a Brooklyn
9 native. Four generations of my family have been
10 in this city. And so we care about kids; we
11 care about education. We care about building
12 partnership, and really working together so that
13 our kids, all of our kids, are served with
14 quality schools. Do we have a lot of work to do
15 in District 17? Absolutely. And will we work
16 with P.S. 221 parents and families and teachers
17 and principals? Absolutely. But please just
18 know that we are here, humbly, wanting to make
19 this relationship work, based on the DOE's
20 decision to co-locate us here. Thank you very
21 much.

22 MS. BARBOZA: Ms. Kate Sobel?

23 MS. KATE SOBEL: Good evening, everyone. My
24 name is Kate Sobel, and I'm a founding board
25 member of Citizens of the World Charter School.

1 I come to this work having been a first grade
2 teacher, a principal, and a parent. My son also
3 was both in district schools growing up and in
4 charter school, and so I've got experience in
5 both settings, and bring that to the decisions
6 and the thinking that I contribute to the work
7 of our board as we build community around the
8 school that we're hoping to bring here to
9 District 17. I live just about 15 minutes up on
10 the B46 in Bed-Stuy, and I'm seeing our
11 neighborhood change a lot. When I go to work in
12 the morning, I see parents walking their kids in
13 uniforms for parochial schools, in uniforms for
14 charter schools, dressed for the local district
15 schools. And parents are getting off the subway
16 to come into my neighborhood, and parents are
17 getting on the subway to leave, to take their
18 kid to the school that they have chosen, because
19 they believe that it's what's best for their
20 child. This is a time where in New York City a
21 lot of people are putting different ideas into
22 what would improve things for our kids. And I
23 know that that's what the teachers in this room
24 are spending day in and day out working on as
25 they try and give the best opportunities to the

1 students here at P.S. 221. We want to do that
2 work too. And we feel really honored to have
3 been offered a space by the Department of
4 Education here, and really fortunate to be given
5 the chance to perhaps share in this space here
6 at your school. I think the thing that we're
7 bringing and what really makes the mission of
8 our charter stand out is that we are hoping to
9 build a school that celebrates diversity, that
10 prepares our students to cross bridges, to work
11 in any place and feel comfortable going into any
12 job that they want to apply for. And when I
13 hear about the sort of love and welcoming
14 environment that you've created here, that's the
15 spirit that we want to bring to your community
16 as well, really making sure that our students
17 hold hands with your children here, and that
18 we're not breaking that down, but we're building
19 on what you have already created here. I just
20 want to say we want to work on that spirit and
21 honor the hard work in the decisions that you're
22 bringing to your school. And so the track
23 record that we do bring from our schools in
24 California and in the conversations we're
25 starting in District 14, is a willingness to

1 just come and talk to you about what your
2 vision is for the space and the school, and make
3 decisions together about how to share in the
4 space so that it works for all of our kids and
5 all of our teachers, and everyone in our
6 community. So if we're given this opportunity,
7 we really look forward to working together to
8 make that happen. Thanks so much for having us
9 tonight.

10 MS. BARBOZA: Ms. Paula Jones? Ms. Paula,
11 oh I see Ms. Jones. There you are.

12 MS. PAULA JONES: Good evening, everyone.
13 My name is Paula Jones. I live in the community
14 and my children went to this school in the
15 community. And I was listening to the
16 fluffiness, the world, citizen world, that's
17 nice. But I don't understand why Citizens of
18 the World want to come to a school that already
19 has K to five already. It doesn't make no sense
20 to infiltrate another school with the same
21 population that you're looking for. I'm a part
22 of the Coalition for Public Education, so you
23 know, I'm still with public education. Charter
24 school, I didn't hear anything about curriculum.
25 What are you bringing in here that's different

1 than what's already here? What population are
2 you separating? Are you taking special needs?
3 I need to see that plan that tells me that
4 you're doing something different. Because I've
5 seen charter schools go into other charter
6 schools, and they just - - them. And all of a
7 sudden, the money that could go to both schools
8 or could go to this school to expand it, gets
9 all fluffed up in the one school that's coming
10 in, which is separate but unequal, okay? And
11 the other thing is, I forgot, lost my thought.
12 It got to me for a little bit, but anyway. My
13 thing is, I don't believe in the charter school
14 system is as good as it's supposed to be. And
15 if you were so great, people wouldn't have so
16 much defense against you if you really came to
17 them upfront first, as opposed to, we are
18 propose to come into your neighborhood, as
19 opposed to, we've already sat down with people a
20 long time ago and discussed this prior to giving
21 the authority to come inside. So anyway, I wish
22 you all well.

23 MS. BARBOZA: Our next speaker is Mr. Sean
24 Ahern. I'm going to let it so the next five
25 speakers will be Ismelda Johnson, Lorraine

1 Towler [phonetic], Clarona Williams, Christa
2 Johnson, and Candice Lawrence. And right now
3 Mr. Ahern you have the floor.

4 MR. SEAN AHERN: My name is Sean Ahern. I'm
5 a teacher and a parent in District One. I'm
6 also a member of the Coalition for Public
7 Education with the previous speaker. We've been
8 going around to a number of these hearings
9 around the city. Bloomberg has an agenda to
10 push in as many charter schools before he leaves
11 office. This is his agenda. And I've gone to
12 schools throughout the city, beautiful
13 buildings. It almost seems that they have
14 targeted schools built around this era. You
15 know, real palaces. Really beautiful schools.
16 And when kids walk in, they think, wow, somebody
17 expects me to amount to something, to have built
18 such a wonderful building for me. And they
19 targeted these schools, schools that are good
20 schools, functioning schools. And they've done
21 this throughout the city. And at each one of
22 these meetings, it's the same lineup. You hear
23 from the SLT; they're totally against it. You
24 hear from the parents' association. They're
25 totally against it. You hear from the teachers.

1 You hear from the principals. You hear from
2 the local political leaders. They are lined up
3 against this. But yet and still, this agenda is
4 rolling forward. It's rolling forward over the
5 expressed wishes of all of the community
6 members, the community leaders, the parents, the
7 principals, the teachers. It just goes. And I
8 just want to point out one thing, because the
9 DOE, and I work for the DOE. And I know how
10 they play games with numbers. I just want to
11 point out something because there's a
12 particularly pernicious agency within the DOE
13 that sort of like does all the dirty work,
14 preparing the ground for the charter invasion.
15 And that's called the Office of Portfolio
16 Development. And they prepare these lengthy
17 studies on how we're using space. And every
18 time you go, you can take a moment and look at
19 what they create here. Now here's a little
20 thing. I just walked in and looked at this
21 thing. The first year, the projected enrollment
22 of Citizens, maximum is 144. And they're going
23 to give them eight rooms. The projected
24 enrollment of P.S. 221 is, I think it was 544,
25 556. Now one school they're going to give eight

1 rooms to, and one school they're going to give
2 23 rooms to. This is the first year. Now just
3 do a simple calculation. What's the average
4 class size going to be for the new school?
5 Eight into 144 is 18. Okay? What's the
6 projected class size going to be for the P.S.
7 221? 23 into 556. It averages out to 24. So
8 right there, from day one. You want to talk
9 about separate/unequal? But see, what you say,
10 what your educational leaders say, what your
11 teachers say, what your elected representatives
12 say, is just being rolled over, in school after
13 school after school. You have to bring out the
14 community here to that PEP. And when you go to
15 the PEP, you'll see how their vote goes.
16 Bloomberg appoints eight people, and eight
17 people vote like a puppet. They raise their
18 hand. And five people who are appointed by the
19 borough presidents, they raise their hands in
20 opposition. It's a setup. The Coalition for
21 Public Education, we're having a city-wide
22 petition drive to repeal mayoral control. And
23 this is what has to happen, folks. Because they
24 are running over everybody in every neighborhood
25 in this city. I have the petition; I urge you

1 to sign it. Thank you.

2 MS. BARBOZA: Ismelda Johnson? After
3 Ismelda Johnson, we have Lorraine Towler.

4 MS. ISMELDA JOHNSON: Good afternoon. I'm
5 here standing today for M [phonetic]. I was a
6 believer of charter schools. I got brainwashed
7 into believing that charter school was the best
8 choice for my kid. And it's not true. Right
9 now the charter school that my son was attending
10 is actually closing next year. So why they keep
11 giving hype about schools being successful - -
12 charter schools is not really true. My son, my
13 oldest, graduated from this school, P.S. 221.
14 And he's excelling. He's going into the ninth
15 grade next year, and he's been selected to be
16 part of in one of those independent school
17 because of his grades. He obtained all the good
18 ground foundation from P.S. 221. I also have a
19 pre-K child here. I took my son out of the
20 charter school. He currently here for fourth
21 grade, and I'm proud of the decision that I
22 made. Because this school give him love. It -
23 - to my need, his need, my family need, the
24 community need. And I think that's essential
25 for us to succeed and for the school, P.S. 21,

1 to succeed also. What I believe is instead of
2 bringing in charter schools, they should use the
3 funding and help the school grow. Because
4 that's what we need in order to succeed:
5 funding. Once we have funding, every child here
6 would get all the education needs and all the
7 curriculum that he has to meet. He will meet it
8 because of that: funding. So if they can
9 concentrate, I'm not sure district people are
10 here. But if the district can concentrate on
11 giving money to the school, we definitely will
12 succeed. Thank you.

13 MS. BARBOZA: Thank you, Ms. Johnson.
14 Lorraine Towler? Following Ms. Towler, we have,
15 it looks like Clarona Williams?

16 [crosstalk]

17 MS. LORRAINE TYLER: One question I'd like
18 to ask, right? During the lunch time, I would
19 like to know the atmosphere then. Would the
20 charter school be on one side? Or would the
21 charter school and P.S. 221 eat together, the
22 same, whatever? That's what I would like to
23 know. Would they be eating something different
24 - - P.S. 21? Can anybody answer that? They
25 will all be eating the same lunch, the same

1 everything? Or P.S. 21 would be having
2 whatever, and the charter school would be having
3 something else?

4 MS. BARBOZA: Sure, not a problem. I'm
5 actually going to bring also my colleague Lauren
6 Spillane up here. In terms of sharing space,
7 there is within the building utilization plan a
8 proposed plan for how shared spaces like the
9 cafeteria would be used. It does not outline
10 detail on food vendors or anything of that
11 nature. But there is within the building
12 utilization plan a shared space schedule. So
13 when different schools would be eating lunch,
14 that is something that is a suggestion as part
15 of the proposal. However, were this proposal to
16 be approved, and it does need to be approved
17 first for that, to become a reality, the school
18 principals would be able to make adjustments to
19 that. And not only the lunch schedule, but also
20 the use of the shared spaces. They would have
21 an opportunity to make changes. And in fact
22 there are schools where after the co-location
23 does take place, the principals decide to use
24 the space differently than what was outlined in
25 the BUP. And then we go back and revise it to

1 bring it in line with those decisions. So
2 while I could not speak to whether or not
3 Charlie from Citizens of the World and Charlie
4 from K221 would both eat peanut butter
5 sandwiches, I don't know that detail, that level
6 of detail. But I can say that there is an
7 outline for the shared space, including the
8 cafeteria. Thank you very much, Miss Towler.
9 Claronna [phonetic] Williams, or Clarona? I
10 apologize if I'm saying your name incorrectly.
11 And then Ms. Christa Johnson I believe is next.

12 MS. CLARONA WILLIAMS: Hello, good evening
13 everyone. Well, I had two children actually
14 attended this school. My daughter graduated
15 from here many years ago, and my granddaughter
16 is also a student here. So I felt it was
17 important for me to come and find out what's
18 happening here within the school because I know
19 right now there's always issues of overcrowding,
20 etc. And just sitting here and listening to
21 everything that's being said, it seem like the
22 process was done unfairly, that the school
23 administration, parents, etc. didn't have much
24 of an input in what actually is planning to take
25 place here. I'm just wondering, I have concerns

1 about shared space also, in terms of children
2 being in the playground. Who's going to have
3 priority? The different spaces that they share,
4 the lunchroom, who's going to...because right now
5 I know some children have lunch very early. And
6 I just think that it was done in a way, the way
7 that, the things I'm hearing like teachers left
8 the school. You know, they were maybe
9 terminated. I don't have all the facts. But it
10 seem these things were being planned in order to
11 bring down the standards so that they can put
12 charter schools in. And it's not that people
13 are objecting to charter schools, because they
14 want their children to be in the best schools.
15 And we hope that when they doing whatever they
16 doing, that they can consider the children from
17 this district, and this community first. And in
18 terms of having them have the best education,
19 and make sure that we be guaranteed certain
20 benefits, not just children being bused in from
21 somewhere else. The money that they putting
22 into charter schools also, I think some of it
23 should be going into investing into these
24 schools because I'm not seeing that or hearing
25 that. And I think the Department of Education

1 should be doing more for these schools and
2 these children here. 'Cause they keep losing
3 programs, and they asking parents to do more.
4 Even right now at this school, they're asking
5 parents to bring in empty bottles so they can
6 help to raise funds to do certain things that
7 they need to do. They should be putting money
8 into the schools, because we pay all the taxes
9 in this district, and we should be treated
10 fairly. Thank you.

11 MS. BARBOZA: Thank you, Ms. Williams.
12 Christa Johnson? Ms. Johnson? And following
13 Ms. Johnson, Candice Lawrence.

14 MS. CHRISTA JOHNSON: Good night, everyone.
15 I have two kids that goes to P.S. 221. I had a
16 niece that graduated from P.S. 221 years back.
17 Well - - give the kids the computer classes my
18 son at six years to do. Everybody is so proud
19 of P.S. 221. Would they take the time and tutor
20 my kids for free? They don't have to. They
21 would take the time to work with the kids. All
22 of my kids going to P.S. 221, everybody is so
23 proud of what they did, especially my six-year-
24 old son. The things he know for a six-year old,
25 everybody will be shocked that he had the things

1 here. At six years, he know to go on the
2 computer. He do everything for his self. He
3 don't need nobody to support him with - - and
4 help him do that. They tutor my kids for free.
5 They don't have to do that. They don't get paid
6 for that. They're doing it from their heart.
7 Any problem I have, I can come to Miss Kirkland.
8 I can come to Miss Shaw [phonetic]. I can come
9 to Miss Fleury [phonetic], anybody. They're
10 willing to welcome my kids - -. I don't believe
11 how much applications I get for charter schools,
12 and I turned down every one because P.S. 221 is
13 doing a very, very good job. I turned down
14 every one. Thank you.

15 MS. BARBOZA: Thank you, Ms. Johnson.
16 Candice Lawrence? Ms. Lawrence? Thank you, Ms.
17 Lawrence.

18 MS. CANDICE LAWRENCE: Good evening,
19 everyone. I'm going to stand before you today,
20 speaking as a mother, and someone who has been
21 part of this community since my birth. I have
22 at one point have three of my sons attending
23 this school. One has graduated, became part of
24 a gifted program, and is on his way to a
25 specialized high school built on the foundations

1 of P.S. 221. Thank you. My middle child is
2 in the top fourth grade class in the school.
3 And my baby is in second grade. Now there's a
4 few things that bother me. Number one: I feel
5 like there is a huge conflict of interest going
6 on here. P.S. 221 and the mini building,
7 collectively, we target pre-K to fifth grade.
8 That is our market; that is who we service.
9 That is our student population. The Citizens of
10 the World, they're not saying that they want to
11 come in with six through eight, or to start up
12 with, they're coming in with the same exact
13 program that we are offering our students, which
14 I find to just clash because the first thing
15 that you say is that you are not going to come
16 to our population. You're not targeting our
17 population. But in your paperwork, it states
18 that the first set of people who you're
19 targeting is reduced lunch or free lunch
20 recipients. That's 90 to 95% of our population,
21 so right there you're coming in. Growth: if we
22 give you the fourth floor, I don't think you
23 could service K through 12 on one floor. So
24 then where does that leave the growth for our
25 children? That's number two. Number three:

1 with the representatives that came to speak on
2 behalf of Citizens, thank you. And I will tell
3 you in the nicest way possible you're really not
4 welcome here. And I take offense, and I don't
5 mean that as a personal attack. I just mean
6 that collectively you're really not welcome.
7 And I take offense to the fact that two of the
8 individuals who spoke here kept mentioning
9 quality school. What is your definition of a
10 quality school? Because I know that my
11 firstborn has left this school and has become a
12 gifted and talented student, and is on his way
13 to becoming an engineer in an engineering
14 program. So if that's not quality, I don't know
15 your definition. I also would like to make a
16 point of our student body. The data that the
17 Board of Ed has come up with, and the data that
18 the Panel has come up with, I'm not in agreeance
19 with it. Because with my eyes, in the last five
20 to seven years I've been volunteering at this
21 school, my eyes have seen a higher level of
22 special education students, either way you want
23 to go. It's probably higher than what's put on
24 paper. And a lot of our students need specific,
25 special attention. So when the building

1 planning committee decided to allocate certain
2 rooms, they're literally taking space from our
3 children who need certain services given to them
4 that will not be available to them because we
5 have to give up certain spaces. I'm going to
6 hurry up; I'm sorry. I also would like to make
7 a point with our teaching staff. We have
8 several members of our teaching staff, very
9 talented, wonderful people who's taking their
10 time to write grants and to get money funneled
11 into this school. And as of now, we have an
12 amazing computer lab. We have a brand new
13 library. It's certain things that time and
14 effort has been put in for our children to
15 benefit. And if Citizens of the World comes in,
16 they take our new granted programs that have
17 come in for our students. And then just lastly,
18 I'd like to make a point that this is a pilot
19 school. This school is a pilot program that - -
20 in the middle program. Through Miss Nancy Katz
21 [phonetic] and Miss Kirkland and their
22 collective way of working together, our students
23 with the funding that the city has pulled, Miss
24 Kirkland and Miss Katz was able to funnel some
25 money back into the school so that our children

1 would be able to grow their own food, start
2 composting, plant, sell, and market, sports with
3 the soccer. We have physical activity programs,
4 music, and dancing. So that can also go hand-
5 in-hand with the education that we're trying to
6 give to our children. So I'm going to end with
7 that, saying thank for listening to me, and I
8 just want to end with saying that you're really,
9 really not welcome here. Thank you.

10 MS. BARBOZA: We have three more speakers.
11 Thank you, Ms. Lawrence. We have Tanya
12 Richardson, Kenneth Wright, and Dana Evans.
13 Tanya Richardson? Miss Richardson, I see you
14 making your way over.

15 MS. TANYA RICHARDSON: Hello, everyone.
16 Good evening. I'd just like to say I've been
17 someone in this community for the past 30 years.
18 I myself attended this school. My daughter
19 attended this school. I now have a son that
20 attends this school, and a grandson. With the
21 co-existing of Citizens of the World, I don't
22 see where it would be a great fit for 221. I'm
23 not against charter schools; I'm pretty much in
24 the middle. I've been to some that I like.
25 Unfortunately, we just don't know enough about

1 Citizens of the World. I feel like it was
2 thrown on the community. No one told us about
3 it. I felt like this meeting was just thrown on
4 us. So if we can get like more information
5 pertaining to Citizen of the World's mission,
6 what you plan to bring to 221. I'd like to say
7 as well, I think two years ago this school was
8 at an A. Last year, we lost ten teachers, and
9 that just threw everything out of sort. So we
10 were scrambling for space for kids. So now how
11 do we get all the space for Citizens of the
12 World? Why can't we have more space for our
13 kids to come to build on the community? And
14 that's basically - -. I would like to just know
15 more about Citizens of the World if they do plan
16 to come. If the community could be a part of
17 your mission, what do you plan to bring to or
18 give to the school? Is it just going to be
19 separate and unequal? Thank you.

20 MS. BARBOZA: Thank you, Ms. Richardson.
21 Mr. Kenneth Wright?

22 MR. KENNETH WRIGHT: Thank you. Ms. Murphy,
23 nice to - - you again. Ms. Kirkland, and the
24 student leadership, I'm glad to be here on your
25 behalf. I'd like to remind the parents of 221

1 of a few points. My name is Kenneth Wright;
2 I'm from CEC 17. And as you know or should
3 know, CEC 17, the Community Education Council,
4 is mandated to advocate on behalf of our
5 students, our district, and especially those
6 here in 221. Myself and Miss Job, the treasurer
7 is here from CEC 17, in order to support your
8 school. I'd like to remind the parents and also
9 the charter school of a few comments that were
10 made prior. And this is coming from District
11 14. Councilwoman Nydia Velázquez says, "We did
12 not want this charter school." Assemblyman Joe
13 Lentol: "We have great public schools already,
14 and Citizens of the World is not a good fit."
15 Maria Bautista, who represented Councilwoman
16 Diana Reyna, said the same thing.
17 Representative Councilman Stephen Levin was
18 staunchly against Citizens of the World. That's
19 not just a few handful of parents that didn't
20 know what they were talking about. Those were
21 elected officials from District 14. You know, I
22 have to remind also the state and the Portfolio
23 Planning people that the proposed school has
24 conducted thorough, thorough, and meaningful
25 public review process to solicit community input

1 regarding this proposal. Anybody in this
2 audience thinks that really happened? No
3 meaningful engagement with you? Okay. You say
4 this is a great school. So if this is a great
5 school, and the charter school wants to come
6 into this building, after being kicked out of
7 14, did they give you any real good reason why
8 they should be here? Did they come to your
9 school and say, "Wow, you know you have a K
10 through five model. Perhaps we will support
11 your school with a middle school model. Perhaps
12 we were bring something to your school, to eat
13 up those rooms in those space," because yes,
14 there is space. There is space in the school.
15 But I have to object to Portfolio again because
16 when you look at the facility survey for this
17 school, and you find out how those rooms are
18 being used, and you listen to the staff, and you
19 listen to the parents, and you listen to the
20 fact that certain rooms are used for pullout, to
21 take students out of a classroom to give them
22 additional services, additional education,
23 things that would bring the grade of the school
24 and the achievement of the student to a higher
25 level, that's something that Portfolio doesn't

1 tell you. It's not something that Portfolio
2 plans. It's one of my objections to Portfolio
3 when they decide to say, "We're going to stick
4 this school here." Because they didn't engage
5 us as a council. They didn't engage the
6 parents. They surely didn't engage Ms.
7 Kirkland. They told her what was going to
8 happen. But they didn't ask her, "What is your
9 plan? What is your plan as parents?" So it's
10 systemic of something that is happening
11 throughout our entire community. "Let's see.
12 That school over there with those poor black
13 kids have some space. So let's bring this
14 charter school in. Let's use their children;
15 let's use their kids between those non-tested
16 grades of K through three to bring up our
17 numbers. Hopefully we'll assume and assimilate
18 and attract those parents." But they haven't
19 proven themselves yet in District 17 of
20 providing quality seats and quality education.
21 So the non-engagement piece is a problem. I
22 mean, I heard what you said, being a resident of
23 Brooklyn. If you're a resident of Brooklyn and
24 you grew up here, you should know. We're going
25 to ask. Now maybe on the outside, when other

1 people look at the numbers that the DOE throws
2 out, that those departments change to suit their
3 purpose. And believe me, that department has a
4 purpose. They have a job to do. They're not
5 from my community. Only thing they know is a
6 hundred charter schools have to fit in a
7 district, and we're going to stick them wherever
8 we can, regardless. But if you come from this
9 community, you should look at it. You may not
10 get the opposition, but if you just come
11 stomping your feet and bringing in what you want
12 and not realizing what's already here, or not
13 even building on what's already here, that is
14 one of the problems that we have with Portfolio,
15 and we have with any charter school that comes
16 into the district. You don't check the district
17 first. You don't talk to the parents first.
18 You don't properly engage us. Ms. Murphy, they
19 don't. They don't properly engage the
20 community. And then they take their numbers
21 from somewhere else. They say, "Well, you know
22 what? Another charter school thought it was a
23 good idea to come here." And then if you have
24 numbers, if you really have enrollment numbers,
25 where are the 125 parents that are going to be

1 here the first year that you're here? Can you
2 bring some of them? One of the things that I
3 heard today in a school that's co-located with a
4 charter school, is if charter school drew a line
5 down the middle of the hallway. And they said
6 to their charter school students who come from
7 the same community and probably from the same
8 families, "Don't talk to those public school
9 students. Don't say a word to them. Okay? If
10 you say hi to them in an audience like this, you
11 get one demerit. You get five demerits, you go
12 back to that public school that you came from."
13 Okay? That wasn't really a bad public school in
14 the first place. All right? Don't talk to
15 them. They told the teachers, "Look, when you
16 see a K through five kid use a bathroom on the
17 same floor that you share that public school
18 with, tell that K through five kid from that
19 public school, 'Go downstairs to the next floor.
20 You go and use that bathroom there.'" So when we
21 talk about engaging the community, when you talk
22 about bringing a school into my district, I
23 think you have to understand that's what really
24 happens. Yeah, you get a brand new classroom.
25 It's well-painted. Yeah, I know. I'm looking

1 at that, them funky two colors there. But you
2 know what? I'm used to that. It doesn't mean
3 anything to me. You can bring the sparkling
4 floors and the SMART boards, and the bright new
5 ceilings and the bright new lights. But what
6 are you actually doing on a ground level for--

7 FEMALE VOICE: [Interposing] Absolutely.

8 MR. WRIGHT: --our students? Thank you.

9 MS. BARBOZA: The last speaker we have
10 signed up for this evening is Ms. Dana Evans.
11 Are you Ms. Evans coming toward me? Here we
12 are, ma'am.

13 MS. DANA EVANS: Good evening, everybody.
14 I'm so happy you brought up that demerit thing.
15 Because I am going to reiterate, before I start
16 to speak, what Miss Lawrence said. We are not
17 welcoming any charter school in this building.
18 We have worked too hard for too many years.
19 This school has one of the most stable staff in
20 the entire, I wrote a paper on this school. The
21 professor said he had to come and visit the
22 school. Because staffing from the bottom up has
23 stability. We don't have teachers hop,
24 skipping, and jumping out of here. We have
25 dedicated, hard-working, highly qualified

1 teachers in here. We have teachers on this
2 staff with double master's, plus a Ph.D. So I
3 really take offense when they put out that it's
4 quality education. So what are we? As the kids
5 would say, chopped liver? The other thing is,
6 we need to get rid of the farce that charter
7 schools are private schools. They are not.
8 They are public school but it's a business.
9 It's all about the money. Jay-Z, Mr.
10 Bloomberg's daughter, she's the biggest
11 financier of charter school in New York State.
12 Parents, we need to open our eyes and start
13 reading. We need to read *The New York Times* and
14 stop looking at TV. Get off of Facebook and
15 really see what is going on. Now I want to say,
16 you want to co-locate. But I'm going to use
17 some science up in here. Are we going to have a
18 symbiotic relationship or a parasitic
19 relationship? You're coming to co-locate, but
20 charter schools have had a track record in all
21 public school in District 17. We have charter
22 schools just down the block away with
23 kindergarten to fifth grade. We have charter
24 schools in - -. We have charter school in - -.
25 District 17 is overloaded with charter schools.

1 We in the school population, let's do the
2 math. Charter school must give - -. Simple
3 mathematics. Two individuals with a master's
4 degree, be it a new graduate, just getting out,
5 wet nose, from college, in a classroom with 20
6 children. Let's do the math. In this school,
7 teachers are forced to take 40 children, one
8 teacher. Are our children just commodities? Or
9 are they people? When I look at what teachers
10 study in education, we are nurturers. But I
11 don't see nurturing in the charter school. I
12 see teachers walking with a punishment stick
13 24/7. If you walk up to a charter school, the
14 teacher does not stop to look at the child
15 coming up the step. We have teachers in here
16 who babysit. We never let a child fall. We
17 will stop, pick up, hold their hand. I watched
18 in the charter school. I observed the charter
19 schools. The teacher walks with a stick.
20 Parents need to know this. They have - - with
21 each child's name on it. And a color scheme is
22 punishment. It's punishment from kindergarten
23 right up. The child has to struggle and make
24 their way. In this school, we will pick up a
25 child if we have to. Because this is what we do

1 in here. This is what we do in here. I've
2 been doing it for 16 years, and the staffing in
3 here, the average staffing years of service, 16
4 and up. But I think we need to look at this
5 case. People need to go read up this case.
6 It's called *Plessy versus Ferguson*. I'm leaving
7 you with that one. We need to look it up. We
8 don't want a charter school here. We need money
9 to educate our children here.

10 MS. BARBOZA: Thank you all very much. I
11 wanted to note that Ms. Evans was our last
12 speaker who is signed up for public comment.
13 The speaker list is now exhausted, and we're
14 going to close out tonight's hearing. We've
15 heard many significant comments this evening,
16 and we do appreciate your feedback. You can
17 continue to provide feedback on this proposal.
18 First of all, I wanted to note that you can
19 provide it via email. And I'm going to spell
20 this out for you, so bear with me. That is D17,
21 D-1-7 proposals, P-R-O-P-O-S-A-L-S at
22 schools.nyc.gov. You can also call (212) 374-
23 0208. Leave your commentary in that method.
24 All of the comments that we had here tonight,
25 and any comments we receive via email or phone

1 will also be included in our analysis of
2 public comment which is provided to panel
3 members in advance of the vote. The information
4 again on that is d17proposals@schools.nyc.gov.
5 And the telephone number is (212) 374-0208.
6 This proposal as well as others will be voted on
7 by the Panel for Educational Policy at its
8 January 16th meeting, which is being held at the
9 High School for Fashion Industries. That is 225
10 West 24th St., New York, New York. Again, that's
11 the High School for Fashion Industries, 225 West
12 24th St. in Manhattan. And again, the Panel
13 meeting is January 16th, 2013. And it begins at
14 6:00 p.m. Thank you all for coming, and the
15 hearing is officially adjourned.

16 MALE VOICE: Excuse me. Excuse me. Excuse
17 me, ladies and gentlemen. May I ask you to hold
18 on for a moment more? I find that there are
19 several options here that have not been even
20 touched upon. And I would like to at least
21 mention them. To begin, I'm not a teacher here.
22 I have been a teacher in a college and privately
23 and so on so forth. But I see things a little
24 differently than many of the people who spoke
25 tonight. Now, we had one person earlier who had

1 a - -. This is an important thing to begin
2 with. I wonder how many of you all realize that
3 this fellow has a - - out there? He might be
4 out there. But not much was said. Now may I
5 say something? First of all, excuse me. If I'm
6 to talk, I would ask for your quiet, if you
7 would allow me the honor of addressing you.
8 Please. Okay, pardon me?

9 [background noise]

10 MALE VOICE: Okay. First, has anybody
11 thought about what you can do against
12 Bloomberg's policies and the policies that are
13 trying to break the unions and schools? There
14 are possibilities. For instance, perhaps in
15 charter schools, you have fine first grade
16 teachers. As the lady herself said, she was a
17 first grade teacher. I believe her. But
18 somebody here should be also be said at the same
19 time to be the same first grade teacher that she
20 said she was, just as in the evolution trial,
21 you know? Okay, I can't go faster. So if
22 you're going to listen to me, I do have some
23 real points.

24 MS. BARBOZA: We're going to actually have
25 to ask you to - -.

1 MALE VOICE: Okay, can I have one, two
2 minutes? Two minutes more, and I will finish?
3 All right.

4 MS. BARBOZA: We're going to have to ask you
5 to - -. We're going to turn the lights - -.

6 MALE VOICE: First of all, how about a - -
7 of literate students who you have found in the
8 areas? How about a - - of people who come back
9 from college, from this school? There are many.
10 What have they done? As far as first grade--

11 MS. BARBOZA: [Interposing] - -.

12 MALE VOICE: Okay. The mayor's words alone
13 can be used against him. For instance, he,
14 during Sandy, during Hurricane Sandy, said on
15 TV, "I know that all these schools are used as
16 day centers." These things can be used against
17 him. We need fact finders. We need people who
18 find incorrect sentences and sentences that can
19 be checked against what he said at one time to
20 another time. These things can be used to fight
21 him--

22 MS. BARBOZA: [Interposing] Thank you - -.

23 MALE VOICE: --all the way.

24 MS. BARBOZA: Thank you, sir. Thank you
25 very much.

1 MALE VOICE: - -. Use the--
2 [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

Anne Edelman

7 Date January 12, 2013
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