

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

**NEW YORK CITY DEPARTMENT OF  
EDUCATION- DIVISION OF  
PORTFOLIO PLANNING  
KIPP AMP Charter School (84K357)  
with Existing Schools The School of  
Integrated Learning (17K354) and The  
Middle School for Academic and  
Social Excellence (17K334) in  
Building K390**

1 [START RECORDING]

2 MS. CARRIE MARLIN: Good evening, this is a  
3 joint public hearing of the Department of  
4 Education, Community Education Council, and  
5 School Leadership teams for the proposal to  
6 expand the grades served by KIPP AMP Charter  
7 School in building K390. I'm the Chancellor's  
8 designee Carrie Marlin, and I'm the Director of  
9 Brooklyn Planning, in the Office of Portfolio  
10 Management. We have asked the District 17  
11 Community Education Council, and the School  
12 Leadership Teams of the School of Integrated  
13 Learning, the Middle School for Academic and  
14 Social Excellence, and KIPP AMP Charter School,  
15 to participate in this joint public hearing. I  
16 am joined tonight by Betty Nieves and Keisha  
17 Ramartan from the School of Integrated  
18 Learning's SLT, Jason Varin, from the Middle  
19 School for Academic and Social Excellence's SLT,  
20 Steve Ajani from KIPP AMP Charter School's SLT,  
21 and CEC 17's President, Claudette Agard. This  
22 hearing is being recorded. The purposed of this  
23 hearing is for you to provide comments about the  
24 proposal. Before I describe the proposal, I  
25 want to make sure you're all aware of the

1 opportunity to provide your input. All those  
2 who wish to speak must sign up in the speaker  
3 sign up area, located just outside the  
4 auditorium. The sign up list will close in 15  
5 minutes. Speakers will be given the floor in  
6 the order that they signed up. All comments are  
7 limited to two minutes. There may be elected  
8 officials who arrive at different times  
9 throughout the evening. If they wish to speak,  
10 we will do our best to accommodate them at the  
11 first opportune moment. Those who are here at  
12 the start of the public comments segment will be  
13 asked to speak first. All comments will be  
14 mentioned in the analysis of public comment, to  
15 be published and provided to the panel for  
16 educational policy the evening before the panel  
17 votes. That vote is scheduled for June 26<sup>th</sup>,  
18 2012, at the Prospect Heights campus, located at  
19 883 Claussen Avenue. In addition, we welcome  
20 any comments and feedback you may have at any  
21 time before the panel votes on this proposal.  
22 The email address and phone number where  
23 comments may be made, are  
24 [d17proposals@schools.nyc.gov](mailto:d17proposals@schools.nyc.gov), and (212) 374-  
25 0208. That's [d17proposals@schools.nyc.gov](mailto:d17proposals@schools.nyc.gov), and

1 the number is (212) 374-0208. The New York  
2 City Department of Education, or the DOE, is  
3 proposing to expand the grades served by KIPP  
4 AMP Charter School, 84K357, or KIPP AMP, in  
5 building K390, located at 1224 Park Place,  
6 Brooklyn New York, 11213, in community school  
7 district 17, from fifth through eighth grade, to  
8 kindergarten through eighth grade. KIPP AMP is  
9 an existing charter school that serves students  
10 in fifth through eighth grade, in K390. KIPP  
11 AMP is currently co-located with the School of  
12 Integrated Learning, 17K354, or Integrated  
13 Learning, an existing middle school that serves  
14 students in sixth through eighth grade, and the  
15 Middle School for Academic and Social  
16 Excellence, 17K334, or MSASE, an existing middle  
17 school that serves students in sixth through  
18 eighth grade in K390. The district 17 community  
19 superintendent, and District Family Advocate's  
20 offices are also housed in K390. The office of  
21 Adult and Continuing Education holds classes  
22 during the evening on Mondays, Tuesdays and  
23 Wednesdays at K390. If this proposal is  
24 approved in the 2013/2014 school year, KIPP AMP  
25 will serve kindergarten students, in addition to

1 it's fifth through eighth grade students, and  
2 will add one grade per year, until it reaches  
3 full scale in 2017/2018, and serves students in  
4 kindergarten through eighth grade at K390. KIPP  
5 AMP's fifth grade through eighth grades have  
6 been co-located with integrated learning, and  
7 MSASE, since September 2005. KIPP AMP currently  
8 admits students through a charter lottery  
9 application, as mandated by the New York State  
10 Charter Law. Additional information about KIPP  
11 AMP's charter lottery process, integrated  
12 learnings admissions process, and MSASE's  
13 admissions process, can be found in the  
14 Educational Impact Statement. According to the  
15 2010/2011 Enrollment Capacity Utilization  
16 Report, or the blue book, K390 has the capacity  
17 to serve 1538 students. In 2011/2012, KIPP AMP  
18 is serving 294 students. Integrated Learning is  
19 serving 264 students, and MSASE is serving 223  
20 students. This yields a total building  
21 enrollment of 781 students, and a building  
22 utilization rate of approximately 51%. This  
23 means that the building is underutilized, and  
24 has space to accommodate additional students.  
25 If this proposal is approved, when KIPP AMP is

1 at full scale in 2017/2018, it is projected to  
2 serve 799 to 941 kindergarten through eighth  
3 grade students. Integrated Learning is  
4 projected to serve 270 to 300 students, and  
5 MSASE is projected to serve 210 to 240 students.  
6 There would thus be approximately 1,279 to 1,481  
7 students served in K390, amongst KIPP AMP,  
8 Integrated Learning, and MSASE in the 2017/2018  
9 school year, which yields a projected  
10 utilization rate of 83% to 96%. The DOE  
11 believes in KIPP's record of success, and  
12 supports the expansion of KIPP AMP to serve  
13 students in kindergarten through eighth grade in  
14 K390, in order to continue providing excellent  
15 educational opportunities for students and  
16 families, thank you. The next presenter this  
17 evening will be Claudette Agard, President of  
18 CEC 17.

19 MS. CLAUDETTE AGARD: Good evening, as the  
20 president of the CEC, but also as the, I happen  
21 to be the liaison to both 354 and 334, so this  
22 is even a little bit more personal, because of  
23 the fact that I am the liaison, so I am familiar  
24 with the schools, and I'm very close to the SLT  
25 and the PTA leadership, and the principals

1 themselves, and the school body. So from the  
2 CEC's standpoint, right off the top, I'll tell  
3 you that they're not in agreement with the  
4 expansion of KIPP. One of the things that as we  
5 have looked through the impact statement, some  
6 of the language, you know, I know the DOE tends  
7 to say things, but constantly saying the DOE  
8 believes in KIPP's record of success, and  
9 supports the expansion of KIPP AMP to serve  
10 students in order to continue providing  
11 excellent educational opportunities for students  
12 and families, somewhat implies that you don't  
13 feel that the district schools are doing that.  
14 I know that might not be the intention, but it  
15 kind of sets up a situation where it seems as  
16 if, you know, the schools that are here are not  
17 doing the same. When you look at the progress  
18 reports, I mean, pretty much, to some extent,  
19 the KIPP schools, they have the same challenges  
20 that the district schools do, and so they are  
21 all facing the same thing, student population, a  
22 lot of them are relatives, so we have a little  
23 challenge with that. Also, I wasn't able to  
24 figure this out, but is all the elementary and  
25 middle schools for KIPP located in the same

1 building? I'm not really, I don't know. Are  
2 the elementary for KIPP Infinity, KIPP Star, and  
3 KIPP Academy, are they all located in the same  
4 building, or are they in separate buildings? So  
5 that's the question that we have. We also feel  
6 that, um, we'll say the KIPP AMP expansion is  
7 not expected to impact the current or future  
8 enrollment, or instructional program, we'd like  
9 to know what are you basing that on. Why not,  
10 why do you think it won't impact the  
11 instructional programming or future enrollment?  
12 The district schools tend to get a lot of over  
13 the counter students during the course of the  
14 year, so although you're looking at the current  
15 enrollment, that can fluctuate at any given  
16 time. Has that been factored into your  
17 projection when you state what you think their  
18 enrollment will be? Also, in terms of again,  
19 the language that the community, the families  
20 have access to high quality schools that meet  
21 their children's needs, again implies that for  
22 some reason you don't feel that the schools that  
23 are here are doing that. And that they might  
24 possibly be considering, and actually I do know,  
25 in the past, that one of the schools, for

1 example, was looking to grow and expand. But  
2 again, because of the constant fluctuation of  
3 the DOE, always changing things, it causes,  
4 sometimes schools want to hold off on putting  
5 that forward until they figure out what's going  
6 on, so to be fair to the schools. The other  
7 thing is, space analysis to us does not speak to  
8 the best use of space, just the amount of space  
9 based on the current student enrollment. So  
10 just because you have space, doesn't mean that  
11 the way that what you're suggesting or proposing  
12 is the best use of the space for the students  
13 instructionally. And we don't necessarily  
14 believe it's the right fit. I have nothing  
15 against KIPP AMP, but we don't feel the  
16 kindergarten in this particular campus is a  
17 right fit for this building. There are other  
18 schools that are underutilized, and we are  
19 wondering why you're not considering other  
20 schools that are elementary already, for KIPP  
21 Elementary, rather than trying to re-fit a  
22 middle school to fit an elementary school. We  
23 think that you could get a better use of money  
24 and funds to just find a better fit within the  
25 district. So that's from the CEC standpoint,

1 and I thank you.

2 MS. MARLIN: Thank you. The next presenter  
3 will be Betty Nieves, and Keisha Ramartan, or  
4 the School of Integrated Learning's School  
5 Leadership Team.

6 MS. BETTY NIEVES: Yes, I'm going to speak  
7 on what concerns the activities on the third  
8 floor on middle school 354. And our concern is  
9 that, according to the proposal, it appears that  
10 we'll lose seven rooms. And our concern is how  
11 is that going to impact the programs that we  
12 offer our students. The configuration of our  
13 floor is designed around modules. We have a  
14 sixth grade module, seventh grade module, eighth  
15 module. And we stress students taking ownership  
16 of their space. So each module has its own  
17 personality if you will, and not knowing what's  
18 going to happen as far as what rooms are going  
19 to be taken, which would in effect, seven rooms  
20 I think would in effect take an entire module  
21 away from us. So now we're going to have to  
22 compact ourselves even more. And how is that  
23 going to impact on the tone of our school, on  
24 instruction, and in effect, on the behavior of  
25 our student population as well? And how do we

1 function not knowing what's going to become of  
2 our space? We have certain programs in place.  
3 We have a fully equipped technology lab. We  
4 have two science labs. We have a functional  
5 music room. And all of these are going to be  
6 impacted by losing space. One of the things  
7 that we stress is that each individual  
8 classroom, even if walking into a module, you'll  
9 see students work on display. Coming into  
10 individual classrooms, you know if it's an ELA  
11 classroom right away, if it's a Math classroom  
12 right away, because the students' works are on  
13 display. We have data walls where the kids feel  
14 a sense of ownership, where they can walk around  
15 our space and know where to go to look for  
16 information that they need that's going to  
17 impact their learning. And if we have to  
18 travel, and I'm visualizing having to pack up  
19 stuff to move from one room to the next room,  
20 and not having those spaces designated anymore,  
21 and it also lends itself to being able to  
22 receive, or being prepared and ready to receive  
23 the students in their classrooms, or even being  
24 prepared to teach. This takes away from those,  
25 and I don't want to call them minute things, but

1 they are very, very important to the tone of  
2 the classroom. How are we going to be able to  
3 function basically, not knowing what's going to  
4 become of our space? Those are some questions  
5 that I have, and that's a great concern of ours,  
6 the fact that I feel that until, and unless we  
7 know for sure what's happening, we are in  
8 effect, at a stand still in the life of our  
9 school. So that is of great concern to me as a  
10 teacher, and to us as a school, and as a staff.

11 MS. MARLIN: Keisha Ramartan of the School  
12 of Integrated Learning's SLT.

13 MS. KEISHA RAMARTAN: Hi, good evening  
14 everyone. I'm addressing the issue of - - and  
15 the space, as it would be affected with the  
16 expansion of KIPP AMP throughout the building.  
17 This is a schedule of our 2007 testing schedule.  
18 And at this particular time in 2007, we only  
19 utilized two of the modules for grades six and  
20 grades seven. And as you can see, all of the  
21 classrooms in the modules, rooms 301 to 304, as  
22 well as rooms 333, 31, 34, 32, we've actually  
23 occupied every bit of available space at that  
24 time. Now just looking at the following year in  
25 '08, you'll see the similar pattern. This is

1 the grades six, okay; there is the space in  
2 the hallways being utilized. There is 12A and  
3 B, which is a partitioned room. Going into that  
4 seventh grade module, as well as this was the  
5 year we had our eighth grade class, and we  
6 utilized all of the classrooms from 361 to 364,  
7 and I'm going to sound a little bit repetitive,  
8 but this is in essence to emphasize the fact  
9 that for each year since 2007, as we have grown,  
10 from one class to three different classes on a  
11 grade level, we've utilized every available  
12 space, including offices, the Parent  
13 Coordinator's office, the Assistant Principal's  
14 vestibule, that area, we've used our conference  
15 room in the main office, because we have quite a  
16 few kids that have many accommodations for  
17 special education needs, and we do require the  
18 available space that we currently have.

19 Sometimes the amount of faculty in itself is an  
20 issue, so our dilemma would be what happens when  
21 we do, or if we do lose space, how will we  
22 accommodate and test our students in a mandated  
23 way. It has to be a very good space that is  
24 permissible to testing them and, you know,  
25 that's something that we're all banging our

1 heads about. So I don't know how that would  
2 be addressed. Thank you.

3 MS. MARLIN: We've also been joined by  
4 Cheryl Ann Welch, the PTA President of the  
5 School of Integrated Learning.

6 MS. CHERYL ANN WELCH: Hello, good afternoon  
7 everyone. I basically wanted to address some  
8 key concerns in regards to from a parent  
9 perspective. And my son currently attends  
10 MS354. He's in the seventh grade. He will be  
11 moving into the eighth grade next year, so I am  
12 also the PTA President for next year, and it's  
13 very important for me to understand exactly how  
14 would this transition impact my child, as well  
15 as other students going forward. So some of my  
16 key concerns, and you can just, you now, go  
17 ahead and - - me explain much better later, but  
18 one of the most important things for me is  
19 understanding that on May 9<sup>th</sup>, we were informed  
20 that the decision for this implementation was  
21 based on this year's data analysis for student  
22 enrollment. However, we were also advised that  
23 PS 161 will no longer have a sixth grade  
24 division, as well as Middle School of Arts is  
25 scheduled to be phased out. With that said, it

1 makes me concerned if you want to implement an  
2 additional school within this building, what  
3 happens to those kids within that environment.  
4 Where would they go? Secondly, to me, while I  
5 understand when we did have that meeting on May  
6 9<sup>th</sup>, the focus was on what can we offer to our  
7 students within our community, but if we're  
8 looking at our students in our community, then  
9 why are we trying to utilize space when we  
10 probably will have the need for that in  
11 September. And so that's one of the biggest  
12 concerns for me. So I kind of feel there is an  
13 underlying agenda, as a parent. And I also know  
14 that when you do data analysis, it's not based  
15 on doing just one year. It's really like three,  
16 five years, and then you can get a good idea of  
17 how we can move going forward. And another  
18 concern I have is that special needs students.  
19 In this district, we have a high volume of  
20 special needs students. And I know that we also  
21 have the special ed. reform. So with that said,  
22 again, how are we going to ensure that our kids  
23 will be, needs will be met for 161 being taken  
24 out, our middle schools are phased out, and then  
25 where exactly would our students, you know,

1 attend? If our students live within this  
2 area, and we have very good schools, MS 354 is a  
3 wonderful school. And I'm not saying that  
4 because my son attends there. I'm saying  
5 because I don't honestly like the area, but  
6 because of the school, because of the family  
7 atmosphere, because of the focus of the teachers  
8 and the principals, that's why my son comes  
9 here. And so, for me, I wouldn't want a  
10 kindergarten student to attend this school,  
11 especially when it's middle school, based. All  
12 three schools in this building is all middle  
13 school aged based. So you have to really think  
14 about it from that perspective as a parent. And  
15 I do have small five-year-old twins. So I know  
16 where, you know, where I'm coming from. Another  
17 concern I had was coming back to safety, and  
18 understanding, you know, does the onus falls on  
19 the schools, meaning KIPP, MS 354 and 334 in  
20 regards to, once this is implemented, who is  
21 responsible for ensuring that the students are  
22 maneuvered properly? I understand that next  
23 year, our gym sessions will be cut, but yet we  
24 focus on the fact that we have high obesity in  
25 New York City as it is. So then why are we

1        impacting our students in that way? And  
2        we're, you know, it's like, to me, these are  
3        things that I'm looking at, from an outside  
4        perspective, you know, so I just want to  
5        understand like, you know, how is this space  
6        going to be utilized, and is it going to be  
7        effective in the way that my child would not be  
8        impacted, because my goal is to ensure that he  
9        gets the best education possible. But I also am  
10       concerned about other students too. And I do  
11       want the best for everyone, you know.

12                MS. MARLIN: Thank you. The next presenter  
13       will be Jason Varin, of the Middle School for  
14       Academic and Social Excellence's School  
15       Leadership Team.

16                MR. JASON VARIN: Briefly wanted to add to  
17       the shared space piece, and the gymnasium I'm  
18       looking on, at the time, and it's split up - -  
19       MS 334 only getting about six hours weekly, and  
20       MS 354 seven hours and 10 minutes weekly. And  
21       the concern of mine, and the staff of the  
22       schools, are how are the students going to meet  
23       state requirements based on such limited time in  
24       the gymnasium. So that's a concern that I just  
25       wanted to bring up. That's also going to be a

1 PowerPoint presentation shortly by one of our  
2 speakers.

3 MS. MARLIN: Thank you. The next presenter  
4 will be Steve Ajani, of KIPP AMP Charter  
5 School's School Leadership Team.

6 MR. KIPP AJANI: Thank you good evening  
7 everybody. I would just like to thank every  
8 body that came out to support their schools.  
9 Regardless of which school you came out to  
10 support, as an organization, KIPP has been  
11 sharing space in New York City since 1995. We  
12 understand that it can be very difficult and  
13 tricky at times, but we are very committed to  
14 making sure that the way we share space works  
15 out the best for every child in the building.  
16 We are also committed to being good neighbors as  
17 well. Thank you.

18 MS. MARLIN: Thank you. We have now  
19 concluded the formal presentations. We will now  
20 open the floor for public comments. I'm sorry.  
21 Is there another presentation? Okay.

22 MR. DANIEL FRETTE: Good evening, my name is  
23 Daniel Frette. I'm the Parent Association  
24 President of MS 334, right here, currently in  
25 this building. And, yeah, I guess my original

1 concern was for the safety of the children  
2 here. My son is an eighth grader who has just  
3 graduated, so my concern is still as a community  
4 parent, because I have young children that will  
5 possibly come to this school as well. I see  
6 what KIPP is doing and I appreciate the program  
7 that KIPP has in the building, but the space  
8 really seems limited. I've seen other schools  
9 integrated, sometimes three and four schools in  
10 one building, and I'm really against having  
11 young children going to school with older  
12 children, just because of the safety concerns,  
13 simply just running around. My young children,  
14 I would not have them enrolled in a school where  
15 there is middle aged children running around, I  
16 mean my first and second graders, simply because  
17 of the things that go on, especially around  
18 here. I notice some safety concerns, just  
19 things that have happened in the area, and I've  
20 been concerned for my older children as well,  
21 but definitely for my younger children, to have  
22 the mix together, seems very unsafe. In terms  
23 of the space that's in the school building  
24 itself, it's always necessary for the children  
25 to have, not just room to breathe, but to feel

1 comfortable. And as it stands now, I notice  
2 when, I remember when the school was all one  
3 building for three grades. Now it is three  
4 different schools, all housing three different  
5 grades, all in one building. So to me, the  
6 atmosphere already seems somewhat cramped. And  
7 to add another school to that just seems like it  
8 would be adding to the problem of over  
9 population in the schools. And if it is  
10 possible that it did not have to happen, it just  
11 seemed so rushed, like these decisions came out,  
12 I thought, well where is the long thought that  
13 actually went into it? I was concerned to hear  
14 about what the panel had to say, or what the  
15 deciders had to say, and where were they getting  
16 their information from? When I came to the  
17 meeting that they had here at the school, and  
18 was surprised to hear that announcement that was  
19 made. I actually thought I was coming for some  
20 further development of the school policies that  
21 were already in place, and to kind of like get  
22 pushed back, have to push back our agenda to  
23 take care of this brand new business that seemed  
24 like it was, not only inappropriate, but  
25 untimely, for what we had to do for our school

1 leadership team.

2 MS. MARLIN: Thank you. We have now  
3 concluded the formal presentations. We will now  
4 open the floor for public comments. Speakers  
5 will be given the floor in the order that they  
6 signed up. All comments are limited to two  
7 minutes. I'm going to call up to the  
8 microphone, speakers one, two and three. Did  
9 you receive numbers? Okay, then I'll go by  
10 names, and my apologies if I am not reading your  
11 handwriting correctly. The first speaker is  
12 Robin Anne Cosella, thank you.

13 MS. ROBIN ANNE COSELLA: Hi, how are you?  
14 I'm a teacher in the School of Integrated  
15 Learning. I'm a music teacher, and I felt like  
16 I needed to come out and also speak about the  
17 space issue. First of all, many, we get many  
18 students throughout the year, frequently kicked  
19 out of charter schools, okay, because they are  
20 not being served by the charter schools. So we  
21 get them. How do we get them to succeed? We  
22 have small groups. We're always looking for,  
23 teachers are always going around, taking small  
24 groups of students, that's one of the services  
25 we offer, not just for Special Ed., but for all

1 students. We make small groups, where  
2 teachers take them. We work with the ELA  
3 teachers, giving up their preps, taking time out  
4 of one area, taking one or two students over  
5 here, sometimes three students, sometimes four  
6 students, sometimes one student, to get these  
7 kids to succeed. That's how we serve our  
8 students. As a music teacher, I don't just  
9 teach music. I also help with ELA. So I'm  
10 frequently taking time, and taking these  
11 students and working with them and their  
12 writing. Come up to the third floor; come into  
13 my module; you'll see writing on my boards,  
14 okay, you'll see essays; you'll see writing.  
15 And I think what the DOE is looking at, is  
16 they're looking at, they're doing everything by  
17 numbers, not by reality. Charter schools do not  
18 serve every child. It's shown; you can come and  
19 look at our books, look at our attendance  
20 records. We get them throughout the year. In  
21 fact, this past month, we got about four or five  
22 seventh graders that we're trying to get on  
23 task, okay, so that's my biggest thing. Never  
24 mind my music room will probably be cut down.  
25 How do I move 25 guitars from room to room, 21

1 keyboards from room to room? Academics aren't  
2 just about ELA and math when we get down to it.  
3 It's also about the arts as well. That's what  
4 my room consists of, and that's going to be the  
5 first thing to go and be chopped up. Where do  
6 we put these instruments that were donated to us  
7 actually, so, thank you.

8 MS. MARLIN: Speaker number two is Letta  
9 Duran. Mr. or Ms. Duran, it looks like. Okay,  
10 and following this speaker will be Anne Marie  
11 Williams.

12 MS. LETTA DURAN: Hi, good evening  
13 everybody. Sorry, this was not - - . My name  
14 is Letta Duran. First of all, good evening to  
15 everybody who attended. I am here tonight to  
16 support the expansion of KIPP AMP into an  
17 elementary school. I am a charter parent.

18 MALE VOICE: - - .

19 MS. DURAN: Thank you. I am a charter  
20 parent. I have two small children. A school  
21 like KIPP, it being expanded into an elementary  
22 school, gives a parent like me the option to  
23 have choice in my community, to have a great  
24 education, high quality education for my  
25 children, and I think that that's something that

1 we need in our communities. Another reason  
2 why, that I'm here tonight, is just to let  
3 everybody know, you know, KIPP, I have seen  
4 first hand, KIPP serving every single child that  
5 has come through their doors. I have seen  
6 children that have special needs. And as much  
7 as we might sit and, you know, we might, yes,  
8 there are reports about this, and reports about  
9 that, that's fine. Right now, we're talking  
10 about KIPP, right, and so, as far as KIPP is  
11 concerned, what I have seen is children that  
12 have had special needs being served in their  
13 school. And so, I want this option for the  
14 children in this community. I want the option  
15 to possibly put my children in a school like  
16 KIPP, in an elementary school, that's as good as  
17 the middle school, and as good as the other  
18 middle schools that are here. KIPP is a great  
19 neighbor, and if they are willing to come and  
20 give the option to our elementary school  
21 students, then why not allow that to happen. We  
22 need more schools, more grade schools, and I  
23 think that this is a great idea. Thank you.

24 MS. MARLIN: Thank you; Anne Marie Williams  
25 is next. Following Ms, Williams, Jessica White.

1 MS. ANNE MARIE WILLIAMS: Good evening  
2 everyone. My name is Anne Marie Williams. I'm  
3 the District 17 President's Council President.  
4 I'm here in support of my two PTA Presidents who  
5 are sitting on stage. I have concern about  
6 space, because this is our district office.  
7 This is where, as a parent leader, that's where  
8 we do our workshops, our events. This is our  
9 district office. This is where our DFE is  
10 housed; this is our Superintendent. And often  
11 times, we have very frequent use of parents  
12 coming in and out on the first floor. So I want  
13 to know how this will impact us, PTA Presidents,  
14 parent leaders in the district, and also parents  
15 coming to have concerns that may need to come to  
16 see the DFA. And also, the district has a  
17 district parent involvement policy and district  
18 initiatives, and this is a space that we use to  
19 come up with all the different workshops and  
20 stuff, and the planning that we need to do to  
21 help the district initiatives. So I would like  
22 to know how this will impact us as a district  
23 president's council, our office. And having  
24 four leaders in this building, we want to know  
25 how having four leaders working together, like

1 dealing with schedules, lunch periods and all  
2 of that, could you please explain that to me?  
3 Thank you.

4 MS. MARLIN: The next speaker is Lawrence  
5 Cassas, followed by Emily Carroll.

6 FEMALE VOICE: I thought Jessica White was  
7 next. I thought Jessica White--

8 MS. MARLIN: [Interposing] Oh, I'm sorry.  
9 The next speaker is Jessica White, my apologies.  
10 Following that will be Mr. Cassas.

11 FEMALE VOICE: Okay, thank you.

12 MS. JESSICA WHITE: Good evening, my name is  
13 Jessica White, and I am a teacher with Middle  
14 School 334, and before I start talking about  
15 some of the other things that I'm concerned  
16 about, or we are concerned about, I want to  
17 state that the exact same utilization issues  
18 that were presented in the Power Point  
19 presentation so vividly and so well by Middle  
20 School 335, 354, I'm sorry, Middles School 354,  
21 are the same issues, the same pretty much exact  
22 utilization plan and issues that we have in 334.  
23 And then, with that said, I wanted to also state  
24 that we are not here talking about the fact that  
25 there are many parents that want the best

1 education for their students in KIPP, and in  
2 our community as a whole. That's really not the  
3 issue. We all want the best education for our  
4 students, not just parents who have the  
5 opportunity to give their children to KIPP, or  
6 parents that have the opportunity to send their  
7 children to us. We also know that there seems  
8 to be a targeted effort for KIPP to pull  
9 students from our schools, both 354 and 334, and  
10 that targeted effort is going to automatically  
11 male our rolls drop, which will automatically  
12 look as if we're not utilizing all our space.  
13 The next thin is that it has already been stated  
14 previously that this is not a good fit. We  
15 cannot have kindergarten students mixing with  
16 sixth, seventh, and eighth grade students. It's  
17 not going to work. It's not a good fit. There  
18 are many other places where maybe this could  
19 happen, and it would be good. But it's not  
20 going to be good to have students of that grade  
21 level mixing with kindergarten, first and second  
22 grade students. Safety issues are at stake  
23 here. Our students are in too close a proximity  
24 for that kind of thing. There is lunch  
25 scheduling. There is hallway passing. There is

1 fire drills. There is also the utilization of  
2 all the space that's needed by all three schools  
3 already. Then the next thin is, oh, and also  
4 space for special needs children to have their  
5 needs met. The next thing is that last time we  
6 had a meeting, the first meeting where we found,  
7 I'm sorry, the first meeting where we found out  
8 about this situation, we were promised that our  
9 concerns at that time were going to be  
10 addressed. We talked all bout those concerns,  
11 parents, teachers and children alike, and it  
12 seems that there is nothing in these reports  
13 concerning those issues that we brought up at  
14 that time, that we were promised would be  
15 considered and wrote up, and talked about at  
16 this meeting. And there is nothing here. So  
17 I'm wondering, what do you really plan to do,  
18 now that we're giving you our concerns and our  
19 protests against this? What do you really plan  
20 to do to address those things?

21 [Applause]

22 MS. MARLIN: Thank you. Next is Mr.  
23 Lawrence Cassas, following that, Ms. Emily  
24 Carroll.

25 MR. LAWRENCE CASSAS: Quick lesion, quick

1 lesson, quick lesson, selling your body, what  
2 does this do, selling your body? Circulation,  
3 circulation, circulation, you have three types  
4 of circulations going on. You have a alpha  
5 endorphin, okay, which is released during  
6 physical education, and exercise, and it's  
7 produced in your central nervous system. It  
8 works as amphetamines to bring you up. You also  
9 have the most popular beta-endorphin, okay, mood  
10 elevator, makes you produce well in everything  
11 you do. You also have the gamma endorphin,  
12 which regulates your blood pressure. We don't  
13 want your kids to fight the cortisol, which is  
14 the number one hormone that causes stress, has a  
15 fight or flight response, okay. When kids are  
16 in physical education and activity, rigorous,  
17 rigor, rigor, rigor, which is the new word, this  
18 does not happen. This goes lower. The facts,  
19 studies show a positive correlation between  
20 physical activity and academic performance.  
21 Yes, students' test scores improve after  
22 engaging in physical activity. Students who are  
23 physically active and fit are more likely to  
24 perform well, than their sedentary peers, common  
25 sense. Because of this physiological reasoning,

1 doctors say I'm number two, thank you. Okay,  
2 now studies show that an increase in academic  
3 achievement when additional time is provided.  
4 Now, the trick is, it has to be vigorous. If  
5 it's not vigorous, it's not going to be a  
6 substantial difference. If it's kids sitting on  
7 the bench, not doing anything like that, it  
8 really doesn't mean anything. Let's talk about  
9 what we've done in our program, Mr. Varin and I.  
10 The last three years alone we've raised, while  
11 improving the standards and the expectations 52%  
12 to 68%, to this year 76.68% respectively.  
13 Goals, big part of education, 75% of our  
14 students alone, set and increased their goals,  
15 25% increase. The biggest concern we have, when  
16 we walk into the gym, honestly, KIPP is already  
17 in there. We don't know what the schedule is  
18 going to be, because it hasn't been worked out,  
19 and we're worried about that, because so far,  
20 it's not looking well. Thank you for your time.

21 [Applause]

22 MS. MARLIN: Thank you.

23 FEMALE VOICE: Thank you so much.

24 MS. MARLIN: Next is Emily Carroll, all  
25 right.

1 MS. EMILY CARROLL: Hi everyone, my name  
2 is Emily Carroll. I just wanted to make sure I  
3 could face everyone. I will be the Principal of  
4 KIPP AMP Elementary, and I am so excited  
5 standing here today, for a couple key reasons.  
6 First of all, I've spent half of my career in  
7 teaching in New York City in Brooklyn. But more  
8 specifically, two of those years on the fourth  
9 floor of this building, teaching fifth graders  
10 at KIPP AMP. So to have the opportunity to open  
11 a school, not only in Crown Heights, in a  
12 community that I love serving, but more  
13 specifically, in this building to have the  
14 elementary school students see the middle school  
15 students and work together, is an opportunity  
16 that I would love, from day one. The second  
17 thing that makes me so excited standing up here  
18 tonight, is that I'm really excited to  
19 collaborate. So I've heard from a lot of people  
20 here tonight that we would have a year to plan,  
21 and I would take that, and, you know, working  
22 with the three schools in this building, working  
23 with people in the community, getting a chance  
24 to see other elementary principals in this  
25 district, and working together to bring a

1 quality, and another quality, and another,  
2 'cause no one's saying there aren't great  
3 schools in this district, with wanting to open  
4 another school. We're just saying that we want  
5 to have as many quality options for students in  
6 this community as possible, and I want to bring  
7 another one of those for the five year olds in  
8 Crown Heights. So I'll be standing at the back  
9 at the end, 'cause there are a few of you that I  
10 haven't had a chance to meet, and, and I look  
11 forward to meeting you, and answering any  
12 questions and concerns that you have, and thank  
13 you all for coming out tonight.

14 [Applause]

15 MS. MARLIN: Thank you. The next speaker is  
16 Shunté Gilliam, followed Glenna Mason.

17 MS. SHUNTÉ GILLIAM: Good evening everyone.  
18 I am a parent of a KIPP Star Elementary student.  
19 She attends kindergarten in Washington Heights,  
20 and we live in Canarsie, Brooklyn. I am in  
21 support of KIPP AMP sharing the space with the  
22 current school community. I live in Canarsie,  
23 Brooklyn as I said, and I commute every day to  
24 Washington Heights because of the KIPP program,  
25 and I am happy to have that opportunity to do

1 so. As for the space sharing, as far as I  
2 know, and I see, although the schools share a  
3 joint space, the schools work together, not only  
4 for the safety of the new students, but for the  
5 safety of the entire building. Although the  
6 space issues for KIPP AMP Elementary may not  
7 have been finalized, I believe that it will be  
8 able to serve all children and families that  
9 attend each and every schools that this building  
10 houses, thank you.

11 [Applause]

12 MS. MARLIN: Thank you. The next speaker is  
13 Glenna Mason, followed by Jamison Chandler.

14 MS. GLENNA MASON: Good night, my name is  
15 Glenna Mason. I'm a parent of a seventh grader  
16 who goes to KIPP AMP. And I'm here in support  
17 of the expansion of KIPP. I came to the school  
18 when my daughter was in fifth grade, about two  
19 years ago, and I was recommended to the school  
20 by another parent. The experience I have had  
21 here is great. I come from a private school  
22 environment, and I was looking for a school that  
23 had that same structure, but also allowed her to  
24 have the best education possible, and I have  
25 experienced that with the teachers here and the

1 staff. She is going to be graduating from  
2 KIPP next year, and I am very excited for that.  
3 As far as the space is concerned, I have never  
4 had any interaction with the other students, and  
5 it's been a good experience with that. And the  
6 teachers that are in the other grades always,  
7 you know, the floors have always been cordial,  
8 so I've never had a problem, and it's been a  
9 good experience for me, thank you.

10 MS. MARLIN: Thank you, the next speaker,  
11 and I apologize for mispronouncing your name,  
12 Mr. Jamison Chandler, followed by Veronica  
13 McAven.

14 MR. JAMISON CHANDLER: Good evening, I'm  
15 Jamison Chandler. I'm the music teacher at KIPP  
16 AMP, and from working in this building for the  
17 last three years, I've had a chance to interact  
18 with staff from the various schools. And as  
19 long as there is consistent dialogue on all of  
20 our parts, to basically at the end of the day,  
21 to make things work, because we're all  
22 interested, and everybody is here for the same  
23 reason. That's to provide our students with a  
24 quality education. So as long as we are  
25 consistently seeking out the best way to make

1 that happen, I think all things are possible.  
2 So that's basically what I want to say tonight.

3 [Applause]

4 MS. MARLIN: Thank you. The next speaker is  
5 Veronica McAven.

6 MS. VERONICA MCAVEN: Good evening ladies  
7 and gentlemen. I am representing MS 354, and we  
8 have a few concerns, real concerns, because our  
9 school is into technology, and into extra  
10 curricular activities that involve school  
11 gardening, we're in with the wellness program.  
12 And recently, we have had our module, the grade  
13 seven module redesigned by the New York Cares  
14 program, as you can see. We had a group coming  
15 in and helping us to redesign our module, and we  
16 have a plan for all the modules. New York Cares  
17 came in. They did our design right there.  
18 They've been doing the resins in the cafeteria,  
19 and we have been doing quite a lot in the school  
20 where extra curricular activities are concerned,  
21 and where technology is concerned. So we have a  
22 new science lab, newly designed science lab. We  
23 have a new computer lab with new computers, and  
24 we're worried right now to say, what's going to  
25 happen when we have an influx of new students,

1 and some of our space is taken up. What are  
2 we going to do? Where are we going? And this  
3 is really our concern. What's going to happen?

4 [Applause]

5 MS. MARLIN: Thank you. The speaker list is  
6 now exhausted. Again, we welcome any comments  
7 and feedback you may have, at any time before  
8 the Panel for Educational Policy votes on this  
9 proposal at its June 26<sup>th</sup> meeting at the Prospect  
10 Heights campus, located at 884 Classen Ave. The  
11 email address and phone number where comments  
12 may be made, are [d17proposals@schools.nyc.gov](mailto:d17proposals@schools.nyc.gov),  
13 and (212) 374-0208. It's  
14 [d17proposals@schools.nyc.gov](mailto:d17proposals@schools.nyc.gov), and (212) 374-  
15 0208. Thank you for your participation this  
16 evening. This joint public hearing is now  
17 closed.

18

19

20

21

22

23

24

25

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

*Maisha A. Brand*

7           Date: June 25<sup>th</sup>, 2012  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23