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**NEW YORK CITY DEPARTMENT OF
EDUCATION - PORTFOLIO
PLANNING
Business, Computer Applications and
Entrepreneurship
January 12, 2010**

1 [START 154_507.MP3]

2 MR. SANTIAGO TAVERAS: My name is Santiago
3 Taveras. I am the deputy chancellor. I would
4 like everyone - - themselves.

5 MS. ANNE BARLEY: Excuse me. Good evening,
6 everyone. - - . Uh, my name's Anne Barley.
7 I'm the president of - - .

8 MS. SHARON MORRISON: Good afternoon,
9 everyone. I am Sharon Morrison. I am the vice
10 president of the PTA, and I would like to make
11 it absolutely clear to you tonight that I - - I
12 am by no means with - - associated with those
13 people. I mean that.

14 MS. KARIMA SALADEEN: Hello, everyone. My
15 name is Karima Saladeen. - - team and PTA
16 chancellor. I am here also in support of the
17 business school and - - DOE actions to close our
18 school. Thank you.

19 MS. BARLEY: Ditto. - - not associated with
20 the Department of Education. I'd like to say to
21 you - - Doris Unger. The last time for those of
22 you who were not here, who were not here, we
23 polled several questions, parents, students,
24 communities to the DOE pertaining to how we got
25 here and resolutions, so I was told by Doris

1 that she would take those questions back to her
2 constituents and get back to us, so before we
3 start - - we start any questions from you, from
4 them--we'd like some answers to questions
5 already posed.

6 MR. TAVERAS: Thank you Mrs. Barley. - - .
7 I also want to be clear that this is a hearing,
8 not a question and answer opportunity, so
9 today's program goes as follows. The school you
10 should - - of the school of the - - school - -
11 and then anyone who wants to sign up to speak
12 has two minutes, um, airtime. The sign up
13 sheets are outside of the auditorium. I believe
14 we have about 50 people so far - - speak.
15 Normally, we have closed the sign up area at
16 6:15, but because it started at 6:07, I'm
17 extending that to 6:22, so we will follow that
18 protocol and, uh, anybody who has--who would
19 like to add additional comments, you have the
20 opportunity to do so - - or through a phone
21 number that is found in the New York City
22 Department of Education's website. - - and Ms.
23 - - has just joined us as well.

24 MS. DORIS UNGER: Doris Unger, - -
25 superintendent for - - .

1 FEMALE SPEAKER: - - um, CCHS claims rep.

2 Mr. TAVERAS: Thank you. SO I believe, uh,
3 Mr. Joe, are you ready to present, Mr. Joe?

4 MS. BARLEY: Uh, I just want to be clear,
5 are you - - unwilling to answer the questions we
6 posed, is that what you're saying? You're not
7 going to answer the questions - - continue
8 asking questions? You want us to - - our time
9 and you want to - - ;is that what you're saying?
10 I just want to be clear.

11 MR. TAVERAS: Ladies and gentlemen, this is
12 a public hearing, not a question and answer
13 opportunity. If you wish not to have a hearing,
14 that is up to you. But we are not prepared to
15 answer questions at this point.

16 MS. BARLEY: Uh, even before--even before
17 executions, there are trials and so forth and so
18 on. This is a definite execution and - - but
19 that I - - why aren't we getting answers? What
20 do you mean by - - public hearing? We, the
21 public, deserve answers.

22 MS. MORRISON: It's a public hearing. - -
23 wide open. We are willing to be here. We want
24 to listen. Tell us what's going on. The last
25 time these folks came, I guess they talked. We

1 were all - - . We will just sit back and let
2 it happen. As you know before, they came in at
3 least two weeks before - - or so and told us
4 they were going to close the school down. They
5 expect us to be out shopping or - - Christmas
6 season because they thought in their minds that
7 we don't care what happens in our community. We
8 don't care about our children. They were
9 shocked when we came out and posed those
10 questions to them. Well, we don't want to keep
11 asking questions. We need answers. We need
12 answers tonight. We don't want - - . We still
13 don't have answers. When are you going to stop
14 trying to fool us? We are, actually, as you can
15 see, very intelligent individuals, and we are -
16 - community, and we - - no more. Not in our
17 communities. We are going to stand up and fight
18 and we are going to say something. - - .

19 MS. BARLEY: I would sincerely appreciate if
20 you tell us what is the purpose of this public
21 hearing? What is the purpose of this hearing?
22 You - - wanted. You made some allegations that
23 we checked figures, facts. It's not just
24 running on emotion. It doesn't seem to be in
25 synch with the facts about the - - and for those

1 of you out there who are thinking, well, I
2 don't want a failing school in my community--
3 your first business is to make sure the facts
4 are clear, straight, absolutely truthful.
5 They're not truthful and they need to be
6 exposed. - - live in the community. You pay
7 taxes. You have a right to have--to say whether
8 or not you want to go to a school. If it's
9 closed down, then you can't go. Don't be fooled
10 that they're just trying to phase out, close out
11 campus magnet. There are three other schools in
12 this building, okay? So you have a right to say
13 whether or not you - - want your child to go
14 here. You have a right. It should be your
15 business to check out the facts. Before this
16 hearing, you should really know whether or not
17 this school was failing or not failing. This is
18 not about failure. This actually is about
19 accountability. Okay? Where is the DOE's
20 accountability? Where? Okay. We're not saying
21 we don't want a public hearing, but if it's not
22 going to be constructive, what is the purpose of
23 this hearing? To keep asking questions - - fall
24 on deaf ears? So you can humor us until the
25 26th? Do you have a conscience? Seriously.

1 MR. TAVERAS: Ladies and gentlemen, we are
2 here for the reason of hearing your, your
3 particular reasons for keeping--for keeping your
4 school open. The panel for educational policy
5 meets once a month. That panel will be meeting
6 at - - Tech on January 26th. A transcript of
7 this hearing and all of your concerns will be
8 provided to all of the panel members. The panel
9 members will vote on that proposal on the 26th.
10 I am here as a deputy chancellor representing -
11 - department of education to listen and bring
12 back information that I can give to the
13 chancellor. The transcript from here goes to
14 the panel for educational policy. So if you
15 want answers, I am not prepared to give you
16 answers at this point. I have some information
17 that I will release--

18 FEMALE VOICE: Good evening. I'm shocked,
19 once again, that a community is saying that they
20 asked questions and there was no answers
21 provided to them from DOE. The parent meeting,
22 the intent of the parent meeting was to answer
23 parent questions that were raised that evening,
24 so we need to come to some mutual agreement this
25 evening as to how they are going to provide this

1 community with responses to the questions that
2 they have. It is not acceptable to tell us that
3 they--or to tell me now, as I'm CCHS, that they
4 were supposed to submit comments to an email
5 address and didn't get responses. That is not
6 acceptable. Now, do you have a list of what the
7 concerns was that evening, because what we
8 understand from this school, BCAE, is that when
9 they had their meeting, one, they were given
10 notice the night after, so this school got their
11 proposed notice and the following day they had
12 their first meeting, and that the people present
13 were not able to answer their questions. So are
14 you telling me that, that staff from DOE was
15 here, unable to record or document concerns of
16 parents and come back and respond to them in a
17 timely fashion?

18 MR. TAVERAS: I can provide those answers if
19 I have the questions and go back to the office
20 tomorrow morning and get those answers.

21 FEMALE VOICE: Okay. Ms. Unger, were you
22 present at that meeting? Were you present at
23 that meeting?

24 MS. UNGER: Yes, I was.

25 FEMALE VOICE: Where are their questions?

1 MS. UNGER: Their questions were, um, it
2 was recommended that the questions as the
3 letters that were given out to the parents,
4 there was an email address and a phone number to
5 log those questions so that they could be
6 responded to.

7 FEMALE VOICE: All right.

8 MS. BARLEY: Ms. Unger, I personally as PTA
9 president appeal to you up to the last minute
10 you were leaving this building, and I said
11 foremost, we need answers. We were very
12 disenchanted we didn't get answers that night.
13 We were very disenchanted that you were
14 interrupted just like tonight. My PTA, - -
15 meeting to come in - - like some thieves in the
16 night, okay? Only for you to come back today
17 and say you directed who toward email? I even
18 had to say to you put a human spin and tell us
19 why you are here, how we got here and why
20 haven't you explored all your resolutions if
21 you're correct in saying we're a failing school?
22 - - totally, totally unacceptable that people
23 such as yourselves who are panelists to tell
24 people what's failing and you, yourself, have
25 come back a second time unprepared. This is

1 what we don't want our children to do, okay?
2 This is what we don't want our children to do.
3 I - - . I took you at your word when you said
4 Ms. Barley, I will take this back to my
5 constituents. We're in the new year. Today is
6 what? You think you should keep humoring us? I
7 don't know if you have children. I don't know
8 what you're really doing in the DOE. I don't
9 know, like I said before, what your mission
10 statement is. It cannot be productive and
11 constructive operating in this manner.
12 Something as basic, even if you're trying to BS
13 us, at least come back with some halfway
14 answers, something. But zero? That is not
15 acceptable. What we should be humored again
16 tonight with more questions. The questions
17 aren't going away. The questions are pretty
18 much staying. You targeted--you said we're
19 feeling. You're ready to phase us out, but you
20 can't answer why. Even if we were a failing
21 school, the answer is not to phase out. Okay?
22 We don't tell children when they're not doing
23 too well anybody not doing too well--no one
24 wants to go to a failing school. No one wants
25 to fail at anything they do, but everyone needs

1 encouragement. You need support. - - parent,
2 your relatives, your - - . You need support.
3 That's why we need support systems in our
4 communities that can totally dismiss the DOE. -
5 - our rights because they want to privatize
6 everything so then parents, teachers, - - that
7 we need. That's what your agenda is, okay?
8 It's not my personal opinion. I am not
9 hallucinating. I know what you're up to. You
10 don't even have the decency to cover it up,
11 okay?

12 MR. TAVERAS: I hear you loud and clear, but
13 I'm not - - to sit here and listen to the abuse.
14 If you want to - - . If you would like to have-
15 -if you'd like to have the school deliver their
16 presentation, if you'd like to have the 50 or so
17 people speak--65 speak, I'm happy to be here and
18 listen. But when obviously we're not going to
19 get anywhere with the back and forth. I do have
20 a statement that I will make that has some of
21 the information on the basis why the department
22 of education feels that this school should be
23 phased out. You can disagree with that
24 information, but I would like the opportunity to
25 be able to say that until I give the opportunity

1 to those that signed up to also speak. We're
2 happy to come back and provide answers if you
3 want answers - - . If you want for us to
4 provide answers to questions that are written,
5 we're happy to do that. For tomorrow, we can
6 get those back to you. But that's the best I
7 can do at this point.

8 FEMALE VOICE: I can get them tomorrow if we
9 draft them tonight. I could get them tomorrow
10 if we draft them tonight, but if everyone here--
11 so I'll take questions afterwards--afterwards,
12 also, if you don't have an opportunity to speak
13 tonight and you raised a question at the
14 previous meeting. If you come see me
15 afterwards, I'll take those questions and get
16 back to the community.

17 MR. TAVERAS: With that, if you'd like the
18 school to do a presentation, we can do that now.

19 FEMALE VOICE: I want to see their
20 presentation. I want to see their presentation.
21 I want to see the presentation. I would like to
22 see the presentation.

23 MR. TAVERAS: So are we ready here and see
24 the presentation from the school? Joe, please.

25 MR. JOE VENN: Thank you. Uh, my name's Joe

1 Venn. I'm a math teacher and program for - -
2 high school. I stand here respectful. I stand
3 here, uh, angry, and I'm going to try to present
4 this presentation with the utmost respect to let
5 everybody see what the DOE doesn't want you to
6 see. By the way, I did submit a question. I
7 did submit a question to - - . I have not yet--
8 I have yet to get a response. Just - - . Okay,
9 ladies and gentlemen. We got a D. I want to
10 say that loud and clear. We got a D. That,
11 that letter is scaring all of us. It scared the
12 DOE so much so that they said the first thing
13 they want to do is phase out. Okay? That's
14 what we do. So fine. We got a D. What does D
15 stand for? D stands for the demographic you're
16 in. That's what D stands for. Before I start,
17 ladies and gentlemen, before I start my
18 presentation, I want to give credit to the young
19 men that's standing back there, Tyshawn Williams
20 and Dustin Jacobs. They are part of my I Squad,
21 okay? Our I Squad, that--this presentation
22 should have been presented a while ago. They've
23 been helping me out to get this so that everyone
24 can see, and this is a fine example of what our
25 school does. Let's not forget what we are,

1 ladies and gentlemen. We are a school. We're
2 about students, and that's what we do. We
3 educate students, and this is the result. So
4 these gentlemen, gentlemen, okay, deserve your
5 applause. So let's present the presentation.
6 What we already know, ladies and gentlemen, is
7 that the DOE is targeting the most vulnerable
8 schools. Okay? The schools, ladies and
9 gentlemen, what kind of schools are there? Next
10 slide, please. The schools that include the
11 lower incoming scores. Now, let me explain what
12 that lower incoming scores is. Let me explain
13 what the--I've been a teacher and I'm sorry. I
14 have to--you know what? Sorry. I, I'm sorry.
15 I - - fire, okay? This is what I'm going to do,
16 ladies and gentlemen. This presentation was
17 presented, was developed by, uh, by people, by
18 myself. I read it over. Listen. I'm going to
19 kind of, uh, take over this mic for a second if
20 you let me. Okay? Let me explain something to
21 you about, about lower, lower incoming students.
22 That's not my word. That's the DOE's word.
23 They rate every student a 4, a 3, a 2, a 1,
24 depending on what year you come in, depending
25 on, uh, last, last year, you had all these

1 percentage of kids coming in at level 3s. Two
2 years ago, they were all level 1s. Don't know
3 what it means, but here's what it means to us.
4 Okay? Our students came in on an average of
5 from a level 1 to a level 4 at a 2.6. Compare
6 that, ladies and gentlemen, to the city--to the
7 Queen schools closing at a 2.5. So on average,
8 schools that are closing, the level of students,
9 again, not my word. We never use that word.
10 DOE's word. According to the - - DOE, our
11 students on average are doing a 2.5. Okay? The
12 same--excuse me, I can't read that. The same -
13 - grades in the non-closing schools and all city
14 schools is in blue. It's 2.9. Next slide,
15 please. And if you look at this chart, ladies
16 and gentlemen--again, ladies and gentlemen, I -
17 - I, I wish that we didn't have to do all this.
18 I wish that I didn't have to present this
19 because you know what? This is just numbers.
20 What's real is not what they're presenting. We
21 just want to debunk it, okay, so bear with me.
22 Okay? Our schools, ladies and gentlemen, the
23 percentage of special ed students and kids who
24 need special needs is on average, okay, the
25 percentage is the same for all the closing

1 schools--16%. Interesting. All the closing
2 schools in Queens have the same percentage of
3 special ed students. Interesting. Next slide,
4 please. You know what? That says the progress
5 report leaves kids with a fair shot. No, it
6 didn't. Let's, let's not even bother with that
7 question. No, it didn't. Okay? Did you truly
8 reflect the quality of education or just the
9 challenges of the kids? I can't hear you.
10 Thank you. And now who got the As? Okay. Who
11 got the As in these schools? Now, there were D
12 schools and there were A schools. You love
13 them. You get an A? Beautiful. - - okay? We
14 want to be an A school - - almost to an A
15 school. Got to love it. So let's talk about A
16 schools. Let's talk about Peter - - ladies and
17 gentlemen, and before we go to the next slide,
18 hold on one second, gentlemen, let me explain to
19 you what a peer group is. I'm going to be a DOE
20 speaker right now. I'm going to be very calm.
21 I want you to understand the peer group with us,
22 the percentage of over - - students in your, in
23 your school, the percentage of ESL students in
24 your school and percentage of special ed
25 students in your school and what we do is we

1 take that number and we combine it together
2 and we come up with your score, and what we do
3 is we compare you to other schools that have a
4 common peer score. So we take the top 20
5 schools and the bottom 20 schools of those, and
6 we compare them - - . I'm trying--I'm not
7 trying to be rude. I'm just speaking exactly
8 what it said, because to be very frank and
9 honest, you know, I'm on fire right now. I'm on
10 fire right now because I have a presentation,
11 and people tell me be calm, be calm, be calm. I
12 had to look for the answers myself, myself. I
13 had to do digging and digging and digging
14 myself. So I respect everybody else. I'm going
15 to poke through this so people can see, okay?
16 So we get the presentation going--next slide,
17 please. Thank you. Now follow along and I'll
18 show you what I mean. Next slide. Special ed
19 students are broken into two categories, okay?
20 They're broken into high need and low need.
21 Self contained students and resource room
22 students. Kids with learning disabilities and
23 kids with physical handicaps, okay? Those are
24 different types of students. But the DOE counts
25 them all in one. Next slide, please. Self

1 contained students--what does that mean? Has
2 more intense needs and require significantly
3 more resources, more resources, including very
4 small classes and significant social, academic,
5 emotional support. By the way, ladies and
6 gentleman, to editorialize a little bit, this
7 year, this year, we didn't have the budgetary
8 means to meet our special ed students, so what
9 did we have to do? We had to put all our
10 special ed students in, in general ed classes.
11 That is true. Okay? High needs kids are great
12 kids. Not going to say they're not great kids,
13 ladies and gentlemen. We're not--this is not
14 our presentation to blame those kids. That's
15 not what this is about. Okay? I have some
16 great special ed kids, some resources kids--and
17 one of my best students--this is not what it's
18 about. This is about getting them the resources
19 they need and providing what they need, period.
20 Okay? Like all good schools, we have our - -
21 students and the extra help they need to become
22 successful as adults. But kids are not
23 statistics. Those students make, um, slower
24 progress than students with fewer needs.
25 Sometimes, they do, ladies and gentlemen.

1 Sometimes, they don't. But on average, we
2 understand that they need more support. Next
3 slide, please. Eight schools in our peer group--
4 -yes, they exist--great. Eight schools in our
5 peer group had--have about the same percent of
6 special education students as these--as these
7 schools. You know what? Hey, why am I sitting
8 here crying foul? A schools have the same
9 number of special ed students that we do. So
10 what am I talking about? Next slide. Of the 15
11 A schools in our peer group, ten have fewer high
12 need students. Those self-contained students,
13 ladies and gentlemen, those students that the
14 higher needs, ten of them had fewer. Next
15 slide, please. Um, - - on average, A schools
16 had a smaller percentage of high needs students
17 with the special ed programs or population,
18 excuse me. SO basically what we're saying is
19 this. Just make it clear. What we're saying is
20 this. You got A schools, you got D schools with
21 the same peer index. But the A schools
22 miraculously have a lower percentage of high
23 needs students in their school. And on average,
24 ladies and gentlemen, D schools have 45% high
25 need special education students, while A schools

1 had 19%. Next slide, please. But if lots of
2 your special ed students arrive with high needs,
3 well, again, ladies and gentlemen, I'm a
4 teacher. I really don't care who I get. To be
5 honest with you, okay, I educate them. I don't
6 have a problem. You know, I put this out there
7 for your information, but I want to comment on
8 that. I don't have a problem who's coming to my
9 school. I'm just asking let's get the resources
10 for them. Let's get the help for them. All the
11 schools in our peer group that got Ds have 40%
12 or more of their special ed students identified
13 high need, and by the way, ladies and gentlemen,
14 this is not fabrication. All this information
15 is readily available on the DOE site. You can
16 find it if you look real hard for it, okay? You
17 can find it. Next slide, please. So the
18 progress report seems to be stacked against
19 schools in our peer groups with lots of high
20 needs kids. Okay. What does that mean? Next
21 slide, please. What about us? That's what
22 we're here for, right? What about the business
23 computer and applications entrepreneurship high
24 school? I'm going to say it again. The
25 business computer and applications and

1 entrepreneurship high school. We don't say it
2 enough, ladies and gentlemen. We like to call
3 it the campus magnet. We like to call it
4 anything else. We are the business computer
5 applications and entrepreneurship high school.
6 Okay? The reason I say that is we like to
7 minimize BCAE, okay? Five years ago, that
8 wasn't minimized. We said it all the time.
9 It's important because when we minimize--when we
10 start doing little things like that, campus
11 magnet school--that's what I've been hearing
12 people refer to this school as, the campus
13 magnet school. There are four schools in this
14 building. There are four excellent schools in
15 this building. We're just the one that's under
16 attack today. Next slide, please. BC educates
17 about the same percentage of special ed kids as
18 other schools in our peer group, okay? We're
19 pretty much even. Next slide, please. BCE
20 students educate--excuse me, BC educates many
21 kids who are high needs special ed. For us,
22 ladies and gentlemen, we're about 40%. 40%.
23 Again, ladies and gentlemen, let me, let me be
24 clear about this, once again be clear, okay?
25 That it's 40% of high needs students. High

1 need, not my word, the DOE word. Not my word,
2 okay? This is something you can find on their
3 website. Next slide, please. So our school,
4 the business computer applications and
5 entrepreneurship high school - - for
6 demographics. Not academics. Demographics.
7 I'm very curious to hear what they say today.
8 Okay? No, they're going to make a comment.
9 Don't worry about it. Very curious what it is.
10 Okay? Next. Thank you. Meanwhile, the DOE has
11 no plan for our kids. They decide on the
12 impacts - - ladies and gentlemen to say that
13 they're going to put--four schools don't work in
14 this building, so they're going to put five. I
15 hope I'm not being rude. You know, I'm just
16 stating the facts. That's what their plan is,
17 that they're going to while phasing us out put
18 in another school to phase us in. That is their
19 plan. Okay? At least that's their plan today,
20 okay? Next slide, please. Springfield Gardens.
21 Our rival school. Right on Springfield over
22 there, ladies and gentlemen. You can--you find
23 Springfield Gardens, and what do they do? They
24 broke it down. They said it was failing, so
25 they broke it down as well. So you remember

1 them? Springfield Gardens served plenty of
2 high need kids, but where are they now? Next
3 slide. High need students--Carver, Excelsior,
4 Queens Prep, and Prep Academy. Once again, it
5 is true, high need students--high need. Not
6 special ed. Remember, there's two kinds--
7 different categories of special ed. Again, I'm
8 not making it up. I'm not making it up. DOE
9 has a site. Check it out. It's on the site.
10 Carver, Excelsior and Queens Prep--0% special ed
11 students, high need. The last point, ladies and
12 gentlemen, the Prep Academy is too young to even
13 - - so we don't even know. I put that off. You
14 know, they have a 44% high need rate. God bless
15 them. God bless them. At least someone is
16 taking in high need students, and I don't blame
17 these schools, ladies and gentlemen. Next
18 slide, please. I don't blame these schools.
19 They're fine. They're fine institutions. And
20 New York City public schools--New York City
21 public schools are great, great institutions.
22 There are many of us out there. We are one of
23 them. Okay? Because publicly, we are one of
24 them. But again, ladies and gentlemen, I want
25 to get back to--next slide, please. But they

1 are not serving the kids that Springfield
2 Gardens used to serve. Poof. Where'd they go?
3 Next slide, please. Will the new school serve--
4 I'm sorry. Sorry. - - question. Let's just
5 call these rhetorical questions. Or will--I'm
6 sorry. Being rude. I apologize. Or will they
7 all get in--an opportunity to apply? Do they
8 get an opportunity to apply to the school? You
9 know, if I could apply to the school, I would
10 have to get accepted, okay? That's where--it's
11 not a question. That is rhetorical. Can't ask
12 questions now. Move on. So let's sum this up,
13 ladies and gentlemen. I don't want to, uh, take
14 up your time. Um, first, the DOE closes schools
15 and herds the most vulnerable students into
16 fewer schools. Next slide. Next, - - formula
17 that puts these schools at a disadvantage. If I
18 get the opportunity, I'll explain that
19 disadvantage. I'll explain - - . Then it
20 blames the schools for the grade and decides to
21 close it down. Next slide. Is this a way to
22 run a school system? I leave with that
23 question. Thank you.

24 MR. TAVERAS: Thank you, Joe, and the
25 students for the presentation. At this point,

1 I'll read a prepared statement and then we'll
2 start with the hearing. Good evening, and thank
3 you for coming to--good evening. Thank you for
4 coming here tonight to the - - hearing - - phase
5 out and eventual closure of business computer
6 applications. - - chancellor for teaching and
7 learning. We are asked by the citywide--we are
8 asked - - the citywide - - high school - -
9 district 29 CEC and the SOT as well as the SOT
10 of public schools - - to participate in the
11 joint hearing. I am being joined by Ms. Ann
12 Barley from the school leadership team at BCAE,
13 Monica - - from - - apologize, from the CCHS and
14 by Doris Unger, superintendent for the high
15 school. And also by the two additional members
16 - - as well. Ms. Karima Saladeen - - last name-
17 -Morrison. This hearing is being recorded.
18 Following the hearing, the transcription of the
19 proceedings will be sent to all members of the
20 counsel participating in the hearing and will
21 also be made available on the department's
22 website. The purpose of this hearing is for you
23 to provide comments about the proposal. Before
24 I describe the proposal, I want to make sure
25 that you are aware of their - - to provide

1 input. All those who wish to speak must sign
2 up at the speaker sign in area located outside
3 the auditorium. The sign up period is now
4 closed as of 6:22. Speakers will be invited to
5 make comments in the order they signed up. All
6 comments are limited to two minutes. In
7 addition, we welcome any written comments and
8 feedback you may have at any time before the
9 panel of education policy votes on the proposal
10 at its January 26th, 2010 meeting. Also, if you
11 came in with a prepared statement, you can give
12 it to me after you speak. - - panel. The email
13 address and the phone number where comments can
14 be made can be found on the DOE website under
15 the section - - for educational policy. This
16 proposal is something that the department takes
17 very seriously and has considered in a
18 comprehensive manner. Over the past six years,
19 the department of education has phased out 90
20 schools and opened 335 new small schools that
21 have demonstrated remarkable success in helping
22 students excel. For example--for example, our
23 new high schools have achieved an average four-
24 year graduation rate of 75%, well above the
25 citywide 60% rate. This proposal will continue

1 that important work. There is no one person
2 more - - of people responsible for the school's
3 lack of achievement, but it is a point that
4 where we know we can do better. We give
5 students the best opportunity for long-term
6 success. We know that there are - - people
7 working in front of me hard every day to support
8 the students at the school, but we simply cannot
9 continue doing the same thing and expect that we
10 will get different results. Business,
11 communications and entrepreneurship high school
12 has demonstrated declining academic performance
13 over the past three years. Despite support from
14 the school support organization--that includes
15 professional development, - - and interventions
16 to address safety and chronic absenteeism,
17 student achievement has - - the school with
18 fewer students graduating on schedule in 2009
19 than in 2008. Even their graduation rate - - we
20 find little evidence that suggests these
21 conditions are likely to improve significantly
22 in the near future. The - - that the school is
23 - - indicate the families are seeking and
24 finding more desirable options for their
25 children. In 2008-2009, the school's four-year

1 graduate rate declined to 57% from 62% in
2 2008. Students at BCAE fall behind early and
3 the school has a poor record of helping them get
4 back on track. In order to graduate from high
5 school, students need to complete 44 credits,
6 which means that they should be accumulating an
7 average of 11 credits per year. Last year, only
8 half of first year students earned ten or more
9 credits, which ranks 24th percentile citywide.
10 Earning ten or more credits as a first year in
11 high school is a key prediction of future
12 academic success. The progress report grades at
13 BCAE have declined each year in the past three
14 years. BCAE earned a D, a grade of D on the
15 2008-2009 progress report compared to a C grade
16 in the prior year and a B in the grade of 2006-
17 2007. The 2008-2009 progress report also
18 included an F grade on the student progress
19 subsection and a D on the environment
20 subsection. BCAE has--was designated under
21 development - - teachers and in the 2009 quality
22 review suggested that the school is not in the
23 position to reverse the pattern of - - that has
24 taken root in the school. The quality review
25 also indicates that the school has not

1 implemented plans to measure students'
2 progress and has not trained teachers to set
3 clear instructional goals. Significant safety
4 concerns are also expressed in the 2009
5 environment--learning environment survey with
6 only 51% of the students indicating that they
7 feel safe at the school. As the school's
8 performance has deteriorated, demand for the
9 seats at the school - - . The school receives
10 4.7 applications per seat in 2008 and this
11 already low figure declined to 3.8 applications
12 per seat in 2009 compared to the 8.4
13 applications per seat citywide. Let me - -
14 about the consequences of this proposal. It is
15 important to be clear about the consequences of
16 this decision. All students currently enrolled
17 in the school will have the opportunity to
18 graduate from BCAE. We will continue to support
19 the school during the three-year phase out
20 process. New schools are obligated to hire at
21 least 50% of the qualified staff or - -
22 positions. New schools--new schools as with
23 BCAE will serve a variety of students and will
24 serve students with special education and
25 English language learners. I look forward to

1 hearing your comments and questions. I want
2 to reassure that all people that have been
3 signed up are given the opportunity to speak,
4 and they will--we will limit their comments to
5 two minutes. After one minute, a sign saying 30
6 seconds will be flashed and we have two folks
7 here that will do that, and then the person will
8 flash a sign saying that their time is up. I
9 ask that in the interest of everyone who signed
10 up, we would like to make sure that they get--
11 everybody gets their two minutes to speak. Uh,
12 before we do it, we have a representative from
13 councilman - - office that would like to speak.
14 Is that person, uh, ready to speak? And we also
15 have--CCHS wants to, uh, also do a formal
16 statement, so--

17 FEMALE VOICE: I am your elected Queens
18 representative servicing on the citywide council
19 of high schools. My attendance at and
20 participation in this hearing does not imply
21 that the CCHS supports or has--has had any
22 involvement in or consulted on the decision to
23 close Business Communication Application--
24 Business Computer Applications and
25 Entrepreneurship High School. I am diligently

1 engaged in conversations with our Queens - -
2 members, local politicians and DOE to ensure
3 that the stakeholders at Business Computer
4 Applications and Entrepreneurship High School's
5 voices are heard. However, CCHS requires
6 parents to write in and provide them with their
7 feedback in order for us to, uh, make a decision
8 or really come to a formal decision. I have
9 parent input cards that are available today for
10 you to write your input in and submit it to the
11 CCHS. I thank you for your attention this
12 evening.

13 MR. TAVERAS: Thank you.

14 RENEE BRENDA: Good evening. My name is
15 Renee Brenda. I am one of the, uh, faculty
16 members at Business Computer Applications High
17 School. Um, I'd like to - - thank you. And,
18 um, - - advisement on positions of resolution--
19 I'm sorry, - - position to the closing, um, and
20 - - to you, and I'd like to end this--anyone who
21 would want to second the - - resolution--
22 wonderful. Uh, - - Business Computer
23 Applications Entrepreneurship High School has
24 served the community for well over a decade,
25 training our youth to be successful in the

1 business world, whereas Business Computer
2 Applications Entrepreneurship High School has
3 suffered the reduction of teaching staff and
4 cuts in funding, and by that, I mean, 2.5 social
5 studies teachers and I also mean that the dean
6 who was a science teacher is teaching a social
7 studies class. Uh, we've suffered losses.
8 Whereas Business Computer Applications and
9 Entrepreneurship High School students has won
10 major awards and recognition and I believe one
11 of the awards is somewhere around with the ad
12 council. Thank you for holding that up.
13 Whereas Business Computer Applications and
14 Entrepreneurship High School two years ago
15 received a B rating and were well developed in
16 their quality review followed by a C and the
17 arrival of a D--I'm sorry, - - the 2008-2009
18 school year, and I'm just curious--how many
19 schools in our peer group - - have new
20 principals? Whereas our teachers are privileged
21 to work with very high percentage of self
22 contained, high needs special education students
23 and our D on the purpose reports seems to
24 reflect the challenges these students face and
25 not the quality of the education they receive,

1 and as one of the special education teachers,
2 I can tell you--you can try to quantify things
3 as much as you want to, but when you see a child
4 who came in knowing zero but that child knows
5 one and two and that child is able to make
6 strides, you can't quantify that. You can't
7 measure that. That's success that is just
8 totally - - . Whereas our school progress
9 report grade depends mostly on our progress
10 compared to progress of this peer group of 14
11 schools, and many of these schools had few or no
12 high needs special education students, which my
13 colleague, Mr. - - went through. Whereas two
14 thirds of the 15 case schools in our peer group
15 had few or no, no high maintenance students, but
16 in all four of the D schools, 40% of their
17 special education populations were struggling
18 with high needs, including Business Computer
19 Applications and Entrepreneurship High School.
20 Whereas the DOE mismanaged our school by failing
21 to offer the most basic support, and I already
22 addressed that with - - staff and whatever else
23 they decided to cut off. You know, it's like,
24 it's like going to surgery and the doctors, you
25 know, the surgeon's standing going I'm going to

1 operate on one of your organs but then he
2 takes out something else. Well, that's what the
3 DOE has done to us. Whereas the educational
4 impact planned does not refer to - - to have a
5 school that focuses on skills required in the
6 business world. Whereas the educational impact
7 planned does not explain how our children in
8 most need will be served by the incoming school,
9 and I guess if you're a level one student as the
10 DOE defines you, I guess you're just supposed to
11 disappear somewhere. Somewhere - - disappear.
12 Whereas Business Computer Applications and
13 Entrepreneurship High School students, parents,
14 staff and community leaders will hopefully
15 impose to propose closing at the meeting held at
16 the school on December 10, 2009, therefore be it
17 resolved that the Business Computer Applications
18 and Entrepreneurship High School community at
19 large strongly opposes the closure of our
20 school, and I recognize my colleague from - -
21 high school, Mr. - - and I know he also opposes
22 to close another school, and then - - from
23 Jamaica high school in the house. They also
24 oppose the closing of their school as well as
25 other - - schools that are being closed or

1 proposed closed around the city. Thank you
2 very much.

3 MR. TAVERAS: Thank you. I also just want
4 to mention that - - a representative from - -
5 present to bring back feedback to - - .

6 FEMALE VOICE: I kind of side stepped
7 myself. So all those in favor of, uh, the
8 resolution, all those opposed to the closing,
9 can I hear a resounding aye? And do we have any
10 nays? No nays. All ayes. Thank you.

11 MR. TAVERAS: Thank you. In order - -
12 process, I'm going to be calling ten speakers to
13 come up at the same time, so even numbers will
14 go to my right, your left, and the odd numbers
15 to the--to my left, your right, so that we can
16 go quickly from one mic over to the other, so if
17 we could have numbers one through ten, even on
18 this side, okay, odd on this side. When you
19 come up to speak, you have a small orange
20 number. Please give that to the DOE
21 representative who's standing over here - - and
22 the other one is over here. And what I ask is
23 that if, um, just give them the number once you
24 come up to speak. So number one, on my left,
25 your right.

1 MR. BERNARD LOPEZ: Good evening. My name
2 is Bernard Lopez, high school director for the
3 counsel of school supervisors and
4 administrators, the union that represents
5 principals and assistant principals in New York
6 City. The department of education has announced
7 the closing of 20 schools, some of them with new
8 principals. Some of them just beginning to turn
9 around and eight of them were opened not very
10 long ago by the department of education head
11 chancellor - - . CSA embraces accountability
12 and believes a school should be closed if they
13 have failed over a period of three or more
14 years, despite receiving full support from the
15 department of education. We will not tolerate
16 the propagation of failure. But in the case of
17 several of these proposed closures, we must ask
18 if some of the schools are being held
19 accountable while the apparatus that supports
20 them is not. In those cases, we must inquire if
21 the schools were really failing and by what
22 measures they were failing. We must ask if the
23 chancellor truly put each of these schools
24 through a thorough process to ascertain whether
25 they are providing adequate supports and

1 guidance by their superintendents and school
2 support organizations. And if the support--the
3 office of student enrollment had leveled the
4 playing field. CSA is asking that the
5 department of education explain the process by
6 which they determine that each of the schools be
7 closed. In the case of each school, we want to
8 know what the superintendent did besides
9 visiting the schools to announce their closings.
10 We need to know how thorough the superintendent
11 was in the process of helping these schools to
12 succeed over the last three years. The DOE
13 should include in the announcements the role of
14 the appropriate school support organization.
15 Finally, the department of education should
16 assess how failing the office of student
17 enrollment minimized challenges in schools that
18 faced so many other challenges. It is
19 important--oh, okay. It is important to know if
20 these institutions were sent an unusually large
21 appointment of ELL students and children with
22 special needs. Whenever the question is asked
23 and answered, we are likely to discover that
24 some of these schools can be saved. We are also
25 likely to discover that many of them can remain

1 open and thrive with adequate superintendent
2 and support networks and fair enrollment
3 practices. Thank you.

4 MR. TAVERAS: Number two, please.

5 MR. LEROY JACKSON: Good evening. LeRoy
6 Jackson, president of - - branch NAACP. First,
7 we want to go on record as saying that we are
8 offended in the matter of this department of
9 education disrespected this community by - - .
10 And refusing to answer people's basic questions
11 - - our most precious resources. We want to go
12 on record as saying that. Secondly, the NAACP
13 has worked with some of these students from
14 Business Computer Applications and
15 Entrepreneurship High School and they do good
16 work, and we - - that you plan to close the
17 school. And some of the kids - - we've tested
18 and we've seen the work. That is - - because
19 somebody's still in the business of education.
20 But now, - - that the NAACP stands in opposition
21 to the department of education attempt to close
22 Business Computer Applications and
23 Entrepreneurship High School and campus magnet.
24 Our position is based on the following facts.
25 The department of education's decision to close

1 these schools will displace - - students in
2 the upcoming 2010 school year. The DOE does not
3 have a plan of action or placement for those
4 displaced students. Those who have not been
5 given any help or preference in placement, they
6 will be forced to find a seat wherever they can,
7 find space in the five boroughs of New York
8 City. This can contribute to drop out - - and -
9 - high school students in the predominant
10 African American - - . Every student has the
11 right to a quality education. By casting these
12 students out of this school, you are denying
13 them their inalienable right to this quality
14 education as being on American soil. The
15 Business Computer Applications and
16 Entrepreneurship High School and campus magnet
17 is the only computer concentrated school in
18 Southeast Queens in the predominant African
19 American community. The removal of the computer
20 school places African Americans and other
21 minority students from this community and this -
22 - education and employment in this highly
23 advanced technological society. In closing,
24 these high school - - minority - - validation of
25 - - of the 1964 civil rights act, which

1 prohibits discrimination in the - - . As well
2 as invalidation of the equal education
3 opportunity act of 1974, which also prohibits -
4 - conduct in public education. We find these
5 acts by the department of education, even though
6 - - discriminatory intentions, it will happen -
7 - affect on the quality education and - - this
8 predominant community and these students. In
9 closing, we ask that you reconsider the high
10 school phase out - - high schools. We believe
11 that this decision to close the high school - -
12 that is worth - - sustainable education for
13 African Americans prior to the famous Brown v.
14 Board of Education in '60 that legally ended
15 segregation in public schools. At least before
16 Brown's decision, we had second class schools,
17 but this attempt by the department of education
18 to close the school sets us back 75 years and
19 brings us without schools - - . Therefore,
20 these are our schools, whether they - - whatever
21 they are - - .

22 MR. TAVERAS: Thank you. There is a lady
23 here in the middle that has a sign that she'll
24 bring up when there are 30 seconds left. - -
25 again when the time is up. I ask that you

1 please try to adhere to the two minute, uh,
2 time limit. Thank you. Number three.

3 MR. MEL ERICKSON: My name is Mel Erickson.
4 I'm the treasurer of the United Federation of
5 Teachers. I've been a high school teacher for
6 the last 52 years and many that were - - high
7 school. I know where I am now. I do not know
8 where all of those youngsters have gone. Good
9 to see you. And if anybody here is from
10 Springfield, make sure you say hello. Closing
11 schools seeks to blame the schools for failure
12 instead of the Board of Education's own
13 mismanagement. Demonstrating this
14 mismanagement, there seems to be no rhyme or
15 reason for some of the schools that the Board of
16 Education seems to close. Some are improving.
17 Some have never received a D or an F. Some have
18 received bonuses for progress, and some have
19 been open only two or three years. It seems
20 that the non--the motivation for many in the
21 Board of Education's need for space for its new
22 small schools or its private charter schools.
23 Closing schools should be the last resort, not
24 the first. Board of Education has not tried to
25 help these schools or given them special support

1 or resources to turn them around. We believe
2 this is epic mismanagement and is completely
3 irresponsible. In the case of BCAE, where--
4 where was the Board of Education giving services
5 when the school slid from B to C to D under a
6 new principal? What kind of support was there
7 offered to the leadership and staff at this
8 school? The DOE cannot be permitted to close
9 BCAE based on what appears to be flawed
10 accountability and inadequate supportive
11 resources, and that does not - - the great work
12 that the teachers and staff do at BCAE. Thank
13 you.

14 MR. MILTON LIPPIS: Good evening, ladies and
15 gentlemen. My name is Milton Lippis. I'm--I'm
16 the creator of the, uh, Business Computer
17 Applications and Entrepreneurship High School
18 and the first principal of the school. The
19 mission of our school is to provide an
20 environment for both improving academic
21 deficiencies and provide practical skills to
22 students so that pupils are ready to experience
23 both the college and business world. This
24 school provides immeasurable value to its
25 students and to the community as a whole. We

1 have multiple - - this school. Virtual
2 enterprise was the first virtual enterprise
3 program in the city and is extremely successful
4 even today. We've worked with computer labs.
5 There are squads, computer squads with students
6 helping staff, community service programs,
7 etcetera. There are partnerships with Wall
8 Street In The Black, which is a financial - -
9 program, Classroom Inc, which is a management,
10 English and literacy program, career
11 partnerships with Queensboro Community College
12 where students receive credit for both high
13 school and college. The purpose of the school
14 is to expose students to programs and personnel
15 who provide encouragement and motivation so
16 their students remain in high school, attend
17 post secondary educational programs and
18 understand the importance of learning practical
19 skills. The merge of the academic and
20 professional worlds sets the school apart from
21 others and provides a unique and important
22 option for students. Since I've been retired, I
23 have met many past graduates who have thanked me
24 for their experience at the school and thanked
25 me for providing them the necessary skills to be

1 successful in the work world. As a result,
2 the students, parents and community have
3 benefited from the school. In conclusion, the
4 Business Computer Applications and
5 Entrepreneurship High School must continue to
6 exist since it plays such an integral role for
7 our students in the Cambria Heights community as
8 well as in New York City. Thank you.

9 MR. TAVERAS: Number five, please.

10 MS. LORAIN BRIDGES: Hello, everyone. My
11 name is Loraine Bridges. I started as the co-
12 chairperson to - - Parents Advisory Council,
13 school year 2008-2009. The - - Parents Advisory
14 Council consist of parent leaders from all 32
15 school districts, district 75 and 79, and our
16 five high school presidents council, which I am
17 a member of the Queens High School Presidents
18 Council. We represent every child attending a
19 New York City public school. We were informed
20 by our new leaders that the chancellor will not
21 be available to meet with this council on
22 Thursday, January 14th. The second Thursday of
23 each month has always been - - for the last--at
24 least the last five years. At the end of this
25 meeting, we will be contacting our co-

1 chairperson to ask that the chancellor change
2 his plans and meet with our citywide parent
3 leaders to answer questions directly about the
4 proposed high school closing and postpone all
5 discussion and - - regulation A660 and A665
6 until the February Department of Education
7 policy meeting. We need more time to review the
8 changes and we need more--we need to have our
9 voices heard. If the chancellor does not change
10 his plans at this time, the communities across
11 the city of New York are very concerned about
12 what is going to happen to our children and our
13 schools. We are asking this community to join
14 us as we demand Chancellor - - resignation. - -
15 disrespected. I - - and so we - - to let you
16 know how we will move forward. It's a new year,
17 it's a new decade. Enough is enough. - - we
18 have the right - - . - - resignation if we
19 don't have that meeting on Thursday. Thank you
20 so much.

21 MR. TAVERAS: Councilmember - - has joined
22 us and we'd like to ask your permission to speak
23 before our next speaker. - - . Thank you.

24 ELIZABETH: Good evening, Elisabeth - -
25 council representative, 30th council district. I

1 believe that there are cases where you may
2 very well need to close schools in the city, but
3 I don't believe that the decision to close three
4 schools in Queens is merited. Such school as
5 Campus Magnet, Jamaica High School, - - they,
6 they serve some of the neediest children in our
7 city. Yes. The resources and the support that
8 these schools need from the DOE has not been
9 met. I believe that it is the responsibility of
10 the DOE--while we have some kids that excel, we
11 also have those that often struggle, and they
12 require extra care and extra attention. Those
13 extra services that need to be delivered haven't
14 been delivered from the DOE at these schools.
15 People here today, we all know that that is
16 wrong. But there is a process of phasing out a
17 school - - that is supposed to be done under
18 state government law in consultation with the
19 community. The community of the neighborhood
20 and the school, and this is not what is
21 happening here. So I've been contacted by
22 countless community groups, parents, teachers in
23 addressing the closures, and that the DOE has
24 time and time again not met the needs of the
25 students in these particular communities. It's

1 not right. So I am outraged. I'm here as a
2 council representative to ask the DOE to give
3 these children what they deserve, give the
4 communities what they deserve. Do not turn your
5 back on our neediest children and what--what
6 type of example are we setting for those
7 children who need these services, just to walk
8 away when something isn't meeting a certain set
9 of standards? We need to show our children that
10 we have to work to move them forward into the
11 future, to, to turn what is not working, what is
12 not showing progress and make sure that we bring
13 services, not just close schools and turn our
14 backs on our schools. Thank you, teachers.

15 DAVE: Good evening. My name is Dave - - .
16 I am a product of New York City Board of
17 Education including Springfield Arts class of
18 '77. My sons attend New York City public
19 schools. I have been privileged to serve as a
20 PTA president. I am also a math teacher and
21 staff leader at - - high school. No matter what
22 role I hold, the one thing I will not accept are
23 liars. Last week, I watched representatives of
24 the Department of Education stand in front of me
25 and the rest of the - - community and lie. Last

1 week, I watched representatives of the DOE
2 stand there and lie to the community of Jamaica
3 High School and I'm watching it happen again
4 tonight. Absolutely. Last week, I heard people
5 ask where are the--is the Department of
6 Education getting these numbers from? We don't
7 know where they're getting the numbers from. It
8 took me a while, but I figured out where you can
9 find the answers. Just do a colonoscopy on Joel
10 Kline - - . Now, we have two people who are
11 educators here, in theory. - - in Education
12 101, you have to learn this in Education 101.
13 That students learn at their own rate. To say
14 that the neediest students will automatically
15 have to graduate in the same four years shows
16 that you've forgotten the trade from Education
17 101. - - . Anyway. I also was the staff
18 leader of this building. I was the last - - at
19 Andrew Jackson High School. Okay? And I was
20 told 16 years ago that smaller is better. We're
21 going to create at least four new schools.
22 Well, now you're destroying one of those
23 schools. That doesn't make much sense. But one
24 thing I - - one thing I - - that when you closed
25 Jackson, that the most difficult, the most

1 challenging students would be sent to
2 Springfield, and then Springfield got closed,
3 and then they refounded back here and we're
4 wondering why we have a problem? I think you
5 guys have to understand what you're doing is a -
6 - with kids lives. It's got to end. It's got
7 to end. You've got to stop what you're doing.
8 You're saying that when you don't continue doing
9 something - - failing. Well, I justify the
10 situation where you have been doing something
11 that has been failing--simply closing schools.
12 I see the sign. Thank you, - - . Uh, yeah. -
13 - . Okay. Um, bottom line is your strategy
14 didn't work 16 years ago. It didn't work five
15 years ago at Springfield. It's not going to
16 work at - - because you're sending - - back to -
17 - so stop playing the chess games. Stop playing
18 the checkers game with our kids' lives. Vote
19 no.

20 MR. TAVERAS: I'm sorry, sir. Hold on - -
21 your respect. - - thank you.

22 MALE SPEAKER: I represent the junior high
23 school as are many of my other colleagues over
24 here. - - . The earlier presentation - - a
25 lack of support for high need students is

1 accurate. When you look back--all you have to
2 do right now is look over at - - . Far - - was
3 closed down several years ago and phased out - -
4 the special ed kids who need extra or just - -
5 are in general ed classes right now with no
6 support services. Uh, they're destined to fail.
7 They're destined to fail. That's what's
8 happening, and that's what--if it continues,
9 we're going to have problems with our kids. And
10 so I hope this, uh, problem goes away somehow
11 and I hope that you reconsider closing our
12 schools. Thank you.

13 MS. DEBORAH SANDAL: Good evening. My
14 name's Deborah Sandal. I work at - - Arts High
15 School, and I'm here in support for this whole
16 building. This could be my school, my students,
17 my colleagues, and I'm here to oppose this
18 closing. I was taught as a teacher that you do
19 not quit. You do not quit on your students.
20 You are there for them in support and you have
21 to think of another way. You think of different
22 ways to teach them. That is what I was taught.
23 I went to great schools. I had support. I went
24 to CUNY - - . I have two masters' degrees from
25 Hofstra University and Columbia University.

1 Not one of my professors ever, ever said well,
2 you know, quit. Fail on them. I'm here for my
3 students. I am here. I am here for business
4 students. I am here for my colleagues. I will
5 not quit. I am a fighter. I will not quit. I
6 will not quit on my students here. Students are
7 not products. People. They're people. Your
8 children. They are not products. We cannot
9 throw them away. They are our children. We
10 need to support them. Thank you.

11 TRACEY: Good evening. My name is Tracey -
12 - and I'm an English teacher for the math and
13 science school in this building. I've been here
14 13 years. I vehemently oppose the closing of
15 the business school. We've heard a lot about
16 numbers, a lot of what would be missing next
17 year when the school starts being phased out.
18 Well, let me tell you, these children are not
19 numbers, and let me tell you a little bit about
20 what goes on right now. Not what we're going to
21 be missing. Right now in this building is
22 relationships. I've gone on the senior trip
23 with all the schools a number of years. What
24 have I built with the kids in the business
25 school? Relationships. Whether in - - school,

1 after school, they're not my students. I'm
2 not on the business staff. Those are my kids
3 when they're sitting in front of me. When those
4 children come up to me after school, Miss, do
5 you remember me? For those students from
6 business and humanities and law that were not my
7 students - - my mother died, that's
8 relationships. Okay? Those are the things that
9 these kids are going to be missing when you're
10 farming them out to other schools. I'm sure the
11 precious new school housed in the basement will
12 not be allowed to mingle with the riffraff
13 students and staff of the original campus
14 magnet. That equals no relationship in my book.
15 Okay? My vocabulary word of the day was
16 edacious, which means dishonesty. And that's a
17 lot of what I've been hearing and seeing from
18 the Department of Education - - lately. Please
19 stop lying and start servicing the students in
20 this community. Thank you.

21 MS. LANOR KREEGER: Good evening. My name
22 is Lanor Kreeger. I'm the guidance counselor.
23 - - this is my 15th year in the building. I was
24 four years a math teacher and this is my 11th
25 year as the guidance counselor. I'm the

1 counselor down from the 9th and 10th grade.
2 Over the past few days, I've been trying to
3 think of some really impressive facts to dazzle
4 you with that would convince you to support
5 keeping the Business Computer Applications and
6 Entrepreneurship High School open. The fact of
7 the matter is that the essence of the school and
8 its true value are demonstrated 100 times a day
9 in 100 different ways through the personal
10 relationships built between staff members and
11 students. Those relationships are what keep
12 students coming back to reconnect with teachers.
13 To some students, those relationships help lay
14 the groundwork on which futures are built. We
15 have some great accomplishments to point to and
16 some serious concerns to work on, no question.
17 But to phase out our school is to negate the
18 efforts of students and staff who struggle to
19 improve. Furthermore, it strikes at the very
20 heart of education itself. The task of changing
21 what we now know and do to what we strive to
22 know and do, and to learn from the past and move
23 forward. In the midst of the shock of the
24 initial announcement of the proposed closing of
25 our school, one of my colleagues offered an apt

1 analogy. If the students in our class had
2 difficulty understanding an assignment or a
3 concept, she would be expected and rightly so to
4 make every effort to help that child. No one
5 would suggest that the child leave our class
6 immediately. By the same token as a school
7 struggling to help our students achieve at the
8 level expected by the city, we would hope that
9 the Department of Education would leave no stone
10 unturned to ask us what we need and to help us
11 with our task. Professional development is part
12 of it, but certainly not all of it. The focus
13 should be on the best interests of our pupils,
14 and those who struggle must be encouraged to try
15 harder, try different approaches, and the staff
16 should also be allowed to try different
17 approaches. We see them every day and we want
18 them to reach their goals and those set for them
19 by the city. No place is perfect, and our
20 school has its problems. The question is what
21 are the best solutions? There are many pros to
22 keep business open. They include the staff has
23 formed with relationships with many of the
24 students and an example is the - - challenge
25 associated with their education. The school has

1 a 15 and a half year history during which many
2 students have benefited. They've gone to
3 college, trade school, the military and are - -
4 and have become contributing community members.
5 Students frequently return to - - their teachers
6 and renew those relationships. How do we
7 improve? Business needs time to isolate its
8 particular challenges and tailor solutions to
9 meet them. Whether we use existing - - or
10 devise one of our own, we are familiar with our
11 population and it is one that must be served.
12 Our concerns include safety, academic
13 excellence, school atmosphere and spirit. These
14 issues will not - - by closing our school and
15 opening another one. It will take all of our
16 input and resources, both mental and physical,
17 plus the help of the Department of Education to
18 realize our goals. Our students need to know
19 that we will not abandon them, nor will we label
20 them as students in a failing school. Those
21 negative connotations have consequences, the
22 results of which - - . Thank you.

23 MALE VOICE: - - from Councilman - - office,
24 Jamal Wilkerson, sir, and he would like to
25 speak. Please come up.

1 MR. JAMAL WILKERSON: Good evening. Uh,
2 my name is Jamal Wilkerson. I'm the - - liaison
3 and special assistant to councilmember of the
4 New York - - who is councilmember of this
5 district. I am also an alumni of Andrew Jackson
6 high school. Now, first thing that the
7 councilman let everybody know is that he's
8 totally against the school closing. Plain and
9 simple. Him and - - Arthur Clark are working
10 together and trying to figure out ways to keep
11 this school from closing. Now, another thing
12 that you need to know is that the best way to
13 close a school is to keep parents as well as
14 teachers ignorant of certain facts. See, 'cause
15 if you're under--if you're under the impression
16 that the school is automatically deemed bad and
17 it's failing your kids, they can skew numbers
18 real easy. That's how they got rid of Jackson.
19 They had - - but now, that's - - so we got to
20 get rid of another school to bring in another
21 school. Something doesn't seem right. It seems
22 like something's a little bit off. I don't
23 know. Is it just me, 'cause I mean, they were
24 real quick to tell you how bad Jackson was back
25 in the day, but they're real quick not to tell

1 you exactly, oh, they had the number one law
2 program in New York City. They had the number
3 two law program in New York State. Obviously,
4 that's - - I'm standing before you - - . So I'm
5 - - . - - because your kids are coming home
6 knowing different things or learning or becoming
7 educated. Don't sleep. That's what they want
8 you to do. They want you to go home. They want
9 you to forget about today. They want you to act
10 like this meeting never happened and tomorrow is
11 a new day. You have to keep the pressure on.
12 You have to keep pushing because if you don't
13 keep the pressure on, you don't keep pushing,
14 what you're going to have is your kids out of
15 there, a new school in here and you would have
16 done all this for nothing. Do not let that
17 happen. Keep your voices being heard. Be
18 upset. Be angry. I'm angry. Be just as angry.
19 These are your kids. These are our kids. These
20 are the future, and people tend to forget that.
21 DOE tends to forget that because when it comes
22 down to - - and that is not how it should be.
23 Thank you.

24 MR. WILLIAM MCDONALD: Good evening. My
25 name is William McDonald. I'm here representing

1 the New York State Congress NAACB. I served
2 on the - - for this district. I served - - for
3 this district. As a NAACB member, I was asked
4 to serve on this panel, but I refused to sit on
5 a panel whose only work is sitting here for a
6 couple hours. I went to all three hearings in
7 Queens. All of them. They are all in the black
8 community or servicing black kids. That's a
9 fact. Another fact--when - - Chancellor took
10 over the Department of Education, the budget was
11 \$12 billion a year. Eight years later, that
12 budget is \$22 billion a year. The question is
13 are our students getting their money's worth?
14 And matter of fact, another statistic--the man's
15 worth was \$4 billion. His worth is now \$12
16 billion. And climbing. In eight years as
17 mayor. I want to say something to you, those
18 members here, so you can take it back to the
19 Department of Education. Our kids are not
20 failures. You failed our kids. You failed our
21 community. In the six or seven years that I
22 have been serving as - - schools in this damn
23 city, the respect that I see coming through the
24 communities like this one is very - - . When I
25 look at the homes in this community and I look

1 at the shape of our schools, I have to say
2 something is wrong. There's something missing.
3 There's something - - . When you have meetings
4 and you ask the community, you ask the parents
5 to give you questions and then you come back and
6 you say you don't have to answer those
7 questions, there's something wrong. - - school
8 on the other side of the Grand Central. To the
9 campus, the Metropolitan campus. Ladies and
10 gentlemen, in 2010, Queens, New York, the
11 Department of Education is opening up a school
12 which - - our kids won't be represented in.
13 They are opening up a zone school. The
14 chancellor made a deal with that group over the
15 - - . I know that because I was at the meeting
16 where the - - statement. He stated it in an
17 open meeting to his community. There are
18 several people here that was at that meeting.
19 And they have spoken. We consider that--this
20 decision that you guys are making right now sets
21 Brown v. Board of Education on its ear. You
22 cannot open up a school that - - with the white
23 community and shut down ours. I have to--I have
24 to address something that this gentleman here
25 said early on in his, uh, when he was showing

1 his slides. He was somewhat correct. My son
2 goes to this school in Springfield campus, and I
3 have been very involved there. You were
4 somewhat correct that they have been sending
5 those kids away, kids elsewhere. I know that
6 for a fact. I also know that last year, the DOE
7 told all three of those schools that they cannot
8 do that anymore. Basically, what I was telling
9 you is that it's youth today and it's going to
10 be - - tomorrow because this whole thing is a
11 plan. In the middle of this month, the
12 chancellor is going to Albany, and he is going
13 to put in to change the law. He wants the law
14 to change from 200 to 400 charter schools.
15 That, ladies and gentlemen, is a threat. Thank
16 you.

17 MR. KEN KOHEN: Good evening. My name is
18 Ken Kohen. I'm the regional director for the
19 New York State conference of NAACP branches. I
20 represent all 15 branches in New York City, and
21 we are here to say stop all school closings. We
22 have - - the communities, the students and the
23 parents, and we have heard them loud and clear,
24 but obviously, the city doesn't hear those who
25 they represent. In 2002, a man was elected to

1 become the mayor of this city and changed the
2 - - what was then the Board of Education to the
3 Department of Education and made the board
4 transparent. We must - - the transparency in
5 the students, parents and communities that these
6 schools serve. Tonight, we are hearing and
7 seeing parents as we have heard on three other
8 nights come out and say hell, no, we won't go.
9 Tonight, we are here once again, being
10 disrespected as you come before us with no real
11 statistics, no papers, no information to give
12 these people. Once again, the people that have
13 accused these students and the communities are
14 not here to face them. We have that--you - -
15 stop the vote on this, on January 26. You
16 cannot close these schools without a real plan
17 that is presented--has been presented to the
18 parents of this school and every other school in
19 this city that you have decided to phase out.
20 Number two, we ask that you take these small
21 schools and really listen to the people that
22 you, you serve. Number three, number three, and
23 listen to me clearly, because in 2002, when
24 Mayor Bloomberg took over this schools, the
25 students that are currently in this school were

1 just starting to become educated. So who is
2 the one that failed them but the person that is
3 in charge that's - - to be reelected in a third
4 term - - . - - fees, students, parents and
5 community, we stand on the words of - - who is
6 standing on the words of Mr. McDonald, and we
7 embrace it. We ask you diligently every day
8 between 9:00 and 10:00 to call the mayor's
9 office because he wants to be accountable for
10 the children in this city. Thank you.

11 MR. AL KLEINFELD: Good evening. Uh, my
12 name is Al Kleinfeld of the, uh, - -
13 Association. Uh, Mr. Deputy Chancellor and Ms.
14 Superintendent, uh, we--I was here at the last
15 meeting on December 10, 2009, and there has been
16 zero progress from that meeting to this meeting.
17 At that time, we said that when you were here--
18 many people were here. We said that you came to
19 our community and disrespecting us, bringing
20 zero information. How can you come and ask the
21 community give reasons to keep a school open
22 when you come here - - to close the school?
23 That is - - . Also, you talk about
24 accountability. Mr. Deputy Chancellor, I don't
25 know how long you've been in the position or how

1 long you've been with the Department of
2 Education. If all these schools fail on your
3 watch, why are you still - - ? - - why are they
4 not talking about getting rid of you? Right?
5 If this school gets a D, what do you get? - -
6 that this school had upwards of 400 students,
7 and they talk about a phase out. What happens
8 to the support of these 400 students? Right.
9 Nothing. Please. - - .

10 MR. TAVERAS: I just want to say I hear you,
11 but - - number 29 and every single person that
12 signed up was supposed to go in that order and
13 you're getting asked--the other folks - - like I
14 said, I just wanted to make that a point.

15 YVETTE: Uh, my name is Yvette - - president
16 of the President's Council in District 29,
17 Elementary and Middle School. Um, with all due
18 respect, you have to take this beating and
19 realize it's not intended for you because we do
20 realize you are not the ones making the final
21 decisions or initiate the decisions because I do
22 believe if you were the ones who started this
23 decision, you wouldn't have made them. That's
24 what I - - apologize on behalf of the rest of us
25 as parents, but you have to understand when the

1 system has disenfranchised parents for so
2 long--this is why people went out of turn. Not
3 that we continue to do that, but you're welling
4 up inside with things that you must say, so you
5 go on record as being heard, and I do hope that
6 tonight's comments do go on record and that they
7 are being heard, that we're not coming out here,
8 wasting our time, and this is not getting back
9 to Mayor Bloomberg, that the people over in
10 Queens--you better look somewhere else, because
11 they crazy, okay? They crazy about their kids.
12 They love their kids so much that they show up
13 on a cold night and even the ones that don't
14 belong to the high school, but because my child
15 is going to go into high school come September,
16 I want to see schools that our children want to
17 go to. You need to build a foundation from
18 elementary and middle schools, okay? You can't
19 give the school what you're calling failed
20 children and expect miracles out of them. You
21 have to give the schools due process and let
22 them have the resources that they so badly need.
23 How can the special ed kids be in regular
24 classes when it's a violation? It's a
25 violation. You know, - - but there was nobody

1 else over there. On the regular job, if you
2 had failing rates for so long you'd be fired.
3 Okay? First, they would try to implement things
4 for you to improve, right? And then if you
5 didn't improve, at least give people a chance.
6 If you give up on the children in this school,
7 guaranteed, they're the ones going to be
8 standing for a Social Security check. If they
9 don't know what to do, you won't be getting that
10 money that you're supposed to. All right? And
11 I thank you for listening to me.

12 FEMALE VOICE: That's me. I'm going to go
13 on the odd side. I'm going to go on the odd
14 side. It's a little odd tonight. As an elected
15 parent representative, I support our community
16 in opposing the closing of this school because
17 it doesn't make sense, and if it doesn't make
18 sense, then the DOE cannot commence. According
19 to education law Section 25 9H, which details
20 the powers and duties of the chancellor, it
21 indicates that the education and tax - - shall
22 include the following information regarding the
23 proposed school closing. III--in any outline of
24 any proposed or potential use of the school
25 building for other educational programs or

1 demonstrative services. I contend that the
2 impact statement dated 12/10/2009 failed to list
3 any potential use and its subsequent amended
4 impact statement dated 12/18/09 only mentioned
5 the phase in of 29 - - 3/26. Therefore, DOE is
6 in violation of education law. Our community
7 has not received any concrete information on
8 what we will get. However, we are clear on what
9 will be lost. - - the virtual enterprise, which
10 is the pictures that we've been holding up.
11 This school won number one. The virtual
12 enterprise program is an applied learning and
13 instructional lotto for business, finance and
14 career education. It's a basic tenant of
15 Business Computer Applications and
16 Entrepreneurship. What would become of the
17 future firms or business in BCAE students would
18 have created at the end of each academic school
19 year? The impact statement fails to speak to
20 that. VII states that information regarding
21 such school's academic performance, including
22 whether such school was identified as a school
23 in need of improvement--Campus Magnet, according
24 to the law, should remain to the state as a
25 school in good standing. However, impact

1 statement reposts that the proposal to close
2 BCAE was after consultation with internal
3 stakeholders. Who are they? We know--I'm an
4 elected official. I'm an elected official.
5 Who--we know who they are not. During a recent
6 interview with New York One, Joe Kline stated
7 that the department doesn't run schools.
8 Schools run schools. This phantom decision
9 maker or makers, the internal stakeholders are
10 not members of the school - - management team,
11 the school leadership team. They've
12 acknowledged tonight they wasn't part of that.
13 It wasn't us, CCHS. The decision, DOE, had no
14 standing and negatively impacted the academic
15 endeavors of BCAE school community. More
16 importantly, the lack of disclosure surrounding
17 the identity of these internal stakeholders in
18 the impact statement concludes that the action
19 of phasing out this school is another violation
20 of set form. Quite honestly, it doesn't make
21 sense. The DOE cannot commence. In closing, in
22 1996, the - - initiated a courageous,
23 unprecedented intervention of a type unknown to
24 this administration. The chancellor ran
25 schools. The chancellor took ownership of the

1 schools identified by the state in need of
2 improvement. The chancellor mandated and
3 implemented comprehensive reform, curriculum,
4 instructional and personnel changes to improve
5 quality of education for our youth. The
6 chancellor didn't phase out schools. He phased
7 out failure. In a well resourced school survey,
8 the city's poorest and academically lowest
9 performing students. Today, in the year 2010,
10 nothing has changed. Only our chancellor's
11 vision and commitment to education. Thank you.

12 FEMALE VOICE: Um, I've been listening to
13 everyone today, and I'm sure that the DOE pretty
14 much got an idea of what you parents are trying
15 to say. I'm here to talk to you as parent of
16 this community, as a child from this community.
17 I've been in this community over 30 years, and
18 I'm also a teacher, and I'm also a parent
19 teacher association president. And no, I do not
20 teach in high school. But I felt that it was
21 near and dear that we come out and we support
22 for the students of this community, for the
23 children of this community. Also, I want the
24 DOE to keep in mind that we do not work for you.
25 The students, I mean. That you work for them,

1 and you work for the parents, and what I--I
2 just want to say that, and I want to know where
3 are you putting these failing students? Or
4 children in high needs? I am a special
5 education teacher, and I do not have the
6 resources to - - these children, and every day,
7 I hear - - . Well, I'm here to tell you you
8 mandate us to differentiate and you're not
9 differentiating for the students. What I want
10 to say to the parents is that I'm listening and
11 the parents--not only parents. Also people
12 within the community--you might say why, why do
13 I have to go out and listen to what's going on?
14 These are the students that are being failed,
15 and they have no choice but to fail around and
16 act like failures. So they're poor. On January
17 26, what you need to do is go out and speak to
18 your neighbors, speak to grandma, speak to the
19 store owners, the ones that complain and say the
20 kids just hang in the - - and they don't like -
21 - and say we need to fight for them. So I just
22 want to go on record to make sure that you know
23 that you are failing them and you work for them.
24 They don't work for you.

25 MS. SANDRA WILLIAMS: Good evening. My name

1 is Sandra Williams, and I'm a parent in the
2 community. I have five sons. All of them
3 attend district 28 schools and district 29
4 schools, and I do have a son at East Prep
5 Academy and Springfield Garden campus, and he's
6 special. I am really tired of the Department of
7 Education treating us like slaves. They take in
8 what they want and what we - - . Too many
9 people have died to get us where we are today,
10 and after all of those struggles, the DOE is
11 standing in our way and snatching it and biting
12 us all the time. I want to also say enough is
13 enough. A speech from Mayor Bloomberg in
14 February of 2007 said we are taking the next
15 step in - - opportunities for parents to become
16 real allies in improving our schools and giving
17 our students better chances for success. That
18 is upsetting right now. What opportunity was he
19 referring to? What success? Parents as real
20 allies, improving our schools. According to the
21 DOE, they're replacing low performing, large
22 high schools with new, small schools. Isn't
23 this school one of the smaller communities that
24 the DOE thought would be the difference in
25 improving our system? Isn't this BCAE school

1 one of Klein's and Bloomberg's babies? I have
2 been - - since my oldest son, who is now a
3 junior at CUNY - - started - - in this
4 community. And I will stay in that role until -
5 - elected official--role until my youngest son
6 who is now in the sixth grade graduates from
7 college. We don't abandon our children. When
8 any of my sons are performing poorly, I
9 research, find ways to help them. Unlike the
10 DOE, I don't kick them out of the house and
11 replace them with other children. My
12 responsibility is to make them achieve by any
13 means necessary. Don't let the DOE get away
14 with it. We don't close schools. We help
15 children. Their proposed smaller learning
16 communities and successful plan to improve
17 education of our children. This school is one
18 of those smaller learning communities. What
19 happened?

20 SHARON: Good evening. My name is Sharon -
21 - . I am a staff member at Mathematics Science
22 Research and Technology Magnet High School, and
23 I was a member of the staff at Andrew Jackson
24 High School when it was phased out. Phasing out
25 the business school negatively impacts not only

1 the students to that school but the students
2 of the other three schools in the building. Not
3 only the staff of the business school, but the
4 staff of the other three schools. Not only the
5 schools, but the entire community. The
6 Department of Education is accepting no
7 responsibility for the situation. This is
8 supposed to be all about the students. The
9 progress report grade for the business school
10 over three years went from a B to a C to a D.
11 Where was the support from the DOE - - during
12 that time? If you ask the staff and students of
13 BCAE, they will tell you it was non-existent.
14 Who knows which school is going to be the
15 Department of Education's next target?

16 MR. ROBERT JENKINS: Good evening. My name
17 is Robert Jenkins. I'm a member of Phi Beta
18 Sigma fraternity, United Black Men of Queens
19 County, the NAACP, a resident in this community
20 for over three--over 30 years. I have five
21 children and I'm very, very - - to say that they
22 have grown up as adults and they're able to go
23 out and work and have a career for themselves.
24 And that is one of the reasons why this meeting
25 tonight distresses me so much, because you folks

1 from the Department of Education sit here and
2 you know that the decision has already been made
3 to close these schools. You know that that
4 decision has already been made. The schools
5 have already been renamed and the fix is in for
6 this community. This chancellor and this mayor
7 has operated the school system under a climate
8 of fear and intimidation of all school
9 personnel. You have allowed every school that
10 is on this closure list to fail and it's just
11 downright racism, downright racism, downright
12 racism that you have allowed these schools to
13 fail. And you allow them to fail because a
14 school that starts out with a B then a C then--
15 I'm an elected official--then, then did a red
16 flag go up and say to the chancellor and
17 Department of Education that these schools--this
18 school, well, these schools are beginning to
19 make a slide down. What resources? What is it
20 that we can do to lift these schools? You did
21 not send in one person to help lift these
22 schools up, and the distant--the distant
23 superintendents of high schools had no role in
24 trying to save these schools and prevent that
25 downward spiral, and that is the malfeasance of

1 the Department of Education. You people saw
2 something going wrong, and you failed to fix it.
3 You failed to change it. And I am saying to
4 everyone in this community, if you allow this
5 racist act to continue, then it's no wonder that
6 we were - - in the streets of this city in the
7 years to come, because a - - doesn't have a job
8 is going to - - some kind of way, and we don't
9 want it to make it--we don't want them to make
10 it on the backs of other children, on the backs
11 of our senior citizens and on the backs of
12 people who are working and trying to, uh, save
13 this community. So ladies and gentlemen, I am
14 saying to each and every one of you that every
15 friend you have, every person that you know,
16 come out with your signs, with your placards and
17 with every ounce of - - that you have to
18 confront these racists at the Department of
19 Education. Confront them on January 26 and
20 close down every street, every, uh, every
21 alleyway. Close down everything in that
22 community where these meetings are going to take
23 place. Take it to the streets. - - and we can
24 do it and every single one of you - - you know
25 you've done the wrong thing. You know that - -

1 alive and well here and you've got to correct
2 it. The NAACP is right. Will McDonald is right
3 and every other people who came here is right,
4 and they're telling you what you've done and
5 you've got to face the music.

6 DAVE: My name is Dave - - . I'm a district
7 representative from Queens High Schools for the
8 United Federation of Teachers. I've been going
9 around to all the schools, all the high schools
10 in Queens. The Department of Education has
11 decided to turn its back on the kids of the
12 city. As we see them doing this to these
13 schools here, we know we have - - questions.
14 Our colleague here, Joel, at the beginning of
15 this meeting sat there and said that we had--
16 that they weren't accepting any questions.
17 That's not true. We are - - questions. We all
18 have the questions. The problem is the
19 Department of Education has no answers. Since
20 this last meeting - - I understand that all the
21 questions that were asked by this community, by
22 parents, by the staff, asking the questions,
23 they had no answers, so it is disgraceful to the
24 chancellor and the chancellor representative is
25 here with no answers again. In the beginning of

1 this meeting, they asked for some answers.
2 They asked--the parents of this community asked
3 for answers and again the chancellor has none.
4 This public meeting is a farce. If we're
5 sitting there looking at what the spirit of the
6 law is, it is supposed to be a public hearing in
7 which answers to the questions are supposed to
8 be answered. If we're talking about true
9 accountability, then we need to hold the
10 chancellor and this mayor accountable. I'm
11 letting everyone know we contacted our assembly
12 people and our state senators. We should be
13 letting them know that this is illegal, what
14 they've been doing to the schools. Public
15 hearings is wrong, and they need to know about
16 this. If we are going to hold them accountable,
17 we need to be asking them the questions. It is
18 insulting that they come here and the only thing
19 to do is to read to us as if we are six years
20 old. I read to my four-year-old daughter and
21 the chancellor does not need to read to me.
22 Thank you very much. I know how to read. It is
23 ridiculous that this is the only thing that they
24 have to say to the community. In their - - they
25 say if no significant progress is made over

1 time, then leadership change, restructuring or
2 closure is possible. Closure is not your only
3 option, but obviously, the chancellor turns his
4 back on the kids because he has no answers. He
5 has no - - to serve the kids of this community.
6 He has no answers for the parents. He has no
7 answers for the community. At the last parent
8 meeting here, it was - - wanted to go back to
9 the chancellor that they were going to be
10 pushing and then encouraging the ninth graders
11 to leave, uh, the current ninth graders to
12 transfer out of this school. Is this what the
13 message is from the chancellor, to sit there and
14 say that we don't care about these kids, that
15 we're going to phase out the school here faster
16 - - three years that we can do - - ? This
17 chancellor doesn't care about kids, and it's
18 about time that we sit there and hold him
19 accountable. It is about time that this
20 chancellor leaves and - - .

21 MR. JACOBS: Yes, my name is - - Jacobs. I
22 am a student here at BCAU High School. Um, - -
23 every student - - please stand up. - - I ask
24 you, superintendent of high schools, do these
25 look like failing students to you? Do I look

1 like a failing student to you? Closing these
2 schools is not right. You should--instead of
3 cutting - - from our budget, you should - - pay
4 for our teachers so we can - - pass - - and let
5 me tell you, - - chancellor - - in these high
6 schools, he passed us up. They are not easy.
7 They are very hard. Now, I'm going to hand it
8 over to - - to, uh, um, save our schools.

9 LISA: Hi, my name is Lisa - - . As he just
10 said, I am from Jamaica High School. I came
11 here for one purpose, and that is to make an
12 alliance with this school so that you guys - -
13 we really do not want the schools to close.
14 Well, another reason is that you guys are taking
15 away schools that we need, schools that people
16 in the community also go to. Where are these
17 people--where are we supposed to go? We're
18 supposed to be the future, yet you're not giving
19 us a future to actually - - . Not only that,
20 but then again, you guys, like, nowadays, a GED
21 does not cut it. People want to see a high
22 school diploma. Some people do not want to go
23 to college because they cannot afford it, so
24 they--so they just take the high school diploma
25 and get a job. What are they going to do when

1 they find out that all these charter schools,
2 they only accept what they select. There are
3 no--there is no special ed classes at no charter
4 schools, and not only that, but if you're a
5 slower learner, they will kick you out. So - -
6 my friend, like he just said. Instead of
7 creating these charter schools and spending a
8 whole lot more money on them than what you ever
9 gave to us, give that same money that you were
10 going to use on them to us because - - . You
11 guys keep saying that we're not going to
12 improve, but give us the money and you will see
13 that we will improve. Not only that, but my
14 final statement is that with us growing, this
15 group, the alliance with - - growing, you will
16 find out that if you want a fight, you got one.

17 FEMALE SPEAKER: Good evening, everyone. My
18 name is - - and I'm speaking here tonight
19 because I live in this community. I don't have
20 a child that's going to be in high school for
21 the next eight years, but to me, that doesn't
22 matter. What I'm really tired of is the black
23 community getting the short end of the stick,
24 and I also want to say to the parents and to the
25 last young lady who just spoke, I'm in love with

1 you. What I'm saying is stop asking the DOE
2 to do things for you. What I'm saying is demand
3 it. If - - says that it's illegal, I don't want
4 to march, okay? I want my lawyer to do the
5 talking for me, okay? You don't march.
6 Marching works in the '60s. I think, um, these
7 hearings might have worked in the '70s or '80s.
8 I think if you agree that this is 2010. The pen
9 is mightier than the sword, and I say call your
10 lawyer. I say find somebody who may work pro
11 bono. I don't want to call the mayor. Okay? I
12 don't want to talk to the mayor because as far
13 as I'm concerned, he's sitting in that office on
14 a third term illegally, okay? - - pass through
15 the city council. - - came from the people. It
16 passed because his money hit the right pockets,
17 okay? I'm going to give it to you straight
18 tonight. If there's someone out there that is a
19 lawyer, that knows a lawyer, that knows of a law
20 office that does pro bono work, give it to - -
21 for a number of years, okay? I'm 38. I started
22 out at Jackson. Um, I have dyslexia. I had a
23 teacher in Jackson, Mr. Franklin. I don't know
24 if anyone remembers him, but this man worked
25 with me one on one until I could put things

1 together and so that it could make sense for
2 me. When I left the school, I came back to the
3 school, um, not to say hi to the teachers, not
4 to walk up and down the hall. I came back to
5 the school and watched shows that these young
6 people have given, the fashion shows--it's like
7 something I seen way out in Manhattan, okay?
8 Don't give up on them. Don't give up on them,
9 and don't ask the DOE for anything.

10 MS. BERNADINE GOLDMAN: Good evening. My
11 name is Bernadine Goldman. I am a teacher here
12 at Business Computer Applications and
13 Entrepreneurship High School. I teach English.
14 I was here 16 years ago when they phased out--
15 started to phase out Jackson. I was an English
16 teacher there. I was also an English teacher at
17 Springfield Gardens High School when they
18 decided to do the phase out there. I was on the
19 grant writing team when we decided that we
20 weren't going to let the DOE tell us how we were
21 going to phase out and reorganize. We were
22 going to tell them this is what will work for
23 our school. Guess what happened? They changed
24 the way that they ran the DOE and the schools -
25 - so we no longer had superintendency. We went

1 to regions - - or whatever they wanted to call
2 them. They decided they didn't have anybody to
3 make a decision and things--and things fell
4 apart and they did what they wanted to do
5 anyway. Now, I have a short statement. Schools
6 that serve special needs students do not need
7 one size fits all support. The superintendent
8 of Queens High School claims that Business
9 Computer Applications and Entrepreneurship High
10 School received - - professional development.
11 The question is what was the quality of that?
12 Was it appropriate for teachers who serve
13 special needs students? I submit that it was
14 not. Providing appropriate supports to the
15 school do not close the school. Use the funds
16 that are slated for starting up new schools to
17 support - - school. Thank you.

18 FEMALE SPEAKER: Good evening. My name is -
19 - . I'm a teacher here at humanities and the
20 arts high school. First, this school split up
21 in four schools. Then we went and split again.
22 Maybe closing schools and implementing small
23 schools is not the answer. I don't think by
24 doing that you're actually helping the students.
25 Instead, I think what you're doing is pushing

1 students out and only taking in those that you
2 feel are deemed appropriately suited for these
3 smaller environments. Let's just look a minute
4 at demographics. If I look around these
5 communities where the schools are being closed,
6 I see nothing but students of color. I don't
7 see this happening in communities where there
8 are white students. Quite the contrary. If we
9 don't stop and take a look at what they're doing
10 to our students of color and start fighting to
11 save our schools, then I don't know what's going
12 to happen to our students. Oftentimes, students
13 are deemed as failures, and I submit to say it's
14 not the students who are the failures but it's
15 DOE that's continuing to fail our students. - -
16 charter schools. Every time you turn around,
17 you see the charter schools being put in the
18 black communities. And they're only taking
19 students who are not needy or on special
20 resources such as special ed students or the ELL
21 students or the ESL students. Why not put the
22 money into these small schools or into the large
23 schools and stop closing them? Stop doing
24 social experiments on our kids. They're people,
25 not objects. Thank you.

1 JAMES: My name is James - - and it's very
2 hard to follow my wife, but I'll try. I'm a
3 teacher at Jamaica High School, also the UFT
4 chapter - - there and the lead contingent from
5 Jamaica supports you here totally. Now, some of
6 the schools in this city, uh, take on some of
7 the more, uh, non-traditional students and so
8 for them to use the four-year graduation rate,
9 to keep throwing that in our faces is
10 ridiculous. If someone comes in 18 years old
11 under credited and they need a little bit more
12 time, a school that nurtures that kind of
13 student should be credited and those kids should
14 be crepitated, too, for sticking it out.
15 Anyway, this is supposed to be a public hearing
16 and these are supposed to be the public schools.
17 Is DOE listening to the public? I don't know.
18 This is the fourth hearing I've been to this
19 week. I went to - - Channel last week.
20 Jamaica, of course I was at. Went to - - last
21 week and I came here tonight. I was talking to
22 a report, Rachel, uh, Monaghan who's in the, in
23 the back with the Daily News, and we're talking
24 about has anybody spoken in favor of one of
25 these proposals, and she said, well, maybe one.

1 In 20 schools or 15 schools, maybe one person.
2 So overwhelmingly, virtually everybody that has
3 spoken has said no, don't close our schools.
4 What you should do instead is take this startup
5 money and read the - - statement, \$80,000 there,
6 \$51,000 there, \$32,000 here, \$225,000 there.
7 \$85,000 again. Take that money and give it to
8 the schools that are supposed to be - - . Keep
9 them open. Provide them with the resources to
10 lower class size, lower guidance caseload so
11 that we can do what we have to do to get these
12 kids through. That's the answer, and I know my
13 time is up, but I just wanted to say we should
14 do everything since we are the public, and it
15 appears that DOE is not listening. It's up to
16 us to use the lawyers, hit the streets with
17 protests, uh, go however we can. Unite together
18 and say save our schools. Thank you.

19 OLGA: Sorry, I'm kind of nervous. But if I
20 want to express how I feel, I feel like I'm
21 putting my school down. My name is - - . I'm
22 an alumni of '09. Before entering this high
23 school, DOE - - number three just because I
24 didn't speak any English. And I graduated as
25 salutatorian of my class. And I know for a fact

1 that this school prepared me for college,
2 because just as - - my GPA was a 3.5. If you're
3 not well prepared, there's no way in this world
4 that you end up with that kind of GPA, 3.5. And
5 closing--this is four schools in one building,
6 so we all play sports under one name, so if
7 you're closing--if you close out Business
8 Computers High School, that's going to make the
9 other schools weaker 'cause they're not going to
10 be able to play together as one because you took
11 away one of their best teams, or best members
12 or--yeah, that's it. So closing the school is -
13 - so - - sorry, I'm really nervous, but I wish I
14 could express it in a better way. I want to
15 thank this school for helping me. Increasing my
16 English and closing the school is not a - - .

17 MALE VOICE: Okay. Let me get this started
18 right now. Listen, ladies and gentlemen, that's
19 - - okay, so please, please, please understand
20 that that was one of the best students that ever
21 came through this place. I - - know something
22 personally, okay? I've been hearing--I've been
23 hearing this word--failing. Failing. Failing.
24 Failing. We did not fail. Stop, stop using
25 those terminology. We did not fail. What we

1 got was a D. What we got was a struggling D
2 that would make you want to change the scale, -
3 - same scale, we would have gotten a C. Stop
4 saying we are failing. You want to talk about
5 failing? I got 40 seconds. Okay. I got--
6 actually, let me see. Can you hold on a second?
7 45 seconds. Okay. Let me tell you something,
8 ladies and gentlemen. Let me say something that
9 nobody's saying or talking about. I'm upset
10 right now. I have to go into the internet and
11 find all the stuff. You know what? I'm going
12 to try to start Googling everybody just to find
13 out who you are. I haven't seen you. I don't
14 know you. I'm upset right now, and I am on fire
15 because I get no answers. You want to talk
16 about failure? Let me talk about failure. - -
17 . There is only one failing high school in the
18 DOE, and they're not closing it down. - - fact.
19 Last year, there were nine, nine, nine failing
20 high schools. They closed two down. Of those
21 that stayed open, they went to a C. So I ask
22 you, why don't we get the same opportunity?
23 That's a question that I want on record because
24 that's a question that no one's tended to
25 answer. We did not fail. Under your standards,

1 we did not fail. I'm sorry. I thought I had
2 more time. I apologize. I'm - - . We didn't--
3 we didn't fail. We got a D. And I - - these,
4 these letter grades that you're putting on the
5 schools, I could go ahead and bore everybody
6 with statistics that I've seen, and I don't have
7 the time to do so, but I do have this time.
8 Ladies and gentlemen, next time, next time you
9 fill out that survey, next time you fill out
10 that survey, make sure you put strongly agree.
11 Make sure you put strongly agree because you
12 know what the DOE says? If you agree on this
13 progress report, if you put agree to everything,
14 you get a C. That's real. That's exactly
15 right. If you put a agree, you get a C. That's
16 how they rate it this year. You put strongly
17 agree, you get an A. Don't you dare say
18 disagree. Don't you dare hang yourself. Ladies
19 and gentlemen, I'm not advocating fixing grades.
20 I'm not advocating anything, but you know what?
21 If they're going to put that parents survey,
22 that teacher survey, that student survey, don't
23 you dare--don't you dare put agree. You agree
24 with something, strongly agree with it, because
25 it makes a difference, and the DOE knows it.

1 Thank you for my time.

2 TOM: My name is, uh, Tom - - guidance
3 counselor at the math science high school. I
4 just wanted to say that, um, our school really
5 needs more support, okay? I think--I think - -
6 . I think it seems--it seems very hard on
7 people that need support the most. Basically, I
8 - - hardest work and the most kind hearted
9 educators who do everything in their power,
10 especially the neediest students, and propose to
11 close the school. How are these students going
12 to feel when they come back and their high
13 school no longer exists, and many of their
14 teachers, who are like second parents and family
15 to them, cannot be found? These students come
16 back on the holidays and come back and ask us
17 for help and direction, and we could be taking -
18 - closure of the school. I'm a concerned
19 guidance counselor, and I feel that our children
20 are being punished. We need extra support, not
21 to be unfairly evaluated. So - - schools, all
22 right, many of the students are - - . Please do
23 not make our community suffer more. Please
24 support us and please help reverse this closure.
25 Thank you.

1 CLARENCE: Good evening. My name is - -
2 Clarence - - from the law school. I've been
3 here at the campus since its inception, and it's
4 been a wonderful - - . We are four schools, one
5 family, and notwithstanding the shortcomings, -
6 - and notwithstanding the externalities - -
7 school - - it's very important that we stand
8 together as one community school, a - - school.
9 There's no need at this juncture to take away or
10 restructure one of the schools. As - - is - -
11 we should support the schools--in this case, the
12 ones that need the support the most. All of our
13 schools are shambles. - - . Take away one
14 right now--it's not the answer. The greatest
15 system that has popped up recently through the
16 Department of Ed's business model is not
17 necessarily the right way to grade us. In the
18 past, schools that were struggling got support.
19 But let's - - . I'm a teacher of 24 years. Uh,
20 there are three terms to the semester. If I was
21 to get a B one term, a C the next term and a D
22 the next one, do I - - oh my god, you fail,
23 close you out - - . You average up the B, the C
24 and the D, right? I might not speak - - English
25 here - - . Average out the B, the C and the D.

1 You don't - - close the school or close the
2 student - - . You average that grade and give
3 the student a chance. In this case, the
4 Department of Ed should use that same type of
5 educational pedagogy. Okay? Give the school a
6 chance. We're a campus family, and as one
7 family, we should stay together. The support of
8 all four schools, so then if another school
9 comes up with a failing team next term, do we
10 use the same formula and close the other school?
11 I'd say to the Department of Education stop.
12 Look. Listen. We are the people, the students
13 are the future. And by trying to close one of
14 our schools, it has - - the campus and - - I'm
15 not a public speaker. I'm a teacher, so take
16 that with - - . Now, what I argue is the
17 Department of Education should realize the - -
18 campus. One lady did say you don't take one
19 child and take the child out. The other schools
20 might be this way in the sense that - - . this
21 is a campus school. We restructured in '95 with
22 Jackson. How far - - are we going to go to give
23 the business school a chance and this community
24 needs a business school. Our young men need to
25 - - business. Another fact--that being said,

1 the business school has a predominantly--a
2 predominantly male population, right? That's a
3 fact - - . What are we doing to strengthen our
4 black males, give them that support? - - close
5 the business school, and I hope you officials
6 take to what I'm saying and - - 26? Do the
7 right thing for our community.

8 MALE VOICE: Uh, good evening, deputy, uh,
9 assistant superintendent. Uh, I've been in
10 situations like this many times before. When
11 you come in, you almost feel like, uh, - -
12 however, uh, I pray that you listen to me and I
13 pray that you listen with your heart and not
14 just hearing because you're supposed to be here.
15 Now, with that being said, I'll quote some names
16 real quick, and if you're still here, uh, when I
17 quote your name, if you can, just raise your
18 name or stand up. I would appreciate it. So -
19 - , Mr. - - , Mr. - - , Mr. Johnson, Ms. - - ,
20 Mr. - - , uh, Mr. - - , Ms. Sherman and she's no
21 longer with the school, but she was a teacher at
22 the time when I was here. Uh, I just want to
23 say thank you. Uh, thank you - - why are you
24 saying thank you? Here's the reason why. - - I
25 used to attend this school back in 1996. Uh, I

1 was one of those freshmen students who came in
2 very immature. You know, - - school and - -
3 some things that you just do. Uh, but when I
4 got to the 10th, 11th, 12th grade with all the
5 programs at the time reshuffling, um, because of
6 teachers like this informing me of these
7 programs, I was able to progress in life. I was
8 that student that - - they wouldn't have thought
9 of, but, uh, thanks to God's grace, I was able
10 to make it. And now I would consider myself
11 somewhat successful. I now work for the state
12 department of corrections, and - - . The - - I
13 wanted to give real quick was when you send
14 perfect kids out into a foreign land such as you
15 send them to another school in town after
16 closing - - what tends to happen is they have to
17 readjust, and by readjusting what happens is
18 they're around people they don't know, which
19 means they're uncomfortable - - violence takes
20 place. I see that in the jail system every day.
21 We get students from various other schools every
22 day. You ask them who's going to school? - - .
23 When I was coming up, we had - - we had night
24 school, we had Saturday, we had everything to
25 help a student to graduate. That's how I

1 graduated it because of stuff like that. So
2 once again, I pray that this is just not
3 something that you're hearing but that you're
4 listening to, and - - do, I pray that - -
5 because you're not giving somebody else a
6 chance. I really pray that. I - - in your own
7 life. The sad thing is you may not change, but
8 the people that send you out to represent them,
9 they're playing a game with you, so I really
10 pray that you're listening. Thank you.

11 MALE VOICE: Thank you. I'm going to
12 actually address you guys here in the audience
13 because, uh, we've known - - as we know, the
14 Department of Education has heard from every
15 speaker doesn't listen. So I need you guys to
16 listen. On the 26th is the PEP, the vote that's
17 going to take place. For those that are left
18 here in the audience, that shows you have a
19 commitment to that. I need you to take one hour
20 out of the next 13 days, and I need you to make
21 phone calls to your - - president's office, to
22 your local elected officials. I want you to
23 call every single day, and I want you to let
24 them know that you do not support this, that you
25 do not want this school closed or any of the

1 schools closing. This has been a nasty game
2 of politics. - - houses or your - - TV
3 commercials and print ads on what a great job
4 this man has done with this city and why - -
5 should reelect him again. He spent over \$100
6 million telling you what a great man he was. He
7 spent 85% of that on what a great system his
8 educational system was. You remember that? Six
9 weeks later he shuts down 20 schools. He didn't
10 tell us back in November that the school system
11 was cracked or broken. He didn't say that then.
12 So he's not listening and he's playing a game on
13 the backs of you, on the backs of your community
14 and on the backs of your children, and all of us
15 together, we want to be heard, and we can be
16 heard, if you take one hour for the next 13 days
17 and you make those phone calls every day. Call
18 Helen - - office every day. Call your city
19 councilman every day. - - your state elected
20 officials, your senators, everybody. Call them.
21 I'm almost done. Call them and let them know
22 that you want their voices heard. The New York
23 City council delegation in Queens--one of the
24 very rare - - with the exception of one got
25 together and signed a petition that they gave to

1 the chancellor condemning the school closures,
2 saying it was - - and resources on improving
3 schools. It was not the way to do it.
4 Chancellor - - is not listening. He's not
5 listening to you. If you want to be heard,
6 you've got to be louder. We've all stayed here
7 tonight. We go home from here tonight. We
8 start calling our elected representatives. Call
9 311. Leave the message - - at the mayor's
10 mailbox. Leave your messages, get yourself
11 heard. Remember, the 26th. Thank you very much.

12 MALE VOICE: I wanted to face you guys.
13 Good evening. My name is - - . It's a bit of a
14 tongue twister, I know. I'm 21 years old. I'm
15 a member of this community. I've lived here my
16 entire life, so I know. I know you guys. You
17 know, parents, teachers. Tonight, you displayed
18 the essence of empowerment of human spirit. And
19 I am incredibly inspired tonight from what I
20 saw. I own a business. I can't say that a lot
21 of the skills that I've learned, um, what I'll
22 say is this. A lot of the things that I've
23 learned regarding business and more importantly
24 regarding life I learned from - - and, um, I'm
25 suddenly - - young people face on a day to day

1 basis. One thing that I see here is that you
2 all are under attack. We - - decided to
3 disenfranchise our community and our future by
4 destroying our education system. It's, it's
5 very, uh, peculiar. What's also interesting is
6 - - as far as parents versus students tonight,
7 was it really the way it should have been? - -
8 students but - - . It's because they don't know
9 and it's because they've - -. - - high school.
10 I've been - - a lot of the time. There's a
11 handful of good teachers and good - - you feel
12 like you are fighting something that you can't
13 see, and you feel powerless. But you guys are
14 not powerless. We are not powerless. We - -
15 and I suppose what I'm trying to say tonight is
16 that we have the power right now for all of us
17 to unite and - - in this fight. - - you can't
18 be mad at the puppet. It's the puppeteer you've
19 got to go after. So we need to bring this to -
20 - . That's what I'd like to do, and I'll fight
21 every day because I'm young, so I - - . My time
22 is not up. I just got here as far as I'm
23 concerned. You disrespect my community. We - -
24 . You're doing your job, too.

25 MR. TAVERAS: All I'm saying is do not

1 disrespect them. If you want - - .

2 MALE SPEAKER: I'm going to make sure that
3 every student in this school and southeast
4 Queens shows they see what you guys are showing
5 their parents and their community. So you know
6 what? Your time is up, buddy.

7 MR. TAVERAS: I really do not appreciate
8 that, young man, and I really--when you started
9 speaking, I really had all the respect for you.
10 You just lost my respect there, and I'm not
11 talking about it. - - .

12 FEMALE SPEAKER: Good evening, everybody.
13 My name is - - . I am a parent, a mother and a
14 child. I'm been in this community for over 30
15 years, guys. Over 30 years. I have a home. I
16 have three homes in this community. I am also a
17 member of the PTA association and business. I
18 am terrified of what you guys are doing with all
19 of the schools. I feel sorry for all the kids.
20 As a mother, and as a child, my parents taught
21 me if you do something wrong, the adult in the
22 home should help the child fix the problem, not
23 throw the child out. So what the DOE is doing
24 is throwing our children out from fear of
25 education, and that is not fear. When we have a

1 problem, you have a root cause. Did you guys
2 find out what our root cause is? Have we done
3 any analysis, any investigation as to what the
4 root cause is? We don't have those answers.
5 The public do not have those answers. We as a
6 public, as community members, as taxpayers, we
7 need those answers. You cannot solve a problem
8 without the root cause. You cannot solve a
9 problem without putting improvements in place
10 and giving us a fair time to make those
11 improvements. That is not how you do a business
12 because you guys call it--it's a business. It's
13 a system. It's a process. The people who are
14 failed is the board of education or the DOE.
15 The children--we are a D. Why did we get to a
16 D? There should have been a plan in place since
17 from B to C so we wouldn't be in a D. It's not
18 fair. We demand processes in place so we can
19 fix the problem rather than push the problem
20 out. Face it - - bringing in a new school
21 because that's what that statement says. How is
22 that going to help the community? If you do not
23 fix it, what the problem is, - - phase out
24 school. You're bringing the same problems going
25 to be recycled in ten years and then a new

1 school will be phased out. What are you
2 solving? There's no answer to those questions,
3 and those are the--the things we need to look
4 at. I wish I was a member of - - . I wish I
5 was sitting in your seat because I would have
6 those same questions as a community member, and
7 if you're supposed to be our representative in
8 DOE, you're not representing us. You didn't do
9 your homework. You got a--you failed. You
10 didn't--you didn't pass the test when we gave it
11 to you on--a month ago. You failed. So how
12 many fails until the DOE can be pushed out from
13 DOE? Apparently, you don't--there's no quota.
14 Your report card--what is your report card? If
15 you have a report card--we want to see the
16 chancellor's report card. I'm also an elected
17 member. I'm a PTA - - and for many parents - -
18 already left and community members who already
19 left who didn't get a chance to speak, I'm sure
20 nobody minds listening to the few people that
21 are left here in this room because we are
22 committed. - - has been at the school for a
23 little over a year. - - 2009--2008. 2009 a
24 progress report was given. A review was given
25 at this school. I feel sorry for Mr. Nash. The

1 - - from February to June. That gives him,
2 what, three or four months to improve a
3 graduation rate? How is that realistic? How is
4 that possible? You have to have a plan. A plan
5 has to take time. It has to be given a year,
6 two years, maybe. Not three months. You cannot
7 make a difference. Those students who graduated
8 in June that same year had been in the school
9 prior. So how is - - change in three months?
10 The children need help. We have to give them
11 help because we are the adults. We are - -
12 future. And if you consider yourself a parent
13 or a child or an adult, you would make sure you
14 do not vote for the phase out of our schools on
15 January 26. Because you want to be accountable
16 for all the children. They're human beings,
17 too. Even though they work for DOE, I'm sure
18 they've got children. It makes no difference.
19 They're adults and they have to be accountable.
20 If they're not accountable, then - - there would
21 be no phase out of our schools. If they take
22 accountability, they'll, they'll vote no. Do
23 not vote out our schools. You understand - - .
24 So they, they will fail if they vote yes to
25 close out. If they vote no to keep our schools

1 open, they have, they are accountable because
2 they will stick it out with us to give us the
3 tools, the support, the financial requirements
4 that we need to help our future. Because these
5 are the children in this school and in other
6 schools who will be sitting in your seat 20
7 years from now. And what are they going to do?
8 You are the - - of our future. We are the
9 leaders of our future. Lead by example. Show
10 your accountability by leading by example. Do
11 not let the system fail for our children. Make
12 it work. So deny the closeout of the schools
13 and give them the tools that they need. That's
14 what we want. That's what our community is
15 paying taxes for. I have worked for over 30
16 years in my lifetime paying taxes, and this is
17 the result I'm getting back as a person who
18 wants to go into retirement in the next five
19 years? No way. I've worked my butt off for 30
20 years, and I want to do an early retirement.
21 But I don't want to be the one to say I'm
22 responsible for my school in my community to be
23 closed. I want to be the one to say our system
24 works for us and they're taking accountability
25 and they're leading by example. That statement.

1 Do you guys understand it? It's a very
2 strong statement because I lead by example for
3 my child. When she does bad in a--in an exam,
4 even though she may get an 80, I tell her no,
5 your next test, I want to see a 90. Because
6 that's, that's poor in my eyes. I raise the bar
7 for her, and hopefully when she becomes a
8 mother, she'll raise the bar for her children.
9 And another thing I want to state--from what
10 I've heard, the jails are getting - - . Why?
11 The schools are being denied from them. Why are
12 we giving criminals free food when have to fill
13 out a form to get free food? - - criminals for?
14 Or the education? What about the uniforms that
15 they have to wear? They don't have to pay for
16 it. But they're criminals. They come out of
17 jail. They're watching TV, they're doing, um,
18 training, XYZ, all free. All free for them
19 because we paid for it. Why can't our children
20 who are not criminals have the same
21 opportunities? Thank you guys for listening to
22 me. I appreciate your support - - and you guys
23 remember to keep pushing, keep active in your
24 community, keep on your children. They are your
25 assets. They are the only asset you have. Your

1 house is not worth as much as your children.
2 They came from inside you. That's the most
3 important thing in this world today, our
4 children because they are our future. Thank
5 you.

6 PARISH: Um, my name is Parish - - . I'm a
7 dedicated student of - - . And lately, not even
8 just for the past month, for the past year, I
9 think I've become - - and it's amazing because
10 I'm actually - - . - - she's actually one of my
11 role models, and as soon as I - - as my brother
12 and sister - - so I treat them - - . I'm also a
13 powerful African American, and I just think that
14 lately, - - . It's been pathetic, and I think
15 you guys should do better. It's amazing how the
16 other night, I was watching the news and the
17 chancellor couldn't even answer the question
18 about our - - being closed, and yet at the same
19 time, - - same time. So I'm not going to go
20 deep into the subject, but as representative of
21 my school, I just feel that - - anything because
22 either way, if this school does close down,
23 you're going to see my name - - .

24 MR. IAN BURKE: Good night, all. My name is
25 Ian Burke. I want to start by saying I'm also

1 an official of the community and also I - -
2 embarrassed, uh, for two reasons. For one, my
3 daughter's bedtime is 8:00, but it's 9:00 and
4 she's here, and she's a seven year old and - - .
5 Um, she was also here for, uh, elections for,
6 uh, - - . Very - - . She's tired. Um, I'm
7 also, uh, a graduate of Business Computer
8 Applications and Entrepreneurship High School.
9 - - years '95 to '99. Thank you - - , thank you
10 Ms. Kreeger, Mr. Johnson, Mr. - - , Mr. - -
11 left. - - very dear friend of mine, - - . Um,
12 please do not disrespect the integrity of the
13 people who came up here, especially that young
14 man who - - . I'm very sorry for that, but he
15 didn't mean it to you directly. He was - - .
16 The young man - - . He was aggravated. Not
17 only angry, but hurt. I thought to myself many
18 a time that if I ever found myself back in this
19 particular auditorium, which I've been in many
20 times back in those days, that I'd be here to
21 give a speech on career day, not - - I'd be
22 fighting to keep the school I love so much alive
23 - - . That is cruelty. - - seven year old cry.
24 Now, a question was asked, and the question was
25 where are the children going. - - said that

1 business, um, they're mostly males,
2 predominantly male. Hindsight is 20/20. Why
3 are we building prisons? Now, I believe in a
4 change, you know, like - - there is
5 precipitation, there's condensation, there's
6 evaporation--it's a cycle, much like there is
7 life. You give birth to your child, you - -
8 proper education. They come up in a career and
9 they raise their family. Now, how can we do
10 that if the very foundation which is the
11 education - - ? Where are the plans? - - .
12 Now, my daughters are the reason why I'm here.
13 My family is the reason why I'm here. Also the
14 reason why I'm here is because I am a success
15 story. I wasn't the valedictorian of the school
16 when I graduated, but I definitely didn't fall,
17 um, to anything negative, have a drug - - .
18 Haven't been to prison. I, uh, haven't robbed
19 anyone. I actually moved out of state with my
20 family. Um, I also - - of, uh, - - Inc. That's
21 a mortgage brokerage. Uh, to be honest with
22 you, I will humble myself. I'll come down one
23 step. I've never been to college until now.
24 Reason being is because I remember the first
25 time in ninth grade--I actually remember the

1 teacher's name, - - . Told me one thing--I
2 fell in love with sales. I've been - - in
3 sales. I've been certified, uh, with my
4 brokerage in sales, and I just absolutely - - .
5 I absolutely love selling. But it's not just
6 the fact that I love selling. It's that now I'm
7 wealthy. But do I mean financially? No, not
8 just financially. I'm wealthy in spirit. I'm
9 wealthy in pride. I would take pride to say
10 that I attended Business Computer Applications
11 and Entrepreneurship High School. That was - -
12 . - - high school - - and I can say that it
13 has had a very positive impact on my - - you
14 know - - but it has been a foundation. How can
15 you now take this away from kids who are - - who
16 are almost there or are coming in and are
17 excited? I've given presentations at colleges.
18 I mean, - - these are, these are college
19 students who want to tell me about the school
20 that I attended, - - right now in life and
21 people who are looking to send their children
22 into this particular environment - - because you
23 live in - - Boulevard. Things happen
24 everywhere, though. Everywhere you go. - - .
25 So now you're telling me my children isn't worth

1 it. So now my kids - - parents, people of
2 this community, men and women--men. If someone
3 enters your home - - your family, what are you
4 going to do? Women, someone enters your home
5 and threatens your home, what are you going to
6 do? What is the difference when someone enters
7 in the community and takes away your education?
8 Thank you.

9 MS. BARLEY: I want to apologize that we
10 will still even have to be here at this time.
11 I'm sure most of us--half of us either have to
12 come back to the school in the morning, both
13 students and teachers, and it seems most
14 inconsiderate that you should still be seated
15 here. But the information and the situation is
16 such that it is so vital for every person who is
17 still here to tell a friend, tell a neighbor,
18 door to door, person to person, anyone who lives
19 in the community, even if they don't live in the
20 community, about the 26th, okay? It's very
21 important to wake up. I wish we would stop
22 acting like victims. Let's stop being victims
23 and be proactive. Be as proactive as we can be,
24 okay? Everything you've heard tonight speaks to
25 the solution is not closing schools. Whether a

1 school is failing or not. The solution is
2 not closing schools. The solution is to step up
3 your game and find out why we've been - - why
4 we're happening and how to do the surgery rather
5 than put a band aid or come in with demolition
6 and get rid of the school. Okay? The school
7 will be - - the students, so take your emotions,
8 keep them high, and make them constructive,
9 okay? Again, we should not be victims to this.
10 The one thing the DOE has shown us is they're
11 what? Failure to meet the needs of what we need
12 from faculty to student to parent. The one
13 other thing that showed us that they really
14 could care less about our rights. Not opinions-
15 -forget emotions--our rights. You have a right
16 to have a fully operated school, public, not
17 chartered, not whatever, in your area. You pay
18 taxes, okay? You have a voice. Imagine living
19 in a community and it's--it should be an option,
20 an option. - - send their child here, but
21 someone should not be taking that option from
22 you, okay? That's your option to make. Again,
23 they haven't answered their questions, but
24 suddenly, a sign, a - - becomes involved.
25 That's the most emotion I'm seeing displayed to

1 be so concerned about - - our community
2 people, a kid who is so upset, so angry--I am
3 not saying it's okay to be disrespectful. But
4 you've been nothing but disrespectful to us with
5 your lack of lack of support, with your sitting
6 here. I am amazed that neither one of you is
7 texting. That's the only thing I'm astonished
8 about because I've been in meetings with Mr. - -
9 texting all night. People pouring out their
10 hearts, their souls, people - - with - - and
11 statistics, just the facts, just the facts.
12 Fact--you have earned an F in terms of - -
13 anything we need to operate the way we do. You
14 should take the onus and show us nothing but
15 arrogance. Arrogance. I see your sign. You
16 know I see your sign, right? Okay. So I have
17 actually almost no faith that you're going to
18 take this back anywhere. You're not writing
19 anything. I know about this being recorded, but
20 actually, the 26th is very important, and that's
21 just the starting point. This is the beginning
22 of more things to come. We need to stay united
23 as a community. It is absolutely racist. There
24 is no question. It is absolutely racist. No.
25 I'm not going to tell you everything is a black

1 and white thing. No. I'm not going to go on
2 a tangent, but fact, it is most definitely
3 racist because you would be conducting yourself
4 very different, okay? Thank you.

5 MS. MORRISON: Uh, it's hard to follow Anne,
6 really, but before I forget, I just wanted to
7 touch on that prison issue. We want to know,
8 um, where all these kids are going and why
9 they're building so many jails. Not just the
10 schools that they're closing - - the one that's
11 predominantly male. They're building prisons.
12 They want our black man to be in prison. They
13 don't want him out here being successful. - -
14 they're afraid of us. They're afraid of our
15 young men. But you know what? We have to
16 fight. My fellow board member said they're - -
17 the prisons. Of course. It's better to educate
18 them because if and when they get out--some of
19 them get out. They can't use the education
20 anyway. When they get out, they have a criminal
21 record. They can't get a job. So they - -
22 rather do that than to educate our young black
23 men out here so that they can be somebody in the
24 community and be a threat. We have to be
25 careful of that. Sisters, you have to support

1 your black man. We as a community have to
2 act together and fight for our children. I have
3 two boys. And I'm going to tell you it will be
4 a - - day in hell before they're lost to people
5 like this, okay? It's not going to happen. In
6 fact, I have two - - I also have a husband, 56,
7 on the campus magnet - - . They remind me. Any
8 time I walk in this hallway, I have so many
9 children I can't even remember their names. I'm
10 saving them, too. I'm saving them, too. I
11 believe that it takes a community to raise a
12 child. - - community, an army, whatever you
13 want to call it. We all have to stand together
14 and fight for this school. There's another
15 school in jeopardy. I got curious. I want to
16 go to all four schools. You know something?
17 Math and science, you better start making calls
18 to your parents. You're at a C. You were at a
19 B. You're now at a C. Guess what? You're
20 going to get a D and you're going to be fighting
21 next year. Let's fight now so that it doesn't
22 matter - - . Okay? Now - - I'm getting back to
23 the point I want to make. I just had to touch
24 on that. The last time they were here, they
25 mentioned that they used the - - to decide that

1 this school was failing. I asked them - -
2 question. 40% of the students coming here are
3 ones and twos, okay? Now, what happened to them
4 in junior high? What happened to them in
5 elementary? Were they prepared to enter high
6 school? You failed them at that level. You
7 should be taking care of them so that when they
8 get to high school, they can do ninth grade work
9 and if you haven't prepared them, you should be
10 giving that school, the high school, extra
11 funding for extra teachers so that these
12 students can have some one on one help. It
13 takes more teachers, more funding to help these
14 students. They're not going to get into ninth
15 grade and know ninth grade work if you've not
16 prepared them at the junior high level, so if
17 you have these tools that have 40% kids that are
18 not doing very well, it's obvious that you have
19 to - - extra funding, extra programs. Don't
20 give the money to the schools that are already
21 doing well. They have a lot of A students.
22 What are you giving them more money for? Give
23 it to the schools and the community that needs
24 it. I'm going to touch on another thing. When
25 Mr. - - in his first year, and I hope I have

1 these numbers right. I think there were
2 about 450, 420 students in danger of being - - .
3 That man cut the number in half to about 200
4 something, and you are telling me that they're
5 going to say this school is not doing well? It
6 has been and maybe even the principal - - been.
7 What do you call that? I know why. I went to a
8 meeting in the Bronx where you have--is it the
9 policy and planning or--PP. And you know that
10 bus company, Logan? Everyone is up in arms as
11 to why they're hiring these criminal
12 organization to carry our children around. The
13 gentleman turned and said, oh, - - 25. That's
14 the - - . I don't know, folks. That sounds
15 like an F to me. So how could they make the
16 decision and calculate the statistics on this
17 school if their numbers are that wrong? I
18 invite you to all put your calendars on the 26th,
19 because you're going to have to do the numbers
20 and ensure it's done. Fight for what's right.
21 We as a community need to join together and
22 stick together. The other communities - - .
23 Okay? They're joined together and they have
24 power. We need to come together. Math and
25 science, humanities, law and government. Get

1 your parents out. Let's go to Brooklyn on
2 the 26th because I'm telling you, business and
3 computer--next it's math and science. I can't
4 tell - - law and government and humanities
5 because they both have the same grade, but my
6 suspect would be - - humanities because it's a
7 new principal. And that seems to be a pattern.
8 Let's fight. Not in our community. Not in our
9 school. We have to take control and tell these
10 people no. Maybe we have to take it up a notch.
11 I'm not saying we have - - but if we have to say
12 a - - no other students coming here. Maybe we
13 have to take it to that level. Thank you.

14 MR. JOHNSON: Good evening, everybody. My
15 name is - - Johnson. I was a former student at
16 Business Computer Applications and
17 Entrepreneurship High School. Those are my
18 teachers, my assistant principal, my guidance
19 counselor. I was here for Mr. - - . I was here
20 for Mr. - - . I graduated, and then I'm here
21 for Mr. Nash. When I first came to this school,
22 I'm not going to lie to you. I didn't do the
23 best that I could. But then the school showed
24 me something, too. The - - doing the best they
25 could for me, because my first year, I didn't

1 have a math teacher. I had a sub. Different
2 subs. And when I got to my fourth year and I
3 was wise enough to understand I needed 44
4 credits to graduate, I was short because of
5 math. I didn't have that math class because
6 what? The Board of Ed didn't care to make sure
7 that there was a teacher in place. Now I'm
8 looking at my teachers, my colleagues,
9 struggling because there aren't enough of them
10 to teach all of these students. They want to
11 know where is the support? They look to
12 administration and administration tries, but
13 they don't get everything they need. We've
14 tried. We need you to try. All I have to say
15 is what are you going to do for us? We've come
16 out. We've come out. We've come out. When are
17 you guys going to come up for us? Thank you.

18 ANNA: Good evening, everyone. My name is
19 Anna - - . I've been a secretary here at the
20 campus for the last ten years. It is upsetting
21 to hear the business school has not scored well
22 on their progress reports. However, I have read
23 every document available, and I have only read
24 vague reference to assistance offered to improve
25 the business school. The negative statement

1 created runs the risk of damage to the other
2 three schools. We're a group here. We're a
3 family environment. We want to encourage and
4 nature all of the children, regardless of what
5 school they're in. To have one group
6 categorized in a negative way is a bad emotional
7 feeling that has been created here at the
8 campus, and it's really not a very good thing.
9 I think that's very important to consider. We
10 have three schools who have passed and are doing
11 well on their progress reports. We don't want
12 to run the risk of damage to those three healthy
13 schools. What we want is please, consider
14 additional assistance to the business school.
15 We need to nature them and enhance the programs
16 available to see if we can fix it. I'm an
17 optimist. When something is broken, I like to
18 fix it. I respectfully ask that the Department
19 of Ed please continue to search for ways to
20 improve the businesses school and keep the
21 campus community together. If you break apart
22 the campus, the emotional effects will be far
23 reaching, and that is a very big issue that we
24 don't want to have to address. It would be most
25 beneficial to everyone, students and staff, to

1 enhance and improve the tone and feelings
2 associated within this building. We are all
3 capable of being winners. Please give us the
4 support and assistance we need to keep the
5 campus together.

6 MS. STACEY PIERRE: Um, good evening,
7 everyone. My name is Stacey Pierre and I'm a
8 parent. Um, my son really wanted to be here
9 tonight. He was here at the last meeting and he
10 expressed his great concern over the school
11 being closed. He was very emotional. Um, I
12 would like to say that in your statement, you
13 read that the kids aren't improving. Well, my
14 son is an example of improvement, and I refuse
15 to stand here tonight for you to tell me that my
16 son is a failure, 'cause he's not. When he came
17 into the school, yes, he did come in as a number
18 two. His first report card in January of 2007
19 was a 68 average. Thank you to the teachers in
20 this school, because from a 68, June 2007,
21 report card went up from a 68 to a 79. June
22 2008, his report card average went to an 80.
23 January 2009, his report card went up to an
24 83.83 average. June 2009 last year, his report
25 card average went up to an 84. My son is not a

1 failure. Neither are the teachers in this
2 school. This is an 84 average as of last year.
3 His last report card, his average was an 85.
4 I'm hoping that in the next three weeks, his
5 final report card would be a 90. I would like
6 you guys to give our kids the opportunity to
7 show that they can improve. My son has
8 improved. Give Mr. Nash a chance. Give all the
9 teachers in here a chance who have worked
10 diligently to see my child go from a 68 to an
11 85. And we will not stand here and allow you to
12 treat our kids like they're nothing. Our kids
13 deserve a chance. Our community deserves a
14 chance. The parents deserve a chance, and I ask
15 you and I tell you tonight to go back to the
16 chancellor and express the great concerns of the
17 faculty, teachers, the students, the parents,
18 the community and everyone who have expressed
19 concern tonight. Thank you parents, thank you
20 Mr. Nash, MS. Kreeger, - - Ms. Carver, I see you
21 guys, and I beg you to help my son to be
22 something, to be somebody. He's going to go to
23 college. He's going to be somebody. He's going
24 to come back to his community regardless of
25 whether the school is here or not, which I hope

1 it will be here. He will come back and give
2 back to his community, give back to the football
3 team and be, uh, a productive citizen to
4 society. Thank you.

5 MR. TAVERAS: So this adjourns this hearing.
6 Thank you very much for coming. Have a pleasant
7 evening.

8 [END 154_507.MP3]

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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 Hilary Mathis

7 Date 1/14/10
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