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**NEW YORK CITY  
DEPARTMENT OF EDUCATION  
DIVISION OF  
PORTFOLIO PLANNING  
Co-location of SCN Manhattan 2  
at M625 - 12/12/12**

1 [START RECORDING]

2 MR. BRENDAN LYONS: Good evening ladies and  
3 gentlemen. At this time, we ask that you would  
4 please stand for the Pledge of Allegiance.  
5 Immediately following the pledge of allegiance,  
6 we will have a minute of silence in memorial for  
7 two students at the High School of Graphics, who  
8 unfortunately passed away in tragic accidents  
9 this week. Thank you. I pledge allegiance to  
10 the flag of the United States of America and to  
11 the republic for which it stands, one nation,  
12 under God, indivisible, with liberty and justice  
13 for all. At this time we will have a moment of  
14 silence for our student Aubrey Jackson and  
15 Damell Mickens [phonetic], who unfortunately  
16 passed away this week.

17 MS. ELAINE GORMAN: Good evening. My name  
18 is Elaine Gorman and I'll be facilitating this  
19 joint public hearing of the Department of  
20 Education Community Education Council Two and  
21 the School Leadership Teams of Business of  
22 Sports School, Urban Assembly Gateway School for  
23 Technology, and High School of Graphic Arts, to  
24 discuss the following proposal. The proposal to  
25 co-locate Success Academy Charter, Manhattan

1 Two, in building M625 along with Business of  
2 Sports School, Urban Assembly Gateway School for  
3 Technology, and High School of Graphic  
4 Communication Arts in this building, M625 in the  
5 2013-2014 school year. Tonight's proceedings  
6 will be recorded and transcribed. Before we  
7 begin the hearing, we ask that anyone that  
8 wishes to speak during public comment portion of  
9 the evening sign up at the table right outside  
10 the auditorium. Signups will end in 15 minutes.  
11 Only people who have signed up to speak will be  
12 able to participate in the public comment, which  
13 gives each of those speakers two minutes. I  
14 also want to mention that this public hearing is  
15 a forum to hear diverse points of view and as  
16 such and in the presence of our young people, we  
17 want to make sure that each point of view is  
18 heard and respected. Therefore it becomes a  
19 true public hearing. We may have a panel member  
20 sitting at the dais who show up after their  
21 appointed time to speak. We will give them an  
22 opportunity at the first opportune moment. The  
23 same will be true with elected officials.  
24 Elected officials may arrive at different points  
25 in time and when they do get here, they will be

1 given the first opportune moment. Those that  
2 are here at this time will speak right after the  
3 reading of the proposal. Tonight's format will  
4 include a presentation of the proposal and  
5 presentations by hearing participants, followed  
6 by public comments. Speakers should have  
7 already signed up and, as we mentioned, you have  
8 a few more minutes to do so. Public comment can  
9 be no longer than two minutes each. The time  
10 will be strictly followed and speakers will be  
11 informed when they have 30 seconds so that they  
12 may have an appropriate time to end their  
13 comments. I would now like to introduce the  
14 panel which has been assembled this evening.  
15 Starting from the far left, my far right,  
16 rather, we have Sara Berger, who is representing  
17 BOSS's SLT. We have Shino, who is the President  
18 of CEC Two, Ralph Rossi, who is representing  
19 SUNY, Marisol Bradbury who is the Chancellor's  
20 Designee and is your Superintendent, and myself.  
21 We are expecting another member of CEC Two.  
22 Also, to my left are our three principals, April  
23 McCoy from Urban Assembly, Josh Solomon from  
24 BOSS, and Brenda Lyons from Graphics. Also with  
25 us is the network leader for Graphics. And we

1 thank everyone for being here. Do we have any  
2 elected officials here at this time? I will now  
3 turn the program over to Chancellor's designee  
4 Marisol Bradbury, who will present the proposal.

5 MS. MARISOL BRADBURY: Good evening. This  
6 is a proposal to co-locate a new public charter  
7 school, Success Academy Public Charter School  
8 Manhattan Two in M625, located in Community  
9 School District Two. If this proposal is  
10 approved, Success Academy Manhattan Two Will be  
11 co-located in M625 with three high schools, the  
12 Business of Sports School, or BOSS; the High  
13 School of Graphic Communication Arts, or  
14 Graphics; and the Urban Assembly Gateway School  
15 for Technology. Gateway is a new school that is  
16 still phasing in. It currently serves students  
17 in ninth and tenth grade. In addition, M625  
18 houses an alternate learning center, or ALC, and  
19 two community based organizations, SPARK Drug  
20 Prevention and the Association of Progressive  
21 Dominicans. ALCs provide an educational setting  
22 for students in grades nine through twelve who  
23 are on a superintendent suspension for up to 90  
24 days. Beginning in 2013-2014 school year, the  
25 ALC will relocate to another building and the

1 space it vacates will be distributed among the  
2 other schools in the building. Graphics, BOSS,  
3 and Gateway each have mixed students through the  
4 citywide high school admissions process and each  
5 offers career and technical education programs.  
6 Success Academy Charter Schools currently  
7 operates 12 public elementary charter schools in  
8 New York City. Success Academy Charter Schools  
9 has been authorized by SUNY to operate six new  
10 public elementary charter schools, starting in  
11 the 2013-2014 school year, including Success  
12 Academy Manhattan Two. Of the four Success  
13 Academy Elementary Schools that receive progress  
14 reports, all have received an overall grade of A  
15 for both the 2010-2011 and 2011-2012 school  
16 years. Success Academy Manhattan Two would  
17 admit students via the charter lottery  
18 application process, with the following lottery  
19 preferences. One, siblings of current or  
20 accepted students. Two, English language  
21 learner students. And three, applicants who  
22 reside within District Two. Success Academy  
23 Manhattan Two will set aside a certain  
24 percentage of seats for English Language Learner  
25 students that is relatable to the average ELL

1 percentage at traditional public elementary  
2 schools within the city and/or District Two. If  
3 this proposal is approved, Success Academy  
4 Manhattan Two will open with grades K-1 in 2013-  
5 2014 and would add one grade each year until it  
6 reaches full scale to serve grade K-5 in 2017-  
7 2018. As indicated in the building utilization  
8 plan associated with this proposal, all school  
9 organizations in Building M625 are currently  
10 using rooms in excess of their footprint. While  
11 the projected building utilization rate range  
12 exceeds 100%, for every year of this proposal,  
13 each school in the building will receive excess  
14 space above their baseline allocation. Success  
15 Academy Manhattan Two has been approved by a  
16 charter authorizer at the State University of  
17 New York Charter School Institute to open a new  
18 public charter school in Community School  
19 District Two. Although this proposal has not  
20 yet been approved by the Panel for Educational  
21 Policy, SUNY is required to hold a facilities  
22 hearing to receive feedback on the proposed co-  
23 location of Success Academy Manhattan Two with  
24 Business of Sports School, Urban Assembly  
25 Gateway School for Technology, and High School

1 of Graphic Communication Arts. As such, this  
2 joint public hearing will also serve as a  
3 facilities hearing. There is a representative  
4 from SUNY in attendance. If you have any  
5 questions or comments on the charter itself,  
6 Ralph Rossi of SUNY will now tell you how to  
7 submit those questions and comments. Ralph?

8 MR. RALPH ROSSI: Thank you. Thank you and  
9 good evening. I also wanted to point out that  
10 there are two fire exits behind you here, two on  
11 the upper level, and one over on the side.  
12 SUNY, State University of New York, is the  
13 authorizer for this charter school and while  
14 we're here with the joint hearing, we have a  
15 separate purpose and statute that we are  
16 proceeding under in holding this hearing. And  
17 before the charter school could ever enter the  
18 space, even if it was approved by the DOE, we  
19 have to approve the space as well. That's why  
20 we've come, we've looked at the space, we hold  
21 the hearing, we get the public comments.  
22 Importantly, our public comment period is going  
23 to be open past the close of the PEP vote on  
24 this and we'll accept public comments through  
25 December 28, 2012. You can submit those

1        comments--and there are some signs up and also  
2        up front here--in three different ways.  You can  
3        mail them to us at the SUNY Charter Schools  
4        Institute at 41 State Street, Suite 700, Albany,  
5        New York 12207.  You can fax comments, for those  
6        who still have fax machines to 518-427-6510.  
7        And you can also email comments, which I  
8        recommend, to charters--plural--@suny.edu.  
9        That's charters@suny.edu.  And so there are  
10       three different ways we would take a comment.  
11       You can also hand me your written comments today  
12       and we're also going to receive the transcript  
13       from the DOE.  Again, we're the authorizer for  
14       the school.  It said it was going to be located  
15       in this District, in this Community School  
16       District, in its application and so we've come  
17       here to hear the public's comments.  We're  
18       interested in the public's comments.  We created  
19       the school, in essence, by allowing them to have  
20       their application approved.  We will come back  
21       to the school and visit it before it opens.  We  
22       call it a prior action visit.  We will then have  
23       visits that come to the school to check on  
24       academic progress in the classrooms and, of  
25       course, you monitor the academic progress of the

1 school. You have an elementary school like  
2 this, we get about two or three data points.  
3 And then you also have to renew the school's  
4 charter. It's only good for five years. As was  
5 pointed out, this school would start 8/01 with  
6 about 164-210 students, co-ed, and then it would  
7 end at K-5 in this building with approximately  
8 412-528 students. I've seen the space.  
9 Initially, the space is suitable with the  
10 renovations that are being proposed. As you  
11 know, if the charter school spends money to  
12 renovate the space, then the DOE has to spend an  
13 equal amount of money on the other buildings,  
14 schools in the building, and that's part of the  
15 Charter Schools Act. So I'm here pursuant to  
16 the New York Charter Schools Act. The DOE has a  
17 separate statute they are proceeding under to  
18 move toward their PEP vote. We will be happy to  
19 take the comments. We want to make sure we hear  
20 from as many parents and community members as  
21 possible, as well as the people in the other  
22 schools. And you can always give us the  
23 comments afterwards as well. Thank you.

24 MS. SHINO: Good evening. I am Shino. I am  
25 the President of the Community Education

1 Council, District Two. For those of you who  
2 do not know what we are, we used to be known as  
3 the local school board. We are elected by  
4 parents. We are ourselves parents. We serve as  
5 volunteers on the board and we do have two  
6 members who are appointed by the Manhattan  
7 Borough President. Before I start on the CEC  
8 District Two's comments, I would like to share  
9 the Citywide Council on High School's comments.  
10 Unfortunately, the Citywide Council on High  
11 School is having its own calendar meeting this  
12 evening and nobody was able to attend this  
13 hearing. So the President of the CCHS sent a  
14 comment to be shared with you. And the  
15 President's name is Paola de Kock and the  
16 Manhattan Representative for High Schools on the  
17 Citywide Council for the High Schools is Stanley  
18 Ing. This is the joint statement from the High  
19 School Council. We oppose the co-location of a  
20 Success Academy Elementary School in the  
21 building that currently houses only high  
22 schools. First and foremost, we oppose the loss  
23 of high school seats that will be difficult to  
24 regain. We believe that any extra space the DOE  
25 alleges exists in the building should be

1 reserved for the expansion of the high schools  
2 that currently occupy it. Success Academy would  
3 be co-locating with three high schools,  
4 including the High School of Graphic  
5 Communication Arts. After years of what can  
6 only be described as haphazard and uncoordinated  
7 attempts to reform Graphics, DOE has evidently  
8 decided to throw in the towel. It doesn't take  
9 a crystal ball to see that Graphics will be on  
10 the upcoming closure list, yet another once  
11 proud and vibrant CTE high school failed by an  
12 administration that has given up on anything but  
13 charter schools and the small schools it  
14 fervently champions, except for the ones it  
15 closes after they come up short on the progress  
16 reports, of course. Conveniently, the shrinking  
17 enrollment at Graphics presents an opportunity  
18 for DOE to claim yet another underutilized  
19 building for Success Academy's growing real  
20 estate empire. But here is an inconvenient  
21 fact. With Success Academy in the building, the  
22 utilization rate will be 104-118% once both BOSS  
23 and Gateway are at scale if Graphics stays.  
24 Since we all know it's a matter of time before  
25 it will be phased out, leaving adequate space

1 for either the expansion of BOSS and Gateway  
2 or a new, small high school, the question we  
3 should be asking is why is this space being  
4 given to an elementary charter school instead of  
5 being preserved for high school students. You  
6 could go through the entire educational impact  
7 statement word by word. You will not find a  
8 single justification for this arrangement. The  
9 best DOE can do is promise no impact and point  
10 out that there are other campuses, DOE speak for  
11 a single building chopped up into schools and  
12 not a campus in any commonly understood sense of  
13 the word. So DOE campuses where elementary  
14 schools are co-located with high schools. That  
15 is a bootstrap argument if there ever was one,  
16 since the co-location of elementary and high  
17 school grades is a strategy pushed by DOE  
18 itself. Students and staff at schools that have  
19 been forced into a co-location with Success  
20 Academy do not seem to think it brought them any  
21 benefit. At Brandeis, the high school students  
22 will tell you that they lost access to quality  
23 space, renovated at great taxpayer expense, and  
24 had been turned into second class citizens.  
25 That is the reality behind the IES claim that

1 these co-locations have no impact. That is  
2 the statement from the Citywide Council on the  
3 High Schools. The, [applause] I will relay the  
4 applaud to the High School Council. The CEC  
5 District Two passed three resolutions. Two  
6 against co-locations of charter schools with  
7 what we called district schools--those are the  
8 public schools that are not charter schools.  
9 One of the two resolutions is specifically  
10 against Success Charter co-locating inside any  
11 of our buildings in District Two or elsewhere  
12 unless invited by the district school to do so.  
13 The third resolution we passed is calling for a  
14 moratorium on charter applications in District  
15 Two. I am not going to read all three of them  
16 but I will touch on the pertinent aspects of the  
17 co-location resolution that is relevant to this  
18 particular proposal we are dealing with today.  
19 We oppose co-locations in general of any kind  
20 for several reasons including it's an  
21 inefficient use of space. Each school requires  
22 its own administrative space, its own support  
23 rooms, that if there was only one school in the  
24 building, you only need one administrative  
25 office space, one principal's office, one

1 secretary's office, or whatever it is. When  
2 you have three schools, you need three times  
3 that space. If you have four schools, you have  
4 four times that space. That is an inefficient  
5 use of school space. If a building is built to  
6 house one school, then there really ought to be  
7 only one school. Provided that there are  
8 already three schools in the building, we're not  
9 going to push anybody out, of course, and we  
10 hope that the coexisting can move on smoothly.  
11 But adding another school to a building that  
12 already has three schools is not a good idea.  
13 Coordinating shared spaces is difficult. There  
14 is probably one auditorium in this building,  
15 perhaps only one cafeteria, perhaps only one  
16 gymnasium. Having four schools share that  
17 shared space is not easy. It's a lot of  
18 headaches trying to figure out which school uses  
19 what time slot, what students each lunch, and  
20 having that many schools in a cafeteria probably  
21 means some students are eating lunch at 10 a.m.  
22 And I'm not even sure how that's going to be  
23 when the fourth school moves in. So that is  
24 another argument that we make against co-  
25 locations. Then we are adamantly against co-

1 locations of charter schools with district  
2 schools for charter specific reasons. We have  
3 heard from many co-located schools that the  
4 inequalities that result inside the building are  
5 visible to the students. I've been told  
6 students know when they walk into the building  
7 which part of the building belongs to the  
8 charter schools and which part belongs to them.  
9 I've been told that the students know that their  
10 space inside their building is not valued as  
11 much as the space that belongs to the charter  
12 schools. That is not how we want to teach our  
13 children. We want to teach our children that  
14 every single one of them is as important. Every  
15 single one of them deserves all the resources  
16 that we can get them. I don't want our students  
17 coming into a building, seeing that charter  
18 school students get a lot more than they do.  
19 That is not fair. And the fourth point I wanted  
20 to make on charter co-locations is that charter  
21 schools can find their own space. They have  
22 resources. They do not need to move into one of  
23 our buildings. In fact, [applause] a good  
24 friend of mine started a charter school for high  
25 schools. And I told him from the get go, don't

1 even think about looking for space in our  
2 schools. And he was able to get a space on his  
3 own. He is not co-located with anybody. He has  
4 his own space and he is doing really well. He  
5 was written up in Sports Illustrated. And he  
6 doesn't run a million dollar enterprise. He's a  
7 very small community organization. If he can  
8 find space on his own, Ms. Moskowitz certainly  
9 can. Beyond the co-locations, the CEC District  
10 Two passed a resolution calling for a moratorium  
11 on charter applications in District Two in  
12 general. The reasons are our schools--and  
13 because we are CEC District Two with direct  
14 jurisdiction over elementary and middle schools,  
15 this resolution only deals with elementary and  
16 middle schools. But our schools in District  
17 Two, the elementary and middle schools, are  
18 spectacular schools. Parents are not clamoring  
19 for alternatives because we have failing schools  
20 in District Two. If anything, we have  
21 overcrowded schools. But we have had seven new  
22 schools built in District Two, seven new  
23 elementary schools. So our overcrowding  
24 problems are addresses, slowly but surely. We  
25 hear from parents all the time and what we hear

1 they want is more middle school space because  
2 our middle schools are crowded. But they don't  
3 tell us they want a charter middle school. They  
4 want a District Middle School. So if there is  
5 any space available in any of the district  
6 buildings, we should be considering maybe middle  
7 schools. And we also need more high school  
8 seats. Our high school students attend classes  
9 with 30 students in the class. That is not  
10 right. You can't learn that way. So we are  
11 calling for a moratorium on charter schools  
12 because we don't see a need for a charter school  
13 in District Two. And [applause] I did bring  
14 printed copies of our resolutions, which I will  
15 pass on to the Superintendent as our official  
16 record of objections to the proposal. Thank you  
17 very much for your time.

18 MS. SARA BERGER: My name is Sara Berger. I  
19 am a teacher at the Business of Sports School.  
20 I am also on the School Leadership Team and the  
21 UFTA Chapter Representative. And I am speaking  
22 on behalf that--I have several points to make  
23 about the co-location of the Success Academy  
24 Charter School. One is there is a security  
25 issue with an elementary school coming in that

1 elementary school students do not need to be  
2 scanned. I was told that they will have a  
3 separate entrance built. However, their parents  
4 will not need to be scanned when coming into the  
5 building. It's an unfair issue, it's an unsafe  
6 issue that can be brought up later on. Our  
7 parents at BOSS, and I'm sure the other two  
8 schools as well, need to be scanned before  
9 entering. There is also an issue of security if  
10 elementary school students are not scanned,  
11 what's to say a high schooler won't give them  
12 something to bring into the building. They  
13 won't be scanned, that could be another safety  
14 issue to be brought up later on. It is already  
15 a very crowded school and BOSS grows, as Urban  
16 Assembly grows, and if Graphics stays, it can  
17 get even more crowded. The same issue of the  
18 shared space, the gym, the auditorium, the  
19 cafeteria. It's already difficult to figure out  
20 proper scheduling. Another point I'd like to  
21 bring up is that we're already losing tight  
22 space, an elementary school can't collaborate  
23 with high school needs. Different age group,  
24 different needs of high schoolers. You can't  
25 really have the same resources. Renovating is

1 not building a new space. Another point I  
2 would like to bring up is it could decrease the  
3 number of fire exits. It's already very tight  
4 getting in and out of the building during fire  
5 drills. What would happen with another school  
6 in here? Where would those students go? How  
7 would that affect coming back into the building  
8 once again. And I think that's it. Most of my  
9 other points were already covered. Thank you  
10 very much.

11 MS. GORMAN: Thank you. That concludes the  
12 dais presentations. Do we have any elected  
13 representatives that have come in at this time?  
14 Not seeing any. We will do the speakers in the  
15 following order. We have a few more signed up  
16 SLT speakers. There are three, actually, and we  
17 would ask them to come forward in the second  
18 row. I want to announce in advance that I  
19 apologize for the way I mispronounce your names  
20 but I will do the best I can. So Jeanne, James,  
21 and Jane, in that order. We will then, we will  
22 then have our students speak and then we will  
23 have others speak. We'll call the students in  
24 order once the three SLT members speak. Thank  
25 you.

1 MS. JEANNE LA CONTI: Thank you.

2 MS. GORMAN: You have two minutes each.

3 MS. LA CONTI: Thank you. Good evening  
4 everyone. My name is Jeanne La Conti. I am the  
5 UFT Chapter Chair at Graphic Communication High  
6 School. I am also a guidance counselor here. I  
7 have been here for nine years. I oppose the co-  
8 location of the Success Academy because it will  
9 negatively impact the space issues we already  
10 have at our school. There are two other schools  
11 at this campus that have affected our office  
12 space for speech pathologists, social workers,  
13 and guidance counselors, all who need sufficient  
14 space and privacy to do their important work. I  
15 strongly suggest that you consider the  
16 following. The Urban Assembly is slated to grow  
17 by two additional grades by the next two years.  
18 And as it grows, it is likely to need an amount  
19 of space equal to the amount it currently  
20 inhabits. Housing another school at the Graphic  
21 Arts campus will severely restrict where and how  
22 Urban Assembly can expand. The Business of  
23 Sports School currently inhabits one entire  
24 floor and three additional classrooms on another  
25 floor in the building. As the Business of

1 Sports School matures and expands its services  
2 to other children, their need of space is sure  
3 to grow. Again, housing another school here at  
4 the graphic campus severely limits how BOSS can  
5 expand inside the building. As the other  
6 schools have expanded, the students of Graphic,  
7 to some degree, have suffered. The School  
8 Social Worker shares a suite of rooms with the  
9 security office. The Speech Therapist has an  
10 office in the back of a classroom. Mandated  
11 counselors do not have proper office space to  
12 conduct IEP mandated counseling. All of this  
13 impacts negatively on the students who feel that  
14 their privacy is not respected. Counselors and  
15 other support team members work in unfinished  
16 and raw space that does not have the appropriate  
17 electrical and mechanical upgrades. If the  
18 Department of Education finds that they have the  
19 funds to upgrade the Graphic campus facility,  
20 they should do so, keeping in mind the families  
21 and the students that are currently served here.  
22 We know from past experience that when there are  
23 younger children around, older children must  
24 defer to them. The students of the Graphic  
25 campus do not need another reason to feel the

1 needs of yet another group are being put ahead  
2 of their own. Thank you.

3 MS. GORMAN: James and Jane?

4 JAMES KELLEHER: My name is Jimmy Kelleher.  
5 I am the President of the Parents Association of  
6 BOSS. I too oppose of the co-location of the  
7 Success Academy. I ditto the member of the  
8 community board over there about the space  
9 sharing. A number of us in this room didn't see  
10 this footprint until we entered this room  
11 tonight. As a member of the SLT and according  
12 to the DOE regulations, we should have all got  
13 this weeks ago. According to Ms.--Shawna over  
14 there also, she didn't understand and maybe she  
15 didn't hear yet that they are building a  
16 cafeteria for this Success Academy, if approved,  
17 on the second floor. So we will not have to  
18 share with them. I also agree with our children  
19 not feeling left out. Success Academy and all  
20 charter schools have things that are better  
21 because they have private funding coming in on  
22 top of the state funding. According to this  
23 footprint, they will have plenty of room. Come  
24 three years from now, if I looked it over  
25 correctly, they'll have more full size

1 classrooms and half size classrooms than BOSS  
2 will. I wear this jersey in pride because the  
3 man who used to wear this went and fought a war.  
4 Please don't do what the country did to his  
5 parents. Tell them straight up. Don't do  
6 nothing behind their back. Do not let the  
7 school in this building.

8 MS. GORMAN: Thank you. Jane?

9 MS. JANE MARCINKIENICZ: My name is Jane  
10 Marcinkienicz. I'm on the SLT and I'm the  
11 treasurer of the PA at BOSS. We brought up a  
12 lot of the same issues about the metal  
13 detectors. We're hoping for equal fairness for  
14 all of our children so that if one school has to  
15 be scanned when coming in, the other schools  
16 will have to be scanned as well, the parents and  
17 children or children. We're also worried about  
18 fairness when using the shared spaces and we  
19 hope that if BOSS or other schools are using  
20 certain areas, whether it's the cafeteria or the  
21 gym, that if the charter school has more money  
22 feels like kicking someone out because they have  
23 to use the space, we're hoping that never  
24 occurs. Our Principal and Assistant Principal  
25 visited Brandeis and they say that they have an

1 elementary school similar, a charter school.  
2 And it seemed to be working fine. But we are  
3 still concerned and worried about how it will  
4 be. And we're just hoping for fairness. We  
5 don't understand why another school has to come  
6 in because of lack of space and everything. So,  
7 thank you.

8 MS. GORMAN: Thank you very much. At this  
9 time I'd like our--actually it looks like  
10 there's nine students, eight students. I  
11 apologize. Katy, Ashley, Franklyn, Ishimar--I'm  
12 sorry, Martha, Nestor, I can't actually read the  
13 next name, A-H-A-M-A-D-O-U, I believe, and Evan  
14 Dash. Are you a student as well? Okay, thank  
15 you. We'll add you to the other list where you  
16 were originally signed up. Starting with Katy.

17 MISS KATY DELGADO: I have heard of all of  
18 your arguments. You have forgot about our  
19 programs, at GROTC. We are, have 200 students  
20 and we have not enough space for us every day.  
21 So imagine another school coming in and us  
22 having not enough space. Now it's going to be  
23 harder for us to do our drills and our  
24 everything that we have to do every day. I have  
25 also have a little sister of my own. She just

1 went to middle school. And I wouldn't want  
2 her coming in here and experiencing what I  
3 experience every day, seeing all the violence,  
4 hearing all the curses. And, you know, having  
5 the experience that I have now as an eleventh  
6 grader and she's in sixth grade, I do not agree  
7 with the charter school coming in.

8 MS. GORMAN: Thank you. Ashley, Franklyn,  
9 and Ishimar.

10 MISS ASHLEY RODRIGUEZ: So the space is a  
11 big issue in the school and to have an, like,  
12 little kids come in and experience, like you  
13 said, violence, it's like--and other things that  
14 freshmen and seniors and sophomores do, it's  
15 like some things may not be so inappropriate.  
16 And, like, it's just some things that children  
17 shouldn't experience at that early of an age.  
18 Some of the children aren't good examples, which  
19 they need to set good examples. And for ROTC,  
20 there is, like, there is not enough room exactly  
21 for learning space already and we have to share  
22 with the other, like, other schools as well  
23 because the program is really good. But, like,  
24 yeah. It's not enough space. And, yeah.

25 MS. GORMAN: Thank you.

1           MISS FRANKLYN SIFERTI: I believe we all  
2 equal and I don't think middle school children--  
3 I mean elementary children--should come here  
4 because they would feel that we are better than  
5 them and they shouldn't feel like that because  
6 they should take classes with people that are at  
7 the same level as them. And, like you guys  
8 said, we don't have enough space for us. What  
9 about for them? It's like they're not going to  
10 fit in this school. And it's like a lot of  
11 pressure. A high school student with elementary  
12 school children is too much pressure for them.  
13 It's like they're going to stress out. They are  
14 not going to want to be in this school. Because  
15 of all the killings, the cursing, it's not going  
16 to be good for them. So I disagree with it.

17           MR. ICAMAI ACOSTA: Good evening, ladies and  
18 gentlemen. I am a student here in this  
19 beautiful building. And I go to Urban Assembly  
20 Gateway School for Technology. I wasn't here for  
21 my freshman year but I was here for my, I'm here  
22 for my sophomore year. Now, I don't agree with  
23 adding a charter school because there is, like  
24 my fellow inmates said, there is a lot of  
25 pressure for them. And high school, a lot of

1 stuff happens. We are just getting to learn,  
2 well, staff is just getting to learn how to  
3 educate and change the way these teenagers  
4 thing. 'Cause there has been a lot of things  
5 gone wrong. Now, I want to tell you guys, I  
6 have this thing called stage fright. I don't  
7 know how to control, it just happens. But when  
8 I really care about something, I force myself to  
9 do it, which is what I'm doing right now. So I  
10 have made a lot of mistakes in my life and I  
11 have learned from them, 'cause that's what  
12 mistakes are for, to learn from them. So I  
13 would like to ask you guys to learn from this  
14 one. Thank you.

15 MISS MARTHA HERNANDEZ: Hello. I am Martha.  
16 I go to Urban Assembly Gateway. And I don't  
17 think it's a good choice to add another school  
18 in the campus because as everybody else said,  
19 it's not a good environment because high school  
20 is completely different from middle school and  
21 elementary school. And from me changing into  
22 high school, I'm a freshman, so it was like a  
23 big change. And for little kids to come in the  
24 campus, it's going to be a big change for them  
25 and I just don't think they're ready for all the

1 changes and, yeah.

2 MS. GORMAN: Thank you.

3 MR. NESTOR AMAYAN: Hi, my name is Nestor.  
4 And I go to the Urban Assembly High School of  
5 Technology. And I don't agree with putting a  
6 charter school in this building because, I mean,  
7 it's not really appropriate for little kids to  
8 be in our school because many inappropriate  
9 words and other things. And plus, I mean, in  
10 the lunchroom, it's going to be really full.  
11 And what do they eat with students who go in  
12 high school? They're going to see many  
13 inappropriate stuff. So I don't think this is  
14 good to put a charter school.

15 MS. GORMAN: Thank you.

16 MR. AHAMADAN STOUT: My name is Ahamadan. I  
17 am a junior in High School Graphic Communication  
18 Arts. I am a second year cadet in NGROTC. I  
19 strong disagree about us having a charter school  
20 in this building, is because what every parent  
21 and adult and every cadet here that was talking  
22 said, "We don't have that much space." The  
23 environment here is too hazardous and  
24 hellacious.

25 MR. ACOSTA: And another thing. Last year

1 our grade in this campus, we were an F. I  
2 put, yeah. But ROTC, it starts with us. What  
3 Chief Garcia said, my naval science instructor,  
4 we're the glue of this school. We're the one  
5 that will help the school get better. Once  
6 again, yo, I have stage fright but when it comes  
7 to something I really care about, I will--how  
8 you say it? Whatever. But I strongly have, I  
9 have to disagree with having a charter school  
10 here. I have to. Thank you.

11 MS. GORMAN: Thank you. You all have  
12 represented your uniform and your schools very  
13 well. Thank you very much for participating.  
14 At this time I'd like to call up all nine  
15 speakers. The first five: Mary Conway Spiegel,  
16 Karen Jacobsen Hudack [phonetic], Vivienne  
17 Pineta, Midge Maroni, and Genevieve Foster.

18 MS. MARY CONWAY SPIEGEL: Hi, my name is  
19 Mary Conway Spiegel. I am with Partnership for  
20 Student Advocacy. I am also the cofounder, with  
21 Principal Lyons, of the Community Advisory  
22 Council of this school. So I come here wearing  
23 two hats. The first hat is as a District Two  
24 parent. And a District Two child, actually. I  
25 went to P.S. 3, P.S. 11. I went to I.S. 70.

1 So I've grown up in this District. I'm  
2 raising my own children in this district. And  
3 though I'm sure Success Academy has enough data  
4 forever and ever and ever saying that there is  
5 need for this, I know very clearly there is not.  
6 There is so much choice in this district, it's  
7 ridiculous. This is also one of the highest  
8 functioning districts and the highest earning  
9 district, zip code wise. As a parent of a K-5  
10 child, I would never want to send my child to a  
11 school with high school students. I just  
12 wouldn't. Completely, completely unacceptable.  
13 In addition, this corridor of Hell's Kitchen  
14 with Park West, this is a very unruly corridor.  
15 Now, I hear that there is unruliness on the  
16 campus. This year we've had no incidents that I  
17 know of. We're working on that. But there have  
18 been stabbings along the Hell's Kitchen  
19 corridor. Again, I would never, as a District  
20 Two parent of a child in second grade, ever--I  
21 am going to ask for a little bit more time since  
22 it's clear we're going to get out of here on  
23 time--I would never choose to send my second  
24 year, second grader here. Take off that hat and  
25 put on my advocate hat and I must say that as

1 much as I hate to sound like a Debbie Downer,  
2 I have huge shared space concerns regarding this  
3 issue. I've toured the Brandeis campus. I've  
4 toured the Wadley campus. It is separate and  
5 unequal. There are huge space concerns that are  
6 unfair and are unequal. There are funding  
7 concerns. The renovations are not equal. So I  
8 am very, very nervous for these children because  
9 I believe, based on my experience, that outcomes  
10 will be affected. Thank you.

11 MS. KAREN JACOBSEN HUDACK: Hello, my name  
12 is Karen Jacobsen Hudack and I live in this  
13 neighborhood and have lived in this  
14 neighborhood--despite the accent--for eleven  
15 years. And now consider myself a New Yorker.  
16 We live in the greatest city in the world. And  
17 in my opinion, in the greatest neighborhood in  
18 the greatest city in the world. And as a parent  
19 of a child who is about to turn five, I am  
20 scared and I am--it's been a very difficult  
21 process to learn about the school system, coming  
22 from another place, not having grown up here and  
23 being unaware about how it all works. And  
24 obviously, there are overcrowding issues and  
25 with so many more parents staying in Manhattan

1 and not immediately moving to the suburbs when  
2 they have children, we have this situation where  
3 there are a lot of small children and not enough  
4 spots. And I am, from my research, I'm actually  
5 very concerned about the options that I have.  
6 And I would request, respectfully, that you  
7 would very strongly consider making sure that  
8 this goes ahead so that we do have more options  
9 for an excellent education, because I do think  
10 one thing we would all agree on is that  
11 education is so very important. And being able  
12 to have those options is something that I would  
13 like to be able to have. And in terms of public  
14 schools in this area, District Two is enormous.  
15 So I'm not talking about--thank you--other parts  
16 of District Two. I'm talking about Hell's  
17 Kitchen and the neighborhood that we live in and  
18 the options in my little part of this  
19 neighborhood are--as I said--it's very scary to  
20 think about the options we have and that we're  
21 going to be in either a substandard school or in  
22 a lottery situation with the only other  
23 alternative in this neighborhood. So I would  
24 just like to thank everybody, thank you for  
25 coming, and giving us the opportunity. And one

1 thing that I am encouraged by with what I know  
2 of Success Academy with my research is that the  
3 children would be entering and exiting and only  
4 in their own part of the school. So thank you.

5 MS. GORMAN: Thank you. Vivienne, Midge,  
6 Geneve, and Matilda.

7 MS. VIVIENNE PINETA: Good evening,  
8 everyone. I'm a parent of two girls, a five-  
9 year-old and a three-year-old. And I've been a  
10 bit disappointed with the schools within our  
11 district Two.

12 MS. GORMAN: Please speak in the mike.  
13 Thank you.

14 MS. PINETA: Thank you. I've been  
15 disappointed with the schools within out  
16 district. A couple of weeks ago I had gone over  
17 to the open house at Success Academy and I was  
18 blown away, completely blown away, by that  
19 school. With the unique classes that they have,  
20 the blocks and the chests and the different  
21 science programs that they have. But the most  
22 important thing that I was very impressed with,  
23 which was how a teacher would instill confidence  
24 upon a child. And there was a little kid who  
25 raised his hand, you know, not so high. But

1 that teacher said, "Lift up your hand up high  
2 and be proud, be very proud with your answer,  
3 whether it's right or wrong. But be proud."  
4 And that really impressed me. Everyone has  
5 different reasons that they want to be here.  
6 But I think that the most important thing is our  
7 children's education. And I think Success would  
8 be a perfect fit for all of us and within our  
9 community. Thank you.

10 MS. GORMAN: Midge, Geneve, Matilda, and  
11 Pat.

12 MS. FOSTER: Hi, good evening. My name is  
13 Genevieve and I am a proud parent of a Success  
14 Academy scholar who is actually in the room with  
15 me this evening. My daughter has been attending  
16 the school for six years now. And I want to  
17 start by saying, giving you a little bit of  
18 background information about myself. I'm born  
19 and bred here, New York City girl. I grew up on  
20 the lower East Side. I lived right on 30<sup>th</sup>  
21 Street between 8<sup>th</sup> and 9<sup>th</sup> Avenue for quite a  
22 long period of time before I moved up to Harlem.  
23 I attended Humanities High School, which has now  
24 been closed. It was on 18<sup>th</sup> Street between 8<sup>th</sup>  
25 and 9<sup>th</sup>. I went to night school at Washington

1 Irving. And I attended elementary at P.S. 33  
2 on 26<sup>th</sup> Street and 9<sup>th</sup> Avenue. So just let me  
3 say this, I do know what's out there and I have  
4 quite a number of friends and individuals that  
5 still live in the area that are looking to have  
6 more choices. This myth that parents do not,  
7 are not seeking something else for their  
8 children is, is not true. Now, yes, there are  
9 some districts with higher performing schools.  
10 But there is the problem of overcrowding. That  
11 is something that needs to be considered. And  
12 it needs to be scrutinized when you are a parent  
13 looking for a really great school for your  
14 child. I also want to touch base on the fact  
15 that my daughter does attend a school, known as  
16 Wadley, which you may be familiar with. That is  
17 a high school. That is where she co-locates.  
18 And this idea that parents and children are  
19 ready to cut their wrists at Brandeis and Wadley  
20 because they're so unhappy with the co-location  
21 is simply not true. Because I'm there on a  
22 daily basis and I see it firsthand. I also want  
23 to state that these teenagers here did a  
24 phenomenal job of speaking on the mike. I think  
25 you did beautifully. The idea that this picture

1 that is being painted that teenagers are some  
2 kind of demons is simply not true. If you live  
3 in New York City, you know that you can walk  
4 within a five block radius and you can hear a  
5 million curse words and you can see a stabbing  
6 or shooting on any given Sunday. So to think  
7 that it is just something that happens in our  
8 New York City high school is ridiculous. I want  
9 to thank the DOE and CEC and I also want to  
10 thank Graphics for having us here this evening  
11 and staging this for us to at least put our  
12 thoughts out on the table. But I am here to say  
13 that I think the co-location should be approved  
14 and moved forward and I think having parent  
15 choice is the best possible thing for the  
16 parents here in New York City. Thank you.

17 MS. GORMAN: Thank you. I want to check,  
18 did we miss Midge? So it will be Midge,  
19 Matilda, Evan, Pat, and then Alice.

20 MS. MIDGE MERONI: Good evening. My name is  
21 Midge Maroni and I am an English teacher here at  
22 Graphics. I've been an English teacher here for  
23 about ten years. And I am so opposed to this.  
24 And I want to say, also, that a lot of my  
25 colleagues even if they are absent here because

1 of night school and so forth are opposed of it  
2 as well. All poorly made ideas end up in  
3 disasters. Even well-made ideas like the  
4 Titanic end up in disasters. This co-location  
5 will be a Titanic disaster. Has anybody really  
6 thought about the safety issues? And I'm not  
7 talking about violence. Most kids here are not  
8 prone to violence. However, when you think  
9 about violence, just this week the high school  
10 staff, the faculty, was told next week do an  
11 update on the fire drill information, safety  
12 information, the lockdowns, and so forth. Do  
13 you know what it's like to hold a fire drill for  
14 over 1,000 high school students? Do you have  
15 any idea? Have you done it? All right? Now,  
16 most of the students, most of the students  
17 cooperate. You know, they're good kids. They  
18 are often noisy, as kids are, and they sometimes  
19 joke around, as kids do. It is ludicrous to  
20 think you can safely have a fire drill with  
21 little children who may weigh less than 75  
22 pounds with kids who weigh over 100 pounds more  
23 than them. Think about it. All right, any  
24 adult who supervises children at play knows you  
25 don't mix age groups. Imagine a peewee league

1 that has 16-year-olds. Imagine. That's what  
2 you're trying to get away with here. It's a  
3 stupid and a dangerous idea. And in the years  
4 I've been here, I have seen my Graphics students  
5 neglected. I see them with things taken away  
6 from them. You're right. Their lunch periods  
7 are ridiculous. To have lunch at 10:00 in the  
8 morning or 2:00 in the afternoon, I want to know  
9 if you're upgrading a cafeteria for the new,  
10 supposed students, what about the Graphics  
11 students? What about the BOSS students? Are  
12 they going to get the same kind of upgraded  
13 cafeteria? Right now, we do not even have a  
14 library that functions. Give us a functioning  
15 library before you bring another school in.  
16 Thank you very much.

17 MS. GORMAN: I'm going to ask the last three  
18 speakers indulgence because Tom Duane came in  
19 and we'd like to provide him the opportunity, as  
20 an elected, to go first with you permission?  
21 We're going to ask the interpreter to make one  
22 more announcement about interpretation services.  
23 Mr. Duane, please come to the mike. Thank you.

24 INTERPRETER: [Spanish language spoken].

25 MS. GORMAN: Thank you very much. Thank you

1 for attending.

2 MR. TOM DUANE: Thank you. I have to say  
3 that, just to preface my remarks, that coming  
4 into this school at the end of my tenure as an  
5 elected official is bittersweet. In my first  
6 year when I was elected to the council, I was  
7 invited to come to the Martin Luther King Day  
8 here where there was just a broad diversity of  
9 people and a various professions and different  
10 walks of life and from different parts of the  
11 world. And we all would speak to a couple of  
12 classes on the - - year after year after year.  
13 And I worked in advertising when I first came  
14 back to New York City. I'm from Queens. And in  
15 print advertising. And my boss had been a  
16 graduate of this school and I'm saddened this  
17 school is not destined to be the most state of  
18 the art graphics school in the world. And it  
19 could be a tool towards making sure New York is  
20 a leader in new technology and new ways of  
21 disseminating information to the world. And it  
22 almost feels like it was a plot to not make that  
23 possible. And it makes me incredibly sad and  
24 angry and it's bittersweet to be here and to be  
25 a part of this battle. And I know that that

1 there is no point in yelling at you. It's  
2 your job to sit here and listen to this. And  
3 but I'm sorry. I'm not going to yell but I am  
4 very angry about the plans for this building.  
5 Usually I do make fiery speeches but it's hard  
6 because I'm just so angry of what could have  
7 been here and, which I know we're fighting, but  
8 I just, you know, it's a losing battle in this  
9 administration. It's just so frustrating.  
10 Anyway, so I'm Tom Duane and I represent the  
11 Senate's 29<sup>th</sup> District and I'm also speaking on  
12 behalf of Richard Gottfried, who represents New  
13 York State 75<sup>th</sup> Assembly District. And I offered  
14 and he has joined in testimony that we agree  
15 with that we wanted to present, because our  
16 districts include the New York City Department  
17 of Education building M625, where the Department  
18 of Education proposes to co-locate the Success  
19 Academy Charter School with four existing  
20 schools. And, you know, I thank Department of  
21 Education, although they by law have to do this,  
22 the Community School District Two Community  
23 Education Council, CEC 2, and the school  
24 leadership teams of the schools currently  
25 sharing the building for providing this

1 opportunity to present testimony, painful  
2 though it is. And we, Senator Gottfried and I,  
3 join the D2 community, including CEC 2,  
4 Manhattan Community Four, and the parent/teacher  
5 associations of the schools in the M625 building  
6 in strongly opposing this proposal. As you  
7 know, two of the four high schools already co-  
8 located in the M625 building, Business of Sports  
9 School and Urban Assembly Gateway School for  
10 Technology, are expected to remain here over the  
11 long term. And we believe that any available  
12 space at this site would best be used to support  
13 the growth and expansion of these promising  
14 schools or to add yet another school, public  
15 school, high school, developed through robust  
16 community engagement and serving both local  
17 students as well as those in the various  
18 neighborhoods that are part of the current high  
19 school Graphics Communication and that  
20 community. We are extremely dismayed that the  
21 environmental impact statement for this proposed  
22 co-location suggests that it is a means to  
23 address D2 elementary school overcrowding.  
24 Well, if co-locations of new elementary schools  
25 in high school buildings, which we believe is

1 bad policy because of its inappropriate  
2 combination of students and its wasteful use of  
3 resources to reconfigure buildings were  
4 warranted, that is the new elementary schools,  
5 by an overcrowding crisis in D2, then the  
6 Department of Education should proactively  
7 engage the community through the CEC2 and  
8 collaboratively develop proposals that truly  
9 meet the district's needs. That's said, the New  
10 York City's land use review process, our  
11 community has successfully negotiated for  
12 several new elementary schools in this district  
13 that will not infringe on high school  
14 facilities. Creating these new schools will  
15 help address elementary school overcrowding and  
16 is much better policy than cannibalizing  
17 existing school space. Experience and recent  
18 history have shown that we welcome the  
19 Department of Education and the School  
20 Construction Authority's partnership in this  
21 effort. That's what we want, that  
22 collaboration. Not this. As CEC 2 noted in its  
23 March 28, 2012, resolution, charter schools  
24 today do not serve their intended purposes,  
25 namely serving as laboratories for educational

1 innovation to better meet the needs of all  
2 students, particularly those at risk, and to  
3 collaborate with district schools. It's a, it's  
4 a fable. And regrettably, charter schools have  
5 a tendency to compete against district schools  
6 and have a tendency is a very polite way of  
7 saying how I feel. I won't, I'm not going to  
8 speak explicitly. Dick Gottfried and I agreed  
9 on that word. I agree on that word but only  
10 because I'm polite. To compete against district  
11 schools for building facilities and resources  
12 and to come out victorious. They do, every time  
13 charter schools do. They always win in those--  
14 okay, I won't say stealing--in taking over  
15 space. Accordingly, we are concerned that the  
16 proposed co-location of the charter school would  
17 prove extremely disruptive to Building 625's  
18 existing schools. Such clustered co-locations  
19 can and do result in strife, as multiple schools  
20 with different administrations, admissions, must  
21 share scarce facility space, including science  
22 labs, gym space, and art and music rooms. And  
23 again, we strongly believe that co-locating  
24 elementary school students with those in their  
25 late teens is problematic, creating unnecessary

1 risks for young children because they're  
2 different. They are different. And requiring  
3 costly retrofitting of the building to  
4 accommodate these younger students' physical and  
5 educational needs, what a waste of money. And  
6 this practice is a disservice to all students.  
7 As stated in the building utilization plan, the  
8 Department of Education is anticipating several  
9 construction projects to accommodate the charter  
10 school, including what will create the loss of  
11 administrative space. And these modifications  
12 to accommodate younger students will reduce  
13 individual school's flexibility in moving,  
14 exchanging, and sharing classrooms and cluster  
15 rooms with students of similar ages and similar  
16 needs. Many of the building's shared spaces are  
17 designed specifically for high school students,  
18 and again, it would be a waste of scarce--yes,  
19 they are designed specifically for high school  
20 students, even if they are not always brought up  
21 to their full potential. They could be. And  
22 that's what they were designed to do. And it  
23 would be a waste of scarce education dollars to  
24 reconfigure them for younger students. And we  
25 also share parents' concerns that the charter

1 school's historic tendency to grow would  
2 further threaten existing school's footprints in  
3 the building. And certainly, the Department of  
4 Education's recent proposal to relocate  
5 Innovation Diploma Plus High School, which  
6 opened only a few years ago to serve overage and  
7 under credited students from the Brandeis campus  
8 to accommodate the growth of the Success Academy  
9 Upper West Side validates this concern. For all  
10 of those above reasons, let me just say  
11 something about that. You know what? You know  
12 why they're moving that? Because they think  
13 that none of those students live in that  
14 neighborhood. They think, oh, they don't live  
15 in this neighborhood. Well, they do live in  
16 this neighborhood. And some of them work in  
17 that neighborhood. And you know what? New  
18 Yorkers like to visit different neighborhoods so  
19 there is no need to move that one. Anyway, for  
20 all of the reasons I talked about having to do  
21 with this school, I strongly urge the Department  
22 of Education to withdraw this proposal and co-  
23 locate a Success building not here. And again,  
24 thank you for allowing me to testify. I know  
25 you have to listen to this but it's

1 heartbreaking. And I just, finally I want say  
2 that if their political will, I teach in a New  
3 York City public high school, a civics class,  
4 once a week. And I've done it for years and  
5 years. And I used to say miracles happen in New  
6 York City public schools. And I know people say  
7 charter schools are public schools but there's a  
8 difference. And I don't say miracles anymore  
9 because wonderful things happen in New York City  
10 public schools every day and wonderful things  
11 could happen continuously in every New York City  
12 public school, if there was political will. And  
13 that's what we should be fighting for. Thank  
14 you.

15 MS. GORMAN: Thank you, sir, for your  
16 testimony and for your years of service. At  
17 this time, I want to go back to the original  
18 speaker's list. We have four remaining  
19 speakers. I believe we left off with Matilda.  
20 Is that correct? Followed by Evan, Pat, and  
21 Alice.

22 MS. MATILDE YANSAN: Good evening. My name  
23 is Matilde Yansan. I thank you all for being  
24 here. I think at this time we have all  
25 addressed pretty much our concern. But while I

1 was listening to all the people that have  
2 expressed their worries, concerns, here, I was  
3 wondering if I'm really standing here as a  
4 teacher that has been here for ten years in this  
5 building, that has seen the transition of three  
6 schools coming in, and already has experienced--  
7 I haven't read this, I haven't visited a school  
8 for one day, and see that it works or not. I  
9 have been here for 10 years. I have seen how we  
10 have struggled, how our administrators,  
11 supervisors, have struggled to and strived to  
12 provide our students here the resources through  
13 grants and through many other sources, to help  
14 our students. I wonder if the charter schools,  
15 which I believe might be a great initiative and  
16 might be very effective already in some places,  
17 if they have so many resources, why do they have  
18 to take space from places that are already in  
19 need? And just to keep it short, what really  
20 saddens me here is that I guess that we don't  
21 want to lose a battle without trying to fight  
22 and that's why we're here. But at the end, we  
23 know that there are plans already. Not for only  
24 a second floor. Any person, it doesn't take  
25 rocket science to know that an elementary school

1 does not take only a second floor. They need  
2 playgrounds. They need a lot of more physical  
3 space. And you know where that is going to come  
4 from? Not only from Graphics, from BOSS, from  
5 Urban Assembly. I'm here as a teacher. I'm  
6 here as just a person that cares, as the last  
7 person that spoke just said, because I care and  
8 I have seen miracles and students coming out of  
9 high schools, our high school, Graphic  
10 Communication Arts, that have struggled so many  
11 years already and been successful out there, and  
12 been in great universities. So we do work. We  
13 just need some more support, not to be taking  
14 what we already have been struggling for years.  
15 We do prove that we can make it happen. But  
16 don't take more away from us.

17 MS. GORMAN: Thank you. Evan?

18 MR. EVAN DASH: Good evening. I'm Commander  
19 Dash. I'm the ROTC instructor. ROTC is a  
20 campus program. We take from all three high  
21 schools in the building. The program is 212  
22 students. And I'm not sure, and the reason why  
23 I'm speaking tonight, is I'm not sure we're  
24 actually in the DOE footprint for this building  
25 or the Success Academy's footprint, whether they

1 know we exist. So I want to make sure you  
2 know we exist, because we consume a lot of space  
3 in the building. And we consume a lot of space  
4 in the building on top of what the regular  
5 classroom space is because all the students in  
6 ROTC take every other class. So we have 212  
7 kids. We occupy a lot of square footage and  
8 that's per the DOE contract with the navy. The  
9 unit is, three years ago, we were at 80. Last  
10 year we were 175. This year we're 212. You can  
11 see the numbers. Unless the DOE and the City of  
12 New York and the three principals are willing to  
13 turn students away who are joining ROTC, which  
14 are in the numbers of 50, 60 more a year, okay?  
15 And I guarantee you, the DOE is not willing to  
16 do that. Because, for example, the Chancellor's  
17 representative for ROTC met with me this week,  
18 Kaz Cibelli [phonetic], and he said the DOE and  
19 the Chancellor in the city is not only  
20 supporting the ROTC units but wanting them to  
21 grow across the city, specifically ours. And we  
22 are growing so you can expect this unit to be  
23 250 next year, 275, 300, 4--there are ROTC  
24 programs in the city that, 6, 7, 800 students.  
25 And I can almost guarantee that these numbers

1 and the space that is required to accommodate  
2 these students has not been considered in this  
3 proposal. So I want to make sure that both the  
4 DOE and the charter understand what the space  
5 requirements are and it's in contract. But you  
6 can just come in and walk and see the space  
7 requirements and see what it is. In addition,  
8 in addition to just classroom requirements,  
9 okay, which is extensive, we have store room  
10 requirements. We require a full period of gym.  
11 Okay? That takes one gym period away from the  
12 rest of the school. That's just for ROTC. So  
13 these things need to be considered if a charter  
14 school is going to be brought into the building.  
15 Thank you.

16 MS. GORMAN: We certainly do support JROTC  
17 and we will check to make sure it's accommodated  
18 in the footprint. Did we have a representative  
19 from Quinn's office come in? Yes, I know, I'm  
20 just checking on--actually we have two more  
21 speakers. I just wanted to make sure. Okay.  
22 So our last two speakers, Pat and Alice.

23 MR. PAT GAFFNEY: You're not going to stand  
24 here and try and intimidate me, are you man?  
25 You stand over there, okay? [background noise]

1 Thank you. I appreciate it. I am Pat  
2 Gaffney. I'm the boys' varsity basketball coach  
3 here. When I came to this school in 2000, there  
4 was an opening here. In fact, there were about  
5 three or four openings here. Nobody wanted to  
6 teach here. It was a rough place and I was  
7 lucky to get a job, I figured, because I'd been  
8 in Tennessee and I came up here. Everybody  
9 knows T-Eval, right? That's the new evaluation  
10 system that's coming in from Tennessee. That's  
11 the one they want to put in, anyway. I came up  
12 here and I figured, well, I'll come into New  
13 York and it's going to be interesting because  
14 I'm a football coach. So I'll coach basketball  
15 in New York City. And I'm going to come in here  
16 and I'm going to build a program. And I did.  
17 And now you're going to crash it on me. Okay?  
18 Somebody said that somebody in the back row was  
19 dissing our basketball team. I don't know why.  
20 We got attacked last year at a game and we were  
21 gentlemen and we walked away. I know my time is  
22 probably almost up and people don't want to hear  
23 it. I could go on and on about what goes on in  
24 this building. I'm not going to do that. But  
25 what I am going to say is I did watch TV last

1 night and I saw Mr. Bloomberg say that New  
2 York City is going to be the new center for  
3 technology with Cornell University being here  
4 and everything else, what about the vocational  
5 aspect of education? Are we going to abandon  
6 the lower middle class and the poor? It would  
7 appear that we need plumbers and electricians.  
8 Why not turn a school like this into some type  
9 of trade school so kids that don't have the  
10 abilities in technology or aren't technocrats or  
11 have IQs of 120 can get jobs. I'm going to  
12 leave it there and I want you to examine your  
13 consciences when you make your decisions on this  
14 and ask yourself, really, can you look in the  
15 mirror in the morning? And do you like what you  
16 see?

17 MS. GORMAN: Our last speaker, Alice O'Neal.

18 MS. O'NEAL: Good evening. My name is Alice  
19 O'Neal. I am the EFT Manhattan High School  
20 District Representative. I am so happy to see  
21 so many students here from this building. I  
22 still teach tenth grade myself. And I could not  
23 help but compare one of the most diabolical  
24 characters of all time. His name is Iago and he  
25 is the antagonist in Othello. I don't want to

1 spoil the end of the play in case you have not  
2 yet read it, however, I must compare Eva  
3 Moskowitz to Iago. I am disturbed--I know, Sue.  
4 I am so deeply disturbed by what I learned this  
5 week. The staff in the Brandeis High Schools, I  
6 worked with all of them. They feel so  
7 disrespected by the staff at the Success Academy  
8 School. And I don't even know if the teachers  
9 at the Success School know that, because  
10 whenever I walk in, I don't know if it's because  
11 I'm as beige as my suit today, no one was ever,  
12 ever disrespectful to me. So I question that.  
13 I question why the staff and the students in the  
14 Brandeis High Schools, why do they feel so  
15 uncomfortable? Why do they feel that the adults  
16 from the Success Academy are disrespectful to  
17 them? Even worse, why are the students at  
18 Brandeis no longer allowed to play music? You  
19 know why? Because the charter school says that  
20 they can't hear. Do the parents know that who  
21 send their students to that school? Someone  
22 asked me a great question the other night at  
23 Washington Irving and I was fascinated. There  
24 was no one from Success at Brandeis because--a  
25 100% African American/Latino school is being

1 asked to move to District 6 so that the  
2 charter school can expand. In District 6--yes,  
3 tell your parents. The building in District 6  
4 has no gymnasium and no science lab. I know  
5 that chap leader of Wadley very well. He says  
6 the same exact thing of things being separate  
7 but unequal. We should never have a war among  
8 our parents, among our students, about having  
9 better facilities. But if you are Iago, you can  
10 trick people. And if you are Eva Moskowitz, you  
11 just call up Bloomberg and you say, "I want more  
12 space." Let me tell you something, the people  
13 at Brandeis, they feel tricked. They feel  
14 betrayed. I don't want anyone in here to be  
15 Othello. I don't want anyone in here to be  
16 Desdemona. Thank you so much for letting the  
17 students speak first.

18 MS. GORMAN: That was our last speaker. We  
19 have heard many comments and we truly appreciate  
20 all the comments. I do want to tell you, those  
21 that did not speak but would like to give  
22 comment, you can do so at either 212-374-3466 or  
23 by emailing [d02proposals@schools.nyc.gov](mailto:d02proposals@schools.nyc.gov). This  
24 proposal will come before--you want me to say it  
25 again? Surely: [d02proposals@schools.nyc.gov](mailto:d02proposals@schools.nyc.gov).

1 The proposal, which is posted with utilization  
2 information on the Department of Ed website, the  
3 proposal will go before the Panel of Educational  
4 Policy on December 20 at 6 p.m. at the High  
5 School of Fashion Industries located at 225 West  
6 24<sup>th</sup> Street, New York, New York 10011. You also  
7 can sign up to speak there if you so choose.  
8 Thank you all for coming. The joint public  
9 hearing is now closed.

10 [END RECORDING]

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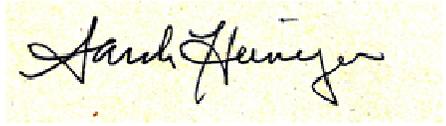
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C E R T I F I C A T E

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



Signature

Date\_\_12/16/12\_\_\_\_\_