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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**
Co-location of SCN Manhattan 1 at
M460 - 12/10/12

1 [START RECORDING]

2 MS. ELAINE GORMAN: Good evening. My name
3 is Elaine Gorman and I'll be facilitating this
4 joint public hearing of the Department of
5 Education, the Community Education Council, too
6 and I believe the school leadership teams of the
7 schools at the Irving campus. The proposed co-
8 location of Success Academy Charter Manhattan 1
9 in building M460 along with Gramercy Arts High
10 School, High School for Language and Diplomacy,
11 International High School at Union Square, The
12 Academy for Software Engineering, Washington
13 Irving High School and Union Square Academy for
14 Health Science. Tonight's proceedings will be
15 recorded and transcribed. Before we begin we
16 ask that anybody who wishes to speak during the
17 public comment portion of the evening sign up at
18 the desk at the door. Signups will end in 15
19 minutes. Only people who have signed up will be
20 able to participate in public comment. Public
21 hearings are for points of views and sometimes
22 those points of view are diverse. We ask that
23 each of our speakers be allowed to complete
24 their comments with the same level of respect
25 with each other. We have children here and

1 children are witnesses to the manner in which
2 we address ourselves in our comments. We have
3 one panel member from the CEC who will be
4 arriving a little bit later and we will allow
5 her to speak at the first opportune moment.
6 Additionally, the Citywide Council on High
7 Schools was unable to be here tonight, but they
8 have given a public statement to be read by CEC
9 chairman. We'll have that at the same time as
10 the CEC statements. There may be elected
11 officials who arrive at different times
12 throughout the evening. If they wish to speak
13 we will do our best to accommodate them at the
14 first opportune moments. Those that are here at
15 the start of the public comment section will be
16 asked to speak first. We also have a separate
17 list for students. There aren't a large number
18 of students who've signed up and because we need
19 them to get ready for school tomorrow we will
20 allow them to speak after the panel. Tonight's
21 format will include a presentation of the
22 proposal, a presentation by the hearing
23 participants followed by public comment.
24 Speakers should have already signed up and if
25 not yet, you have about 10 minutes remaining.

1 Public comments can be no longer than two
2 minutes each. The time will be strictly
3 followed and speakers will be informed when
4 their designated time has ended. They also will
5 have a 30 second warning by our lovely woman
6 right here. And that will let you know when
7 it's time to wrap up your statements. I would
8 like to introduce the panel which have assembled
9 for this evening for the joint public hearing.
10 First, all the way over are our principals and
11 if they would like to wave to be acknowledged.
12 I think most people here know who they are.
13 From the far end of the dais and if I have this
14 out of order I am sorry. Maria, they will
15 introduce their school when they give their
16 comments. Maureen Murphy from SUNY. Thomas
17 Hassler, Miriam Birnbaum, Shino Tanikawa from
18 CEC 2. We will be joined by Tamra Leroux from
19 CEC 2 and to my left is Marisol Bradbury, the
20 district 2 high school superintendent. Do we
21 have any elected officials with us at this time?

22 MR. ENRIQUE LOPEZ: Representative from
23 Senator Dwayne's office.

24 MS. GORMAN: Somebody, we have a
25 representative from Senator Dwayne's office.

1 Would you like to come up to the podium at this
2 time?

3 MR. LOPEZ: Good evening everyone, my name
4 is Enrique Lopez and I work for State Senator
5 Tom Dwayne. Senator Dwayne is unable to attend
6 this evening, so I will be reading joint
7 testimony on his and Assembly Member Dick
8 Gottfried's behalf. As I'm sure everyone here
9 is aware, Senator Dwayne feels very strongly
10 about this proposal. Although he wasn't able to
11 attend the rally out here today he has attended
12 other rallies and, like I said, I will be
13 delivering testimony on his behalf. We are
14 Thomas K Dwayne representing New York State's
15 29th Senate District which includes the
16 Washington Irving campus where the New York City
17 Department of Education proposes to co-locate
18 the Success Academy Charter School with six
19 existing schools and Richard N Gottfried
20 representing New York State's 75th Assembly
21 District which is home to many students who
22 currently attend school at the Washington Irving
23 campus. We thank the DOE and the Community
24 School District 2, Community Education Council
25 and the school leadership teams of the schools

1 currently sharing the building for providing
2 this opportunity to present testimony. We join
3 the district 2 community including CEC 2,
4 Manhattan Community Boards 4, 5, and 6 and the
5 Parent Teacher Associations of the schools in
6 the Washington Irving campus in strongly
7 opposing this proposal. As you know, five of
8 the six high schools already co-located in the
9 Washington Irving campus are expected to remain
10 there over the long term. We believe that
11 scarce available space at this site which would
12 best used to either support the growth and
13 expansion of these promising schools or to add a
14 sixth high school developed through robust
15 community engagement and serving both local
16 students as well as those from the various
17 neighborhoods that previously were a part of the
18 Washington Irving High School community. We are
19 extremely dismayed that the environment impact
20 statement for this proposed co-location suggest
21 that it is a means to address district 2
22 elementary school overcrowding. If co-locations
23 of new elementary schools in high school
24 buildings which we believe is bad policy for its
25 inappropriate combination of students and its

1 wasteful use of resources to reconfigure
2 buildings were warranted by the ongoing
3 overcrowding crisis in district 2 then the DOE
4 should proactively engage the community through
5 CEC 2 and collaboratively develop proposals that
6 truly meet the district's needs. That said, our
7 community has successfully advocated for several
8 new elementary schools in this district that
9 will not infringe on high school facilities
10 through the land use process negotiation. This
11 process has helped to address overcrowding and
12 is a much better policy than forestalling it by
13 cannibalizing existing school space. Experience
14 and recent history have shown that we welcome
15 the DOE's and the SCA's partnership in that
16 effort. As CEC 2 noted in their March 28th, 2012
17 resolution charter schools today do not serve
18 their intended purposes namely serving as a
19 laboratory for educational innovation to better
20 meet the needs of all students particularly
21 those at risk and to collaborate with district
22 schools. Regrettably, charter schools have a
23 tendency to compete against district schools for
24 building facilities and resources to come out
25 victorious. We are also concerned that the

1 proposed co-location of Success Academy Charter
2 School would likely prove extremely disruptive
3 to the building's existing schools. Cluster co-
4 locations can and do result in strife as
5 multiple schools with different administrations
6 and missions much share scarce facility space
7 including science labs, gym space and art and
8 music rooms. We share the fears of existing
9 Washington Irving campus school communities that
10 Success Academy Charter School would disrupt the
11 synergy created amongst the five remaining
12 schools and the harmonious community that has
13 been created. Again, we strongly believe that
14 co-locating elementary school students with
15 those in their late teens is problematic
16 creating unnecessary risk for young children and
17 requiring costly retrofitting of the building to
18 accommodate these younger student's physical and
19 educational needs. The practice is a disservice
20 to all students. As stated in the EIS, the DOE
21 is planning to create a multipurpose space for
22 elementary students to use as a cafeteria and
23 gym. Obviously, this co-location would require
24 other modifications to accommodate younger
25 students therefore reducing individual schools

1 flexibility in moving, exchanging and sharing
2 classrooms and cluster rooms with students of
3 similar ages and similar needs. Many of the
4 building's proposed shared spaces are designed
5 specifically for high school students and,
6 again, it would be a waste of scarce education
7 dollars to reconfigure them for younger
8 students. We also share parents concern that
9 Success Academy Charter School's historic
10 tendency to grow would further threaten recent
11 investments that have made the Washington Irving
12 campus one of the city's great high school
13 facilities. Certainly, the DOE's recent
14 proposal to relocation Innovation Diploma Plus
15 High School which opened only a few years ago to
16 serve overage and under-credited students from
17 the Brandeis Campus to accommodate the growth of
18 the Success Academy Upper West Charter School
19 unquestionably validates this concern. For all
20 the above reasons we strongly urge the DOE to
21 withdraw the proposal to co-locate a Success
22 Academy Charter School in the Washington Irving
23 campus. Again, thank you for allowing us to
24 testify today and for your consideration of our
25 comments.

1 MS. GORMAN: At this time I will pass the
2 program to Superintendent Bradbury who will read
3 the proposal followed by we'll just pass the
4 mike down and have the dais speakers follow.
5 Superintendent Bradbury.

6 SUPERINTENDENT MARISOL BRADBURY: Thank you,
7 Elaine. Good evening. This is a proposal to
8 co-locate a new public charter school Success
9 Academy Charter School Manhattan 1 in building
10 M460 in Community School District 1. Success
11 Academy Charter Manhattan 1 would be co-located
12 in building M460 with six high schools, Gramercy
13 Arts High School, Washington Irving High School,
14 The High School for Language and Diplomacy,
15 International High School at Union Square,
16 Academy for Software Engineering or ASE and
17 Washington Irving High School and Union Square
18 Academy for Health Science or USA. Washington
19 Irving is in the process of phasing out and
20 currently serves students in grades 10 through
21 12. International is in the process of phasing
22 in and currently serves students in grades 9
23 through 11. ASE and USA are both new schools
24 serving 9th graders this year and expanding to
25 serve 10th graders next year as they phase in.

1 In addition, building M460 houses a young
2 adult borough center and three community based
3 organizations, Sleepy Hollow Preschool, Success
4 Mentor 2 and FECS Health and Human Services.
5 This proposal is not expected to impact these
6 organizations. Gramercy Arts, Language and
7 Diplomacy International, ASE and USA admit
8 students through the city wide high school
9 admission process. ASE and USA both offer
10 career and technical education programs. The
11 phase out of Washington Irving was approved by
12 the Panel for Educational Policy on February 9th,
13 2012 and the school will close June, 2015.
14 Success Academy Charter Schools currently
15 operates 12 public elementary charter schools in
16 New York City. Success Academy Charter Schools
17 has been authorized by SUNY to operate six new
18 public elementary charter schools starting in
19 the 2013-2014 school year including SA Manhattan
20 1. Of the four Success Academy elementary
21 schools that received progress reports, all
22 received an overall grade of A for both the
23 2010-2011 and 2011-2012 school years. Success
24 Academy Manhattan 1 would admit students via the
25 charter lottery application process with the

1 following lottery preferences: one, siblings
2 of current or accepted students, two, English
3 language learner students, and three applicants
4 who reside within District 2. If this proposal
5 is approved, Success Academy Manhattan 1 will
6 open with grades K through 1 in 2013-2014 and
7 would add 1 grade each year until it reaches
8 full scale to serve grades K through 5 in 2017-
9 2018. Success Academy Manhattan 1 will set
10 aside a certain percentage of seats for English
11 language learner students that is relatable to
12 the average ELL percentage at traditional public
13 elementary schools within the city and or
14 District 2. At the current 2012-2013 school
15 year, schools in building M460 are collectively
16 operating 35 full size, 18 half size and 19
17 quarter size rooms over foot print. As Success
18 Academy Manhattan 1 phases in and Washington
19 Irving phases out, Success Academy Manhattan 1
20 will occupy the space vacated by Irving.
21 Success Academy Manhattan 1 has been approved by
22 its charter authorizer, the State University of
23 New York Charter School Institute to opening new
24 public charter school in Community School
25 District 2. Although this proposal has not yet

1 been approved by the Panel for Educational
2 Policy SUNY is required to hold a facilities
3 hearing to receive feedback on their proposed
4 co-location of Success Academy Manhattan 1 with
5 Gramercy Arts High School, High School for
6 Language and Diplomacy, International High
7 School at Union Square, Academy for Software
8 Engineering, Union Square Academy for Health
9 Science and Washington Irving High School. As
10 such, this joint public hearing will also serve
11 as the facilities hearing. There is a
12 representative from SUNY in attendance. If you
13 have any questions or comments on the charter
14 itself, Maureen Murphy of SUNY will now tell you
15 how to submit those questions and comments.

16 MS. GORMAN: Before turning the mike over
17 sign ups have now closed and if anyone is in
18 need of interpretation services we do have
19 interpretation services available. Following
20 the SUNY will have Council Member Rosie Mendez.

21 MS. MAUREEN MURPHY: Good evening. My name
22 is Maureen Murphy and I'm the director of
23 charter accountability at the SUNY Charter
24 Schools Institute. And I'm here tonight to hold
25 a public hearing on behalf of the Board of

1 Trustees of the State University of New York
2 or SUNY. SUNY's the authorizer of the charter
3 school we are discussing today. That means that
4 the SUNY trustees approved the application to
5 create this school. My organization, the SUNY
6 Charter Schools Institute, will visit the school
7 and report on its progress to parents. As the
8 school gets older we will also make
9 recommendations to the SUNY trustees about
10 whether or not the school has earned the right
11 to stay open. Today our focus is on where the
12 school will be located. Education law requires
13 SUNY to hold a public hearing anytime one of our
14 schools might be open in an existing public
15 school building. I am here tonight to listen to
16 your comments about the proposal to locate
17 grades 5 through 8 of Success Academy Charter
18 School Manhattan 1 in part of building M460
19 beginning in the fall of 2013. SUNY is holding
20 its hearing now at the same time as the DOE so
21 that we don't have to ask parents and community
22 members to attend two different hearings on the
23 same subject. We want to be sure that we have
24 the opportunity to hear from as many parents,
25 teachers, school leaders and members of the

1 community as we can. I do want to note that
2 SUNY has to make its own determination regarding
3 the school using the proposed space. I will be
4 taking notes on all comments made tonight. In
5 addition, you may give me any written comments
6 you may have with you. You can email comments
7 to charters@suny.edu. You can mail comments to
8 41 State Street, Suite 100, Albany, New York or
9 fax comments to (518) 427-6510. I also have
10 extra copies of our notices that will include
11 all our contact information. SUNY will accept
12 comments through December 27th, 2012. We set
13 this deadline for five days after the meeting of
14 the Panel on Educational Policy where this co-
15 location will be discussed. That way if there's
16 any information that you get part of the
17 conversation at the PEP meeting that you want to
18 share with us you have time to do so. SUNY will
19 make a decision on this co-location after the
20 close of the comment period. In advance, I want
21 to thank you for your comments tonight. We
22 appreciate you taking your time to be here.
23 Thank you.

24 MALE VOICE 2: [Spanish audio].

25 MALE VOICE 3: [Spanish audio].

1 MS. GORMAN: Let me mention we do
2 apologize for the cafeteria tables. The
3 auditorium is under construction and the library
4 couldn't safely hold enough people. So, sorry
5 for that. I would like to call up Councilwoman
6 Rosie Mendez followed by Representative from
7 Community Board 5, Laylo Crispo.

8 COUNCILWOMAN ROSIE MENDEZ: Great, this is
9 great service. Except for the tables since I
10 was sitting there a moment ago. Good evening
11 everyone. I have some written testimony and I
12 do hope you take a look at it because I'm going
13 to go not speak directly from it and I may take
14 too much time if I read it and I want to give
15 the people an opportunity to speak. But I am
16 against this co-location. And I want to point
17 out that I was here a year ago to talk about and
18 against the phasing out of Washington Irving. I
19 was assured by DOE then that a charter school
20 would not be coming into this school. So, here
21 we are a year later or less than a year later
22 and now we have a charter school coming in and
23 we have a K through 5 which is totally
24 inappropriate for this school building. And I
25 want to add that this school year I had one of

1 my buildings collapsing and we had to remove
2 800 or 925 students and co-locate them somewhere
3 else and it was determined that my middle school
4 was not appropriate to be at Norman Thomas High
5 School where there was machines, metal
6 detectors. So, I don't know how we put a K
7 through 5 here in this building. I want to add
8 that in my district through the years I've had
9 to put lots of money to make a elementary school
10 capable for Bard High School Early College
11 because the bathrooms were not appropriate,
12 different places in the school were not
13 appropriate for the high school students. So,
14 then what am I going to do? I'm going to be
15 asked to put in capital dollars here to make
16 this high school space appropriate for an
17 elementary school. It just doesn't make sense.
18 It's not the way we should be spending our
19 capital dollars, particularly when there's lots
20 of needs and when this city and school system is
21 financially challenged. I'd like to add about
22 Washington Irving during the last few years it
23 was turning itself around and the numbers
24 fluctuated not that I really agree with the way
25 this grading of schools happens here. However,

1 when the grading went down if you can look at
2 the fact that it was every year when a new
3 school was coming in. So, the attention of the
4 principal of Washington Irving had to be in
5 spending his time not thinking about the
6 education of our school kids, but managing space
7 and being administrator with the other
8 principals in this school. Had that not
9 happened I am sure that this school would
10 continue to do better. I will mention that
11 Success Academy Charter School has not had a
12 good record with English language learners.
13 It's not had a good record with special
14 education kids who need special education and
15 have an IEP. But then again, none of the
16 charter schools are mandated to provide those
17 services, but our public schools are which comes
18 to the point that there is an inherent
19 inequality in New York City when it comes to
20 charter schools and our public schools. The
21 public schools have a more rigorous reporting
22 and standards that they have to adhere to that
23 the charter schools do not. So, sure they can
24 take the kids who are harder to deal with, who
25 need more attention and just say you know what,

1 we're going to transfer you out of our school
2 or we're going to make your life so impossible
3 which has happened to kids in my district and
4 then they end up transferring somewhere else.
5 And have lots of trouble and issues in school
6 instead of being put in the program and given
7 the services they need. So, I have as many have
8 people that these hearings are a sham and I like
9 for at some point to be proven wrong. I would
10 love for you to vote this down. This is not the
11 right place for a K through 5, thank you.

12 MS. LAYLO LAW-GISKO: Hi, good evening, my
13 name is Laylo Law-Gisko I'm the chair of the BET
14 Board 5 of, I'm sorry, of the Education
15 Committee for Community Board 5. Community
16 Board 5. Community 5 on record, we are against
17 co-location of charter schools in 2 public
18 schools in New York City. Community Board 5 is
19 also on record being against co-location of
20 Success Academy Charter School in Washington
21 Irving High School, the current building that
22 we're in. There is reasons, Council Member
23 Mendez mentioned some reasons that we totally
24 second. We are outraged that you would think
25 about putting young children and co-locating

1 them with high school population. Young
2 children do have needs in terms of entering the
3 building, being dismiss from class that simply
4 don't work with the way you intake and discharge
5 high school students. But more so, Community
6 Board 5 has also concerns with sharing one
7 cafeteria, sharing one gym, one library with so
8 many students that have different needs. It
9 would divert resources from a growing high
10 school population that is established in this
11 building. If we read the EIS report correctly
12 the building would be brought at 100% capacity
13 which means that it leaves no room for growth.
14 Success Academy Charter School represented at my
15 committee that they're applying for and they
16 could sign today because SUNY will give five
17 year approvals and therefore this is what they
18 have to apply for their first application. But
19 their intention as of today is to be a K through
20 8 school. That's what they want today. They
21 cannot apply for a K through 8 because they will
22 only get a 5 year term. But that's their plan.
23 How do you give them the opportunity to grow?
24 There is no room. Once you have K through 5,
25 which by the way CB5 opposes, but once you get

1 that there is no room for K through 8. What
2 are you going to do? Are you going to find
3 another building for them? Are you going to
4 move everybody in five years? Or are you going
5 to crush someone or something? How do you make
6 it work? The math doesn't work. As Wilpington
7 [phonetic] said, it's arithmetic and it doesn't
8 work. And finally, charter schools have the
9 ability to fund raise in a way and a capacity
10 that zoned public schools don't. The report
11 also states that a charter school will alleviate
12 overcrowding in school district 2. Well, it
13 won't because you're taking away capacity that
14 could have been used for zone schools. So,
15 you're not adding the net worth is zero. But if
16 you would ask Success Academy Charter School to
17 find their own building then you would increase
18 capacity. That would be a net gain for the
19 community because as a whole you cannot say that
20 zone school, district schools or high school,
21 city wide schools can mix and match and
22 therefore we're creating capacity. We're not.
23 You're taking away 600 to 675 seats for another
24 high school. Point being that it might not be a
25 district school because high schools are not

1 district wide zoned. But you're taking away
2 this capacity. We need high school seats. We
3 need middle school seats for our children
4 whether our children are with the catchment zone
5 because they're kindergarteners or they're in
6 the district because they're middle schoolers or
7 because they live in the city because they're
8 high schoolers. We need this capacity. We
9 cannot afford to give it out to charter schools
10 that have the capacity to get their own
11 buildings. So, I'm really urging you to turn
12 down this proposal. And to ask Success Academy
13 Charter to find a building where suitable
14 capacity that will allow them to go from K
15 through 8, thank you.

16 MS. GORMAN: Thank you very much - - .

17 MS. SHINO TANIKAWA: Good evening, my name
18 is Shino, I'm the president of the Community
19 Education Council District 2. Councilwoman
20 Mendez, thank you very much, Laylo, thank you so
21 much for testifying. I wish we had the
22 authority to turn down this proposal. We have
23 no such powers and it's really unfortunate. We
24 are legally mandated to be here to conduct the
25 public hearings and we are legally mandated to

1 gather public input on these issues. But
2 that's where our involvement, unfortunately,
3 ends. Ultimately, the decision rests with the
4 PEP. I apologize for arriving late and holding
5 you up. I didn't mean to arrive so late. I'm
6 sorry. I have to read a statement from the City
7 Wide Council on High Schools that
8 representatives were not able to attend tonight,
9 but the president of the CCHS, the City Wide
10 Council on High Schools, did submit a statement
11 for me to read. So, I apologize, I will have to
12 read off of my phone. I didn't have a chance to
13 print it out. Okay. This statement to be read
14 by member of CEC 2 on behalf of Paola de Kock,
15 president of the City Wide Council on High
16 Schools, and Sam Yank, the Manhattan
17 representative to the City Wide Council on High
18 Schools. We oppose the co-location of Success
19 Academy elementary school in the building that
20 currently houses only high school seats that
21 will be difficult to regain. We believe that
22 any extra space that allegedly exists in the
23 building should be reserved for the expansion of
24 the high schools that currently occupy it.
25 Success Academy will be co-located with five new

1 high schools, two of which have barely begun
2 phasing in. DOE proposed these schools are
3 replacements for the old failing quote-unquote
4 Washington Irving. Having barely gotten them
5 off the ground, it now wants to squeeze them by
6 inserting an elementary charter school instead
7 of nurturing the high school students and
8 allowing their schools to grow and flourish. We
9 have several years experience with the co-
10 location of multiple small high schools in the
11 campus (actually DOE speak for a large building
12 into which several schools have been stuck and
13 nothing like the common understanding of the
14 word campus). This experience shows that
15 whatever the implemented benefits of small
16 schools, the reality of schools sharing space is
17 that students suffer diminished access to all
18 sorts of resources from athletic facilities to
19 libraries, labs and art rooms, counseling,
20 offices and extracurricular activities. In the
21 case of the co-location of an elementary school
22 the high school students suffer even more
23 because the facilities must be repurposed and
24 the space cannot be shared. When that
25 elementary school is a Success Academy

1 experience shows that the public high school
2 students are not only squeezed, but also
3 becoming second class citizens. Just go ask
4 people at the Brandeis campus where high school
5 students not only lost access to quality space,
6 at great taxpayer expense but are now losing an
7 entire school where the space is being
8 warehoused for future use by Success Academy.
9 That is the reality behind the EIS claim that
10 these co-locations have no impact. That was a
11 statement from the president of CCHS. The CEC
12 District 2 has passed 3 resolutions in the past,
13 2 of which are specifically against co-locations
14 of charter schools. One of the two co-location
15 resolutions specifically asks that Success
16 Charter application not be approved by SUNY
17 Charter Institute and that Success Academy if
18 the application is approved seek its own space.
19 The resolution predominantly talked about co-
20 location problems within elementary and middle
21 school in district 2 which are highly
22 overcrowded. But there are some pertinent
23 issues that we raise in the resolution that
24 apply to this particular case in high schools.
25 Some of them I'll read off to you actually. And

1 I don't want to read the whole resolution. I
2 will submit them as written comments to the PEP.
3 Some of the relevant issues we raised in our
4 resolution is that charters, as Laylo pointed
5 out, charter schools have the resources to get
6 their own building. They do not have to come
7 into district public school buildings. Charter
8 schools also have a lot more resources as
9 opposed to district schools and I use the term
10 district school to say elementary and middle,
11 high schools that are under the purview of the
12 DOE as regular school, not charter, district
13 schools. They tend to have more resources and
14 within the same building, charter schools tend
15 to create a very unequal environment. The
16 charter half of the building, from what I have
17 heard from many parents, you can walk into the
18 building and you can tell which side of the
19 building belongs to the charter schools and
20 which side of the building belongs to the
21 district students. And when you have a school
22 that's deemed failing and forced to phase out
23 such as Washington Irving High School, those
24 high school students do not need that in their
25 faces. What they need is nurturing support and

1 reassurance that they are good students and
2 they will be okay. What they do not need is a
3 charter school to come in and flaunt their
4 resources in their faces treating them as if
5 they're second class citizens. That we take
6 great issue with. And the third problem is
7 inequality - - by charter schools we are
8 generally against co-locations of multiple
9 schools. We believe that's an inefficient use
10 of a school building. Each school has its own
11 administrative space. So, if you have six
12 schools in the building, that's six rooms used
13 up for administrative spaces whereas if it's one
14 school, that's one room. For DOE that prides
15 itself to be efficient I am not quite sure why
16 multiple schools in one building is considered
17 efficient. We don't think so. Let's see what
18 else. Thank you. I do have to look at this. I
19 apologize. Oh, yes, the third resolution that I
20 mentioned, there were three resolutions we
21 submitted. Two are against co-locations, one is
22 a resolution calling for a moratorium on charter
23 schools. Now, it's not directly related to co-
24 location, but I would like to read this
25 resolution into the record. Moratorium on

1 charter applications in District 2. Whereas
2 charter schools were originally intended as
3 pedagogical laboratories for innovation in
4 teaching to better meet the needs of all other
5 students but particularly those at risk and to
6 improve district schools by collaborating with
7 district schools and sharing best practices with
8 district schools. Whereas many charter schools
9 in the city today are not pedagogical
10 laboratories for educational innovation, do not
11 serve students and risk and neither collaborate
12 nor share best practices with district schools.
13 Whereas some charter school have discharged
14 struggling students to improve school wide test
15 scores. Whereas many charter schools compete
16 against district schools for per student funding
17 and school facilities and have created tension
18 in the very community they serve and even pitted
19 the parents against parents. Whereas according
20 to the New York Education Department, the
21 educational needs in District 2 which was
22 designated as a district in need of improvement
23 are: 1. improving progress made by special
24 education students in elementary and middle
25 schools and 2. improving struggling high

1 schools. Whereas the applications submitted
2 by Success Academy Networks and the Great Hopes
3 Foundation do not address the educational needs
4 in District 2. Whereas resources available to
5 students in District 2 should be used to address
6 the educational needs in District 2 rather than
7 create more school choice for students not at
8 risk. Whereas families in District 2 have good
9 options for their children's education through
10 their DWOS [phonetic] or district wide option
11 schools or gifted and talented programs for
12 elementary school and through the middle school
13 choice program. Whereas is it not clear if
14 families in District 2 desire more options in
15 the form of charter schools. Therefore be it
16 resolved that the Community Education Council
17 District 2 urges the SUNY Charter Institute and
18 the New York State Education Department to
19 institute a moratorium on charter school
20 applications in District 2 unless the proposed
21 charter schools directly serve at risk students
22 or until educational and community needs for
23 charter schools are assessed and articulated by
24 families, educators, advocates and students in
25 District 2. Therefore be it further resolved

1 that the CEC 2 rejects the applications made
2 by Success Academy Network and Great Books
3 Foundation. This resolution was adopted by the
4 CEC District 2 on March 28th, 2012. Thank you
5 for your time.

6 MS. TAMRA LEROUX: Hi, I'm Tamra Leroux, I'm
7 also the CEC District 2, the Manhattan borough
8 presidential appointee.

9 MS. MARIAN BIRNBAUM: Hi, my name is Marian
10 Birnbaum, I am the co-chair of the school year
11 shift team at Washington Irving High School and
12 I'm a teacher at Washington Irving. Although
13 Washington Irving High School is being phased
14 out, we remain an important part of the campus
15 community. I, for one, am concerned that all
16 students in this building are being
17 marginalized. I'd like to make the following
18 points: the member schools of the Washington
19 Irving campus should have an opportunity to view
20 the entire physical plans for any new school
21 before a hearing is held so that we can fully
22 respond to the impact a new school will have on
23 students already on campus. If access to any
24 portion of the building is restricted to our
25 students and I am sure that the elementary

1 students will be isolated, how will that
2 affect fire exits, building safety and amenities
3 for our students? Right now, students flow
4 freely through the building. We are also
5 concerned with the historic integrity of this
6 beautiful building. Although not stated, it is
7 most apparent to me that Success Academy will
8 not stop at elementary school. I anticipate
9 that Success will apply to become a high school
10 and what will be the impact then? Some schools
11 currently in the building will have to go. For
12 instance, since new schools have entered the
13 building, we've had an impact on our resources.
14 Students have lost their library and the library
15 is used for student and staff meetings not as an
16 educational resource. We could not have this
17 meeting in our auditorium because its
18 refurbishing is being done during the school
19 year rather than over the summer. It is unclear
20 whether students will have full access to the
21 auditorium in the future. We would not so many
22 new schools if the Department of Education
23 enrollment office would assign an even
24 distribution of students in all the schools
25 meaning 25% each of level 1, 2, 3, and 4. We

1 could also use a stronger incentive system to
2 achieve 90% attendance and completion of
3 homework. Bringing this charter school is, in
4 effect, instituting private education in the
5 public system. Using public money this charter
6 school runs by different rules. There is a
7 reason that Success Academy has received an A
8 grade. The charter school will expel students
9 who not meet their criteria. Not all parents
10 are aware of the lottery system and parents of
11 students who are admitted are not aware that
12 there will be post-admission screening by
13 expulsion. Above all, students need stability
14 in their school environment. However, the
15 Department of Education has placed the highest
16 priority on change for its own sake. The lives
17 of students at risk are being negatively
18 impacted. They need a stable supportive
19 environment. Instead they're being shifted
20 around from school to school. Please remember
21 that charter schools are siphoning money away
22 from the public school system. I urge you to
23 ask questions about where your money goes and
24 who is behind these schools. If our schools are
25 to be truly open to all we must find another

1 way. Choice means segregation. The effect of
2 these specialized schools should be reexamined
3 based upon the case of Brown versus Board of
4 Education.

5 MS. GORMAN: Please. Thank you.

6 MR. THOMAS HASSLER: Good evening, everyone.
7 I represent International High School. I'm the
8 - - teacher leader, science teacher at the
9 school, one of six of our proud public schools
10 that we currently have in this building. And I
11 want to take a second to thank everyone who took
12 their time out to be here because it is very
13 important that we are here. I want to start by
14 saying that I'm proud and I want to go on the
15 public record to say that we oppose every aspect
16 of this proposal tooth and nail. It's wrong and
17 the question that asked at the beginning of this
18 discussion and this proposal is how does it
19 support our students? How does it support the
20 elementary school students? Nobody at this
21 school has anything against an elementary
22 school, but everyone with a reasonable mind
23 would understand that this building has been
24 built up over a number of years ago has been
25 built for high school students. This building

1 does not accommodate safely the co-existence
2 of our high school students and the elementary
3 students. It's not in either one's best
4 interests. I want to add a few things, I don't
5 want to repeat what has been said by the
6 councilwoman, by my colleague, I want to add a
7 few aspects why we strongly oppose this as well.
8 At a time when we face scarce public resources
9 for money how can we allow to grow a separate
10 school system within our school system where the
11 CEO of the school system pays herself
12 \$310,000.00 in 2006 when four schools that she
13 ran at the time where our school's chancellor
14 who ran 1,500 schools had considerably less
15 salary. I wonder how we can respect and accept
16 the fact that the school system within our
17 school system that also taps into public tax
18 money being used to spend between June, 2006 and
19 2007, excuse me if I got the years wrong. But
20 in a 12 month period for the Success camera over
21 there, how dare they spend \$1,300,000.00 of
22 public relations, on glossy fliers, on bus ad,
23 on bus sub ads, how dare they, how dare they?
24 We're in the very library where you sit or we
25 sit, sorry, the very lunch room our students

1 face a daily lunch crunch. What does that
2 mean? The DOE decided to put six public schools
3 in here and I want to take another moment to
4 acknowledge our principals. Our community even
5 though we are six schools in here, we have had
6 one major conflict. Indeed, we have no
7 conflict. Our principals are very supportive,
8 they work together in their council and we, the
9 teachers, we're doing it, we work together. We
10 are proud of it. Nevertheless, it is very
11 difficult for principals with different
12 schedules of their schools to figure out how to
13 put all these kids into the lunchroom. There's
14 only one lunchroom. And so they solved some of
15 the kids get to eat lunch at 10:00 a.m., I am
16 sure you wouldn't want your kid to be that kid
17 because they don't get to eat lunch until 3:00.
18 As a result, some kids get to eat lunch by 2:00
19 p.m. and some kids are being squeezed in the
20 middle like my kids, my students from
21 International who have to leave early, they have
22 30 minutes some of them, they only get to be the
23 last one in the line to get lunch because other
24 kids come in and it would create an unsafe
25 situation to keep all of them in the same spot.

1 So, how dare you put the same school into this
2 already crowded building? Makes no sense, it's
3 just wrong. We oppose, we oppose, we oppose and
4 I'm not done. The money that I mentioned
5 earlier, it's a perversion of public money that
6 we cannot allow to go on. I talked about
7 library and the lunch crunch. I'm sorry, I
8 talked about the lunch room and the lunch
9 crunch, the library was mentioned. And I think
10 it is shameful that the DOE starved our
11 administration who I know would want our
12 students to be accessing the library, cannot do
13 it because the money is not here. Mayor
14 Bloomberg gave a big press conference last year
15 announcing a lot of new principals which is a
16 good thing, nothing against it. But he was the
17 only one who used it. To date we were supposed
18 to reduce it because we were too many people.
19 Thank you for coming out, so we are here. But
20 that should not be the news of the school
21 library in a historic campus like this. It's
22 the shame, it's the shame and it's wrong. We
23 have great public schools all over the city and
24 some of them are here. I'm very happy that our
25 superintendent did get a chance to visit our

1 school and she was also in my classroom. It
2 was a great experience for all of us. We were
3 proud to show off the work we do and I know our
4 fellow public schools in this building do just
5 as great work as we do at International. We
6 don't need people like Moskowitz who come steal
7 public space from our public schools, from our
8 public students and they have their own little
9 empire. I thought I might mention one thing
10 from her salary of \$310,000.00, \$50,000.00 as
11 she stated herself in the newspaper was bonus.
12 So, it's run her schools run like Wall Street,
13 they want Wall Street got us into the mess that
14 we are today. Now, we want to invite Wall
15 Street philosophy to our public schools.
16 Absolutely not. Let me say something else.
17 Trust, Councilwoman Rosie Mendez, I thank you so
18 much for being here and hearing and dealing with
19 us and for the testimony has been lied to by the
20 DOE. Let me show you something. One thing, one
21 result of our rally was we brought some Success
22 people out into the public and they made a
23 statement. And they'd been coached statement
24 and then I asked who's lying again. Make a
25 choice. - - or - - however, the school she's

1 talking about her Success Academy Manhattan 1,
2 it's supposed to come in here. However, the
3 school will likely outgrow the Washington Irving
4 building and move, move. Again, before it
5 reaches its highest rate, the 8th. According to
6 a Success spokesperson, now please tell me any
7 of you - - in this room, you think they invest
8 millions of dollars into getting this high
9 school campus, elementary school friendly and
10 then come by 5th grade they will disappear, they
11 will go away? They will not. So, who's lying?
12 Is it Success or is it the DOE which the
13 proposal of the DOE Success person says the
14 proposal that we are here to discuss based on
15 the Success spokesperson will not accommodate
16 full capacity. Are you kidding is? Is this a
17 joke? The DOE proposal will not accommodate the
18 full capacity of the school they want to put
19 into this building. So, who is lying? The DOE
20 or Success who says they will move out
21 voluntarily. They won't. The writing is on the
22 wall. One or two or three or more schools will
23 have to go. We see it at Brandeis, it is
24 despicable that that school has to go. I have
25 no words. It's despicable, it's a shame. I

1 want to cut it short because I want you guys
2 to talk. But I have one or two more things. It
3 really makes me angry in a way because it's just
4 not right. Let me cut it short. I think you go
5 the spirit of what I'm trying to do here. Thank
6 you. I want to say one last thing. I respect
7 the formality of this forum. However, I want to
8 register a protest, protest against the burden
9 of mayoral control that has been imposed on the
10 autonomous, it actually is mayoral dictatorship.
11 It feels wonderful to give testimony on behalf
12 of my students, my school, my community, the
13 Washington Irving campus, it feels great to
14 share this with you. To hear you and to - - a
15 way - -it feels good and also feels horrible.
16 It feels horrible, it's disgusting and
17 disappointing to know the way this panel woks.
18 My colleague at the CEC said it, I can't say it
19 more eloquently. You know how these things
20 work. Once in a blue moon a proposal is voted
21 down, we cannot continue this anti-democratic
22 burden of mayoral control while we give our
23 heart and soul, our testimony and it is
24 completely ignored and ignored and ignored. I
25 challenge you to prove me wrong. But this time

1 you won't. Now, this is - - act. I'm going
2 to leave the stage and I will be with the
3 teachers, my colleagues, my principals, my
4 fellow people because we are in this together.
5 And we do not take this - - standing up. We do
6 the right thing, we do it for the kids and
7 that's how it is.

8 MS. MARIE ROCHARD: I had no intention to
9 speak really. My name is Marie Rochard and I'm
10 the PTA president for the high school today
11 which is Diplomacy and I'm very proud parent of
12 that school and I'm dismayed by what I'm hearing
13 tonight. And especially the beautiful speech
14 that we just heard and I certainly do not want
15 my daughter, her friends or any kids that are in
16 this building to be treated as a second rate
17 citizen. And I'm very angry and I urge you to
18 not do that. It's just it doesn't make sense.
19 It isn't fair and it's, no, please don't do
20 that. Our high school kids deserve more than
21 that and let those rich people get their own
22 building. Thank you.

23 MS. GORMAN: Gretchen Zigler is the official
24 SLT rep for Gramercy and then I know that Dan
25 Shribeman wanted to say something. You have

1 whatever your speech is and will have two
2 minutes right following.

3 MS. GRETCHEN ZIGLER: I got it. My name is
4 Gretchen Zigler, I teach at Gramercy Arts High
5 School. As I've been listening to comments
6 today doing research the past couple months, I'm
7 extremely concerned about how our schools will
8 be affected by this proposed co-location to
9 which I am fundamentally opposed. I'm concerned
10 about losing a few resources we have, losing
11 school space, sharing space with other schools
12 and overcrowding in our already overcrowded
13 classrooms and hallways. I'm concerned that,
14 like many other public schools that have endured
15 co-location, we will be forced out of this
16 building entirely over the coming years. But
17 there is a bigger issue here. There is a moral
18 issue. The prevailing attitude towards public
19 education in the face of charter school movement
20 is that we as teachers are failing, the
21 standards of education public schools are
22 failing and our students are failing. This
23 attitude is not only demoralizing, but it is
24 wrong. We have students at Gramercy who are
25 successful and they take advanced AP classes,

1 they are involved in public service, they are
2 involved in the arts, they're involved in their
3 communities. They're talented, respectful,
4 intelligent and they work hard to be successful.
5 This is also the case for the other students in
6 the other schools in this building. But these
7 students and their successes are overlooked in
8 order to push the charter school movement and
9 its agenda forward. This sends a clear message
10 to successful public school students: your
11 education is not good enough. You are not good
12 enough. This is not a message that we should
13 send to any student. And yet, with every new
14 charter school that pushes a public school out
15 of its space and takes over the few resources
16 that it has, that is the message that students
17 receive. This co-location must not happen to
18 preserve and protect the dignity, morale and
19 future of publically educated students.

20 MS. GORMAN: - - . No? Dan, you have two
21 minutes.

22 MR. DAN SHRIBEMAN: I'm Dan Shribeman, I'm
23 the secretary of the Gramercy Arts High School
24 Parents Association and the chair of the school
25 leadership team. I actually am a representative

1 of SLT, but couldn't possibly live up to that,
2 so that's fine. We, the SLT and the PA, are
3 against this proposal. Kids at the charter seem
4 to do great, but at what cost and who pays the
5 price. Is it an issue of choice innovation or
6 of institutional stratification of opportunity?
7 I mean, for the latter more. We'll get some
8 more practical things here. Information is very
9 scarce, visit the DOE website for parametric of
10 non-charter schools shows Success Academy shows
11 statistics for all the non-charters and a
12 message that says information not available for
13 Success Academy. Staff and administrations are
14 scared to speak about Success Academy. Parent
15 coordinators who share space with Success
16 Academy wouldn't talk. One source with
17 firsthand knowledge of the situation told me
18 that principals have been told not to speak
19 about it. History appears to show by turn
20 behavioral and - - divisiveness shown by Success
21 Academy wherever it's landed in a co-location
22 arrangement. A PTA president of a public
23 elementary school that shares space with Success
24 Academy said her students are treated rudely and
25 Success Academy routinely exceeds their allotted

1 time in the shared cafeteria. Schools sharing
2 space with Success Academy spoke out in - -
3 dealt with inferior space and equipment.
4 Indeed, Gramercy Arts School with drama and
5 dance and music is going to lose prime time in
6 the auditorium according to the building's
7 utilization plan. There are five new young high
8 schools in this building. Gramercy is
9 graduating its second class, the other health
10 sciences and the other school are servicing
11 their first classes. Let them survive the
12 outcome to fight Success Academy. Thank you.

13 MS. GORMAN: Thank you. Those are our panel
14 members. We are now concluded the formal
15 presentations. We are going to have
16 interpretation services at this time. Before
17 beginning public comment I believe Denise
18 DiCarlo, the principal of Gramercy would like to
19 say a few words.

20 MS. DENISE DICARLO: Good evening everyone.
21 Just as the senior principal here. I've been
22 here since 1995, so I've seen the changes of the
23 school building and the rapid growth of all the
24 schools, but I'm proud to say that every school
25 is really working very hard together and we

1 don't deserve an elementary school in this
2 building. The building was made to be a high
3 school. The fact's been reiterated a few times,
4 but it's been made to be a high school and we're
5 currently working on making it a better building
6 for high school - - . We're building the
7 auditorium over and other parts of the building.
8 I can't see how an elementary school is going to
9 fit into this school. If there's going to be
10 another school here in this space it should be
11 another public high school. To put in an
12 elementary school, a charter school, I don't
13 understand why that was done. It doesn't make
14 any sense. And we have metal detectors, we have
15 all kinds of different things in this building.
16 To make that adjustment for our kids is
17 impossible. We have a great arts program.
18 Every school is very excited to belong. We have
19 an International program. We have software, we
20 have dentistry coming in, Washington Irving is
21 still doing well, we hope by it's still in - - .
22 Sandy's doing very well with Language and
23 Diplomacy. We work well together as a team. We
24 are upset about not having use of the
25 auditorium. We lost our band space. I was

1 talking to Ms. McCoy today about that. We
2 have to rush up to the 11th floor for dance. The
3 elevators are really not in great shape. How
4 are you going to put little kids on those
5 elevators? I don't see that. I don't see.
6 It's difficult for our own kids on the elevators
7 and for the teachers. So, I think the building
8 needs a renovation. It's been allowed to, it's
9 107 or so, I think. I celebrated the 100 year
10 anniversary. We're trying, we're really working
11 on making the auditorium equal space because we
12 have plenty of concerts for all the students.
13 And to not, I don't understand how an elementary
14 school can come in. It doesn't make any sense
15 and I'd like to ask the state representative why
16 we were selected to have an elementary school in
17 the building? It's not fair to adolescents
18 involved in many of the high school things.
19 They're not made for young children. That's the
20 biggest thing that we have to think about. We
21 need to keep an integrity of the high school.
22 The history of the building, this is a landmark
23 building. It needs to stay a landmark building
24 and not I'm afraid to see what's going to happen
25 with the lobby and anything else. So, please

1 set up something so that we can all be
2 together. I know that the union people have
3 been working very hard, Thomas, I don't know
4 this year, but I respect what you're doing. So,
5 I think that I speak on behalf of my colleagues
6 that they do feel the same way. That we do want
7 to keep this building in shape, we want to keep
8 our schools from being crowded and be a place
9 for students to come. Thank you.

10 MS. GORMAN: Thank you very much. We're
11 going to ask the interpreters to announce again
12 about interpretation services.

13 MALE VOICE 2: [Speaking Spanish].

14 MALE VOICE 3: [Speaking Spanish].

15 MS. GORMAN: Thank you very much. At this
16 time we're going to ask the two students who've
17 signed up to speak to come forward. Taylor and
18 I believe it's Cheyenne. I apologize in advance
19 for the mispronunciations. You're reminded as
20 you step forward that you have two minutes. Is
21 Taylor here?

22 MR. TAYLOR GARNILL: My name's Taylor and I
23 do attend charter school. Not this academy, but
24 I do attend - - middle school. I think that the
25 charter school just should be in this building

1 because I do share my charter school with a
2 public school PS333 and it really works out
3 fine. Our teachers have agreements with other
4 teachers or auditoriums and it really, it
5 doesn't have any affects with the other teachers
6 or students. I think that public schools
7 students they do have the opportunity to look at
8 the charter, at the other students and figure
9 out maybe that their students aren't trying to
10 bring them down, that we are trying to get to
11 the top colleges which is our mission where our
12 school to get our students to top colleges and
13 move them out as - - , they don't in public
14 school, they don't take that into consideration
15 and really public schools, I feel that have a
16 having an elementary school here is going to
17 help the school because the elementary schools
18 could look at the high school as an example of
19 what they want to be and - - goal. I'm doing
20 this, I know, many other families that are
21 trying to get into this academy and it would be
22 a shame for this academy not to be in here with
23 - - .

24 MS. GORMAN: Thank you. Cheyenne. Cheyenne
25 comes forward, the next five speakers please

1 come to the back table to my right, Garrett,
2 Susan, Greg, Pearl and James.

3 MS. CHEYENNE PEARSON: My name is Cheyenne
4 Pearson. I attend high school but I attend
5 Diplomacy which on the Washington Irving campus,
6 I'm a junior. And I've been on campus for three
7 years, if you didn't know. Despite public
8 opinion this it's not very encouraged view that
9 the elementary school is on the campus. I might
10 be the only student from the campus that's
11 actually here, but you know what, I have a lot
12 of voice so I get to be amongst the cool people.
13 Speaking from terms of common sense and I don't
14 mean to seem crude, but it's not in the best
15 interests of both elementary students as well as
16 high school students to share space because of
17 the, I don't want to be blamed for having a
18 strong influence because, once again, I am a
19 strongly presented person on these small
20 children. I also feel that if the building's
21 occupancy is going to be extended to between 92%
22 and 104% I'm pretty sure 100% is enough. And
23 being that since they claim that we're not going
24 to be judged as second class citizens why don't,
25 if it's going to work out this way, then why

1 don't they stand with us? Why don't they
2 share our spaces? Why don't they manage to make
3 our system work with theirs instead of creating
4 a separate system? Me personally, I don't like
5 small children, okay. I come to school to get
6 away from small children. Small children in my
7 space, I don't like it, I don't want it. And
8 speaking from the behalf of my teachers and my
9 fellow classmates, you have the small space for
10 growing people. I've seen, I'm sorry, I've seen
11 about maybe give or take, boys get really big.
12 I've seen one that's about 6'10". And you're
13 practically limiting the space that they have to
14 grow. You're limiting growing schools to become
15 bigger schools become more successful schools.
16 And seeing that they're actually trying to limit
17 the space that we're given by limiting, damn, by
18 limiting us from the 3rd floor up. I mean, you
19 might as well just pack us into a box and tell
20 us to run things. I'm sorry, thank you.

21 MS. GORMAN: Thank you. Because Cheyenne
22 speaking for many voices I let her go a little
23 longer, but I'm going to restrict the other
24 speakers to their two minutes. Garrett, Susan,
25 Greg, Pearl and James in that order.

1 GARRETT: Hi, my name's Garrett. I'm the
2 father of a kindergartener at Success Academy
3 Upper West. We have found the experience of
4 interacting with the high school there to be not
5 an issue at all. We arrive at 7:45 in the
6 morning and we leave between 4:00 and 4:30 in
7 the afternoon. I live across the street from
8 the school and Brandeis is greatly improved
9 since they've changed the composition of the
10 students there. But I can't count on one hand -
11 - interact with any of the high school kids
12 during the day. I went to a school growing up
13 that was kindergarten through 10 then it was 6
14 through 11 and the 7 through 12. Big kids
15 aren't going to run around eating up little kids
16 because they're little. I think the main thing
17 they're probably a little bit more reserved and
18 more respectful of having little people around
19 them. And I think it's a great experience all
20 around. I'm doing some volunteer work, going to
21 the high school in our building and I've heard
22 no complaints from any of the students about it.
23 They live their lives, they come and go as they
24 please. They do what they need to do and the
25 same is true at the Success Academy kids. They

1 do a lot of things in their own classroom.
2 They don't use the auditorium a lot. They're in
3 the gym occasionally when it rains outside. But
4 if you put a 1,000 kids into a building made for
5 1,000 kids there's going to be capacity issues.
6 And whether it's a bunch of kindergartners or 5th
7 graders in there with a bunch of high school
8 kids there are still going to be, if you're
9 maxed out on the building, you're going to have
10 constraints and limitations of what can get
11 done. So, the fact that they're kindergartners
12 or elementary school kids isn't going to be the
13 problem. It's going to be that the school is
14 full. And there's a lot of issues here, I
15 realize there's emotion, but I think this is
16 really not as horrible of an idea as maybe it is
17 being made out. And then at the end of the day
18 everybody's going to get along just fine and if
19 Success Academy outgrows the space and they need
20 new space or one of these other high schools
21 gets really big they'll find new space. It's
22 all an experiment and we'll figure it out.

23 MS. GORMAN: Thank you. Susan, Greg, Pearl,
24 James and Michael.

25 MS. SUSAN KANEY: Hi, my son is in 9th grade

1 at the Gramercy Arts High School. And it's
2 one of five schools in this building and these
3 schools may not have the money backing the
4 Success Academy, but this space is more than
5 people and precious to us. Art schools need
6 galleries for aspiring artists or recordings for
7 performances which the principal's already
8 talked about. And they also need something more
9 besides space. I'm going to talk about the
10 dedication and the vision that each one of the
11 schools that are in this building have. And the
12 way that the teachers also implement this vision
13 is a really important thing and it is part of
14 the building. This building possesses turn of
15 the century murals. If you look at the ones of
16 the muses that are down in the auditorium, look
17 up and be inspired. In the lobby there are
18 murals which apparently were by Abraham
19 Harriman's wife commissioned them to talk about
20 the struggle for education in New York. How New
21 York was born out of the struggle and the
22 education here was also a struggle. And the
23 idea is that these murals are inspiring to
24 children. Now, if you have a bunch of kids all
25 crammed into a space and now they're already

1 crammed with five schools. I don't see that
2 there is any actual plan for how these things
3 are going to coexist in the same space. The art
4 gallery that Gramercy I've heard is going to be
5 losing was renovated for Gramercy by Parsons in
6 1997. Okay. The space downstairs, the lobby
7 I've heard that that's going to be paved over,
8 those murals, because they're not actually
9 landmark. So, we're saying we're going to
10 actually dismantle the vision of the building
11 that encourages all the different schools to
12 implement their vision. The building reflects
13 the schools that are in it so cramming as many
14 as you can and saying oh, we'll make it work I
15 don't think is sufficient for our kids and
16 teachers and everyone who's working for those
17 visions.

18 MS. GORMAN: Thank you very much. Pearl,
19 Greg, James, Michael and Bob would you please
20 come over and line up.

21 MR. GREG MONDELO: Thank you, Greg Mondelo.
22 Mayor Bloomberg took a school that survived a
23 100 years and destroyed it in 10. He split it
24 up and now he wants to give it all away. Give
25 it all away to the anti-public education anti-

1 teacher crony who makes \$350,000.00 running a
2 shell game. A shell game that takes our highest
3 needs kids and marginalizes them and then hides
4 them out of sight of the public, out of sight of
5 the press in schools that are not supported, but
6 worse, vilified. This is a return of a favor.
7 Ten years ago Eva Moskowitz ran another game
8 downtown. She got herself appointed at the city
9 council education chair where she had held
10 hearings, once again, blaming teachers. Well,
11 if teachers are the solution, Ms. Moskowitz, why
12 do you have so many teachers that leave you at
13 an unparalleled rate? Your system is not
14 sustainable. If everyone in the city schools
15 where Success Academy scores would be no better
16 and they would probably be worse. You have
17 taken the most committed people in the system
18 and targeted them for shame while you just soak
19 the public coffers in the ruse of your power.
20 Your entourages, your separate and equal
21 policies, your refusal to share, your refusals
22 to play fair with your neighbors, your elitism
23 will somehow help the students, professionals
24 and families and the communities that you
25 disenfranchise. Eva Moskowitz, 10 years ago you

1 let Washington Irving experience overcrowding,
2 cuts in security detail and reduction in
3 discipline and you felt that the system's major
4 problem was the teacher's contract was too
5 large. Washington Irving erupted in horrific
6 violence of Bloomberg's policies and you blame
7 the teachers once again. Today we know who we
8 are working for and if you can live with
9 yourself these words won't bother you. But they
10 should bother the people who make the decision
11 whether or put tiny children with those who have
12 been ignored. The PEP are the people that are
13 going to be making the decision. We know that
14 most have been bought and paid for. We get
15 that. We get that they are rubber stamps, but
16 even rubber stamps have to live with their
17 decisions. If evil prevails tonight our schools
18 will be even more segregated--

19 MS. GORMAN: (Interposing) Greg, please - -
20 stop - - .

21 MR. MONDELO: --the inequality that
22 characterizes the Bloomberg schools will be even
23 worse. And the people who have given the best
24 years of their lives in this building will
25 eventually be pushed out. Life sentence, Mr.

1 Bloomberg, it is time that you stopped giving
2 this city away to your friends.

3 MS. GORMAN: Pearl, James, Michael, Bob and
4 Mareserie.

5 MS. PEARL DIXON: Thank you. All right.
6 I'm going to tell you now I'm going to be more
7 than two minutes. I've been in this building as
8 a student and I'm in this building as a teacher.
9 And I've seen the destruction that has taken
10 place in the Bloomberg administration.

11 (Crosstalk)

12 MS. DIXON: And the first thing I want to
13 say is as an educator I find it very disturbing
14 that this country and this city has turned its
15 back on correct education and public education.
16 The education system has been hijacked by people
17 who use the notion of reform to pad their
18 pockets and push their political agendas. Our
19 society has been corrupted by a system of inept
20 leadership and failed policy. Our so-called
21 education leaders, the mayor, the chancellor,
22 the PEP, the education commissioner and the
23 education chancellor a second term have taken
24 public out of public schools. Our public
25 education is of benefit to the students of this

1 city, they train them in democracy for
2 dictatorship known as mayoral control. They're
3 freely and willfully hand over our students to
4 for profit companies and organization. You can
5 even look it up, the - - has a story. And
6 that's great and if you haven't heard that, look
7 it up. Our students are being treated unfairly
8 and it's time for this injustice to stop. We're
9 robbing Peter to pay Paul and this is not the
10 type of governance that will improve education.
11 When will we stop gambling for the lives of our
12 students? Our students should not have to go
13 through a lottery to get into a good school. A
14 student should be entitled to free, quality,
15 public education from today forward, 10 years,
16 20 years from now. But instead, we're pushing
17 this political agenda to say oh, this school is
18 a charter, it makes sense. Well, it doesn't
19 make sense. Washington Irving is not the place
20 for a K through 5. Education reform should not
21 mean destroying public schools or public
22 education. Our public schools are a vital part
23 of many communities. They also serve the
24 neediest populations through the very - - funds.
25 It is time to stop the bashing of teachers, stop

1 trashing public schools and stop building on
2 thing that schools don't like. A K through 5
3 charter school does not and will not benefit the
4 students or this campus. Washington Irving is
5 not the right fit for Success Academy. And I
6 wanted to please understand okay, we are not
7 against charter schools. We are against the
8 notion that--

9 MS. GORMAN: (Interposing) - - please.

10 MS. DIXON: --and we want to do it right.
11 Our students are - - .

12 MS. GORMAN: Thank you. James, Michael
13 Mareserie, Isa.

14 MS. DIXON: Two quotes to close. One is from
15 Maya Angelou: you may count many defeats, but
16 you must not be defeated. Okay. My second
17 quote is from Dale Carnegie. Most of the
18 important things in this world have been
19 accomplished by people who have kept on trying
20 when there seemed to be no hope at all. All
21 right.

22 MS. GORMAN: Thank you. James Cleveland,
23 Michael Friedman, Dennis, Marjorie and - - I
24 want to remind you that you have two minutes.

25 MR. JAMES CLEVELAND: Hello, I'm James, I'm

1 a math teacher at Language and Diplomacy. I'm
2 also a programmer there, so I have firsthand
3 experience my difficult duty to coordinate
4 between many of the schools for lots of space
5 that we have or don't have. In this school we
6 have roughly eight floors and about three of
7 them are shared spaces which leaves the five
8 floors left for their own space. In three years
9 time we'll have five full sized high schools and
10 a full sized high school takes about one floor
11 of space. Therefore those five high schools,
12 those five floors, there's no space for any more
13 schools to be added. I heard mention earlier of
14 a foot print and how will we're going to alter
15 the foot prints. But as a math teacher I
16 experience every day the folly of blindly musing
17 the mathematical formula without any
18 consideration of the context. That formula is
19 not accurate if we consider what is actually
20 going on within of those schools is that formula
21 should not be followed. Five floors, five
22 schools, no more. Thank you.

23 MS. GORMAN: Thank you. Michael, Ben and
24 Marjorie.

25 MR. BOB MCGEW: Excuse me. Hi, I'm Bob

1 McGew and I'm an English teacher in the system
2 and have been so for 29 years. At first I was
3 at Park West High School which had been closed
4 because of policies which shuttled kids around
5 because the Upper East Side did not want Julie
6 Richman in its presence. And those students
7 were forced out. Many went to George Washington
8 High School and Washington Heights which then
9 broke. Those students they came down the train
10 line to Martin Luther King was closed and then
11 Park West High School, the large high schools
12 were planned to fail and forced into
13 obsolescence by forcing out all the
14 underachieving, non-attending students. But we
15 all tried our best to create the best students
16 and best citizens which we could. And I think
17 we had more than a modicum of success.
18 Washington Irving, poor them, were at the end of
19 that line. And now today, Mary Bertram and
20 others are suffering similar fate statistically
21 but perhaps not qualitatively. And what I would
22 like to state too many people who are educators,
23 as George Santayana said those who fail to learn
24 from history are doomed to repeat it. On
25 Tuesday night I witnessed perhaps the most

1 racist moment of my life in New York at
2 Brandeis High School when there was a hearing
3 about the Success Academies expansion there.
4 And they're going to force out the Innovative
5 Diploma Plus kids who had committed themselves
6 after failing at first to getting a diploma.
7 Over 50% of them had children of their own and
8 there was housed the Life program which provided
9 not only health counseling and health services,
10 but day care so those kids could succeed. No
11 one cared Success Academy which not to expand
12 there is going to. They are sent to a building
13 in Washington Heights where there is no Life
14 program. What chance of success will they now
15 have? Who is going to watch their kids? What
16 is going to happen to the YHC people and the
17 other high schools here? History tells us
18 what's - - .

19 MS. GORMAN: Marjorie, Kirsty, Meredith and
20 Matthew. Is Michael here?

21 FEMALE VOICE 1: He had to leave for a
22 safety issue. He is the chapter leader, he
23 apologizes. He had--

24 MS. GORMAN: (Interposing) All right. Quite
25 all right. When he comes back we'll include

1 him.

2 FEMALE VOICE 1: --thank you.

3 MS. MARJORIE STAMFORD: Does it hold that?

4 MS. GORMAN: Hold that - - .

5 MS. STAMFORD: Okay. My name is Marjorie
6 Stamford, I work in - - . I'm a UFG [phonetic]
7 delegate in the GED program for the city. Just
8 a couple things. Many people have gotten up and
9 spoken very passionately about how this
10 coexistence with another school, particularly a
11 charter or an elementary school cannot work.
12 Obviously, it cannot work, but the conclusion
13 that I think we can draw is that it's not
14 supposed to work. This is not about
15 coexistence. A Success Academy is a spearhead
16 to drive out the other public schools in this
17 building. It will all be privatized in time,
18 the same kind of strategy that's being done at
19 Brandeis. Why is this prime real estate here?
20 This is in the interests of the venture
21 capitalists, the real estate interests, the
22 corporate and private - - , they are death to
23 your argument sadly that coexistence can't work.
24 It's not what the puppet panel for education is
25 about. So, why do we come here because we have

1 to come together as teachers and students and
2 the population of the working people of New York
3 City to organize? Let's use this as a platform,
4 but make no mistake about it the state is a
5 sham. Let me make, I'm a teacher, I'd like to
6 call things by their right names. This is not a
7 co-location. This is a charter invasion. It's
8 what we call educational colonialism. They are
9 not doing these things - - . - - inside of
10 Townsend Harris in Staten Island. All of those
11 quote elite schools that also do not let the
12 minorities of the city come in. And there's
13 presently a lawsuit about that. So let's, we
14 know something about who Moskowitz is. We know
15 that she came up through the Board of Education
16 through her - - relationship with that sleaze
17 ball Joe F. Klein who every word that comes out
18 his mouth is fraudulent which now is working for
19 News Corp and Rupert Murdoch. So, none of these
20 people have any business in education. It's an
21 attempt at privatization.

22 MS. GORMAN: Thank you. Kirsty, Meredith,
23 Matthew and George.

24 MS. KIRSTY MILOTTI: Hi, my name is Kirsty
25 Milotti, I'm your teacher at International High

1 School at Union Square on the 8th floor of this
2 building. I just want to go on record as saying
3 I and my colleagues are completely against the
4 proposed co-location because it will take
5 resources from our students, students who cannot
6 afford to have resources taken away. And let me
7 tell you why they cannot afford to have
8 resources taken away. We teach one of the most
9 marginalized populations in New York City. We
10 teach adolescent English language learners who
11 are all recent immigrants. Our students are
12 primarily all ESL, primarily beginning
13 intermediate level of English proficiency, two-
14 thirds over age. Large population of students
15 with interrupted formal educations, vast
16 majority are free and reduced price lunch.
17 Students we taught to write their names for the
18 first time. Students who didn't go to school
19 for years on end because of civil war in their
20 country. Students who back to back overnight
21 shifts the entire weekend then go to school on
22 Monday morning. These are students who, in
23 other words, are working their tails off to get
24 an education in the face of an educational
25 system that was not built for them. And they

1 are doing it anyway. They are trying to get
2 an education in the face of tremendously
3 unfathomable challenges and they are students
4 who need resources in order to be successful in
5 this educational system. And let me tell you
6 they are not asking to be given anything, they
7 are asking simply to have enough basic resources
8 to have a fighting chance to earn their
9 education. And that is why we are against the
10 co-location because we believe that adding one
11 more school into this campus will take away
12 resources from our students. Students who are
13 already in this building, a student population
14 who simply cannot afford to lose these resources
15 in the face of the myriad challenges I've
16 outlined. Charter schools such as Success
17 Academy have the opportunity to obtain resources
18 in other ways that public schools like ours
19 cannot. They don't actually need to come in and
20 take resources away from the existing public
21 school students. And so I urge the panel to
22 reject the proposed co-location because it will
23 unnecessarily divert already scarce resources
24 from the current students in this building who
25 truly deserve an equal full education. Thank

1 you.

2 MS. GORMAN: Thank you. Meredith, Matthew,
3 George and Robin.

4 MS. MEREDITH KLEIN: My name is Meredith,
5 I'm a math teacher at International High School
6 at Union Square with Kirsty and I totally second
7 everything she said. I don't want to repeat
8 anything. Just from my own experience I just
9 want to not even talk about the charter school
10 issue. The issue really is the resources. We
11 need to focus on the resources that are being
12 taken away from our kids. What I see every day
13 is that we are only in our third year which
14 means we're still adding a grade next year. We
15 already occupy our whole space. So, I don't
16 know what you're talking about that there's
17 empty space for another school because we are
18 already full, we're using all of our classrooms
19 in our third year. This is our cafeteria space.
20 This is the space for all six schools. You're
21 in it right now. We share this. This is all we
22 have. Don't build a cafeteria for another
23 school, build another cafeteria for us. Our
24 kids need a - - . before I run out of time also
25 I have a petition right here with 575 signatures

1 of parents, teachers and students who also
2 oppose this co-location and I just wanted to ask
3 if it would be okay if I could distribute this
4 to you? Copies, I have copies with signatures
5 and comments. Is that?

6 MS. GORMAN: If you provide me a copy then
7 we'll put it into the record.

8 MS. KLEIN: Okay. Can I hand it to you?

9 MS. GORMAN: Thank you.

10 MS. KLEIN: Can I just have a couple
11 minutes, I just wanted to, oh, I have 30 seconds
12 just to read some of the comments from here.
13 This is from a student in Jamaica, New York. I
14 go to one of the schools in Washington Irving
15 and to see all my memories of this school just
16 disappear as it is taken over by an elementary
17 school is unacceptable. This is a comment from
18 a parent in Astoria also. As a tax payer I am
19 tired of subsidizing private and for profit
20 enterprises. As a parent I'm outraged that our
21 public schools are being taken over by corporate
22 vultures. A brave new world in which our
23 children's education is based on chance and
24 subject to lotteries.

25 MS. GORMAN: Thank you. Matthew, George,

1 Robin and Jamie.

2 MR. MATTHEW GROSS: Hello, my name is
3 Matthew. I'm also a teacher at International
4 and I think you've heard from Meredith and
5 Kirsty about who our students are and what
6 they're coming from. But I wanted to talk you
7 about the amazing things that they're able to
8 accomplish with what we have, with all of the
9 other teachers I'm sure you'd see this is many
10 other schools as well. We have students from
11 around the world and find community, find warm
12 in each other and in the teachers and it might
13 seem incredibly unlikely, but the very
14 deliberate work of a lot of teachers and a lot
15 of administrators are going so beyond themselves
16 to do this. And I know notice already our
17 support staff, our principals are spending their
18 time trying to program the cafeteria, program PE
19 and this is with people who like working
20 together. I know that in the testimonies from
21 Brandeis that's Success Academy is toxic to
22 amazing communities like ours. And the fact
23 that our support, our administrators are going
24 to be away from classrooms, away from our
25 students, not making - - , away from where

1 they're supposed to be and doing their jobs.
2 It really, really just hurts me to hear that.
3 So, I just wanted to say again I'm completely
4 against this co-location.

5 MS. GORMAN: Thank you. George, Robin,
6 Jamie, Jose and Caleb. Please come forward.

7 MR. GEORGE ACTOMANCE: I'm George Actomance
8 and was the founding vice president of the high
9 school UFT [phonetic]. In this building we had
10 huge meetings for one thing, not just ourselves,
11 but for the children. Teachers want what
12 children need is our motto. And I love history
13 and years ago we tried to teach the different
14 forms of government and one word that we taught
15 was and I don't think we use it anymore;
16 plutocracy. Plutocracy. What does it mean,
17 class? What does that mean? Is that what we're
18 getting right now? Is that what we fought for
19 all these years? Plutocracy. No good deed goes
20 unpunished. When Al Shankar and all of us
21 fought against - - which would have cut down
22 immediately a facet we wanted to show that we
23 could be different. We were not afraid of
24 different experiments. And the charter schools
25 really pushed - - for president, my dear Al

1 Shankar, was great in his ideas. It was
2 supposed to be then to experiment, to have
3 schools do anything possible to find out what's
4 good. And instead what happened? It was co-
5 opted by the billionaires, the hedge fund people
6 who should be taking their money and instead of
7 paying high salaries to Eva Moskowitz, why not
8 build some buildings instead of having one group
9 fight against another. That is what we are
10 about. And if you look carefully at what is
11 principal and the people who have to make this
12 decisions I know that they'll have to eventually
13 vote on this. Maybe as they read this testimony
14 because I know they're not here, as they read
15 this testimony maybe they'll say you know,
16 another thing, the oil lights were on when
17 administrations in the past in history went out.
18 Last minute things that the presidents would do
19 or the mayors or anyone else. I believe that
20 the rush, this is my line, the rush to do these
21 things is because the time is passing and in a
22 year you won't be able to do them anymore
23 because we're not going to sit this one out.
24 We're going to win if not tonight, another
25 night. So, brothers and sisters fight on no

1 matter, we've never lost when you have the
2 principal on your side, you have it. Thank you.

3 MS. GORMAN: Robin, Jamie, Jose, Caleb.

4 MS. ROBIN SANDS: Robin, hi, sorry. My name
5 is Robin, I'm a parent of a kindergartner that
6 attends the West Side Success Academy and I have
7 to say I am very happy with the school. Choice
8 has been a great asset to us. And the school my
9 son was originally in was overcrowded so we were
10 really happy with the opening of the Success
11 Academy and he has done well. As far as the co-
12 location goes that location, it's no problem.
13 Each school flows and goes about its daily
14 routines and curriculum without interrupting the
15 other school. They both have adequate lunch
16 time, they both have a designated cafeteria
17 space where they can eat and have time to eat.
18 Sorry about that and the school itself is a
19 great asset. I know it would be a welcome asset
20 to any neighborhood whether it's Union Square or
21 whether it's Hell's Kitchen. I have friends who
22 are applying to these schools, fingers crossed.
23 The school itself has absolute transparency with
24 being able to get in touch with your teachers or
25 principal. You don't have to wait for a once a

1 semester sit down. Instead you can call your
2 teacher or email them anytime you want and they
3 always get back to you within 24 hours which is
4 wonderful. As far as the education itself goes
5 they have really tailored the curriculum to my
6 son where when he had some problems as opposed
7 to looking at it as a one size fits all type of
8 education, they've gone to great lengths to
9 really accommodate him. So, that is that.
10 Thank you.

11 MS. GORMAN: Thank you. Jamie, Jose, Caleb
12 and Danielle.

13 MS. JAMIE HUANG: Hi, my name is Jamie and I
14 have 3 children under 4 and I'm very interested
15 in seeing diverse - - for the kids or schools
16 that cater to K through 5 in the neighborhood,
17 thank you.

18 MS. GORMAN: Thank you. Jose, Caleb,
19 Danielle, Dennis and Sara.

20 MR. JOSE SANTIAGO: Hello, I'd like to ask
21 all you here, I can tell you're doing great
22 things - - and I want to say that the Success
23 Academy great things are happening as well. I
24 have a student with special needs at Upper West
25 and he's 6 now. He had a need for - -

1 interpretation and he came to me "Dad, I don't
2 agree with your hypothesis," and I looked at him
3 and I said "Oh, look up the word hypothesis and
4 when I come back we're going to have some
5 words." So, good things are happening there.
6 So, I think that when I hear what you're saying
7 about co-existing and then I see what's
8 happening more and the fact that of course - -
9 they have noise that I know of between the
10 kindergartner kids and high school kids and so I
11 hear what you think but I haven't seen all
12 views. I don't agree with your hypothesis.
13 Please give co-existence a chance, thank you.

14 MS. GORMAN: Caleb, Danielle, Vince, Sara
15 and Beverly.

16 MS. CALEB WINDAULT: Hi, my name is Caleb.
17 I'm the parent of a first grader who's at one of
18 the Success Academy schools. Before I enrolled
19 him my wife and I just used reached out and I
20 enrolled him in school I heard a lot of noise
21 about gee, English isn't his first language, he
22 has some special needs, I think we may not have
23 a good place for him. He also - - while he's
24 eating, I also heard that - - willing to
25 cohabituate in a high school and 101 reasons why

1 that's impossible, it can't work, etcetera and
2 I thought I would just come here tonight and
3 mention both of those can turn out to be
4 completely false. The education he's received,
5 his needs and the community of Spanish speakers,
6 the organization is beyond my expectations, it's
7 phenomenal. In addition, in speaking with, not
8 only parents from Success Academy, but parents
9 from the other schools I know many people in the
10 upper west side community who are parents of
11 students within high school. I have heard zero
12 issues in speaking with them and trying to
13 understand. It seems to me that, if anything,
14 there's more space that's even being used. I
15 know there's within that building there are
16 classrooms that are not even currently still
17 being used despite the Success Academy being
18 part of the school. So, I really believe that
19 it's important to continue to hear the voices of
20 parents. They need choice, they can have
21 choice, they want choice, Success Academy type
22 schools I think are for some, maybe not for all.
23 But it's important that we hear all sides of the
24 story and I think that it's a compelling story
25 that I think has been successful for everyone

1 within Brandeis and I believe it will be in
2 this school as well. Thank you.

3 MS. GORMAN: Danielle, Joy, Sara, Stephanie
4 and Alice. Danielle.

5 MS. DANIELLE MEYER: I just want to say I
6 heard a lot of interesting testimony hear
7 tonight. Most of it against the charter. I
8 also oppose the co-location here. I'm sure
9 there are a lot of great things going on over
10 there at Success Academy. We need great things
11 going on here. And we need the financing, the
12 budget to do it. Think about that. There are
13 four high schools in this building, four. So,
14 we have kids trying to prepare for college,
15 learn how to do research, we don't have a
16 library. Think about that. It's absurd, it's
17 absurd. The only thing here that's failing is
18 the DOE.

19 MS. GORMAN: Vince, Sara, Stephanie, Alice
20 and Ellen.

21 FEMALE VOICE 3: Vince?

22 MS. GORMAN: Vince. Sara.

23 MS. SARA KAIN: Hi.

24 MS. GORMAN: Hi, Sara.

25 MS. KAIN: I'm a proud graduate of SUNY

1 Stony Brook in Stony Brook, New York. I am
2 also a special education teacher whose Master's
3 education was partially funded by the mayor and
4 the DOE. They have hired and recruited teachers
5 like me because no one wants my job. I'm a
6 special educator in integrated co-teaching
7 classes and I had to be able to service any
8 number of diversity in learners, language,
9 perception, reception, auditory, you name it. I
10 am also a proud parent and a grandparent of a
11 young girl who lives in Brooklyn who will be
12 going to public schools. I have chosen to read
13 some of the parental statements to go on record
14 tonight. First I have a graduate. I used to go
15 to Gramercy Arts High School and I still have
16 friends there that I care about. I do not want
17 this event to prevent my friends and teachers
18 that I love from continuing their education and
19 teaching. Community comments. These takeovers
20 of public education space when imposed on
21 already seated schools set up an apartheid
22 setting within a building and create inequality
23 with the student body as well. My daughter
24 attends Gramercy Arts High School which is
25 located in the Washington Irving campus. She is

1 a junior. This school is rapidly growing and
2 could benefit with more room. Who in their
3 right minds put elementary school children with
4 young adults? This is just a disaster waiting
5 to happen. The campus is beautiful and these
6 young women and men deserve to have the space.
7 Time is up.

8 MS. GORMAN: If you'd like to submit those
9 other comments they'll become part of the
10 record.

11 MS. KAIN: Thank you.

12 MS. GORMAN: Stephanie, Alice, Ellen,
13 Melanie, Zania. Is Stephanie here? Alice?

14 MS. ALICE O'NEIL: Good evening. I am the
15 Youth Team Manhattan high school district
16 representative. My name is Alice O'Neil. I
17 work with all six high schools in this building.
18 I also work with every single high school in
19 Brandeis building. I am so glad I am here
20 tonight, so that I can question the veracity of
21 the statements that I have heard before this
22 moment. Not only, not only are teachers in the
23 Brandeis complex horrified at the way that they
24 treated by that Success Academy, so are
25 administrators and let me tell you, the students

1 that spoke last Tuesday they spoke with
2 passion because every word they said was true.
3 Not only did Bloomberg lose the Olympics to
4 London, not only did Bloomberg lose the respect
5 of every educator I know of when he appointed
6 Cathy Black, he is losing his chance at what he
7 thought would be his legacy of education mayor.
8 Education mayor really? When you're going to
9 allow your friend, Eva Moskowitz, even though
10 the emails are still redacted but we will get
11 them, even though those emails are still
12 redacted we will have the truth published some
13 day. And that truth will illustrate that if you
14 have a friend who is a - - you will bypass not
15 only the chancellor because you make more money
16 than he does, you will bypass every single
17 deserving student who has a right to public
18 space. Why doesn't Mr. Bloomberg simply give
19 his friend some of his endowment money instead
20 of taking away valuable high school seats? We
21 are losing high school seats by the minute. Not
22 only do we need that transfer high school in the
23 Brandeis building, I propose we set one in here
24 as well. No one in this room believes that
25 people who work at the Brandeis high schools are

1 treated with respect. Please consider that no
2 one in this building wants the co-location.
3 Thank you.

4 MS. GORMAN: Thank you. Ellen, Melanie,
5 Zania and Barbara, our last four speakers.

6 MS. ELLEN FOX: Hi, my name is Ellen Fox and
7 I'm the veteran of a school that was shut down,
8 phased out the same way that Washington Irving
9 is being phased out. There are tremendous
10 numbers of things that I can say that can be
11 said about this proposed co-location and a lot
12 of them have been said already. I'm going to
13 limit myself to about two aspects of this thing.
14 The first aspect I'd like to talk about it is
15 impoverishment of education for kids. And
16 that's what everybody should really be looking
17 at. And frankly, that impoverishment began when
18 the great school that was Washington Irving was
19 shut down to begin with and the phase out
20 process was started there. There are things
21 that large high schools can do that no small
22 high school can do for its students no matter
23 how well intentioned. And among those things is
24 the offering of a large variety, in this age of
25 teaching to the test, a large variety of

1 enrichment courses that will enrich kid's
2 education like art and music and a whole bunch
3 of elective courses for kids on a variety of
4 subjects. No matter what a small school wants
5 to do, it really can't do that. And when you
6 put more schools into a single space. I can
7 yell very loudly if you take the mike away from
8 me. We put large numbers of schools into a
9 school space. They're all fighting for that
10 space. You can't have rules for that. People
11 have talked about library and people don't
12 really necessary know what happened with the
13 library. It was said that the library here was
14 shut down. New York State paid for one library
15 for 1,000 kids if a school, not in a building,
16 Washington Irving certainly had well over 1,000
17 kids in here, but when it was broken up into
18 small schools it became schools with fewer than
19 the 1,000 kids. My school at one point had
20 three librarians in there. But the moment the
21 schools drop under 1,000 kids we got a state
22 that isn't paying for that anymore. And you
23 lose all of that. Even though you have more
24 than 1,000 kids in the building they're not
25 paying for that. The second thing I want to

1 talk about is the whole question of--

2 MS. GORMAN: (Interposing) Please complete
3 your comment.

4 MS. FOX: --pitting one element, for
5 example, the elementary schools, we heard people
6 talk about how the elementary schools are so
7 overcrowded in the district. There is no way of
8 undoing that. They need space in Washington
9 Irving. Why are high school kids being asked to
10 take the kids, these elementary kids, when we
11 heard from Tom Dwayne's office saying we'll help
12 to find you more appropriate space through
13 charter co-location. Why should elementary kids
14 have to pay for that kind of - - ? It is not
15 right. And why should the high school kids have
16 to pay for co-location of an elementary school.
17 Admittedly, maybe the elementary school kids
18 need more space. Let Tommy Dwayne's office buy
19 them appropriate space then. The last thing I
20 want to say is we heard lot from the charter
21 school whose kids are going to co-located
22 charter schools and they say well, we don't have
23 any problems with that, everything is fine, it's
24 working out great. I don't see one single
25 parent from Brandeis High School for example

1 saying, the traditional schools in Brandeis
2 saying oh, it's okay, the charter school went in
3 and we don't have any problem with that. Let
4 those people show up here and say oh, it's okay,
5 it's great for the charter schools to be in
6 here. We have no problem with that.

7 MS. GORMAN: Thank you very much. Melanie,
8 Zania and Barbara. Melanie? Zania? Barbara?
9 It appears that that is the end of our final
10 names on the list. We thank you very much for
11 the feedback whether it is important to have
12 diverse points of view at these hearings. The
13 information will be shared with the Panel on
14 Educational Policy which will have its hearing
15 December 20th, 2012 at 6:00 p.m. at the High
16 School of Fashion Industries located at 225 West
17 24th Street where they will vote on this
18 proposal. If you did not get a chance to give
19 all your comments or there's more than you would
20 like to say you may email
21 districtD02proposals@schools.nyc.gov or call
22 (212) 374-3466. Thank you all for coming this
23 week. Let me repeat that website,
24 d02proposals@schools.nyc.gov. Thank you all for
25 coming. This joint public hearing is officially

1 adjourned.

2 [END RECORDING]

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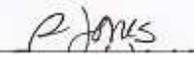
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C E R T I F I C A T E

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

Signature 

Date 12/12/12