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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING**

**Richard R. Green HS of Teaching -
1/6/11**

1 [START AUDIO FILE]

2 MS. ELAINE GORMAN: Welcome. Good evening
3 and thank you for coming tonight to the joint
4 public hearing for the proposed re-siting of
5 Richard R. Green High School of Teaching to the
6 Broadway Educational Campus, a co-location with
7 Lower Manhattan Community Middle School and the
8 Urban Assembly School of Business for Young
9 Women.

10 I'm Elaine Gorman, Superintendent, Manhattan
11 High Schools.

12 We've asked the District 2 CEC and the
13 school leadership team to participate in the
14 joint public hearing.

15 I'm joined tonight by your PA president,
16 Robin Taylor, and other members of the SLT,
17 including Principal David Raubvogel; Robin
18 Taylor, as I mentioned; Jeff Enkian Vogel
19 (phonetic); Michael Seretti (phonetic); Joe
20 Longo (phonetic) -- if I'm mispronouncing your
21 names, I apologize -- Erica Pardo (phonetic);
22 and Rita Send (phonetic).

23 The hearing tonight is being recorded.
24 Additionally, interpretation services are being
25 provided tonight. Does our interpreter want to

1 make another announcement? Interpreter?

2 INTERPRETER: [Speaking in Spanish]

3 MS. GORMAN: The purpose of this hearing is
4 for you to provide comments about the proposal.
5 Before I describe the proposal, I want to make
6 sure you're all aware of the opportunity to
7 provide your input.

8 All those who wish to speak must sign up at
9 the speakers' sign-up area located just outside
10 this room. We will be closing that sign-up
11 sheet in 15 minutes, so please make sure that
12 you sign up before that time.

13 Speakers will be given the floor in the
14 order in which they signed up. All comments are
15 limited to two minutes. We will have somebody
16 with a sign that will provide when you have 30
17 seconds left and then when your time is up.
18 That time limit is provided so that everybody
19 has a fair opportunity to have their voice
20 heard.

21 In addition, we welcome any comments and
22 feedback you may have at any time before the
23 panel for educational policy votes on this
24 proposal at its January 19th, 2011, meeting.

25 All comments and questions will be mentioned

1 in the analysis of public comment to be
2 published on the DOE Web site under the panel
3 for educational policy and will be summarized
4 for the educational policy members themselves
5 the evening before the panel votes, which is on
6 January 19th, 2011, at 6:00 P.M. at Brooklyn
7 Tech.

8 The e-mail and phone number to make comments
9 if you don't have time to say everything you
10 want to say tonight or if this venue is not one
11 that makes you comfortable or you think of
12 something later or you know people who weren't
13 able to come tonight, let me first give you the
14 phone number. The number is (212)374-3466.
15 There is a special Web site for District 2
16 proposals, and that Web site is D, for district,
17 O2 proposals, no spaces, at schools dot NYC dot
18 gov.

19 Before I go on, I want to make sure, is
20 there anybody from the District 2 CEC here
21 tonight? Please, come forward and join us on
22 the dais.

23 And your name is? I'm sorry.

24 MS. SHINOH: I'm Shinoh. Shinoh.

25 MS. GORMAN: Shinoh?

1 MS. SHINOH: Yes.

2 MS. GORMAN: Thank you so much for joining
3 us tonight.

4 MS. SHINOH: Thank you for having me.

5 MS. GORMAN: Also, since some of you may
6 want to provide your comment at this hearing and
7 the hearing being, ah, we're going to add P.S.
8 151, which begins at 7:30 this evening, the
9 speaker sign-up list at P.S. 151 will be kept
10 open until that hearing ends. So if anybody
11 from here wants to go over there, you won't be
12 caught in that 15-minute window.

13 Let me now go through the proposal summary.

14 Is there something about the fact that most
15 people are sitting on this side of the room?

16 [Laughter]

17 I don't know. That's not part of the
18 proposal, it's just an observation on my part.

19 FEMALE VOICE: It's the right side.

20 [Laughter]

21 MS. GORMAN: Richard R. Green High School of
22 Teaching 02M580 is an existing school located in
23 building M066, this building, at 421 East 88th
24 Street, New York, New York 10128. It currently
25 serves 600 high school students, some who are

1 here tonight, thank you for joining u, in
2 grades 9 through 12.

3 On December 3rd, 2010, the Department of
4 Education published a proposal to implement a
5 re-siting, which means that Richard R. Green
6 will move to the Broadway Educational Campus,
7 school building M282, located at 26 Broadway,
8 New York, New York 10004.

9 I'm going to pause for a second so the
10 people coming in now can get seated. Thank you
11 for joining us.

12 Both that building and this building are
13 located in District 2. If the proposal is
14 approved, Richard R. Green would be co-located
15 with the Lower Manhattan Community Middle
16 School, 02M896, an existing school serving
17 grades 6 through 8, and the Urban Assembly
18 School of Business for Young Women, 02M316, an
19 existing single-sex school serving girls in
20 grades 9 through 12, beginning in the 2011-2012
21 school year.

22 A co-location means that two or more school
23 organizations are located in the same building
24 and may share spaces like auditorium,
25 gymnasiums, and cafeterias.

1 Richard R. Green is currently located, as
2 you know, here in M066, which was originally
3 built to serve elementary grades. All the
4 elementary school buildings in the Upper East
5 Side neighborhood in District 2 are over
6 capacity, ranging from 112 to 149 percent of
7 target space for elementary students who wish to
8 attend their zone school.

9 In a separate educational impact statement,
10 also released on December 3rd, the DOE proposed
11 moving P.S. 151 to the space vacated by Richard
12 R. Green in the 2011-2012. That proposal
13 obviously is contingent upon approval of this
14 proposal.

15 The M282 building has adequate capacity to
16 accommodate Richard R. Green at full
17 organizational capacity, as well as the existing
18 schools in the building. The DOE space in that
19 building can serve 1,588 students. In 2011-
20 2012, there will be approximately 1,265 to 1,350
21 students served in the building. And when all
22 schools are at scale in '12-13 year, there will
23 be approximately 1,300 to 1,425 students served
24 in the building.

25 The DOE recognizes that moving a school may

1 not be easy for students, teachers, and
2 parents. However, this proposal provides new
3 opportunities for students at Richard R. Green
4 by allowing them to attend a school in a space
5 designed to serve high school students and also
6 grants the three - - some benefits that do not
7 exist in this current location.

8 Furthermore, this proposal addresses some of
9 the concerns from the Richard R. Green
10 community. Two years ago, the DOE approached
11 Richard R. Green with a proposal to move the
12 school to M45 building in East Harlem. The
13 school community expressed and the DOE listened
14 to the concerns about that proposal, which the
15 DOE believes are not applicable to the current
16 proposal.

17 The new location at 26 Broadway is
18 convenient to public transportation, is a brand-
19 new high school building with excellent
20 facilities designed for high school students,
21 including a gymnasium, library, and new science
22 labs, and is close to cultural opportunities for
23 students.

24 Thank you. We look forward to hearing your
25 comments and questions in order to ensure that

1 all people who have signed up to speak are
2 given the opportunity, which is why we are
3 limiting speaking to two minutes, although
4 written comments can be collected.

5 And can I ask, who has the time sheet?
6 Who's holding up the timer?

7 FEMALE VOICE: I have the timer.

8 MS. GORMAN: Okay. So, ah, we're having
9 people speak from this side over here. Please,
10 there's plenty of seats up here. Please come up
11 so you'll be able to see the sign giving you 30
12 seconds and knowing your time is over.

13 Again, we ask that when your time is over,
14 you finish the sentence that you're on, and then
15 any comments not made can be submitted to the
16 Web site.

17 We first will give the SLT and the CEC
18 opportunity to speak first, those who choose to,
19 and then we'll hear the speakers in order of
20 signing up.

21 I was just looking to see if there's anybody
22 from the Citywide Council and I don't see
23 anybody.

24 So I think, ahm, first, David, your
25 principal at the Richard R. Green, wanted to

1 make a couple of comments.

2 MS. DAVID RAUBVOGEL: Thank you.

3 [Applause]

4 MS. GORMAN: Let me say something. I wasn't
5 quite successful at this last night, but in
6 order to keep the process moving, we should give
7 ourselves a group applause at the end and that
8 way we're not giving applause to every speaker.
9 I don't expect to be successful tonight either
10 at that, but I'm just mentioning it.

11 MR. RAUBVOGEL: Thank you, Elaine.

12 First, I want to thank everyone for coming
13 tonight. You all have very busy lives and some
14 of you managed two nights in a row. I just want
15 to thank you for coming down to comment
16 publicly, whether for or against. Either way,
17 you are showing concern for the civics in New
18 York City and that alone you should be commended
19 for.

20 I didn't speak last night, but I just wanted
21 to say one or two things tonight about the
22 relocation. For many years we have struggled
23 here on East 88th Street with the fact that our
24 students somehow excel beyond our wildest dreams
25 but yet could go even further if they had the

1 facilities that they need to do this.

2 In March, when the DOE approached me about
3 the possible relocation of Richard Green to 26
4 Broadway, I have to say I was initially
5 questioned -- ah, I was initially skeptical
6 because of our experience two years ago.

7 Upon immediately seeing what the DOE was
8 proposing, it was immediately clear to me that
9 this was a once-in-a-lifetime opportunity for
10 our students, our students who are so deserving
11 of having the same, equal facilities as every
12 other high school student in New York City, and
13 even more so because we are training the next
14 generation of teachers.

15 We have a school that is entirely a minority
16 population and they are working so hard to learn
17 how to teach so they can give back to the city.
18 They came here to give back. How can you not
19 support that? How can you not get behind that?

20 We can't offer them a physics lab. We want
21 to train science teachers. The DOE needs
22 science teachers today. We're ready. This new
23 facility has those kinds of facilities. Our
24 basketball team made it to the finals, the city
25 finals. We don't even have a gym. Imagine if

1 we had a gym.

2 And I only use those two examples because
3 they're very extreme. You can fill all the in-
4 between types of advantages, types of
5 opportunities that our students could have if we
6 had a facility worthy of high school students.

7 So I just want to say that however you came
8 here tonight, for or against, whatever your
9 feeling was, I want you to think about the great
10 opportunity that Richard Green students can get
11 from this relocation downtown. And I want to
12 - - that this is now. The time is now. This is
13 not going to come along next year or two years.
14 We need to make this happen now.

15 I just want to end by saying that in saying
16 that, I don't want to minimize the second part
17 of tonight's equation, which is the fact that
18 parents who live in this particular part of
19 District 2 do not have enough space for their
20 children to go to elementary school. You don't
21 leave your neighborhood for elementary school.
22 They are as deserving of having a permanent home
23 for their students as - - are for having a real
24 high school facility.

25 Both of these are needs that are now. They

1 are present, they're not tomorrow, they're
2 now. These are not wishes. We're not looking
3 to make things better. We're looking to solve
4 the immediate need. And I want everyone to
5 consider that as we go forward tonight, that we
6 can meet both of those needs now, this week,
7 next week, and on the 19th make this happen for
8 hundreds and hundreds and eventually thousands
9 of students in New York City.

10 Thank you.

11 [Applause]

12 MS. GORMAN: Our CEC representative?

13 MS. SHINOH: Thank you. First, I'd like to
14 recognize Cynthia Alvarez, my co-council member
15 from CEC District 2.

16 I am going to speak only as an individual
17 member. We have not had a chance to discuss as
18 a full CEC District 2 to offer a collective
19 opinion. I am for providing appropriate
20 facilities for all high school students,
21 regardless of where they live, where they come
22 from. I think it's really important.

23 I have a high school-age daughter. And I
24 really feel for high-schoolers who are sometimes
25 marginalized. I am for providing them a good

1 facility that is made for high school
2 students.

3 I am also for having a zoned elementary
4 school so that you don't have to send your
5 kindergartener on the bus three miles away.

6 I am also for making sure that we do our
7 best to meet the needs of all students.

8 What I'm against -- well, before I say what
9 I'm against, I am highly wary of school co-
10 locations of any kind. My daughter has attended
11 elementary school that shared a building with a
12 middle school. She attended a middle school
13 that shared a building with an elementary
14 school. It is difficult. You don't get to
15 choose your roommates because the DOE does that
16 for you.

17 If you're lucky enough to have two great
18 principals or three great principals, it can
19 work, but it's still a lot of work on anyone's
20 part.

21 So to the extent possible, I would like us
22 as a collective to move toward creating a
23 solution that doesn't involve shoving multiple
24 schools in one building. It is very, very hard.

25 Now, what I am against. I'm against the

1 Department of Education not engaging in long-
2 term planning so that this happens, where one
3 community is pitted against another, and we have
4 to weigh the needs of one group of students
5 against the needs of another group of students.

6 This is happening because the Department of
7 Education did not plan ahead. There have been
8 parents on the Upper East Side telling the DOE
9 there are already too many children in the
10 elementary schools, you have to build more
11 schools.

12 They dragged their feet, finally built us --
13 well, finally got a lease for three years, which
14 we knew not to be adequate. At the last minute
15 they are engaged in this game of musical chairs
16 and somebody's going to have to lose.

17 We don't have to do it this way. I want the
18 DOE to start looking in the longer horizon,
19 start planning for five years down the road, ten
20 years down the road, so that we don't have to be
21 doing this.

22 So that is what I'm against. But I do hope
23 that we can come to a solution that meets as
24 many needs of the students as we possibly can,
25 because our kids all deserve the best education

1 we can give them.

2 Thank you.

3 [Applause]

4 MS. GORMAN: I want to give a minute for
5 people who are standing to find a seat. And,
6 please, we have extra chairs up here if somebody
7 wants to move them to the side so that they can
8 sit.

9 FEMALE VOICE: [Inaudible]

10 MS. GORMAN: Yes. Last call to sign up as a
11 speaker. Anybody want to grab one of these
12 chairs?

13 Ms. Alvarez, did you want to speak?

14 MS. ALVAREZ: [Background noise]

15 MS. GORMAN: Okay.

16 MS. ALVAREZ: [Inaudible]

17 MS. GORMAN: Ah, Robin Taylor from the SLT
18 and PA president.

19 MS. ROBIN TAYLOR: Good evening and thank
20 you all for coming. We, as a group, the SLT,
21 we are definitely for this move. I am also the
22 PTA president. As a parent, I am for this move.

23 Look at where we are. This is not an
24 auditorium. This serves as a cafeteria. So if
25 this isn't enough proof to let you know that

1 Richard R. Green needs its own home or bigger
2 space, I don't know what else to say.

3 If you've tried to get into the bathrooms,
4 they're made for little people. They're not
5 made for growing teens.

6 The staircases are very narrow. My son is
7 six feet tall. So to crouch when you're going
8 from one landing to another, it is not
9 comfortable to walk up five flights of stairs
10 and have to constantly crouch. Excuse me, my
11 son, actually grew. He's six-six. So for a
12 six-six high school student to have to walk up
13 five flights of stairs, constantly crouching
14 because the landings are not large enough or
15 tall enough is a shame.

16 That is why as a parent I applaud this move.
17 And as an SLT member, we've all decided that
18 this would be great.

19 Thank you.

20 [Applause]

21 MS. GORMAN: So not surprisingly, I never
22 noticed that about the landings. I don't have
23 that problem.

24 [Laughter]

25 MS. GORMAN: We have other members of the

1 SLT here. Jack or Ken, did you want to speak
2 tonight?

3 MALE VOICE: I choose to speak later on.

4 MS. GORMAN: Okay. Michael?

5 MALE VOICE: [Inaudible]

6 MS. GORMAN: Joe Lynn (phonetic)?

7 [Crosstalk]

8 FEMALE VOICE: I think he had to leave.

9 MS. GORMAN: No, he's in the back but I
10 think he's chosen not to speak at this time.
11 Erica, and I can't pronounce your last name.
12 I'm very sorry.

13 MS. ERICA: I do want to speak.

14 MS. GORMAN: Now is your time.

15 [Applause]

16 MS. GORMAN: One of the student members of
17 the SLT. Give them your last name, please.

18 Okay, great.

19 MS. ERICA: Hi. My name's Erica Pardo
20 (phonetic) and I'm a sophomore at Richard R.
21 Green. And I would just like to say that, well,
22 this whole debate, I think it's a want-versus-
23 need type of debate.

24 Millennium wants the space so they can
25 expand their school. But in my opinion Richard

1 R. Green actually needs the school.

2 We have, like, no space here, as Robin said.
3 We are very cramped in the hallways and the
4 stairs. And if you realize, now we're in a
5 cafetorium, which is neither a cafeteria or an
6 auditorium. It's both.

7 Millennium should think as expanding this
8 for a secondary. They have their school.
9 They're perfectly installed in their school.

10 If your child wants something but he needs
11 something else, you're going to rather want to
12 get them what they need instead of what they
13 want. So, yeah.

14 Thanks.

15 [Applause]

16 MS. GORMAN: And the other student member of
17 the SLT, did you want to speak?

18 MALE VOICE: Ritoo Sedgwick (phonetic).

19 MS. GORMAN: Ritoo Sedgwick.

20 [Applause}

21 MS. RITOO SEDGWICK: Good evening,
22 everybody. My name's Ritoo and I'm a sophomore
23 here. And I honestly think we need the space
24 more than Millennium.

25 Our school, I see every day kids bump into

1 each other. Our hallways are so crowded. We
2 need more space. And we're a high school.
3 We're high school students who deserve a high
4 school experience and we don't deserve an
5 elementary school.

6 And I think getting this school for us would
7 be a huge thing and it would be a great, great
8 thing for us to get it, and we need it more.
9 Millennium doesn't need it. That's my opinion.

10 And basically, everything that's -- students
11 would have so much of better experience if we
12 had a better school. And with greater
13 facilities everything would be better for us.

14 [Applause]

15 MS. GORMAN: We're now ready to move to the
16 speakers' list. I'm going to ask the remaining
17 speakers to speak from here, to my right. There
18 is a -- that's the last page; right?

19 There is also a microphone there. Please
20 pay attention to the timer. We will signal you
21 at 30 seconds and then when your time is up.

22 Our first speaker -- and, again, I apologize
23 in advance for the mispronunciations -- Linda
24 Fist.

25 [Applause]

1 MS. LINDA FIST: I think we can all agree
2 that statistics, although vitally important,
3 rarely tell the whole story. Recent, and only
4 recent, statistics about Richard R. Green are no
5 exception. We have been on East 88th Street
6 since our inception, in 1989. We progressed
7 from an alternative to a regents-based school
8 with a practical specialty, training students to
9 become teachers.

10 We have graduated thousands of students and
11 placed a decent percentage of them in colleges
12 and ultimately in the workforce.

13 We do not now, nor have we ever, screened
14 our students. We have always had an unusually
15 hardworking faculty and administration who, when
16 necessary, have given the kids money or clothing
17 for them and taken up collections for those in
18 dire need. A great preponderance of our
19 teachers see kids before and after school, as
20 well as during their free periods.

21 We have never been the best and we have
22 never been the worst. We love our kids. And
23 for the most part they love and depend on us.

24 If our recent statistics leave room for
25 improvement, as they certainly do, we deserve

1 the chance to make that improvement in an
2 environment that is free of such stresses as our
3 location.

4 This year we regretfully recognize the need
5 for an elementary school on the Upper East Side,
6 and we, the administration and faculty, support
7 the move to 26 Broadway. To then have
8 objections raised to this move by outsiders who
9 know nothing of the culture of the school and to
10 have gross misinformation printed in a newspaper
11 article is unfair to teachers and students who
12 are struggling to regain our footing.

13 We are happy to stay here and happy to move
14 to 26 Broadway. We are not happy and we do not
15 deserve to be bandied about by people and
16 institutions who have no knowledge of our
17 strengths and weaknesses.

18 [Applause]

19 MS. GORMAN: Thank you. And then on deck is
20 Joanne Mervin. So maybe both could move over to
21 the mike.

22 [Applause]

23 MS. GORMAN: Andy Lachman, Joanne Mervin.

24 MS. JOANNE MERVIN: Thank you. Good
25 evening. I am an English teacher here at

1 Richard R. Green High School of Teaching, and
2 I come tonight not to bury Richard R. Green but
3 to praise it.

4 I would like to tell you about the wonderful
5 things that we do at this school. We are
6 offering seven AP classes this year. Last year
7 a record number of our students received mastery
8 in their exams by earning a three or better.
9 Two of our students received perfect scores of
10 fives on both their English and history tests.

11 I'd also like to tell you about the schools
12 that our students have attended or are now
13 attending: Cornell, Brown, Barnard, Lafayette,
14 Vanderbilt, Ithaca, Syracuse, DePaul, Colby,
15 Stony Brook, R.V., and many others.

16 This year one of our seniors received a
17 scholarship from the PADI Foundation,
18 guaranteeing four years of free tuition at Cole.
19 We have had multiple PADI winners. In fact, two
20 years ago we had the Gates Millennium scholar
21 winner. That young lady is currently a
22 sophomore at Barnard.

23 We also have an internship program. Over 30
24 of our students work in elementary schools in
25 the afternoons. We have alumni who are

1 currently teaching in New York City public
2 schools.

3 We also have students who are currently --
4 or graduates who are currently working here
5 during January to earn college credit, observing
6 classes, and also taking care of other -- of the
7 teachers' needs.

8 I'll leave you with these final words. Fair
9 is fair. All children affected here by the
10 relocation are public school children. The
11 principle of public education is that every
12 child is entitled to an education. I refuse to
13 believe that some children are more entitled
14 than others.

15 Thank you.

16 [Applause]

17 MS. GORMAN: Joanne - - and Michael Seretti.

18 MR. LACHMAN: Good evening, everybody. My
19 name's Andy Lachman, and I'm with a group called
20 "Parent Leaders, Upper East Side Schools."

21 It's going to be hard to make a more
22 compelling argument than Principal Dave made, so
23 I'm just going to quote a wise man. If you
24 believe it, you can achieve it. And I'm these
25 students know that Chancellor Richard Green was

1 right.

2 Now we're about to achieve what many
3 believe, believed for years. We believe we can
4 fix the overcrowding in all seven Upper East
5 Side schools by having a permanent home for 151
6 and rezoning.

7 We also believe that Richard Green students,
8 the educators of tomorrow, deserve to be in a
9 top-notch facility appropriate for high school,
10 not squeezed into elementary schools.

11 Now, I would love if the DOE would build you
12 a brand-new school, but that's not on the table.
13 What is on the table is moving to 26 Broadway.
14 It must be approved because there's no other
15 viable option.

16 And if the [background noise] is not
17 approved and does not vote for both options 151
18 and 26 Broadway, it will adversely affect 5,000
19 students in nine different schools.

20 I understand that some parents want
21 Millennium to expand to 26. But the greater
22 good dictates it should go to Richard Green.

23 I want to thank Richard Green for agreeing
24 to move because it helps everybody on the Upper
25 East Side.

1 I also want to tell you that I've spoken
2 with a couple of parents downtown, - - leaders,
3 and they're appalled at what's happened. Parent
4 against parent, Richard Green versus Millennium,
5 student versus student. They feel like I do,
6 that DOE must do a better job of forecasting so
7 parents aren't fighting for resources for their
8 kids.

9 Every child in every part of New York City
10 should have a seat in a stellar school from
11 Pre-K -- yes, we need Pre-K -- through 12.

12 I ask everyone here to commit to making sure
13 the DOE does what is right for every child
14 because I believe together we can improve
15 education. If we believe, we can achieve.

16 Thank you.

17 [Applause]

18 MS. GORMAN: Michael Seretti and John Moore
19 from Councilmember Jessica Lappin's office.

20 Michael? [No response] Then, Mr. Moore, I
21 guess you're next.

22 On deck, then, will be Jackie Viller
23 (phonetic).

24 MR. MICHAEL SERETTI: Thank you for allowing
25 me to testify today on behalf of Councilmember

1 Jessica Lappin who can't be here today, to
2 lend our strong support for the proposal to
3 relocate Richard R. Green High School to a
4 brand-new facility downtown and make this
5 building the permanent home for P.S. 151, the
6 Yorkville Community School.

7 I know you're going to hear a lot tonight
8 about what this means for Richard Green, so I
9 want to focus my comments on how this will
10 affect our neighborhood at the elementary school
11 level.

12 P.S. 151 is a true success story. After
13 nearly ten years of a zone with no school, the
14 DOE finally agreed to reopen an elementary
15 school for this community. An amazing group of
16 dedicated and resourceful parents immediately
17 began the hard work of organizing the school
18 community, which quickly built a standout
19 reputation as a great school.

20 The only problem is that this wonderful
21 school does not have a permanent home. It is
22 meeting in a rented space that is too small for
23 its anticipated growth, and the lease is going
24 to expire at the end of next school year.
25 Staying in that space simply isn't an option.

1 Yorkville Community School needs to have a
2 permanent home that is large enough to
3 accommodate its growing enrollment.
4 Fortunately, there is such a space right here in
5 the heart of the P.S. 151 zone.

6 The M66 building was designed and built as
7 an elementary school, though it's currently
8 being used to house Richard Green High School.

9 The proposal presented this evening is a win
10 for all of the schools involved. Richard Green
11 gets to move to a building that was designed
12 with older students in mind. In doing so, they
13 free up desperately needed elementary school
14 space in a neighborhood that is sorely starved
15 for elementary school seats.

16 Not only is the M66 building a great option
17 for the Yorkville Community School, it may be
18 the only option. Remember, elementary schools
19 need to be placed within a specific zone. The
20 P.S. 151 zone covers nearly 27 blocks in this
21 high-density neighborhood. Simply put, there
22 aren't other spaces available in that zone.

23 I want to be clear. This is not a luxury
24 for this neighborhood, this is an absolute
25 necessity.

1 The failure to find a permanent,
2 appropriately sized home for the Yorkville
3 Community School will have adverse effects for
4 students across this neighborhood.

5 I fully support the DOE's proposal to
6 relocate Richard Green High School and the
7 Yorkville Community School. It's what these
8 schools deserve and what this neighborhood
9 needs.

10 [Applause]

11 MS. GORMAN: Please clap for councilperson
12 for us for having his representative.

13 Jackie Filler, Ralph Cook, and Caroline
14 Hall, in that order.

15 MS. LORI LEVIN: If I could give a response?

16 MS. GORMAN: Okay.

17 MS. LORI LEVIN: Hi. My name's Lori Levin.
18 I'm the co-president of the Yorkville Community
19 School PTA.

20 And we keep hearing a very common theme
21 here, wants and needs. Recently our five- and
22 six-year-olds learned wants and needs and they
23 got that concept very quickly.

24 You need shelter, you need food, you need an
25 education. You want an iPad, you might want a

1 new computer. But those are wants, not needs.

2 What we have learned is that our students
3 need a permanent location to thrive. The
4 students of Richard R. Green, they need a size
5 school that is appropriate for them. As you can
6 see by the students who are here tonight and the
7 students that we heard testify last night at 26
8 Broadway, they have such pride in their
9 education and they've taken ownership of their
10 futures. And, as adults, we need to support
11 that for them.

12 What we need to do is, we need to make sure
13 that every student has a space that is
14 appropriate. We need this school to be zoned
15 back for elementary school space. Yorkville
16 Community School needs to move into M66.
17 Richard R. Green needs to move into 26 Broadway.

18 [Applause]

19 MS. GORMAN: All right. I guess you all
20 went together.

21 FEMALE VOICE: So you wouldn't ask us to
22 step away.

23 MS. GORMAN: It's fine. Mr. Cook, did you
24 want to say something?

25 MR. COOK: I'm okay.

1 MS. GORMAN: Okay.

2 MR. COOK: Lori said everything I was going
3 to say.

4 MS. GORMAN: Caroline Hall? Oh, we're done;
5 right? Okay.

6 Emily Glick, Alice Glick, Joe Longo, in that
7 order.

8 MS. EMILY GLICK: Hi. My name is Emily
9 Glick and I'm a sophomore at Richard R. Green.
10 Richard R. Green is a great school for kids who
11 want to learn.

12 I chose to be at this school because this
13 school specializes in helping students learn how
14 to become teachers. I have received an
15 outstanding education and I've made the honor
16 roll.

17 Richard R. Green needs to have that building
18 space to have a bigger gym, bigger classrooms,
19 and more so that us students can learn in an
20 appropriately sized setting for our age group
21 because the setting that we're at now doesn't
22 accommodate for our needs.

23 Millennium is poorly judging us by only
24 focusing on the negatives, but you -- but if you
25 compare those to the positives, you see that the

1 positives outweigh the negatives.

2 We're a great school, comprised of wonderful
3 students and teachers and faculty, and we
4 deserve to have that building space.

5 Thank you.

6 [Applause]

7 MS. ALICE GLICK: Well, I have to -- I'm the
8 mother of Emily Glick, but I'm speaking with two
9 hats tonight. I'm an elementary school teacher,
10 I teach right now, ah -- I've taught every grade
11 from nursery to sixth grade in my few years of
12 teaching, and right now I'm teaching a middle
13 school science program comprised of 277 children
14 of alternate levels of learning.

15 And as an elementary school teacher and a
16 mother of high school students, I, first of all,
17 want to say that Richard R. Green, just as my
18 daughter said, did a remarkable job of educating
19 my daughter. And, yes, the staff is
20 outstanding. Dave has been wonderful, it was
21 love at first sight. Sorry for the -- right
22 there.

23 [Laughter]

24 But I have to say, I've come here over the
25 last couple of years and watched children

1 perform beyond the call of duty in their
2 schoolwork and I've seen their academic
3 achievements. I've gone to all PTA's and all
4 parent conferences where parents know me as a
5 mother and a teacher of their children. I've
6 got two right there.

7 Like Jeff said last night, these children
8 are wonderful and so are your elementary school
9 children.

10 And here's a ratio. We keep hearing tonight
11 want and need. Millennium needs it. But here's
12 a ratio. It's two to one. Two bodies of
13 children need and one body of children want.

14 So I really want full support from our
15 school getting the proper conditions.

16 [Applause]

17 MS. GORMAN: Joe Longo and Salia Mattos
18 (phonetic).

19 MR. LONGO: My name is Joe Longo. I'm the
20 AP U.S. history teacher and I'm one of the deans
21 at the school. And I'm here to just give a
22 little explanation of statistics.

23 Millennium in that article that we read said
24 that our graduation rate was 68 percent last
25 year and our suspension rate was 9 percent, and

1 that's true.

2 And they said their graduation rate was 100
3 percent. And to that I say, "Big-a deal."

4 [Laughter]

5 Because they have the screened school, they
6 have tremendous parental environment, they have
7 a beautiful school, so they should get 100
8 percent.

9 Now, about our 68 percent. Many of our
10 children come from families that, quite frankly,
11 not many but a few, come from families that are
12 dysfunctional. And the deans and the counselors
13 know, and many teachers know, that we hear
14 stories from our students that will break your
15 heart. And they have no -- they have very
16 little chance of being successful in school.

17 So our 68 percent graduation rate, if you
18 look at it, who's doing the better job?
19 Millennium or Richard Green, when you look at
20 everything?

21 And many of our parents are overworked,
22 underpaid, and stressed out, and they have very
23 little time sometimes for their students and
24 their children.

25 So who's doing the better job, Millennium or

1 Richard Green?

2 [Applause]

3 Also, ah, we influence people. We make a
4 difference in children's lives. The other day I
5 was in a grocery store, actually a supermarket,
6 and I saw one of our students, former students,
7 and he was doing -- he was in the cheese
8 department. And this guy five years ago I
9 actually suspended, like, quite a few times, and
10 he didn't graduate on time.

11 Aah, time is up. Okay. Well, I'm sorry.
12 Actually, let me finish just quickly. Education
13 should not be statistical. Education should be
14 inspirational.

15 Schools should not be judged solely on
16 performance on standardized tests. Schools
17 should be judged primarily on the influence on
18 their students, and we influence and we inspire
19 every single day.

20 Thank you.

21 MS. GORMAN: Salia Mattos, Carmen Bali
22 (phonetic), Emily Rodriguez.

23 MS. SALIA MATTOS: Hello. My name is Salia
24 Mattos and I'm a junior here at Richard Green.
25 I am on the girls basketball team.

1 As speakers said before, the gym is
2 extremely small. It's so small, it's like two
3 classrooms put together. And we can't shoot --
4 we almost made it to the finals last year. But
5 I believe that the main reason we didn't make it
6 was because of the gym.

7 Also, I want to talk about the article.
8 That's all right? Ahm, that angers me because I
9 think what he said was -- I'm sorry, I'm very
10 nervous.

11 [Laughter]

12 Ahm, it was very stereotypical. They --
13 MS. GORMAN: She's doing great, isn't she?

14 [Applause]

15 MS. MATTOS: It angers me how they talk
16 about us. They judged us without knowing us.
17 The thing they don't know is that we are a good
18 school and they made our teachers look bad.

19 I am an AP student and I know the things I
20 know because of my teachers.

21 And Millennium doesn't need that space. We
22 need it more than them because they want
23 expansion. They are out to exclude us students
24 and we are not. So that explains why they are
25 so -- such a school with such high performances.

1 Thank you.

2 [Applause]

3 MS. CARMEN BALI: Hi. My name is Carmen
4 Bali. I'm a junior here at Richard R. Green. I
5 wanted to say that the Tribeca article is so
6 - - . It has no right to say that people who
7 don't -- who don't -- who doesn't know us. We
8 didn't -- we didn't lose because of our - -
9 profile.

10 To say that we're not high performance -- we
11 are not high performance school because we're
12 not supposed to isn't fair. None of these - -
13 schools should be cut - - .

14 Some - - came to this country in - - , not
15 only for them, but also for us. They came here
16 in order for us, to show us the opportunity to
17 have an education, and - - and location they
18 couldn't have in their native countries.

19 Just because someone doesn't come from a
20 family that has family members that - - college,
21 that's - - in the community doesn't make us less
22 important to us. - - to what she's done to us,
23 to what she's done is a good thing.

24 If we get here, it's for our purpose to
25 become -- to become preservation for our family

1 to go to college.

2 Millennium has already one building but they
3 want to expand. They have - - cultures. They
4 also came to other schools. They didn't want
5 that in - - . They want to take this
6 opportunity away -- they want to take this
7 opportunity away from us, they want to - - us.

8 They feel just because they're - -
9 themselves badly, they do not have the slightest
10 idea of what goes on in this building, for them
11 to say that we are unqualified for this
12 opportunity.

13 [Applause]

14 MS. GORMAN: Emily Rodriguez, Jeremy Watson,
15 Dior (phonetic) Rodriguez, and then we have
16 someone whose name I know I can't say. I
17 apologize.

18 MS. EMILY RODRIGUEZ: Hello. My name is
19 Emily Rodriguez and I'm currently a senior at
20 Richard R. Green High School of Teaching.

21 A lot of you do not come to this building on
22 a regular basis as we do. Therefore, you do not
23 know much about our school. But let me assure
24 you that it's not as bad as recent articles have
25 made it seem.

1 I am not trying to say that my school is
2 perfect because no school is, not even
3 Millennium. Every school has its strengths and
4 every school has its weaknesses. And as our
5 weaknesses have already been exposed, I would
6 like to take this time to share our strengths.

7 Even though Millennium is a screen school,
8 meaning they can hand-pick students who fit a
9 criteria set by the school, and my school is
10 not, there are many things that make Richard R.
11 Green just as good. With both AP classes and
12 honors classes, honors classes offered in all
13 major subjects, students are challenged from the
14 start of their high school career.

15 Our school is also a part of CFES, College
16 for Every Student, which is an amazing program
17 geared at preparing students for college, a
18 program that a good percent of our school
19 participates in, including me.

20 Many students intern through our teaching
21 program and liberal arts program and elementary
22 schools and now even law firms. We participate
23 in college hours, students take college courses
24 at Hunter College, and we are an out-of-school
25 achievement, via Internet and television, which

1 means students choose whether or not they want
2 to be in a program that helps them make the best
3 out of their high school career and make it to
4 college. And judging by how many students are
5 in the program, I'd say that it's pretty obvious
6 that the majority of students are committed and
7 dedicated to school.

8 MALE VOICE: [Inaudible] now.

9 MS. RODRIGUEZ: We are also involved --
10 uhmm. Okay. Okay.

11 I wanted to say that it was said that,
12 apparently it's true, that 68 percent of
13 students graduate from Richard R. Green. But it
14 was never mentioned that out of those 68
15 percent, 95 percent of those kids go off to
16 college. Now, that is just as good and just as
17 amazing as having 100 percent students
18 graduating high school, because if all these
19 kids graduate high school but don't make it to
20 college, what was the point, really?

21 Also, our suspension rates were mentioned.
22 But when I think suspension, I think violates an
23 abuse. But a lot of kids get suspended for
24 having their hat on or having their cell phone
25 out, something that has nothing to do with the

1 other schools in the building.

2 It is a shame that it has come to the point
3 where schools have to fight for a space to get
4 an education and I'm sorry that Millennium wants
5 the space that we are set to take over. But the
6 truth of the matter is, we deserve it just as
7 much as they do.

8 Our basketball players and softball players
9 and gym teachers deserve to have a real
10 gymnasium to work with, and we deserve a real
11 cafeteria and auditorium, not cafetorium.

12 We are high school students trapped in an
13 elementary school building. Millennium wants to
14 expand, but we need to move. It's not about
15 who's better. It's about what's necessary. And
16 it's lots of people who make it seem that way.

17 [Applause]

18 MR. GORMAN: Jeremy?

19 MR. JEREMY WATSON: How you doing? Ah, my
20 name's Jeremy Watson. I'm a teacher here at
21 Richard R. Green. I also coordinate the CFES,
22 which is College for Every Student, and our New
23 York Cares school service program.

24 Let me just start by talking -- we've all
25 heard a lot about how we need the space, it's a

1 very small school, it's designed as an
2 elementary school. Well, first things first.
3 When we're recruiting middle school students,
4 eighth-graders, to come to our school, you know,
5 how would you feel if you walked into this
6 building in high school or as a middle school,
7 prospective high school student, and just looked
8 around? You would be, like, especially as a
9 male or female athlete, you would be like, No
10 gym? Nope, not coming. All right.

11 And we have many students that come to our
12 school and they're great kids, well-behaved,
13 good academics. And you know what? Within the
14 first couple weeks they end up transferring out
15 just because they judge it based on appearances.
16 And it's unfortunate that that happens, but it's
17 a reality play. We've all made judgments on
18 appearances from time to time.

19 But I'll tell you what. Those few students
20 that stick it out and they say, You know what?
21 I'm not going to transfer yet and see how it is,
22 they fall in love with our school.

23 We have numerous, numerous kids that can
24 tell you stories about when I was a freshman, I
25 wanted to transfer, and then I got to know the

1 faculty and I got to know the staff and my
2 teachers really care about me.

3 And I can tell you what. I am privileged to
4 work with the CFES program and the New York
5 Cares program, because I get to see these kids
6 and work very closely with them outside of the
7 classroom. And that makes my day.

8 I came to this school originally to get some
9 teaching experience and go to Long Island, where
10 I live, and find a job out there, nice cush
11 little thing, whatever you want to call it. I
12 fell in love with this school, too. And that's
13 why I'm here. That's why I'm still here.

14 And, you know, we are a family. We are a
15 community, we are a family. We support each
16 other. And when we move and have a neighbor
17 with middle school kids, we'll support you, too,
18 and we'll support those kids and we'll reach out
19 to them and we will help to develop them into
20 very good high school students so that they can
21 come to our school and be our high school
22 students who graduate and succeed, go on to
23 colleges, and excel.

24 You know, there's many other things that I
25 could talk about, but I'm just going to leave it

1 at that.

2 Thank you very much.

3 [Applause]

4 MS. GORMAN: Dior Rodriguez, Lovia Saba
5 (phonetic).

6 MS. DIOR RODRIGUEZ: My point was already
7 made.

8 MS. GORMAN: And you are?

9 MS. RODRIGUEZ: Dior.

10 MS. GORMAN: Lovia Saba? [No response] Peter
11 Kochio?

12 [Applause]

13 MS. GORMAN: Elise George is on deck.

14 MR. PETER KOCHIO: Thank you. I'm Peter
15 Kochio. I'm a science teacher, also the
16 coordinator of student affairs. I'm a softball
17 coach here at Richard R. Green.

18 Recently, several parents of the Millennium
19 High School students have compared Millennium's
20 graduation and suspension statistics to those of
21 Richard R. Green in an attempt to show that
22 Millennium's apparently not worthy of the space
23 at 26 Broadway than Richard R. Green.

24 Although I consider this logically flawed,
25 the comparison I feel is even more flawed. What

1 they failed to mention is that Millennium is a
2 highly selective screening school, while Richard
3 R. Green is an unscreened op-ed school, and must
4 admit students with a wide range of standardized
5 test scores. Specifically, 16 percent of the
6 students scored high, 16 percent scored in the
7 middle, and 16 percent scored low. Also, a full
8 50 percent of new admissions are chosen
9 randomly.

10 According to the most recent directory of
11 New York City public schools, in order to be
12 eligible for admission to Millennium, students
13 must have averages between 90 and 100 in math,
14 English, science, and social studies, and have
15 scores of 3 or 4 on the ELA and math
16 standardized tests, and have excellent
17 attendance and punctuality.

18 A more fair comparison might be to compare
19 Millennium students to the students who enter
20 Richard R. Green with comparable grades, test
21 scores, and attendance data. I'm confident that
22 these students would compare favorably with the
23 students at Millennium in the percent graduating
24 on time, taking AP classes, attending top-tier
25 colleges, as well as the percent being

1 suspended.

2 The truth is that Richard R. Green's a high
3 school that's been for over 20 years housed in
4 an inadequate building, built in 1906 as an
5 elementary school. This building has classrooms
6 and bathrooms that are too small, hallways that
7 are too narrow, and lacks gym space for physical
8 education and PSAL. Specifically, as a softball
9 coach, our gym right now, what we call our gym,
10 is about the distance between pitcher's rubber
11 to home plate. That's how big our gym is, for
12 softball.

13 Millennium, while lacking a gym, also, has a
14 recently created state-of-the-art facility
15 designed for high school students. They want to
16 expand, but we need the space.

17 [Applause]

18 MS. GORMAN: Elise George, Jillian Curtis,
19 Bill Mallan. Elise George? [No response]
20 Jillian Curtis? Oh, Elise. Okay. Sorry, I
21 didn't see you come up.

22 MS. ELISE GEORGE: Hi. Good evening,
23 everyone. My name's Elise George. I attend
24 Richard R. Green and I'm - - .

25 Ahm, I think there are a lot of things that

1 everyone else had talked about, the cafeteria,
2 us not having a real gym and an auditorium.
3 But, ahm, to add to what everyone said, lockers.
4 We don't really have much lockers in our school.
5 Most of the lockers are sustained by the seniors
6 in school, and many of the kids [background
7 noise] lot of the time we have nowhere to put
8 our coats, our belongings, things that we need
9 to - - , especially athlete kids who have their
10 huge body - - . We don't have a place to put
11 them now.

12 Also, and -- personally, I feel as though,
13 ahm, Millennium, like, the school is basically
14 egocentric due to the fact that their school
15 already accommodates a lot of students who
16 attend amicably.

17 And, also, I was going to say, since - -
18 they said that there's a junior high school.

19 FEMALE VOICE: Is that a Millennium - - ?

20 MS. GORMAN: No. It's in the 26 Broadway
21 building.

22 FEMALE VOICE: They're upstairs first?

23 MS. GORMAN: Yes.

24 MS. GEORGE: Yes. So, ahm, we have a
25 program in our school called - - relief program.

1 It's for helping us become teachers. And a
2 good idea would be to let some of the kids from
3 our school actually go upstairs and, like,
4 communicate and work with them, because that's
5 what we do in our school during our junior and
6 senior year.

7 So we could actually make this into a
8 positive thing instead of such a negative thing.
9 We shouldn't have to be fighting. We should
10 actually just be using it to help our school
11 actually.

12 [Applause]

13 MS. GORMAN: Jillian Curtis, Bill Mallan,
14 Tamara Roe.

15 MS. JILLIAN CURTIS: Hello. My name is
16 Jillian and I attend Richard R. Green High
17 School.

18 I unanimously agree with the students and
19 staff of my high school in saying that we need,
20 and most of all deserve, the new space at 26
21 Broadway.

22 Richard R. Green student standards and work
23 ethics are improving with every marking period,
24 semester, and year.

25 I understand that so many of the people

1 currently residing in the downtown area are
2 concerned with the move, but they need not be
3 worried. More than less, we need the space at
4 26 Broadway because our own school's bad - -
5 incoming elementary school which this building
6 was originally made for.

7 Look around you and ask yourself if you
8 think this space really suits a high school
9 student body. The correct answer is
10 unfortunately not.

11 If you have a school tour to see the rest of
12 the school, the rest of our extremely limited
13 school, the answer no would be further proven.

14 Give us more and we will do more for all the
15 others who are being denied and the rights they
16 need, and what they need is more.

17 Thank you.

18 [Applause]

19 MS. GORMAN: Bill?

20 MR. BILL MALLAN: Good evening. My name is
21 Bill Mallan and I come to you with two messages.
22 Number one, it's time. We live in a world of
23 promises made and a world of promises broken.

24 Twenty years ago, when I was hired to work
25 in this building, as some of our older neighbors

1 would know, this was supposed to be a two-year
2 home for Richard R. Green. We were supposed to
3 be over by Columbia University; then, they were
4 going to build us a property down near the new
5 Stuyvesant Building; at one point they were
6 going to move us into the old Stuyvesant
7 Building.

8 When push came to shove and they took our
9 parents to show us the buildings that the Board
10 of Ed was suggesting for us to move in. Well,
11 the one behind Penn Station, 13 floors, had
12 elevator for four people that didn't work.

13 We had another one where it was a relative
14 flood in the basement that apparently had been
15 ongoing on and off for two years. The third
16 location, a custodian proudly brushed the crack
17 vials off the steps right in front of our video-
18 taping parents.

19 Two years ago, I came to you when we were
20 talking about moving uptown because they were
21 shoving us in another direction. We asked the
22 Department of Ed to take their time, to do a
23 better job, to find an adequate facility for us,
24 and that they have done.

25 And, ladies and gentlemen, I'm here to tell

1 you, it's about time. Twenty years is too
2 long to wait for a high school building.

3 I know that other places may have been
4 promised this location, other places may be
5 interested. It's a primo location. It's a
6 primo spot. If the pictures do it anywhere near
7 justice, finally we're going to have our time.

8 And, ladies and gentlemen, I hope you, when
9 your elementary school students are older, can
10 come to us and celebrate with us 20 years in a
11 brand-new facility.

12 Thank you, folks. It's time.

13 [Applause]

14 MS. GORMAN: Tamara Roe, Mark Fosman, Sue
15 Fosman.

16 MS. TAMARA ROE: Hi. I'm Tamara Roe. I'm a
17 current Millennium high school parent. I have
18 three teenage daughters. Ahm, and I believe
19 that fundamentally we have much to agree on
20 tonight, though I propose a different solution.

21 Ahm, I do agree that there are needs and
22 wants. I agree that there are issues on the
23 Upper East Side for our elementary school seats,
24 that [background noise] P.S. 151 needs to be
25 - - . I agree that Richard R. Green is a

1 wonderful school.

2 I was so impressed by the students and the
3 parents and administration that I talked with
4 yesterday after that hearing downtown. They
5 need a new facility that meets their needs.
6 They deserve that.

7 I also believe there are high school
8 students in this city who cannot -- who are shut
9 out of programs like Millennium because there
10 just aren't enough spaces.

11 They want a strong college program. They
12 want choices. Maybe they didn't have it
13 together when they were seventh-graders. How
14 many seventh-graders really do have it together?
15 And they may soon have. But they want to go to
16 a school that has - - years has a strong college
17 program. I believe that Richard R. Green does
18 offer that. But there's no one perfect school
19 for everybody.

20 What I'm advocating is a different solution
21 to the problem on the Upper East Side. There is
22 certainly urgency about moving Richard R. Green,
23 - - this relocation does not have to happen next
24 September. P.S. 151 can and should remain in
25 its current location for one more year so that

1 the DOE can do a better search to find the
2 plan that will not only give Richard R. Green
3 facilities it needs, but will increase overall
4 high school capacity in the city.

5 Millennium initially proposed a screen
6 school. Millennium, however, is open to an
7 unscreened, - - screen, a screened school with
8 different criteria. That's not on the table.
9 It's not that Millennium wants extra seats.
10 It's not for Millennium's kind of kids. This
11 proposal is for those kids who can't find a
12 program that meets their needs.

13 Kids from P.S. 151, when they go into eighth
14 grade and they look at high schools, they're
15 going to look at Richard R. Green. They're
16 going to look at Millennium. They're going to
17 look at all sorts of schools.

18 You want to have those children have
19 choices, better choices than there are out there
20 today.

21 So I simply want to say that there are other
22 choices. Just because the DOE says there isn't
23 doesn't make it true.

24 Let's not take their - - let's work together
25 to find a solution that meets the needs of all

1 children in the city.

2 [Applause]

3 MS. GORMAN: Mark Fosman, Sue Fosman, Jeremy
4 -- and I'm sorry, I can't pronounce your last
5 name.

6 MALE VOICE: Dominguez

7 MS. GORMAN: Dominguez. Yes, exactly.

8 MR. MARK FOSMAN: Good evening, folks. My
9 name's Mark Fosman. I'm the co-treasurer with
10 P.S. 151.

11 Tonight's interesting because I'm about
12 ready to go back to high school at Richard F.
13 (sic) Green. This place is impressive. I'm
14 learning a lot about what they're giving up but
15 also how generous they are. So I thank you,
16 Robert F. (sic) Green for making that potential
17 change. It's very thought --

18 MALE VOICE: It's Richard.

19 MR. FOSMAN: Richard F. Green. Thank you.

20 The wants and needs are - - theme. It's for
21 the children, our kids. I've got my child in 151.
22 The wants and needs for a six-foot-six high school
23 senior who has to squat when he pees... Senior?
24 Junior?

25 MALE VOICE: Sophomore.

1 MR. FOSMAN: Sophomore. He's squatting
2 either way; right?

3 [Laughter]

4 MR. FOSMAN: It's just not right. And it's
5 time for some change. Now is the time for that
6 change.

7 Growth is evident and that growth needs to
8 happen for our schools, for Robert F. Green to make
9 that change.

10 MULTIPLE VOICE: Richard R. Green.

11 MR. FOSMAN: Richard R. Green.

12 To tell you the truth now, you really won't
13 remember what we talk about tonight. But what you
14 will remember is what changes were made. And that's
15 what matters, trust me.

16 Thank you, folks.

17 [Applause]

18 MS. SUE FOSMAN: Hi. My name is Sue Fosman
19 and, ahm, I'm on the executive board of the PTA at
20 Yorkville Community School P.S. 151.

21 As we've discussed previously, this proposed
22 move is wholly tied to the current rezoning
23 proposal. And as such, we think it's important to
24 note that this move affects not only Richard R.
25 Green, not only Yorkville Community School, but

1 every single student on the Upper East Side, as a
2 district that, by the way, has had substantial
3 overcrowding for years.

4 As mentioned, according to the numbers, if 151
5 moves to Richard R. Green it will only keep pace
6 with the increase in students, and ultimately the
7 Upper East Side will still be over-enrolled.

8 If 151 is not even moved, capacity does not
9 increase. And thus the rezoning that is on the
10 table is a moot point, it's null and void.

11 The children in this area, all children,
12 regardless of high school, middle school, or
13 elementary school, but especially those at Richard
14 R. Green and at Yorkville Community School deserve
15 the opportunity for a solid, permanent school
16 experience.

17 Thank you.

18 [Applause]

19 MS. GORMAN: Mr. Dominguez, ah, Laura
20 Hennessey, Renee A. E. Batey (phonetic).

21 MR. JEREMY DOMINGUEZ: My name is Jeremy
22 Dominguez and I am a student here at Richard R.
23 Green High School. And I look forward to the
24 planned move to our location - - choose the location
25 of 26 Broadway.

1 I'm strongly concerned for the four schools
2 involved in this because of the many problems we
3 face, more so P.S. 151 and Richard R. Green.

4 We would like to make a productive change in
5 our school our school, academic scores and our
6 school opportunities, as well as -- as well as we
7 need to provide a space for the students of P.S.
8 151. The move allows us to extend our reach and
9 allows us to make big strides towards greatness.

10 I would like to read my friends' concerns as
11 well, as it reads. My name's Gabriela Cuviaz
12 (phonetic). I'm a freshman at RRGHST. I support
13 the move to the new building at 26 Broadway.

14 When I was in the middle school, I thought high
15 school was a big building with big rooms, a
16 cafeteria, not a cafetorium. But when I got to
17 Richard R. Green, I realized that the school was not
18 -- that this was not the case. This building was
19 built for elementary kids, not for high school kids.

20 We need bigger facilities and the kids' room,
21 kids from P.S. 151 need a building. This building
22 is the home of P.S. 151, to be their permanent home.
23 And the building at 26 Broadway in our -- it is our
24 hope to become a real high school.

25 Thank you.

1 [Applause]

2 MS. GORMAN: Jeremy? Jeremy? Was that the - -
3 that you just read? Whose did you say you just
4 read?

5 MR. DOMINGUEZ: Gabriela.

6 MS. GORMAN: Gabriela. Okay. Okay.

7 Laura Hennessey, Renee A. E. Batey, and
8 Michelle G-A-L-I-E-T-T-A.

9 FEMALE VOICE 1: Hey. I, uh -- I didn't have a
10 prepared speech. I've heard some really wonderful
11 ones [background noise].

12 I represent [background noise] because I have
13 a student at Millennium High School. I have a son
14 who's a toddler on the Upper East Side, where I
15 live, and also I've worked with the Department of
16 Education for over 20 years, mostly at a zoned
17 unscreened school. I have great love for work and
18 I've always have love for my unscreened school.

19 Ahm, I also agree that, ahm, this high school
20 that is here now needs a home, clearly. You can't
21 be expected to excel if you don't have the proper
22 home. And an elementary school is not an
23 appropriate place for a high school.

24 Ah, I also agree that we need more spots for
25 elementary school students. How do we face this

1 situation? There are not enough seats in
2 elementary schools.

3 There's a third situation here. There is also
4 not enough seats for students who are eligible for
5 this screened school, students who have achieved a
6 certain average. There is simply also not enough
7 seats throughout New York City for that.

8 I don't see this as a Millennium High School
9 issue. I see it as a broader issue. My son was in
10 seventh grade last year - - space going to Middle
11 School Torres, where there were maybe 25 seats open
12 for thousands, four, 5,000 in some cases, student
13 applicants.

14 Those of you who have toddlers and young
15 children in the elementary schools will be facing
16 this situation. We need to create more screen
17 seats. We need to find this high school a permanent
18 home.

19 There is more than one location right now on
20 the table for us to consider. I also think this can
21 be a win-win situation for everybody, and I think we
22 have to think very carefully through this.

23 Thank you.

24 [Applause]

25 FEMALE VOICE 2: Um, it wasn't until yesterday

1 that I found out that some people at the other
2 schools located at 26 Broadway didn't want Richard
3 R. Green at that location. I heard all kind of
4 reasons why, from security to fire drills to
5 suspensions and 90 percent averages.

6 I also found myself a bit insulted by some of
7 the remarks made. It seemed to me that some people
8 thought that Millennium was more deserving because
9 they thought they had better students.

10 Well, my child does not have a 90 average. But
11 he is kind-hearted, well-mannered, and very
12 respectful of others, and that should count for
13 something.

14 For those who think Richard R. Green should be
15 placed elsewhere, such as Norman Thomas, please ask
16 yourselves: Would you want your child to go there?

17 Please, do not put my child anywhere where you
18 don't feel safe for your child to go.

19 I support the move to 26 Broadway.

20 [Applause]

21 Richard R. Green needs to make [background
22 applause] and good location, and 151 needs a
23 permanent school for their children.

24 Thank you.

25 [Applause]

1 DR. MICHELLE GALIETTA: Hi. My name is Dr.
2 Michelle Galietta. I'm the parent of two little
3 boys at 151. And I originally put my name on the
4 list to speak on behalf of, um, the kids at 151 and
5 talk about their needs for a permanent home.

6 But sitting here, I'm also -- I run a Ph.D.
7 program, ah, and I do undergraduate and Master's and
8 doctoral leaderships, and we just finished our
9 doctoral leaderships.

10 And listening to the students here, it is not
11 just, ahm -- you know, college education is supposed
12 to be a great equalizer. And it's - - to say that
13 it's okay to have kids in an environment like this,
14 that they're getting the same education as other
15 people, because their extracurriculars matter.

16 When you come to admissions decisions, whether
17 they've been on the basketball team, the quality and
18 quantity of extracurricular activities that they
19 have access to, science labs, those make a
20 difference in terms of their high schools and the
21 colleges they may get into and whether higher
22 education is open to them.

23 So what's far more disturbing to me than even
24 whether my kids have a permanent home for their
25 school is the fact that this is kind of -- that

1 we're even having this discussion.

2 It's not -- it's not okay for kids to be in a
3 school like this, in high school. They're hard-
4 working kids. They're intelligent. They're trying
5 to have opportunities. And so we're not talking
6 about differences in ability, necessarily. We're
7 talking about differences in opportunity. And it's
8 really important that people understand that and
9 recognize that and that the DOE recognizes that.

10 Thanks.

11 [Applause]

12 MS. GORMAN: Judy Snider (phonetic), Teresa,
13 and I'm going to spell the last name, L-Y-O-R-Z-A-B-
14 A-L.

15 MS. JUDY SNIDER: I'm not a parent of a school
16 child. I'm just a resident of the district at this
17 point. But it seems to me that this is a win-win
18 plan for Richard R. Green. The students will be in
19 a new home with a good facility. What better way to
20 learn than to have everything they need at their
21 fingertips?

22 It's also win-win for 151 because they get an
23 elementary school. And this building was set, was
24 built to be an elementary school.

25 No one has mentioned, and I think I should

1 mention it, that for the last three years this
2 building has been undergoing renovations and has had
3 a lot of additions and been brought up to date. And
4 there are still a few programs left to be done that
5 are already in the hopper that will be done this
6 summer, so that when the children from 151 come
7 here, they will have a good, safe building to be in.

8 And I hope that this proposal is approved.

9 [Applause]

10 MS. GORMAN: Is Teresa here? [No response].

11 Dagvon Benson (phonetic), Natalie Hernandez.

12 MR. DAGVON BENSON: Happy New Year, everybody.

13 My name is Dagvon Benson. I am a student at Richard
14 R. Green High School of Teaching.

15 I think every student here has the potential to
16 be an A student. I think -- I'm not even going to
17 talk about Millennium's article. I want to talk
18 about how the fact is that the elementary school
19 needs this space and we need that space.

20 And we need a home to show the students that
21 are coming in, to welcome them to our permanent
22 home.

23 Thank you.

24 [Applause]

25 MS. GORMAN: After Natalie is, ahm, last name

1 is Uranus (phonetic), and then Jeff Barigold
2 (phonetic).

3 FEMALE VOICE 3: Hello. My name is - - . I'm
4 a freshman here and I feel that our school needs a
5 lot of space. Because sometimes, um, when we have
6 - - photography or - - , we don't have a place to
7 meet and many times it's very hard for - - .

8 When I first set foot in this school, I thought
9 it was a very small school and I saw that -- that
10 the teachers and the rooms -- I saw the teachers
11 were very nice and so I thought that I would stay
12 and see what would happen.

13 I have no -- I have no doubt that Richard R.
14 Green students would succeed in the new space, even
15 with - - school's - - we can become the - -
16 transition in high school.

17 Lastly, I thought I just wanted to mention that
18 police supervision is not the -- is -- supervision
19 in the train station is way over the top. We are
20 not gangbangers. And we are students of varying
21 ages who go to school to learn, - - now.

22 And let me assure you that we would not do
23 things as - - .

24 [Applause]

25 FEMALE VOICE 4: Hi. My name is - - , and I am

1 the secretary of the Manhattan Borough Student
2 Advisory Council and a member of the Chancery
3 Student Advisory Council. I am also a student at
4 Richard R. Green.

5 I have many opportunities at Richard R. Green.
6 I am involved in college - - students. In CFES I've
7 gained leadership abilities where I've met their - -
8 students. We give each positive encouragement, both
9 academically and socially.

10 I am also an intern at the - - Center. I also
11 had an opportunity to speak at the Youth Leadership
12 Conference, as well as to be a presenter at the CFES
13 National Conference.

14 I've been working - - Richard R. Green
15 [background noise]. I also want to make the point,
16 that intermediate school housed at 26 Broadway has a
17 great relationship with Millennium and wants to
18 continue it. But there is no reason why that cannot
19 create a great relationship with us. You guys are
20 not giving us a chance by judging us because of some
21 numbers that are [background noise].

22 So before you judge us, you should come spend a
23 day at our school so you can see what we're really
24 about.

25 [Applause]

1 MS. GORMAN: And our last speaker is Mr.
2 Berkel (phonetic).

3 MR. BERKEL: Good evening, everyone. This is
4 Terry from the eleventh grade and Jason here at the
5 school, as a member of the SLT, past co-president
6 here at Richard R. Green.

7 I just wanted to mention one or two things.
8 Last night I mentioned some things. It's very
9 interesting to note that we've had about a dozen
10 Richard R. Green students last night and about
11 another dozen students tonight. Neither evening did
12 we see one student from Millennium here, which makes
13 you wonder what their investment is in this whole
14 process.

15 I also said last night that not only are the
16 students here well-mannered, good classmates,
17 they're also my son's friends, and that we do things
18 together, both our families - - during the school
19 year [background noise].

20 We have two sisters here, one that - - here,
21 University of - - , and her sister --

22 [Applause]

23 -- they're some of my son's friends. And I'm
24 very happy that he's friends with such as the two
25 young ladies here.

1 The only other thing I wanted to say was
2 also, ah, Richard R. Green is about 600 students and
3 the space at, um, 26 Broadway has room for Richard
4 R. Green.

5 This city has a bunch of crises. They don't
6 want to pay teachers the raise that everybody else
7 got.

8 Millennium said something about their wanting
9 to add some 400 students. It would seem to be a
10 better use of this space and the money to house 600
11 students rather than 400 students there and erase
12 200 seats, which are at a premium in the city and
13 there's a shortage.

14 So, everyone, good night. Um, and it's really
15 a no-brainer. It's the needs of two schools versus
16 the wants of a third school.

17 Plus, I have a very good suggestion. Norman
18 Thomas was mentioned earlier. I had read that
19 they're planning to [background noise] downsize - -
20 which is right also downtown, and there's 4,000
21 seats there. If Millennium would like more room,
22 maybe they could work out a deal with the Department
23 of Ed. Instead of adding 400 seats, they're getting
24 4,000, and it's not that far a walk. It's about a
25 15-minute walk from their current location and they

1 could increase their student body by 4,000.

2 Good night.

3 [Applause]

4 MS. GORMAN: The speakers list is now
5 exhausted. Again, we welcome any comments and
6 feedback you may have at any time before the panel
7 meeting votes on this proposal January 19th, 2001 --
8 2011, excuse me, at six o'clock at Brooklyn Tech.

9 The e-mail address and phone number, if you
10 didn't get it last time, you can get it from me
11 after the meeting.

12 I did want to say to our students who have
13 participated, and their parents, you have
14 represented yourself and your school very well. And
15 on behalf of the SLT, the CEC, and the DOE, thank
16 you very much for your participation.

17 [Applause]

18 [END AUDIO FILE]

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C E R T I F I C A T E

1
2 The prior proceedings were transcribed from
3 audio files and have been transcribed to the
4 best of my ability.

5
6 Signature *Sally Asante*

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8 Date: January 8, 2011
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