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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Success Academy 5 @ M123 - 4/17/12**

1 [START 290_275]

2 MS. GAIL REECES: --interpreters please come
3 forward so that they can make an announcement "
4 - - ". If there's anyone that requires " - - "
5 equipment, keep your hand raised and someone
6 will assist you " - - ". Students, I'm just
7 going to ask that just be very, very quiet.
8 Students? I'll wait. Thank you. We've asked
9 the District Five Committee Education Council
10 and the School Leadership Teams of PS123 and HSA
11 Five to participate in this joint public
12 hearing. I am joined tonight by members of the
13 School Leadership Team and CEC. And I will
14 allow them to introduce themselves to you.

15 MS. SONJA JONES: Good evening, all. My
16 name is Sonja Jones. I'm the President of the
17 Community Education Council for District Five.

18 MS. THELMA THOMPSON: Evening. My name is
19 Ms. Thelma Thompson. I am the School Leadership
20 Team Chairperson.

21 MS. REECES: We're also joined this evening
22 by members of the School Leadership Team from
23 PS123 who are seated in the audience: Ms. Hope
24 Scott [phonetic] who is " - - " President and
25 School Leadership Team member, and Ms. Lorraine

1 Fox [phonetic], also seated in the audience,
2 Dr. Beverly Lewis [phonetic], Principal of
3 PS123, Ms. Stacey Apatol [phonetic], Principal
4 of HSA Five.

5 [Applause]

6 MS. REECES: I'd also like to acknowledge
7 Mr. Dan Peggleson [phonetic] who is the Network
8 Leader supporting PS123, and Ms. Lauren
9 Lewis[phonetic], HR Director supporting PS123,
10 Mr. Michael Carrabas [phonetic], representing
11 the HAS Five SLT is also in the audience I have
12 been informed, and Ms. Elisabeth Rose [phonetic]
13 from the Department of Education is also
14 present. And, yeah, " - - ". The purpose of
15 this hearing is for you to provide comments that
16 " - - " the proposal. Before I describe the
17 proposal, I want to make sure you are all aware
18 of the opportunity to provide your input. All
19 those who wish to speak must sign up in the
20 speaker sign up area located just outside the
21 auditorium. The sign-up list will close at 6:30
22 p.m. Speakers will be given the floor in the
23 order that they have signed up. All comments
24 are limited to two minutes. There may be
25 elected officials who arrive at different times

1 throughout the evening. If they wish to speak,
2 we will do our best to accommodate them at the
3 first opportune moment. Those who are here at
4 the start of the public comment segment will be
5 asked to speak first. All comments will be
6 mentioned in the Analysis of Public Comment to
7 be published and provided to the Panel for
8 Educational Policy the evening before the Panel
9 votes. That vote is scheduled for Thursday,
10 April 26th, 2012. In addition, we welcome any
11 comments and feedback you may have at any time
12 before the panel votes on both proposals. The
13 email address and phone number where comments
14 may be made are do5proposals@schools.nyc.gov.
15 And I'm going to repeat the email address,
16 do5proposals@schools.nyc.gov. And the telephone
17 number, 212-374-3466. Again the telephone
18 number is 212-374-3466. I will now read to you
19 a proposed summary. The New York City
20 Department of Education is proposing to expand
21 the grades served by Harlem Success Academy
22 Charter School Five in M123 from kindergarten
23 through second grades to kindergarten through
24 third grades and indefinitely extend the current
25 location of those grades of HAS Five in the M123

1 building. HSA Five is an existing charter
2 elementary school serving kindergarten thru
3 second grades in the M123 building located at
4 301 West 140th St. in Community School District
5 Five. HSA Five is co-located with PS123,
6 Mahalia Jackson, a zoned school serving students
7 in kindergarten thru eighth grades and offering
8 a pre-kindergarten program. A co-location means
9 that two or more school organizations are
10 located in the same building and they share
11 common spaces like auditoriums, gymnasiums, and
12 cafeterias. If this proposal is approved, HSA
13 Five would begin serving third grade in M123 in
14 the 2012-2013 school year and will continue
15 serving kindergarten thru third grades including
16 one self-contained special education class in
17 the M123 building indefinitely. HSA Five
18 currently admits students through a charter
19 lottery application. PS123's elementary grades
20 are zoned, and its middle grades admit sixth
21 grade students through the District Five middle
22 school choice process using a limited unscreened
23 process. The kindergarten and first grades of
24 HSA Five have been co-located with PS123 since
25 September 2010. On April 28th 2011, the Panel

1 for Educational Policy approved an amended
2 proposal to extend the co-location of HSA Five
3 in M123 for the 2011-2012 school year and expand
4 HSA Five to serve kindergarten thru second
5 grades as well as a self-contained special
6 education class. After evaluating the space
7 available in M123, the DOE has concluded that
8 the building can accommodate only the school's
9 kindergarten thru third grade students;
10 therefore, the DOE is proposing to expand the
11 co-location of HSA Five in M123 to include third
12 grade and continue at that grade span in M123
13 indefinitely. The DOE will consider all long-
14 term options to accommodate the future
15 anticipated growth of HSA Five to include grades
16 four thru eight and will propose those options
17 in a separate EIS. If this proposal to co-
18 locate the expanded grades served by HSA Five in
19 M123 to kindergarten thru third grades is
20 approved, students in HSA Five's kindergarten
21 thru third grades will be served in M123
22 indefinitely. Based on input from the PS123
23 Principal and the School Leadership Team, this
24 proposed co-location assumes that PS123 will
25 serve its self-contained special education

1 students in fewer sections than it currently
2 programs. Currently, PS123's self-contained
3 classes are under-enrolled, and the school can,
4 therefore, serve the same number of students
5 consistent with their individual education
6 programs more efficiently in fewer self-
7 contained sessions. This would not assume a
8 decline in PS123's enrollment. The DOE believes
9 that Success Academy's record of success
10 supports the growth of this school. This
11 proposal to expand and extend the co-location of
12 HSA Five in M123 would allow the school to
13 continue providing high-quality educational
14 opportunities for students and families. Thank
15 you. Our first presentation will be made by Ms.
16 Sonja Jones who is the President of our
17 Community Education Council.

18 [Applause]

19 MS. JONES: Thank you. I'm going to start
20 just by reading something that was written by
21 Paul Laurence Dunbar. And then I'll give you my
22 comments as relate to this proposal. I know why
23 the caged bird beats his wings till its blood is
24 red on the cruel bars, for he must fly back to
25 his perch and cling. When he fain would be on

1 the bough a-swing; and a pain still throbs in
2 the old, old scars, and they pulse again with a
3 keener sting. I know why he beats his wings. I
4 know why the caged bird sings, ah me. When his
5 wing is bruised and his—yes—when his wing is
6 bruised and his bosom sore, when he beats his
7 bars and he would be free. It is not a carol of
8 joy or glee but a prayer that he sends from his
9 heart's deep core, but a plea, that upward to
10 Heaven he flings. I know why the caged bird
11 sings. I chose that particular poem because it
12 is reflective of the injustice that is impeding
13 upon our district public schools, as it relates
14 to the incredible distribution of space to serve
15 our New York City District Public School
16 children.

17 [Applause]

18 MS. JONES: I must say that the Department
19 of Education, specifically Portfolio Planning,
20 which is actively involved in finding space for
21 schools to be co-located, has a process. The
22 process involves what they call communication
23 and input from major stakeholders. And the
24 major stakeholders, by definition, is inclusive
25 of community, community education councils,

1 community school boards, our SLT, PTA, and
2 school community. And I think what's happening,
3 and what I'm seeing of late, is that by the time
4 it comes to the school community—because it's
5 not coming to the CES—the decision has already
6 been made. So the question becomes, at what
7 point is there valuable input from the community
8 for things that are directly going to affect our
9 community schools? Up until a few months ago,
10 it was determined by the Department of Education
11 that the 123 complex is not large enough to
12 allow the growth of HSA for the third grade
13 class and that alternate space was going to be
14 secured so that they would have space that was
15 suitable for the growth that they were
16 experiencing, which is " - - ". Somehow that
17 same blueprint that they used indicating that
18 there was no space in this building, somehow or
19 another the numbers changed, because they came
20 back to the school and they said to the school
21 that they are in fact going to allow the growth
22 of a third grade class in this building and that
23 PS123 would effectively have to eliminate a pre-
24 kindergarten program. Now, I can't understand
25 the thinking behind that process, because it is

1 a grade that is very important in the
2 developmental process of any child. So what the
3 school did is they came back with an alternative
4 to what was proposed by the Department of
5 Education. And it's not necessarily the best of
6 responses. With all due respect, they did come
7 up with an alternate plan. But what we do is,
8 we were saved the pre-kindergarten program, and
9 then we minimize the space that we service our
10 children with special needs. So three classes
11 have to be reduced from a school that is trying
12 to grow, as it serving K to eight. They had an
13 influx of applications through the middle school
14 application process. Yet the number of children
15 that they accepted paralleled but did not
16 parallel to the number of people who actually
17 applied to the school. So it gives the
18 appearance as if enrollment is being capped in
19 some sort. Because if you have space to allow
20 one school to grow, then it should follow that
21 any school " - - " should be given the same
22 opportunity. I.E., if there is space, then
23 allow the school to continue to allow the middle
24 school to grow. Don't stifle that program.

25 [Applause]

1 MS. JONES: We're going to be respectful.
2 You do not have to agree with anything that
3 anyone says, but there will be no booing because
4 that is a lack of respect for anyone who is
5 speaking. I am going to be respectful of you,
6 and I have the same expectation from you.

7 [Applause]

8 MS. JONES: I have questions as it relates
9 to the EIS. Specifically, the demographic data
10 says that PSMS123 has a population of students
11 with IEPs of 14%. We're actually taking a pause
12 to give everyone a moment to quiet down so that
13 everyone can hear what's being said. So if you
14 would be honorable of that request, I would
15 appreciate it. While 123 is proposing a
16 population of students with IEPs of 14% and
17 students who are English language learners 24%,
18 I'm looking at the demographic data of our
19 charter school that's currently located in the
20 building. And I'm not sure if this is a
21 typographical error. But it doesn't list that
22 they're serving any students with individual
23 education programs. It does say that it has a
24 percentage of ten English language learners,
25 which is significantly lower than what this

1 population is of 123 is serving. And I say
2 that to say that when you have certain
3 populations of students that you have to serve,
4 it requires additional resources above and
5 beyond the traditional student allotment. So
6 when we're looking at the budget cuts that are
7 happening to our district public schools, it
8 puts us at a disservice to serve these same
9 children that we have to serve. And we need to
10 do better. So I will close with an
11 understanding that there is concern by the CEC
12 in reference to the overall process that is
13 being used as it relates to co-location. It
14 does not give parents and/or community members a
15 real opportunity to have a decision-making, to
16 be involved in the decision-making process as it
17 relates to, what is effectively happening within
18 our schools? And I have to also say that I
19 personally, because my first and primary is one
20 of a parent. And I have to say that me being
21 out at a public hearing on the night of a
22 testing day, when I should be home preparing my
23 son for his test tomorrow, is incomprehensible.

24 [Applause]

25 MS. REECES: Thank you, Ms. Jones. Parents

1 and staff that are here, I really am going to
2 have to insist that the students are quiet.
3 Students, I'm seeing a group right here still
4 talking as I am speaking. Students, I am going
5 to ask that you be respectful to each speaker.
6 And by displaying that respect, it means that
7 you are silent. Thank you very much. Our next
8 speaker is Ms. Thelma Thompson, School
9 Leadership Team representative.

10 MS. THOMPSON: Good evening, and yes, I want
11 to also say again that we are all here to voice
12 our opinions, but no one should be
13 disrespectful. Because if you continue to be
14 disrespectful, you will be asked to leave. I
15 want start off with saying that when HSA Two was
16 initially placed at PS123, the school community
17 was ensured that the placement of HSA Two would
18 be for two years. Instead of HSA leaving at the
19 end of the two-year period, the " - - " plan
20 suddenly changed, and the Department of
21 Education expanded HSA Two and PS123's building.
22 HSA Two was provided the entire third floor
23 expect for two classrooms and an office. At the
24 same time, the Department of Education approved
25 a middle school component for PS123. During

1 this critical period of creating a new middle
2 school, our community agencies and resources
3 were removed for a lack of building space.
4 Special education classes and special education
5 related service providers such as speech,
6 counseling, occupational therapy, physical
7 therapy, adapted physical education, and the IEP
8 team members were placed in storage rooms in the
9 basement and halls. We service a large room in
10 special needs students, English as a second
11 language learners, and at-risk youngsters.
12 Building space is required to provide academic
13 support for struggling learners. In addition,
14 we lost our computer lab, " - - " counseling
15 services, West Side computer program, art
16 carnival " - - " program, robotics private base
17 room, Columbia University GED, ESO, computer
18 programs for part parents. I hope that you all
19 are hearing all of the things that PS123 is
20 continuing to lose so that HSA can continue to
21 grow. The lack of the ability to create an in-
22 house suspension room, as mandated by the
23 Department of Education—in fact, we witnessed
24 the dismantling of PS123, which traumatized our
25 school community. Students were devastated as

1 middle school teachers tried to carefully
2 monitor the changing of classes in a confined
3 area. The lack of building space impacted the
4 student achievement and compromised our ability
5 to continue to create a nurturing and productive
6 learning environment. Students reacted the loss
7 of services and resources. State test scores
8 declined as student suspensions increased. Our
9 A-rated school declined to a C in one school
10 year. We witnessed the deterioration of years
11 of hard work within one school year. Ms.
12 Elisabeth Rose, who is sitting over there,
13 Office of Portfolio requested to meet with
14 PS123's School Leadership Team, Superintendent
15 Garese [phonetic], and Mr. Dan Peggleson,
16 Network Leader, on December 5th, 2011. During
17 the meeting, Ms. Rose stated that the Department
18 of Education would not obtain additional
19 building space for PSMS123 for the Harlem
20 Success Charter School Five. However, PSMS123's
21 SLT requested the return of three classrooms due
22 to insufficient building space for the middle
23 school. Ms. Rose indicated that she would
24 return to conduct a walk-through. However, she
25 did not. The walk-through was not conducted.

1 However, on February 10th, 2012, an email was
2 received from Ms. Rose apologizing for seeking
3 an additional three rooms to release HSA Five.
4 It was proposed that PSMS123's enrollment would
5 be reduced to accommodate the release of three
6 additional classrooms to HSA Five by removing
7 the three pre-kindergarten classes, the " - - "
8 kindergarten and fifth grade classes. It was
9 also suggested that out of zone students would
10 no longer be accepted into PSMS123. A meeting
11 was held on February 29th, 2012 to discuss the
12 Department of Education's proposed options.
13 During the meeting, PSMS123's SLT shared
14 previous and current concerns regarding building
15 space and its impact upon student achievement,
16 services, and resources. Ms. " - - " that HSA
17 Five would not be reassigned to another building
18 in order to maintain consistency with the " - -
19 " three. Since Ms. Rose stated that it wasn't
20 an option for HSA Five to move its third grade
21 to another school site, the SLT presented a
22 different option to prevent to the decrease of
23 PSMS123's student enrollment. PSMS123's SLT
24 proposed that two special education classes
25 would be combined to create two classrooms in

1 HSA Five. This proposal was accepted by the
2 Department of Education and placed in the
3 Department of Education's Educational Impact " -
4 - " released on March 5th, 2012. We are
5 concerned that with the release of three
6 classrooms to HSA Five, the decision will
7 further impact the school's ability to
8 effectively educate all students. Particularly
9 middle school students have expressed that they
10 feel squeezed and restricted in their small
11 space. Currently, there are approximately 200
12 students housed in a small space on the third
13 floor. Approximately 344 students applied for
14 admission to PSMS123 for September 2012.
15 Unfortunately, due to a lack of building space,
16 only 21 students were accepted to the middle
17 school. PSMS123's building space was
18 reallocated for the past four years. Most
19 teachers have moved entire classrooms four
20 consecutive years. This constant moving is
21 disruptive to their instructional process,
22 impacts student achievement and moral. Research
23 also states that a stable environment in which
24 teaching and learning occurs, impacts student
25 achievement and behavior. Students learn best

1 when " - - " achievement is stable,
2 comfortable, and conducive to learning. " - - "
3 instruction and the learning " - - " linked to
4 lower drug use, better school attendance, lower
5 drop-out rates, and a decrease in disciplinary
6 referrals. The continuous dismantling of
7 PSMS123 is not the answer. We need, we need to
8 recover some four years of constant upheaval to
9 maintain a stable learning environment.
10 Therefore, our school community respectfully
11 requests the opportunity and deserves the right
12 to maintain all current assigned building space
13 in PSMS123. All children should have the right
14 to appropriate building space to receive a
15 quality education. Educating students with
16 dignity requires effective and fair decision-
17 making and communication with all stakeholders.
18 Before a final decision is made regarding the
19 removal of the three classrooms requested HSA
20 Five, it is crucial my concerns are thoroughly
21 understood and that the final decision is not a
22 rubber stamp at the p.p. And also to all the
23 parents that are out there, all of you want the
24 best for your children. So taking something
25 from another child to give to yours is not

1 equality. And you all need to understand that.

2 [Applause]

3 DR. THOMPSON: Thank you.

4 MS. REECES: Thank you, Ms. Thompson. We've
5 now concluded the formal presentations. I " - -
6 " advise that if additional CEC or SLT members
7 should join us, they will be given the
8 opportunity to make a presentation. We will now
9 open the floor for public comments. Speakers
10 will be given the floor in the order that they
11 signed up. All comments are limited to two
12 minutes. Our first speaker is Sophia Raheem
13 [phonetic], who is representing Councilmember
14 Inez Dickens' [phonetic] office.

15 [Applause]

16 MS. RAHEEM: Hello, everyone. I'm Sophia
17 Raheem, Community Liaison to Councilmember Inez
18 Dickens. I am going to read a statement on her
19 behalf. Good evening. The proposed grade
20 expansion of Harlem Success Academy Five in
21 building M123 is not a mere grade expansion.
22 This proposal is in fact a grade truncation for
23 PS123. The title of the Educational Impact
24 Statement is only partially accurate. The
25 infrastructure of the M123 building is currently

1 at capacity, and Harlem Success Academy Five
2 cannot expand in the M123 building without
3 truncating some portion of the existing
4 programming of PS123. According to the EIS, and
5 I quote, the building has sufficient space to
6 provide both schools with at least their
7 baseline room allocations despite the projected
8 utilization of over 100%, end quote. In my
9 seven years in the New York City Council, I have
10 never known Harlem Success Academy to accept a
11 baseline of anything. History has shown that
12 the HSA policy has always been to start at co-
13 location, then move to grade truncation, with
14 their ultimate goal being school closure so they
15 can take the entire building. If we don't stop
16 this proposal now, we are sealing the tomb on
17 our district's school, PS123, the school that
18 serves students of all abilities without
19 discrimination. As I have stated several times
20 before, I am not against charter schools. My
21 issue is with the gross overcrowding and blatant
22 inequality caused by certain co-locations,
23 specifically the Success Academies. During my
24 time in the City Council, I've seen traditional
25 public schools stripped of their resources and

1 students forced into staircases to receive
2 basic educational services. In the case of
3 PS123, emails were sent asking the school to
4 eliminate their pre-kindergarten or shut down
5 sections of its fourth and fifth grades. My
6 office has received calls that Harlem Success
7 Academy is asking for the de-zoning of PS123's
8 100 children living in shelters so that Harlem
9 Success can have more classroom space. If this
10 in fact true, I find this morally reprehensible.

11 [Applause]

12 MS. RAHEEM: Harlem, the time to wake up to
13 this injustice is now. The Success Academy
14 network has shown that they are able to
15 successfully educate some children. Those
16 students who don't find success with its methods
17 are asked not to come back. The only
18 institutions that leave their doors open wide to
19 students with learning disabilities, mental
20 illness, and those who speak English as a second
21 language are our traditional public schools. It
22 appears that preference has been given the
23 Success Academies while our traditional public
24 schools are having the life strangled from them.
25 And our traditional public school children are

1 being forced into smaller tighter corners.

2 This approach to school reform must end now.

3 [Applause]

4 MS. RAHEEM: Success Academy network, the
5 time to get your own private building is now.

6 [Applause]

7 MS. RAHEEM: Buy a building or pay rent for
8 a building.

9 [Applause]

10 MS. RAHEEM: I close tonight with my
11 constant cue and cry. I believe in our public
12 school system. I feel that we can fix and
13 rebuild the basic infrastructure of our public
14 schools without subjecting our children to
15 separate and unequal learning environments.

16 [Applause]

17 MS. RAHEEM: Above all, I believe in and
18 will continue to fight for quality, free, public
19 school education for each and every child.

20 Thank you.

21 [Applause]

22 MS. REECES: Thank you, Ms. Raheen. I'm now
23 going to call the first seven speakers, Ms.
24 Denise Orden. Our District Family Advocate is
25 supporting this. I ask that you give her your

1 total respect and also accommodate any
2 information that may be shared. As was
3 indicated earlier, we're also going to ask that
4 everyone please be respectful of each speaker.
5 Whether or not you may or may not agree with
6 their point of view, we do ask that you
7 respectfully listen. We have been joined this
8 evening by our student representative on the
9 Community Educational Council, and I'm going to
10 allow him to introduce himself to you.

11 MR. HORN: Good afternoon, all. My name is
12 Maurice Horn. I am the student member, council
13 member of the Community Educational Council for
14 District Five.

15 [Applause]

16 MS. REECES: The first seven speakers:
17 Danielle Fellon [phonetic], Deanna Bowman
18 [phonetic], Felicia Sloan [phonetic], Odalis
19 Herrera [phonetic], Margarita Jordan [phonetic],
20 Sterling Homan [phonetic], Quama [phonetic]—I'm
21 sorry, I'm going to spell your last name—M-A-I-
22 M-O-U-N-A. If you can please come forward, the
23 first seven speakers. Thank you. Please be
24 reminded that each speaker has two minutes.
25 Someone who is seated, Mr. Ron Nova [phonetic],

1 who is seated right at the front of the
2 auditorium, will indicate when your 30 seconds
3 up at the conclusion of your two-minute
4 timeframe. Thank you.

5 MR. MUNDON: Good evening. My name is
6 Spencer Mundon. I'm a second grade teacher here
7 at Harlem Success Academy Five.

8 [Applause]

9 MR. SPENCER MUNDON: So when I decided to
10 become an educator, I primarily did it to close
11 the achievement gap which is most apparent in
12 neighborhoods like this. Okay? And an
13 educational institution that is doing that is
14 Harlem Success Academy. Okay? And they're
15 doing that at such a rate that it's
16 unbelievable. We are outperforming the public
17 schools--

18 [Applause]

19 MR. MUNDON: --in every state test that
20 there is. So having a grade here the next year
21 has to happen because this school produces
22 results. We have a parent base that will do
23 anything that we ask them to which produces
24 results. We have a staff that will do anything
25 for children because they believe that education

1 is the power of the future. And we are
2 producing results because we care about our
3 children. Okay? I want to say thank you to all
4 of our parents who are here to support us,
5 because without you, we couldn't do anything.
6 And we'd like to say thank you on behalf of the
7 whole Success Academy. Thank you.

8 [Applause]

9 MS. BOWMAN: Hi. My name is Deanna Bowman.
10 I am a parent of a HSA Five student.

11 [Applause]

12 MS. BOWMAN: I am also a resident of Harlem,
13 living three blocks from here. And I'm an
14 educator myself, teaching students five thru
15 ninth grade, fifth grade thru ninth grade. I am
16 here today because I feel like there are a lot
17 of lies being said about Harlem Success Five.

18 [Applause]

19 MS. BOWMAN: We spent about half an hour
20 hearing everything that they had to say that
21 wasn't true. So let's list them fast. HSA Five
22 does serve ELL students, ESL students, IEP
23 students.

24 [Applause]

25 MS. BOWMAN: Just like those students, I was

1 born and raised in New York, and my mother had
2 choices when it came down to what school she
3 wanted time to go to. I chose to send my
4 daughter to HSA Five. She was in a regular
5 public school. She could not read. She could
6 barely write. I sent to Harlem Success Five.
7 She went up thirteen reading levels in one
8 academic school year.

9 [Applause]

10 MS. BOWMAN: The last thing I want to do is
11 have Harlem Success Five close down. And I am
12 forced to send her to a zoned school that is not
13 performing up to the standards that I expect of
14 my child.

15 [Applause]

16 MS. BOWMAN: Now we talk about small and
17 cramped spaces, I went to many public schools
18 that we had 30 kids in a classroom. And guess
19 what? I learned how to read, write, do
20 arithmetic, go to school every day. I now have
21 a master's degree, and I'm teaching my daughter
22 that she can get anything that she works hard
23 enough for. HSA Five does not kick out students
24 who don't do well. They just make sure that the
25 parents are held accountable for the success of

1 their children. So I am not trying to
2 badmouth the public school that we are co-
3 located with. I am just saying the Harlem
4 Success is successful. And that is why it is in
5 their name. Thank you for hearing me. Have a
6 good night.

7 [Applause]

8 MS. FELICIA SLOAN: My name is Felicia. I
9 am a parent of a HSA Five student as well. And
10 I chose to send my daughter to this school
11 because of the reputation of their academics
12 that they offer here. But also, being here has
13 made such a difference in my household as a
14 parent. It makes me so accountable for
15 everything when it comes to my daughter. And I
16 can honestly say that if I wasn't given a
17 monthly reading log, I can't say that I would
18 come home every single night and do the things
19 that I need to do.

20 [Applause]

21 MS. SLOAN: I can't say that if I wasn't
22 penalized for not getting my daughter to school
23 on time that I would have just said that, well,
24 today we just didn't make it. They make sure
25 that you are held accountable for what you offer

1 at home with your child just as much as what
2 they are offering them in class. And I think
3 that's the most important part, period, when it
4 comes to your child. Because it starts at home,
5 and they make sure that you're involved. And
6 they let you know that from the beginning. And
7 I feel like I'm, I'm not doubting any public
8 school, but this works for us.

9 [Applause]

10 MS. ODALIS HERRERA: Hello. My name is
11 Odalis Herrera. I am a parent of a HSA Five
12 student. My daughter was in public school, and
13 like the other parents, I'm not doubting any
14 other school. I just know that the teachers—
15 it's not a matter of space. It's about the
16 teacher working hard. And a HSA Five teacher
17 works extremely hard. And like she said, with
18 the reading logs and everything, I'm held
19 accountable for everything my daughter does,
20 from the uniform, from homework, and everything.
21 And HSA Five space, we need it. We need to
22 continue growing. And all the schools should be
23 as successful as HSA Five.

24 [Applause]

25 MS. REECES: Okay, the Superintendent

1 mentioned earlier that there was a sign-up
2 time. And I'm hearing so much conversation and
3 I was assuming it was translation. But then I
4 gave a second hearing, then I realized it wasn't
5 conversation. Ladies and gentlemen, we can
6 agree to disagree. These are about our
7 children. And so I need to let you know,
8 according to my rules, since I've got the
9 microphone, if you are disrupting someone while
10 they're speaking, I'm just going to give them
11 additional time. Please listen to each other,
12 and just hear what they have to say. And ladies
13 in the front, I'm very sorry. Please stop
14 talking louder than the person with the
15 microphone. It's unfair, and it's
16 disrespectful. And it speaks volumes. Please
17 come on.

18 MS. MARGARITA JORDAN: Hello. Ladies and
19 gentlemen, my name is Margarita Jordan, the
20 mother of one of the students at Harlem Success
21 Five. I'm here just to say thank you to the
22 teachers, to the Harlem Success Five, and
23 everybody on the team because they helped my
24 children a lot to succeed more every day. And
25 they work hard. I've just come to say thank

1 you. And I feel proud my little boy is in
2 this school. Thank you very much.

3 [Applause]

4 MR. STERLING HOMAN: How you doing? My name
5 is Sterling Homan. My son is a HSA Five
6 student. I want to thank all the teachers from
7 HSA for the hard work and the effort they put
8 with my son. I also used to go to 123 as a kid
9 myself, but the work that I see HSA doing is a
10 lot more than what public schools used to do
11 when I was coming up. I just want to thank you
12 all. Thank you.

13 [Applause]

14 MS. REECES: The next speaker is Timothy
15 Webb [phonetic]. I am going to pronounce this
16 incorrectly, Yaphilis [phonetic] F-I-R-P-I, my
17 apologies. Osmane Bali [phonetic], Elise
18 Ramirez [phonetic], Karen Hane [phonetic], Bill
19 Harbrays [phonetic].

20 MR. TIMOTHY WEBB: My name is Timothy Webb,
21 and my son attends HSA Five. And all I got to
22 say is public school, this is a public school of
23 course, but my son wasn't reading on the level
24 that he was supposed to. And it's like the
25 teachers really checked us and checked us to do

1 hard work. And now I can honestly say that
2 he's flying. He's going to graduate with flying
3 colors for sure.

4 [Applause]

5 MR. WEBB: If he was in a regular school, I
6 wouldn't have to rush in the morning to get up,
7 make sure I get him after school. He just works
8 so hard, and I know hard work, it definitely
9 beats talent any day.

10 [Applause]

11 MR. WEBB: And I want to thank all the
12 teachers for anything you all do for my son.
13 And we're going to graduate.

14 [Applause]

15 MS. YAPHILIS FIRPI: My name is Yaphilis
16 Firpi, and I am a parent to two kids from Harlem
17 Success Academy. I'm very proud, like every
18 parent here, because this is not a school. This
19 is a family. We be here like a family. You can
20 see the teachers in Harlem Success Academy " - -
21 " school. They give you laughs, they " - - " to
22 our kids. We're involved in this, the parents,
23 like a student because we are a Spanish people.
24 And my two girls, they help their daddy to speak
25 English. And I be very proud of them. Even the

1 little one, she teaches her daddy to say, when
2 he says some bad word, she corrects her daddy.
3 And we work as a family because this is not a
4 school. This is a very, very great school,
5 greatest school in the world where I can see in
6 the United States. And my older one, she went
7 to the private school when she was in
8 kindergarten. And I've been more and more happy
9 right now, when she be in this school than when
10 she went to some school where I have to pay my
11 money. She learned more. She got very, very
12 interested. And I know in the future, 2026 and
13 2028, I'm going to have two people, a
14 contribution, for she be a good girls for this
15 country.

16 [Applause]

17 MS. OSMANE BALI: Good afternoon, everybody.
18 I speak Spanish. I have children in school
19 Harlem Success Number Five. Schools like these
20 are needed because they make a difference in our
21 children's lives. I am a mother of two
22 generations, and the generation that belongs to
23 this charter school shows the professionalism of
24 the teachers as well as the devotion and the
25 love of ourselves and the entire staff. This

1 school " - - " daily in our children's life,
2 the good academic development and the enthusiasm
3 of our children. The pattern of discipline of
4 this school is unbelievable. And it's very
5 effective, and it shows in our children's lives
6 even when they are in or out of the school room.
7 We need this space so our school can grow and
8 our children can have a bright future. Please
9 give our children and our society, as said, to
10 have a better future. Thank you.

11 [Applause]

12 CANDIA: Hello. My name is Candia
13 [phonetic]. I was a student at MPSMS123. I
14 have been at this school since kindergarten.
15 This school has been a home to me and many of
16 the other students. It shows the students
17 potential and offers opportunities. All of us
18 are here because we won't go down without a
19 fight. It isn't right to take away classrooms
20 from a school that isn't failing, and most
21 importantly, helps the students academically,
22 emotionally, and in many other ways. But I have
23 heard charter schools call themselves public
24 charter schools. The only thing public is the
25 money. With the money that they have, they

1 should be able to build their own school and
2 stop invading our people's homes.

3 [Applause]

4 CANDIA: Because of you guys coming to this
5 school, this school has lost a lot of things
6 such as middle school classrooms, science labs,
7 library, and many more. PS123 is pressured
8 because where will the students go if more
9 classrooms are taken? I ask you to listen to
10 these negative effects that you have put on us
11 and take them into consideration. And to the
12 miss that said you all have ESL and, like, what
13 did she say? ESL and students, like, can you
14 list a number? 'Cause we have facts. So, I
15 don't know where she's at.

16 [Applause]

17 CANDIA: Alright, thank you. Oh, to one of
18 the ladies that said that our schools, she said
19 that our schools are not doing as well. And
20 they give their students time. We're doing as
21 much—I graduated from this school. And one of
22 the girls that's standing over there, she
23 graduated from this school. She's an A-student.
24 We all try. It's not about who's better. It's
25 about the time that you put into it. The

1 teachers love us. They put, well, thank you.

2 [Applause]

3 MS. KAREN HANE: Hello, everyone. Hello,
4 everyone. My name is Karen Hane, and my son
5 goes here. He's in third grade. Now, we're not
6 here to fight those that are teaching the
7 children. All these children belong to all of
8 us, no matter what is won. The issue is here,
9 is spaces. Now, it's not fair. It's like if
10 you move from one apartment with two bedrooms
11 and you go into a one-bedroom with four or five
12 children. That's what we're talking about.

13 [Applause]

14 MS. HANE: The teacher that spoke for the
15 M123 Charter School, we're not talking about how
16 you teach. We're not talking about our
17 children, how they're learning. That is not
18 what we're talking about. That's beautiful.
19 Every children belongs to each and every one of
20 us. And we want them to learn. That's the
21 purpose. We don't want no one not to learn.
22 But the fact still remains, we need for those to
23 have enough room to learn. And that's what
24 we're upsetting about. And that's what's going
25 on. My child has been here from kindergarten,

1 now third grade. He said he has not seen the
2 library room, like he's supposed to, in all this
3 timeframe. He may see it for a little while.
4 But from the time in kindergarten when he was
5 five years old, that's the first time I saw the
6 library. Now he doesn't even see it because
7 PS123 is not sharing for them to have. I
8 noticed in this proposal about spaces--okay--and
9 the thing is that, why can't you get your own
10 building? That is what we're wondering. We
11 don't want you not to learn. We want you to
12 learn. We are about learning. We're all for
13 that. Thank you.

14 [Applause]

15 MS. REECES: We've been joined by Ms.
16 Ernestine Augustus [phonetic] who is the School
17 Leadership Team member for PS123. Ms. Augustus
18 would like to make a statement.

19 [Applause]

20 MS. ERNESTINE AUGUSTUS: Good night. My
21 name is Ernestine Augustus, and I'm the USD
22 chapter for our School Leadership Team.

23 [Applause]

24 MS. AUGUSTUS: I'm here tonight, not because
25 I want to be. I'm here tonight to state that

1 HSA, I want to thank you. I really want to
2 thank you for training our parents, because
3 public school as the traditional public school,
4 we can't train parents. We cannot make parents
5 help their children to do homework because we
6 cannot call who we need to call to get the kids
7 to do what they need to do. So I am thanking
8 Eva Mascowich [phonetic] for training parents to
9 be who they need to be. Hopefully that your
10 children do succeed. We do know that our
11 children succeed because we, the teachers here
12 at PS123, we try very hard to get our kids to do
13 what one woman can do at HSA. And to Ms. Rose,
14 you came here asking us, or basically lying on
15 December 11th, telling us that you are not going
16 to ask for any more space. You know we don't
17 have any space. We have a middle school who
18 cannot transition because it is so crowded on
19 the third floor. Where are you going to put
20 these kids in September? How are they going to
21 transition to their classes? You're having
22 little kids along with eighth grade students on
23 the third floor who will be using the science
24 lab? HSA parents, I want you to understand, I
25 want every child to be educated. I'm about

1 every child. I have four children of my own
2 who are all educated. When I come here, I come
3 here to do a job. And that is to educate every
4 child that is in my presence. When you stifle
5 kids the way you do, Ms. Rose, and you know that
6 you've done it year after year, we are basically
7 strangling these kids. It's criminal, what you
8 do to the children in Public School 123.

9 [Applause]

10 MS. AUGUSTUS: All we're asking, all we are
11 asking is to have the space to educate the kids
12 the way we need to. You gave us a date for this
13 hearing, April 17th, the first day of the
14 standardized tests, with no consideration that
15 these parents need to be home tonight and have
16 their kids rested. HSA Five don't have any kids
17 that's taking the test. What is this? Is this
18 the newfound slavery? Is it? I'm asking for
19 some answers. You cannot expect for parents to
20 sit out here tonight until 10:00 with your
21 students when they have to be prepared for a
22 test in the morning. We have third grade thru
23 eighth grade taking that test in the morning.
24 And DOE has no consideration in placing this
25 meeting on the first night of the public school—

1 [Applause]

2 MS. AUGUSTUS: --standardized test. Frankly
3 speaking, I would like all of our students who
4 are testing tomorrow, if you're not speaking,
5 you need to get up, leave, and go home with your
6 children at this time. It don't make sense for
7 us to be here, because we know that this meeting
8 is a rubber-stamp meeting and that Eva will get
9 this through. But you know what? I believe
10 that God will provide. And he will do something
11 to her before--

12 [Applause]

13 MS. AUGUSTUS: --happen.

14 MS. REECES: Can we ask once again for quiet
15 in the auditorium? Thank you. Thank you.
16 Students, parents, please? Thank you. Mr.
17 Maurice Horn, who is the Student Representative
18 of the CEC, would also like to make a statement.

19 MR. HORN: Good afternoon, once again. I'm
20 just going to make some clarifying statements.
21 Basically, to clarify, I just wanted to clarify
22 to all parties here that, as far as the CEC is
23 concerned, there is nothing, we have nothing
24 against Harlem Success Academy. We understand
25 it's a good school or whatever; however, the

1 issue here, as was said before, is spacing,
2 not to point fingers or to try to point blame.
3 But when this school, PS123, grades started to
4 decline, it started declining at the arrival of
5 Harlem Success Academy, the first one that was
6 here. Once again, not pointing fingers at
7 anyone; however, the main issue here is just
8 spacing. It's not about what's better, who's
9 better. In our eyes, at least on this " - - ",
10 we definitely want to see everyone succeed. I'm
11 a student as well, and I'm going to Lincoln
12 University next year. So, definitely, success
13 is definitely not an option. It definitely is
14 what it is. And that's what we expect from
15 everyone. However, spacing is what we're
16 talking about. And by limiting and truncating
17 space, you are possibly giving a better
18 education to someone by stepping on the backs of
19 someone else's education.

20 [Applause]

21 MR. HORN: With that being said, once again,
22 like I said, I have " - - " the Harlem Success
23 Academy. But that's just a point that really
24 needs to be clear. It's not about who performs
25 better or who performs more than anyone else.

1 It's about the space and how space can affect
2 performance. That's all.

3 [Applause]

4 MR. HORN: And I'll call the next speakers.
5 Brianna Palmer [phonetic], Kelly Ortegas
6 [phonetic], Sartur Lamb [phonetic], Kamiah
7 Malcott [phonetic], Michael Ortiz [phonetic],
8 Bodeo Balm [phonetic].

9 MR. BRANDON PALMER: Good evening, everyone.
10 My name is Brandon Plummer [phonetic]. I'm a
11 parent of a HSA Five student. She's in the
12 second grade. And I want to start off by saying
13 that I wish for every child, no matter what
14 school you go to, to get a quality and useful
15 education. Also, I attended public school. And
16 public school failed me. I think Harlem Success
17 is doing a very great job by applying pressure
18 to the parents. The public school that I went
19 to, that my brothers went to, and my sisters
20 went to, my mother didn't receive a call unless
21 we were misbehaving. There wasn't no pressure
22 applied to her unless we were misbehaving. So
23 Harlem Success, again, is a great school. And I
24 wish that they could have third grade, fourth
25 grade, fifth grade, sixth grade. I wish it was

1 a high school. I wish you could go to HSA
2 College, honestly. That's all. Thank you.

3 [Applause]

4 MS. KELLY ORTEGAS: Hi. I'm Kelly Ortegas,
5 and I am a teacher at Success Academy Harlem
6 Five. And, I mean, first off, I just want to
7 say that in regards to being respectful, I feel
8 that it's very disrespectful to say that our
9 parents are trained because our parents aren't
10 trained. Our parents are invested in their
11 child's education and do everything that they
12 can so their child can stay here. So to say
13 that they're trained is very disrespectful. But
14 I agree with you on many other accounts. We
15 serve the same community. Everybody in this
16 room is a part of the school community. So to
17 say that we aren't a part of the community is
18 disrespectful too because we are. So I agree
19 with you. We all serve the same community. I
20 teach in the hallways. You can walk in the
21 hallways at any point and see that there are
22 teachers—

23 MS. REECES: Parents, parents, parents, I'm
24 going to ask her to stop. Okay?

25 MS. REECES: Ron, give her two more minutes,

1 please.

2 MS. REECES: I'm going to ask her to stop.
3 So we're just extending the time.

4 MS. ORTEGAS: I just want to say, also, I
5 understand that space is an issue. I teach
6 several classes in my hallways. And many of the
7 other teachers here do too. If you walk in our
8 hallway, you'll see, at any point in the day,
9 teachers teaching groups of kids. But we all
10 make sacrifices so that we can give each and
11 every child the same opportunity. And we don't
12 complain about it. We just do it.

13 [Applause]

14 MR. USMUND BAR: My name is Usmund Bar
15 [phonetic], and I'm an eighth grade student here
16 at Mahalia Jackson Academy. And I would like to
17 say that they say every student in the United
18 States is supposed to get an equal education.
19 If this is what we call equal education, just
20 because this school is a public school that does
21 not mean public space. They are asking for more
22 space that we do not have. Is that fair for
23 students? And is that fair for the parents who
24 are sending their kids here for an education?
25 It is how we learn, so how do we learn when we

1 have to worry about the lower grade students
2 in HSA on the same floor as us middle school
3 students. Justice is not served. For us
4 students and the people who support PS and
5 MS123, will not quit until justice is served.

6 [Applause]

7 FASWA: Hello. My name is Faswa [phonetic].
8 I'm a current eighth grader at PSMS123. I feel
9 very, very emotional about the charter school
10 taking away our space. I've been here since the
11 second grade. I have siblings in this school.
12 It is very wrong. If you guys would get in our
13 shoes and see how we fell, you guys come into
14 our space and take our—that's not fair at all.
15 We give you an inch, and you take a mile. You
16 ask for two years—

17 [Applause]

18 FASWA: --and that's not fair. The other
19 day, my cousin came to me, and she was like, why
20 is this? And I'm like, what? And she's like,
21 the charter school gets to come on our side, but
22 we're not allowed to go on their side. I didn't
23 know what to say to her. We're on the third
24 floor. It's a middle school. We don't get to
25 have our classes. We don't use our science

1 labs. We don't have computer. We don't have
2 most of the classes that we're supposed to have
3 as eighth graders because we don't have no space
4 because of the charter school. It's not fair at
5 all. Everybody does deserve education.
6 Everybody, equal education, that's the whole
7 point. We're not saying for any of you guys to
8 leave. We're just saying that we were here
9 first. We saw that we need our space back,
10 because we're here to learn too. Our grades
11 dropped once the charter school came into the
12 school. We were an A-school, but once you guys
13 came in, our scores dropped down because the
14 students could not focus with all the people in
15 the school. It's not fair. I'm just saying
16 we're not against you guys. We hope you guys
17 are not against us. But we're just saying we
18 need our space. It's nothing like fighting.
19 There's no war between none of us. It's just we
20 need our space. You asked for two years. We
21 gave you all two years. I think it's about
22 time, time you-

23 [Applause]

24 MR. MICHAEL ORTIZ: I am a second grade-
25 schooler at Harlem Success Academy Five. I am

1 speaking to you because I am concerned we need
2 more good schools. We need more schools because
3 it is our chance to learn and eventually we will
4 go to college and grow up and graduate from high
5 school and college. Thank you. Michael Ortiz.

6 MS. BODEO BALM: Good evening. My name is
7 Bodeo Balm, and I am a third grader at PSMS123.
8 I have been in this school since pre-K, and our
9 teachers at PS123 try their best to get us to
10 learn. But we have one distraction. With the
11 charter school in here, we lose too many
12 programs, and we want those back. Leave our
13 school alone. Get your own building.

14 [Applause]

15 MS. REECES: The next set of speakers are as
16 follows: Lashawn Kempson [phonetic], Maggie
17 Williamson [phonetic], Barbara Munello
18 [phonetic], Hope Scott, Juanita Peterson
19 [phonetic], and Virginia O'Brien [phonetic].

20 MS. CINDY ROSATO: Hello. My name is Cindy
21 Rosato [phonetic]. I have not one, not two, but
22 four students who attended PSMS123 before it
23 even became MS123. I was not a Harlem resident.
24 I was from the Bronx. Due to certain
25 circumstances, I ended up in Harlem. 123 opened

1 its doors. My son is a year away from
2 graduating high school because of the teachers
3 of 123.

4 [Applause]

5 MS. ROSATO: Unfortunately, my daughter
6 could not enjoy what was supposed to be middle
7 school in 123 because Harlem Success Five
8 entered the building. I had to pull her out her
9 second year because she wasn't getting the
10 proper curriculum needed, that she needed to get
11 into high school. Thankfully she adjusted,
12 being in a different school. But that was not
13 fair to her when she wanted to stay here. I now
14 have a fifth grader and a third grader who is
15 testing. They could be doing way better, but
16 there's way too many distractions. It's not a
17 matter of education and who can do better and
18 who can learn faster and who can get ESL and who
19 can get IEP. It's not about that. It's about
20 space. And when a parent has to remove their
21 child from a school that she wanted to attend to
22 accommodate a school that shouldn't be here
23 anymore, get your own building. You all are
24 publicly funded.

25 [Applause]

1 MS. ROSATO: Hold up. You all are
2 publicly funded. Write a letter. Tell
3 Bloomberg to give you some more money and buy
4 you a damn building.

5 [Applause]

6 MS. LASHAWN KEMPSON: Hi. My name is
7 Lashawn Kempson. I can't really top that. But
8 I pretty much grew up in Harlem, and I'm from
9 this area. And I just want to say that even if
10 Leah [phonetic] was not in Harlem Success, she
11 would still be zoned to this school. So I
12 choose Harlem Success because as I was growing
13 up, I grew up in a public school. And my goals
14 in life is just to provide an education and to
15 give my daughter something that, a better
16 education and a better life. So I choose Harlem
17 Success opposed to a regular public school. I
18 was looking into many different schools with
19 her. But I just chose this school because it
20 was near my home. Of course, her reading level
21 was awesome. And I just want everyone to look
22 at this as being open-minded. I feel that a lot
23 of people are just a little bit closed-minded to
24 what the project is with the charter school and
25 everything like that. And I understand that

1 there's space taken up, but in a lot of
2 different cultures everyone is always used to
3 making room if there is, you know, if you have a
4 family member that needs the space, everyone can
5 make adjustments. And I feel that everyone
6 should be open-minded to do so.

7 [Applause]

8 MS. MAGGIE WILLIAMSON: Hi. My name is
9 Maggie Williamson. I'm a kindergarten teacher
10 here at Success Charter Academy Five. I'm a
11 little nervous, kids. But I just wanted to say
12 that, as it's been said before, we are not a
13 private school. We are also a public school.
14 And we are here to serve the children in this
15 public community. We're not here to push
16 anybody out. We're not here to take anybody's
17 programs away. We're not here to make any
18 children fail. We're here just to have all
19 children succeed and would like the opportunity
20 to have all of our children succeed in the same
21 community. Thank you.

22 [Applause]

23 MS. BARBARA Mario: Barbara Mario
24 [phonetic]. I have a daughter going at PS123.
25 Okay. DOE gave HSA an inch, and eventually they

1 took a yard. Who has to suffer? Our
2 children. With oversized classrooms, programs
3 being stripped from them, which is unfair to us
4 because it's affecting our child. The privilege
5 they had before is gone because the room in
6 which they were to grow and develop a better
7 understanding is taken from them. Like a thief
8 in the night, you guys came, and at present, is
9 taking over our school. How do you guys sleep
10 at night knowing you're doing a great injustice
11 to our kids? You guys allocated enough money to
12 build your own school. Stop robbing from the
13 poor. Give our kids their space back. Stop
14 giving injustice to our child. Each of us
15 deserves an equal education.

16 [Applause]

17 MS. REECES: Ms. Hope Scott please? Thank
18 you.

19 MS. HOPE SCOTT: My name is Hope Scott, and
20 I am an active parent of PSMS123. I have two
21 kids that attend PS123. My first child
22 graduated from PS123, and I have no problem with
23 no one telling me how to read to my child, how
24 to sit and do his homework. My child knows how
25 to do it. I have a child, now in the fourth

1 grade. I have no problem sitting with him,
2 doing his homework. He knows how to do it. Ms.
3 Rose, is it fair that you did this to PS123? Is
4 it fair? You know that we don't have all this
5 space. Okay. Superintendent, Ms. Jones, how is
6 it that PSMS123 have to suffer through this one
7 more time? It's not fair. I know it might not
8 be in your hands, but could somebody talk up for
9 PS123? We try. We work. The teachers work.
10 The parents work. We do all that we can to
11 educate our children. It's not fair, I'm not
12 bashing the parents of HSA. But what I'm
13 saying, we need our space. The middle school,
14 these are adolescent children, teenagers. They
15 need to move around. They have other things to
16 do. And these are little babies you are trying
17 to put there with these grown kids. That's not
18 fair for the little babies. That's not fair.
19 Parents, open your eyes and see, these are
20 middle school kids. These are your babies. Do
21 you love your babies? Protect your babies.
22 Nobody going to protect them for you. You send
23 them up there. You don't know what's going on.

24 [Applause]

25 MS. SCOTT: Protect your children. We are

1 not here to see what is happening. So, yeah
2 but our babies are not on the third floor like
3 your babies going to do. We need our own room.
4 Get your own room. Thank you.

5 [Applause]

6 DR. JAUNITA PETERSON: Good evening. I'm
7 Dr. Jaunita Peterson, and I'm a friend of
8 PS123M. I think it's reprehensible that the two
9 schools have been pitted against each other.
10 There is no reason why 123 has to give up space
11 to another school. I think that the powers that
12 be need to rethink what they're doing. The
13 young people need libraries. They need a room
14 for music. They need all of the things that any
15 other school has. And I think that it's wrong
16 for the Board of Education, or the Department of
17 Education, to then allow another school to
18 intrude on the existing school. This school,
19 123, has been in existence for a very long time.
20 I've had a long relationship with them. They
21 have a wonderful choir, and we've used the choir
22 in the community. And besides that, the
23 children of both schools need their own space.
24 So HSA, get your own space. Thank you.

25 [Applause]

1 MS. REECES: Maribel Florence-Herrera
2 [phonetic], Kinesha Langly [phonetic], India
3 Brown [phonetic], Jay Farley [phonetic].

4 MS. KINESHA LANGLY: My name is Kinesha
5 Langly, and I have a kid at HSA. And I am
6 personally an education student. I am about to
7 graduate June 1st with my degree in education.
8 So your issue is not with us. It's with the
9 Board of Ed. Okay? If you all didn't have open
10 space, we would not have been able to come here.
11 Okay? And as far as students, the English
12 language learners, we have a bunch of them. As
13 far as IEPs, my son has IEP, and he goes here.
14 So about 10% of the kids in the school have
15 IEPs. Yes, we do need our own building. But if
16 you all didn't have the space, we would not be
17 here. And all our kids are learning. And your
18 kids can come to school if you all do the same
19 things that public school, we get money and we
20 don't even get the same amount of money as you
21 all do. Okay? We get less money than you all
22 do. You all can fundraise and do everything
23 that we can do. As far as training your
24 parents, we're not trained. We're just doing
25 what we need to do for our children, what

1 everybody needs to do for their kids.

2 [Applause]

3 MS. MARIBEL FLORENCE: Hey, good evening to
4 everybody. I am Maribel Florence. I am a
5 parent. My son goes here in Harlem Success
6 Academy. And by the way, we're not taking your
7 spaces. We just try to find more spaces for our
8 kids. They deserve more spaces. We " - - " the
9 places that some kids " - - " take the
10 opportunity that they have in there. " - - " in
11 class, what do they do? They play. They're
12 joking around. Right? " - - " . Right? What
13 do you guys do? Nothing.

14 [Crosstalk]

15 MS. REECES: Excuse me. Hello, hello,
16 hello? Excuse me. Speaker, please stop.
17 Please. Thank you.

18 MS. FLORENCE: Yes ma'am. And one more
19 thing. Somebody says we are being trained.
20 Right? No. No man, things are not like that.
21 We are not being trained. We are doing what we
22 need to do. We know that our kids need to be
23 read. We know that the kids need to be taught
24 to be reading. Right? So that's what we do.
25 And that's what every parent is supposed to be

1 doing, reading to their kids every night,
2 every day. Nobody tells us to do that. We've
3 been chosen. Right? Because we are parents.
4 That's our job. Like I said, it's everybody's
5 job. So, please, I'm asking to everybody, right
6 there, the camera. Please give us more space.
7 Our kids deserve more space. Please give them
8 the opportunity.

9 [Applause]

10 MS. REECES: Okay, we don't have much more
11 to go, but adults and teenagers, remember we've
12 got so many children, and they're watching what
13 you're saying. They're watching what you're
14 doing. And the fact is, years from now what are
15 they going to remember about what you're
16 teaching? Okay. Okay sweetie, we got your
17 point. Thank you.

18 MS. INDIA BROWN: Hi. My name is India
19 Brown. I am the Parent Council President here
20 at the Five Star.

21 [Applause]

22 MS. INDIA BROWN: I lived in the Harlem
23 community, right down the block from here, and
24 this is my school zone district. I prefer to
25 send my child to Harlem Success because you can

1 see the difference in the numbers that these
2 kids take. I take pride in seeing these bright
3 blue book bags walking up and down. I take
4 pride in seeing these " - - " tee-shirts walking
5 up and down. This school has made such a
6 difference in my life. They have made me a more
7 responsible parent. As another parent stated,
8 my child is reading more. If I have any
9 problems, I call the teacher, and within 24
10 hours there is a response back to me without any
11 problems. Can your school say the same thing?

12 [Crosstalk]

13 MS. BROWN: So, I want to say, I want to
14 say, I am a proud, proud HSA parent. I am tired
15 of the lies. If you want to know something-
16 excuse me. You're not going to disrespect me.
17 You're going to let me-

18 MS. REECES: Young people, young ladies, you
19 ladies, young ladies. You will not do this.
20 Young ladies, excuse me, young ladies. You're
21 not doing this.

22 MS. BROWN: Again, I am zoned for this
23 school. And if I have a choice, and I choose
24 Harlem Success Number Five, a.k.a the Five Star.

25 [Applause]

1 MR. JAY FARLEY: My name is Jay Farley,
2 and I have two children in HSA Five. And first
3 off I want to say that this is a public school.
4 And if we pay taxes, we are entitled to use a
5 public school. And number two, I am a victim of
6 the public school system. Public school failed
7 me. I did not fail public school. I passed
8 with flying colors, but I couldn't do math by
9 the time I hit 12th grade. And they figured it
10 out when I hit 12th grade. I couldn't do a
11 simple two times thirty, three times ten. And
12 that was public school's fault, because my
13 mother fought for me to get special help. And
14 they always said, he's better than the other
15 kids. Because I'm talented. I played football.
16 I played in the band. I played on choir. And
17 they used me for my talent, not for my
18 education. Nobody looked out for my education.
19 But here, they fight for my children's
20 education. My son was in public school, and we
21 came here last year. And they said, well, we
22 have to put him back in first grade. He was
23 supposed to be going into second grade. And
24 because daughter advanced here, I said, not a
25 problem. Put him back, and let him get on the

1 level he belongs on. But half of you people
2 come in here fighting, talking about our
3 children are doing bad because of the lack of
4 space. Our children share classrooms, little
5 classrooms, tiny classrooms. And they go
6 through different subjects in each of these
7 classrooms. But you all have run of the whole
8 building except half of the third floor, and
9 you're failing? So what is the problem? I
10 don't understand. You're losing me.

11 [Applause]

12 MR. FARLEY: I can't comprehend how these
13 little children can do better than the bigger
14 children in all of these classrooms you have.
15 And they have little classrooms and little
16 space. They share two bathrooms, but they do
17 better than the rest of the kids. I am lost.
18 So if Ms. Rose asks me to watch the NAACP, to
19 come down to Brooklyn, to go to Europe, I will
20 be there. And trust me, my child won't be a
21 success story. He is a success, period. And
22 everybody else who thinks that they're doing bad
23 because of this young child, you should
24 understand that the bible says, a child shall
25 lead them. So, like Rosa Parks, somebody's got

1 to sit in that seat first, for everybody else
2 to graduate. So get it right. You got it
3 twisted, baby.

4 [Applause]

5 MS. REECES: Okay, I would like to thank
6 everyone for their cooperation. The speaker
7 list is now exhausted. Again, we welcome
8 comments and feedback you may have at any time
9 before the Panel for Educational Policy votes on
10 this proposal at its April 26th, 2012 meeting.
11 The email address and phone number, again, where
12 comments may be made are
13 do5proposals@schools.nyc.gov and 212-374-3466.
14 Thank you for your participation. The joint
15 public hearing is now closed.

16 [END 290_275]

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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 Maggie S. Quason

Date April 19, 2012_____