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**SUCCESS ACADEMY
CHARTER SCHOOL - HARLEM
3(84M385) TO SERVE
GRADES 5-8 IN BUILDING M101**

Joint Public Hearing

1 MR. GREG BETHEIL: Good evening everyone.
2 This is a joint public hearing of the Department
3 of Education Community Education Counsel for the
4 School Leadership Team for the proposed grade
5 reconfiguration of Success Academy Charter
6 School - Harlem 3 to serve grade 5-8 in building
7 M1010 beginning in the 2013-2014 school year.

8 My name is Greg Betheil. I'm the Executive
9 Director for School Programs and Partnerships at
10 the New York City Department of Education and I
11 will serve as the Chancellor's designee
12 facilitator for this hearing this evening.

13 For those of you need that need Spanish
14 translation, we do have translation services
15 available.

16 [Interpreters announce their services --
17 Spanish]

18 MR. BETHEIL: We ask that District 4
19 Community Education Council and the School
20 Leadership Teams of Mosaic, The Mickey Mantle
21 School, and the Success Academy Charter School -
22 Harlem 3 to participate in this joint public
23 hearing. I am joined tonight by Mr. James
24 Weslet Thomas, who is Community Education
25 Council 4. Thank you for joining us this

1 evening.

2 We're also joined by Lisette Caesar; the
3 Principal of Mosaic Preparatory Academy is in
4 this audience tonight. Thank you for joining
5 us.

6 Vilma Melendez from The Mickey Mantle
7 School, also here and Norma Cooney [phonetic]
8 from the Success Academy Charter of Harlem 3 is
9 here as well.

10 I believe we're also joined by a few of the
11 School Leadership Team representatives from
12 Mosaic, including Elizabeth Gill, [phonetic],
13 Erwin Barnett Garcia, [phonetic], and Darryl
14 Brown, and they'll have an opportunity to speak
15 in just a few minutes should they choose.

16 So that everybody knows, this hearing is
17 being recording. The purpose of the hearing is
18 for you to provide comments about the proposal.
19 Before I describe the proposal, I want to make
20 sure all of you are aware of your opportunity to
21 provide input this evening. All those who wish
22 to speak during the public comment portion
23 should sign up just outside the door on the
24 sheet. The speaker list will close in about 15
25 minutes. Speakers will be given the floor in

1 the order that they signed up. When I last
2 checked there were three or four speakers. All
3 comments are limited to two minutes and
4 timekeeper will let speakers know when you have
5 about 30 seconds remaining and we'll be a little
6 bit flexible with that if we just have a few
7 speakers tonight.

8 There may be elected officials who arrive at
9 different points throughout the evening. If
10 they wish to speak, we will do our best to
11 accommodate them to the first opportune comment.
12 Those who are here t the start of the public
13 comment segment will be asked to speak first.

14 We will not answer questions after each
15 individual speaker during the public comment
16 portion. However, we will hold a Question &
17 Answer session after the public comment session
18 is completed. If you would like us to address
19 the question that you have, please write the
20 question on one of the indexes cards that are
21 provided at the back. You can provide them at
22 the table, and we will organize them for the Q&A
23 period and do our best to answer those questions
24 here this evening.

25 All questions and comments will be addressed

1 in the Analysis of Public Comment to be
2 published and provided to the Panel for
3 Educational Policy the evening before the Panel.
4 That vote is scheduled for Tuesday, June 26,
5 2012 at the Prospect Heights Campus located at
6 883 Classon Avenue in Brooklyn.

7 In addition, we welcome any comments and
8 feedback you may have and any time before the
9 Panel votes on this proposal. The email address
10 and phone number who comments may be made
11 areD04Proposals@school.nyc.gov or by phone (212)
12 374-3466. That's (212) 374-3466, and those
13 numbers are also included on materials that were
14 available out in the hall.

15 With that I'll move to reading of the
16 proposal, after which we'll follow with both the
17 public comment and the Question & Answer.

18 The Department of Education, ("DOE") is
19 proposing to reconfigure Success Academy Charter
20 School - Harlem 3's known as ("HSA 3"),
21 reconfiguring a grade span in building M101 to
22 serve students in fifth through eight grades.
23 HSA 3 is an existing public charter school
24 currently serving students in kindergarten
25 through fourth grades in M101, located at 141

1 East 111th Street in Manhattan's Community
2 School District 4. In a separate Educational
3 Impact Statement, known as an ("ELIS"), the DOE
4 described a proposal to re-site HSA 3's
5 elementary grades from M1010 to M099 located at
6 410 East 100th Street, also in District 4. That
7 proposal was approved by the Panel for
8 Educational Policy on April 26, 2012.

9 If this proposal is approved HSA 3 would
10 serve kindergarten through fourth grade students
11 in M099 and fifth through eight grade student in
12 M101.

13 HSA 3 is co located with two other schools
14 in M1010: Mosaic Preparatory Academy, a zoned
15 elementary school that serves students in
16 kindergarten through fifth grades and offers a
17 pre-kindergarten program; and one site of the
18 Mickey Mantle School, a multi-side District 75
19 School. A "co-location" means that if two or
20 more school organizations are located in the
21 same building and may share common spaces like
22 auditoriums, gymnasiums and cafeterias.

23 Success Academy Charter Schools ("Success
24 Academies") is a charter management organization
25 that operates nine public charter schools in New

1 York City, including HSA 3. The State
2 University of New York, also known as ("SUNY")
3 Charter Schools Institute has authorized HSA 3
4 to serve students in kindergarten through fifth
5 grades. When the charter is up for renewal in
6 2013, HSA 3 intends to apply to expand its grade
7 span to kindergarten through eight grades. If
8 this proposal is approved, HSA 3 at M101 would
9 serve first through sixth grade in the 2013-2014
10 school year. Second through seventh year in the
11 2014-2015 school year. Third through eighth
12 grade in the 2015-2016 school year. Fourth
13 through eighth grade in the 2016-2017 school
14 year and fifth through eighth grade in the 2017-
15 2018 school year all in M101.

16 If this proposal to reconfigure HSA 3's
17 grade span in M101 is approved, in 2013-2014,
18 students enrolled at Success Academy Charter
19 School - Harlem 1, Harlem 2 and Harlem 4 and
20 Harlem 5, would have the opportunity to enroll
21 in HSA 3 at M101 for middle school. Students
22 are admitted to HSA 3's feeder schools via the
23 charter lottery application process with
24 preference given to residents of the district in
25 which the school is located.

1 According to the 2010-2011 Enrollment
2 Capacity Utilization Report, also known as the
3 ("Blue Book"), M1010 has the capacity to serve
4 866 students. Currently the building serves
5 1,001 students, yielding a building utilization
6 rate of 116%. As previously stated, the Panel
7 for Education Policy approved a proposal to re-
8 site the elementary grades of HSA 3 from M101 to
9 M099 beginning the 2013-2014 school year. If
10 this proposal is approved, the building would
11 serve approximately 906-1,032 students and have
12 a utilization rate of between 105% and 119% in
13 the 2017-2018 school year when HSA 3's
14 kindergarten through fourth grades are fully re-
15 sited to M099 and its fifth through eight grades
16 are fully phased in at M101. It is important to
17 note that ongoing and new construction in M1010
18 will generate additional capacity the September
19 of 2012, thereby decreasing the projected
20 utilization rates across the span of this
21 proposal. As discussed in the Educational
22 Impact Statement, which is available outside,
23 for this proposal and in the attached Building
24 Utilization Plan, which is also available
25 outside, the building has sufficient space to

1 provide each school located in M101 with at
2 least its baseline room allocation under the
3 Citywide Instructional Footprint. Therefore,
4 M101 has the capacity to accommodate Mosaic, The
5 Mickey Mantle School, and the middle school
6 grades of HSA 3.

7 The DOE believes that HSA 3's, the Success
8 Academies' records of success support the growth
9 of the school. The DOE believes the HSA 3's
10 record of success supports the growth of this
11 school. This proposal to expand HSA 3 to serve
12 students in fifth through eight grades would
13 increase the number of high-quality middle
14 school set as in District 4 and allow the school
15 to continue to provide high-quality educational
16 opportunities for District 4 students and their
17 families.

18 That concludes the reading of the former
19 proposal. With that we'll turn, if any are
20 interested to presentations by the hearing
21 participants.

22 Let's start, Mr. Thomas, any comments from
23 CEC at this time?

24 MR. JAMES WESLET THOMAS: Hello Family. I
25 want to say thank you to everybody here in

1 District 4 and that they're working with
2 everybody and I'm going to do the best I can do
3 to help you out, and also that I would like to
4 say to the principal and to the assistant
5 principal for allowing me to do the things that
6 needs to be done here in Mosaic. A lot of
7 people here that I work with I really like doing
8 the job that I'm doing and I really love the
9 kids a lot. So let's try to stick together and
10 keep our school up to where it's supposed to be
11 and make it a better school for all our kids.

12 Thank you.

13 [Applause]

14 MR. BETHEIL: And, again, we have
15 representatives here tonight from Mosaic, from
16 The Mickey Mantle School, and from Success
17 Academy - Harlem 3. I believe Mr. Darryl
18 Brown's it the President of Mosaic's Leadership
19 Team and wanted to make a comment.

20 Mr. Brown?

21 MR. DARRYL BROWN: Good Evening.

22 ALL: Good evening.

23 MR. BROWN: First, I don't know if this is
24 disrespect to what's going on here in terms of a
25 public hearing. This is the first public

1 hearing that I've been to where there was such
2 a low turnout. I don't know if this is an
3 indication of what's known to become or becoming
4 here at Mosaic or the M101 building. So I'm a
5 little disheartened by this turnout. That's
6 first and foremost, and it bothers me. It
7 really, really bothers me.

8 Secondly, there is a certain amount of
9 commitment that I have to this building. Having
10 been an employee of this building since 1989,
11 and I've seen the comings, goings, the
12 transformations, the systems implemented,
13 systems thrown out; this one is more tragic to
14 me. Twenty-two years in this one building and I
15 started out as a little boy because I know most
16 of you probably said, 20-years that is a long
17 time. He doesn't even look that old, but on a
18 serious note, after reading the Impact Statement
19 very shoddy reading the Utilization Plan which I
20 had to obtain myself. I thought I was going to
21 get a hand delivered document, but being as it
22 is, I was concerned about the longevity of
23 Mosaic Preparatory Academy. I was concerned
24 about The Mickey Mantle School, only because I
25 learned that that Utilization Plan is an annual

1 plan. It is an annual compilation of numbers
2 and because of that who is to say that other
3 schools in the building would not be affected?
4 That to me raises a red flag. I'm almost saying
5 that with specific cause because if you have
6 numbers growing on one side and numbers staying
7 the same on the other side, I think that there
8 is room for growth on one side more than the
9 side. I don't know, you know, 100% how that is
10 going to play out but I'm almost feeling as if
11 the school, particularly Mosaic Preparatory
12 won't have the chance to grow 100%. If it
13 wanted to grow to may be to 2 to 300 more than
14 what it has now, is that possible? Suppose
15 there's this ideology or this paradigm shift
16 with this and parents call to say, oh you know
17 what, I think what Mosaic has to offer now is
18 quality stuff. Not that its not offering
19 quality stuff now, but maybe it has something
20 that I overlooked two years ago and now I want
21 to join the ranks of Mosaic Preparatory. Do
22 they now have that opportunity?

23 It doesn't seem like it. It's almost as if
24 you're capped at 300, maybe 340. To me, that's
25 not fair. That is not right. So to have growth

1 here and not there that's going to be my major
2 concern.

3 In the Impact Statement I also noted there
4 is this comment about high-quality education
5 that existed in the Success Academies. Not to
6 take anything away from them, I could care less
7 what you propose. You're educating children,
8 we're educating children, that's a beautiful
9 thing, however, to me it seemed as if others are
10 not providing that high-quality education.

11 [Applause]

12 MR. BROWN: May be we do the same. It's a
13 real, real shame and it's like you know if,
14 again, if you were only to spoke with parents
15 and here -- you're putting parents against each
16 other, you're putting students against each
17 other and that's - - what it stands to be. Time
18 and time again there is this, we haven't, you
19 don't have it. We have it you, you don't have
20 it and whatever that is. Whether it resources,
21 whether it be a fault of the education, whether
22 it could be no goods, whether it could be --
23 whatever it is, it's not fair. It is not fair
24 and, again, I'm sadden, I'm disheartened by what
25 I see happening.

1 As a trained social worker back in the day
2 you get to look at systems and you get to look
3 Systems and you get to look at psychologies and
4 communities and you see what's going on and I
5 see what's going on and it's not a good thing.

6 Now, I can talk all night. I'm not going to
7 take up too much time or dilemma on that time
8 but I'm not going to give you a psychology
9 lesson. I'm not going to give you anything of
10 the short.

11 What we see coming as it relates "locations"
12 is and I have to say for lack of a better word,
13 us against them. You have, you don't have, we
14 want whether you want or not, it doesn't matter,
15 and you really, really have to be careful with
16 that stuff. And, again, I do feel that this
17 particular hearing is a disrespect to either
18 this community here or the school community here
19 as Mosaic. I don't know what in the world
20 happened. What happened where there is no a
21 chock full people. An audience full of irate
22 blood, upset parents. It's terrible. It's
23 really, really terrible where people supposedly
24 leading -- you know, could be - - not having an
25 interest in some of this, including myself where

1 other key players in the community that could
2 be a part of this is not a part of this and,
3 again, it's an indication of what's known.
4 What's going on around the city; around the
5 city.

6 I'm going to stop there, but I wish that all
7 of us could take a step back and see what's
8 happening. I don't really see, I don't feel if
9 everybody feels what I feel. I don't feel that
10 everybody is seeing what is like fully honest.
11 There is this undercurrent. There is this beast
12 or this monster that's growing bigger and
13 bigger, and I'm not going to point any fingers
14 because I think we're all adults and we can read
15 between the lines, but I'm willing to keep on
16 doing what I could do under the circumstances
17 and that is educate and educate whether the
18 adults or children. Hopefully, somebody will
19 say something and see something they want and
20 like I tell some of my members, if you feel it,
21 say it. It's like the transit, if you see
22 something, say something. If you feel
23 something, then say something otherwise things
24 are going to continue to happen around you, in
25 you, within you, outside of you, through you and

1 everything else.

2 So, thank you very much and we'll see what
3 happens.

4 [Applause]

5 MR. BETHEIL: Thank you, Mr. Brown.

6 Are there any other members of the SLT's or
7 the Leadership Teams of any other schools that
8 wish to make a comment?

9 MR. SARAH LUCAS: SLT.

10 MR. BETHEIL: You signed up and you're part
11 of the SLT, so come up.

12 MR. BETHEIL: Your name?

13 MS. LUCAS: Sandra.

14 MR. BETHEIL: Sandra?

15 MS. LUCAS: Good evening.

16 ALL: Good evening.

17 MS. LUCAS: I'm a parent of Mosaic. My name
18 is Sarah Lucas. I have PreK Marketing and a
19 First Grader here. My sister -- let me start
20 with this. My mom, whom passed at 58, she went
21 to school here. She lived on 12th Street. She
22 went to school here when it was M101. She went
23 to school here. My cousin went to school about
24 -- well, basically, M101 has been a part of my
25 family educationally for many years and with us

1 sharing the space I have also being that my
2 grandmother lived across the street from M101, I
3 have seen a dramatic change since our - - has
4 came to this building. Things that always
5 needed to be changed when us as a community were
6 speaking out was unheard until it began in which
7 really takes notice to the public eye that
8 something is going on with the system and it's
9 with -- going back to a big issue of sharing
10 space.

11 To come in to an environment and to come
12 with a plan to takeover her rather than have
13 equality amongst the people that you share space
14 with, it's like having a roommate. It's like
15 you share an apartment, you come in and you come
16 in with the same goals and the same - - which is
17 to get the record. Neither or of what that
18 roommates job entitles of or anything, it's the
19 one goal. In 101 the goal that both schools
20 have, especially Mosaic, is education for our
21 children and since that -- since we share space
22 now our children of Mosaic is reaping the lack
23 because the space that is being shared where
24 they have to now cram into a classroom. The
25 teacher have to now have time cut in half which

1 us as parents have to now pickup extra slack
2 of our children being educated because of the
3 shared space.

4 Now, me as a parent, I hear the fact of
5 wanting to switch the current grades that's
6 already sharing the space with us to bring
7 another set of grades to take over the space is
8 abuse because I feel this school has been beat
9 up enough with sharing the space. I feel that
10 if the office space that they do occupy of
11 success would be turned into classrooms, we
12 would not have to switch over because it's not
13 giving us, Mosaic, because we don't have enough
14 space to -- as an SLT member to even discuss
15 turning this school from PreK to Eighth grade
16 which would help our parents and community
17 tremendous because it's a hassle to find junior
18 high school. Where it's less if your children
19 has been here, it becomes a family to your
20 children. It becomes what they know and to
21 snatch that from our children to bring in -- to
22 make and accommodate Success Academies children
23 to keep their curriculum going and to just
24 snatch our kids opportunity to keep the same
25 hominess and warmth that they have been with

1 since PreK, because our children that are
2 graduating have been since PreK to Fifth Grade.
3 So not only the staff their teachers, they
4 become a family and to leave what they know
5 because they're forced out is really a shame.
6 Going back to with what Darryl has mentioned,
7 that it does hurt. Us as a parent it does
8 because I feel the logic of what's going on,
9 it's not being noticed. And if you can't find
10 to take space from another building, why doesn't
11 the proposal put in for the whole entire school
12 to move? Not partial of the school to take,
13 okay, we don't know what this grade here, now
14 we're going to bring in our middle school in and
15 that is taking the -- that's really taking --
16 it's like, let's be honest, it's a lottery
17 wherefore this school is not a lottery.
18 Everyone is local to be a part of this school.
19 There is no lottery. We don't pick. We don't
20 have a machine that shows us that this child is
21 not capable because every child is capable of
22 absorbing, of learning education.

23 There is the high-quality of education,
24 let's be real. We're in New York City, the
25 quality of education is what we make it because

1 you can sugarcoat it to I have the highest --
2 two plus two is four; it has not changed. So
3 whatever high-quality of two plus two is four
4 that Success has come up with that put them - -
5 in a high-quality standard over Mosaic, then
6 you're a genius because education, ABC's have
7 not changed. Mathematics have not changed the
8 way we do it, they way they do. Reading logs,
9 it's made. You can make a reading log. Books
10 are in Barnes and Nobel in the library. So to
11 say there is nothing high-quality or anything
12 that has changed -- basic education is what both
13 schools are offering. So to implicate high is
14 to implicate of what I feel is a better picture
15 then the actual picture. Like the actual
16 picture is from -- I use -- from being that
17 Success is a charter school, I use - - as a
18 great example. That school came in and they
19 came in in their own environment. They came in
20 with their own plan to build a building for
21 their students so that they would not have to.
22 Maybe, they would not have to subject to feeling
23 any kind of way.

24 I've been to Success public hearing, it is
25 horrible. It is ridiculous. It is disgusting

1 as a parent that has children, for children to
2 cry to learn -- to feel that they're dumb. To
3 feel that they are less than they are because
4 they're not accepted is something that we had no
5 knowledge of. All they wanted was an education
6 and to be denied by a number because -- because
7 Mosaic, we don't go by a number. Our children
8 are individuals. They are not numberized to,
9 you are number 1. You are number 2. You are
10 number 3. We do not recognize our children by
11 numbers, but our children characteristic - - or
12 by what they know, or what they've learned by
13 the - - and that they are children at the end of
14 the day and it's more about them than us as
15 staff and parents of Mosaic. That is higher-
16 quality because you cannot find that in
17 everywhere you go. Where it's not about a
18 paycheck. It's not about it's 2:20 and I have
19 to go home, but it's about, this is the children
20 and quite honestly there is a progress - - there
21 are resources that we as a school also have, but
22 we are also not out of those resources because
23 you have the bigger painted picture that makes
24 everything put out there and open of -- what I
25 say to some of the parents, are you amazed by

1 the surroundings of which you see? Because us
2 as people we are more adapted to the glamour, to
3 the upscales, to the who. There go cheese and
4 strawberries. I want my child to go there but
5 you have to think about the educational
6 standards. Are these people qualified? Where
7 is the qualification? As a parent I look for
8 qualification. I look for -- I don't want my
9 child to be taught by someone that is still
10 learning themselves which they have a
11 qualification to teach my child because they're
12 teaching them what they know opposed to the
13 experience of how this works. And that's the
14 difference I see with Mosaic and the Charter
15 School Programs. We have -- I'm 24 years old
16 and I feel that if my child has a teacher that
17 is 24 years old, there is no experience present
18 because how long have you been teaching? A
19 year? Two years? Where is the whole thing of
20 if it worked -- every child is different. Let
21 me get back, every child is different but going
22 back to every child is able to learn and absorb
23 that's what Mosaic does here. We go with
24 characteristics of when we get to know that
25 child, we know it makes it easier to know what

1 that child can absorb, what -- nothing that
2 child needs to be on versus of, you came in the
3 role of the pass, number 1, so you're suppose to
4 know this stuff because you were the first pick.
5 That's not what is being done here and it is a
6 big thing that I really want to -- Ms. Pomacarie
7 [phonetic] is going to Mayor Blumberg with, you
8 didn't pay a dollar to run this city in the
9 amount of money that you have to run a newspaper
10 company. To start a charter school should have
11 came with its own building. To force our
12 children out of a public school setting, because
13 I don't know if people say it, when you're
14 around their environment, things rub off. So
15 how uppity and how superior do you feel that you
16 ought to belittle our education standards, to
17 belittle our children, because that has been
18 done here and I have personally seen it with my
19 own eyes where our children are afraid literally
20 to go on their side, to cross their entrance,
21 their threshold to the point where our children
22 are not able to go on their side, but they can
23 freely run Mosaic.

24 [Applause]

25 MS. LUCAS: My child's classroom had to

1 evacuate because they had a dance floor their
2 classroom. So they had to be forced to go to
3 another room where there was quietness because
4 they could not continue their lesson which was a
5 big issue. I'm a parent mom. I'm a parent and
6 a volunteer here. We don't have a parent room
7 so because the fact that the space that was
8 taken over, knocked our parent room out, because
9 they're sharing space. They have offices but we
10 don't have a parent room. So what happens with
11 the parents that do come and want to volunteer
12 that now wants to share space with our main
13 office which is not fair to our main office
14 because they're here to work. Now that puts us
15 parents in a confidential area, but one notices
16 that we are humble as a school to not riot
17 because it's about the education. What are we
18 teaching our children? But now its time to each
19 our children, if you don't stand for something,
20 we're going to fall for anything and that's how
21 they get us. We fall for anything. We fall for
22 if we don't share space, then we're going to
23 lose our school, but then as we share space,
24 we're still going to lose our school. So it's
25 basically, you're damned if you do, and you're

1 damned if you don't. And I feel like to take
2 a school which is on, let me see, 99th Street
3 that school is huge. I don't know if anyone has
4 seen it. It's huge. It's a campus. Why not
5 take the whole entire Success and put it there
6 as a campus. If your parents want to come and
7 you're school if giving high-quality, then
8 they'll - -

9 [Applause]

10 MS. LUCAS: If your school is giving the
11 best education and the best environment, if you
12 move to the other side of the planet, the
13 quality is going to show it and that's where
14 they're going to go.

15 So to basically X-out and compare in
16 contrast, because that's what we're doing, we're
17 comparing a contrasting which we do everyday.
18 Clothing, this clothing is better than that
19 clothing, but when you wash it they both shrink.
20 So where is the quality in -- where's the
21 quality in it? So at the end of the day there
22 is no quality. The quality is an education that
23 our children will come before this building and
24 to share space with people that are not -- with
25 a group setting that is not appreciative of the

1 space, that has a plan to come in sneakily and
2 attack, it's not fair because we were not --
3 believe it or not, we were not pigheaded, we
4 were not ignorant to the fact of them coming in
5 here. We welcomed them with open arms to come
6 here because it was - - we felt that as them
7 coming here it would be an understanding. There
8 would be a thing of, hey, this is how, you know,
9 we're on this side, you're on that side. We on
10 totally different sides. So we felt there was
11 no lingeringly -- there was nothing; I'm sorry.
12 There was no crossing is what we tried to avoid
13 as a school. We didn't want them to feel
14 uncomfortable but yet we wound up being
15 uncomfortable. We wound up being pushed into
16 space. We wound up being very displeased and our
17 parents became displeased by us not having
18 enough space. So we lost a lot of parent
19 support because of the squeeze, because of the
20 compactness that I felt that they should have
21 been experienced to the compactness. To the
22 uncomfortableness that they would feel to get
23 their own space and these schools that they are
24 incorporating and coming into, they're allowing
25 them to just set it and its not motivating them

1 to say -- it's nothing with the start -- a
2 start is good for anyone that says I just want
3 to come in, startup, until we get our roads
4 fixed but they're not doing that. They want to
5 just exile the public school, period. No
6 problem with doing that but lets all come
7 together as one school if you would like to do
8 so.

9 They need to X-out the lottery. The lottery
10 is ridiculous. It's absurd, it's not necessary
11 for it because if we were a public charter
12 school this - - for a lottery. Private schools,
13 you pay for what you want. So they have the
14 right to say, I want to accept or I do not
15 accept because you pay for it. It's public, so
16 it shouldn't open to the public. Us, as a
17 school, should be able to say, bring your
18 curriculum over. Let's put it together and it
19 works for all our children, not just a group
20 segment of our children, all of our children
21 because they're our children. They all strive
22 for education the same exact way and they should
23 be entitled to it.

24 And with the cafeteria, the cafeteria space,
25 my child eats breakfast for lunch. And meaning

1 breakfast for lunch because I don't want you
2 to feel that Mosaic is giving my child breakfast
3 in the place of lunch. My child eats lunch at
4 10:00 in the morning which means that by 2:20 I
5 have my child screaming, kicking, and hollering,
6 I'm hungry, I'm hungry and for awhile I
7 wondered, why are you hungry? I said, you're
8 not eating lunch? Your school is not feeding
9 you? Yes, but we eat at 10:00 in the morning.
10 10:00 in the morning? I said, - - did you
11 Oatmeal and did you get pancakes? What did you
12 get? Did you get something hot? I got a bowl
13 of bowl -- a pack of cereal, milk, a cheese
14 stick and some cookies. Well, where's your hot
15 lunch?

16 I went into the cafeteria and they told me
17 that I couldn't get hot lunch. Well, that's
18 what I signed the form for. Why can't you get
19 hot lunch? Hot breakfast? Because we have to
20 share space.

21 How do the children know that we share
22 space? And this is the point where they're
23 frustrated, they're upset, they don't want to
24 come to school because they notice the
25 difference. They feel the difference. They

1 feel the change.

2 We have bathrooms on the first floor.

3 Success is welcomed to our bathrooms. We don't
4 run off the premises. We don't say, hey, you
5 can't go here. Go back to your side. But when
6 our children would like to use their bathroom,
7 they cannot. They're not able to. They get in
8 trouble. We have bathrooms on the third floor.
9 Our kids have to go five flights up and they
10 cannot use the bathroom. They have to go all
11 the way down to the second floor just to use the
12 bathroom and we have bathrooms a floor under but
13 they can't use that bathroom. But if they're
14 children are on the line and they have to use
15 the bathroom, they can gladly go on the second
16 floor and use our bathroom and run back to their
17 line, and I feel that these are children. - -
18 their policy is disgusting because they're
19 children. They don't know what's going on.
20 They don't know your plan. They don't know
21 nothing. All they know is I'm in a school
22 building and - -

23 So to be limited to a school is -- it's not
24 about us, it's not about us, it's about these
25 children and eventually it becomes about us.

1 Children don't support their own plan. There
2 is no diversion. They are children. No age, no
3 nothing - - and we are suppose to learn from our
4 children to get along. We teach our children at
5 Mosaic to get along with everyone in their
6 environment, in their community, at home, not
7 just in school but everywhere. But when we --
8 as us as staff and parents are telling us
9 children that and for some -- that are not used
10 to rejection that doesn't know what that is,
11 it's very trauma to them to say, hey, this kid
12 says I'm dumb because I don't have the same
13 color uniform he has on. What does he mean by
14 that? Oh, my school is better than your school.
15 Where do they get that from?

16 Food is being thrown across the cafeteria
17 because they thought they're getting better food
18 then they are. So they're noticing the
19 division. They're noticing what is going on and
20 this is a big issue with our children are
21 noticing and they're coming home to us, as
22 parents. I'm sitting there like, what the heck
23 is going on? Because their education is being
24 affected. Because they're sitting -- they're
25 like, what happened to the school? We have kids

1 that has been here since PreK that have
2 noticed like I was able to go here, there,
3 there, there, and now I can't even move or go
4 anywhere because the school came in. Why? What
5 happened?

6 I wish some of our children were here to
7 actually say at this hearing how they feel
8 because me, as a parent, I don't get an
9 education here. So all I know -- I'm speaking
10 on behalf of how my children feel. How my
11 nephew feels who is in second grade. Who has
12 been here since PreK, since Kindergarten, since
13 First grade. I have my nephew who is 17 years
14 old that's been here since PreK, since First
15 grade, Second grade, all the way to Fifth grade.
16 I have three nieces and nephews. I have two
17 nephews and one niece that graduated from this
18 school and they are even upset and amazed at,
19 wow, look what they did to our school. Why did
20 they do? After awhile, we're not going to have
21 our school. And to come in and to recruit and
22 say to our school, oh, you don't want to go
23 there and then you if you get a child that you
24 feel that is not on Success level, you want to
25 throw him to us. We're not a garbage can. But

1 you'd be mad if we take your trash and make it
2 into something better than what you thought it
3 was. Maybe we should do that as a school. Give
4 us all your kids that are not capable to learn
5 and let me show you what we can do with them.
6 How about let's take that challenge?

7 [Applause]

8 MS. LUCAS: Since your education, and your
9 way of teaching is high-quality than ours than
10 maybe you should throw into us and let us
11 nurture them and let us trade, let us teach them
12 and let you see what they can become when
13 they're in Fifth grade or we expand to Eighth
14 grade - - because to take -- and I don't
15 understand why the proposal wasn't done that
16 way. It should have been thrown then because
17 that doesn't make any sense to take one school
18 as you currently have to now send 1,2,3,4, all
19 of your schools to this one school for junior
20 high school. It's really saying, we're taking
21 the whole school because we don't even have
22 space for the grades that you have here. So
23 they want to expand to more space means that you
24 have to take over our space because that's the
25 only space that's left is our space. So if we

1 don't reach the numbers that it takes to
2 actually keep us in our space, eventually that's
3 your plan to have our space, but it's just so
4 easy just to come in colloborately. There is no
5 failure in collaboration. There's only success
6 if you have the same goal and the same aim which
7 is education.

8 I just want to make another point on what is
9 being affected by our school. Our auditorium,
10 my Kindergarten had -- it was basically -- this
11 is what we learned throughout the school year
12 from September to December is what we learned
13 and I was affected by the space that was being
14 shared because we had -- we were scheduled for
15 the auditorium that day and because the
16 auditorium was taken over by Success Academy
17 without our communication, without any, hey, do
18 you have anything to do on this day with our
19 principal? They just moved in. Didn't asked,
20 didn't care what we had to do that day, what was
21 going on, what program we had; nothing.

22 Our parents came in the auditorium, their
23 parents was here. They said go home. We had to
24 now try to figure out where we're going to do
25 this at now because I'm like -- a whole building

1 full of parents that wants to see their
2 children before, where we're going? Our parents
3 had to hike it to the fifth floor gym because
4 their children were in the fourth floor gym. So
5 we had to hike it to the fifth floor gym. My
6 sister was pregnant. My daughter cried because
7 she wanted her to be here. Five flights at
8 seven months pregnant wasn't making it. I was
9 affected by that. My father had to tape her
10 performance because I couldn't make it up there.
11 So that not only affected my child, and other
12 people's children, it affected the parents.
13 People that wanted to be involved. The people
14 that wanted to be there.

15 Yard space, the yard space is affected. Our
16 kids time in school is affected. They're
17 supposed to have a full fledged educational day.
18 Because we have to share space we have to chop -
19 - they were not offered or even considerate to
20 say, hey, don't change your schedule, we'll cut
21 our day a little bit. We'll try to pick days.
22 You'll have longer this day and this day you'll
23 have a shorter day. It was just -- this is our
24 plan. This is our school day, take it or leave
25 it. If you don't like it, go away. - - so that

1 became our job as parents and volunteers and
2 staff to work -- to basically change our
3 schedule and grade how we do things at Mosaic to
4 accommodate Success Academy which I feel as a
5 parent they should be accommodating us because
6 when the - - it comes to 101. With things have
7 to be done, 101 is where they come to. When
8 they need access to 101, they come to 101 staff
9 and they ask us.

10 So being that much said, this is our school.
11 These are our kids and we are being affected
12 dramatically by it and I feel as a parent the
13 proposal should be revised to say -- to have K -
14 - Eighth grade go to 99th Street as whole. Do
15 not take your school in pieces or parts. Take
16 it as a whole only because it presented better
17 to say -- also convenience -- it is very
18 convenience to your parents to have the child
19 that might be in K -- Fourth grade then has to
20 move -- have to take their kids to separate
21 locations versus one location.

22 Think about it. It's more logical. It
23 makes more sense to say, hey, we're bringing K -
24 - Nine to one location so now we can just --
25 whatever we want to do, we don't have to ask

1 anyone. We don't have to share space. We
2 don't have to worry about anybody else's time.
3 We now have our own space to do what we want to.
4 The same way Mosaic the right to do and would
5 like to take stand - - the way we would like to
6 take our children.

7 And I just hope that what I'm saying today
8 is not in vein and is taken into consideration
9 that the proposal should be revised. That K-8
10 goes to one location so that Mosaic can expand
11 the way it has because if hasn't -- if it --
12 because if Mosaic did not expand, was not doing
13 well, we would have been gone a long time ago.
14 Way before Success came about, this school would
15 have been faded out, but that says something
16 that we have no faded out but we will refuse and
17 we will not be moved out or forced out by
18 anyone.

19 Have a good evening.

20 [Applause]

21 MR. BETHEIL: Thank you, Ms. Lucas.

22 MS. LUCAS: You're welcome.

23 MR. BETHEIL: If there is anybody who had a
24 question on one of the index cards, if you could
25 please make sure that you turn them in at the

1 back and that way we can begin to organize
2 responses to them as we're being the public
3 comment.

4 We currently have four people in addition to
5 Ms. Lucas who have signed up for their public
6 comment. So now that we're concluded with
7 formal presentations, is there anybody else from
8 SLT before I move on?

9 [No verbal response]

10 MS. BETHEIL: Just checking. Okay. Now,
11 that we have concluded the formal presentation,
12 we'll open the floor to the public comment. The
13 speaker will be given the floor in the order
14 that they signed up and all comments during
15 public comment period are limited to two
16 minutes. You'll be signaled when there is about
17 30 seconds left by the timekeeper and we will
18 allow you to finish your thought when we have
19 four speakers but we'll ask folks to try to be
20 respectful of the time.

21 And so with that our first speaker, sorry
22 I'm having trouble with the handwriting. It
23 looks like Norma Corbata [phonetic].

24 [Applause]

25 MS. CORBATA: Hello. I'm a New York City

1 Public School Principal and I share space with
2 the charter school and I just want to say that
3 I'm sitting here and I am taking in a lot of
4 what has been said. One of the things I'm
5 hearing, equality versus equity and they're not
6 the same. Equity is having just what you need
7 to make a school run effectively and equality is
8 dividing space into two, and sometimes the
9 division of space into what you feel to be equal
10 space is not equitable to one or the other
11 school. So I think that that's one of the
12 things I'm hearing, equality versus equity.

13 I'm also hearing that there is some dismay
14 about the turnout today and I'm - - of a feeling
15 that the poor turnout could possibly be an
16 indication that the parents at Mosaic
17 Preparatory Academy are left with a feeling that
18 their voices are heard but it doesn't lead to a
19 positive impact on their behalf.

20 I'm hearing the word forced out. Well,
21 that's the general feeling that I feel when I
22 need to give up space; a feeling of being forced
23 out.

24 Quality of educators, well, you certainly
25 wouldn't for brain surgery to someone who was

1 just learning; right? You'd definitely go to
2 the expert and that's what New York City Public
3 School teachers are. They must be experts in
4 order to be hired and that's something that is
5 not necessary under charter school.

6 So thank you.

7 MR. BETHEIL: Next is Mohamed - - Speaker
8 Number 2.

9 FEMALE VOICE: He left. His children got a
10 little restless.

11 MR. BETHEIL: Thank you. If he comes back,
12 we'll let him speak.

13 Speaker Number 3, was crossed out and that
14 was Anna Carrere [phonetic]. She does not want
15 to speak?

16 [No verbal response]

17 MR. BETHEIL: That leaves us with Speaker
18 Number 4, was Ms. Lucas who already spoke.

19 We have one more speaker was Marilyn - -

20 MS. JUDITH FIELD: Good evening. My name is
21 Judith Field [phonetic]. We share with space
22 the charter school in our location as well.

23 We have three points that we would like to
24 share with you guys. We share space and our
25 kids for breakfast and lunch; right? Our kids

1 are having to eat more faster and quickly
2 because they have to hurry up and leave the
3 cafeteria so that the Dream Charter can come in
4 to eat. So our time has been cut short.

5 Our kids had an accident. One of them
6 choked because they're being told, okay, quickly
7 guys, no talking and eat quickly so we can let
8 the other students come to eat because our space
9 is small so they can't accommodate both schools
10 at the same time for breakfast and lunch, so we
11 have to be divided.

12 So by doing that you're -- the safely for
13 our kids having to eat and choke is not --
14 you're overlooking that by squeezing these kids,
15 the school altogether because now it's less time
16 that they have to eat. Some are slow eaters,
17 some are fast eaters but still you're giving our
18 kids risks in that way.

19 The safety issue, entrance and exits. We
20 have two different entrances and exits that need
21 to be looked over constantly and sometimes we
22 had events that on occasion that people have
23 come in, and not from our side, it's from the
24 charter school from lack of supervision in the
25 entrances. So our stuff is being stolen. Our

1 classes are being run over with all these
2 people coming in and out and who is responsible
3 for those people? Our kids are being -- are
4 suffering because of these things because now
5 they don't feel comfortable in their school with
6 all these things that are going on.

7 My daughter is here is and she tells me,
8 mom, I have to eat fast every single day. I
9 can't even enjoy my lunch because they have to
10 quickly always be - -

11 I think we should take into consideration
12 all these points that are being focused because
13 our kids are being affected, not the charter
14 schools.

15 Thank you.

16 [Applause]

17 MR. BETHEIL: Thank you, Ms. Field.

18 That's everybody that I have on the speaker
19 list.

20 Is there anybody else that signed up to
21 speak?

22 [No verbal response]

23 MR. BETHEIL: Okay. We'll now move to the
24 Question & Answer part of the agenda. As I said
25 earlier, if you'd like to submit a question,

1 please write it down on one of the index cards
2 and hand it to somebody in the signup area. We
3 collected the cards. I currently have three is
4 what we received. And then let me say this,
5 we'll go through these three questions. I'll
6 read them out so that everybody knows what we're
7 responding to. We have some staff from the
8 Office of Portfolio Planning that will respond
9 to them.

10 There were a couple points that were made
11 earlier that I just wanted to clarify before
12 we're finished tonight, including some that Mr.
13 Brown made earlier in terms of turnout and other
14 opportunities to add to this.

15 So the first question we have is:

16 How does the Department of Education plan to
17 address safety issues in the building
18 particularly around bullying?

19 MR. DREW PATTERSON: Hi everyone. My name
20 is Drew Patterson and I am the Director of
21 Planning for South Manhattan.

22 So first off, in response to this question,
23 I want to be really clear that safety is our
24 number one concern. We know that if students
25 don't feel safe then its no environment in which

1 to learn. So safety is of primary importance
2 and bullying, of course, intolerable. So there
3 are a couple of ways in which school, especially
4 co-located buildings where we have multi, two or
5 more organizations in the building like we do
6 here in Building 101 where we have Mosaic, we
7 have HSA 3 and then we also have a District 75
8 Program P to 11M [phonetic]. So we have multi
9 organizations in this building and at any time
10 that you have shared space there are business
11 challenges and we want to, with safety in
12 particular, we want -- we work through Building
13 Councils to make sure that safety issues are
14 communicated across schools and where we have an
15 office as well and the DOE that supports
16 Building Councils when issue continue to linger
17 and if they aren't resolved among the Building
18 Council, initially we have support staff we
19 bring in to help resolve those issues and
20 particularly those issues of safety which are,
21 of course, again of primary importance. So
22 that's basically how we look at safety in the
23 building and want to make sure to continue to
24 work with the principals in the building to make
25 sure that any safety issues are, in fact,

1 addressed promptly.

2 MR. BETHEIL: The second question is about
3 Building Utilization. The question is:

4 How is Building Utilization calculated if
5 the school has many offices being used versus
6 classrooms or service provider's space. Is this
7 counted the same way as space actually being
8 used directly to educate and serve the children?

9 MR. PATTERSON: So Building Utilization is
10 calculating based on two figures. One is: The
11 capacity of the building and the other is the
12 number of student enrolled in the building. And
13 so, when we look at those two numbers together
14 it gives us a percentage of the building that is
15 utilized and utilization is calculated based on
16 the usage of a room.

17 And so, there is a section in the
18 Educational Impact Statement that talks about
19 this and it kind of goes through in more
20 specifics, but basically, rooms they're changed
21 from year-to-year based on how they're being
22 used. That can change the capacity of the
23 building. For instance, if a room goes from
24 being used for a Kindergarten students one year
25 to being used for a Fifth Grade students in the

1 following year that changes the capacity of
2 the building and increases the capacity of the
3 building because we expect that there will be
4 more students in a Fifth Grade classroom than in
5 a Kindergarten classroom. Likewise if a room
6 goes from being in an instructional room to an
7 administrative room that doesn't actually serve
8 students that changes the capacity of the
9 building.

10 So, that to say, utilization is determined
11 by the capacity of the building which is in turn
12 determined by how those rooms in the building
13 are being used.

14 MR. BETHEIL: And the third question was:
15 Will Mosaic lose space as result of this
16 proposal?

17 MR. PATTERSON: So we're looking -- first
18 off, just to be really clear, the space in the
19 building is, as a result of this proposal, is
20 described in detail in the Building Utilization
21 Plan which is available online and we also have
22 copies of it back in the front. So the Building
23 Utilization Plan clearly spells out kind of
24 year-after-year what the space looks like in the
25 building.

1 And so, Mosaic in 2013-2014, which is the
2 first year of the proposed implantation for this
3 proposal, Mosaic would lose two equal sized
4 rooms. Mosaic would still maintain in excess of
5 one full sized room, one half sized room, and
6 two quarter size rooms. So the way this works
7 is that we look at space for the schools based
8 on the citywide instructional footprint which is
9 also a publically available document that anyone
10 can look at online and that determines the
11 number of rooms any school gets based on the
12 enrollment and the number of classes that school
13 serves.

14 And so, when we're looking at enrollment and
15 the number of sections in a situation where you
16 have co-located schools, we look at making sure
17 each school has their, basically their baseline
18 number of rooms they meet, and then any excess
19 rooms. So rooms above the minimum for all of
20 the schools in the building are allocated to
21 those schools based on -- you know,
22 proportionally based on those schools
23 enrollment.

24 So that's how we get an excess or additional
25 rooms of one whole size, one half size and two

1 quarter sized rooms for Mosaic.

2 FEMALE SPEAKER: I have a question - -

3 MR. PATTERSON: Any questions that are not
4 answered now will be included in the Analysis of
5 Public Comment which will be available on our
6 website. The exact address is on the parent
7 letter that went out but we'll also make sure
8 that it's available here in the office.

9 MR. BETHEIL: How many other questions were
10 there?

11 MR. PATTERSON: There was just one.

12 I think the question was around a statistic
13 that I don't currently have.

14 MR. BETHEIL: Do you have a question?

15 FEMALE SPEAKER2: Basically my question - -
16 issue within the Building Council that hasn't
17 been addressed. So I don't think that's-

18 MR. BETHEIL: So I just want to make sure
19 this is your question:

20 What percentage of HSA 3 students have come
21 from District 4 over the years?

22 FEMALE SPEAKER2: No.

23 MR. BETHEIL: That's why I'm asking.

24 FEMALE SPEAKER2: No, no, I'm not just
25 asking it.

1 MR. BETHEIL: Some - - this questions?

2 FEMALE SPEAKER2: Yes.

3 MR. BETHEIL: This is the one that we didn't
4 have a statistical for?

5 FEMALE SPEAKER2: Yes.

6 MR. PATTERSON: So I just want to do two
7 things: We have no more speakers, we have no
8 more questions. I want to sort out, make sure
9 that we did the best we can to answer your
10 questions here tonight. If there are any
11 questions we don't have the answer to here, we
12 are obligated to make sure answers are provided.
13 I want everybody here to know what those
14 questions are and where they'll be able to find
15 answers and when and if it appears if we've
16 misplaced a question, I want to make sure you
17 have an opportunity to ask it and that we've got
18 an opportunity to try to address it.

19 Sound good?

20 MR. BROWN: Yeah, we heard that.

21 MR. BETHEIL: So the question that -- I'm
22 trying, Mr. Brown [phonetic], and we talked
23 about this before; right?

24 MR. BROWN: Real time.

25 MR. BETHEIL: The question is:

1 What percentage of HSA 3 students have
2 come from District 4 over the years? It seems
3 I've been in the community -- it seems that I
4 have -- I'm sorry, it looks like big community
5 more and more with HSA 3 students on the lower
6 eastside over the last couple of years and
7 others that I know live outside the District
8 have noticed this as well or on their own - -

9 So it's not a statistic that we have the
10 answer to right now but we will get information
11 about the number of HSA students that come
12 outside of District 4. It's a number that
13 should be readily available to us back in the
14 office and we'll make sure we'll get a response
15 to that posting.

16 Ma'am, what was your question, if you
17 recall?

18 FEMALE SPEAKER3: I mentioned my question
19 based on what Ms. Lucas talked about that is the
20 question why does it seem as if - - location - -
21 Success tends to result in evacuation of space
22 that it shared in the schools and also - -

23 MR. PATTERSON: So let's see, again, I would
24 say that when -- again, it really - - to the
25 previous question around of how we look at space

1 or -- well, not capacity so much as how we
2 look at space for schools across the city,
3 whether it's a District school or a charter
4 school in applying the footprint to those
5 schools to see what the allocation of space
6 should be and then when we have left over space
7 and we have that space giving out that space in
8 a way that makes sense proportionally based on
9 the schools enrollment.

10 MR. BETHEIL: Ms. Lucas?

11 MS. LUCAS: I have a question. You keep
12 saying about the space that they analyze how
13 much space is being used. With the proposal
14 that's been in place with the 5-8 moving in,
15 they already have classrooms on their side
16 currently. Why aren't those classrooms that are
17 already being utilized made big so that they
18 would not have to take over any more classrooms
19 or even take any more space from Mosaic if those
20 classes are more expanded? Because you have
21 Kindergarten and you--

22 MR. BETHEIL: It's a fair a question.

23 MS. LUCAS: - - those classes should be made
24 bigger. Bust up a wall.

25 MR. BETHEIL: Ms. Lucas, I really do wish

1 anything we did all around all of this was
2 simple. It would make all of our lives easier.

3 MS. LUCAS: True.

4 MR. BETHEIL: There are couple of things,
5 let me try and address this.

6 First of all, Mr. Brown you raised earlier
7 your concern about the turnout this evening. I
8 am not part of the Office of Portfolio Planning
9 - - Department of Education. I've been a
10 teacher, I've an assistant principal and I
11 currently work on our Academics Team at the
12 Department of Education and responsible for
13 aspects of curriculum and instruction. And I
14 will say, more than anything else, I volunteer
15 to do these hearings. I do it because I think
16 it's important for people to have exactly the
17 voice that Mr. Brown and others have been
18 calling for. There was a time when we did do
19 not public hearings in a matter like this and
20 there was a time when we did not effectively run
21 these hearings in ways to allow people to have
22 that voice. It's still a growth process for us
23 and we're trying to get better at it as we go
24 forward because that is what is important. And
25 I know that too often I've done some very

1 difficult hearings with hundreds and, in some
2 cases, thousands of people in the room. I've
3 done other hearings where there is just a
4 handful of folks and I know the bottom line is,
5 and, I think this was addressed before by a
6 principal who spoke that if folks come out to
7 these hearings and don't feel that their voices
8 are heard, it's frustrating and that is
9 certainly understandable. My obligation
10 tonight, as both the facilitator and acting as
11 the Chancellor's designee is to make sure that
12 the comments that were made both by the various
13 SLT members, representatives from CEC and the
14 parents and other professionals that spoke this
15 evening, is to take that feedback back to the
16 Chancellor of the Leadership Team and share with
17 him the concerns that were raised here this
18 evening. I do not want to pretend that that
19 always leads to the department simply turning
20 around and abandoning the plans that it's at,
21 but I will tell you sincerely, it happens. It's
22 happened in a number of hearings that I've
23 facilitated. At a number of hearings where
24 there has been critical concern raised by the
25 community and other options presented.

1 One of the things I will say about
2 tonight's hearing and I don't want it to go lost
3 on anybody, this is not a proposal to affect the
4 scheduling and citing of schools in this
5 building in the upcoming school year. This is a
6 proposal for the 2013-2014 school year; just a
7 year from this September. And if I've heard
8 anything from Mr. Brown's comments and I would
9 say that there is self-discipline and control in
10 his comments. I think the reading between the
11 lines was taken very well. Thank you.

12 That in too many of these areas it becomes
13 finger pointing between this school versus that
14 school. At the end of the day I know from the
15 work that I do on the instructional side of the
16 agenda, that frankly, we all have work to do. I
17 spend most of time looking at not only
18 graduation rates, but college readiness rates.
19 I spend my time working with the Leadership of
20 the City University of New York understanding
21 how have the vast majority of our students who
22 graduated that move on to senior colleges and
23 the community colleges at the City University of
24 New York, how well they are prepared for the
25 post-secondary education to - - and it is a

1 public fact that we have made great progress
2 over the last two years and at the same time we
3 still have a long way to go. Currently right
4 now, two-thirds of the students that start with
5 us at high school are graduating in four years,
6 only one in four of the students that started
7 with us high school are graduating four years
8 later, ready to begin college without the need
9 for remediation. And that number was even worse
10 just a few years ago. Now it stands at 25%. A
11 few years ago that number was just 16%.

12 And just a few years ago the graduation rate
13 across the city, the four year graduation rate
14 was 50%. And that meant one out of every two
15 students that started high school did not
16 graduate the four years and now that number
17 stands two out of every three students that
18 started high school have graduated four years
19 later.

20 Now all the teachers and all the parents and
21 all the students and all the principals and
22 everybody that contributed to the increase in
23 those statistics should feel proud about the
24 progress we've made as a city.

25 Given the concerns that were raised by Ms.

1 Lucas, given the concerns that were raised by
2 Mr. Brown, Mr. Thomas raised, if I were a parent
3 of one of the three students that are still not
4 graduating in four years or I am a parent, and I
5 am parent -- if I were a parent out of the three
6 out of four students that are still not
7 graduating ready to enter college doing college
8 level course work, I would be at every one of
9 these hearings, in everyone of these audiences
10 telling the Department of Education and all who
11 work there, to the Chancellor, to our Teachers,
12 to our Superintendents, to our Principals that
13 we all need to do a better job on behalf of your
14 kids.

15 What troubles me about these hearings is
16 that the seven issues that folks raised tonight
17 are the things we can collectively do something
18 about. There is fully a year and three months
19 before the grade reallocation that was discussed
20 tonight would be put into effect if it is
21 approved by the Panel of Educational Policy. It
22 is a full year for the adults in the building
23 and the parents that hold us accountable to
24 figure out how we can all make sure that the set
25 of issues from the auditorium, to the bathrooms,

1 to the doors, that we find a way to make sure
2 that the questions of both equality and equity
3 that were raised by our Principal are addressed.

4 What is not talked about at these hearings
5 when it is a charter school and a district
6 school, both of which are public schools, is
7 that we have hundreds of co-locations that
8 happen throughout the city that are district
9 schools co-located with other district schools
10 and I will tell you that they have the same
11 challenges of trying to figure out how to
12 allocation the scarce resource - - it is not
13 easy. We do each other no favors at all when we
14 complicate what is already a difficult task.
15 Finger pointing that folks have more than
16 restraint tonight in not engaging in. Thank
17 you. We've done some other hearings together
18 and it was the opposite of that on a variety of
19 levels and I know parents and their kids have
20 had to sit through that.

21 Mr. Brown, to your point, this is not a
22 decision we are making this evening. At this
23 stage it is still a proposal. Everybody still
24 has the opportunity for anybody that was not
25 here tonight to encourage them to submit

1 questions and their comments to the department
2 either through email, and I'll read the email
3 again in a second, or by calling us on the
4 phone. We know that not everybody has access to
5 a computer.

6 It is also going to have to be discussed in
7 public again at the Panel Educational Policy
8 Meeting and I will go through that information
9 one more time before we adjourn where there is
10 another opportunity for both comment and the
11 opportunity have voices heard.

12 It is understand that people might feel
13 frustrated. I could also imagine it's finally a
14 nice day out, it's June, it's the end of the
15 year and people have their plans. So I don't
16 want to put too much on to the low turnout
17 tonight but that doesn't mean the concerns that
18 were raised here this evening weren't heard and
19 that they're not going to be taken back to the
20 Chancellor and the Academy and the Team of the
21 Department.

22 There were a couple of questions that were
23 not able to answer this evening. It is our
24 obligation to make sure that they are answered
25 and those answers provided publically. Mr.

1 Brown and I had a brief conversation. If
2 anybody is concerned about not being able to get
3 online to get those answers, please let your SLT
4 members know and they can be in touch with us at
5 the department to let make sure those answers
6 get back to you individually.

7 MR. BETHEIL: Yes, ma'am?

8 FEMALE SPEAKER3: I notice that the Building
9 Utilization Plan is available Spanish and that
10 the EIS is available Spanish. Will the
11 responses to comments and questions also be
12 available in Spanish online? Will the posting
13 of responding to questions and comments, is that
14 also going to be available in Spanish?

15 MR. BETHEIL: I don't know whether or not
16 that's available in Spanish or not.

17 It's generally not immediately available.
18 The way that the questions and the comments that
19 are responded, it's part of putting the public
20 record together for the purposes of informing
21 the panel on education policy and given the
22 typed timeline in terms of the requirements of
23 the law and the regulation. The first priority
24 is to make sure that all information that was
25 gathered by phone, by email, and that the

1 hearing is organized in a way that it can
2 inform the panel on educational policy's
3 decision.

4 If there is anybody that you think you know
5 is having a difficult time with the answers, I'm
6 sure that they can make accommodation. I can't
7 promise that that would happened prior to the
8 public hearing but they should know that
9 anything that they've raised does find it way to
10 the panel on education policy to form its
11 decision.

12 And in case, I'm not sure this is what
13 you're asking, if the questions are taken in
14 Spanish, so if there is anybody that does have
15 access to a translator --

16 FEMALE SPEAKER3: It's more about the
17 posting-

18 MR. BETHEIL: Yes. But if anybody has any
19 questions or any comments they want to make,
20 they should feel quite confident that they can
21 get them in and that everything in its entirety,
22 including the record of this meeting is
23 communicated to the panel educational policy
24 before their vote.

25 Anytime you hear a baby crying that tells me

1 we're getting to the end of the meeting and
2 someone who has a bedtime. I'll take that as my
3 queue; although that was kind of cute. That
4 wasn't really bad crying in a sense though.

5 With that, again, we do welcome any
6 comments, questions, and feedback you may have
7 any time before the panel of educational policy
8 votes on this proposal at its June 26th meeting.
9 And, again, that's June 26th at 6:00 at Prospect
10 Heights High School at the campus which is at
11 883 Classon Avenue in Brooklyn. You may submit
12 comment to me at email at
13 D04proposals@schools.nyc.gov and at the phone
14 number (212) 374-3466. If anybody is not sure
15 after that hearing if they got that right, we'll
16 hang around for a minute to make sure that you
17 have it. With that I do thank you for your
18 participation this evening. This joint public
19 hearing is now closed.

20 [END RECORDING]

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C E R T I F I C A T E

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

Signature 

Date June 21, 2012