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**NEW YORK CITY DEPARTMENT OF  
EDUCATION – DIVISION OF  
PORTFOLIO PLANNING  
Brooklyn Success #3 @K293 –  
11/29/11**

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[START RECORDING]

MR. MARK STERNBERG: Good evening, ladies and gentlemen. Good evening, ladies, Mark Sternberg. I am the Deputy Chancellor of the New York City Department of Education, the Division of Portfolio Planning. I am pleased to call this - - meeting to order. This is a joint public hearing in the Department of Education, Community Education Council 15 [phonetic] - - and the school leadership teams for the - - of the Brooklyn Success Academy charter school 84KTDE [phonetic], otherwise known as Success Academy - - .

With the existing schools, Brooklyn School of - - Studies, that's 15K429. - - K497; and T360AK at H429K; - - for the 2012/2013 school year. Again, my name is Mark Sternberg, Deputy Chancellor of the Division of Portfolio Planning.

We have asked the district team and the education council and the school leadership teams to fund the school's - - and natural studies - - and key 368K to participate in this public hearing. And I'm joined tonight by

1 various members of each constituency. Let me  
2 take a moment to introduce - - on the dais.  
3 Starting to my right is Tom Franta. Tom is,  
4 works for the SUNY Charter School Institute and  
5 is here representing the SUNY, the authorizer of  
6 the, the, the proposed charter school. Uh,  
7 sitting uh behind me here is - - , who works in  
8 the Office of Portfolio Management in the  
9 Division of Portfolio Planning.

10 Uh, starting out to my left is uh Amy  
11 Horowitz [phonetic], who is the Brooklyn High  
12 School Superintendent, thank you for being here;  
13 Ellen McHugh, ah, who uh is with us from the  
14 Citywide Council on Special Education. We have  
15 Mark Kolman, uh from - - ; Janet Williams, who  
16 is uh the Chair of the CEC 15 and also a team  
17 member at, uh the, uh at, at Global Studies.

18 We also have just been joined by Louise  
19 [phonetic] Booth [phonetic], uh also known at  
20 CCSE - - here from CCSE 15; Edward Rodriguez,  
21 also from CCSE 15 is here; - - CCSE 15; Dr.  
22 Claire Daily, an SOT rep from Global Studies, uh  
23 - - . Jeff Trip is here, uh an SLT member from  
24 the School for International Studies. And  
25 Colleen Ningo [phonetic], who is a member of the

1 uh SLT After School - - .

2 I've got everybody, if not let me know - - .

3 So uh a few other procedural notes, and then

4 we'll um, we'll, we'll jump to the substance.

5 Uh, we want to let folks know that uh here in

6 there in - - this evening, also just to let you

7 know that there are, there is translation-

8 translation services are available, uh so if you

9 haven't gotten that, please let us know and

10 we've got - - down there at the bottom and at

11 the back of the auditorium.

12 FEMALE VOICE: - - ?

13 MR. STERNBERG: Yes, why don't we do that?

14 Where is our translator? Can we do that one

15 more time? Come, come. So while the

16 translators make their way up, let me just uh

17 cover a little ground here. The purpose of the

18 hearing this evening is for you to provide

19 comments about the proposal, uh and this is a

20 proposal uh to the - - education policy were uh

21 made in December.

22 Before I describe the proposal, I want to

23 make sure uh everyone is aware uh of the

24 opportunity you all have to provide input. Uh,

25 all those who wish to speak must sign up by 6:30

1 this evening, and uh leave - - uh to see, uh  
2 and, and this other - - is located just outside  
3 of the auditorium, uh so we hope you will sign  
4 up and, and have a - - evening. Uh, again, with  
5 that, the proposal is about six minutes. The  
6 speakers will be given the floor in order, in  
7 the order in which they signed up, and all  
8 comments will be limited to two minutes - - .

9 [Translators Speaking]

10 FEMALE VOICE: Thank you.

11 MR. STERNBERG: Thank you. So, the common  
12 guidelines also apply to the following  
13 officials, and we are joined this evening by uh  
14 several already, and perhaps more to come, but  
15 with the exception of members of Congress and  
16 the City - - officials. If those officials  
17 should show up at different moments throughout  
18 the evening and wish to speak, we'll do our very  
19 best to accommodate them at the first opportune  
20 moment.

21 All comments this evening were submitted in  
22 writing, and those offered at the microphone  
23 will be acknowledged in the analysis of public  
24 comment to be published and provided to the  
25 Panel for Educational Policy the evening before

1 the panel votes. That vote is scheduled for  
2 Wednesday, December 14. Again, Wednesday,  
3 December 14.

4 In addition, we welcome any comments and  
5 feedback you all may have at any time before the  
6 panel votes on this proposal. The email address  
7 is - - that I think I mentioned these earlier  
8 are D15 proposals; sorry, uh,  
9 D15proposals@schools@nyc.gov, and 212-374-0208,  
10 again, D15proposals@schools@nyc.gov and 212-374-  
11 0208.

12 I, I neglected to acknowledge the presence  
13 of - - public service - - so if you want to  
14 acknowledge - - the School for Public Studies.  
15 Fred Walsh is here from International Studies.  
16 And, and - - from - - .

17 Success Academy - - has been approved by its  
18 charter offer by the State University of New  
19 York Charter School Institute, or SUNY, to open  
20 three new public charter schools, including this  
21 one. Although this proposal has not yet been  
22 approved by the Panel for Educational Policy,  
23 SUNY is required to hold facilities hearing to  
24 receive feedback on the proposed - - with  
25 Brooklyn School of Studies, the School of

1 International Studies, and - - .

2 As, uh as such, this joint public hearing  
3 will also serve as the facilities selection, uh  
4 and again, I've introduced uh who is uh the  
5 representative of uh SUNY uh for the event  
6 [phonetic].

7 MR. TOM FRANTA: Uh, uh, uh as Mark  
8 mentioned, I'm Tom Franta. I'm with the City  
9 Charter Schools Institute. Uh, - - Brooklyn  
10 Success Charter School-

11 FEMALE VOICE: We can't hear you. Louder -  
12 - .

13 MR. FRANTA: Uh, Brooklyn. Brooklyn-  
14 Brooklyn Success, Success Academy Charter School  
15 3 is authorized by the City Board of Trustees.  
16 The educational law requires SUNY hold public  
17 hearings to discuss the proposal - - of charter  
18 school when one of its schools it, it authorizes  
19 its proposed moving into an existing public  
20 school building.

21 The purpose of this hearing is - - to  
22 receive how much related to the proposal - - .  
23 SUNY - - as we rely on the data to - - inform  
24 parents and guardians, and to arrange a - -  
25 location. However, SUNY has to make its own

1 determination regarding the school - - separate  
2 part of any decision made by the PE [phonetic].  
3 SUNY will not - - until after the decision of  
4 the PE [phonetic] and only if the PE - - .

5 Brooklyn Success Academy Charter School 3  
6 was approved by the City Trustee on June 15, uh  
7 2011. It's still going to, uh slated to open in  
8 the fall of 2012 with approximately 188 students  
9 in grades - - adding one grade each year until  
10 it reaches full enrollment in the 2016/2017  
11 school year where approximately 689 students in  
12 grade K to five, only grades K through four  
13 which potentially - - .

14 Brooklyn Success Academy Charter School 3  
15 has submitted a request to change its name to  
16 Success Academy Charter School of Cobble Hill.  
17 However, that request was withdrawn and is no  
18 longer pending before the city trustees. The  
19 school is - - change and modify its - - factors,  
20 sometimes referred to as - - at a later date.

21 The charter events [phonetic] are currently  
22 not pending before the trustees. As they are  
23 submitted, the Institute will provide notice of  
24 the DME, and the DME will be required to hold a  
25 separate - - on those initiatives [phonetic].

1           Uh, for the - - school charter agreement  
2 with the city trustees, the city is permitted to  
3 seek - - without first seeking the - - change  
4 the school charter, but SUNY - - approval by the  
5 trustees. I would take notes on all comments  
6 made tonight.

7           In addition, uh if anyone would like to  
8 provide any further comments, please feel free  
9 to do so, or you can submit written comments to  
10 the SUNY Charter Schools Institute, 41 State  
11 Street, Suite 700, Albany, New York, 12207, or  
12 by email or fax. The fax is 518-427-6510 or  
13 email to charters@suny.edu; C-H-A-R-T-E-R-S at  
14 SUNY.edu. And if anybody missed any of that,  
15 our hearing notices from SUNY are posted on the  
16 doors that have that type of information.

17           [Crosstalk]

18           MR. STERNBERG: - - very brief points. One  
19 is my understanding is uh - - the facilities  
20 here - - whether this facility will be suitable  
21 for uh the - - location of charter schools - - .  
22 Is that correct?

23           MR. FRANTA: That's correct.

24           MR. STERNBERG: So my question, uh my  
25 understanding is part of that - - uh in which we

1 should only looked at the common areas, and  
2 not, not go inside any of the classrooms. If in  
3 fact this would determine whether this is a  
4 sufficient facility - - .

5 MALE VOICE: Good question.

6 [Crosstalk]

7 MR. FRANTA: Now the other question I had -  
8 - just made was that um, that the - - will  
9 require a separate hearing?

10 MR. JAMES DEVOR: No.

11 MR. FRANTA: Okay, - - okay, I know you  
12 misunderstood.

13 MR. DEVOR: No, the- do you want me to take  
14 the Mike?

15 MR. FRANTA: I'm sorry.

16 [Crosstalk]

17 MR. FRANTA: Just to clarify that uh, uh  
18 moving about the room appropriately - - is not  
19 considered - - , however, if they were to change  
20 the appropriate name or to um, uh remove or add  
21 anything to their - - design factors, that would  
22 require a formal change and would trigger them -  
23 - .

24 MR. DEVOR: - - here is a change to be made  
25 in the admissions criteria that would change the

1 risk factors that would require a separate - -  
2 .

3 MR. FRANTA: - - is to add a new category or  
4 to remove a category, yes that's true.

5 MR. DEVOR: Thank you.

6 MR. STERNBERG: So I want to, I want to  
7 clarify that, that the school uh which I  
8 referred to otherwise is, is the school name is  
9 Brooklyn Success Academy - - Brooklyn Success  
10 Academy. So I want to quickly summarize the  
11 proposal here.

12 On Oct. 20, 2011, the New York City  
13 Department of Education published a proposal to  
14 site Success Academy- sorry, to cite Brooklyn  
15 Success Academy 3, a new public charter school  
16 that will serve students in kindergarten through  
17 fourth grade in building K293 here at 284 Baltic  
18 Street, Brooklyn, New York, 11201 - - beginning  
19 in the 2012/2013 school year.

20 Brooklyn Success Academy 3 would be - - here  
21 in 293 with - - schools again. The Brooklyn  
22 School of Formal Studies, the School for  
23 International Studies, and the PA368K and 429K  
24 at this - - program serving students who are  
25 autistic, mentally ill, or have multiple - - .

1           A co-location means that two or more  
2 school organizations are located in the same  
3 building and they share a large common space,  
4 like the auditorium, gymnasium, and cafeteria.  
5 Brooklyn Success Academy 3 will be a new public  
6 charter school authorized to serve students in  
7 grades kindergarten through five.

8           Although the school has been approved by its  
9 [phonetic] authorized to serve students in K  
10 through five, the school only serves K through  
11 four here at K293 - - . Brooklyn Success  
12 Academy 3- sorry, the Success charter network,  
13 SDN, the charter organization that operates uh  
14 in the public high schools here in New York City  
15 has a - - with the school.

16           If the public school is approved in  
17 2012/2013, the first year of the proposed  
18 publication [phonetic], Brooklyn Success Academy  
19 3 will serve 80 to 90 students in kindergarten,  
20 and 90 to 116 students in grade one. The school  
21 will then add one grade each year until it  
22 serves grades kindergarten through four in the  
23 2015/16 school year.

24           In 2016/17, enrollment will continue to  
25 increase at the school until the total

1 enrollment of 510 to 640 students. At that  
2 time there would be 1,435 to 1,750 students  
3 served in the - - by the organizations here, all  
4 four of them, uh that is Brooklyn Success  
5 Academy 3, the Brooklyn School for - - Studies,  
6 the School for International Studies, and - - of  
7 up to - - percent. On November 21- [crosstalk].

8 MALE VOICE: This is all on the website; we  
9 don't need to hear it.

10 FEMALE VOICE: You're taking all the time.

11 [Crosstalk]

12 FEMALE VOICE: It's all on the website.

13 MALE VOICE: They always interrupt.

14 [Crosstalk]

15 MR. STERNBERG: - - an opportunity for  
16 uninterrupted question - - .

17 FEMALE VOICE: Who does the questioning?

18 MR. STERNBERG: That I, I would promise- I  
19 would promise you - - those of you who know me,  
20 those of you who - - .

21 MALE VOICE: - - .

22 MR. STERNBERG: Anyway, I ask for your  
23 indulgence, I ask for your patience - - this  
24 will turn out a lot - - . On November 21, 2011,  
25 the department published a revised - - that the

1 school has been approved to serve, and  
2 clarified the status of Success Charter - -  
3 further authorizes - - purposes for the school.

4 So we will now move to uh, to the  
5 presentation by various participants, and - - ,  
6 and the next presenter will be uh - - . The  
7 next presenter will be Ellen McHugh of CCSE.

8 MS. ELLEN MCHUGH: Good evening. It's going  
9 to be a long night - - . Um, I - - this  
10 meeting-

11 FEMALE VOICE: I can't hear you.

12 MS. MCHUGH: - - special education, special  
13 education students - - 17% of the population in  
14 the school building in this district. At this  
15 point in time, some of the questions you've  
16 brought around the appropriate use of room for  
17 OTTP [phonetic] - - . In order for - - Medicaid  
18 and Medicare, depending on how the parents  
19 signed off on this, the appropriate rooms have  
20 to be supplied. That means with the appropriate  
21 materials, equipment's, and uh appropriately  
22 trained - - .

23 About three years ago, the DOE was hit with  
24 a lawsuit, uh because they had not providing - -  
25 services in appropriate rooms. So in this

1 section of where we are as a - - , we have not  
2 yet had the opportunity to walk through the  
3 building and learn - - to walk through the  
4 building - - from other places before.

5 Another part of this in there is a BLA and  
6 math exams results from the New York state last  
7 round in 2009/2010. Given the fact that those  
8 math and reading figures may be - - I'm not sure  
9 about the program or direction in this prints  
10 out in the appropriate - - if you believe. I  
11 have my doubts that that type of figure or  
12 numbers actually go on when we're not sure how  
13 New York City is going to continue.

14 There is in this statement of educational  
15 impact, there is a continued list of building  
16 uses, an educational impact, the impact on the  
17 acquisition of education of the children in the  
18 building.

19 [Applause]

20 That question, there are a number of reading  
21 and math programs that will be implemented that  
22 are not included in here, included such as - -  
23 program, impact - - that is a program, or  
24 programs, and will have an educational impact on  
25 the acquisition of - - for those students with

1 disabilities, including those students who are  
2 currently - - 75 program.

3       The last problem we had with this statement  
4 is that the district 75 would be artificially  
5 truncated at third. Given the - - in diagnosis  
6 of children with autism and the understanding of  
7 the issue of asthma, and especially down here,  
8 uh medical needs as well as the autistic child  
9 may require more room in this building, in  
10 addition to which since the 75 programs are  
11 scattered throughout this system, it may be that  
12 this program would become so stellar that  
13 parents would want to apply here and having that  
14 application process truncated artificially by  
15 numbers such as 30, would limit the options for  
16 those individuals who have children with IEP's  
17 and - - .

18       FEMALE VOICE: I have five minutes - - .

19       MR. DEVOR: Well, Deputy Chancellor  
20 Sternberg, welcome to the - - in the district of  
21 - - . Uh, I'm Jim Devor, I'm President of the -  
22 - Education Council, and a large majority of our  
23 time will be spent in, uh rather than in  
24 testimony or statement, the questions. Uh, my  
25 first uh question is if I understand this

1 correctly, this is not a - - , is that  
2 correct?

3 MR. STERNBERG: This school is contemplated  
4 as a long term - - here, so there is no plan at  
5 this point to uh remove the charter school from  
6 the - - long term.

7 MR. DEVOR: Um, and it's also, as I  
8 understand, directly that even in the newer  
9 guidelines, there is only room for a K through 4  
10 program; a K to 5 that will not fit in this  
11 facility. Is that correct?

12 MR. STERNBERG: This school as - - will be K  
13 through 4.

14 MR. DEVOR: Well, is that because of your  
15 size, or is that because you don't have room for  
16 K through 5?

17 MR. STERNBERG: So as I, as I noted in my  
18 introduction, there are four organizations on  
19 campus. Uh, and as I-

20 [Crosstalk]

21 Correct, so there are three schools, EIS  
22 contemplates the - - . There are three school  
23 organizations here now. Uh, those, the EIS  
24 makes it clear that - - makes it clear that  
25 those schools will not lose - - ; in fact,

1 several schools anticipating to grow.

2 So I, I think I can answer that. Uh, I  
3 think there is room considering the existing and  
4 the future enrollment of the three organizations  
5 again, uh which - - . There is room for the  
6 proposed - - [crosstalk].

7 MR. DEVOR: Okay, now uh originally you  
8 indicated the - - program had been approved by  
9 uh charter school - - . That is false, is that  
10 correct?

11 MR. STERNBERG: Correct.

12 MR. DEVOR: And I'm happy to have Tom  
13 comment on the - - . I don't think there is  
14 anything - - authorize - - . Generally you  
15 don't ask the question before - - . Let's go  
16 back onto the syllabus [phonetic]. At this  
17 point, I - - uh and a K through 5 has been  
18 authorized. So let's assume that we're now four  
19 years down the pike, and now the K through 4  
20 school, next year a K through 5 school, and we  
21 have a fifth grade and no additional grades have  
22 been authorized, which in fact is where we are  
23 now. That fifth grade is what, a lost tribe  
24 that's wandering through - - .

25 [laughter]

1 [Pause]

2 MALE VOICE: - - and so - - what happens to  
3 the fifth grade - - we are not contemplating the  
4 placement of the fifth grade - - more cases at  
5 the school - - a one year school - -

6 [crosstalk]

7 MALE VOICE: What about the, what about the  
8 - -

9 MALE VOICE: I understand your question and  
10 I'm going to give you the answer. You may not  
11 be happy with the answer, but I'll give you the  
12 answer. We understand that from the - - issued  
13 from the - - the charter - - organization of the  
14 city, that the charter - - organization intends  
15 apply for extension of the charter to be - -  
16 that is - -

17 [grumbling]

18 MALE VOICE: That is where we - - I  
19 anticipate a - - and I ask you - - I ask you  
20 this on the record because the record will be  
21 maintained and read, and it is your duty to  
22 assume that the committee - - be authorized five  
23 years from not.

24 FEMALE VOICE: - - assume.

25 [grumbling]

1 MALE VOICE: We do not assume that the  
2 school will be extended. As he - - it is a - -  
3 that has transpired - -

4 [grumbling]

5 MALE VOICE: - - now - - school. - - the  
6 city of New York that is a - - free school. Now  
7 I - - is there any other school in the city of  
8 New York that is a - - free school? Now, uh, I  
9 have a - - a very high authority that - - that  
10 the party that initiated the movement to - -  
11 team was the Department of Education. This - -  
12 representation - - it is not. It is not, so that  
13 if that - - party - - set forth a false - - is  
14 that correct?

15 MALE VOICE: - - . The location of the  
16 charter is a matter between the charter board  
17 and its authorizer.

18 [grumbling]

19 MALE VOICE: So - - do me a favor, I - - I  
20 was also - - in saying - - that the charter  
21 application of District 13 and 14 are - - .

22 MALE VOICE: Right.

23 MALE VOICE: Okay, you agree with that? The  
24 original application - - . Is there another  
25 charter application I'm not aware of?

1 MALE VOICE: What about Munroe [phonetic]?

2 [grumbling]

3 MALE VOICE: So when do we have - -

4 FEMALE VOICE: Speak up.

5 MALE VOICE: - - shall we say, test the  
6 waters - - that has concern.

7 MALE VOICE: The question is when?

8 MALE VOICE: Yes.

9 MALE VOICE: So we are in a constant set of  
10 conversations with new school authors throughout  
11 the course of the year. These conversations are  
12 dynamic. Again, I don't have a specific date  
13 for you. This happens over the course of the  
14 fall - - . So this conversation only started  
15 again this fall?

16 MALE VOICE: That is my understanding; yes.

17 MALE VOICE: Well, - -

18 [clapping and cheering]

19 MALE VOICE: - - have I gotten - - dated  
20 March 17, 2011, a reporter who is now, according  
21 to the New York Times, - - quote, I'm a, I'm an  
22 educational reporter and a parent - - 29, doing  
23 a story - - parents, 29, comma, 58, et cetera.  
24 For the size school we pay - - I wanted to talk  
25 to someone in the CDC. My thoughts on this - -

1 this is good news - - this is really - - and I  
2 - - you - - there are more and more charter  
3 schools targeting middle-class residents, and,  
4 in some cases, parents who already have other  
5 school options. Do members of the CDC have any  
6 thoughts on this? That's dated March 17. Are  
7 you indicating to me that that came out of thin  
8 air as far as - - is concerned?

9 MALE VOICE: So, again, first time I'm  
10 seeing this, it seems to suggest that the  
11 charter management board position was, at the  
12 time, targeting student recruiting for another  
13 charter school..

14 MALE VOICE: You really believe that? You  
15 believe that they were targeting - - parents  
16 through the charter school on that site?

17 [cheering and clapping]

18 FEMALE VOICE: Speech.

19 FEMALE VOICE: Shame on you. Shame on you.

20 MALE VOICE: Busted.

21 FEMALE VOICE: You better feel bad.

22 MALE VOICE: You're also aware, by the way,  
23 that this is not an unusual - - there was a  
24 recommendation made on the charter school by  
25 someone by the name of Henderson [phonetic]

1 Walcott [phonetic]. You're aware of that  
2 aren't you? And, presumably, either you were -  
3 - read the papers. I mean, I'm assuming you  
4 were the person responsible for the liaison of  
5 the CSI; would that be fair to say?

6 MALE VOICE: That would be fair to say.

7 MALE VOICE: Okay, so the school where - -  
8 signed up - - Mr. Walcott [phonetic]; that's  
9 correct? Um, you have that - - to the charter  
10 school; is that correct?

11 MALE VOICE: [unintelligible]

12 MALE VOICE: That could - - indicate - -  
13 and it also indicated that there may be a  
14 possibility that that may increase - - selective  
15 money, i.e. - - 613 and 14 for all three  
16 schools, is that right?

17 MALE VOICE: I don't recall the specific  
18 language, but that's - -

19 MALE VOICE: By the way - - is interesting,  
20 because that is based on the allegation filed  
21 with the charter school institute; is that  
22 correct? I mean, you were aware that charter  
23 school - - on the application, right?

24 MALE VOICE: Yes.

25 MALE VOICE: Okay, so now, that charter

1 school application, for example, said that  
2 there were particular - - particular audiences  
3 and particular targets that the students, that  
4 charter school is supposed to serve; isn't that  
5 right?

6 MALE VOICE: Yes, sir.

7 MALE VOICE: And, basically, those were high  
8 needs students who were consigned to be zoned  
9 for failing schools, schools that were  
10 struggling; isn't that right? You want me to  
11 refer, I mean, I believe actually it's on Page  
12 10 in the..

13 MALE VOICE: [interposing] Yes.

14 MALE VOICE: - - 3D1 - - students - - see  
15 the level of their - - that was - - 4-1.  
16 Community need and impact was at the schools - -  
17 children eligible for free or reduced price  
18 lunch, low income families, and schools that  
19 consistently underperformed compared to other  
20 schools in the city of New York, particularly  
21 their more affluent peers. That is another  
22 criteria that was - - . Another - - 4-2, - -  
23 public education system by educating students at  
24 a very high level high school preparing them to  
25 succeed - - middle school, high school, college,

1 and beyond. Do I need to go on? That news,  
2 the application was specifically targeted to  
3 help children in low performing areas, low  
4 performing schools who are high needs; would  
5 that be fair to say?

6 MALE VOICE: Yes.

7 MALE VOICE: Okay, nonetheless, all of a  
8 sudden, in the New York Times' piece - - a  
9 question of the - - charter's - - overcrowding  
10 in this - - would it be fair to say that the  
11 overall population - - DS 29 are failing?

12 MALE VOICE: Is it not a failing school or  
13 that is it a population that is not high needs  
14 or it's a high needs population because it's  
15 largely a low population, or that these children  
16 are in failing schools. Is that your position  
17 with DS 29?

18 MALE VOICE: It is, but I would like to deal  
19 with the - -

20 FEMALE VOICE: Yes or no? Yes or no?

21 MALE VOICE: - - time that you answer my  
22 question. It's about - - 58 - -

23 MALE VOICE: Is that a school which is - -

24 MALE VOICE: By the way, you're also aware  
25 the kids in DS 29, - - this is only about 10%

1 over the past five years. You know that,  
2 don't you?

3 MALE VOICE: The kindergarten enrollment in  
4 DS 58 has increased almost 50% - -

5 MALE VOICE: 29, 29.

6 MALE VOICE: The overall enrollment at DS 29  
7 has - - ...

8 MALE VOICE: The kindergarten enrollment at  
9 DS 29 has increased 41% since 2006 to 7. The  
10 kindergarten enrollment...

11 MALE VOICE: [interposing] Right.

12 MALE VOICE: ...at DS 58 - - has increased  
13 70 % since - -

14 MALE VOICE: - - time since you were  
15 concerned about using time. So you're all aware  
16 the overall enrollment of DS 29 has, in fact,  
17 declined by 10% in the last five years; is that  
18 true or false?

19 MALE VOICE: I'm actually not, we're not  
20 focused on - -

21 [crosstalk]

22 MALE VOICE: We're focused on - -  
23 kindergarten enrollment - -

24 MALE VOICE: Obviously, we're focused on  
25 kindergarten - - I didn't want to get there to

1 that point yet, but you know that, in fact,  
2 kindergarten enrollment is the most serious  
3 problem, the one that's really confronting.  
4 There isn't an alternative that hasn't been  
5 presented.

6 [clapping and cheering]

7 MALE VOICE: I do know about it. I know  
8 that it's in - - nor has anyone received a  
9 formal application for -

10 MALE VOICE: Would you be prepared to defer  
11 going forward with this - - give consideration  
12 for an alternative proposal?

13 MALE VOICE: Here is what I'm really willing  
14 to do.

15 MALE VOICE: Just answer my question.

16 MALE VOICE: - - I've answered your  
17 questions. I really think I am being quite  
18 respectful. If you'd like me to answer, I - - .  
19 I think the department has over the last 10  
20 years and over the last 25 years worked very  
21 closely with the district, and District 15 has  
22 distinguished itself in the last quarter century  
23 for producing great ideas and - - and there are  
24 terrific new examples of new schools - - charter  
25 schools and non-charter schools that are the

1 pride of Brooklyn, and - - and I would, and I  
2 refer to that, I refer to that that it strikes  
3 me that the idea that has been floated could  
4 well be another terrific idea coming from the  
5 CDC. We certainly see the power of the idea. I  
6 have said that in conversations with members of  
7 this committee and advocates of District 15.  
8 I've said that; I believe it. I do not mean,  
9 however, that the two ideas have to be mutually  
10 exclusive. I think that we can pursue - -  
11 [crosstalk]

12 MALE VOICE: At what percentage do we stop?

13 MALE VOICE: But I believe at some point  
14 when you state a falsehood, - - you cannot fit  
15 an early childhood center - - and you're  
16 absolutely right that if we proceed and - -  
17 approves this idea as we certainly hope we will,  
18 then there will not be space in this - - for an  
19 early childhood center with the three schools  
20 that are currently here, some of which will  
21 increase their enrollment, and a new charter  
22 school.

23 MALE VOICE: Thank you. Now let's go over...  
24 We know that the charter was oriented towards  
25 the - - and we also know when we agreed to that

1 that the - - Districts 13 and 14 may not have  
2 the space for that. Let's go over that now.  
3 To what extent, if any, for example, did you  
4 check into the availability of space at the IS  
5 49 Building?

6 [phone ringing]

7 MALE VOICE: That's in District 14. I'm  
8 sorry, can I have - -

9 FEMALE VOICE: We don't need them.

10 MALE VOICE: The IS - - building has - -  
11 students.

12 GROUP CHANTING: Build your own schools.

13 [yelling and clapping]

14 MALE VOICE: - - answer - - questions which  
15 you - - . I am not going to - -

16 MALE VOICE: We don't want you to throw  
17 garbage - - . Don't throw garbage in the next  
18 man's backyard just because you don't want to  
19 hear - -

20 FEMALE VOICE: Why are you calling our kids  
21 garbage? Don't call our kids garbage.

22 MALE VOICE: It's garbage if you're - -  
23 garbage, asshole.

24 [grumbling and yelling]

25 MALE VOICE: Your mind - - some respect.

1 [yelling and clapping]

2 MALE VOICE: Why you - - all these lilly  
3 white assholes - - New York?

4 MALE VOICE: - - I appreciate the rest of  
5 the audience's - - in this. So let's go back -  
6 - there's been a number of other - - within the  
7 district and other districts that have, and I'm  
8 going to find out what efforts, if any, were  
9 made to ascertain whether those were suitable  
10 locations. For example, - - which - -  
11 approximately had - - 1900 vacant seats.

12 [yelling and outbursts]

13 MALE VOICE: I apologize, it's 1,996 - - and  
14 that is in K, that is - - both K...

15 FEMALE VOICE: Move on.

16 MALE VOICE: - - I saw - - the building that  
17 is - - that's almost 2,000 - - . Let me put it  
18 this way, it has a capacity of 3,439 seats and -  
19 - of 3942 seats. - - So after - -

20 MALE VOICE: Okay, so, again, - - individual  
21 - -here's - - this is the - -position that has -  
22 - this is a - - organization that has time and  
23 time again started outstanding schools. And - -  
24 works for District 15.

25 MALE VOICE: Whoa. Whoa. Whoa.

1 MALE VOICE: I'm sorry - - say District  
2 15? Is it authorized to say that? Can you show  
3 me any document that says that? Any? The  
4 authorize says it's District 13 and 14. That's  
5 what they were authorized for; isn't that  
6 correct?

7 MALE VOICE: The application was approved  
8 for District 13 and 14.

9 MALE VOICE: - - our duty to Districts 13,  
10 16, 17...

11 MALE VOICE: The charter agreement that was  
12 - -

13 FEMALE VOICE: Don't form charter schools in  
14 public schools anywhere in New York City.

15 FEMALE VOICE: Right.

16 MALE VOICE: Are you saying that trustees -  
17 - - that they were authorizing - - schools for  
18 District 13, for District 21, for District 22,  
19 for District 20, that they were authorizing the  
20 opening of a charter school in, let's say - -  
21 let's say - - Heights. - - Are you saying - -

22 [laughing]

23 [crosstalk]

24 MALE VOICE: No, no.

25 [laughing]

1 MALE VOICE: - - 13, 14.

2 MALE VOICE: Right, it seems that people  
3 have an opportunity to - -

4 MALE VOICE: - - unauthorized - - ; is that  
5 correct?

6 MALE VOICE: They have the opportunity to  
7 allow to - - through the - -

8 MALE VOICE: But, for example, at what  
9 point, there is a - - community - - . When  
10 does the community - - about this?

11 FEMALE VOICE: Never.

12 MALE VOICE: - - 13 and 14 were notified  
13 according to that and that is those two.

14 MALE VOICE: I didn't - - .

15 MALE VOICE: - - I don't know if there...

16 MALE VOICE: Okay. Thank you.

17 MALE VOICE: So - - it like an essay.

18 MALE VOICE: Good evening. Let me just, my  
19 name is Rodriguez [phonetic]. I'm a member of  
20 the - - Education Counsel - - . I'm like - - in  
21 this room. I'm very much in favor of charter  
22 schools.

23 [clapping]

24 [booing]

25 MALE VOICE: I am the, have been a founding

1 member of a charter school - - that serves a  
2 very high needs population, and I have been  
3 supportive of charter schools in high needs  
4 communities. So, the charter that is authorized  
5 very specifically indicates a mission to serve  
6 high needs kids, in particular, indicate - -  
7 the high - - of kindergarten - - in this school.  
8 The vast majority of kids who will be able to  
9 avail themselves of this opportunity are average  
10 kids, kids who already have great public schools  
11 in this community, so why, what efforts do your  
12 - - in particular - - to find - - in truly high  
13 needs communities throughout Brooklyn. So, we  
14 have, and I take it - - their - - throughout the  
15 - - I - - to prioritize this district  
16 positioning - - ultimately - - and as I noted,  
17 the kindergarten enrollment in 29 and 58 and  
18 other schools is growing in a way - - about the  
19 same to - - to serve families across the  
20 district.

21 [outbursts]

22 MALE VOICE: Mutually exclusive, however,  
23 meet the need and the ability - - to serve high  
24 needs students. And, I know that coming from  
25 the CC are familiar with this, that more than

1 half of, 57%, in fact, of District 15 is  
2 eligible for - - that you are - - located in  
3 your - - geographically located in your housing  
4 projects, and that we feel that this new charter  
5 school has a record of - - and we are committed  
6 to serving a highly diverse student population  
7 at this charter school. Thank you.

8 [clapping]

9 MALE VOICE: Let me tell you something, I'm  
10 from Sunset Park. I'm from Sunset. That's what  
11 we call it. And, my concern is, you know, how  
12 do you send kindergarteners from Sunset Park, or  
13 why would you expect if there's 57%, you know,  
14 high poverty - - you're talking about Redbook  
15 [phonetic] in Sunset Park. Redbook already has a  
16 charter school - - which buses kids - - number  
17 one is commendable, right? So Kiwanis  
18 [phonetic], Redbook [phonetic] - - . I commend  
19 them. Sunset Park, see, my neighbors, most of  
20 them don't even speak English, you know, are not  
21 going to send their kindergarteners to Pomona.  
22 It's just not going to happen. That isn't my  
23 concern. My concern is that the - - of the  
24 charter, which is an issue, cannot be maintained  
25 because if the charter to meet the needs of high

1 needs children and their families, placing  
2 this particular charter school here just won't  
3 serve that need. And in the process, we're  
4 going to choke the ability of school like - -  
5 Studies, that went from a B, from an F to a B in  
6 one year...

7 [clapping and cheering]

8 MALE VOICE: We're going to choke the  
9 ability of - - or quite possibly even another  
10 middle school to serve the needs of this  
11 community, because, honestly, right now, see I'm  
12 from Sunset, and, at the end of the day, what  
13 our kids need are great middle school.

14 FEMALE VOICE: Charter schools.

15 MALE VOICE: We're really going to need - -.

16 [clapping and cheering]

17 MALE VOICE: We can - - we can have great  
18 charter schools and chartered public schools and  
19 unchartered public schools serving Sunset Park  
20 and Red Park and the housing projects here and -  
21 - and that's - - for support - - an outcome for  
22 the students we all want to serve well, and  
23 we're sure that's exactly what this - - . Also,  
24 if I may, on the idea that this will - - will  
25 show the - - progress of the other schools on

1 the - - I'm anxious to see the - - no one is  
2 more proud of the progress - - .

3 [crosstalk]

4 [background noise]

5 MALE VOICE: We'll come back to this idea of  
6 mutual exclusivity. There is no reason that a -  
7 - organization on this - - cannot be successful  
8 - - .

9 MALE VOICE: We need to go back. There is  
10 another question. We're going to - - so, and  
11 right - - we have problems with overcrowding and  
12 United States, we're building more - - . We  
13 need - - to look at SCA, your office, to look at  
14 the other little - - and identify places like  
15 Sunset Park, and have heard nothing, have  
16 received no satisfactory answer. We are  
17 dickering around with - - for an inordinate  
18 length of time - - none of which is a benefit to  
19 our community, and which something absolutely  
20 essential - - Sunset. You know and I know that  
21 whatever overcrowding exists here at 29 and 58,  
22 and by the way, you also know that 32, there's  
23 going to be a rezoning issue in 32, - - which is  
24 - - .

25 FEMALE VOICE: 32 is great.

1           MALE VOICE: - - What about work area - -  
2           107, uh, 295, which is facing a huge crises with  
3           overcrowding as well as Sunset Park, which has  
4           the largest kindergarten waiting list in the  
5           entire city of New York. Nothing - - we'll get  
6           to those needs which is what this community  
7           needs more than anything else.

8           MALE VOICE: So at first - - the comment  
9           that was made that 32 is great.

10          FEMALE VOICE: Thank you.

11          MALE VOICE: You're welcome. Um, I want to  
12          - - you've got to know the problem. You've got  
13          to know the problem, - - and - - will have a  
14          preference to gain a seat at the school. It is  
15          not, it is not - - .

16          [crosstalk]

17          MALE VOICE: - - . Thank you. I'm going to  
18          concede that this is not the whole solution.

19          [Pause]

20          MALE VOICE: This is not going to fix every  
21          problem we have. I am going to also concede  
22          that we need more seats here and a declining  
23          capital budget meeting - - or places for  
24          opportunities to invest as we have in some - -  
25          by - - a gorgeous - - building there. So we're

1 not talking about problems in just District 15  
2 here. We're not going to address every problem  
3 - - .

4 MALE VOICE: You said - - day preference,  
5 that's false, and I'm fully aware of that.  
6 Under the current terms of the lottery, - - so  
7 I'm sure you'll always - - . First priority  
8 would be - - applicants - - who attend - -  
9 schools and/or applicants who - - English  
10 language learners who reside in the community  
11 school district. Now what is the percentage of  
12 English language learners in PS 29?

13 MALE VOICE: I can answer that question if  
14 you like. - - .

15 MALE VOICE: No, I said PS 29.

16 MALE VOICE: - - me answer the question,  
17 sir. I'm not, I don't know.

18 FEMALE VOICE: Answer the question.

19 MALE VOICE: Four percent. What's the - -?  
20 Those are the tools you have got to provide.  
21 What is the English learner population of PS 58?

22 MALE VOICE: I do not know.

23 MALE VOICE: Seven percent.

24 MALE VOICE: Now, what is the - - population  
25 of - - ?

1 MALE VOICE: That's, pardon me, now that  
2 goes to the question - - parents of 169 and 94,  
3 and - - .

4 MALE VOICE: I think parents send their  
5 children to great schools.

6 [yelling and clapping]

7 MALE VOICE: - - and they will do anything  
8 to provide a high quality option for their  
9 child, regardless of race, regardless of income  
10 level, regardless of - - or that - - whatever  
11 that you have - - . In other words, - - that  
12 parents are outraged when they have to go from  
13 169 to, uh, 94, PS 10 or PS 124, that she gets -  
14 - because that's part - - those schools are in  
15 the periphery of Sunset Park.

16 MALE VOICE: This is not - - . It's a much  
17 further distance away. The reality is that - - .

18 MALE VOICE: [interposing] To which I say,  
19 families do anything they can. They'll go any -  
20 - .

21 FEMALE VOICE: We don't have a job.

22 [crosstalk]

23 MALE VOICE: - - across the city - - .

24 MALE VOICE: - - fair not to say - - .

25 [crosstalk]

1           MALE VOICE: The question I have is, how  
2 many failing schools, struggling schools are  
3 there in District 15?

4           MALE VOICE: I - - there are - - .

5           MALE VOICE: No, PS 124 and a school in the  
6 - - . Now the - - as it happens - - right next  
7 to - - and now we're going to invest - - million  
8 dollars in a charter school building, - - thank  
9 you very much, and so why do I assume they're  
10 not - - PS 24, by the way, as you're very well  
11 aware, happens to - - was an outstanding - - .

12           [clapping and cheering]

13           MALE VOICE: - - why do you think - - the  
14 parents for those - - or, for example, 124 which  
15 you might - - I think it's an outstanding  
16 school, but, by the way, it's a very small one;  
17 however, once you get past the schools that are  
18 - - populations, and once you get past the  
19 schools that are so-called failing, there are a  
20 large number of schools that are in District 13  
21 - - . They take precedence over - - parents in  
22 29, 58. So, I would say based in your  
23 supposition that parents will do anything to get  
24 their children into a good school, and that is  
25 the front of the line, - - unless, of course,

1 you're trying to withhold that from those  
2 parents, deliberately withhold that. Is that  
3 what you're saying? - - at 13 know about it - -  
4 entitled to that outstanding educational model -  
5 - and we're entitled to - - .

6 MALE VOICE: I am - - you are correct. In  
7 fact, - - .

8 [crosstalk]

9 MALE VOICE: Are you aware...

10 MALE VOICE: [interposing] I also - - I want  
11 to make a point that this is a - - at these  
12 other schools to recruit - - . We are sure that  
13 we will do that here, and we are sure that this,  
14 at any point, this is a school that will be - - .

15 MALE VOICE: Those - - you ought to ask that  
16 - - an effort made to change the district's  
17 criteria. Are you aware - - Success went  
18 through the same process and applied and was  
19 rejected on exactly this issue? I have the  
20 notes. I have the letter to one, - - .

21 MALE VOICE: Which change are you referring  
22 to?

23 MALE VOICE: I'm sorry.

24 MALE VOICE: - - when I said - - .

25 MALE VOICE: - - I have a letter to - - that

1 was - - .

2 MALE VOICE: Right, you said the general  
3 possibilities - - .

4 MALE VOICE: Right. - - to be - -, right?

5 MALE VOICE: Yeah.

6 MALE VOICE: Okay, there was a - - March 2<sup>nd</sup>  
7 to change the admissions criteria from the same  
8 ones that are here now to the same ones that are  
9 being applied as they were applied to the - - .  
10 That letter was sent. That request was turned  
11 down flat by Mr. Ross [phonetic] who wrote the  
12 letter.

13 MALE VOICE: That's correct.

14 MALE VOICE: So there is no assurance  
15 whatsoever that its reference - - will, in fact,  
16 take place, especially given the track record  
17 which seems to say something quite different; is  
18 that correct?

19 MALE VOICE: Here's what's correct.

20 [laughter]

21 MALE VOICE: This is, this is...

22 FEMALE VOICE: [interposing] Answer the  
23 question.

24 MALE VOICE: ..going to be a school - - this  
25 is going to be a school that will attract - -

1 across the district. I'll never forget the  
2 school you're referring to, Upper West Success,  
3 has 96% of its - - from this - - regardless of  
4 the preferences you described, which are average  
5 So based on that track record, we are quite  
6 certain that this organization will - - District  
7 15, and serve District 19.

8 MALE VOICE: How many of the other schools  
9 are in District - - ?

10 MALE VOICE: 14 and - - . How many are - -  
11 security?

12 MALE VOICE: Three.

13 MALE VOICE: Thank you.

14 [crosstalk]

15 MALE VOICE: A very popular school in our  
16 district is the Brooklyn - - School.

17 [clapping and cheering]

18 MALE VOICE: One of the schools I have been  
19 - - earlier - - and we're interested, so why - -  
20 were they considering at all - - because it  
21 seemed like a great thing.

22 MALE VOICE: - - the charter. - - on the  
23 charter - - in particular, said that they wanted  
24 to serve a diverse group of folks. Currently,  
25 that school serves diverse students, but only

1 about 25 or 30% of the students are actually,  
2 you know, high needs - - free lunch eligible,  
3 about 30%, eh, 25. Um, if that, that would seem  
4 to be a better fit for this particular school as  
5 we believe most of the kids who ultimately are  
6 going to send kindergarten through fourth grade  
7 - - are essentially going to be kids who don't  
8 need free lunch. So what really has to be  
9 considered, this would be - - .

10 MALE VOICE: We are enthusiastic about that  
11 school. I'm told we have - - a formal  
12 application for - - . So, we will consider all  
13 options, - - and we'll work hard to find other  
14 options for the school to grow.

15 MALE VOICE: My understanding is that they  
16 had applied to be situated somewhere in this  
17 community for - - .

18 MALE VOICE: - - I'm not a - - .

19 [crosstalk]

20 MALE VOICE: - - that the original  
21 application by the school.

22 MALE VOICE: Well, that would have been some  
23 years ago

24 MALE VOICE: I'm talking about the - - and  
25 as I understand it, they were given space

1 somewhere on Linden [phonetic] Boulevard.

2 [crosstalk]

3 FEMALE VOICE: Where's the public hearing.  
4 Where's the public hearing? Where's the public  
5 hearing? Where's the public hearing. Where's  
6 the public hearing? Where's the public hearing?

7 FEMALE VOICE: Jim, come on. You need to  
8 speak, Jim.

9 FEMALE VOICE: Why are we talking about all  
10 of these other schools?

11 MALE VOICE: At this time, I will move the  
12 microphone over to - - which have their - - and  
13 as for the public hearing to start. Thank you.

14 DR. DALEY: I am Dr. Clare Daley.

15 [clapping and cheering]

16 DR. DALEY: - - . Here at Brooklyn School  
17 of Global Studies, last year we did something  
18 extremely phenomenal. We took an F school and  
19 jumped to a B. We - - one percent of high  
20 schools, 45% in one year. That was in our first  
21 year of transformation. We have now embarked  
22 upon our second year, and in our second year, we  
23 expect to exceed that and be a double B school.  
24 Our school's great import from last year  
25 reflects that our graduating class scored higher

1 in college readiness than our Care schools and  
2 the city average. Our special ed students  
3 earned us additional points in our progress  
4 report because of their outstanding progress  
5 that they made in state test results. 87% of  
6 our students passed the ELA - - . We met these  
7 goals through the tireless efforts of the  
8 faculty and the students, as well as our new  
9 administration. We used much of our federal  
10 funding to provide new technology including  
11 \$120,000 that was spent on Apple equipment, to  
12 bring us a new Apple math lab, Apples in every  
13 classroom, iPads for all teachers, smart boards,  
14 and new software such as Rosetta Stone, Play-  
15 doh, E-Shaw [phonetic]. We extended our school  
16 day and kept school open on weekends, all for  
17 students to be able to complete their work, to  
18 increase our graduation rate, to give them the  
19 time they needed to excel. We have - - which  
20 works with our middle school students providing  
21 extended day. We have Catholic Charities that  
22 works with our ninth grade students after school  
23 is out. Our building is utilized from 7:30,  
24 when our music director gets in for our standing  
25 music program through 6 o'clock and sometimes

1 later if our athletic programs are in the gym  
2 playing. Our athletic programs, we share the  
3 gym with International as well as Star Academy  
4 this year. All of our teams are - -  
5 international. We have basketball, volleyball,  
6 baseball, rugby, JV rugby. We offer - -  
7 basketball programs starting in middle school.  
8 All of our spaces, all of our common spaces, our  
9 gymnasium, cafeteria, auditorium, library, these  
10 are spaces that with three school in the  
11 building are already maxed out.

12 [clapping and cheering]

13 DR. DALEY: We have a culinary program that  
14 we run International. This, again, is not a  
15 joint effort. This program, which we began this  
16 year, is expanding. We are working with the  
17 National - - Foundation for Career and  
18 Technology Education to expand that program here  
19 in the school in 2012. We have also increased  
20 our AP offerings. We have begun to travel the  
21 world again with our students. We are looking  
22 forward to expanding enrollment. Due to our  
23 double B status and with the programs we will be  
24 offering, we are now a desirable middle and high  
25 school. This will increase our enrollment. We

1 will continue to grow. Putting another school  
2 in this building will inhibit that growth. We  
3 will not allow it to move forward.

4 [clapping and cheering]

5 DR. DALEY: We have third year  
6 transformation next year. Right now, we're  
7 currently in our second year, and if we keep  
8 moving the way we are, we are looking forward to  
9 being a double A school. With that success, why  
10 then would the DOE want to put another school in  
11 this building?

12 [clapping and cheering]

13 MR. JEFF TRIP: Thank you, Clare. My name  
14 is Jeff Trip. I'm a teacher here at - - .

15 [clapping and cheering]

16 MR. TRIP: Also a member of the school  
17 leadership team. We oppose this proposed co-  
18 location of - - Hills, Success, Harlem, Brooklyn  
19 Academy, - - it's expanding as we speak. So  
20 this building is currently, you know, shared by  
21 - - Global Studies and International Studies,  
22 which are both - - top schools, and then Star  
23 Academy, which is a District 75 school - - .  
24 Programming is - - for all the schools. It's  
25 already difficult to do, okay? Sharing

1 hallways, common areas, cafeteria, which we  
2 have one, gym, which we have one, and library,  
3 which we have one, okay, it's already a  
4 challenge. For instance, we need to accommodate  
5 both Global and International high school  
6 students to make sure that they get their  
7 physical education credits in order to graduate.  
8 The middle school students for both schools also  
9 need their PE classes for physical health and  
10 improved behavior. If we were co-located by the  
11 Success Academy for Brooklyn, whatever it's  
12 called, the building utilization plan has them  
13 occupying the gym for 10 hours a week, that's  
14 two hours a day or one-third of the gym time.  
15 That is only year one when they have only  
16 kindergarten and first grade students, so how  
17 will our students get physical education time in  
18 the gym that they need next year or the year  
19 after that?

20 [clapping and cheering]

21 MR. TRIP: The - - Department of Education  
22 repeatedly makes claims on buildings in the city  
23 claiming they are underutilized. They back up  
24 these claims with hours and hours that lack  
25 education sensibility and without - -

1 consideration. The DOE continues to plan use  
2 of the - - space like a fire marshal planning a  
3 concert. Consideration is given only to the  
4 maximum number of bodies that can safely occupy  
5 a location, not to the real students. - - the  
6 children - - and the criteria should reflect  
7 their needs and their likes and services, not a  
8 worst case scenario. Right now, Global Studies  
9 and International Studies has small class sizes  
10 which is best practice for extreme learning. So  
11 the - - DOE explain that this is a bad thing and  
12 that all classes need to be at capacity. Have  
13 they paid attention to the data, that - -  
14 learning in smaller classes. Exactly what is  
15 the goal here? To have every school operating  
16 at full capacity, 180%? Is this a better choice  
17 for our students. In fact, even Boskowitz  
18 [phonetic] has not been honest with the parents  
19 and the students and the other members of the  
20 community in Districts 13, 14, or 15. This - -  
21 with a chartered application process, filing  
22 applications in Districts 13 and 14, and then  
23 switching her location in time to pursue the  
24 real estate and brownstone in Brooklyn, which  
25 she had her eyes on from the beginning. And if

1 her message were true, she wouldn't be  
2 deserting the parents of Districts 13 and 14.  
3 Our school leadership team and Global Studies' -  
4 - team were never engaged in the process of  
5 choosing a day for this hearing, which is not  
6 only required by law, but a recommended way to -  
7 - our relationship with the community. As  
8 teachers, parents and community members, we are  
9 always looking for ways to model proper behavior  
10 for our students. We talk to them about  
11 fairness, equality, and how if the rules are the  
12 same for everyone, that's the only way to makes  
13 things fair. Unfortunately, the rules are not  
14 the same for Ms. Moskowitz and she has ignored  
15 that - - process with full consent of the DOE.  
16 This is not a model of fairness for our students  
17 to follow, and if this is the way Ms. Moskowitz  
18 begins her relationship with the community not  
19 being inclusive, or collaborative, or  
20 recognizing the law even, why should this  
21 community believe that she will share this  
22 building or that the way she shares this  
23 building will be fair or equitable to the  
24 students who already attend school here?

25 [clapping and cheering]

1 MR. TRIP: This - - students, teachers and  
2 families and those throughout New York City We  
3 have had enough of Moskowitz's corporate  
4 bullying.

5 [cheering and clapping and chanting]

6 MR. TRIP: Okay, I see these signs that say:  
7 "We want success." Well, let me tell you about  
8 their version of success. When you spend \$1.6  
9 million in advertising and - - takes home a  
10 salary of over \$350,000, - - students in New  
11 York City Public Schools is going through the  
12 roof, that's not ethical. It's - - and it's - -  
13 .

14 [clapping, cheering, chanting]

15 FEMALE VOICE: - - to International Studies.  
16 The reason I chose this school is because the  
17 smaller class sizes. I'm against the public  
18 academy charter school moving into our building  
19 for several reasons. I have looked high and low  
20 but could not find where it would benefit us to  
21 have this school move into our building. I'll  
22 tell you what I found, nothing but chaos,  
23 disruption, and disorder. Three schools are  
24 currently housed here. This facility is  
25 overcrowded already. Imagine sharing cafeteria

1 and gymnasium with not two, but three other  
2 schools. According to the DOE building  
3 utilization plan, and I quote, Success Academy's  
4 - - Hill is allocated the largest block of time  
5 in gymnasium, unquote. That is approximately  
6 11.25 hours a week. Also, noted in the - -  
7 plan, Success Academy will receive 35 minutes of  
8 cafeteria time for lunch which means that some  
9 children will be going to lunch at 10:50 A.M.

10 [crosstalk]

11 DR. DALEY: ... will be going to lunch at 2:30  
12 P.M. It's just in time to eat lunch and then go  
13 home. This means that those poor children are  
14 in school all day without eating. So, let me  
15 ask you, how - - is this what you want for your  
16 children? - - cafeteria time, we will lose  
17 approximately 18 classrooms to this charter  
18 school. - - like my son, Chris, who has an IEP.  
19 Another - - is the last thing they need. Just  
20 imagine for a second, one teacher for an entire  
21 grade - - has 30 students. Learning disability  
22 or not, no child can learn in such an  
23 environment.

24 [clapping and cheering]

25 DR. DALEY: We believe public schools. We

1 believe in community-based schooling where a  
2 neighborhood determines how it uses its public  
3 resources. This community already has good  
4 public schools, and we work hard for them. So  
5 why fix what's not broken? - - . The schools  
6 that are all equal and co-located in this  
7 building are doing great and should be given the  
8 room to grow, so that the community can  
9 capitalize on their success. We don't need  
10 Success Academy. You want success? Well, based  
11 on our schools ratings, we are success.

12 [clapping and cheering]

13 FEMALE VOICE: My name is Liz Bow  
14 [phonetic]. I'm a part of the city council for  
15 special education and I'm so glad that someone  
16 mentioned - - IEP because that's what's been  
17 missing from this conversation. - - to plan a  
18 school utilization to go over 100% is - -  
19 because we see day-to-day the children with  
20 IEPs, the mere walking into a building of crowds  
21 can be overwhelming for children and that is not  
22 just children with IEPs. And so we really  
23 question the validity of the building  
24 utilization in my mind. Also Success did not  
25 mention in their paperwork how they were going

1 to address children with IEPs.

2 [crosstalk]

3 [Pause]

4 FEMALE VOICE: - - are matters of the  
5 community - - so, ...

6 [clapping and cheering]

7 MALE VOICE: Our - - colleague - - with the  
8 rest of us - - high school. The - - .

9 MALE VOICE: - - before we do that, - - a  
10 brief summary of the proposal.

11 [grumbling]

12 MALE VOICE: The department - - public  
13 charter school K-3<sup>rd</sup> grade - - 15 again, 2012/13.  
14 Brooklyn Success Academy, - - will be a new  
15 public charter school authorized to serve  
16 students in grades kindergarten through five.  
17 Although the school is - - students K-5,  
18 Brooklyn Success Academy - - will only serve  
19 students in grade K-4 here in - - . Brooklyn's  
20 Success Academy, sorry, - - that operates nine  
21 other charter schools in New York City. If the  
22 proposal is approved, in 2012/13, the first year  
23 - - location, Brooklyn Success Academy will  
24 serve - - will serve and 80-90 students in  
25 kindergarten and 90-100 students in grade - - .

1 FEMALE VOICE: He's trying to kill time.

2 MALE VOICE: Not killing time at all.

3 FEMALE VOICE: Thirty seconds. Come on,  
4 your time is up. It's up. Let's go.

5 [crosstalk]

6 MALE VOICE: On November 21, 2011 - -  
7 Success Academy - - Success Academy improved - -  
8 clarifies the - - okay, presentation - - want to  
9 welcome Senate Member Millman - - and Senator  
10 Brennan - - .

11 [clapping]

12 MR. JIM BRENNAN: Good evening. Good  
13 evening. I'm assembly member, Jim Brennan. I  
14 represent the 44<sup>th</sup> Assembly District which  
15 includes portions of District and parts of the -  
16 - . I'm here to express my opposition.

17 [clapping and cheering]

18 MR. BRENNAN: The co-location of this  
19 charter school at this location, the application  
20 as Mr. - - has pointed out, deceitful and is in  
21 direct conflict with the needs of existing  
22 schools and District 15 as a whole. In  
23 addition, we have reached a point where the  
24 charter schools, the growth of the charter  
25 schools across the city, is undermining and is

1 in active competition with

2 - - .

3 [clapping and cheering]

4 MR. BRENNAN: - - pause, - - so the other  
5 speakers can speak. Um, there are already  
6 45,000 children in the New York City charter  
7 schools. Each charter school student gets  
8 \$13,500 a year from the New York City DOE  
9 budget, so that the total budget of the charters  
10 is already \$600 million a year. Last year, I  
11 was seeing the DOE budget where the increment on  
12 the next several thousand charter school  
13 students diverted \$100 million in one year from  
14 the New York City Public School Systems. Please  
15 - - . We already know that the Office of  
16 Business and Management of the City of New York  
17 has directed DOE to come up with a plan to cut  
18 6% out of next year's budget so that every time  
19 there is an additional student that is diverted  
20 out of New York City Public School System, it  
21 diminishes the budget further, and in a time of  
22 major budget cuts, undermines and harms the  
23 public school system as a whole. So, in  
24 addition, we already have 1500 public schools in  
25 the city of New York. There are already 136

1 charter schools in the city of New York, so  
2 that every time we fragment the public school  
3 system further with another co-location such as  
4 here, we continue to sever, fragment, and divide  
5 the remaining number of public schools and harm  
6 the base of public education. So, in  
7 conclusion, I am against this, and I hope that  
8 we can all work together to fight this. It is  
9 an unfortunate situation that it is no longer a  
10 legitimate or authentic democratic process, but  
11 that doesn't mean we should give up, and,  
12 hopefully, this is - - . Thank you.

13 [clapping and cheering]

14 MS. MILLMAN: I'm going to be very succinct  
15 in - - because you have been sitting here as  
16 long as I have and I want to be able to get to  
17 hear from you as well. - - hour and get right  
18 to the point. First of all, thank you for  
19 allowing me the opportunity to speak. I'm  
20 Assemblywoman Joan Millman, and I represent  
21 Brownstone Brooklyn, including the neighborhoods  
22 of Boerum Hill, Carroll Gardens, and Cobble  
23 Hill, and I am here tonight to state my firm  
24 opposition to the co-location of the charter  
25 school at this location at this time. - - as a

1 parent contacted me to request the opening of  
2 a charter school in this district. - - received  
3 over 90 emails of parents in opposition. All of  
4 our pre-K and kindergarten classrooms are - -  
5 and the demand keeps growing. The private  
6 school options are expensive but also - - . I  
7 received phone calls from parents whose children  
8 had been denied seats in local elementary  
9 schools, and many have been placed on long  
10 waiting lists only to be informed in the early  
11 fall that there was not a seat to be had. That  
12 is why we thought of the idea of an early  
13 childhood center located right here. It solves  
14 three problems for our neighborhood youngsters.  
15 It allows current schools to continue to thrive  
16 and grow. It allows - - with all the studies  
17 continue to grow and improve and expand with the  
18 help of a federal school improvement grant. An  
19 early childhood center located here will reduce  
20 the overcrowding in other grades in our  
21 neighboring schools, and an early childhood  
22 center here will provide seats for youngsters  
23 who've been denied access to existing programs  
24 and reduces overcrowding in classrooms. Charter  
25 schools certainly offer parents an alternative

1 when there is a need. When the schools are -  
2 - scheduled to be closed by DOE. That is not  
3 what we have here.

4 [clapping and cheering]

5 MS. MILLMAN: When area schools are rated a  
6 D or an F in school performance, then that's  
7 where you need a charter school. I remain  
8 opposed to co-location at this time, and not - -  
9 opposed to charter schools where there's a need.  
10 There's no need here in our district

11 [clapping, cheering, chanting]

12 MALE VOICE: My name is - - Quinones  
13 [phonetic]. I'm here with a copy of a letter  
14 sent to - - Chester Wolcott and Senator  
15 Montgomery [phonetic].

16 MALE VOICE: You're Chester Wolcott?

17 MR. QUINONES: I'm forced to write the New  
18 York City Department of Education to express my  
19 opposition of policy on - - the DOE is forcing  
20 traditional public schools - - scarce, scarce  
21 resources with public, for-profit charter  
22 schools. Proposing to co-locate Success Academy  
23 in pre-existing - - schools is simply  
24 unacceptable. The students in the existing  
25 school do not deserve to have the scarce

1 classroom, educational space, and resources  
2 diverted. The charter school movement, though  
3 well intentioned, takes away space and - - away  
4 from our public schools while not being subject  
5 to the same oversight and standards. The DOE  
6 calls the - - forcing public schools to share  
7 the increasingly scarce resources with  
8 privately-managed charter schools - - . Success  
9 Academy is a with unparalleled access to private  
10 resources that is not available to public  
11 schools and should not be, and should be  
12 required to provide its own space for its  
13 schools.

14 [clapping and cheering]

15 MR. QUINONES: - - should not be  
16 subsidizing charter school companies under the  
17 guise of serving the public education.

18 [clapping and cheering]

19 MR. QUINONES: Our public schools have  
20 dwindling resources, and our current economic  
21 climate with looming budget cuts - - and this  
22 proposing to co-locate Success Academy - - needs  
23 to be tabled. I respectfully urge the  
24 Department of Education to reconsider this  
25 proposal and focus its limited resources on

1 supporting existing public schools, teachers  
2 and students. Sincerely, - - .

3 [clapping and cheering]

4 FEMALE VOICE: Thank you.

5 MALE VOICE: We're going to move to public  
6 comment now. I - - tells me that - - before we  
7 start commenting, I want to call the first five  
8 names, and they can come to the microphone. Our  
9 call the first five, and then when you get to  
10 the - - speaker speaks, and then we'll call the  
11 next five and - - got it, great. So I want to,  
12 the first five, John Morris [phonetic], Ms.  
13 Williams, Gabrielle Loharina [phonetic], Melinda  
14 Norris Martinez [phonetic], and Adam Romack  
15 [phonetic]. Want to just let folks know that -  
16 - the order on - - the meeting on December 14<sup>th</sup>,  
17 2011 - - high school...

18 [yelling and crowd noise]

19 MALE VOICE: - - the location - - there's  
20 some kind of - - and I appreciate that. But the  
21 problem is according to your - - is totally  
22 acceptable.

23 [yelling and crowd noise]

24 MALE VOICE: - - and, in fact, there has to  
25 be - - you got to - - we set it around the

1 Brooklyn Tech location - - and I understand  
2 that the - - .

3 [yelling and crowd noise]

4 MALE VOICE: - - that is under construction  
5 - - .

6 MALE VOICE: - - share your beliefs - - .

7 MR. MORRIS: Good evening, everybody. My  
8 name is John Morris and I appreciate everybody's  
9 patience. - - A lot of you guys I agree with -  
10 - . I'm sure some of you feel the same way. I  
11 got four daughters that go to International  
12 Studies, and they're all being great successes  
13 because of the way it's being run now. It's not  
14 even funny how much attention they get from all  
15 the teachers, from all the way bottom all the  
16 way to the top, the principal. It's one of the  
17 most big successes - - been thrown around here,  
18 a little loosely, I think, considering success  
19 is kind of the achievement of a favorable  
20 outcome and - - the charter school of Success,  
21 It's supposed to be for low income, poverty,  
22 nothing - - we are. And, it's one thing - - to  
23 our great success - - is the space that we have.  
24 Yes, it has been a little tight, but we have  
25 made it work. And that's what we continue to

1 want to be able to do without being crammed  
2 in. We have about 60-something students in a  
3 P.E. class. That's not always the safest thing,  
4 but we've made it work. But with this other  
5 group coming in, it's going up to 100. How many  
6 people want their kid in a P.E. class with 99  
7 other students? It's just not logical, and I  
8 mean, corporate business isn't usually a logical  
9 thing which is why corporations shouldn't really  
10 be getting involved with education. We have, we  
11 have, I've got 30 seconds, but now I'm sad. I -  
12 - half already. Now the sad thing is they're  
13 talking about, you know, these schools that are  
14 slated to close. Our chancellor, he was asked  
15 to go with all these schools that were going to  
16 close.

17 FEMALE VOICE: He was here, and he left.

18 MR. MORRIS: I understand that. He did  
19 leave; that's right. Because he might know what  
20 this is all about, that he refused to go see  
21 schools in a lot of these areas, but as soon as  
22 Ms. - - came around, all right, as soon as Ms. -  
23 - came around, he jumped right on the - - Why?  
24 Because it's a place, she wouldn't want to go to  
25 all those other places, but she likes coming

1 here, and so do all our students who like to  
2 continue that. So let's keep it the way it is  
3 and keep these corporation out.

4 [clapping and cheering]

5 MS. WILLIAMS: Hello, this is Mrs. - -  
6 Williams. I've been to - - 18 years. I have a  
7 4-year old and a 9-month old son. I've lived  
8 here and seen our wonderful schools get filled  
9 to the rafters. This neighborhood has been  
10 developed and developed and developed. Two and  
11 three-bedroom apartments intended for families  
12 trading on our wonderful schools. We have three  
13 of them. The other parts of the district, they  
14 can't say they have the same stellar track  
15 record, and I can't send my son to school  
16 somewhere that does not have a stellar track  
17 record. I feel an obligation for all the  
18 parents in this neighborhood of 4-year old  
19 children and younger, of which we have boomed.  
20 2007 was a boom of babies born in Brooklyn, and  
21 these children all need to be educated. We need  
22 K, first grade, eight grade, and high school.  
23 They all need to be as stellar as what Dr. Daley  
24 has been working towards. But those schools  
25 need to be shared by everybody. We all live

1 here. We all pay taxes. We all are a part of  
2 a public system. A charter school is part of a  
3 public system. Don't forget that - - the kids  
4 in the - - .

5 [clapping and cheering]

6 MS. LOHARINA: Hi, my name is Gabrielle  
7 Loharina [phonetic] and I'd like to talk about -  
8 - and there's a lot of small classes so you can  
9 get the help that you need from the teachers.  
10 But if you smush all the classes together and  
11 the charter school takes all the classrooms  
12 away, - - the quality of the school which is why  
13 you're there. So, why are you doing that? - -  
14 are charter schools - - or is it just public  
15 schools?

16 [clapping and cheering]

17 MALE VOICE: - - real quickly, Melinda, I  
18 think that Adam - - is not here, so I'm going to  
19 the next - - John Murphy [phonetic], Keith Wood  
20 [phonetic], Jenna Sternback [phonetic], - - and  
21 - - sorry to butcher your name. If you'll all  
22 come forward and let's give our attention to  
23 Melinda Norris. Thank you.

24 MS. MELINDA NORRIS: Hi, my name is Melinda  
25 Norris and my daughter, well, one of my

1 daughters is...

2 FEMALE VOICE: Speak in the mic.

3 MS. NORRIS: My daughter was Gabrielle, one  
4 of the girls, well, that's one of my girls - -  
5 at International Studies. I've been around for  
6 a while. My oldest one is in 11<sup>th</sup> grade now. I  
7 pride myself on - - International teachers and  
8 staff. They're amazing. But first...

9 [whistle and yelling]

10 MS. NORRIS: Yeah, absolutely. Give  
11 yourselves a nice round of applause. Actually  
12 coming outside the walls and learning every  
13 single student's name in the school every  
14 September - - when there's 5,000 kids, that's  
15 overwhelming. This is why I chose this school  
16 for my kids. They have programs that  
17 accommodate special needs students which one of  
18 my daughters was. She came in as a special  
19 education student with an IEP. She was  
20 accommodated miraculously. She's not a special  
21 education student anymore. - - I couldn't ask  
22 for a better school. I'm totally against  
23 charter schools. I want to keep things the way  
24 they are, International, Global and Star  
25 Academy, they're - - .

1 [cheering and clapping]

2 MR. JOHN GRIFFIN: I, my name is John  
3 Griffin [phonetic]. I, I do live here, lived  
4 here for five years. My wife and I moved here  
5 because we heard about the schools - - . I'm an  
6 American citizen, but I grew up in Ireland. My  
7 wife grew up in Canada - - . We were lucky to  
8 grow up in countries that had a very good  
9 education and - - system - - and, frankly, I  
10 think we all work too hard to settle for - - I  
11 work hard. I pay my taxes. I can't afford to  
12 pay for private schools, but I believe I deserve  
13 a good school - - . Frankly, my wife and I  
14 thought about moving out of - - district. We  
15 even thought moving overseas.

16 FEMALE VOICE: Bye.

17 MR. GRIFFIN: I don't think that's fair.  
18 We want our daughter to have a good education  
19 right here. We know lots of 4-year old parents,  
20 sorry, parents of 4-year old kids. They, too,  
21 are hard working. - - They moved here because  
22 they thought the schools were good. They didn't  
23 move here - - only from the schools, and they  
24 deserve better school options. We all do. I  
25 see - - solutions. I would improve - - in the

1 area. I want to be able to send my daughter  
2 to this school.

3 [grumbling and yelling]

4 MALE VOICE: Ladies and gentlemen, we are  
5 all going to be respectful to each other. Thank  
6 you.

7 MALE VOICE: What's wrong with more  
8 options?

9 MR. GRIFFIN: After today, after today - -  
10 this sort of community. So, I think Success  
11 Academy - - I saw first-hand their dedication in  
12 educating our kids. I was there - - so, we're  
13 very happy with our kids there. - - Success  
14 Academy has some test scoring, but don't take  
15 kids' opportunity to - - by taking away the  
16 competition.

17 MALE VOICE: Thank you.

18 MR. KEITH WOOD: My name is Keith Wood, and  
19 I have three daughters from 4 years old to 9-  
20 months. I moved to this area called - - Hill,  
21 and I've been here for six months now. I  
22 disagree with lots of things about competition  
23 is bad. Competition is good, especially in - -  
24 - - education. It just seems that we're  
25 focusing too much on this particular charter

1 school, not necessarily the space. I think  
2 the space - - big deal as well. But it seems -  
3 - in general okay with the notion of opening  
4 kind of - - new school, so it seems  
5 contradictory in saying that it's a space issue,  
6 but you're - - or expanding - - schools.  
7 Competition is good, and we should have more  
8 options for our children. - - is good, but I'm  
9 not sure every school is good enough - - so I  
10 want multiple options - - public sector, not the  
11 private - - .

12 [clapping and cheering]

13 MS. JENNA STERNBECK: Hello, my name is  
14 Jenna Sternbeck [phonetic]. I am a mom in the  
15 neighborhood - - will be going to public school.  
16 I - - having a charter school option. I would  
17 be amazing for her...

18 [yelling and crowd noise]

19 MALE VOICE: Excuse me. I will not  
20 tolerate interruptions of any kind, either side.  
21 Let's please be respectful. Thank you.

22 MS. STERNBECK: I'd like to clear up a  
23 couple of things that I heard the speakers say  
24 previously which is that there aren't IEPs  
25 accepted at Success Academy, which is inaccurate

1 - - saying it's not a public school. It is a  
2 public school. - - no space except the - -  
3 kindergarten, but - - Moskowitz Success Academy  
4 Company, suddenly - - have space, when the  
5 Department of Education said there's 700 seats.  
6 - - which is not - - the mothers and fathers of  
7 this community can tell you that - - . This is  
8 a school that will eventually go K through 8<sup>th</sup>  
9 that's what we need.

10 [yelling and crowd noise]

11 MS. STERNBECK: Everyone - - and there are  
12 just not enough good schools to choose from, and  
13 anyone who wants to deny these families another  
14 public option does not represent my interests or  
15 my children's. Instead of telling me Success  
16 Academy has a right to open a potentially great  
17 school, we should be challenging them to get it  
18 right and to create another good option for our  
19 community.

20 [clapping and cheering]

21 [Pause]

22 MALE VOICE: Is - - here? And - - so let  
23 me go ahead and call speakers - - 11 through 15.  
24 Mikhel Westerfeld [phonetic]. Oh, dear, Paul,  
25 is there a Paul...?

1 FEMALE VOICE: Sound it out.

2 [laughter]

3 MALE VOICE: Okay, folks, let's get your  
4 attention here please. Thank you. Go ahead.

5 DR. PETER ZANN [phonetic]: I'm Dr. Peter  
6 Zann. I'm the school psychologist of the - -  
7 building - - for incoming charter schools  
8 because more like - - certification tests. Now  
9 I've been working as a - - for over 30 years, 31  
10 years. - - remember when I used to work over -  
11 - tremendously, and that is a problem.  
12 Qualification is a - - at this location, because  
13 of location.

14 [clapping and cheering]

15 DR. ZANN: Despite - - It is very clear,  
16 which students are they trying to - - and which  
17 students are they trying to - - ? First it  
18 doesn't make educational sense, because national  
19 statistics shows that charter schools are not  
20 doing better on the average than public schools.  
21 - - could not have the same background - - and  
22 whoever is saying differently is lying. - - .  
23 Fourthly, it would try to take away a school  
24 that has an organic link to this community - - .  
25 This school first - - to take from the poor and

1 give to those who are better off. And  
2 finally, - - to the gentleman from Sunni, we  
3 don't have to do what you say. We can always do  
4 - - .

5 [clapping and cheering]

6 MALE VOICE: - - And - - my son went to the  
7 school and graduated from here. He's no well  
8 placed in intelligence in the army. Um, I know  
9 that the school, the reason he did well in the  
10 school - - because of his small class size.  
11 That was part of what he needed, because he had  
12 an IEP. Because of it, he was able to come out  
13 very successful, and I was told by his Sargent  
14 who got him in to the army, that when he took  
15 the intelligence test, he did the best of anyone  
16 - - in Brooklyn. - - because he went to a  
17 regular school, but one where he got what he  
18 needed, a small class size. - - the other  
19 problem I see is - - that is turning around and  
20 why you want to undermine the morale of everyone  
21 involved in the school by bringing in some, by  
22 taking away their space, I have, I can't  
23 understand that. And where does anyone get the  
24 idea that Global Studies which closes at 3, or  
25 3:10, whatever it is, should be starting its

1 lunch at 2:30. That makes no sense to me  
2 whatsoever. That doesn't work.

3 FEMALE VOICE: That's bullying. It's  
4 bullying my child.

5 MALE VOICE: People need to eat  
6 appropriately, and Global Studies has  
7 approximately 30% IEPs. That's more than any  
8 other school in the system other than the 75s,  
9 so why do you want to give less to us?

10 [clapping]

11 MS. TORI VITURA: My name is Tori Vitura  
12 [phonetic]. I'm the parent of a student at MS  
13 447, which is District 15. At one time, we were  
14 concerned that co-location would be at our  
15 school, but I will say I am the proud - - of an  
16 PTA who stands here tonight in support of  
17 stopping the co-location. We are against the  
18 co-location. In this school, in District 15, I  
19 will also say the current chair of the Green  
20 Party in Brooklyn, the political party, says  
21 there should be no co-location of charter  
22 schools in any school in New York City. - - .  
23 We are privileged in District 15 to have some  
24 great schools, so we should not be saying, go to  
25 District 13, go to District 14, go to the Bronx.

1 Our responsibility as a privileged district is  
2 to fight for the resources, more resources in  
3 the districts that don't have that. Everybody,  
4 everybody - -

5 [clapping and cheering]

6 MS. VITURA: - - they want good community  
7 schools, community-based schooling. That's why  
8 parents have to take their children other  
9 places. This is all part of the - - agenda, the  
10 - - that control our schools - - away from  
11 parents, away from kids. It goes with the  
12 foreclosure, along with the - - made for private  
13 developers. It's time to take back the city.  
14 We take back our schools. We know what's best  
15 for our children. Teachers know what's good for  
16 our children, not the ones that - - .

17 [clapping, cheering, chanting]

18 MALE VOICE: - - I think we're missing Max  
19 - - . If Max is here, he should come on up. -  
20 - that makes five. - - Bergers [phonetic], Alex  
21 Alvarez [phonetic], Jeannie Fiddler [phonetic],  
22 and Brian, I'm sorry, looks like Brian Jones  
23 [phonetic], and Margaret Fullman [phonetic].  
24 One more time, Max - - , Bergers, Alex Alvarez,  
25 Jeannie Fiddler, Brian Jones, and Margaret

1 Fullman.

2 MS. AMY O'BRIEN: My name is Amy O'Brien  
3 [phonetic]. I'm a librarian here at the - -  
4 school. - - I'm also a public school parent and  
5 a member of this community. As a District 15  
6 parent, I - - we have excellent schools in our  
7 community. We do not need Success Charter  
8 Academy as an option. We already have great  
9 options. There is no justification for  
10 placement of this charter school in District 15.  
11 As an educator, I have been working with two  
12 schools in the building for the past 12 years,  
13 so I know from experience, it's not easy for  
14 multiple schools to co-exist under one roof even  
15 under the very best of circumstances. It's a  
16 constant challenge to ensure that all students  
17 have - - access to resources and that the unique  
18 needs of each school are met. Fortunately, it  
19 forces the schools in this building to go with  
20 policies and practices that enable them to share  
21 not only a physical space, but also a resources,  
22 budget - -, and staff. But this delicate  
23 balance can very easily be upset by the  
24 introduction of another school into our  
25 building. Unfortunately, the day we decide to

1 place a charter school in 293, they didn't  
2 even bother to - - those of us who know the most  
3 about shared space issues. There was no attempt  
4 to even understand how the shared spaces in our  
5 building were currently being used before  
6 drawing up a building utilization plan that - -.  
7 We're teaching real students here. There is no  
8 question that the intentional overcrowding of  
9 this building will negatively impact the  
10 instructional quality that our students receive.  
11 The fact that their educations are being  
12 compromised to accommodate a 640-seat charter  
13 school that is not needed by the community is  
14 unconscionable

15 [clapping and cheering]

16 MS. JEANNIE: Hi, my name is Jeannie - - ,  
17 first grade teacher at PS 261, - - , and also  
18 the parent of a 3-year old, and I know you were  
19 talking - - . Um, I have a lot of things to  
20 say, but one of the things I am so opposed to  
21 this charter school for a variety of reasons.  
22 I'm opposed to this charter school as a parent,  
23 and I'm opposed to this charter school as a  
24 teacher. And one of the things I wanted to say  
25 is that while I've heard some of the people say

1 is that what we have is enough. And I have to  
2 say as a teacher, it's not enough. What we have  
3 right now in our public schools is not enough.  
4 We need more money for subs; we need more  
5 resources. We need every single public school  
6 to have - - an art - - .

7 [clapping and cheering]

8 MS. JEANNIE: - - our children are - - and  
9 I do not want to think of that I don't really  
10 think that Sunset Park needs a charter school.  
11 It shouldn't be here. It shouldn't be anywhere  
12 in this city, and as a taxpayer, I'm not  
13 comfortable with my money going to them.

14 MR. BRIAN JONES: Hello, my name is Brian  
15 Jones and I'm a teacher at PS 261 - - in  
16 Brooklyn. Although I will speak as someone who  
17 taught for eight years in Harlem, and I will - -  
18 who has been raised here that, actually, these  
19 charter schools are good for other  
20 neighborhoods, but not for neighborhoods like  
21 this one, because what I saw, what I saw was not  
22 a success. What I saw was a charter school that  
23 co-located with - - was a top rated school,  
24 which makes you feel like - - yes for success.  
25 They co-located with our building. We lost our

1 library. We lost our science lab. We lost  
2 our - - . We lost our adapted physical ed.  
3 Spaces. We lost our DLL room. We lost all the  
4 services, the rooms that we had. And then, they  
5 claimed to be serving under-served children, and  
6 they're the kids that are the hardest to serve,  
7 the kids with special needs and kids with  
8 learning disabilities. Kids who were English  
9 language learners were being backed out of my  
10 class, out of their class and into mine. I'm  
11 saying - - the kids or the parents. Now you  
12 over here, interestingly, you over here are  
13 talking about what you've seen after visiting a  
14 school. You're buying into their advertising  
15 campaign. And I'll tell you what, because I've  
16 seen this so many times. Some of you are going  
17 to end up sitting on that side of the room. - -  
18 . You're going to politics of that school.  
19 You're going to see the charter. I've been  
20 teaching for nine years, and I've never seen  
21 teachers like that in charter schools. You're  
22 going to see the - - administrators - - .  
23 You're going to see - - . You're going to see  
24 people unlocking the front door every morning,  
25 that's what you're going to see. It's not

1 success; it's a business model trying to - -  
2 at our expense. That's - - in a nutshell, and  
3 meanwhile, while they're handing out glossy,  
4 full-color brochures of the corner of my school,  
5 what are we supposed to? Open an advertising  
6 department? Are we supposed retain the services  
7 of a Madison Avenue advertising company? Are we  
8 supposed to spend more and more of each  
9 education dollar on the competition that this  
10 gentleman loved so much? - - One thing already  
11 accomplished in healthcare, which is that - - so  
12 much, and that more - - more - - and more  
13 competition between service providers. Or, or  
14 can we spend more and more of our education  
15 dollars in the classroom. They ought to be  
16 ashamed of themselves for firing people who work  
17 with children - - and then hire them back to  
18 work with - - . It's ridiculous.

19 [clapping and cheering]

20 MALE VOICE: Margaret - - including the -  
21 - - come join us - - Lisa Chamberlain, Oswaldo,  
22 sorry, can't read that.

23 [yelling, crowd noise]

24 MR. ALEX ALVAREZ: Hello, my name is Alex  
25 Alvarez. One thing about - - you guys - - It's

1 something we learned from double - - . We had  
2 so much room in our, we had so many seats  
3 available. But have you actually walked in and  
4 double checked to see what you have to do. I've  
5 seen who - - . Do you understand how hard it is  
6 to have a classroom of 30 to 35 students? You  
7 have? If not, - - we should rethink something.  
8 A major problem, one of the major problems that  
9 I think this going to have, is they're just  
10 going to keep pushing us out and out. - - school  
11 to kick out another school.

12 [crowd noise and yelling]

13 MR. ALVAREZ: - - Oh, wait one second. I'm  
14 a person who compromises, which is why I - - .  
15 You really want your children to have a good  
16 education. Yes, but we want to have a good  
17 education as well. It's not all about your  
18 kids; it's about us as well. It's not only  
19 about you.

20 [clapping and cheering]

21 MR. BRAD LANDER: Good evening. I'm New York  
22 City Councilman Brad Lander [phonetic] and - -  
23 part of this meeting. I'm also a District 15  
24 public school parent with kids in PS 107 - - 51,  
25 and I'm very grateful to testify tonight in

1 front of all of you. - - of everybody here.  
2 I'm opposed to the co-location of the - - and I  
3 urge the decision-makers to reject it. Now I'm  
4 not universally opposed to charter schools.  
5 Where public schools are consistently failing to  
6 meet the educational needs of the full range - -  
7 that it is our collective responsibility to  
8 explore a wide range of options to ensure those  
9 needs are met; however, our first goal should be  
10 to guarantee the successful, high-quality public  
11 school option for all our kids. And District 15  
12 has an extraordinary track record of doing just  
13 that. Not only zoned neighborhood schools, but  
14 non-zoned schools like the Brooklyn New School,  
15 the Brooklyn Children's School, as well as  
16 options like PS - - a range of options to make  
17 sure we meet all the needs, the - - needs of the  
18 kids in our community. Now this didn't happen  
19 by accident; it's the result of the hard work of  
20 many people in this room and beyond over many  
21 years. School leaders, district leaders,  
22 community school board members, teachers,  
23 administrators, principals, CDC leaders, even  
24 someone like - - officials across District 15  
25 have shared a deep sense of democratic

1 responsibility for meeting the educational  
2 needs of all our kids in our communities' public  
3 schools. In my opinion, the proposed co-  
4 location of a Success - - in this building is a  
5 direct attack on that shared sense of democratic  
6 responsibility. In place of that, and here we  
7 can - - and substitute essentially a laissez  
8 faire marketing approach. Don't try to - -  
9 District 15 stakeholders and step up and try to  
10 take responsibility for any of the diverse needs  
11 of the community. Let marketing - - work their  
12 magic, promote the competition, undermine  
13 communities, and hope that individuals can fend  
14 for themselves. Unfortunately, it's consistent,  
15 in my opinion, of the DOE's dismantling of the  
16 infrastructure of a district - - . Now look,  
17 lots of districts weren't doing it - - . but in  
18 a place like this, where the public schools are  
19 working, where public school innovation is  
20 helping you meet all those needs, where  
21 principals, - - , teachers and parents really  
22 are working together, that - - a charter school  
23 without any local roots, without a track record  
24 of working in the CDC, without coming into our  
25 community over a strong community objection, is,

1 in my opinion, a - - attack on - - public  
2 education. And now you're seeing such a strong  
3 reaction from so many people in our community  
4 tonight. Now this is - - especially by the fact  
5 that Success Charter didn't apply to New York  
6 State in District, and - - in District 13 and  
7 District 14 instead. - - can't even really be  
8 true that to - - a charter for the TOD or the -  
9 - - assuming that communities matter so little  
10 that they're simply all interchangeable anywhere  
11 in the world? I would really hope not. Now we  
12 absolutely have to make those communities matter  
13 and their educational priorities matter, and  
14 that's why we call it a - - educational  
15 priorities matter, and that's why we have an  
16 educational community council. Now, we've got  
17 real needs in this district. We do have  
18 elementary and - - overcrowding, but, you know,  
19 it's not actually most concentrated right here.  
20 It's most concentrated in South - - and in  
21 Sunset Park. And we need to do more to meet the  
22 needs of kids with special needs, and English  
23 language learners, and we need a middle school  
24 in the southern half of this district, and those  
25 are the educational priorities that our

1 community has worked together to set, that we  
2 discussed together, that we're working on  
3 together, and none of them are best met by these  
4 schools. I also share many of the concerns with  
5 people who - - here, more specifically about  
6 what it will mean in this building, but I will  
7 leave it to those in this building to talk more  
8 specifically about that. And I'll just end  
9 saying, you know, last year when DOE proposed a  
10 very contentious co-location of Millenium  
11 Brooklyn High School on the John Jake [phonetic]  
12 building, I did not oppose it. Many people in  
13 this room did. There was a strong community  
14 outcry, but I didn't despite some real concerns  
15 and misgiving because the goals of that proposal  
16 had been discussed in the community, had been  
17 developed by the community. They weren't voiced  
18 by - - and quite simply, that just isn't the  
19 case here. So I'm really - - to rethink this to  
20 avoid the needless polarization and lawsuits,  
21 the wasted energy that could instead be spent  
22 improving many, many other schools. And the  
23 further harm to the spirit and practice of  
24 democratic education that I believe is alive and  
25 well in District 15. I urge you to object the

1 proposed co-location, and I thank you very  
2 much.

3 [clapping]

4 FEMALE VOICE: - - this microphone is on.  
5 Um, my name is - - female democratic district  
6 leader - - district which includes - - indicated  
7 how - - . I'm here to voice my opposition to  
8 the co-location. I am concerned as always about  
9 public policy aspects of these co-locations of  
10 charter schools into public schools, and  
11 inevitable inequities that result. When I'm - -  
12 to testify with regard to a proposed co-location  
13 that, in fact, did occur at PS 9, also served  
14 students from the - - district, one of the  
15 points that I made is that every time schools  
16 start coming back from the brink, start making  
17 real change, start improving - - there are ways,  
18 for example, that schools here have improved.  
19 For some reason or another, they become  
20 candidates for a co-location, from a school that  
21 outside and has not community voice. So the  
22 issue here is community voice, what the  
23 community priorities are, what the community  
24 needs are. I support the proposal for the early  
25 childhood development center, and I also want to

1 say one thing as a formal special educator and  
2 a special ed. advocate, and that is that it is  
3 so easy to overlook our kids with special needs.  
4 It's just too easy and - - into this proposal  
5 doesn't do anything to give me any comfort that  
6 the students with special needs will be better  
7 served by squeezing in a large school that's K-4  
8 in a school that serves older students, which  
9 alone is troubling. And actually deem special  
10 education needs that they can actually be doing  
11 - - . So I oppose this for a number of reasons  
12 and I hope that - - will go back to square one -  
13 - if they're going to entertain an application  
14 that was actually an application made for a  
15 different district. They need to amend this,  
16 seriously, they need to go back to square one  
17 and have the - - go back to square one and - -  
18 and amend it so we can determine whether this,  
19 in fact, a viable and valid option for the  
20 district. Thank you.

21 MS. LISA CHAMBERLAIN: My name is Lisa  
22 Chamberlain, and I live in - - . Um, - - in  
23 District 15. I had a whole bunch of things I  
24 was going to say, but now - - . It seems like  
25 people, you know, they made up their minds about

1 what's good and what's bad, and the kids just  
2 don't really matter. - - the discussion, it's  
3 just disgusting to me. Anyway, my point is  
4 that, um, I didn't really know whether co-  
5 locating the school is a good idea or a bad  
6 idea. What I do know - - financial options - -  
7 real parents and teachers trying to start a  
8 charter school. We were not going to co-locate  
9 because of the controversy for co-location. We  
10 specifically worked with a landlord - - so that  
11 we would not displace anybody. We were still  
12 opposed. We were still opposed - - opposing  
13 us, and the entire process because of this is  
14 tainted - - and that's why we were defeated at  
15 the expense of kids in Redbook, at the expense  
16 of - - .

17 FEMALE VOICE: But the community said, no,  
18 thank you.

19 FEMALE VOICE: The community did not say,  
20 no, thank you. The community did not say, no,  
21 thank you. That is incorrect. The teachers  
22 said, no, thank you.

23 [clapping]

24 [yelling and crowd noise]

25 MALE VOICE: Folks, let's please..

1           MALE VOICE: First of all, I want to say  
2 my name is - - . I'm a - - . My son is here  
3 next to me. Okay, I'm against the proposal. I  
4 have a lot of - - inside, and I think everybody,  
5 you know, and - - I want to - - one minute. My  
6 son's - - so he can't - - .

7           MALE VOICE: Hello, everybody. My name is  
8 - - and I'm a student from Global Studies, and I  
9 think the school that is going to be built for  
10 this building is not good, because they can use  
11 their own money to buy, or to build a school, or  
12 to buy a school that's empty, and this school is  
13 designed to have four schools or three. Four is  
14 too many for the kids in this school. They need  
15 a lot of learning so they can have a better  
16 future and know what - - they will have in their  
17 life. Thank you.

18           [clapping and cheering]

19           MALE VOICE: - - . We'll call on the next  
20 five and - - Rosy - - .

21           [Pause]

22           FEMALE VOICE: My name is - - and my sons in  
23 10th grade. I have a problem with the school  
24 coming in here in this building because it's  
25 from kindergarten to 4th grade and you have to

1 do a lot of bathroom changes. The faculty  
2 members - - .I have a problem with my son eating  
3 at 2:30 in the evening and coming home at three.  
4 I have a problem with him being hungry all day  
5 in school because he has - - other schools.  
6 First more this school has come into this  
7 building - - schools. - - going up to 600  
8 students but international global they have to  
9 stay at five or 520. Originally this is our  
10 building. Why should we have to share space and  
11 get the less space? Half the - - will be lost.  
12 A lot of teachers would have to give up the  
13 spaces. There's rooms that we have to take over  
14 the classes would have to be double sized. - -  
15 Classroom that is - - with 18 students you - -  
16 with 36 I have a problem with that. The  
17 gentleman said that he, he needs to put his  
18 child in a school where it is not crowded. So  
19 what do you think is going to happen to all kids  
20 when they come in? All classes will be crowded.  
21 So you see, when you - - education has to - - as  
22 a whole. You can't just base it on what is  
23 going to happen to your kid when we have kids  
24 here already. My child is only in 10th grade I  
25 want to see him get through the 12th grade. I

1 want to see him in a class soon that - - he's  
2 not in the classroom the teacher knows he's  
3 missing. I don't want him in the classroom with  
4 36 and 40 students where the teacher can't see  
5 all her students. When you put children in a  
6 classroom with 36 or 40 students they - -  
7 teachers. Are you willing to give us more? Are  
8 you willing to pay for more teachers to come  
9 aboard because therefore these classes are going  
10 to need two teachers - - .I don't see nobody - -  
11 the topic of how these students are going to  
12 learn sitting in a crowded classroom. - -  
13 kindergarten or the - - or - - you all can put  
14 into helping grow and making the schools in this  
15 school better. You're taking away from what  
16 we're doing - - school. And we're not - - you  
17 have people give us a chance to getting to the  
18 third gate. And we're doing fine and we're  
19 sailing smooth. I just want - - schools.  
20 Actually - - schools to continue to be in this  
21 building before being suffocated by the other  
22 school.

23 MALE VOICE: - - two things first - -  
24 bringing in a - - school for a school that - -  
25 19 years old. It's not - -

1 FEMALE VOICE: Feasible.

2 MALE VOICE: At best it's disastrous. Like  
3 she said before you're going to have alter - -  
4 .Second parents - - .Would you want your kids  
5 to be in a bathroom that are age four and five  
6 with people that are 19 years old? It's the - -  
7 .You're going to have to cross paths with these  
8 kids - - .I don't think I want my five year old  
9 to cross paths with kids that are - - .It  
10 wouldn't makes sense. Another reason would be -  
11 - .Our - - we just got that was \$500,000. We -  
12 - culinary arts program. - - culinary program  
13 because we would have to have - - the kitchen  
14 that we use or would we - - our new program  
15 which is a graduation requirement - - .And - - I  
16 think that the only reason why you might want  
17 this building is because you plan - - schools.

18 [background noise]

19 MALE VOICE: My name is - - I'm the former  
20 president of the education council - - I'm still  
21 a member and I - - committee - - .We have four -  
22 - charter schools in our district including - -  
23 County - - Brooklyn. Um, one of its - - and  
24 tell you what you can expect.

25 FEMALE VOICE: You don't know anything you

1 haven't - -.

2 MALE VOICE: You can expect, um, you can  
3 expect 400--

4 MALE VOICE: Excuse me, let's let him speak  
5 please thank you.

6 MALE VOICE: Thank you - - .You can expect  
7 400,000 brochures being sent to your door not to  
8 - - or prospective first grader but all the way  
9 through - - 12th graders. If you are white live  
10 in an affluent district and - - have high test  
11 scores. If you are not you won't get anything.  
12 Out of that 400,000 brochures, excuse me, out of  
13 400,000 brochures that were sent out 2% were  
14 sent to - - families.

15 FEMALE VOICE: I didn't get any.

16 MALE VOICE: 2%, excuse me, you can expect  
17 to see - - up to \$500,000 a child to recruit  
18 kids for that school. And - - we're talking  
19 about choice. Do you know how many kids were  
20 supposed to be in school? 188 they can't fill  
21 spaces ladies and gentlemen. She spent \$1.5  
22 million but they can't fill the spaces. Still  
23 the DOE tells us "choice" it's - - .Let me tell  
24 you what you can expect for schools that are - -  
25 because we have five of them. The high school -

1 - that - - 25% of the kids are special needs  
2 and I'm talking about 70% need - - classes. Do  
3 you know what happened to them? They were  
4 supposed to get 108 kids guess how many kids  
5 they got? 168 they were given three classrooms  
6 - - 168 for those classrooms where as - - is  
7 sitting there with oodles of space and they  
8 can't even fill them. What's going on here?

9 FEMALE VOICE: They don't want us.

10 MALE VOICE: Exactly what's going on now let  
11 me tell you another thing. The high schools and  
12 our schools have lost, they're constantly  
13 growing. - - Elementary school has been - - like  
14 spaghetti. In order to provide Success Academy  
15 with continue space - - at the cost to all of us  
16 at \$6 million.

17 FEMALE VOICE: Damn.

18 MALE VOICE: They upgraded everything for  
19 their schools and yet they can't feel the  
20 spaces. And people who went there and go there  
21 will disagree they have choices. They have six,  
22 eight, ten choices including two of - - starter  
23 schools but they don't want - - .This is not  
24 about choice this is not about - - this is about  
25 politics. This is about destroyed community

1 based schools and - - the number one - -  
2 Brooklyn. And the DOE have a lot to answer for.  
3 And by the way another - - you could expect.  
4 Your non charter schools are going to fill up as  
5 ours did with the - - kids with special needs  
6 kids and then you ask the DOE, "Please explain  
7 to us where this - - is coming from. Give us  
8 some accountability that you talk so much  
9 about." You know what we get? Nothing. - - we  
10 were told, do you know what we're told? - -  
11 said, "You've got to talk to the board of the  
12 charter school." Think about that ladies and  
13 gentlemen the community is told, "Talk to the  
14 charter school." And - - zero.

15 FEMALE VOICE: Nothing.

16 MALE VOICE: Finally what you can expect.  
17 You can expect that these - - are going to be  
18 called "failing" in about a year. We've got  
19 four - - schools - - .Three of them including  
20 the charter which educates all kids - - on the  
21 failing list. How did that happen ladies and  
22 gentlemen?

23 [background noise]

24 MALE VOICE: How does that happen? It's - -  
25 politics. So I say to you and I say to the DOE,

1       okay, "Listen to the community. Stop - - fix  
2       our schools all of our schools instead of - -  
3       things that people that don't want - - .And  
4       providing - - more choices for the kids who are  
5       going to get the best test scores thank you very  
6       much.

7               MALE VOICE: - -has joined us. And while  
8       the councilman's coming up we would like to  
9       invite the following, uh, folks. I think Rosie  
10      Inguanzo [phonetic] and Kelly we are missing  
11      them so - - .Leslie Chin I'll just - - .Michelle  
12      - -, JC Garnis [phonetic] and Martha Schmitz  
13      [phonetic] So Kristen - -, Michelle, JC, Martha  
14      and - -.

15              MALE VOICE: Thank you very much. I - - a  
16      chance to thank everybody.

17              MALE VOICE: Quiet please.

18              MALE VOICE: Thank everyone for, for - -  
19      coming out tonight and - - .Uh, I appreciate the  
20      opportunity to - - schools in the K293 Building  
21      - - .Let me start by saying that I am not  
22      opposed to all charter schools. I don't - - at  
23      charter schools.

24              [background noise]

25              MALE VOICE: Ladies and gentlemen.

1           MALE VOICE: I do not look at charter  
2 schools as something - - but I am opposed to  
3 charter schools that take away space and other  
4 resources from our district schools. I'm  
5 opposed to charter schools that insist on  
6 forcing themselves on the communities that have  
7 not asked for them. District 15 did not ask for  
8 - - charter - - the District 15 needs a Success  
9 Charter School. One very important aspect that  
10 I believe needs to be addressed is the history  
11 of District 15 and the development of the  
12 community's education model over the course of  
13 several decades. As you all have heard and seen  
14 tonight the parental network in District 15 is -  
15 - involved and aware. - - District 15 is among  
16 the most capable in the City of New York as we  
17 recognize - - .This has not happened overnight.  
18 For decades active parent networks and - -  
19 teachers and administrators have developed local  
20 educational policies from the ground up - -  
21 .Now, assuming there is a need for more  
22 elementary seats in District 15 which I do not,  
23 which I seriously call - - question in taking  
24 into account the 600 elementary seats that are  
25 coming in from through District 15 at PS133.

1 That are coming in, uh, next in September of  
2 2013. Uh, and also counting the fact that the  
3 Department of Education just last year in a, uh,  
4 in a capital assessment - - the New York City  
5 Council the gentlemen - - with me.

6 [background noise]

7 MALE VOICE: But I remember, uh, - - revised  
8 the past needs for this - - issues law - - for  
9 Park Slope and for Sunset Park. But for Cobble  
10 Hill - - moved their - - downward but just for  
11 the sake of argument. Just for the sake of  
12 argument let's assume that there's a need for  
13 additional elementary seats in District 15  
14 that's needed. Why then would it be a good idea  
15 to bring in a new charter school - - that nobody  
16 asked for? Nobody in the community asked for.  
17 Why not ask the active involved parent network  
18 the educational district of record successful  
19 schools; why not ask them what does their  
20 community need? What does the community need?  
21 Chances are they probably would not have said,  
22 "Give us the Success Academy Charter School."  
23 I'm just guessing. Of course we all know the  
24 answer to that question because the community  
25 was never asked.

1 [background noise]

2 MALE VOICE: Now, one other aspect that  
3 concerns me about this process is that the  
4 Success Charter network applied to SUNY for  
5 charters in Districts 13 and 14. Well, what has  
6 transpired with, uh, with the application now  
7 moving down to District 15 is essentially a bait  
8 and switch. Um, where you do not have, uh,  
9 there is not a demand there has not been, uh, an  
10 adequate - - of what this would mean as an  
11 educational impact. And I think that it is - -  
12 upon SUNY to look back at, at the application  
13 closely, um, and to, and to reassess whether or  
14 not this is, uh, uh, a clear exam at the time.  
15 There is, uh, serious questions with regard to  
16 that. Um, no one has been able to say  
17 inclusively, um, what transpired and why it - -,  
18 why - - .How, whose idea it was and what the  
19 forces were behind it. Um, I still have not  
20 heard a clear and concise answer as to when and  
21 why that happened. A lot of the transparency -  
22 - the distrust you now see in this room in the  
23 community and incoming charter schools,  
24 potentially incoming charter schools. I fail to  
25 see at this point and up 'til this point and

1 I'm, I, I, I'm, I'm doubtful that, that I  
2 would - - this. The rationale behind the  
3 proposed location was - - in this building K293  
4 is why it's in opposition this, for most. And I  
5 want to add that, um, what we see throughout  
6 there, what I see - - my council district is  
7 that, um, - - locations, um, of this sort, um,  
8 may, may cause, uh, undue harm upon the students  
9 that are in this - - .There are two, there are  
10 three very, uh, good schools in this building  
11 that, um, we've - - talking to the  
12 administrators at. Uh, uh, one of the schools  
13 the proposal to decrease their classrooms  
14 allocation per 38 classrooms down to 20. Um,  
15 that is an outrage. Uh, that is, that is a  
16 severe, uh, negative impact on the children who,  
17 who, uh, attended this school, attend school in  
18 this building and to the community, um, where,  
19 where school space is staggering. So, um, I  
20 strongly, strongly encourage the Department of  
21 Education to reassess this proposal and to, uh,  
22 and to really think about, um, the community.  
23 And the community needs and the community's  
24 wants when, when proposing, uh, this in the  
25 future. I, I think that it would be in the best

1 interest of this neighborhood in this  
2 district in this community, um, to withdraw the  
3 proposal. Thank you very much.

4 [background noise]

5 FEAMLE VOICE: - - teacher in Washington  
6 Heights - - Brooklyn. Um, I - - locations. - -  
7 location. Uh, about two years ago my small  
8 public school was looking for a space in our  
9 neighborhood. We were consistently told that  
10 there was no money to put in any - - capital  
11 plan. - - was removed from the capital plan. We  
12 had some issues - - with a larger public school.  
13 Colocation is a nightmare. At the - - meeting  
14 we had parents teachers and students from my  
15 small school and the larger schools, we united  
16 on this saying, "This is not the solution to - -  
17 ." We are now in our second year of colocation,  
18 um, and apparently all of the issues that we  
19 brought up are coming to past. There are no  
20 solutions to them. For instance, there is not a  
21 single child in my school - - larger public  
22 school - - .This is something that we brought up  
23 at the - - meeting there was no space for recess  
24 for students. There is still no solution to  
25 that problem. My students receive two periods

1 of music education a week - - classroom.  
2 They receive three periods of physical education  
3 a week in their classroom. We do not leave my  
4 room there is no public space access. The  
5 library is inaccessible to any child in the  
6 school because due to budget cuts the librarian  
7 is cut. There is no librarian there's a library  
8 in the school that no student gets to use. So  
9 this is our colocation issue. Um, we also - -  
10 our - - meetings would be - - council set up  
11 with a third party which would arbitrate any  
12 issues over common shared space. We were  
13 guaranteed that time again. It's our major  
14 concern. A year and a half - - there is no  
15 building committee. We were told that  
16 principals need to work it out in themselves.

17 [background noise]

18 FEMALE VOICE: So I - - school together and  
19 let us - - ourselves when in fact our interests  
20 should be - - .And I want to just address one  
21 more thing that I keep hearing here tonight.  
22 Which is this neighborhood is not even charter  
23 school. Here's the issue with this not here - -  
24 failing. Schools in this city are being set up  
25 to fail.

1 [background noise]

2 FEMALE VOICE: So we are not - - fail. - -  
3 that every school, most schools and their  
4 closed. - - and the last two years by Bloomberg  
5 are the highest - - and the highest - - kids in  
6 the city. Whose children? Uh, children who  
7 are, have no families. Children who are English  
8 language learners special needs learners. When  
9 those schools close where do you think those  
10 kids go? I have to tell you the charter schools  
11 do not pick them up. They go to the other high  
12 school surrounding them and guess what those  
13 test scores start to go down. So then what do  
14 we do? We go in and we close those schools. So  
15 eventually all public schools are going to be  
16 closed because they are - - these needs. And  
17 yet those needs whose, whose kids that still  
18 have needs those are not being addressed in  
19 anybody's conversations. What are we doing  
20 about - -? What are we doing about - - funding  
21 in public schools? Like, the charter schools  
22 are not serving those kids either so like, where  
23 okay, and that's one more thing this is not  
24 personal. Okay, absolutely. - - charter school  
25 teachers there are wonderful charter school

1 teachers. There are wonderful charter  
2 schools but to continue to hold this up is a - -  
3 fix this problem it's just wrong. It's not  
4 about your charter school or that charter  
5 school. It's about - - the charter school  
6 occupy our public schools and it's time we have  
7 a - - conversation about what is not going to  
8 work us.

9 FEMALE VOICE: Good evening ladies and  
10 gentlemen - - for a long time.

11 [background noise]

12 FEMALE VOICE: I come here with probably  
13 understanding where all of you come from. I  
14 lived in Cobble Hill for four years and saw in  
15 those days where they're really no schools and  
16 people putting their kids on buses or sending  
17 them to Brooklyn schools. And I saw these  
18 sisters in those 40 years make this the best  
19 city in public education. And I'll say one more  
20 thing I want a teacher I want a principal of a  
21 small and a large. And I sat on the deputy's  
22 chancellor's cabinet and I only came today  
23 because I live here. And I say, "What's going  
24 on?" And it's just like 40 years ago.

25 [background noise]

1           FEMALE VOICE: And so I say to you as a  
2 teacher in the educational options school - -  
3 the best of the ones. I saw the demise of the  
4 neighborhood school with the options came in  
5 because of the competition. We are educators we  
6 were not business people.

7           [background noise]

8           FEMALE VOICE: - - .76% on reduced lunch, 2%  
9 white and it was not a - - 100 in US - - world  
10 report. So - - it's wonderful and now you have  
11 your - - he's gone but I - - share with him  
12 while he's here sitting on the cabinet has a  
13 great deal to say. So they're looking for - -  
14 school leadership teams. Principals who are  
15 killing themselves without support and help and  
16 fighting against each other in these schools.  
17 So I say - - because my job as assistant  
18 superintendent was going to those schools that  
19 had - - and - - and arbitrator as a fort - -  
20 .But I also know because I was a principal  
21 involved with parents who only wanted the best  
22 education for their children and that's why they  
23 came to Cobble Hill. So I say to the deputy  
24 chancellor all of you who are here, "Go back to  
25 the drawing board - -." That is democracy that

1 is that is publication that is collaboration.  
2 - - everything that everyone said here today  
3 exists and works in those schools because I - -  
4 .But I want you know I have experience and that  
5 I mentor principles. They do not know they're  
6 so - - .The deputy chancellor - - only what the  
7 mayor wants it's the flavor of the day. - - .So  
8 fight now. Go get - - the 14th and tell him not  
9 to do it because it'll be worse than next time  
10 we come around. - -

11 [background noise]

12 MS. WILLIAMS: Good evening everyone my name  
13 is Ms. - - Williams. I come to you as a co-  
14 president of math science - - and also the  
15 parent of three children who attended school in  
16 District 15 and District 13. I am adversely  
17 opposed to colocation of charter schools within  
18 the district mainly because of the adverse  
19 effect it would have on the special education  
20 services of, for the schools. My eldest son has  
21 a hearing impairment and he attended mainstream  
22 classes throughout District 13 and District 15.  
23 And without the colocation of charter schools he  
24 had many hurdles and obstacles to jump through  
25 in order for him to get services. Um, such as

1 having speech, speech therapy in a 4 x 10  
2 room - - at a time such as improper testing  
3 accommodations. Such as no continuity of  
4 teachers and the discussion about the charter  
5 schools have a turnover of teachers that is, is  
6 ridiculous. And so, the reason that I want to  
7 oppose this colocation is because the special  
8 education programs that are currently going on  
9 in the district such as the - - program - - math  
10 and science are affected because. They are,  
11 they are - - the need to these, this population  
12 and with the colocation and the sharing of one  
13 auditorium. Or in our case we don't have a  
14 library or have any lunch schedules where  
15 students are going to lunch at 10 o'clock, at 2  
16 o'clock. It's, it's inappropriate and it's not  
17 going to work. And so I'm here tonight seeking  
18 for the parents and the teachers of special  
19 educations too, because those students are the  
20 ones that are usually left behind and left out.  
21 And I - - colocation is not - -.

22 [background noise]

23 MR. GARNIS: Hello my name is JC Garnis and  
24 I think I'm here for the same reason everyone  
25 else is here. And that's because we all want

1 what's best for our children. And I listened  
2 to everyone speak. I - - knowing, I could spend  
3 the rest of the night talking refuting  
4 everything you said about - - .Fact of the  
5 matter is my daughter goes there it's, it's  
6 collocated with four other high schools and they  
7 get along beautifully with each other. In fact,  
8 all schools where it was, there was a report  
9 done in 2006 and 2010 stating that schools, the  
10 zoned schools where charter schools are  
11 collocated with their performance has increased  
12 17 to 25%. So, they, these schools are having a  
13 good effect on all the [crosstalk] in the  
14 district. They're not failing because the  
15 charter schools can't handle it. They're  
16 failing before come in and now they're starting  
17 to see. I also want to talk about, uh,  
18 [crosstalk]. Uh, [crosstalk] I also was a  
19 teacher, I was a teacher at the public school  
20 level and at the private school level. And my  
21 wife and I believe so strongly in education that  
22 we studied every school possible every public  
23 school option every private school option. And  
24 we chose what we felt was the best choice for  
25 our daughter. And that's why I - - for

1 everybody to have the opportunity - - .To  
2 have the best opportunity, at least some of them  
3 here. And I heard someone say, "It's a  
4 lottery." It is a lottery but at least some  
5 kids have an opportunity. So, I want to talk  
6 about that and I saw Ms. - - .I saw Ms. - - just  
7 leave and I'm, I'm [crosstalk].

8 MALE VOICE: Folks. Thank you. Go ahead.  
9 [background noise]

10 MR. GARNIS: I saw Ms. - - just leave.  
11 Like, I wish she was still here because why in  
12 the 11th hour does she propose this, this pre-K  
13 op? Why, why not do these five years ago. Why  
14 wait until now to do this. [crosstalk]. Uh,  
15 and also [crosstalk]. And I also [crosstalk]  
16 everyone we're all here for the same reason and  
17 the DOE [crosstalk]. Whether for the charter  
18 school whether against it but why is the DOE so  
19 behind this. Are they admitting that the  
20 system's broken and that something needs to be  
21 done?

22 [Pause]

23 MR. GARNIS: Why, why would they be so  
24 adamantly behind this, these opportunities for  
25 choices and, and really amazing opportunities

1 for our children? [crosstalk] All of this  
2 and I love the fact that the high school  
3 students were so passionate about saying, "Oh,  
4 it's going to be - -." But there hasn't been a  
5 single incident at our school to [crosstalk].

6 MS. MARTHA SCHMITZ: My name is Martha  
7 Schmitz. I'm a parent of District 15. A public  
8 school parent and I immediately oppose this idea  
9 of a collocation of - - charter school in this  
10 building. Um, I'm just wondering - - Success  
11 Academy I wonder success for who is it really  
12 success. Is it really success for the students  
13 currently in this building who will see their  
14 classrooms and facilities - -? By this - -  
15 denying us a quality education they - - deserve.

16 [background noise]

17 MS. SCHMITZ: I don't think it's a big  
18 success for them. Is it a success for students  
19 with special needs - - to learn who have been  
20 routinely counseled out - - Success Academy  
21 [crosstalk]?

22 MALE VOICE: Folks let's let her speak.  
23 Thank you.

24 MS. SCHMITZ: - - of the New York Times, we -  
25 - the Daily News and they are, it is not just

1 for them. Is it success for the schools in  
2 Cobble Hill in District 15? Who in this time of  
3 dark - - will see their funding drop? Even more  
4 when students are cited off to charter schools  
5 it will not be success for them. Is it success  
6 for the taxpayers in New York City who will see  
7 either pay a dollar, yes that's right a dollar a  
8 year for valuable public school space? That can  
9 be used instead of - - neighborhood children I  
10 don't think so. I think we all know the  
11 benefits from - - Success Academies it is either  
12 yourself who earns more than \$300,000 a year as  
13 a CEO of this chain or we're spending \$1.6  
14 million in publicity and recruitment for - -  
15 charter chain.

16 [background noise]

17 MS. SCHMITZ: In 2009, 2010 it's also  
18 success - - for her - - potential in the growth  
19 of charters. I beg you to listen to this  
20 community and reject the collocation of Success  
21 Academy in this school. Thank you.

22 [background noise]

23 MALE VOICE: Thank you. - - .Thank you, uh,  
24 Minnie Hampson [phonetic] is - - and Suzy  
25 Michaels, Virginia Meade [phonetic] and Susan.

1 Thank you. So we'll start with - - is she  
2 still here? Okay, so Ms. Virginia you're up.

3 MS. VIRGINIA MEADE: Good evening ladies and  
4 gentlemen. My name is Virginia Meade I am the  
5 vice president of PTA of Global Studies. I am  
6 here and I - - because I have two - - .And it's  
7 a great school. - - .There is no need to replace  
8 this school with another school. We don't need  
9 - - there is no place for this school. Okay,  
10 now I want to tell you my son is in this school  
11 he's in 11th grade. He's doing very good. He  
12 has good - - . We need our classrooms the way  
13 they're supposed to be. We need those  
14 lunchrooms and we need the - - for our children.  
15 Okay and I want my child not to be starving. - -  
16 that this can be done I need - - to have a  
17 healthy education - - and hygiene. And also, -  
18 - we were talking about placement, placement,  
19 placement. Have you thought about the safety of  
20 these children? What about the safety of our  
21 fire safety? If we - - in the case of an  
22 emergency of a fire how are we going to evacuate  
23 when pre-k is all the way down? Do you  
24 understand what I'm saying? We need to think  
25 about - - too because our kids are already

1 learned and are warned out to get out of a  
2 building. What about from k to four how they're  
3 going to get out of the building? - - is okay  
4 with me.

5 MALE VOICE: Thank you - -.

6 FEMALE VOICE: Hello my name is - - people  
7 have better sense than the Department of  
8 Education. They're - - so hopefully we will  
9 avoid that situation. The state law requires  
10 community input outreach before you authorize  
11 any charter school in the community in New York  
12 City. And yet that never happened in the  
13 community therefore this charter school is  
14 illegal. State law says very clearly the  
15 districts may provide state services to charter  
16 schools but if they choose to it shall be at  
17 cost. Which means the states and the services  
18 that this charter school and other colloquial  
19 charter schools around the city are getting for  
20 free is also illegal. And we need to sue the  
21 DOE on that as well. - - will cause overcrowding  
22 108%. And even before this year it will exceed  
23 the capacity of the school and that formula many  
24 experts agree underestimates the actual  
25 overcrowding of schools. - - prospect of housing

1 more students and is making it, "more  
2 efficiently utilized," but there is - - issue  
3 about overcrowding students and taking away the  
4 small class sizes and the well-rounded education  
5 they need for a quality education. This is not  
6 the language of educators. This is the language  
7 of bearcats and corporate executives at work  
8 here. - - nearby elementary schools as there is  
9 throughout the city. But every time you  
10 collocate a school it creates more overcrowded  
11 not less by eating up classroom space with - -  
12 of spaces and replication of cluster and  
13 specialty spaces. The DOE's justification for  
14 collocating the chart - - overcrowded is a very  
15 dangerous and slippery slope. Because last  
16 spring we had waiting lists for kindergarten at  
17 1/4 of all elementary schools in New York City.  
18 So this could be a justification for putting a  
19 charter school in every single community across  
20 the city. And I agree with the earlier  
21 statement who said, "This is the agenda of the  
22 1%." This is the agenda of our billionaire  
23 mayor this is the agenda of hedge fund operators  
24 who sit on the board at this charter school and  
25 others like it. Who send mostly their own

1 children by the way to private schools where  
2 no classes are larger than 15. And yet for our  
3 schools there are - - class sizes up to 30 or  
4 more every single year.

5 [background noise]

6 FEMALE VOICE: - - hypocrisy and it should  
7 not be allowed - - .

8 [background noise]

9 FEMALE VOICE: My name is - - .And, uh,  
10 previously I came - - a member of this  
11 community. - - New York City against collocation  
12 in charter schools. Here in District 15 or  
13 anywhere - - and we're begging you as members of  
14 this community and as children and in these  
15 schools we are begging you. If you want to  
16 create a charter school and you have every  
17 right. You live in America you have every right  
18 to do that. Then you can do that but you cannot  
19 do it in a public building. You cannot do it at  
20 \$1 a year. You cannot do it by taking over  
21 classrooms and reducing resources under the  
22 euphuism of share when in fact we know that the  
23 resources that these schools our schools are so  
24 hard to achieve so that our children can learn  
25 in the public system are taken away. And it's

1 extremely hypocritical implication secretive,  
2 whatever you call it if you're in a plan for  
3 108% over five years. And when the schools are  
4 already struggling to survive and squeeze the  
5 lifeline out of the public schools. And the  
6 fact that you would even come to District 15 as  
7 everyone here has said is a model. The deal - -  
8 what District 15 has done. The school has  
9 always done well like - - 21. To schools like  
10 local and international that are ready to turn  
11 themselves around. Other schools in this  
12 community and instead of looking at a model and  
13 saying, "What did they do right to create  
14 excellent public school - - everybody?" You  
15 have instead chosen to provide an opportunity  
16 for a charter school to come and squeeze the  
17 lifeline out of the public system. Here and was  
18 done before and where you will try to do it  
19 again. We will not let you do it here. Draw  
20 the line.

21 [background noise]

22 MALE VOICE: Susan? No, okay then let's go  
23 with - - .I think that says - - .Emily Miller,  
24 Mets Stoltz [phonetic] and Judy Jackson - - .Go  
25 ahead. While you're - - .Thank you.

1 FEMALE VOICE: So I'm not a teacher and  
2 it's been a long time since I've had children in  
3 school. But my, my two children did go to  
4 District 15 public schools all the way through  
5 and public high schools. And I'm hearing  
6 representing a different part of the community.  
7 I've been the director of the South Brooklyn  
8 Local Development Corporation. I work with all  
9 of the businesses in the neighborhood. Uh, when  
10 I first started working here my job was to  
11 resurrect Smith Street which at the time was  
12 badly declining - - street. Uh, there were a  
13 lot of problems at dismissal time and we very  
14 quickly got into the after school program  
15 business as well the commercial revitalization  
16 business in order to build communities and build  
17 better relations. And for many, many years the  
18 businesses on Smith Street and then the  
19 businesses in - - our businesses that I also  
20 organized also worked with began working on  
21 after school programs with the middle schools  
22 and high schools in District 15. Uh, take a  
23 look at the room you are sitting in. Take a  
24 look at the lights up there at the sound system  
25 at the projector up there. Think about the

1 investment; think about the investment that  
2 was made in this building here. This building  
3 was invested in not only here in the auditorium  
4 but downstairs you would find at about twice the  
5 size of the stage a state of the art culinary  
6 arts - - room. There were two Viking stoves in  
7 it which was mainly because the business  
8 community with all the restaurants on Smith  
9 Street wanted to work you're not even listening  
10 to me - - .

11 [background noise]

12 FEMALE VOICE: Can I please continue?

13 MALE VOICE: Please - - .

14 FEMALE VOICE: Yes, okay. The business  
15 community wants to work with teenagers in this  
16 school. You have the opportunity and you made  
17 \$1.5 million recently investment and assets in  
18 this building to be used not by - - kids. This  
19 Viking stoves and knives downstairs are not  
20 going to be used by the little ones. This kind  
21 of lighting and sound system should be used by  
22 teenagers. This school, this building should be  
23 - - in it. - - there should be - - in this, in  
24 this building.

25 FEMALE VOICE: - - .The communities work

1 really hard - - a really - -communities  
2 involved so it's absurd that you're doing that.  
3 But people say, "Oh, I'm not against charter  
4 schools." Well, I am against charter schools.  
5 They don't - - .There's no proof of - - .Five  
6 years down the line six years down the line - -  
7 successful when their - - graduate from college  
8 or whatever. It's experimental. Charter  
9 schools are nothing special. Charter schools  
10 are nothing special. If our public schools had  
11 the same amount of money and resources and  
12 support they need they could do the same as  
13 these charter schools.

14 MALE VOICE: - -our next speaker if you will  
15 - - I think, uh, Amber, Jacob Jones, next up - -  
16 Garcia. Go ahead thank you.

17 FEMALE VOICE: Thank you. Um, - -as a  
18 teacher at the School for International Studies.  
19 I'm honored to be here with my colleagues with  
20 students who have been learning - - since  
21 they've been in the 6th grade. Some of them  
22 have graduated or getting ready to graduate high  
23 school and I'm so proud of them. Um, I don't  
24 know anything about, you know Success Academy.  
25 I - - about our school and how - - that leap

1 worked to create a nurturing safe and  
2 successful environment for our students. If you  
3 look at the - - Plan it's clear that that will  
4 be compromised. There is no way that you can  
5 walk up, sit there read it and say, "Oh, I'm  
6 going to slash all of your classrooms in half."  
7 And say, "Yeah, this is going to be a safe  
8 wonderful for all of our schools involved." It  
9 will - - the students from all of the schools  
10 who would be involved in this. And I really  
11 think that, like other people have said, "You  
12 need to go back to the drawing board. You need  
13 to reconsider. You need to look at the  
14 community." When I went to - - information  
15 session she was not interested in hearing from  
16 the community. She just called us opponents.  
17 We're opponents from the UFT we're an evil  
18 teacher's union. No, we're teachers who care  
19 about our students who want them in a safe - -  
20 environment. That's what I want for my child.  
21 That's what I want for everybody's child and  
22 it's not, it's not limited away from one - - to  
23 another. Let's play merry-go-round let's play  
24 open and shut schools all over the city. Enough  
25 is enough parents are getting tired of it.

1 They're going to these hearings. People  
2 shutting schools people opening the schools  
3 people, you know, it's, it's ridiculous and so I  
4 beg of you to really, really listen and pay  
5 attention to the concerns. Come to our school.  
6 Please sit in my classroom. Like really pay  
7 attention. This is, this is my, my kids I love  
8 them. And I care about them and I want them to  
9 have a good education. Okay, thank you.

10 MR. JACOB JONES: Hello everybody I am Jacob  
11 Jones and I have been - - since 6th grade and -  
12 - .Let's give her a hand. Now - - a senior now  
13 about to graduate in June. I've been there for  
14 7 years and it's pretty much - - my life, you  
15 know? And the funny thing is - - .I remember  
16 you telling me - - .Because of small little  
17 classrooms that is - - the same opportunities I  
18 have and - - . Don't - - this school trying to  
19 make it a charter school. You know, and - - our  
20 resources we have very few of them in the first  
21 place. So - -.

22 MS. MESA: Hi my name is Mesa [phonetic] Um,  
23 I'm - - but I've seen the lower east side, the  
24 Bronx everywhere throughout this community and -  
25 - um, and I see - - .And precious knowledge

1 that's based on - - just people are so close  
2 minded and are selfish and greedy. Like, only  
3 take away from what the community already - -  
4 .Why don't you - - from you own pocket instead  
5 of others. And instead of just fighting for  
6 what you think is better for us you only fight  
7 for what's good for you. And you only - -  
8 minority and it's only creating more problems in  
9 that community and pushing it back to other  
10 communities and not giving any solutions. Just  
11 making it worse for everyone that's living there  
12 and everyone that's living throughout the whole  
13 country.

14 MALE VOICE: - - Hakeem Watson, - - and Karen  
15 - - .I'm just going to call the rest of this  
16 Lydia. Yes. Uh, - -.

17 MR. HAKEEM WATSON: Good everyone my name is  
18 Hakeem Watson. I've been a student since 10th  
19 grade.

20 [background noise]

21 MR. WATSON: And, um, this, I just want to  
22 say that I oppose the proposal of - - school  
23 just for the simple fact that I don't - - this  
24 is what we've got to do and this is the way  
25 everything needs to be done. And we have to

1 follow those codes of conduct even though - -  
2 . And then on top of that I also felt like, um,  
3 we already have budget cuts as it is. We lost  
4 our music program and we've seen a lot of other  
5 programs go. And then on top of that the - -  
6 and our art program is struggling. We even have  
7 to have art basically - - to have art. And then  
8 on top of that now they're trying to force a  
9 school here. Um, basically we're going to lose  
10 a lot more things and I - - teachers find your  
11 dreams. And how are we going to find our dreams  
12 if we have nothing to follow and nothing to have  
13 interest in if we're losing all our dreams an  
14 all of our goals? How many - - are we limited  
15 to? That's all I want to say.

16 MS. LYDIA WATSON: My name is Lydia Watson.  
17 I am, uh, a mother of five. Okay, can you hear  
18 me?

19 [background noise]

20 MS. WATSON: My name is Lydia Watson. I am,  
21 uh, a mother of five. I have two special needs  
22 children. I am a PTA president currently in my,  
23 um, PS15 in Red hook. Um, I'm a very involved  
24 parent in special needs education. One of the  
25 things that you keep hearing at these hearings

1 is you want to take back community feedback  
2 and then you flush it down the toilet. Whatever  
3 deals you guys make behind closed doors goes  
4 through so whatever I do and say and advocate  
5 for fall on deaf ears to you guys. Okay? So  
6 once again I've got to stand before you at  
7 another hearing and tell you I want to protect  
8 my choice. I have at PS 14 four children now.  
9 Third, Second, First, and pre-k I want to  
10 protect my choice for middle school in this  
11 district in this school. I - - this school but  
12 I want to be able to protect my seat for my  
13 child in the future. This school does not need  
14 to be in this building. You want success? Look  
15 around you this is success within these walls.  
16 And it's not because of anything you've done  
17 it's not because of any money that you've put in  
18 here. It's about the teachers the principals -  
19 - working night and day to get them to where  
20 they need to be at. Parent involvement so I  
21 stand with parents in this school and say, "We  
22 don't want this in here and take that back and  
23 do the right thing for my community my choice."  
24 I want to protect it and I will continue to  
25 fight for it.

1 [background noise]

2 FEMALE VOICE: - -.

3 [background noise]

4 FEMALE VOICE: Yes, forgive me if I am  
5 incoherent. I navigated the map with 50  
6 questions and then - - my two kids. One two the  
7 other five the other is a student in the first  
8 grade at - - .So, I speak to you those  
9 capacities teacher and parent. I teach 9th  
10 grade English. I am very good at - - and  
11 readers. Just three weeks ago we took the 9th  
12 grade on a field trip to visit places - -  
13 representing a variety of religions. I was so  
14 excited when one of my students she told me on  
15 the first day of school that she hates reading  
16 because it's boring - - buy the sequel - - .How  
17 do they do this? I have an amazing classroom  
18 library. I knew that books - - students - -  
19 .How will I continue to do this when I no  
20 longer have a classroom? I'm trying to think  
21 about Ikea where you stack your shelves you  
22 stack your trays. And I'm picturing myself  
23 running through the hallway in three minute  
24 intervals to make it to the next class. But  
25 with a tray this high and - - library books on

1 it. Only a - - because there's 400 students  
2 packed into a ten classroom hallway, right?  
3 It's not going to work. Also as a parent I just  
4 want to say that last year there were similar  
5 proceedings similar hearings. And the community  
6 came out and said they did not want a lottery  
7 school out of District 13. We were worried that  
8 - - schools that were getting better in the  
9 neighborhood. BP passed it my daughter's class  
10 20 students out of her grade all white left her  
11 school to go to that school. She didn't have  
12 one, two white kids left in the school. I do  
13 not trust reform that segregates schools. It's  
14 not okay thank you.

15 MALE VOICE: Okay, um, unless someone else  
16 has arrived whose name was called earlier we've  
17 concluded our public speaking our code of  
18 conduct section will now move to questions and  
19 answer period. So there were a number of  
20 questions submitted during sign out, uh, which I  
21 have here and I'll talk through. So, uh, I  
22 have, I have, uh, a half hour or so of questions  
23 that are submitted at the beginning of the  
24 hearing, uh, which I will address. Um, let me  
25 just remind you folks that, that there are some

1 individual questions that have been asked  
2 together, uh, because some of the questions  
3 submitted were, uh, were very similar or the  
4 same. Um, any question that is not answered  
5 here tonight will be addressed in the analysis  
6 as well as covered by our website. If you have  
7 additional questions at the conclusion of  
8 tonight's hearing, we ask that you direct them  
9 to us via our, uh, e-mail district 15 e-mail and  
10 phone number. That the e-mail address is  
11 d15proposals@schools.nyc.gov. One more time,  
12 d15proposals@schools.nyc.gov. And the phone  
13 number is 212-374-0208; again (212)374-0208. So  
14 there are no more comments made this evening,  
15 uh, that are reflected in these questions, so  
16 let me just open with a few clarifications. Uh,  
17 the first thing I want, uh, to do is, again,  
18 thank everyone for their comments this evening  
19 and for the passion that went into this question  
20 and, and, uh, uh, we certainly have heard your  
21 input, appreciate it, uh, and, and will take  
22 into account. We may, uh, we may not agree at  
23 the end of the day, but we do appreciate, uh,  
24 the council and, uh, school leadership team  
25 meeting here with us, uh, and comments that have

1       been made. I want to again acknowledge the  
2       three principals in the room for being with us,  
3       for their terrific leadership here in this  
4       building. We ask that you again give them a  
5       round of applause.

6               [applause]

7               [Pause]

8               MALE VOICE: So, uh, one, one of the  
9       comments made was about, um, about goal settings  
10      and I again want to reiterate a point that, that  
11      the earlier we are approached, the progress that  
12      the school has made, uh, again, I turn again to  
13      the faculty here, to the principal, uh, Mr.  
14      O'Brian, and, uh, to the school students, of  
15      course, who turned around the school. Uh, and  
16      we are convinced, uh, that the school is, is,  
17      uh, uh--that more we can do comes for, for both.  
18      We are really proud of the progress, the success  
19      and hope to - - next year for [background noise]  
20      next year. Um, we also, uh, we also are excited  
21      about International - - program here, uh, and  
22      knew that, that, uh, their success will  
23      continue. Uh, I want to, I want to address a  
24      point, uh, made a number of times this evening  
25      about, uh, supposing that the, that the, the co-

1 location of an additional school campus could  
2 undermine the success of these schools, and I  
3 would see from my personal experience and see  
4 about New York City or our school system - - and  
5 the good fortune of being the founding principal  
6 of a school when the campus was by other  
7 schools. And I want very much to have my own  
8 building. It would have been fantastic. It was  
9 not in the cards. Uh, and at the end of the  
10 day, after conversation - - with the principal  
11 of that school, I was deeply proud of what I had  
12 accomplished with my faculty and students at my  
13 school. It helped, uh, despite watching Brian  
14 go away, that the work that the campus of  
15 schools accomplished was greater than the sum of  
16 its parts. That the success the other schools  
17 in campus, the five other schools, was my  
18 success. And I knew that they felt at the end  
19 of the day that my success was their success.  
20 And we all did succeed together. And that is  
21 exactly what is happening here right now with  
22 the current co-locations of schools. And we are  
23 proud of that, and that is exactly what we  
24 intend to happen with the addition of a fourth  
25 organization of this campus. We do acknowledge,

1 [crosstalk] we do acknowledge that--

2 MALE VOICE: [interposing] Are you saying  
3 that--

4 MALE VOICE: [interposing] We do  
5 acknowledge-- [crosstalk] I think the, I, I  
6 think I listened for a few hours to comments and  
7 I think that I [crosstalk]. So what I--we, we  
8 are quite certain, uh, we--I, I want to  
9 acknowledge that, that as the building usage  
10 plan points out, and the DIS point out, points  
11 out as well, that the schools on the campus, uh,  
12 two of the schools on the campus will actually  
13 move buildings, they will not, they will not--  
14 obviously this is in any other rule a bad  
15 organization policy. So, if it moved this--two  
16 of the organizations on campus will move those  
17 classrooms. I want to acknowledge that, that is  
18 true. One of the, one of the new schools will  
19 increase their enrollment, that is the plan.  
20 That was not the original plan that we proposed,  
21 of all proposals, but after a conversation with  
22 the principal and the network leader and the  
23 superintendant, that is, that is the plan that  
24 we put forward for the - - to consider. Each  
25 school will remain at or above the instructional

1 - -. They will maintain the, the allocation  
2 of the rooms that we know across the system are  
3 necessary to program school faculty efficiently.  
4 Every school, every principal wants more space,  
5 I acknowledge that. But we know that--seen it  
6 dozens, hundreds of times across the system,  
7 and, and the school system of 1,700 schools,  
8 where 770, almost 800 of our 1,700 schools share  
9 space, we know that it can be done, uh, and we  
10 are counting on the professionals in this  
11 building, uh, to, to continue the success there  
12 and, and have that to go around. Obviously,  
13 it's - -. Um, several comments made about the  
14 sharing space schedule, and let me, let me  
15 address, uh, one of them specifically. The  
16 building utilization plan, by state statute,  
17 once proposed a, uh, model segment for how  
18 shared space on the campus, a campus will be  
19 used. So this is a proposed schedule, and only  
20 that. As with all of our other building  
21 utilization plans, this is subject to, uh,  
22 consideration and initiation by principals, all  
23 in the building council, uh, and the men on the  
24 building council, myself, know that these can be  
25 difficult conversations at times, uh, but when

1 you put, um, me or, or our principals in the  
2 room who have the best interest of students at  
3 heart than they make the decisions on campus.  
4 Uh, the, there was a suggestion that, that lunch  
5 would start at 2:30, um, the building  
6 utilization plan proposes a, a schedule for  
7 lunch to include--the last two or three lunch  
8 periods to include ending at 2:30, not it, uh,  
9 not began at 2:30.

10 FEMALE VOICE: [interposing] It starts at--

11 MALE VOICE: It [crosstalk] starts actually  
12 at 1:30 and would conclude at 2:30, not, uh, not  
13 began at 2:30. That said, this is a proposal  
14 and it is up to the building council, the  
15 principals to sit down and work out, uh, the  
16 issues, uh, on how we should have - -. So,  
17 there, there are going to be some, there are  
18 some specific questions, and I think that we  
19 have talked around some of them; we just make  
20 sure they are targeted. The first question is,  
21 uh, all cities at large special education  
22 population. We create inclusion, class  
23 discipline, every grade from 6 through 12. Will  
24 our special education program suffer due to  
25 impacts in co-location? The answer to that is

1 no. The answer to that is that the  
2 [laughter] programming will allow special  
3 education services. It allows for, uh, an  
4 allocation of full-size classrooms, half-size  
5 classrooms, and quarter-size classrooms. Now  
6 the schools in the building will experience a  
7 loss in space, but they will not, however, uh,  
8 they will not, however, be allocated in less  
9 space than the instructional equivalent calls  
10 for. And this is the same instructional  
11 equivalent that informs how space is shared and  
12 used in many different rooms across the city to  
13 great effect. Second question is: goal setting  
14 transformation school in year two. The school  
15 is moved in one year, the school is moved in one  
16 year from a grading "F" to a "B." How can we  
17 promise that the co-location will not hinder  
18 progress of the school? I, there are dozens  
19 tell us, hundreds of examples across the city of  
20 schools successfully sharing space. Of  
21 organizations, multiple organizations, taking  
22 one building and, uh, serving students well.  
23 Different grade levels, same level grade levels,  
24 non-charter, charter, together doing great  
25 things with this. We've seen it, we know we

1 have some exceptional educators on this  
2 campus, and we know that there will be no  
3 destruction to the great progress that school 76  
4 has made and the other schools on campus.

5 [crosstalk]

6 MALE VOICE: Third question is how, how are  
7 the programs such as--

8 FEMALE VOICE: [interposing] Say something--

9 MALE VOICE: [interposing] Such as--

10 FEMALE VOICE: [interposing] That works.

11 MALE VOICE: I, I'm giving you my point of  
12 view. And we're going to disagree on this. And  
13 that's going to have to be [crosstalk]. I, I,  
14 there are questions submitted, I'm going to  
15 answer them. I apologize if you don't like my  
16 answers. I, I'm saying this from my experience  
17 as an educator, as a school leader, on a shared  
18 campus and [crosstalk] the school creation  
19 process. I apologize if you don't like my  
20 answers. The next question is how are the  
21 programs teaching music, drawing, and computer,  
22 going to continue, uh, when they are going to be  
23 squeezed in to, uh, fewer classrooms? What--one  
24 of the questions came up, uh, in, in - - stuff  
25 out, uh, culinary, culinary space that we've--

1 International has, uh, has, uh, a deep  
2 investment in the culinary program. So, the,  
3 the building council will not only decide, and  
4 building councils consistent all over the school  
5 systems for the various schools, they will  
6 decide how shared space in the building is used  
7 in programs. They will decide, they will  
8 establish priorities for each school. And so, I  
9 imagine that Principal Walsh will be included in  
10 the councils at the [background noise] are  
11 critical to this programming, and, and so, uh we  
12 will see [crosstalk] on this campus of those  
13 rooms being allocated to a natural room. We  
14 would expect to see zero interruption of this  
15 programming, uh, and, and the principals would  
16 be empowered to make those decisions, and, and  
17 we're being connected to - - superintendent will  
18 support the decision making process. Again,  
19 we've seen it in countless cases across the  
20 city, where you've got a, um, a, an art school  
21 that is submitted to the music and dance, drama  
22 and combinations are made to make sure the  
23 schools can continue to--

24 FEMALE VOICE: [interposing] Did they lose  
25 other programs? [crosstalk] Did they have to

1 give something up to keep--

2 MALE VOICE: [interposing] Why--next  
3 question please. Why would the department of  
4 planning go over 180% capacity? Uh, and this  
5 is, this is, uh, and I mentioned the maximum,  
6 uh, utilization rate, uh, called out in the  
7 utilization plan, and, uh, and the educational  
8 capacity, um, and so, a few things. First of  
9 all, let me make clear that this is, this is,  
10 the school's willing goal arranges use. And so  
11 this could be the maximum utilization rate, it's  
12 not certain to be 180%, it's not going to be  
13 more than 180%, um, but it's certainly not a  
14 locked at 180%. A few other, uh, points, uh,  
15 one is that Success Academy has, by design,  
16 larger class sizes, uh, and, and so that will  
17 drive up the utilization rate, but, uh, will in  
18 a sense isolate the larger class sizes to  
19 Success and, uh, Success is--has this larger  
20 class size. [crosstalk] The second point is  
21 that in calculating the, uh, utilization rate,  
22 and the usage plan for the building, we, we plan  
23 for class size of 27, at the second year level,  
24 which is well below the UNT contractual class  
25 size limit, and, uh, uh, and so that's an

1 important point. Um, finally, this  
2 utilization rate does not account for the fact  
3 that rooms might meet programs more efficiently,  
4 differently, uh, by individual schools, and  
5 we've seen that countless times across the city.  
6 So the next question is how does the department  
7 justify the \$1 charge for the use of, of public  
8 school building by charter schools when  
9 operative costs are so, are so high and such a  
10 huge part of the school's annual budget? I, I  
11 want to answer this, uh, plainly. You guys can  
12 - - on this, so I - - comment sensibly. I want  
13 to simply say the following. Uh, charter  
14 schools are public schools.

15 FEMALE VOICE: No they are not.

16 MALE VOICE: Charter schools are public  
17 schools, they are free public schools, the,  
18 excuse me--

19 FEMALE VOICE: [interposing] That is not  
20 even public--

21 MALE VOICE: [interposing] Excuse me, I was  
22 trying to [crosstalk] while folks are talking,  
23 so I appreciate the same. Charter schools are  
24 public schools, they are free public schools.

25 FEMALE VOICE: No, they are not.

1           MALE VOICE: Charter school teachers are  
2 public school teachers.

3           FEMALE VOICE: They're not.

4           MALE VOICE: Charter school, charter school  
5 parents are public school parents, charter  
6 school students are public school students.

7           [crosstalk]

8           MALE VOICE: Next question; why, given that  
9 co-located charter schools are raising the  
10 performance of their schools that are co-  
11 locating with them, would more school options  
12 not be beneficial for everyone? We, we  
13 obviously feel that options are, are a very  
14 powerful lever for improving student  
15 achievement, and, uh, we are committed to growth  
16 of a new schools movement. And I want to make,  
17 I want to make a point that, you know, this man  
18 delivers - - of 500--roughly 500 new schools  
19 about 125, 130 of those are charter schools and  
20 the rest are non-charter schools. These are all  
21 new schools and they are all public schools  
22 [crosstalk] options. [crosstalk] The final  
23 question we were asked about, the final question  
24 asked about a, a - - question earlier, uh, asks  
25 about the, the Brooklyn new school replication

1 proposal by Melissa Hart. And I, I think,  
2 with permission, at any time over - - with the  
3 exact details of why, um, we'll just recount  
4 today. Um, uh, with the exact details, the  
5 committee, the proposal came, why was, uh,  
6 rejected. I want to reiterate our, uh, our  
7 interest in, uh, in this school is a great  
8 example of capacity to 15 to create great school  
9 options. The one I, one of each, uh, the  
10 principal of one of these new, uh, and, and make  
11 sure that we're getting the school utilization -  
12 -.

13 MALE VOICE: Yes, sir?

14 [background noise]

15 MALE VOICE: So, I mean, obviously, the, the  
16 principals and staff at Brooklyn International  
17 have done tremendously well, and our--we, we  
18 have tremendous middle schools trace programming  
19 - -. What, what happens when these schools drum  
20 up high choices for a lot of the kids, you know,  
21 in our district who want to come here? How, how  
22 will that affect capacity?

23 MALE VOICE: So I want to just, I want to  
24 reiterate that, uh, a few things. One, we are  
25 anticipating increased enrollment over time

1 equitable. Because we are anticipating  
2 continued success of this school and days of  
3 use. And International of course. I don't know  
4 that International has mailed requests for  
5 additional students, and I want to just maybe  
6 redeem our previous position that I would  
7 question a little bit, which is that, uh, is  
8 that a school should, should, when successful,  
9 get bigger. When we know that school size can  
10 be, isn't always, and isn't the only driver, but  
11 can be a driver of - -. And so, it, it is not  
12 the quick answer. School size, that is  
13 something I hear a ton about. Um, and, and I  
14 really want to assume that's, that's what school  
15 is again in Brooklyn. So, um, that concludes  
16 the questions. Again, we welcome additional  
17 questions and comments, any additional feedback  
18 you may have, at any time before the panel  
19 votes. I want to again, uh, remind folks that  
20 the panel will be, uh, meeting to discuss and  
21 vote on this proposal, uh, at its Wednesday,  
22 December 14<sup>th</sup> meeting, uh, the hearing will now  
23 be held, this is a change, at New Dell High  
24 School, 4801 - - Queens, New York 11373. And an  
25 e-mail address for comments and questions and

1 phone number where commends may be made are  
2 dl5proposals@schools.nyc.gov and (212)374-0208.  
3 Thank you for your participation in this - -  
4 public hearing [crosstalk].

5 MALE VOICE: Excuse me, I've listened to the  
6 way you've answered questions. I cannot believe  
7 the level of arrogance that you represent. I  
8 think once you begin to decide that what is an  
9 administrative the peak of time the best - -  
10 time to decide who gets to use the cafeteria,  
11 you've forgotten about the point of education.  
12 The classroom is the effective place of  
13 education and I have to tell you something; this  
14 is all theory, and it's an old theory now, that  
15 the school size matters. Small is not  
16 necessarily better when you jam small schools  
17 together and they have to argue and fight for  
18 space. Every time that committee has to lead is  
19 time away from educating children. Which is  
20 what it is supposed to be about. I don't think  
21 you get it.

22 MALE VOICE: I respectfully disagree.

23 [Applause]

24 [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 Lucinda Plexis

Date 11-30-11

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