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**NEW YORK CITY DEPARTMENT OF
EDUCATION - DIVISION OF
PORTFOLIO PLANNING
Resiting Innovation Diploma Plus
(M404) - 12/4/12**

1 [START RECORDING]

2 MS. WENDY GORDON: I want to - - one more
3 time to anybody who would like to speak, must
4 sign up. Once we begin we're going to ask
5 Bethany Wyne [phonetic] to - - so that he can
6 make sure that he gets all the comments on the
7 public record. We want everyone to be heard
8 tonight, that's important to us. - - you're now
9 ready to officially begin.

10 I welcome you to the joint public hearing of
11 Department of Education, the Community Education
12 Council and the School Leadership Teams. I am
13 Wendy Gordon and I will be acting as the
14 facilitator.

15 This is a proposal of re-siting of
16 Innovation Diploma Plus to Building M233
17 beginning 2013/14. Tonight's proceedings will
18 be recorded and transcribed.

19 I want to remind you that before we begin,
20 we ask that anyone who wishes to speak sign up
21 here, we're going to close signups in five
22 minutes. People who sign up to speak are the
23 only speak that will be allowed to speak, so
24 that everyone has the opportunity to be heard.

25 There are elected officials here, and we are

1 going to have them speak after we present the
2 proposal, and before the CEC, that's the
3 decision of the CEC. Past that time we will
4 call them up. If other electives arrive, they
5 also will be allowed to speak at the first
6 opportune moment.

7 Tonight's - - will include a presentation of
8 the proposal, and a presentation by the hearing
9 participants that are sitting at the dais
10 followed by public comments. Speakers who have
11 already signed up will get to speak for two
12 minutes. We will certainly follow that, and
13 speakers will be informed when they have 30
14 seconds left to speak.

15 At this time we're going to pass the
16 microphone and let members at the dais introduce
17 themselves, and following that we will invite
18 elected officials up to present.

19 ANTHONY: Good evening everyone, my name is
20 Anthony [phonetic] - - , I'm the High School
21 Superintendent for districts one, three, four,
22 five and six. Thank you.

23 MR. CASEY JONES: Good evening everyone,
24 this is Casey Jones [phonetic], I'm the - - .

25 JASON: Good evening, my name is Jason

1 [phonetic] - - , I am sitting here representing
2 the Student Leadership Team - - and I'm also a
3 teacher in the district.

4 MS. CHRISTINE ANNECHINO: Good evening.
5 Christine Annechino, President of the Community
6 Education Council 3.

7 FEMALE VOICE: Hi I'm - - , I am Secretary
8 for the CEC, the Community Education Council 3.

9 MALE VOICE: - - , I'm member of the
10 Community Education Council 3 and Chair of the
11 Charter State Planning of the Community of CEC.

12 GREG: Hello, I'm Greg [phonetic] - - ,
13 three time President of - - current vice
14 president and SLT member.

15 MS. SALVIA FOX: Good evening, my name is
16 Salvia Fox [phonetic] and I'm a member of the
17 SLT, and I'm also the - - president for - -
18 careers.

19 MS. GORDON: I also want to recognize in the
20 audience we have the community school district
21 superintendents with us with us tonight, thank
22 you for coming, and the District Family
23 Advocate. We appreciate - - .

24 At this time, I'd like to turn the--let me
25 tell you who the electives are that are here, as

1 I turn it over to - - Superintendent, Anthony
2 Bogito [phonetic] who will read the proposal.

3 With us tonight, our electives are
4 Assemblymember Linda Rosenthal, State Council
5 Member, Mayor Bloomberg and the Representative
6 for Manhattan Borough, President's Office,
7 Rebecca Godlewicz--pronounce her last name - - I
8 apologize.

9 At this time I'll ask Superintendent Anthony
10 Bogito to present the proposal.

11 SUPERINTENDENT ANTHONY BOGITO: Good evening
12 everyone.

13 The New York State Department of Education
14 is proposing to re-site Innovation Diploma Plus,
15 an existing transfer school that serves students
16 16 years of age and older, and organize the
17 students by credit needs, not grade level.
18 Innovation is currently located in Building M470
19 at 145 West 84th Street, New York, New York
20 10024. Within the geographical confines of
21 Manhattan's Community School District 3.

22 If this proposal is approved, Innovation
23 will be re-sited to Building M233 which is
24 located in 601 West 183rd Street, New York, New
25 York, 10033, within the geographical confines of

1 Manhattan's Community School District 6,
2 beginning in the 2013/2014 school year.

3 Innovation is currently collocated in M470
4 with the Urban Assembly School for Green
5 Careers, an existing career and technical high
6 school that serves students in grades 9 through
7 12. The global learning collaborative for the
8 existing high school that serves students in
9 grades 9 through 12, Frank McCourt High School,
10 an existing high school that currently serves
11 students in grades 9 through 11. And Success
12 Academy Charter School Upper West, an existing
13 public charter elementary school that currently
14 serves students in kindergarten through second
15 grade.

16 Frank McCourt and SA Upper West are
17 currently phasing in, Frank McCourt served 9th
18 through 12th grades in the 2013/2014 school
19 year, and Success Academy Upper West will serve
20 Kindergarten through fifth grade in the
21 2015/2016 school year.

22 A collocation means that two or more school
23 organizations are located in the same building
24 and may share common spaces like auditoriums,
25 gymnasiums and cafeterias.

1 Innovation, a partnership between the DOE
2 and New Visions for Public Schools opened in
3 2009, in M470 to serve overage and undergraduate
4 students. Transfer high schools are designed to
5 create a personalized learning environment and
6 to provide students with financial means to
7 college. Each transfer school determines
8 criteria for admission into - - . Students
9 graduate with a high school diploma from the
10 transfer high school they attend, many transfer
11 schools including Innovation, include the
12 engagement and support component while learning
13 to work. And inject job readiness and career
14 exploration program designed to enhance the
15 academic performance of transfer schools.

16 Building M233 currently houses grades 9
17 through 12 of Community Health Academy of the
18 Heights. Community Health Academy of the
19 Heights is an existing limited - - district
20 secondary school, whose middle school grades are
21 currently sited in Building 810 of 859, which is
22 located in 512 West 182nd Street, New York, New
23 York, 10033, within the geographical confines of
24 Manhattan's new additional District 6.

25 In June 2009 the DOE announced that the

1 Community Health Academy of the Heights will
2 move into a new construction that can
3 accommodate all of their grades in one building.
4 Community Health Academy of the Heights will
5 move into this construction for the 2013/2014
6 school year, thereby creating space for
7 Innovation to be re-sited to Building M233
8 beginning in the 2013/2014 year.

9 Because the proposed building does not
10 currently have a gymnasium and science lab. The
11 Department of Education will work with the
12 school to ensure that it has the facilities
13 necessary to meet the State requirements for
14 physical education and for science. This should
15 include doing some--doing construction to
16 convert some existing places to a fitness center
17 and science lab for - - as well as other
18 facilities operatives.

19 Building M233 is in close proximity to - -
20 and one of the school's main partner
21 organizations, located at 2410 Amsterdam Avenue,
22 New York, New York 10033.

23 First of all, the proposed re-siting of
24 Innovation will provide to the school its old
25 building and move the school into District 6,

1 where plurality [phonetic] of the students
2 reside.

3 Based on the 2011 - - registered data 39 of
4 Innovation's 189 students or 21% reside in
5 District 6, compared to only 7% of the students
6 who reside in District 3.

7 While the re-siting will increase the
8 community for some students the DOE does not
9 accept the relocation will make it more
10 difficult for the student body to access the
11 school.

12 Any proposals for future use of space that
13 will be vacated in M470 by the re-siting of
14 Innovation, even if this proposal is approved,
15 would be proposed in separate future educational
16 impact statement. Thank you.

17 MS. GORDON: We welcome to the dais, from
18 the Citywide Council on High Schools--I failed
19 to mention that we have also in the audience,
20 principal from Frank McCourt Daniel Salzberg,
21 principal from Urban Center of Green Careers
22 A.J. Rathmann-Noonan and I'd also like to - -
23 the SLT member from possibly Frank McCourt Bravo
24 Keagan [phonetic]. We thank you all for joining
25 us. Oh, I'm sorry. Charlotte Chiluzza

1 [phonetic] I apologize. We have also - - . I
2 apologize.

3 At this time, we would like to begin with
4 the speakers. At this time we would like to
5 call up Assemblymember Linda Rosenthal who
6 wishes to make a statement.

7 ASSEMBLYMEMBER LINDA ROSENTHAL: Okay, can
8 you hear me? Yes. Okay.

9 Good evening, my name is Assemblymember
10 Linda Rosenthal and I represent the Upper West
11 side of parts of - - in Manhattan. I'm here
12 tonight to speak against the proposal to
13 relocate Innovation Diploma Plus from the
14 Brandeis Educational Complex in my district, the
15 Community School District 6.

16 I represent the Brandeis Educational Complex
17 located in 145 West 84th Street. The complex is
18 currently home to four high schools, Innovation
19 Diploma Plus, Global Learning Collaborative,
20 Urban Assembly School for Green Careers and
21 Frank McCourt High School.

22 The complex is also home to Success Academy
23 Charter School Upper West at 82 Charter School,
24 that was collocated in the complex in 2011.

25 There are numerous reasons to oppose this

1 move. Innovation student and their parents do
2 not want to move, despite the fact that the
3 proposed location for Innovation may be
4 geographically closer to the homes of some of
5 its current students, I've heard from parents
6 and students alike that they chose Innovation
7 over other community schools in the city,
8 precisely because of its location on the Upper
9 West side, and the unique access that this
10 location provides to students.

11 Though the New York City Department of
12 Education claims that access to specific
13 programs will not change, I've heard concerns
14 that partnerships to - - hospital, participation
15 in the life program and the internships close by
16 to name a few, may jeopardize by any move out of
17 School District 3.

18 To deny students access to programs and
19 services when their existence provide the basis
20 by which prospective students and their families
21 chose Innovation is poor policy and even poorer
22 planning. In addition, the other great schools
23 in the complex have expressed the concern that
24 if Innovation is moved from its current
25 location, the programs that are jointly funded

1 by Innovation and one or more of the other
2 schools will be lost.

3 The drama program used by students at the
4 schools in the complex and - - Innovation
5 employee as well as funding of the public school
6 athletics sports teams are but two examples of
7 the at-risk programs.

8 And where many high schools in the complex
9 do not have the resources to continue this and
10 other strict programming, and students at this
11 school will lose access to these important
12 programs.

13 Finally, I understand that the receding
14 [phonetic] space of the M233 located at 601 West
15 183rd Street, is not designed for use as a high
16 school, and will require extensive capital work
17 to accommodate older students. In particular,
18 the proposed site does not have a gymnasium or
19 science laboratories, and is projected to cost
20 the DOE between 1.5 and 3 million to - - states.
21 Even with scarcity of city resources, it makes
22 little sense to move Innovation from a suitable
23 space, where it would like to remain to an
24 undesired location in a building that is not up
25 to par.

1 It has also come to my attention that the
2 elected officials representing M233 have
3 explicit in their calls for a career-technical
4 education facility in their district. This
5 coalition of elected representative including
6 New York State Senator Adriano Espaillat, New
7 York State senate members Herman Farrell and
8 Cathy Delarosa and Councilmember Denis Rodriguez
9 - - will. And given the demographic composition
10 of the area, I've asked specifically for a
11 creation of a new CTE [phonetic] Program. If
12 another school moves was to move into building
13 M233 it should be a CTE Program.

14 It appears that the primary motivation
15 behind the DOE's proposal to relocate Innovation
16 regards the building utilization. The DOE
17 claims that based on projected enrolment of
18 2013/2014 academic year, Innovation will be at
19 104% of its utilization.

20 Though you're confident the State currently
21 afford an Innovation - - ever growing student
22 body the DOE should have considered overall
23 space and deal with utilization issues when it
24 decided collocate success in the building. As
25 the proposal to collocate Success made its way

1 through the public process, I remember well
2 standing in this very room arguing that such
3 collocation would slip [phonetic] out existing
4 students. Now the consequences of the DOE's
5 makes poor planning for Brandeis are coming to
6 fruition as we all said earlier.

7 Transfer schools such as Innovation Diploma
8 Plus provide motivated students with a last
9 chance of opportunity to receive a high school
10 diploma. Innovation students having found
11 stability [phonetic] at Brandeis on the Upper
12 West side are now having the rug pulled out from
13 under them by the DOE.

14 Based on my conversations with students,
15 their parents and concerned community members, I
16 can find little support for this new location.
17 In light of this glaring lack of support, I do
18 not understand the zeal with which DOE is
19 pursuing this proposal.

20 Far too many students do not graduate high
21 school in this city, and transfer schools such
22 as Innovation which provide the motivated
23 students with an opportunity to receive a high
24 school diploma. These committed students now
25 face far too many obstacles in their journey

1 towards high school graduation. Why would the
2 DOE disrupt the stability of the current
3 educational environment by pursuing an
4 unnecessary and unsupported relocation proposal?

5 Given the clear desires of the students and
6 parents of Innovations, the concerns of the main
7 high schools in the complex and the need for the
8 Northern Manhattan District in which DOE
9 proposals to re-site Innovation, I urge the DOE
10 leave Innovation right where it is and where it
11 belongs, here in Upper West Side. Thank you.

12 MS. GORDON: Thank you very much. For the
13 first time I'd like to call over City
14 Councilmember Gale Brewer. While she's coming,
15 tonight I do want to recognize the - - leader
16 for Innovation Diploma Plus Joshua is also here
17 tonight. Thank you.

18 MS. GALE BREWER: Thank you very much. I am
19 Gale Brewer and I represent this district in the
20 City Council, I represent the Upper West side
21 and northern Clinton. and I join my colleague
22 from the Assembly to speak against moving
23 Innovation Diploma Plus High School, and
24 transfer school out of this campus. Completely
25 I agree, I want them to stay here. And you will

1 see how the material submitted with a copy of
2 the letter, that he found the elected officials
3 from Washington Heights to agree to what we're
4 stating. They state in part, as Community
5 Health Academy of the Heights prepares to move
6 into their new home, we would like to request
7 that the New York State Department of Education
8 place Career Technical Education school CTE at
9 the site. That's the site that DOE wants to
10 locate Innovation.

11 For many years community residents have
12 voiced their desire to see additional CTE
13 schools in Northern Manhattan. As you know, for
14 communities such as Washington Heights, which is
15 comprised of working class and a large number of
16 - - families, the CTE model provides an immense
17 advantage. Faced with the valuable resource,
18 and given the vast educational needs of District
19 6, we believe that a CTE school will bring a
20 similarly needed model to our community. There
21 are five other reason why we're opposed to
22 moving this--the Innovation School from Brandeis
23 High School.

24 When the former Brandeis High School was
25 closed by DOE, three new high schools were

1 opened on the campus, including Innovation.

2 And then we as the community with many people at
3 the table and many people in the room founded
4 the Frank McCourt high school. The four schools
5 work closely to share facilities. The art
6 rooms, the theaters, the science labs, and also
7 the athletic teams.

8 The councilors at Brandeis had told me, and
9 all major House Councilors in the city told me
10 that for many students, that all across the
11 city, the number one determinant of staying in
12 school and being a healthy student is
13 participating in sports, in athletics.
14 Competitive sport a primary life determinant,
15 but building a competitive team was like a large
16 pool of players.

17 Innovation, with their many students,
18 provides that critical massive - - , enabling
19 students from each of the schools to participate
20 in sports. One of the teams from the Brandeis -
21 - recently won the PSL soccer match in their
22 division. - - students because they were a big
23 part of that success.

24 Number two, what we want - - that what we
25 left vacant, if the move takes place. What we

1 do want is a middle school. Yes, we need a
2 middle school in District 3. But not at this
3 location. I believe we have said over and over
4 and over, this is a high school building, and it
5 should remain as such. As you know, - -
6 elementary schools in this building wants to
7 displace in my opinion Innovation, so they could
8 make a space for a middle school. And this - -
9 for the same charter school as applied for a
10 high school/elsewhere. And I assure - -
11 intention of this charter school to do the same
12 in this building.

13 Note that Global and McCourt and the other
14 schools initially in particular had more
15 applications than slots. And they could extend
16 if there's more they - - . For all of these
17 high schools, want come to learn in this campus
18 to learn - - to excel in writing and to be a
19 part of the academic and - - experience.

20 If DOE saw this a portfolio trend, maybe its
21 intention to clear to CET 3 in October. The
22 DOE's number one planning priority for us is to
23 secure additional space at Brandeis on the Upper
24 West Success Academy to then circulate to middle
25 school.

1 Number three. Elected officials as I
2 indicated in Washington Heights are advocating
3 for more appropriate use of the building on West
4 130 83rd Street where DOE wants to move
5 Innovation. Do you really care DOE that this is
6 a 90 year old lease building without a gym,
7 without an art room, without a science lab,
8 without a - - theater, without a lab program or
9 any of the facilities needed for a thriving high
10 school. There are no longer high schools in the
11 building. The DIS, provided by DOE provides no
12 rationale to move.

13 Number four. One of the reasons provided by
14 DOE to rationalize the proposed move, is that
15 many of the students live in School District 6
16 and would save time on their commute, I
17 disagree. The travel time from Brandeis for
18 Innovation students is short. We know how to
19 take the subway. Some students come to the
20 school from Washington Heights many come to the
21 Upper Westside through Brooklyn. Much shorter
22 to Brooklyn than the west side to Washington
23 Heights.

24 At the former Brandeis High School, so I've
25 been in and out for many years, a majority of

1 the 2,500 students came from Washington
2 Heights, were proud to go to Brandeis, and had
3 no problem with the commute. Ask Lionel
4 Hernandez [phonetic], Vice President of the
5 Dominican Republic. He commuted from the
6 Heights of Brandeis on West 84th Street, without
7 a problem every day.

8 Number five. Innovation parents and
9 students want to remain at Brandeis. It is a
10 safe and nurturing environment, the facilities
11 are age-appropriate for high school students,
12 and I'm going to keep them that way. Some of
13 these facilities were created specifically for
14 high school students just a few years ago. I
15 couldn't - - any money. I know. And that's
16 taxpayer's cents further really upgraded due to
17 the taxpayer funding it was allocated to the
18 Hyatt [phonetic] schools because of the
19 collocation of the charter school. Again, what
20 are we going to do? Change facilities? Extra
21 money at the taxpayers' expense if a middle
22 school moves, change it all around again. No
23 way.

24 To summarize. Your plan is to break up a
25 high school community of Brandeis, dislocate

1 hundreds of students from a first rate
2 facility where they are - - , move them to a
3 third rate facility with no - - facilities.
4 Waste taxpayer's monies by redoing the very
5 facility you just paid for. And we need it.
6 And triple the capacity, the now closer - -
7 Brandeis, that all provide athletics and many
8 other support for their students. You're
9 supporting the creating of a terrible outcome
10 from majority of the students and families
11 involved, and I will advocate just in support
12 once more in particular. Please do not move
13 Innovation. Thank you very much.

14 MS. GORDON: - - our next speaker is Rebecca
15 Godlewicz. Thank you.

16 MS. REBECCA GODLEWICZ: Hi, my name is
17 Rebecca Godlewicz, G-O-D-L-E-W-I-C-Z, I'm
18 here representing Manhattan Borough president
19 Scott M. Stringer.

20 First of all I'd like to New York State
21 Department of Education including Education
22 Council - - for resiting Innovation Diploma Plus
23 a transfer school serving New York City youth
24 for overage undergraduate, seeking to further
25 their educational career.

1 The DOE supposedly have 200 IAP students
2 from their home site, some a hundred blocks away
3 to the - - building located at - - west 183rd
4 street. The borough president has serious
5 concerns about this proposed resiting and
6 believes that the Department of Education should
7 reconsider this plan, unless - - address the
8 following issues.

9 First, the DOE has not made any educational
10 purpose - - of relocating IDP students at this
11 juncture. - - providing equal access to
12 students travelling from 16 to 15 districts
13 across Manhattan, the Bronx, Queens and
14 Brooklyn. Schools - - larger Brandeis
15 educational complex community, offering IDP
16 students a level of stability and consistency
17 they need. The DOE has provided no evidence to
18 suggest that it is educationally sound or
19 necessary to move IDP students from their
20 current building a hundred blocks away. These
21 students have already had their academic paths
22 significantly disrupted, - - in the first place.

23 Second, the DOE's proposal resiting will
24 dislocate IDP students from the building that
25 currently provides learning they need to make

1 State education - - when you graduate from
2 high school, mainly science lab and a gymnasium
3 - - does not. The DOE estimates that it would
4 cost between 1.5 and \$3 million to convert - -
5 and to create - - . This comes on top of the
6 \$43,942.50 in costs that the DOE would incur to
7 relocate IDP to a new building.

8 Absent any meaningful information, through
9 the DOE about why this move academically
10 necessary, or educationally sound for IDP
11 students, this proposal is like - -
12 irresponsible.

13 The DOE is offering no creation plan to
14 address other losses that IDP students will
15 sustain in the course of this move, including
16 access to amenities currently - - at the
17 Brandeis campus such as - -, auditorium, weight
18 room, - - theater performance space.

19
20 Finally, concerns about the DOE proposal to
21 re-site IDP students extends beyond the
22 boundaries of CEC 3 - - . At present, - -
23 community - - facility. And in October 24th, -
24 - Chancellor Walker [phonetic] District 6
25 elected officials - - open a new career district

1 role education school in the building. The
2 DOE should work with the district 6 community
3 instead of what options - - .

4 In summation, before proceeding with this
5 proposal to resite IDP to district 6 the DOE
6 must may clear - - relocating students, and - -
7 as a result of - - , provide - - for dislocating
8 at risk students in stable situations in a
9 building that currently offers amenities they
10 require - - , outline it's reasoning for
11 incurring millions of dollars in cost - - IDP
12 students lost access to non - - by Department of
13 - - which the department will access to the
14 Brandeis educational campus, and work with
15 District 6 community to determine what proposal
16 will best meet the needs of that community, with
17 respect to utilization of the - - including the
18 vacancies of the M233 building.

19 The borough President urges the Department
20 of Education to rescind its proposal until such
21 a time as it can provide information about - -
22 to continue service the students at its current
23 location Brandeis education campus. Thank you.

24 MS. GORDON: - - . At this time - - here.
25 Not seeing any I'm going to pass the mic over to

1 CEC 3. Yes, 3C versus CEC 3, followed by our
2 two speakers from CCA desk [phonetic], and then
3 we'll hear from our SLT members, and finally
4 from our principals. At that time, after we
5 complete that, we will hear from the 30 people
6 who have signed up to speak.

7 FEMALE VOICE: Thank you. Good evening.

8 I'm going to make it short because I think
9 it's important that the Department of Education
10 hears from you guys out there because you are
11 the most affected. - - sure and the - - .

12 There's a couple things here, looking at
13 this proposal. I think--you know, I've been
14 involved in education since my daughter was in
15 kindergarten. So that's about six years now.
16 And I have been to a lot of these hearings and
17 there's always two sides. There's pros who are
18 for you know, making a school , moving a school,
19 putting in a charter, not putting it a charter.
20 Again, always. Always. This is the first time
21 in six years, and even correct me even a hundred
22 years, that the then proposal that no-one, get
23 ready not a school, not a parent group, not an
24 elected board, not an - - group, not a taxpayer,
25 not one group has come out and said that they

1 want to move the school. Not one group. Not
2 one representative, not one parent, not one of
3 the neighbors, no one. The only people that
4 want to move your school are the bureaucrats at
5 the Department of Education. They're the only
6 ones.

7 So then I decided I'm going to review this
8 proposal again and again and again, and I said,
9 wait now, I'm not sure all this gobbly gook
10 means something to somebody. I'm sure there may
11 be some kind of persuasive argument, and then I
12 look at this. The Department of Education does
13 not anticipate this proposal will impact the
14 partnerships, programs or activities. In the
15 exact same paragraph it says, students would
16 continue to have the opportunity to participate
17 in extracurricular programs, lo the specific
18 program - - are always subject to change. So
19 the - - but in the same sentence, the same - - ,
20 well, it's subject to change. So everything
21 they are promising about your activities and
22 everything is going to be just as good, just as
23 wonderful, they already are saying it's not.
24 It's not. And for \$43,000 they take a deal to
25 move your school - - because you know why?

1 Because later on this proposal, it says--and I
2 don't want to bore you with all the details, it
3 says, later on in this proposal, it say, oh yes,
4 we're going to spend \$43,000 to move this
5 school. Right? And then are we going to give
6 them the gym and the science lab and all that?
7 The sentence then says, same paragraph, this
8 wouldn't include doing construction to convert a
9 gymnasium, et cetera. So we're telling you oh
10 we're spending \$48,000 - - . Right? And you're
11 going to get the science lab - - you could get
12 that science room and all the other rooms you
13 have here, in the same proposal.

14 Again, it's the same old, same old, same
15 old. The Department of Education is using all
16 kinds of fancy languages, going against
17 themselves and they're not looking at the real
18 picture. I said it before and I'll say it
19 again, this is your school. That's how you
20 should stay here. That's the only reason you
21 should say to them because this is your school
22 and there's no reason, nobody that wants to move
23 it. Thank you.

24 FEMALE VOICE: Okay, - - . I'm--you know,
25 and at that - - and probably for - - I hope you

1 can see it from back there. Okay.

2 Anyway, basically - - system here of
3 subways, and buses and it involves - - to not
4 here for--I don't know why, like - - for
5 something about people. So - - like to go out.
6 Okay.

7 Okay, so this is midtown, Lower Manhattan
8 and we have Brooklyn come in and the Bronx come
9 in, who is this, Queens - - you have major - - .
10 So you have your major systems - -
11 transportation system. And now we're looking at
12 all this and - - the assumption that - - school
13 because it's--you know, you initiate the
14 admissions that you pick to school that was easy
15 to get to. And basically why I came up with
16 this. As you come here - - go up - - then
17 basically to wait to figure out - - . Okay. So
18 that's that.

19
20 And what I wonder because--and I ask, this
21 29%, and where does it - - . So - - yes, you're
22 - - up to date if it happened in - - this year,
23 and - - time in the past, - - one question, and
24 also do want to point out the there are two
25 kinds- - any kinds of transfers if you relocate

1 to a different school or transfer into a
2 different high school, but I think there's - - ,
3 and that's if you are - - because - - but the
4 actual - - according to the - - is not an - -
5 war but - - and it's - - to know--and then we
6 can get sports transfer. I don't know if any of
7 you have been committed to the - - sports
8 transfer since the - - came up. That's some--
9 when I first looked at this proposal it's like
10 watching the - - that was - - going to say
11 anything but I will see how he is in this - -
12 because this proposal is so blatantly not a
13 sound education decision and - - so I will - -
14 mention the rules of agency action because I
15 want you all to know that the chancellor does
16 poll proposals and this seems to be like a very
17 candid proposal which - - for many good reasons
18 if you're - - and it seems like - - like
19 qualifying - - what the DOE says and - - and so
20 I want to remind us that a little bit on that
21 agency especially. It's like - - constitution,
22 we have the federal laws, we have the state
23 laws, elections and regulations. All the
24 actions - - . The department and agency, the
25 department of - - the department of education

1 need to bear in mind with - - to the
2 constitution and our constitutional right - - is
3 a quality access to an education. It's not - -
4 of success it's access and it's very functional
5 begins at a very functional place and it's - -.
6 Okay so that's a - - . The chancellor's
7 duties, this is what I'm talking about this is
8 state law. There are four things that the
9 chancellor has a duty to and one of them is
10 promote. I'm reading now from New York City
11 education laws section 2590-8. First promote
12 educational opportunity for all students.
13 Number two enroll fiscal and educational - -.
14 Number three increase student achievements and
15 performance and number four encourage local
16 school based innovation. Anyway - - to you.

17 So if we're talking about the quality of
18 access. - - that I am here and - - but I
19 actually - - we're parents. And we - - we care.
20 Mostly we care about - - our kids are in but we
21 also hear about all the other schools because
22 they are all connected and someone earlier today
23 said to me - - you're kids isn't actually in the
24 school, right? So why did you come out and
25 talk? And there was something like - - say this

1 but then I said it could be my kid. - - like
2 sometimes it's specialized - - like this - -
3 they come to - - high schools. I have - - and
4 so pretty - - and I know - - and Wilson - - last
5 year and he mentioned - -. He fell off track.
6 He got behind and he was failing classes and it
7 was like process override but what appealed to
8 me is that it took about two weeks for him to
9 get off track, doing homework , - - a year your
10 - -. I really - - and not be in contract and
11 when I was college it's--you know college - -
12 we're behind or whatever. So that's the
13 artificial structure here in USC to create a - -
14 crisis and we're - - by - - because it's - -
15 second public - -. We've done that by saying
16 four years. That's more of--here is the finish
17 line go. Okay - - say - - homework to your
18 child. Okay that doesn't seem very realistic to
19 me. - - everything to be his parent. To keep
20 the kid on track. So then - - like - - so we -
21 - our families who supported them - - especially
22 New York City and so many of them are flexible
23 which - - to make this a - - prejudice. If
24 you're out and you come back and you move on and
25 you go and then you get - - onto you. - - one

1 thing I do remember is that the transfer - -
2 issue is--there's no close - - . It's like I
3 see the chance of - - it's like sweeping under
4 the rug. It's like sweeping old dust under the
5 rug. The and there's this - - right? this is
6 the - - the commotion. - - another day.
7 Another day. Another day. Proceed - - because
8 it doesn't - - to me - - there is no reason.
9 You are 14 and that's - -. So that seems to
10 make the raw - - that this is the impact from
11 this - - policy. - - so last you may not - -
12 give this in terms of - - and by definition I
13 hope everyone can hear me - - it's hard to tell
14 whether it's the right place. So - - is that
15 not wanting to lead by transportation issues and
16 some collaboration. There's another issue here
17 which is the clock ticking and if you're - -
18 high school in terms of renovation and all. 16
19 - - so there - - 17 or 18 and you only have - -
20 to finish that, to finish your degree and move
21 on so the move - - it's harder to pick up. It's
22 harder to enroll and you lose them again and
23 being - -. And if you're 21 and you have the
24 senior pre-credit you pay this margin for being
25 too old. It's all going to be the same. It

1 doesn't seem that it's going through to that
2 constitutional right which is our access not
3 success access to the - -. Thank you. - -
4 thank you.

5 MALE VOICE: - - CEC as well. I would like
6 to ask the students from IAP who are here, could
7 you stand up. I want to say to you--all of you
8 we are proud of you. We are really proud of you
9 for being here. For standing up. For someone -
10 - right and you folks for taking the lead for
11 being here and calling out. Because when I ask
12 the question rather than make some statements.
13 The Department of Education said when they heard
14 this the - - signed a piece of paper on this
15 proposal will impact on you and your partnership
16 programs - - offer. Do you believe that? So
17 then I may have some problem with education.
18 Not to go on a - - is there a difference between
19 a building that has a black box theater, a full
20 sized gymnasiums, art rooms, a collaboration of
21 the - - and it was built as the high school and
22 recently renovated. Do you see any difference
23 if you don't participate in the programs that
24 you had offered to these students here that's
25 facilitating these things because this - - says

1 no. Dr. - - .

2 FEMALE VOICE: I - - times so we can get on
3 to getting these students being allowed to see.

4 MALE VOICE: I'm asking this question on
5 behalf of these students because they're only -
6 - of the students who are - -. Do you believe
7 they're saying that - - in this - - ?

8 FEMALE VOICE: I believe that we all want
9 this educational - - through the city. I really
10 believe you can move on and - - for our - -
11 opportunities.

12 MALE VOICE: So we're not going to get--we
13 will not get an answer. I have another question
14 on behalf of the students addressed to you. Do
15 you explain to us why you are moving IDP out of
16 the Brandeis complex?

17 FEMALE VOICE: At this time we are standing
18 the proposal as it is but we're here to hear
19 your comments.

20 MALE VOICE: - - to your questions I could
21 then perhaps - - to these questions.

22 FEMALE VOICE: I would be glad to say it - -
23 words.

24 MALE VOICE: No - - .

25 FEMALE VOICE: - - .

1 MALE VOICE: This is a joint hearing,
2 okay? It's just not - - Department of Education
3 it's - - senior - - maybe answer the question to
4 - -. This is why we're here this is a hearing
5 it's not a statement so can someone please--

6 FEMALE VOICE: We are here to present the
7 proposal and we are here to - - . We are here
8 to present the proposal and hear from you. I am
9 in District 3 I am more than happy to stay
10 afterwards can't answer individual questions but
11 I really want to hear you.

12 MALE VOICE: So that is our record. We want
13 to know about our record. Again this community
14 these students, their parents, our elected
15 officials we want to know a simple question is
16 why are you moving IDP?

17 FEMALE VOICE: What part of the proposal
18 would you like me to explain?

19 MALE VOICE: Just that, that's the only
20 part. There is not a single one in here who
21 says IDP is being moved because of X. There is
22 no word in here that says the rationale for this
23 move is why. There is nothing here that says we
24 need the space for Z or - - up there. Why?
25 Why? Why? Why?

1 FEMALE VOICE: So I want to say this again
2 whether or not the detail you want is in the
3 proposal we have presented—excuse me we have
4 presented with proposal as we've written it and
5 we're here tonight to hear from you. We really
6 want your point of view.

7 MALE VOICE: Yet you haven't answered the
8 question.

9 FEMALE VOICE: I'm answering your question
10 you're just not satisfied with the answer.

11 MALE VOICE: What is the answer?

12 MALE VOICE 2: The question is why?

13 MALE VOICE: They want to hear - -

14 FEMALE VOICE: The proposal provides the
15 detail we have at the time that is the response
16 that I'm giving you. Let us allow these young
17 people but we are all here.

18 MALE VOICE: You haven't answered their
19 question either but at least you got statement
20 that you can't time me down to let's move on.
21 Let's ask another question. - - enhances - -
22 and told us that the priority for this research
23 was to find a middle school - - and they note
24 that was to provide space in this building for
25 our optimal Success middle school. My question

1 is that your plan? Do you stand on what you
2 say to us as CEC or not? Because you said here
3 who says that it will be determined in the
4 future what happens. You said to us that you
5 got a plan and that is your goal. These
6 students deserve to know, we deserve to know is
7 that - - middle school here?

8 FEMALE VOICE: So this - - your - -
9 portfolio - - . So as - - and the students - -
10 are here tonight to talk about the proposal
11 which is a proposal. No decisions have been
12 made but whether or not to resite Innovation - -
13 so far we've heard some oppositions from the
14 folks that are here, we'd like to continue
15 hearing from the students and the community
16 members in the audience. As for future plans
17 for the building we first need to decide whether
18 the Innovation will be resited. If this goes
19 forward and that's an if then we can discuss
20 what the best space use of that space is. What
21 we are here to discuss tonight and to hear
22 tonight is why the Innovation Plus community
23 thinks of our proposal that's currently on
24 table.

25 MALE VOICE: What you're saying to us - -

1 saying is that there is no decision that's
2 been made. What you told us in terms of plans
3 to put a middle school in here have nothing to
4 do with moving IDP out? Nothing, there's no
5 connection so then we go back and ask the same
6 question again why are you moving IDP out? - -
7 I'm going to wrap up and just touch on five
8 statements that absolutely wrong. This is so
9 wrong what's going on here it's breathtaking.
10 It's wrong because you're stating that it's a
11 lie. This is all a lie here. You're trying to
12 say to these students you're going to be just as
13 well off in a 95 year old building that doesn't
14 even have a gym. You are going to be just as
15 well off - - we're not giving you a gym is
16 essentially laying out--they might send the
17 money and they might - - a fitness center and/or
18 science labs and/or. What - - ? How could they
19 possibly have matched the cooperation that was
20 here? This is a lie. It won't affect students,
21 the moving at this location it's a lie. What we
22 are saying here, what we are teaching all of the
23 student is that democracy does not matter. That
24 they don't matter and that we don't matter that
25 the only ones who matter are the ones that

1 aren't in this room in this room and that's
2 two people as far as I can see Eva Vasquez
3 [phonetic] and Michael Bloomberg and that's it.

4 I wanted to end with a plea not to the
5 Department of Education because they don't
6 decide anything it's either Eva Vasquez and
7 Bloomberg, not the elected officials right now,
8 not those group. I'm going to make a plea to
9 all of you register to vote and throw them out.
10 And don't allow this to happen we will behind
11 you every step of the way. Thank you.

12 MS. GORDON: So I'd like to—we have two
13 elected officials who have walked in before
14 turning it over to CCA - - representatives and
15 then to the SLTs. I want to call on our two
16 officials--I do want to remind everyone who is
17 speaking ahead of those who signed up we want to
18 make sure that the 30 people many who are
19 students, who are here do get the time to speak.
20 We appreciate the comments even if they are not
21 the same as the proposals. This is a public
22 hearing, all voices are welcomed but I do want
23 to give our school teachers a chance to speak.
24 First is Sera Margret [phonetic], the office of
25 Robert Jackson [phonetic] community District

1 seven followed by Senator Dwayne - -
2 following.

3 MS. SERA MARGRET: Thank you for the
4 opportunity to comment. I live in Washington
5 Heights. My children went to school in District
6 six. This is a proposed new loan for you all
7 and I have some questions as well. Although the
8 - - PS132 that is the proposed site for the new
9 location is not in council member Jackson's
10 district. Robert was the president of the
11 community school board in district six and he is
12 very familiar with all the facilities up there.
13 It's about - - here and from his current
14 district and who knows he could - - whose
15 council district it would be in. Robert Jackson
16 is the chair of the education committee and then
17 he was the president of the community school
18 board in district six. He led a lawsuit against
19 the State to increase funding from which we all
20 continue to benefit today which is actually
21 getting us to go back.

22 So my questions to you and I'm being very
23 brief are about and like I said they would be
24 directed to you Ms. - - would be Allianza
25 [phonetic] is sighted as a prime reason for

1 moving the program to Washington Heights.

2 Really? Are you aware that Allianza - - is and
3 its programs are being run by a couple of
4 charities? The next question, you don't have to
5 answer I guess. It looks like - - .

6 So my next question is about transportation.
7 We're not talking about home from every school
8 these are adults who are quite capable of
9 getting on the subway. In fact I always thought
10 my school in New York City was good preparation
11 for careers and jobs and getting to know the
12 full scope of the city. So I find emphasis on
13 transportation less than plausible. But my
14 third and final question and I said I will be
15 brief is district six, the site where this
16 building is. Has the CEC in district six been
17 briefed, consulted, and advised that this
18 proposal is even on the table?

19 FEMALE VOICE 1: I would have to defer that
20 to the portfolio management. Yes. Hang on a
21 minute.

22 MS. MARGRET: Well you know that's very
23 strange because I spoke to two CEC members and
24 the administrative assistant, it's never been in
25 the agenda item, they've never been briefed and

1 they were totally unaware of - - last night's
2 business meetings.

3 [Applause]

4 MS. MARGRET: So by saying that this is not
5 - - this facility that you would be going to.
6 In my children's time in district six we
7 remember when there were pigeons flying in and
8 out of the windows of that building. So I am
9 not impressed with the decision. It seems at
10 the very least to be arbitrary and capricious.

11 [Applause]

12 FEMALE VOICE 1: Thank you. Senator Dwayne.
13 I will, we will follow up on your concerns about
14 CEC six. Senator Dwayne. You may stand
15 anywhere you want.

16 SENATOR DWAYNE: Well thank you for
17 providing me with this opportunity to present a
18 testimony on the resiting. And I was having a
19 memory in the last minute - - to tell me, the
20 school that's on the East Side of 2nd Avenue
21 through 14th and 15th streets. No, no. The 2nd
22 Avenue. Anyway it's similar. And then - - just
23 East of 8th Avenue and - -, I'm sorry about
24 that.

25 But anyway I'm familiar with schools which

1 are sectionalized in that they provide
2 educational opportunities for those who for lack
3 of a better definition are older than most high
4 school students and don't have enough credits to
5 graduate therefore they each go to this type of
6 school.

7 And I also want to--you know I'm a State
8 Senator, State Senator first - - which is
9 unusual for our elected officials in Albany. I
10 do teach - - and I used to say I see miracles in
11 the New York City public schools but I don't say
12 that anymore because it's just what happens
13 every day in New York City public schools. And
14 it's because of the entire family, the entire
15 school family and the communities - - in
16 buildings, in campuses when there are different
17 schools sharing the same space and everybody has
18 some real shot at it and breaking that up is
19 terrible. That's not question as you can see -
20 - so you can't say that I am very aware of. So.

21 I know this is the only chance we have
22 together people. Seriously this is it - - .
23 So, I'm sorry, I'm glad you are here but I have
24 to say suck it up - -. Okay. So the issue of
25 such statement issued by the department of

1 education does explain the rationale for the
2 past year's proposals and even when my office
3 state enquiry, the department of education
4 represents just that well, you know - - major
5 parties as well as and I don't like this. Who
6 cares where the students who go to this school
7 lives? Who care where they live? Who cares
8 where you live? I don't even know that he lived
9 closer to the - - school up in West side.
10 Right?

11 And he really wants to get those different
12 neighborhoods. Some of them may very well live
13 in here and I think we can try the initiation
14 phase of people that look like they don't live
15 around here and that is not true.

16 So - - Success Academy, right that's in here
17 so you know that you are more beautiful than
18 other schools, right? And just because the
19 school is beautiful doesn't mean the curriculum
20 is better but anyway, but in this school there
21 is an established functioning library which you
22 can use, there is a gym, a full sized gym, a
23 music room, a theater and these are things that
24 are say New York's science lab. I believe when
25 they tested me - - it was the better grade I've

1 ever gotten in an exam. I broke the - -
2 couldn't follow directions. And I was watching
3 a documentary about kids with learning
4 disabilities because I didn't know you weren't
5 allowed to ask for directions the second time
6 which made a lot of students go to school
7 because I wasn't embarrassed after the
8 directions the second time so often we didn't
9 have progress, right?

10 So, there - - students that they say write
11 your name on the blackboard - - because he
12 didn't know how to write and the teacher said
13 class I want you to learn something, this is the
14 definition of stupid and he points to the boy
15 who didn't know how to write. When that kid
16 went to biology he so liked it so, which I'm,
17 yes, anyway he did. And the teacher went around
18 and said, "Peter, did you see the students?"
19 And he got to this student and he said you are
20 too dumb to solve with a microscope. Well he
21 had, and you know what he is a famous - - who
22 does art and - - and when you look at through a
23 microscope and he is amazing. Amazing. So
24 people learn at different levels at different
25 times. I am a late bloomer. I am a late

1 bloomer. When I was at high school it was
2 not my finest hour. I struggled. Late bloomer.
3 You would have never thought that I was a late
4 bloomer but somehow I knew how to do it
5 seriously. And you know why, because I got a
6 little of individual attention, sometimes and
7 there were some teachers that - -, it was
8 specialized.

9 There were other opportunities in the
10 schools. I got to be in a play. I did - -
11 which I was horrible at, in the gym; there are
12 other things to do in the gym. But this new
13 place has none of that. Promises. You know
14 what we saw in politics, you can't take promises
15 to the bank. You can't take it to the bank.
16 Who knows - - ? Who knows that there is team
17 available for new leaders? Who knows that - - ?
18 Who knows that they - -, right? We don't know
19 these things. They are vague promises. They
20 are not even myths, they are trust us promises.
21 I - - trust so much which will concern you when
22 in politics because I learned the hard way.

23 So anyway I think that every school deserves
24 better. And I just think for the lack of
25 clarity, your expression, your strong commitment

1 and your real promise is frankly alarming. It
2 is alarming. And I think you should reject it
3 until our concerns are completely, honestly and
4 are totally taken to the bank, guaranteed, given
5 what we have discussed.

6 And so it is my hope to - - proposal think
7 long and hard about breaking the community that
8 exist in the school, don't make promises in the
9 future, don't assume that people based on what
10 they look like don't live in places where they
11 want to go to school in various neighborhoods.
12 It is that - -. If you're not elected, you get
13 on the subway, it's ridiculous, right? Because
14 everybody takes the subway and everybody should
15 get to work and go to school in every
16 neighborhood and that certainly grows the city
17 and that's how we get smarter and that's how we
18 get our reputation and that's how Mayor
19 Bloomberg like me made it into the city. Thank
20 you.

21 MS. GORDON: We don't want to lose you - - .
22 We want to thank our elected officials for
23 taking their time too tonight and we want to
24 turn it over to, pass the mic to CCHS who is our
25 next speaker followed by--I can see that Senator

1 Dwayne - - that Senator Dwayne adopted by - -

2 FEMALE VOICE 2: Good evening? My names are
3 - - and I'm - - within the citywide council in
4 high school. I'm the president of the council.
5 I make remarks on behalf of myself and I but
6 also same thing the elected representative of
7 Manhattan high school association.

8 What I want to talk about tonight is lies.
9 Specifically the lies DOE tells in - - was
10 designed to provide public input into the
11 decision making but has ended up giving - -
12 administrative decisions for the DOE.

13 The Educational Impact statements for the
14 resiting of Innovation Diploma Plus build M404
15 is - - that announce one gigantic lie, that
16 moving Innovation - - the student's present and
17 future and that it addresses the needs of the
18 Innovation community and the larger district
19 community.

20 We give - - . You will see the DOE does not
21 claim that it will actually benefit any
22 innovations students current or in future. It
23 simply states that there will be no impact. No
24 impact to the students who will move into a
25 building that has no chance and a lab. Finally

1 the DOE does speak - - between the Brandeis
2 standards and building - -. Because - -
3 Innovations students in the gym and the lab and
4 I think you've heard from - - so I don't need to
5 go into that.

6 But - - two things because state laws
7 actually requires high students to set aside
8 physical education and science requirements.

9 So if you are obligated to mention that
10 there is no lab or gym in the building.
11 However, DOE says it will "work with the school
12 to ensure that physical facility is necessary to
13 meet the State's requirements. This could
14 include doing construction from the various
15 existing space for a fitness center and a
16 science lab for Innovation students."

17 Think about this. What does it mean the
18 DOE; we're working with the school to give you a
19 gym. Does it mean that you are stuck at the
20 beginning with a hammer and nails to do
21 construction? Or are you suggesting that you
22 will be asked to accept the - - the hallways
23 physical education?

24 The - - also says that working with the
25 school - - construction - - by DOE that

1 Innovation students will have a gym and a lab
2 and after they move to the new location. Now I
3 would also like you to think of something. This
4 new building is being vacated by the high school
5 grades of a secondary school. What? Think,
6 this place does not have a gym or a lab. So do
7 you really, really need - - to give you a gym
8 and or a lab when the state could give us
9 facilities with existing high school? High
10 school addresses the needs of the large district
11 and community. We must take - - because if they
12 are invited community - - District 6 to the
13 board. And it's like - - knows elected
14 officials - - but they had a better idea that
15 most - - .

16 The same benefits amounts to close proximity
17 to the announcement in one of the school's main
18 organization. Well we found out tonight that
19 they don't even exist anymore.

20 And two it moves the district where - -. We
21 need to listen to these words carefully guys.
22 I'm addressing to the high school students.
23 When you are reading something like this read it
24 carefully. What is around me? Well, it means
25 that that it would certainly move around because

1 when you want to set up a - - no problem.
2 Well, all technicality because let's say - -, I
3 don't want anything to do - - because this is
4 what they are playing and this is what I point
5 out that since when you understand - -. Well, -
6 - there are so many more people like 21% is more
7 much bigger than 7% is justified. But - - 79%
8 do not reside from district six. I also point
9 out something else, - - because - - . Well,
10 what this means and it's not the whole of the
11 city. What does this mean? That you represent
12 no reality for the future because in the future
13 every single transfer students that applies to
14 Innovation - - this is what we call - -.

15 Two years ago - - said in the same podium
16 spoke against the collocation of an - - charter
17 school in a high school building. We are in the
18 high quality high school facilities. Recently
19 renovated - - said she - - sacrificed and later
20 she leaves especially when - -. Despite of the
21 overwhelmingly community deposition we signed
22 for the fundamental rationality of the proposal.
23 The - - this is just a proposal, we now that.

24 We all believe that the reinsurance of
25 knowing facts that they would - - and now we

1 have proof Innovation will be moved not
2 because of - - , not because of students will
3 benefit academically and socially but because
4 Success Academy wants additional space for its
5 middle school. And if schools - - should be
6 very, very afraid because Success Academy has
7 now applied to operate - - high school. We'll
8 operate a high school in 2014 because - - has
9 applied. We know what the Success Academy wants
10 is what Success Academy gets. Simple. You'll
11 see. Success Academy here, the high school
12 graduates just here in 2014.

13 I'm sorry about that. This is just not - -
14 Success Academy - - apply that is also a
15 proposal to collocate - - school in another
16 transfer school in - - .

17 I salute all of you who come back after time
18 to stand up for our schools. Our genuine public
19 schools although we know that the city - -
20 process and that the EIS is - -. Where else, we
21 realized this was not only changing directions
22 in the mayor's office but also find that to
23 change the state law that enables what you see
24 here from Senator Dwayne. Thank you.

25 MS. GORDON: I do want to remind the - - and

1 person speaking in there I want them refer to
2 CCH member because we do have 30 people signed
3 up to speak. Following you and we definitely DO
4 want to hear from the FACULTY including our
5 students.

6 MALE VOICE 1: Thanks. Thank you again.
7 We're here, we're very elaborate - -.

8 I'm going to try to take just three minutes.
9 Anyway - - here we go again, lies, lies, lies,
10 that democracy exist same time next year the
11 exercise in futility and shame on you who deal
12 with it. So this is - - .

13 Three decades ago this community all of us
14 up here and all of you that have thousands of
15 other people spoke loudly, clearly and what we
16 have a consensus that the Brandeis campus is a
17 building for high schools, the four existing
18 high schools can that work together - - quite
19 well, the Success Academy does not belong here
20 and the DOE has totally disregarded the middle
21 and discrimination of this community.

22 We said in 2010 two years ago with
23 certainty, Success academy will stand, it will
24 try to take over the building and they have done
25 all that, they will change their bylaws and - -

1 middle schools then they will change the by-
2 laws in high schools. - - it will cause
3 existing high schools to be moved or shut down.
4 Guess what? It is happening. The DOE and
5 Success Academy assured us two years ago they
6 would not be standing here. They would not look
7 at a middle school here they'll look elsewhere.
8 So one of the things is that they're lying and
9 they lie. They seem to have - - more than in
10 our case.

11 Now we have to stop this. This is obvious.
12 Anyone who knows the back record of - - Success.
13 So that is round two. Excuse me; that was round
14 one. Round two is once again will the community
15 disregard it, inject the distress and hope - -
16 that we have democracy and that our collective
17 voice will means anything.

18 Now IDP is a school whose students have
19 struggled in the past. This is your opportunity
20 to learn, to succeed, to have lots of
21 possibility and a chance to improve your futures
22 and by extension all of our futures. - -. I'm
23 asking that because there are the upper class
24 and there is the lower class. And the reason
25 this is always seem to go to the upper class and

1 a lower class gets lower and lower.

2 Kind of reminds of - -. So that's what we
3 got to do here - - people of color and people
4 who are not - - have the same powerful voice.

5 So what's next? Our fear is that when
6 success is happen they announces that they need
7 more space at Brandeis campus. If they move IDP
8 next to go will be, we'll learn what happens.

9 And what did anyone do last year? Well,
10 here the law states that there are 180 - -
11 students. TLC last year had 168 incumbent
12 students. Made very difficult to learn spaces
13 that - -. Basically we are loving it.

14 This year the DOE, although TLC was - - gave
15 us different students who were the most
16 difficult, most disruptive students and so the
17 teachers spent ample time in disciplinary. And
18 so the reason I mention this is because then the
19 DOE says well you're a failure in school. You
20 cannot control your students. You're not really
21 up to par. We're going to shut you down. So
22 they shut you down or they move you out. Off
23 course this is not really a problem because this
24 creates more space for Success Academy. And by
25 the way TLC had 1800 applicants - - but I don't

1 recall the DOE asking who it was despite the -
2 -.

3 So in conclusion I employ DOE don't leave
4 behind what we fought - - are doing here. Don't
5 steal our money and our space. Help us to
6 succeed, don't send us to fail. Don't
7 facilitate taking us to a third world country,
8 cramped space, economic conditions strikes, this
9 is our opportunity. Rather heed that - -
10 continuity and mission the opportunity to the
11 IDP students need to be successful academically
12 and later in life. Do not resite IDP, don't do
13 this - - and don't close or shut down any
14 schools next time that Success Academy
15 determines - -. Thank you

16 [Applause]

17 FEMALE VOICE 2: Good evening everyone? I'm
18 an SLT member of - - but I'm more than that, I'm
19 a parent. Okay. And I will advocate to our
20 parents of all terms. So I'm going to speak for
21 parents and students as well because it sounds
22 like that is really the concern, those needs are
23 not really what's being considered. And to add
24 to the question why this is being done I'd like
25 to read it to you in the proposal.

1 It says Upper West are currently facing
2 debt. Listen - - . Upper West will serve its
3 extended ways saying I can't go out in fifth
4 grade in 2015 and 2016 soon. And it says a
5 collocation means that two from our school's
6 organization are located in the same building
7 and we share conversations like what is - -.

8 So it really sounds like they are evicting
9 you so they can make space for what's already
10 happening that's what's happening, okay? And
11 academy - - IDP parent's association working
12 with the parent - - . We work well - -. I'm,
13 actually doing this as from last year but we
14 work well. But one thing I do know is that it's
15 wrong in a time period which - - crisis,
16 hurricane Sandy has done enough, okay? And your
17 comment is really enough to make our lives more
18 difficult than to evict students from school
19 when they're trying to get an education so that
20 they can succeed in a competitive world, enough,
21 enough.

22 And I say it's wrong and I say it's wrong
23 because yes, they're trying to be generous,
24 they'd rather give you an X amount of dollars to
25 build a lab possibly a gymnasium. Here is my

1 question. What is--this proposal is not
2 saying is how long is this going to take? Do
3 you all have all this time to wait until this
4 happens? I'm sure - - soon. Am I right?
5 Another thing that it does not say. We, how are
6 you supposed to get an education while we're
7 doing construction? In between drillings and
8 knockings, how are you supposed to get an
9 education? How are you supposed to function?
10 How are you supposed to learn? That--this does
11 not say. I have a problem with that. It's
12 wrong. It's just wrong. It's just like making
13 people not by choice it's everything they have
14 and not they want to grab the rug from under
15 you take away your education because they feel
16 that this should be done not what you need and
17 what you need to receive and where you should
18 receive it.

19 New York City used to be a melting pot. I
20 felt like I was - - because I was born and I
21 have lived in New York for almost - -. Okay?
22 And there are a lot of opportunities. But it
23 really, really pains me to see that the DOE is
24 not concerned with allowing those who were born
25 and raised here to be able to have at an

1 opportunity to gain education and to succeed
2 in a facility where they have - -, where they
3 are comfortable and where they have all
4 resources that they need to succeed in life.

5 Tomorrow they have promised us. Okay?
6 That's just the reality. We can walk out here
7 and get hit by a mad truck, okay? So, promises
8 really doesn't speak to what should happen right
9 now. And so - - thank you.

10 MS. GORDON: If you could pass the mic over
11 to the next - - .

12 MALE VOICE 3: First of all I would like to
13 thank all the people in the town who have risen
14 up and supported our school I think - - a hand
15 clap.

16 Now, I - - and I'm also the chairperson of
17 the school leadership team and - - class. So
18 we've got these numbers - - so I'd like all the
19 IDP students to stand up. Everybody in IDP
20 should stand. - - .

21 Okay. Now, those of you that do not live in
22 Washington Heights sit down. Take a look at the
23 numbers. 71% of our students do not live in
24 Washington Heights by the way. I live in
25 district six. I live six blocks away from the

1 proposed site. I live in the middle of it. I
2 come back here - - Washington Heights.

3 Now, when I told them where I live they
4 agreed. I walk to school, that's 12 years and a
5 quarter. I walk to school, - - hi in the
6 streets. These kids walk past the people, they
7 get on the train and they come here for a
8 reason.

9 So numbers, if you just asked me about
10 numbers, justify this, the numbers. 71% of the
11 students - -, am I wrong? No. The other thing
12 that I don't agree with and I am happy with is
13 the language of this thing that says and/or I'm
14 a science teacher. I'm not a gym teacher for
15 space. We're not going to share space, the gym
16 and the science lab are two completely different
17 things. They are not and/or.

18 Now, - -. This - - this is a dream my
19 students do not live in district 6. Why are we
20 sending them there? If - - need a science lab
21 space, and or a gym. Why don't you make a
22 science lab and a gym? Instead of using this -
23 - move reverse and reply would or could, how
24 about should and must.

25 For seven hours a day I stand - - those who

1 don't speak Latin it means a place to be shown
2 - - . The state of New York has trusted you
3 with their education and I'm here to tell you
4 that sending them there is not in their best
5 interest. Okay. Fine. One more thing - - .

6 MS. GORDON: Round two of our - - SLT from
7 Frank McCourt.

8 MS. GORDON: Hi guys? Thank you. My name
9 is - - I am a PTA president - - facility the
10 Frank McCourt high school--Frank McCourt is a
11 new school we're on our third year right now and
12 we - - about four high schools in this
13 community. I like what Senator Dwayne has said
14 that we are really one of many bunch of schools
15 in one building and we do get along and we need
16 you guys here.

17 We share programs, after school programs and
18 sports teams - - . I would also like to mention
19 one thing while I'm talking about my community.
20 I don't think we have anything to do with
21 Success Academy. We don't share anything with
22 them. We don't interact with them or go out
23 within our art programs the gym programs as
24 sports. I mean I don't understand - - .

25 [Background Noise]

1 We do - - with Frank McCourt and I would
2 like to see it kept that way. The second point
3 that I want to make is, many people have
4 mention, is only a matter of time before we are
5 all kicked out. It's just doesn't make any
6 sense. We are a public school. This is a high
7 school building and what are they going to do
8 with those ten extra - - year. Are we just
9 going to sit there empty while there are schools
10 that are so overcrowded? It's ridiculous. - -
11 and we know exactly what they are going to do
12 with us, - - . Thank you.

13 MS. GORDON: - - . This will be our last
14 SLT member, and then we'll have one the
15 principals who want to speak and we'll start
16 with - - .

17 NOAH: Good evening ladies and gentlemen, my
18 name is Noah [phonetic] Councilman. I am
19 appointed by the parents, - - parents on the
20 citywide council on special education, to
21 represent them on the citywide council on high
22 schools. - - President for CCHS, it was very -
23 - , and the president of the CCSE on exchange
24 with - - they are unable to be here this
25 evening.

1 I'm speaking as a parent and I'm speaking
2 as a parent involved here. I have been involved
3 as a parent with - - education, Department of
4 Education for over 14 years, - - of public
5 schools in New York City, and I'm here to ask
6 the DOE to withdraw this proposal. It has no
7 bearing on sound education, the proposed - -
8 articulated at all. Like - - your time and say,
9 - - that I do support the statements made by
10 Assemblymember Rosenthal, by City Councilwoman
11 Gale Brewer, by State Senator Tom [phonetic] - -
12 , who came here in person to speak in opposition
13 to this program. I thank you so much ladies and
14 gentlemen.

15 FEMALE VOICE: - - but Community Education
16 Council District 6, which is where they want you
17 guys to move, they have a public statement.
18 Would you like me to read it?

19 AUDIENCE: Yes.

20 FEMALE VOICE: Thank you. Okay, here we
21 go. Dear - - , we the undersigned Community
22 Education Council 6 members write to state our
23 opposition to move the Innovation Diploma Plus
24 to Building M233 located in District 6, and
25 formally - - . We oppose this move for several

1 reasons.

2 First, parents and students of District 6
3 were not adequately involved in the decision-
4 making process. Specifically, CEC 6 was not
5 consulted regarding how best we use the former
6 Community Health Academy of the Heights states.
7 Presently, 15 of our District 6 schools, all
8 programs in these schools are overcrowded, and
9 in all the 14 out of 80% capacity or above. The
10 level that we consider to be acceptable and at
11 risk, with greater resources, class sizes to be
12 made smaller and a rich and full curriculum
13 could be offered.

14 Second, the nursery [phonetic] students of
15 the district have requested at various times, a
16 technical high school, a progressive middle
17 school as well. - - for the modern - - school,
18 the - - designed to give - - students.

19 Third, if there is space and regionally
20 dollars available, the undersigned CEC 6
21 resources go out to the students of District 6.
22 Such that the totaling of the students seeking
23 individual resources, are District 6 students
24 and not simply not the plurality.

25 In closing, we demand that the Department of

1 Education meets with CEC 6, district
2 leadership team, elected representatives,
3 Rodriguez - - Rosenthal and - - , to discuss how
4 this space could be best used to address the
5 very real and immediate needs of the children of
6 the Community School District 6. Sincerely
7 yours - - , Tatiana Belony [phonetic] and Rio
8 Cortez and Tony Kelso [phonetic] Council of CEC
9 6. Thank you.

10 MS. GORDON: We could ask , if you could
11 email a copy of the letters so that we could add
12 it to the record. Would you email us copies so
13 we could add them to the record. Okay.

14 At this time I'd like to give the mic to
15 Principal Chris Jones [phonetic] from - - .

16 PRINCIPAL CHRIS JONES: First of all I want
17 to thank all the students at the - - . So we're
18 - - has choice. And I know - - about that, that
19 the choice that you're making in our success in
20 life. And so right now you made a choice to
21 make your voice be heard. And I will encourage
22 you to articulate exactly what your feelings are
23 in your fields as - - .

24 So Innovation started in 2009, and - -
25 access it through the Department of Education

1 proposed creation of the school.

2 And so when we opened our doors, the - -
3 that - - . There was no talk or no - - of our
4 school's position - - you know?

5 During the period-process when - - was
6 placed, it was also articulated that poor
7 decisions were made to accommodate the schools
8 that were on their campus that would want to be
9 in the long haul. And so - - . So - - as to a
10 visible structure - - such as the gymnasium, the
11 black box theater which was moved to support the
12 inclusion of the charter school - - .

13 So, my kids come from all over the City.
14 And I think they've made a clear choice that
15 that's not what they're going to do to come
16 here. They usually go to the school later,
17 because they were looking for something
18 different. And that's what Innovation is about.
19 It's now providing opportunities to students who
20 have struggled in the past. I consider our
21 school - - the opportunity to recreate - - high
22 school. If they were not successful, come here,
23 take yourself seriously, - - . And the Brandeis
24 Campus provided our school and our community.

25 If we are moved to the proposed location, we

1 lose important facilities such the Life
2 [phonetic] Program. Currently, the Life
3 Program's population culture is anywhere from
4 50% or more of Black kids. Currently there's no
5 Black program in the - - in the proposed site
6 location which would not - - our students.

7 The other point I want to state our students
8 have a clear need around mental and physical
9 health. And the department's partnership
10 provides our students direct assets to medical
11 access to medical benefits that help them in
12 their daily lives.

13 The other point is around - - . So my - -
14 comes from around the City, being centrally
15 located has a profound impact on the ability to
16 get to school on time. Amen [phonetic]?

17 AUDIENCE: Amen.

18 MALE VOICE: You know, I think the last
19 thing is around the partnerships that we've
20 created. So I know that - - partner, so on the
21 - - 51st First Avenue, which is much closer to
22 the Brandeis Campus. I believe it's also one of
23 the greatest impacts to our community is, if we
24 do move, we lose the ability to collaborate all
25 schools in the. And my community, as a leader,

1 I greatly appreciate working with my
2 colleagues, and - - to support, not just to - -
3 .

4 When we consider - - , we're actually - -
5 placed that are being led by one of our teacher
6 in collaborations with the other schools. And
7 we are really looking forward to that. That's
8 not possible if one of the schools gets moved.
9 And so this is our collective resources on
10 campus that makes the Brandeis Campus a great
11 location and great pieces of work, and a great
12 place for our kids to come and learn .

13 So in closing , I really want my students to
14 make sure that they come up with - - .

15 MS. GORDON: I believe the only other
16 parents that we wanted to speak was Daniel
17 Solfok [phonetic]. Is that correct? While
18 Solfok gets ready, I want to read the names of
19 the first five people in public comment, so that
20 they get ready. I want to apologize in advance
21 for mispronunciation of your names. So please -
22 - if you hear your name.

23 So as you will see here, Ms. Solfok so that
24 it is pronounced correctly. - - is our first
25 speaker - - .

1 So if you would line-up behind Ms. Solfok,
2 and she will demonstrate how this is done.

3 MS. DANIELLE SALZBERG: Okay, my name is
4 Danielle Salzberg I am the principal for Frank
5 McCourt High School. I'm speaking today on
6 behalf of my school community, - - principals -
7 - indicating their position on the proposal.

8 I speak today to oppose the - - proposal to
9 relocate IDP from the Brandeis Campus. I'm
10 speaking as a principal for Frank McCourt High
11 School on behalf of my school, and as a member
12 of the great environment, Brandeis High School
13 Educational Complex Community.

14 Our school opened in 2010 one year behind
15 IDP, TLC and Urban Assembly School for Green
16 Careers. We are a school - - and we believe
17 that small schools provide the best opportunity
18 to individualize student experiences and develop
19 personalized learning environments. - -

20 Like small schools , we believe there are
21 unique advantages to be a part of small school
22 community. Families and students are known by
23 all staff and student's needs are able to be met
24 with the unique programs and services.

25 Like all small schools we - - resources,

1 they have enough - - the students' needs.

2 Frank McCourt has always been very proud of
3 - - on the Brandeis High School Campus because
4 of the larger community it provides. As a
5 member of the community of Frank McCourt High
6 School and the Brandeis Community, I oppose the
7 proposal to move IDP because of the impact it
8 will have on both our school and campus. Our
9 students have been working all semester as part
10 of - - program. Mr. Jones spoke to this
11 earlier. Next week we will have student
12 performances with students from three and four
13 high school represented. Those performance will
14 not be possible without the teachers from
15 Innovation, and participation of all the
16 students.

17 This represents a part of the larger school
18 arts program that we've been involved in and
19 includes also visual arts and music. Without me
20 mentioning we will not be able to - - Program.

21 Last year, for the second time, all - -
22 together with colleagues from other campuses
23 around - - summer school program. Summer school
24 - - offer credit - - program with small - - . I
25 shared resources - - responsibility, all - -

1 available. - - without the representation of
2 IDP we'll not be able to offer many courses.

3 People have spoken about the sports so I
4 won't talk about that, but the - - sports team
5 and the - - and there's also the lessons in
6 respect, collaboration and sharing
7 responsibility with the students learn by
8 participating in a community of diverse members,
9 - - from multiple schools.

10 - - also gives the respective - - . Mr.
11 Jones talked about being a member of Community
12 of Principals that collaborate together and
13 share ideas. We will lose a great percentage in
14 the transferred school, an indication in
15 particular to our campus.

16 - - we ought to talk about the shared - -
17 campus, and that, I started - - also to talk
18 about - - . Every morning there are school
19 leaders from every single school at the top
20 floor. And we sing happy birthday and the song
21 plays we check in with the students who come in
22 clusters and - - no matter school they attend .
23 We - - welcome and a thank you - - . We do this
24 because every high school here and school
25 believes that adolescents deserve respect,

1 tolerance and comfort. IDP with staff from
2 all the other schools ensuring our campus is
3 some place that all our students want to be in.

4 As a District 3 resident as well as school
5 and campus community member, I worry about what
6 might be lost in our community if we lose IDP.
7 - - perspective that they bring on our campus
8 and to our district. Our students need this
9 sense of option and students from around the
10 city need an opportunity to come to District 3
11 to learn - - . Thank you very much.

12 [Background noise]

13 MS. GORDON: That now concludes the formal
14 recitations. I do want to remind people, I do
15 want to remind our supporters that are standing
16 to my left that we're trying report [phonetic]
17 this and while we totally appreciate the support
18 you have the speakers, there comments won't get
19 into the public record correctly. So we
20 appreciate you've waited a long time but please
21 do not - - the comments - - .

22 Again we're going - - and our first speaker
23 is - - .

24 FEMALE VOICE: My name is - - . I graduated
25 from IDP in June of this year. I believe that

1 the students who attend IDP are ready to
2 change their lives. I believe these students
3 have the potential to do anything their hearts
4 desires. Relocating IDP to Washington Heights
5 will crush their dreams. These students have
6 experienced - - all the way home - - school.

7 If the school relocates, attendance level
8 will decrease drastically. The students as I've
9 said, if coming to school isn't safe, why should
10 I come? I'm going to just stay home and hang
11 out with my friends. The students who live in
12 Washington Heights who attend IDP love the
13 feeling that's coming out of their neighborhood,
14 taking that train downtown, shows then that they
15 have the opportunity to be out of the hood.

16 The location of this school motivates the
17 students to be a better person than they were
18 yesterday. If a student sees the same thing
19 going on in their neighborhood, they will not
20 see a way out. They will not see the bigger
21 picture and their dreams will not be to get out
22 of that environment.

23 What board of education doesn't realize is
24 that location of this school plays a role in
25 these kids' lives. If you look at this

1 situation you will see that the board of
2 education doesn't have these children's best
3 interests at heart. Because if they did, they
4 would know that relocating this school is
5 basically putting these students back in there
6 comfort zones.

7 These kids - - the students don't want - - ,
8 now don't get me wrong, I'm not saying there's
9 nothing wrong with leaving in Washington
10 Heights, what I'm saying is, it's not a good
11 place to give students to get the education that
12 they deserve. If a student doesn't like the
13 environment or situation they're in, they will
14 not excel.

15 We need to take a stand and look at this
16 situation from another point of view.
17 Relocating the school costs lots of money
18 because you have to make sure that the school
19 has sufficient equipment and also metal
20 detectors to ensure that the students are not
21 bringing weapons and that all the students are
22 safe.

23 School is another safe haven for students
24 away from home. The benefit of IDP being on - -
25 is that this school can use metal detectors. I

1 believe that the students at IDP deserve to do
2 their education here, not in Washington Heights.
3 Put yourself in their shoes for a week; see what
4 some of these students have to go through on a
5 daily basis. I bet the board of education - -
6 would not survive. The board of education can't
7 live in these students shoes - - .

8 [Background noise]

9 FEMALE VOICE: Congratulations. I do want
10 to remind you upfront that they're going to have
11 to have you notice the timing because we have -
12 - speakers. So thank you very much.

13 MS. DAVINA PROHER: Hi guys, my name is
14 Davina Proher [phonetic], I'm actually the
15 social worker at - - and been here for the past
16 four years. In those years I've seen many
17 students - - achieve a common goal, right?

18 I know the city had talked to you - - what's
19 happening how but I will - - . As a social
20 worker, I do know the - - issues affecting both
21 the biological, psychological and social - - .
22 I know that we - - activity - - . I know that
23 as far as being - - outside the school. I know
24 that we can be able to teach these kids, they
25 don't have to be products - - put in an

1 environment where they can read - - without
2 looking over their shoulders. I know that being
3 - - , I know that - - these students - -
4 visually a chance to flourish. I know that - -
5 community - - what school you attend in the
6 building that it's all about - - . I know that
7 students have the least amount of incidences
8 within the building, I know - - a place they go
9 to be safe. I know that our location is going
10 to be a part of this community and I know that
11 since we had started we are - - kids.

12 This is why I - - Washington Heights is not
13 a good idea nor is it conducive to our - -
14 population. You will - - parents and - - most
15 importantly our identity.

16 So I hope that you listen to the - - tonight
17 and the passion - - .

18 FEMALE VOICE: Thank you very much.

19 [Background noise]

20 FEMALE VOICE: So - - only been in the
21 school like two months and - - admission for the
22 school, you didn't add to out - - , you didn't
23 add to - - , you didn't - - go to Washington
24 Heights - - . You're not going to - - , you're
25 not - - . You're promising us \$3 million but

1 not so long ago we had sent the - - New York
2 City and you haven't - - and they don't have
3 food, they don't have a home and you - - and
4 take us all the way to Washington Heights, we
5 don't want to go up there, I have a child. She
6 - - her future.

7 [Background noise]

8 FEMALE VOICE: Not only that but you want
9 our kids to have a future - - . We don't have -
10 - .

11 [Background noise]

12 FEMALE VOICE: I've heard that - - Academy
13 have opened another public school, - - why? - -
14 .

15 MS. GORDON: Thank you - - .

16 FEMALE VOICE: Good evening, my name is - -
17 I'm a parent from - - and I just a short
18 statement. I'm still perplexed how anyone - -
19 have an elementary school co-locate with several
20 high schools? I guess the only way this idea
21 could be successful is if the original plan was
22 to squeeze the other schools out slowly and
23 painfully before - - political office.

24 This is--I'm sorry. This is also about
25 success - - . Why pay for something when they

1 can get it for free? Though at the expense of
2 the students and tax payers. If this proposal
3 is successful which I hope it is not and IDP is
4 essentially kicked out, who is next? Most
5 likely - - .

6 The four schools work great together right
7 now, so here's an idea. Why don't - - Academy
8 go to the Ill equipped building the DOE is--

9 [Background noise]

10 FEMALE VOICE: Continue to help prosper as
11 we are. In my opinion the DOE proposal is
12 bogus, the true beneficiary is, the true
13 beneficiary of this proposal is - - evil empire.
14 Don't allow success to bully us, stand up for
15 your rights and - - speak.

16 FEMALE VOICE: Hello, hi - - I want to speak
17 to the kids in this school. This is not a moral
18 issue. There is no - - expected than - - giving
19 them nothing. The only way you're going to win
20 is vote, register to vote. Get your parents to
21 register to vote, it is important - - David beat
22 Goliath with a rock, a rock is the vote. Don't
23 - - .

24 MS. GORDON: - - Micah Gonzalez. We would
25 like number 6 to 10 to line up. - - Michael,

1 Maryanne, Cheyenne Pendleton [phonetic] and
2 Elyse Brackno [phonetic].

3 Elyse please step - - please begin - - .

4 MS. GORDON: - - by myself I will call up my
5 mom.

6 MS. ELISA FARNATE: Good evening my name
7 Elisa Farnate [phonetic] and I'm a student at -
8 - . I think it was my mom - - . I just want to
9 say that this is our school, so nobody should
10 try to take it from us. Usually when - - you
11 don't hear nothing about a student - - or
12 anything.

13 A school is not only made up of the people
14 in it, it's also made up of the building, you
15 know this our building. Nobody--they want to
16 extend - - . I started - - this year - - and
17 ever since I have been here I feel like - - . I
18 came from - - school called Bronx - - Academy.
19 And this is the second time that I'm being
20 proposed to be relocated.

21 My old school was relocated from Riverdale
22 to the South Bronx. And after we got relocated
23 people started getting shot, people got - - and
24 slowly, like eventually, the three years that I
25 was there in the South Bronx about 40% of the

1 students dropped out and I almost dropped out.

2 Just like other students here I made my
3 mistakes - - here to fix it. I'm unaccredited,
4 undergraduate - - but I still want to graduate -
5 - . I don't want to be relocated and I just
6 want to say that nobody wants to leave the hood,
7 I already did it because I transferred from my
8 old school to go back to the hood - - like I
9 will go up to the - - Puerto Rican, white or
10 whatever. I - - I go to church every Sunday; I
11 deserve a chance to graduate. I don't care if -
12 - relocated. I just think that I've been
13 relocated enough times, first from Riverdale to
14 the South Bronx and now--okay. Relocated to the
15 South Bronx and then from the South Bronx over
16 here and now to the Washington Heights or
17 whatever. It's not fair and it's not fair to me
18 mother, it's not fair to my sister and - -
19 Bronx.

20 [Background noise]

21 MS. GORDON: - - .

22 MALE VOICE: Hi okay I'm - - . Although we
23 are part of the Innovation community we the - -
24 consider ourselves a part of the Innovation
25 committee as much as they are a part of ours.

1 And first of all the fact that you even
2 have the audacity to - - that you, you have the
3 balls to actually want to move a community. A
4 community is a group of a people, a group of
5 diverse people and who are you to break apart a
6 community? Who are you to break apart a family?
7 Would you - - you're family? That's what you're
8 doing to our family; you're breaking apart our
9 family.

10 [Background noise]

11 MALE VOICE: You guys think - - basically to
12 tear a family apart - - because if you guys want
13 to move Innovation you're going to have to cut -
14 - because we're not going anywhere, we're not
15 going anywhere so - - .

16 This proposal might not move in the end but
17 it is not clearly identified why a proposal - -
18 and you sat there avoiding the question - - .
19 This confusion about why is - - what you plan to
20 do with our - - . So you basically want to give
21 a high school building to a charter school.
22 First of all--okay the right of conquest, we
23 were here first, we were here first. Like - -
24 right now with my teacher - - and we were here
25 first. And - - right of conquest--

1 [Background noise]

2 MS. GORDON: So is Cheyenne here? All right
3 you're next. Cheyenne? Excuse me we are--
4 Cheyenne are you here? Elyse Brackno, thank you
5 welcome.

6 MS. ELYSE BRACKNO: Good evening. It is a
7 real pleasure to be here and support Innovation
8 and giving a big hand to the students, the staff
9 and the faculty if Innovation for all of the
10 work they've done to bring people here.

11 My name is Elyse Brackno, I am a social
12 worker of - - Health Clinic. We've been
13 providing adolescent care since 1986 in the
14 building. I have I think more - - than anybody
15 in this room. I think that we all know what
16 makes Innovation great, it's the students, it's
17 the staff, it's the - - unit, it's the
18 leadership of the school.

19 And it is the fact that this school is
20 located in neutral territory. There is nothing
21 more important to have a school that's
22 accessible to people from every community.
23 Nobody is going to anybody's community, nobody
24 has to worry about the colors; nobody has to
25 worry about anything.

1 The other thing is that the students are
2 just other high school students, they're with
3 other high school students, they're not
4 segregating them in a building because they're
5 transfer students. They have access to sports,
6 to libraries, to gym, to clubs and other
7 programs. They have access to life center, they
8 have access to the school based health clinic.

9 I think one of the things that you may not
10 know about students in transfer schools, many of
11 them have aged out of child health - - many of
12 them are living on their own, they can't apply
13 for other types of health insurance. We provide
14 free healthcare adolescent appropriate
15 healthcare--

16 [Background noise]

17 MS. BRACKNO: Education and the type of
18 support services that adolescents need that's
19 respectful of them. They don't have to leave
20 school to get it, they don't have to miss school
21 to get it, they don't have to pay to get it,
22 they don't have to have a Medicaid card and they
23 don't have to have any money with them. They
24 come to our clinic, they can receive physicals,
25 they can receive anything that they need,

1 medication when they need it. We know this
2 isn't about education this is about politics.

3 This year IDPs, they're the smallest schools
4 and in some ways the most vulnerable. We see
5 parents coming in into the open houses for upper
6 Westside success and one of the first things
7 they say to us is why are the high school
8 students still here? I thought Brandeis closed.
9 Clearly the message that's being given is that
10 this will no longer be a high school. This year
11 it's IDP, next year it's another school.
12 Everybody in this community has to stand
13 together to support this as a high school.

14 MS. GORDON: - - William Brown [phonetic]
15 and Morena Silva.

16 FEMALE VOICE: Good evening, my name is - -
17 I'm the PTA president of - - . I'm also a
18 parent and - - . We do not want to move, we
19 want to stay here. The location of the school
20 is a great place - - and that students do
21 happily come to the school.

22 So on behalf of the parents who are not here
23 and the ones that are here and the - - I am
24 saying that we want to stay here, we do not want
25 to move. So can you please tell the DOC and

1 everybody else above that we do not want to
2 move, we want to stay here. Thank you.

3 MS. GORDON: Thank you very much - - .

4 MALE VOICE: I'm going to keep it short and
5 - - . The real reason about why this is
6 happening is about politics and real estate.
7 The politics - - , the real estate - - . Four
8 years ago when we were here, had the same
9 discussion. The department - - a year but four
10 years later they're still here and want to
11 expand. This is the high school, - - high
12 school, from what I see here all four of these
13 schools are - - . They all work together. All
14 four except for - - who is never - - here.

15 And that - - four years ago, the - - , the
16 community didn't want it, they shut it down.
17 Okay now we all know that that's what they want
18 to do. The DOE says that they might give you
19 this or might give you that but they will give
20 you nothing. A fact, 30% of African American
21 and Latino kids graduate high school. IDP at
22 least gives a chance to graduate high school

23 What I see here is African American and
24 Latino kids, now do you want - - to go down or
25 to go up. This is what I see here, all politics

1 and - - .

2 MS. GORDON: Thank you. 14, - - William
3 Brown, Morena Silva.

4 MALE VOICE: My name is - - . Now I was
5 going - - so before I came to do this I went - -
6 . That's located on 135th and - - in Harlem, I
7 hate Harlem, I've lived in Harlem my whole life.
8 I've already had too many problems with people
9 in Harlem, - - because it was a mixed school
10 area, I didn't have any problems - - school and
11 - - I'm cool with people, stuff like that.

12 Most of the schools in Harlem - - the Bronx,
13 like why would you want to go back - - and all
14 that stuff, I'm like no I'm good, I'd rather
15 stay here. And I know that everybody else
16 that's currently in Innovation would like to
17 stay here too. Like come on - - why would you
18 take that away from us? Thank you.

19 MS. GORDON: Thank you.

20 [Background noise]

21 FEMALE VOICE: Congratulations to our
22 student filmmakers - - outstanding job. - -
23 Bobby Ashley [phonetic]. Oh okay so Morena
24 Silva followed by Alex Ameno [phonetic],
25 followed by - - . Number 19, 20 and 21. Please

1 stand in line and be ready - - thank you.

2 Excuse me we're--

3 FEMALE VOICE: The speaker who was cut off
4 because two minutes is not in the state law,
5 what is in the state law that the CEC holds this
6 meeting, it's under 25-90E which is Community
7 Education Council, you are in my district, these
8 are my kids--

9 [Background noise]

10 FEMALE VOICE: Then they'll have their
11 chance to be heard which is their constitutional
12 right, you - - the CEC will report and - - . So
13 this doesn't have to be difficult, they are so
14 nicely, politely waiting here to have their
15 chance, - - don't worry, they're not going to
16 take forever or if they do you are welcome to
17 leave.

18 MALE VOICE: I'd like to - - earlier when I
19 was rudely cut off. I personally uphold, I
20 personally uphold - - and I'd like to trust that
21 - - but that apparently - - supply additional
22 resources we need and won't supply - - science
23 lab and then - - . And first of all in - -
24 right now - - if you don't supply - - Innovation
25 has decided what - - . You guys say you won't

1 get such a charter but actually you will. But
2 the truth of the matter is that the - - we have
3 over 30 kids with - - you guys may be - - but
4 you're not following these rules. What happened
5 to the constitution? - - the bill of rights,
6 America was stated with people expressing their
7 beliefs and - - top avoid it, you don't listen
8 it, you go against it. Would George Washington
9 like to hear this? - - .

10 The DOE has gotten - - once stated the
11 benefit of this. What are the benefits? The
12 DOE, does Innovation at a better site? No, they
13 get sent to Washington Heights. I think
14 everybody here can back me up and say the
15 Heights are dangerous and the financial--cost
16 you money to send them to the Heights. Why
17 would you spend money when you're not going to
18 use the money right now? - - New York needs
19 money like that. Currently Sandy just happened.
20 The projects - - the projects, the projects are
21 shutdown. There is no power, I have no power,
22 no heat and like I get really cold water in the
23 morning - - morning - - waking up.

24 And first of all - - does not want him sent
25 out neither does Innovation. So please think

1 about what you're doing, - - . Thank you.

2 MS. GORDON: - - .

3 FEMALE VOICE: My name is - - . I can speak
4 on behalf of - - the South Bronx, that's when I
5 - - . I got searched, - - one day because
6 students decided to bring guns and - - .
7 They're still going--they are going to middle
8 school, I've actually seen it, so I guarantee
9 you it does happen - - and on top of that they
10 have the - - . So they don't have - - money,
11 they could - - move them to the schools that
12 actually need them.

13 And on top of that if you really want to
14 move a school out of the building - - that's an
15 elementary school, out them in an elementary
16 building. Give them the confidence that - -
17 took back to the high school. It's like moving
18 a high school to - - because - - where it should
19 be.

20 And - - kindergarten class which it
21 shouldn't be, they weren't supposed to be here
22 in the first place. This is a high school, not
23 an elementary, not a middle school. This is a
24 high school, this is a high school building - -
25 high school students, not for elementary school

1 students, not for middle school, they
2 shouldn't have been here. So while - - high
3 school - - in this building to - - where they
4 don't go, it's unreasonable. You should - - ,
5 don't put them in a position where they have to
6 go all the way to the school, drop out or do
7 whatever they need to do something else. You're
8 going to put them in a bad position - - .

9 They have the money to buy a building, to
10 actually - - schools - - . You're ignoring the
11 fact that - - wants to push kids out because
12 they're a charter school and it's not fair.
13 Just because they're a charter school, they have
14 money, doesn't mean they have--doesn't mean they
15 don't - - that they do. They don't have--they
16 have nothing over us, we're going to school, we
17 are - - they teach - - they actually give their
18 kids something to live for - - nothing.

19 They - - the fact they're rich and that
20 their students - - we have more money so they're
21 better than public schools, no that's not how it
22 works. That's not how - - works. - - Academy
23 and - - .

24 MS. GORDON: So let me - - Morena Silva,
25 Alison Wheel [phonetic], - - and I'm sorry if I

1 pronounced it wrong and - - .

2 MS. MORENA SILVA: Hi, my name is Morena
3 Silva and I'm here as a parent, as a mom. So
4 one of the students, Andrew Collins and - - for
5 the record that we - - oppose this relocation.
6 - - spoke earlier that the importance of keeping
7 these young people without making choices and
8 decisions. And Peter [phonetic] that Angela
9 [phonetic] chose to come to this school at this
10 location. For whatever her reasons were this is
11 what we decided to do and this was his choice.

12 So - - and Peter that somebody tried to
13 minimize the decision that he made - - this was
14 his choice at this location, yes thank you.

15 I'm looking though this impact statement and
16 I see no records whatsoever to - - was speaking
17 about. Which is the connection between mental
18 health and the destruction that this is going to
19 create with these students. There's nothing in
20 the proposal, I'm wondering if anybody addressed
21 this. Is there anybody that was on this
22 committee that looked at the impact that this
23 would have on the mental health of these
24 students.

25 Many of them of them have overcome

1 tremendous mental challenges and barriers to
2 be successful here. And again this very - -
3 overhearing that you're taking this away from
4 the kids to make this choice. It's exactly what
5 we're trying to teach these kids to do. Now I
6 won't speak to that - - before we came here
7 because - - and I agree with that. Before he
8 came to this school, his ninth grade school
9 here, he had a 64% attendance record and after
10 coming to this school where he's been over a
11 year his attendance is now 93%.

12 Those billboards that you see around the
13 city that say - - school at this location and
14 he's staying here, thank you.

15 MS. GORDON: Thank you very much - - .

16 MS. Alice O'NEILL: Good evening everybody -
17 - the art students. My name is Alice O'Neill;
18 I'm the - - Manhattan High School - - . I
19 represent - - and all of the - - within this
20 building. We are here tonight because we know
21 as educators that this document is fiction.
22 There is not one item in here that actually
23 represents the voices of the youth team members,
24 the students or their parents.

25 As the community speaker just indicated,

1 when students are looking for a school, they
2 sit with their families. In eighth grade,
3 families have to look at a book that is this big
4 to find a school. Innovation Diploma Plus,
5 that's a different type of book where families
6 go to a school, they sit with the guidance
7 counselor and they make a decision because
8 something didn't work out - - .

9 Not only does Innovation Diploma Plus not
10 need to leave this school because - - wants
11 their space, need to double its size, need to
12 triple the number of transfer high school in
13 Manhattan. I would never want anyone to think
14 that you're voice doesn't matter, that is not
15 true because I went to different types of
16 campaigns last year and it wasn't true that
17 voices weren't heard or that an unethical,
18 immoral change like this couldn't be stopped.
19 Don't believe that your space belongs to someone
20 else just because they emailed Bloomberg, the
21 mayor.

22 And I love the parent who said vote. Yes,
23 register to vote and vote make your voices heard
24 because there is no one, no one has the right to
25 take the space of students who are earning a

1 diploma and have a space where their children
2 can receive safe childcare.

3 Someone in the city should at this building
4 and see that Innovation Diploma Plus is safe - -
5 kids and Eva Moskowitz, she's not here tonight
6 is she, because I don't see the color orange
7 which is starting to rile me. When I go from -
8 - and I've got someone telling me that I'm going
9 to be arrested, why am I going to be arrested?
10 Is it because I spoke the truth in Illinois
11 [phonetic]?

12 So all of the students here, I saw that you
13 lined up; your voices can still be heard. There
14 is an address where you can send your emails
15 when you go home tonight, you could have your
16 family and your friends and they can send emails
17 too.

18 Everyone should be heard and I won't take
19 more than my two minutes because in the future
20 you need to - - and the students to speak.

21 MS. GORDON: - - there's a number 19 here, I
22 have a - - . Number 20 - - . Okay Carla Cherry
23 [phonetic]. Followed by Christine [phonetic]
24 number 23 and Barbara [phonetic] number 25.

25 FEMALE VOICE: - - .

1 MS. GORDON: I'm sorry?

2 FEMALE VOICE: - - .

3 MS. GORDON: Excuse me, are you Natasha
4 [phonetic]?

5 MS. CARLA CHERRY: Okay, my name is Carla
6 Cherry and I teach at Innovation Plus Diploma
7 High School. What I was going to say has
8 already been said by - - so I'm going to throw
9 my time to Mr. Luba [phonetic] who is the
10 director of the life [phonetic] program here at
11 Brandeis High School.

12 MS. GORDON: - - thank you.

13 MR. LUBA: - - six IDP students including -
14 - . Currently we have - - and she should be
15 graduating - - . Last year when - - we picked
16 up a student and we - - and she's going to be
17 graduating in June. The majority of our
18 students in the in the - - program - - IDP.
19 Now the - - Washington Heights - - space and one
20 school actually told us - - which is completely
21 - - .

22 One thing that I have to say is that every
23 teacher - - knows this school, - - every day - -
24 to make sure that our students - - . If these
25 students are out of the life program, they're

1 not going to have the extra support.
2 Everybody is extremely busy and we want to make
3 sure that our students - - . In addition I'm
4 going to end by saying that - - center and if
5 you - - you're taking that way from her and I'm
6 not talking to you, I'm talking - - .

7 MALE VOICE: - - .

8 MS. GORDON: Go ahead, I'm sorry, please.

9 MALE VOICE: - - Innovation Diploma Plus
10 High School - - . Community with - - are trying
11 to move school to a new location is ridiculous
12 because these students here have so many
13 opportunities that can change their life. We
14 all have a story, because trust me I did, I do -
15 - . I came from a school that really didn't - -
16 at once, you understand that in here they never
17 changed. They changed - - they changed who I am
18 and they are changing all these students who are
19 here as well.

20 So we take the opportunity - - school into
21 Washington Heights, what - - do they have? What
22 about us? Where are our voices at? So I'm
23 going to close this statement by saying it's up
24 to us, this is our school. - - .

25 MS. GORDON: Congratulations - - .

1 Christina [phonetic].

2 CHRISTINA: Hey y'all what's up? - - the
3 LTW program here at Innovation Diploma Plus High
4 School, so we are - - to make sure that every
5 student that comes in here we hear their
6 stories. So you don't matter - - that doesn't
7 mean we--when my supervisor told us that he may
8 be moving uptown to a - - the temperature in the
9 cafeteria had been recorded at 100 degrees. A
10 building that is not conducive to learning to
11 our high school students we are set to be
12 transitioned to a building that has not one lab,
13 auditorium or a gym. In addition to - - for
14 students who have committed themselves to their
15 education, young adults who have said I want to
16 change or I need a fresh start and a new place.
17 Young mothers who have come to IEP [phonetic]
18 who vow to continue their education - - . But
19 yet the department of education has said you
20 don't matter. By - - to a facility that doesn't
21 even adequately support their needs. Our
22 students have already paid for the fact the
23 facility lacking resources such as the right
24 program with regard to child care and a clinic
25 that offers mental health and - - services.

1 Where will our mothers and children go?
2 Doesn't their education matter, don't they
3 matter?

4 The next question I pose is who matters? Is
5 it the upper west - - are they more - -
6 students? - - if the house [phonetic] is so
7 favorable in the new location of Washing Heights
8 why is it that they - - need us to move? Do
9 they matter, are they more important? - -
10 either been neglected or forced out of their
11 previous schools and the DOD [phonetic] seems to
12 be in that vicious circle again. This cycle
13 with the Department of education - - the
14 students, faculty and allied staff of IEP
15 matter.

16 We are important too, we graduate students
17 who are the first in their families to get a
18 high school diploma. We help - - education
19 yearly, we are composed of a body of individuals
20 who pride themselves on a second chance and
21 opportunities. We have done - - the resources
22 and locations of the Brandeis Educational
23 Complex and we will be most successful to
24 continue our mission right here in this
25 building. So before you come here all of a

1 sudden you want to - - we will still refuse
2 because maybe we can't read, maybe because the
3 school district is worried about moving to her
4 building that he can't read this proposal, can
5 you verbally articulate to us why he is moving?
6 - - verbally articulate does anybody know why?

7 MALE VOICE: No, no.

8 FEMALE VOICE 2: No.

9 FEMALE VOICE: - - .

10 MS. GORDON: So as I said before, as I said
11 before the proposal is at this time - - . At
12 this time I want to call on Natasha followed by
13 Ms. Natasha - - .

14 FEMALE VOICE 4: Yes - - .

15 MS. GORDON: We'll get to Tasha in a moment
16 and Tasha I apologize; I apologize for missing
17 your name before, followed by Barbara, Beth and
18 Andrew.

19 Ms. Natasha: Let me see - - you went to
20 school - - . My name is Natasha - - I'm
21 currently - - . I want to express how I feel
22 about the school changing its location. I came
23 to this school in September and I haven't the
24 slightest idea it was - - if there was even a
25 question about the school changing its location.

1 I came from - - which is a school in multiple
2 - - . I came to this school because of its
3 environment for - - . Being in this environment
4 with - - has made me feel safe, moving to - -
5 more distracted and - - since I am familiar with
6 this new location. The relocation of the school
7 will bring an effect to some of me and our
8 fellow students because we will be - - . I
9 don't think that this is fair for us for we are
10 perfectly fine where we are. We just want to
11 stay and let's not forget that we have-I have a
12 couple of friends in school that need the - -
13 program to continue to attend school. Do you
14 want my friends to drop out?

15 By moving to - - it will be near the - -
16 High School which is well known for its gang
17 violence. Do you want us to die? I don't.

18 MS. GORDON: Natasha, Natasha, Natasha if
19 something I did came across as disrespectful to
20 you or your friends I sincerely apologize.
21 Barbara, Beth, Andrew.

22 MR. EDDIE: Good evening, my name is Eddie
23 Savel [phonetic], I'm the Director of youth
24 programs for - - . One of the things that you
25 said if you've done anything disrespectful you

1 want to apologize, you disrespected the
2 students by bringing that proposal. But the
3 irony is you didn't include the community, the
4 fact that you mentioned our agency in connection
5 with this - - shows that you don't care if the
6 young people go - - . The truth is and why
7 don't people understand this, this is a second
8 opportunity that you people have got. This is a
9 - - there's enough schools and communities like
10 us that - - look at the - - look at the passion,
11 they're upset. The first thing was we should
12 have let them speak, the first thing is we
13 should have taken them into consideration and we
14 need - - schools benefit from the ones that - -
15 for those students, you just think about that.
16 So now - - with young people for two years, the
17 truth is that - - it is not efficient for
18 children, it's not and it has to stop. And the
19 truth is these young people listen to them, they
20 come - - they love the hood but the fact is that
21 they have - - space. When - - told you, - - God
22 forbid if one of these children loses their
23 lives or - - to drop off because of the stress
24 of going to a place where they don't feel
25 comfortable with, what are you going to do? And

1 the reality is that this is that this is - -
2 on Saturday and Sunday, do you know that? Do
3 you know that students from - - come to get-when
4 they come for their evaluation they come here on
5 Saturday and Sunday. These young people really
6 want a second chance and you're removing their
7 second chance, you're removing their
8 opportunity. And this is what-you can't play
9 games with people's lives. You cannot play with
10 the lives of these young people and I tell you
11 right now - - deserves the same - - because they
12 have created a positive community.

13 I have been here at every graduation and to
14 see these young people shine and the pride that
15 they have you cannot steal that away from them
16 because you want to accommodate another school.
17 The truth is you can't put students that are
18 being - - an academic life they're part of - -
19 and all these other things to a space that does
20 not-has not accommodation for them. It does
21 not. And the truth is you're just going to
22 create more holes for these young people and
23 that is - - for me to say. And the truth is you
24 are being irresponsible and - - if I can't say
25 it to you personally but that proposal is a

1 disrespect to this school, to this community
2 and to - - because what you're trying to say is
3 that you can do anything you want in our
4 community and that has to stop. I've - - for 20
5 plus years and it's a disrespect to both the - -
6 . Because I - - I know people-they deserve a
7 second chance. - - .

8 MS. GORDON: Ms. Barbara, Ms. Barbara - -
9 that was the next speaker. Barbara, is she
10 here? Okay, Beth. Our next speaker then is
11 Andrew, welcome.

12 MR. ANDREW: How is everybody doing? - -
13 strategy everyone speaks and the people who
14 matter - - if you're sitting here, you guys who
15 are sitting up here - - answers at all, you just
16 came here to allow us to get our point home and
17 - - . If you have no interest for anyone, I'm a
18 father - - I can honestly say without - - I
19 don't think that he would have come this far.
20 He's a - - two years ago he came - - at all.
21 And now he's like, he's getting coach records,
22 he's coaches most of the - - and I see things in
23 my own childhood I didn't even know existed,
24 that I didn't even know - - a charter school, a
25 school that doesn't even follow the board of

1 education curriculum then I had personal ties
2 with the Success Academy [phonetic] as well. I
3 personally hope that they don't even follow the
4 board - - when I try to - - or whatever it's-it
5 baffles me. They teach to a whole other level
6 to where it's even difficult for parents and I'm
7 sorry if the whole location thing kept coming
8 up.

9 Are you guys are aware that us - - is like
10 willing to make these changes and - - and most
11 charter schools are coming for - - he insisted
12 to go to a charter school in Manhattan and lives
13 in the Bronx. So-and she-and that's - - his mum
14 had her way - - late everyday just to
15 accommodate the success of Catherine [phonetic].
16 I'm so grateful why he-I'm so grateful for the
17 staff, I'm grateful that my child picked on his
18 own to come here - - he went out of his way to
19 pick this school himself. And once he got here
20 he told me this is what he wanted through his
21 work and - - like they say - - on Monday. In
22 private school he got to - - he was on
23 probation, I didn't know whether he was going to
24 go to jail or not, I mean I'm sorry for - - .

25 FEMALE VOICE 4: We love you Andrew.

1 MR. ANDREW: I'm just saying today he
2 does everything in his power to make a positive
3 - - everything. He has a support team now so
4 that he-his support team is the streets, I'm
5 sure you can see the support team. And I was
6 like to put them in a hostile environment which
7 is really - - by putting them in the Heights. A
8 member of the staff who lives there expressed to
9 me how a hostile environment it is. And I'm not
10 trying to knock any school from any location,
11 all schools have their purpose.

12 I went to a school outside - - I also went
13 to - - when people - - they don't worry about
14 the location, that's something that elementary
15 schools do to start up in your district because
16 parents have to work, you want to get your kids
17 to school quick and get to work. This - -
18 succeed and more or less giving them the option
19 of saying you can be there quick or you can move
20 over there - - basically you're not-it's not
21 going to be an option, it's not an option. If
22 those cases were to make it in - - .

23 MS. GORDON: Thank you - - .

24 MALE VOICE: Good evening, - - . So first I
25 want to apologize-

1 FEMALE VOICE: [interposing] Can I ask a
2 question, are these three people who signed up
3 here? I would like to state - - .

4 MALE VOICE: Thank you, I appreciate that.

5 FEMALE VOICE: - - .

6 MS. GORDON: - - speaker - - .

7 MALE VOICE: Thank you. So I just want to
8 know first that all - - and I want you to give a
9 round of applause to Stacy [phonetic]. Second I
10 want to apologize to all of you because I know a
11 person - - stand up and the reason why is
12 because I want everyone in this room to remember
13 that they are the reason you are here tonight,
14 not to make - - for 10 minutes about - - talking
15 about. We appreciate the support and - - thank
16 you so much but the people that really matter
17 that have the message to be conveyed they didn't
18 even get half the room to listen to them because
19 they're listening to other people speaking on
20 their behalf. They're here, they should speak,
21 they're the ones that stood here two and a half
22 hours before the first student even had a chance
23 to say one word. That is disrespectful and - -
24 and I apologize to - - because I told them I'm
25 going to make sure our students stay up and make

1 sure if they're not going to get a chance to
2 speak then they're going to be seen because
3 that's why we're here tonight and let's
4 everybody remember that. The people we're
5 talking about saving their lives are right here
6 in this room.

7 FEMALE VOICE: Yeah.

8 FEMALE VOICE: I have three students, three
9 students who walked out who were prepared to
10 speak and left because they said well they're
11 not going to let me speak then I'm leaving. So
12 you know what that's a disrespect to them. So
13 if you want to make these - - effective then
14 let's - - politicians because I know they're
15 important people who are not - - but let's mix
16 in a couple of students to keep them interested
17 and engaged. Anyone who knows anything about
18 education students do not want to be - - for
19 three hours before they get a chance to
20 participate.

21 So again I just want to conclude and say
22 thank you to the students number one, thank you
23 to the people on the panel for the support, the
24 other school, the principals, the elected
25 officials everywhere, thank you. But let's

1 remember this is about our students, thank
2 you guys.

3 MS. GORDON: - - Diane you're going to be
4 our last speaker. Thank you for your patience.

5 FEMALE VOICE: So - - so I work for - -
6 Service - - . We are all here - - as to why it
7 would not benefit our students to move, to be
8 relocated from here. I mean we have plenty of
9 resources that they completely use and again we
10 have service to our parents who are - - and are
11 essential as a resource - - . We have students
12 that have access to - - here at the building - -
13 mental health - - because they have to learn to
14 - - they need to get physicals done in order for
15 them to - - . So there's so many things that
16 our students will lose, we are paying too much
17 to lose.

18 In addition to that I - - so I know the
19 situations and the violence and the - - and
20 unfortunately Washington Heights does have
21 issues with-gang related issues. A block away
22 from the location we have been allocated is one
23 of the strong affiliations with - - and so we
24 really don't want to put our students life in
25 danger so that this building—we have been here

1 since the beginning. This has become a safe
2 home for every single one of our students so why
3 move them now? There's no—I mean as I read the
4 proposal, as I continued to hear your
5 participation today again I still don't hear, I
6 still have not heard the statement of need. Why
7 does - - ? There's no reason. And - - we had
8 our - - students have access to stuff here, to
9 technology. Why would happen if we then
10 relocated? Are we taking this?

11 FEMALE VOICE 5: There is no - - .

12 [Crosstalk]

13 FEMALE VOICE 6: - - .

14 FEMALE VOICE: So I mean we will continue -
15 - , we will continue to - - at the end of the
16 day IEP [phonetic] must stay here, IEP will not
17 - - and we will not leave.

18 MS. GORDON: So I know that there are a
19 number of questions about the proposal that we
20 either disagree with or that you don't feel
21 answered your questions. I can guarantee you I
22 am going—

23 FEMALE VOICE: - - .

24 MS. GORDON: I guarantee you I will take
25 those concerns back to the people who wrote the

1 proposal. I will do that, I promise you
2 that. I also can promise you that the
3 information that we heard tonight whether or not
4 we agree, whether-what you have said has been
5 heard and will be recorded. At the back of the
6 proposal there is a phone number and an email
7 address, anybody who did not get a chance to
8 speak or would like to say more can use that.

9 The information will be shared with the
10 panel of educational policy on December 20th at
11 6:00pm at the High School - - that's when the
12 proposal will be voted on-

13 MALE VOICE: Everybody be there.

14 MS. GORDON: You have the opportunity to
15 speak at that time as well. To our students,
16 thank you you've represented yourself and your
17 school very well. Thank you - - community.
18 This hearing has officially ended.

19 [END RECORDING]
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C E R T I F I C A T E

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

5
6 Signature

Handwritten signature of Carille Clarke in cursive script.

7 Date December 7, 2012
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