

Results of a Survey of All Candidates for Citywide Office:

September 2, 2009

1. All children who are residents of New York City should be guaranteed access to prekindergarten.

Public Advocate

Bill de Blasio Strongly Agree

Eric Gioia Strongly Agree

Mark Green Strongly Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Strongly Agree

Mayor

Tony Avella Strongly Agree

Robert Burck Disagree

Joseph Dobrian Strongly Disagree

Tyrell Eiland Strongly Agree

John Finan Strongly Agree

Walter Iwachiw Strongly Agree

Roland Rogers Strongly Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Strongly Agree

David Yassky Agree

2. Parents who do not speak English should receive copies of school report cards in their native language and have translators for parent teacher conferences.

Public Advocate

Bill de Blasio	Strongly Agree
Eric Gioia	Strongly Agree
Mark Green	Strongly Agree
Norman H. Siegel	Strongly Agree
Alex T. Zablocki	Agree

Mayor

Tony Avella	Agree
Robert Burck	Disagree
Joseph Dobrian	Strongly Disagree
Tyrell Eiland	Neither Agree nor Disagree
John Finan	Strongly Agree
Walter Iwachiw	Neither Agree nor Disagree
Roland Rogers	Strongly Disagree
Bill Thompson	Strongly Agree
Frances Villar	Strongly Agree

Comptroller

Joseph A. Mendola	Agree
David Yassky	Agree

3. The Chancellor of the New York City Department of Education should have experience in education leadership.

Public Advocate

Bill de Blasio Strongly Agree

Eric Gioia Agree

Mark Green Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Strongly Agree

Mayor

Tony Avella Strongly Agree

Robert Burck Agree

Joseph Dobrian Neither Agree nor Disagree

Tyrell Eiland Strongly Agree

John Finan Strongly Agree

Walter Iwachiw Strongly Agree

Roland Rogers Strongly Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Strongly Agree

David Yassky Agree

4. New schools should be required to serve a diversity of students, including English Language Learners and students with disabilities, from the day they open.

Public Advocate

Bill de Blasio Strongly Agree

Eric Gioia Agree

Mark Green Strongly Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Strongly Agree

Mayor

Tony Avella Strongly Agree

Robert Burck Agree

Joseph Dobrian Strongly Disagree

Tyrell Eiland Strongly Agree

John Finan Strongly Agree

Walter Iwachiw Strongly Agree

Roland Rogers Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Agree

David Yassky Agree

5. Education outcomes will not improve significantly until class sizes are reduced.

Public Advocate

Bill de Blasio No Response

Eric Gioia Agree

Mark Green Strongly Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Agree

Mayor

Tony Avella Strongly Agree

Robert Burck Strongly Disagree

Joseph Dobrian Strongly Disagree

Tyrell Eiland Strongly Agree

John Finan Strongly Agree

Walter Iwachiw Neither Agree nor Disagree

Roland Rogers Strongly Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Strongly Agree

David Yassky Agree

6. School safety agents should report to principals, not the NYPD.

Public Advocate

Bill de Blasio No Response

Eric Gioia Agree

Mark Green Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Strongly Agree

Mayor

Tony Avella Agree

Robert Burck Agree

Joseph Dobrian Strongly Agree

Tyrell Eiland Disagree

John Finan Strongly Agree

Walter Iwachiw Neither Agree nor Disagree

Roland Rogers Agree

Bill Thompson Neither Agree nor Disagree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Disagree

David Yassky Strongly Agree

7. A protocol should be established between the Department of Education and NYPD which would require the NYPD to take certain steps - such as issuing warning and referring to intervention services - before arresting students for minor, school-related incidents, such as graffiti, school fights, or disorderly conduct.

Public Advocate

Bill de Blasio Strongly Agree

Eric Gioia Agree

Mark Green Strongly Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Agree

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Tony Avella Strongly Agree

Robert Burck Agree

Joseph Dobrian Strongly Agree

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Walter Iwachiw Neither Agree nor Disagree

Roland Rogers Strongly Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Agree

David Yassky Strongly Agree

8. The Department of Education should publicly release data showing why large numbers of students were "discharged" from the school system.

Public Advocate

Bill de Blasio Strongly Agree

Eric Gioia Strongly Agree

Mark Green Strongly Agree

Norman H. Siegel Strongly Agree

Alex T. Zablocki Strongly Agree

Mayor

Tony Avella Strongly Agree

Robert Burck Agree

Joseph Dobrian Disagree

Tyrell Eiland Strongly Agree

John Finan Strongly Agree

Walter Iwachiw Strongly Agree

Roland Rogers Strongly Agree

Bill Thompson Strongly Agree

Frances Villar Strongly Agree

Comptroller

Joseph A. Mendola Strongly Agree

David Yassky Strongly Agree

9. A student should not be promoted from the 8th grade to high school without achieving at or above Proficiency Level 2 on the state Language Arts and State Mathematics Assessments and pass all core academic subjects (Math, ELA, Science, Social Studies).

Public Advocate

Bill de Blasio	No Response
Eric Gioia	Agree
Mark Green	Agree
Norman H. Siegel	Disagree
Alex T. Zablocki	Agree

Mayor

Tony Avella	Strongly Agree
Robert Burck	Agree
Joseph Dobrian	Strongly Agree
Tyrell Eiland	Strongly Agree
John Finan	Strongly Agree
Walter Iwachiw	Neither Agree nor Disagree
Roland Rogers	Strongly Agree
Bill Thompson	Strongly Agree
Frances Villar	Neither Agree nor Disagree

Comptroller

Joseph A. Mendola	Strongly Agree
David Yassky	Agree

10. What are your three overall education priorities that you would ideally accomplish during your tenure in office. How will you go about achieving them?

Public Advocate

Bill de Blasio

Increasing parent / community engagement through establishing Borough Education Forums, using online resources better and increased involvement in school siting.

Restoring a climate of trust in public schools through transparent performance, testing and budget data.

Improving services for all students through strategies such as: increased oversight for ELL and Special Education students or increasing Career and Technical Education school options.

Eric Gioia

A good education and a chance to succeed – it's the one thing we all want for our kids. A well-rounded education provides the basis for all our successes later on in life, and it's the key to building the vibrant knowledge-based economy that will allow New York to thrive and prosper and lead the world.

I know how important education is, because without the education I received at PS 11 and JHS 125 – and without the dedication and passion of teachers like Mrs. Blumenthal and Ms. Nightingale – I wouldn't be where I am today.

I also know how lucky I was.

It's no secret that too many schools are failing too many of our kids. No one seems accountable. No one has answers. No one seems to stand up for the common-sense reforms and pragmatic fixes that will keep our kids on the path toward rewarding, enriching lives.

That's what a strong Public Advocate can do. That's what I'll do.

- Making sure teachers are reimbursed when they buy critical classroom supplies. A good teacher will do anything for his or her students. Their devotion is really astonishing – not just in terms of time and energy, but also, in this era of tight budgets, in terms of money, too. When my investigation uncovered how much teachers were spending out-of-pocket for even the most basic classroom supplies, I made sure they were reimbursed for the money they spent for their students.
- Securing millions in funding to get our schools wired and connected to the Internet. Today's jobs demand technical know-how. If our schools can't deliver it, they're leaving our kids behind. When I learned that schools in my district were going without such basics as computers and Internet access, I got

them the funding they needed to prepare students to enter the 21st Century workplace.

- Creating safe, structured extracurricular programs. For a well-rounded education, classroom learning is only part of the equation. It's also critical that students have a safe place to go after school where they can learn teamwork and leadership – and stay out of trouble. Toward that end, I founded the first little league in Long Island City – along with soccer and basketball – and funded marching bands, chess tournaments and more so that kids have after school opportunities.

- Making sure kids don't go through the school day hungry. It takes everything a kid has to make it in school. Imagine trying to do it with a rumbling stomach. Well, a lot of kids didn't have to imagine; they were trying to do just that. I convinced the Schools Chancellor to start feeding kids breakfast in their classrooms. As a result, more and more kids are starting their day with a hearty, healthy meal – and the energy they need to do their best.

As Public Advocate, I'll continue this work:

-To expand extracurricular activities & provide students with access to computers and the internet in classrooms

-To get teachers the resources they need to help our kids learn

-To make sure that all parents have real input on important decisions about the school system

Mark Green

First, the Public Advocate should be a socket for parents, teachers and students across the City to plug into. While Mayoral Control is preferable to the old system, it is wrong that the stakeholders in the system feel disempowered and that their voices are not heard. A truly working education system is one where the stakeholders feel that they are part of the decision making process.

Second, we must bring our education system into the 21st Century, such as creating a program to give a laptop to every student. New York City currently spends about \$14,000 per student. The cost of providing "One Laptop Per Child" (OLPC) would be less than 1.5 percent of the cost per student. A \$200 netbook buys a student the tools they need to compete in a computer based workforce. This would be coupled with a commitment to universal internet by allowing students on our City's new wireless system or by asking cable and phone companies to provide public school students with free wireless internet in exchange for continuing their limited monopolies. Give a child a laptop and we break the chains of social and economic inequity so they may join the information based economy of the 21st century. We can also provide tuition assistance for New York High School graduates who wish to earn a degree in the computer and technology field. In return, they will be required to spend a couple years helping to run computer systems in schools. We can save money (by providing the upfront

costs to their education in return for reduced costs of their labor), help young people graduate from college, improve technological education in our schools and create an army of New Yorkers who are experts in computer technology – an Information Age “GI Bill.”

Third, we would work with stakeholders and the administration to find ways to reduce class size. We can increase the number of school seats through novell public-private partnerships and provide more instructional hours by splitting schools into two groups, one which starts and ends the day two hours early, and one that starts and ends the day two hours later. Classes that need more individual attention will be held in these two hour blocks, when there will be more space available. Although we might need to increase pay for teachers in exchange for the increased number of class hours, it would be cheaper than both creating more space and hiring more teachers.

These ideas and others will be outlined in my education paper to be released later in the campaign and available for public comment at MarkGreen.com.

Norman H. Siegel

There are many ways New York City schools can be reformed without centralizing power in the hands of the Mayor. While the old system had many serious problems, it at least allowed a public engagement, whereas the current system allows for more secrecy and political decision-making than ever before, leaving parents sealed off from having proper input on the schools their children attend. I underwent my own education on this issue during my tenure as attorney for The Association of New York Community Education Councils and as a lawyer for parents regarding the Department of Education’s barring of cellphones. As Public Advocate, my first goal would be to actively solicit and address the concerns of parents. One of my plans for the office is to recruit, train and supervise a citywide network of volunteers to do biweekly intake at public venues such as housing developments. This would be a great opportunity to monitor the concerns of public school parents, and identify recurring patterns in complaints about public schools.

As Public Advocate, I would help increase transparency and the rule of law in terms of ensuring that the Department of Education abides by all relevant city and state laws, including respecting the voice and input of Community Education Councils, School Leadership Teams, and complying with the state mandate to reduce class size. We will put out reports whenever necessary, highlighting the lack of transparency and accountability on the part of DOE when it occurs, aid parents and advocates in filing FOILs, and even sue the DOE when necessary.

Finally, I have heard from far too many parents that our schools increasingly over-emphasize standardized testing. I would set up a task force and public hearings into this allegation, since it is substantial. Teaching to the book may improve the appearance of city schools by boosting students’ scores, but no approach to education should forget that our goal is not test scores, but rather teaching children how to think critically.

Advocates for Children of New York

Junior Board

Alex T. Zablocki

The Public Advocate has a unique responsibility in city government - to be a voice for the voiceless and a watchdog over the Mayor and City Council.

Besides advocating against any funding cuts for education by the Mayor and City Council, my three overall education priorities that I can accomplish as your Public Advocate would be:

1. To work with the Department of Education to create more gifted and talented programs as well as special needs services for parents and students in all five boroughs
2. To work with the private sector to help fund educational (art and music) and physical education initiatives in public schools
3. As ex-officio member of the Board of Trustees at the Museum of the City of New York, I would like to work with the museum board to create a local history curriculum for fifth grade students to learn more about their community, local history and New York City history.

Mayor

Tony Avella

End teaching to the test- Through a directive to the doe -eliminate the rubber room- Do it by hiring more arbitrators- hire an educator as chancellor

Michael R. Bloomberg

N/A

Joseph Dobrian

I will kill "progressive" education in New York City, and emphasize the teaching of academic subjects and job skills, de-emphasizing nebulous concepts such as "values," "service," and "citizenship." I will do what I can to de-emphasize government-run education, and encourage the growth of private schools. I will examine the workings of our Catholic schools, to determine how they are able to operate so much more efficiently on so much less money, and perhaps introduce their methods to our government-run schools.

Tyrell Eiland

Build more schools that focus on special needs populations in the City system. (evaluate schools being closed and redevelop the schools with specifics purposes ie. over-age and under-credited students, schools for students with disabilities.) Re-organize the Department of Education(allow for my parent involvement and leadership in decision making, reduce administrative spending, and increase resources to schools and capital building projects.) Increase the early education program in the city(build and staff more schools in areas that are in need due to a increase in the population of families with school age children)

John Finan

No response

Walter Iwachiw

1) I want 6 month olds to enter the school with in-home or neighborhood sign language training which needs to include parents and caretakers. To develop

	<p>neural pathways in the child's brain for future development</p> <p>2) Under my proposal based on the scientific evidence, students should pass the Level 2 Proficiency by grade 6 allowing for trade skills in grades 11 & 12 or earlier.</p> <p>3) Change student-teacher-parent ratios. Class sizes must be decreased at younger ages and increased when the population of students is expected to perform.</p>
Roland Rogers	<p>The Rogers Administration will emphasize literacy and mathematics programs in elementary and secondary schools and help to redirect priorities to ensure as educated a populace as possible. Working parents will be embraced and encouraged to play that ever important role in their child's education.</p>
William Thompson	<p>First, I will tell the truth about school graduation rates and performance. There must be an honest accounting of performance, both inside and outside the classroom. My office recently released two audits finding that the DOE doesn't have measures in place to prevent the manipulation of test scores, and that it is unclear whether all students who received diplomas actually earned all the required credits to graduate. Schools should undergo an accreditation type review every two years so that we can restore and maintain credibility in our school system. The findings of the review must be made public.</p> <p>We must also end the privatization and the deregulation of our public school system. The lack of oversight and supervision over the last seven years—with little accountability—has put the school system at serious risk. It has allowed for the proliferation of no-bid contracts, the hiring of private firms to perform the tasks of public employees, and it has meant the closing of the neighborhood public school. I will ensure that a system of checks and balances is in place.</p> <p>Third, we must put the public back in public education. Parents and students must have a voice in their children's education and future. They should not be shut out and must have a place to go when they have questions or concerns. Options to encourage parental involvement should be streamlined and the number of District Family Advocates must be expanded.</p>
Robert Burck	<ol style="list-style-type: none">1. Equal opportunities for All Kids2. Strong Administration3. Transparency w/ online progress reports detailing behavior, grades and responsibility of students and administration
Frances Villar	<p>My three overall priorities are to increase funding and support for public schools, improve community-school relations, and turn back the militarization of schools. Education is a political problem and requires political solutions. Instead of relying on corporations' philanthropy to fund new charter schools, Wall Street as a whole needs to have a heavy tax that would allow for massive investment into existing public schools—so that class sizes can be reduced, classrooms can be modernized,</p>

and teachers can be retained.

There also needs to be a citywide school restructuring to engage parents and community members in their neighborhood schools' decision-making. Parents should have a say in ordering materials, deciding on curricula, and serving on hiring committees. If freed from centralized Dept. of Education control, the existing School Leadership Teams could be empowered to play such a role.

Lastly, the NYPD has no place in our school system. On Day One of my term, I would call for the removal of the metal detectors and armed police officers from public schools. Instead of providing a sense of security, they promote a culture of fear and mutual distrust among teachers and students.

Comptroller

Joseph A. Mendola

First, I would expand the Comptroller's audit function to include the Department of Education (DOE). The Comptroller should be able to audit the DOE just as he/she has the power to audit any other City agency. Second, I would look into investing part of the City's public pension funds into capital projects based in NYC which would serve to improve public education in partnership with the private sector. Third, I would advocate for the inclusion of other voices in addition to the Mayor's with regard to control over our City schools.

David Yassky

Every New York City school can and should offer a first-rate education for our kids, but in far too many of our school districts that's simply not the case. As neighborhoods have changed, the City has failed to plan appropriately and today, thousands of children struggle with bloated class sizes and underfunded schools. In several ways, I will help strengthen the system and create better opportunities for advanced education under three overall priorities.

Efficiency and Accountability in the Department of Education

Eliminate waste: I will advocate for the Dept of Ed to be subject to the same independent oversight as every agency vis-à-vis the Comptroller's office. This is critical to maintain efficiency and accountability for our City's biggest budget allocation.

Along with this, I plan to turn the Comptroller's audit staff into a Division of Accountability and Results – one that will not merely review financial statements, but will act as a management consultancy and resource for the agency. For example, I would work with the School Construction Authority to create realistic capital plans that avoid costly budget over-runs, using the independent engineering audit officers on staff to assist in planning.

Oversight and assessment: I will assess class size, teacher recruitment, and career/education counseling programs to ensure that our students are receiving appropriate guidance, with the end result being not just higher graduation rates, but higher placement rates in college and technical institutes. I will ensure that data-driven policies include the whole picture. For example, we cannot focus

merely on graduation rates, but need to look closely at the job and college placement rates of our students. Forward-thinking educational reform and improving the opportunities for our children to continue their education must begin with a clear picture of the current situation.

Reforming policy and utilizing technology to forge strong partnerships with community and parents

Community and parental partnership: we must re-examine the structure of Mayoral control, which was enacted to enhance accountability but has a number of shortcomings that must be addressed. Parents and communities need to have a real opportunity for input into the decision-making process for schools in their neighborhoods. As Comptroller I would facilitate and advocate this reform.

Support innovation: we have the opportunity to use technology to greatly improve not just efficiency with administrative functions (a task the Comptroller should prioritize), but to support the educational goals of our schools. I would explore and support programs that seek to bridge the digital divide – the situation where many families lack critical computer and internet access. This is a crucial step for preparing students (and parents) for continued education and ultimately strong careers.

Seeking ways to recruit talent

Recruit talented teachers: finding top talent is essential for a better educational system. In my capacity as Comptroller, I manage the City's pension funds – a crucial tool for recruitment and retention of our City's civil servants. I will work diligently to maintain the strongest returns and ensure financial stability of these funds. I will also explore potential partnerships, as current Comptroller Thompson has done, to find investment opportunities for affordable housing for our teachers—using the pension funds to directly invest in the very workforce that it supports, thus reducing the cost of living for teachers and attracting talented men and women, and providing unique market-rate returns for the pension funds.

When identifying a candidate that will work to improve education, it is important to consider their track record and past effort. I stand by my long-term commitment to education in New York. In fact, this year, I stood with Speaker Christine Quinn, Council Member Robert Jackson and Assembly Speaker Sheldon Silver to oppose the Mayor's cuts to the education budget, because every dollar we spend on New York's children is an investment that will pay huge dividends in the future.

11. As principals are given more autonomy and held more accountable for test scores and graduation rates, how do you create incentives to include and invest in populations such as students with disabilities, over-age and under-credited students, and English Language Learners?

Public Advocate

Bill de Blasio I will help to increase accountability for students with disabilities and ELL students by publicizing the performance and graduation outcomes for ELL students and District 75 students (including information regarding the implementation of students' IEPs), analyzing the data obtained, and working with the DOE to set an implementation plan for improving Special Education and ELL achievement.

Eric Gioia When nobody's in charge, it's the kids who lose. Therefore, I believe in mayoral control, in a Chancellor who's appointed by the mayor, and in holding school leadership accountable. But I also believe in checks and balances. We need to make sure that the right incentives are put into place, and that we're not treating school ratings tests as one size fits all. Additionally, it's critical that parents, teachers, and other stakeholders get an opportunity to offer real input in the educational process.

Mark Green We cannot put the cart before the horse by raising test scores or graduation rates at the expense real learning and children who may need a little extra help.

We can provide greater incentives to principals that are based more on student improvement and overall numbers, with an emphasis on students who need more help. So, if a principal graduates more students with disabilities, or who are English Language Learners, and they pass a threshold on tests or other criteria (ie, they're not just squeezed through), principals should be rewarded.

Norman H. Siegel We must closely monitor the entering school populations and graduation and discharge rates at all schools; if necessary I would use the Public Advocate for its role as a bully pulpit to ensure that schools do not exclude our neediest students.

Alex T. Zablocki Principals, administrators and teachers should be held to the same standards when it comes to these populations as well. Since I believe these populations deserve the same services, if not more, from school officials, as well as the same, if not more, attention, principals should be held accountable for their test scores and graduation rates equally with the rest of the school population. The Department of Education should break down the data amongst students with disabilities, over-age and under-credited students and students speaking English as a second language to determine if a school needs more resources to allow these students to achieve the same success rate (and improved success rate) as their peers.

Mayor

Tony Avella If the funding is distributed equally to all students, the principal is held accountable - I would be working with educators to find the solution to complex problems such as this one

Michael R. Bloomberg N/A

Joseph Dobrian I will de-emphasize statistics such as test scores and graduation rates. To achieve improvement in these statistics requires spending more resources on below-average students, whereas we ought to be focusing on above-average students, while providing vocational training for those who are not academically inclined. English language learners should be given fast, intensive training.

Tyrell Eiland First I will challenge the principals to create programs that deal specifically with these special populations. Principals must have adequate training with students with disabilities, over-age and under-credited students, and English Language Learners in order to create programs. We must worry more about the student populations earning grades and learning than giving the principal incentives to teach populations that are suppose to receive a proper education under the Law. I would not focus on incentives, but rather focus on correct training for prinicipals.

John Finan No response

Walter Iwachiw Different streams of funding must be managed by the principal.

Roland Rogers Look into developing specialized programs which will allow these disadvantage students the latitude of pacing themselves unencumbered by pressure among their peers to excel and to achieve maximum input from teachers and parents to ease the sense of urgency to succeed

William Thompson I will tell my Schools Chancellor—in no uncertain terms—that his or her performance in regard to students with disabilities or over-age and under-credited students is just as important as it is in regard to general education. I will likewise evaluate the success or failure of the Chancellor accordingly.

In my Administration, the education of each and every child will be a priority and the policies and practices of the Department of Education will reflect that goal. For example, parents will be made aware of all the educational options available for their child in language they can understand and with sufficient time to make an informed decision.

Education will start on the first day of the school year and children will not be left to languish at home or in an inappropriate placement until administrative details are worked out months later. I will also direct the Chancellor to review the current

practices for denial of services, in light of the fact that the vast majority of parents win their cases on appeal.

In addition, as Comptroller, I have advocated for increased ELL/dual language education, closing the achievement gap, and building more schools. I will continue this work as Mayor.

Robert Burck Transparency & community involvement with regard to the online progress reporting system for administration defining the status of progress. Incentive programs will be applied to correlate with their increasing performance.

Frances Villar Solving the problem of low graduation rates among students with disabilities and English Language Learners requires citywide programs and working groups drawn from New York’s diverse communities. Bilingual education should be expanded citywide. These problems are unlikely to be adequately addressed by individual principals. If schools are achieving at below-average levels with students facing these additional obstacles, this should of course reflect on the evaluation of the principal. But I reject the cold market logic—to “incentivize” education and treat standardized tests as the only benchmarks of learning—which has become the hallmark of the No Child Left Behind Act and New York City education under Chancellor Klein. In a restructured school system where communities have a meaningful say in education policy, needed services would be provided to students because the people who care about them would be empowered to protect their educational rights.

Lastly, the City should strengthen vocational and BOCES trade school opportunities for students that are far behind or that choose to opt out of higher academics and requirements.

Comptroller

Joseph A. Mendola Yes, our school system will be more successful if it is open to all. This also serves to teach our children about diversity and tolerance.

David Yassky New York City government must develop original programs and flexible options that encourage over-age and under-credited students to stay in school. Additionally, so much of the success for disadvantaged students or students who fall behind falls to the teachers and the parents (not necessarily test metrics).

I think one of the greatest advantages we have, are technological advancements that can help with special learning cases and draw families into the learning process. As mentioned in the previous response, I would support innovative programs and innovations to do things like bridge the digital divide and bring in the parents and family as an important resource (New York-based Computers for Youth is one example of such a program).

I would also provide in-depth studies of how these students are being served currently and identify ways that technology can help create customized curriculum that is focused on the student and their particular needs and challenges without

necessarily presenting a drain of resources or heavy staff allocation. Dedicated teachers could use this platform to work with students to achieve individually tailored goals.

Finding the resources to provide robust education for all circumstances of learning can be difficult to say the least, but if we are prudent with our spending and innovative with our approach, we can cover this gap.

12. What do you consider to be the main challenges facing District 75, the Citywide district for students with the most severe special needs?

Public Advocate

Bill de Blasio I believe the challenges fall into three main areas -- lack of accountability, including lack of accountability for implementing IEPs; insufficient efforts to engage parents and students about the education options and services that are available to them, including program and diploma options; and a consistent pattern of not sufficiently planning for and accommodating the needs of these students, such as with the DOE's approach to small schools and special needs students' access to them.

Eric Gioia Educating students with special needs cannot take a backseat to other educational goals. While District 75 and bureaucratic reorganizations have sought to address glaring problems, numerous issues remain regarding treatment of students with disabilities. Going forwards, DOE should commit to allocating sufficient resources towards students with special needs, targeting gains in graduation rates, and implementing needed transparency and accountability reforms in to report accurate test results, and to better include parents in the process.

Mark Green Students with disabilities face unique challenges. Instead of providing the extra attention and care that is needed, often it seems that the DOE simply tries to pretend they do not exist. There are reports that those with disabilities are denied the same rights as other students, such as access to facilities and participation in school events. Graduation rates for students with disabilities have risen at a lower pace than for other students. The new, smaller schools created in the past 8 years have largely left students with disabilities behind. In addition, many students face delays in evaluations, and in their placement into programs.

The laundry list of problems could be continued, but this is a campaign about new ideas and it is time that the DOE got their act together and treated kids with disabilities not as nuisances, but equal among their peers. We should give parents of students with disabilities greater say, such as ensuring them a voice on local Community Education Councils. As Public Advocate we will investigate the failures of the DOE in this area and work with groups like Advocates for Children to propose solutions.

Norman H. Siegel Lack of adequate services to children; lack of transparency; no monitoring of outcomes on a short or long-term basis, in order to determine best practices.

Alex T. Zablocki The main challenges facing District 75 today are the lack of specialized training for low incidence populations amongst new teachers, the inaccessibility of related service providers during the school day and the rise in this population causing the unavailability of space (handicap accessible) in our present buildings.

Mayor

Tony Avella I think it's a matter of funding – there's no built in constituency where these students are - they don't get an adequate amount of funding to address the needs of these students - I just gave a capital grant to a District 75 school - call office and ask for Javier - That school is way out of my district but they appealed to me because nobody was helping them - I was one of the few elected officials who would come by and find out what's going on

Michael R. Bloomberg

Joseph Dobrian It seems to me that the main challenge is to determine the individual capabilities of a child with severe special needs, and to teach to his capabilities so that he will be able in some way to make his way in the world in adulthood.

Tyrell Eiland

There are insufficient programs that deal specifically with special needs childrens and their educational needs. Children are being placed in overcrowded situations with very little resources(supplies etc.) to bring them to a level of competency for their grade level. We are seeing record number of children with special needs slipping through the cracks of our system after the fifth grade, but in middle and high schools, these students are integrated into the main student system and are not given the specific care and instruction needed to succeed and an equal academic level. Programs should follow students with special needs all throughout their academic career in City Schools and be enhanced by support staff and teachers who are committed to special needs education.

John Finan

No response

Walter Iwachiw

Cost associated with satellite operations. Technology allows for satellite operations with broader support by telecommuting.

Roland Rogers

Not being able to accomodate the rising cost associated with curriculum enhancements and new technology to afford enough attention where these students develop hunger to learn and compete

William Thompson

District 75 was originally created to serve our neediest children. Today, however, many students with behavioral problems are placed in District 75 and become segregated from our mainstream population. With no model for mainstream behavior, these children often remain in District 75 without the necessary supports or strategies to mainstream them.

We must devise new and better ways to manage children who don't belong in District 75 and make sure these children are no longer segregated indefinitely from the mainstream.

Teacher preparedness is another challenge facing District 75. Teachers dealing with special-needs children must be adequately trained, and experienced enough to

	manage the classroom well
Robert Burck	Our Creative Government Body will Employ The art of community – we need to include everyone in our picture of community to face the problems concerning district 75. We must manage and reduce the challenges through community support mechanisms in a clear, transparent and systematic way.
Frances Villar	<p>The main challenges facing District 75 are the abysmally low-graduation rates. In addition, the special needs classifications disproportionately affect Black and Latino students who are pegged as “problem” children early on, separated out, and then treated with altogether different (lower) standards. Inclusive education, 1-on-1 paraprofessionals and Cooperative Team Teaching should be expanded so that students with diverse learning abilities and skill sets can be taught together without stigmatization. More funding should be provided to hands-on arts and technical education programs, which have proven to better engage struggling students and students with disabilities.</p> <p>Bloomberg has never provided the political will or funding support to tackle this question head on. Immediate steps can be taken to combat the high turnover rate of teachers in special needs classes, and on a policy level to convene an emergency task force to address this severe problem.</p>

Comptroller

Joseph A. Mendola	The biggest current challenge is the City's ongoing fiscal crisis and the real possibility that the budget for District 75 may have to be cut.
David Yassky	<p>District 75 faces man of the same challenges that school districts are facing citywide: namely a severe financial short-fall in coming years. The difficult facility and personnel decisions that leaders will have to make will severely impact such a specialized district, and that’s why I would fight for the funding dollars to be preserved – much as I did for school budgets this year, in 2009.</p> <p>Furthermore, due to its specialized focus, the students that attend District 75 come from families across the whole district, which presents special challenges with regard to communication, transportation, and parental support flexibility. I applaud the use of technology that District 75 has employed so far and would offer to support internet and telecommunications as a way to increase the communication between these students and their families and other support organizations throughout the City (such as vocational training organizations for students that could possible become self-supported).</p>

13. With the rise in family homelessness, the Department of Homeless Services can only place approximately 75% of families in the borough in which they were last living. The Department of Education does not provide inter-borough busing, which effectively forces thousands of children, especially the younger ones, to leave their home schools and transfer mid-year to schools in another borough. What would you do to improve this situation?

Public Advocate

Bill de Blasio We cannot accept the status quo -- we must find ways to ensure that school and a quality education can be a point of stability for a child who is already undergoing tremendous stress and trauma. As Public Advocate, I will pursue every avenue for solving this issue, including busing options and prioritizing shelter placements within a reasonable proximity of a child's school so that the child's education will not be disrupted.

Eric Gioia Homeless children can face a raft of serious obstacles to receiving a quality education - instability, lack of fresh and healthy food, and uncertainty combine to make school success significantly less likely. The threat of missing substantial amounts of school becomes a reality for many homeless children, especially when forced to transfer schools. To the maximum extent possible, DOE and DHS should coordinate and endeavor to keep a child's school assignment constant through the terrible trauma of homelessness. They can start by increasing efforts to identify homeless children, apprise families of their rights, and implement better reporting systems.

Mark Green It makes no sense to shatter the social bonds, sense of identity and feeling of security a child receives from a school. We should invest in inter-borough busing for special situations. We must also work to alleviate the underlying problem, and provide a greater safety net to families to help them keep their home and find a new one.

Norman H. Siegel I would try to highlight this problem as much as possible, and seek remedies in city or state law. It is possible that we could make a legal case of discrimination.

Alex T. Zablocki The City should provide inter-borough busing, K-6 and provide full fare MetroCards to the remaining school population. If there are direct routes, via public transportation, for these children (K-6) they should have the option, with a parent supervisor, of getting a MetroCard for both the parent and child, to allow them to go to and from the school and their home.

Obviously going through multiple boroughs will not only be costly, but time consuming and impractical (i.e. travelling between the Bronx and Staten Island). With this said, the Department of Homeless Services should better coordinate housing need and housing placement with the needs of children attending public

school, to best accommodate the family and most important, help the most vulnerable, younger students, during a difficult time for their families.

Mayor

Tony Avella I think the answer is to provide inter-borough bussing - also to create real affordable housing and make antiwarehousing legislation so that there are more apartments available and make sure that the rent stabilization laws

Michael R. Bloomberg

Joseph Dobrian Inter-borough busing would be one of my lowest priorities. Children who are public charges will simply have to be accommodated wherever we can most easily accommodate them. The important thing is to educate them.

Tyrell Eiland

I would allow exception to the rule for inter-borough busing. Children should not have to disrupt their education and routine because of family homelessness which is already causing severe problems and emotional trauma. A special program will be enacted that will coordinate with the Department of Homeless Services and the Department of Education to ensure that children remain in their respective schools until the end of the academic year. During the summer months, further coordination will occur to find a suitable school for the child to be transferred to that will provide adequate and equal services provided at the child's current school site.

John Finan

Infrastructure: It is our intent to replicate the subway system above ground to give us the opportunity to then rebuild the subway system below ground. Above ground we will use Light Electric Rail, Electric Monorail, More Electric Busses, and Increase Waterway Usage. We intend on replacing the Subway System with a new clean Pressure Driven system. The subways will be quieter, faster, cleaner, air conditioned throughout with no sludge, water, or vermin. We will also rebuild Ground Zero. Let's get this done out of respect to ourselves as well as those who are no longer with us. Also, I suggest we only allow Commercial Planes monitored by air traffic control in the airspace in and around New York City. We don't need to learn these lessons again. Period.

Walter Iwachiw

I propose to establish statistical standards for legal affordable housing, which would trigger NYC building new housing if marketplace fails.

Roland Rogers

First I would find these family a home through our affordable housing initiative so displacement would be dealt with effectively by aligning with school within proximity

William Thompson

The Department of Homeless Services should make every possible effort to place homeless families in the community school district where the children attended school prior to entering the shelter system. If that option is not available, then priority must be given to placement within the borough of origin. To avoid

sending families to a shelter outside the borough, the agency must make accurate projections of expected demand by community and identify how that demand will be met.

In cases where shelter placement is in another borough and the student wishes to attend his or her school of origin, the Department of Education should explore options for providing inter-borough busing. One option might be to coordinate trips with special education buses, a number of which travel inter-borough. Express buses with full reimbursement for the fare might be another option. Access-A-Ride also makes inter-borough trips and might offer transportation under a special arrangement with the DOE.

Where school transfer is unavoidable, every effort should be made to ensure stability and continuity in education. School records should be transferred promptly, educational support services such as one-on-one tutoring should be provided if needed, and any other needed social supports should be made available.

Robert Burck

Most importantly, we must address the rising homelessness in NYC with great ferocity. Aside from this, we will create an “Adopt a Bus” program specifically for this problem to fulfil the needs of these specific children.

Frances Villar

My campaign believes that quality housing should be and can be made a right for all New Yorkers. Instead of throwing multi-billion dollar contracts to condominium developers, there should be renewed construction of affordable housing developments. Moreover, the tens of thousands of empty apartments in the city should be turned over to homeless individuals and families. No one should be forced to sleep in a shelter or relocate out of their borough just to put a roof over their head. Of course, the city should provide transportation to any and all homeless students who have already been forced to relocate.

Comptroller

Joseph A. Mendola

The solution to this problem is not to be found at the Board of Education. Rather, the true solution is to try to get more stable and permanent housing for those families.

David Yassky

The lack of inter-borough busing is a serious problem and is something I would advocate to change. I’m sure there are clear ways to re-organize transportation issues within the Department of Education and identify cost-effective solutions for inter-borough commuting students. The first step to remedying this would be to allow the Comptroller to work with the DoE to identify and address this problem – something it currently doesn’t have the jurisdiction to do, of course.

The office of comptroller also has better tools available to deal with the underlying problem of this situation: a lack of affordable housing in our city. We need to continue our efforts to require that all new large-scale housing construction includes affordable homes for middle and working class families. With real estate

all over the city being rezoned into residential property, it is critical that we make sure that some of the newly developed housing be affordable for the hardworking men and women who build it.

I will continue Comptroller's Thompson's work to look for new ways to invest pension funds in affordable housing projects – in recent years we've made significant investments that not only increase the amount of affordable housing, but also provide a good return for the pension funds. This is important for many reasons, not least of which is the fact that when cities lose their middle class, they become economically unsustainable. Working in partnership with labor unions and other institutional investors, we can develop the housing that will keep New York City strong by making sure our middle class families can afford to live here.

14. What should the City do to prepare struggling students to meet the tougher Regents standards for graduation that went into effect this year?

Public Advocate

Bill de Blasio We must ensure that we are doing everything we can to help students learn and graduate from school. To the extent that this is an issue of resources, we must continue to exercise tough oversight over the Department of Education budget (pending Mayoral Control legislation would assist in this effort) and ensure that classroom dollars are maximized.

Eric Gioia High school graduation is a true yardmark, and without a high school diploma students face a lifetime of diminished choices and reduced opportunities. Especially with tougher standards to achieve that crucial credential recently implemented, the City must respond. The City should start by involving parents, notifying them when students are at risk of failing the relevant tests and working with them to help students pass. But it can't stop there. Every school should convene and dedicate a team of teachers, administrators and support staff specifically to target struggling students and get them the extra help they need to reach success. Guidance counselors must be part of this process, and alternative materials employed where appropriate.

Mark Green Tougher standards are a good idea, forcing teachers, principals, parents and especially students to work harder and find solutions. But what truly matters is not the diploma, but what a student leaves school having learned.

We must bring parents into the decision making process of the DOE, encouraging them to take an active role in their children's education and treat teachers with the respect they have earned by allowing them greater leeway in how they handle their classroom. In addition, we must lower class sizes by investing in new schools and new teachers.

Norman H. Siegel Our students need smaller classes and uncrowded schools, where they can receive the help and attention they deserve, as well as all necessary and appropriate tutoring and intervention programs.

Alex T. Zablocki The Department of Education should be allocating additional funds and resources to provide classes before and after school to better prepare students for higher education requirements.

Mayor

Tony Avella The teachers know how to do that - by lowering class size, by allowing teachers to teach, hopefully that will address the situation.

Advocates for Children of New York

Junior Board

Michael R. Bloomberg	
Joseph Dobrian	That's the job of the parents, the teachers, and above all the students themselves. If the students study as they should, further government intervention should not be required.
Tyrell Eiland	With students who are struggling with the Regents standards, additional tutorials or classes should be added to his or her schedule to ensure they are prepared for the testing requirements and have gained a mastery of the information being taught. If additional help is essential to the students success, after school tutorials or summer school would be the last resort but one school leadership to seek out to ensure the student passes the requirements set forth by the State. Parents should also be involved in the process of getting the student to a level of proficiency to pass the Regents.
John Finan	Technology: We have vertical, silent, fully enclosed wind turbines that are capable of providing green sustainable electricity. They can be installed on buildings to create Urban Wind farms. There is also an application of the turbine in a 200 Mile per gallon, 400 Horse Power car with 800 to 1000 Mile range with no plug in. We will assemble these technologies in Northern New York City. We will have modern clean factories, providing good jobs with fitness facilities and nutritious food for our workers. We will set a new standard. New York City will lead by example, demonstrating for the rest of the country and the world what American inventiveness and ingenuity is all about. Yes, these are bold aggressive initiatives, but that is what we need now. These are American Sized Projects. These Are New York sized projects.
Walter Iwachiw	See section on sign language. Incentivise the student. Provide the support.
Roland Rogers	Afternoon and Saturday mentoring programs with incentives to encourage students to take advantage of them.
William Thompson	<p>In order to prepare students to meet the tougher Regents standards, we need to fix our public school curriculum so that we are not just teaching to the test but teaching the whole child.</p> <p>Students have become expert test takers, but cannot retain or apply what they know in a context other than the test environment. We must teach math, reading, and writing—but we must also teach science, civics, history, arts, music, geography, and physical education.</p>
Robert Burck	Provide the resources the children need to clearly know what the new Regents Standards are and establish a mentoring program called “Rise & Shine, Today is Another Day in Which To Excel” led by students to assist their fellow classmates.
Frances Villar	The City can institute more summer and after-school learning programs, with the curricula crafted and teachers selected particularly to address struggling students.

Comptroller

Joseph A. Mendola

I would like to see more Early Morning programs extended and one-to-one tutoring offered free after school.

David Yassky

The first step is always to prepare the instructors and families of these students for adjusted goals and steps to reach these standards. This would certainly benefit from increased use of technology as pointed out numerous times. I reiterate the exploration of ways to develop technology based curriculum not because better technology automatically leads to better learning, but rather because there are tools that can efficiently (with regard to money and teachers' time) be used to create individual learning goals for students. Such individualized goals can provide the framework students need to reach tougher graduation standards.

15. When a school is to be permanently closed, what is the proper role for the school's parents in the decision?

Public Advocate

Bill de Blasio My office will facilitate community engagement in the school siting process, particularly with regard to procedures for closing or changing the use of schools. Schools should be recognized as more than places where students learn and adults work. Schools are often one of the few public spaces in many neighborhoods and can serve communities in multiple ways. Community members should be able to provide informed input into decisions about the location, design and use of school buildings. I will work to ensure that communities have advance notice about opportunities for public input and engaging school siting issues.

I will ensure that communities are informed about 1) how school closing or use changes would impact services for Special Education students, English Language Learners or low-performing students, and 2) how DOE will ensure that the proposed new schools will continue providing these services to students.

Legislation pending at the State level would implement important reforms to school closing procedures, such as advance notice and public hearings. Should this be enacted, my office will work to maximize community notification and involvement within the new framework.

Eric Gioia At the heart of every good neighborhood is a great school - schools truly serve as anchors around which neighborhoods grow and prosper. The prospect of a neighborhood losing its school can be traumatic, especially when adequate alternatives are limited. Such measures should only be adopted when they are essential to improving educational outcomes for the students involved. And parents should be involved at every stage of the process.

Mark Green Parents must be made part of the decision making process of school closings. The DOE should consult local Community Education Councils, hold public hearings and ensure that the voices of parents are heard. Alternatives to closings should be investigated and the DOE should show that its plans are in the public interest. The DOE should also be restricted from closing a school without a clear and thorough plan for where every student will go following the closing.

Norman H. Siegel The parents, the school leadership team, and Community Education Councils should all be involved in this decision. If the school is closed, all necessary precautions should be made to ensure that none of the students in the school drop out, are discharged or “pushed out” against their will, but retain every opportunity to graduate with a high school diploma and if possible go on to college.

Alex T. Zablocki A parent representative should be part of the planning committee for the new school. The Chancellor makes the decision to permanently close schools based on

test scores which do not always include annual progress made by the school, as a whole. Parents should have a say in not only the decision to close a school, but also ways to make a school function better, if kept open and be a part of the decision for the planning for a new school.

Mayor

Tony Avella The parents should have a role - Ill have a discussion with the stakeholders after the election.

Michael R. Bloomberg

Joseph Dobrian Their proper role is to state their positions and to explain why, in their opinion, the school should or should not be closed. I'll always listen.

Tyrell Eiland Parents should be notified of all meetings and hearings about the school being closed. Parents are to have a leadership role in the decision making to close the school and allow for secondary recommendations for the school and alternatives to its closing. In the event the school is closed, the Department of Education should work closely with the parents to ensure their children are placed in schools close to their respective residences and have the tools to encourage their child's academic success.

John Finan New York is hungry for a change and when you area hungry you need to eat. E E I T Education, Economy, Infrastructure and Technology.

Walter Iwachiw I believe in the triad of education: parent, teacher, child. Those three members should select the choice from the options.

Roland Rogers Find out what would replace the closed schools and what alternative resources are available in that area to bridge the gap.

William Thompson For years, I have been advocating for greater parental involvement under mayoral control. Parents should be equal stakeholders in their children's education, and must be involved in the conversation and decision regarding a school's potential closing.

Robert Burck Communication is key: Provide the proper "role modelling" for a clear transition.

Frances Villar I consider the improvement of community-school relations to be of utmost concern. Right now the parent survey is only one small slice of what the DOE looks at when issuing its school report card grades. If a school is doing poorly and slated to close, parents and students should have a say in diagnosing the problem: whether the principal is ineffective, if teachers need training, if it is understaffed, or if the school needs more funding. After diagnosing the problem, they should have an opportunity to have those needs met before the school is closed.

Many city schools unfortunately have a long history of friction with surrounding communities, particularly in cases where white teachers and administrators appear to condescend and disrespect Black and Latino students and parents. Community members should have a decisive voice in how a school is shaped and operated, as well as in decision regarding potential closures.

Comptroller

Joseph A. Mendola

Clearly, at a minimum, parents must be consulted prior to any final decision to close a school. Once such a decision to close a school is made, every form of assistance should be offered to displaced families as they must enrol their children in other schools.

David Yassky

Parents must be included as a key part of the action plan after a school closes. They are partners in educating their children and will often have strong and inflexible needs regarding their child's schooling, most obviously, the ability to transport their child to and from school. I would advocate for a strong parental representation in any forum or committee initiative that deals with a school closing so that the children have the smoothest transition possible because their families are willing partners moving forward.

16. How will you accommodate the growing number of children entering kindergarten in public schools?

Public Advocate

Bill de Blasio I will help parents secure their right to schools that grow with the community, respond to changing local needs, and have sufficient capacity for neighborhood students and their siblings through my appointee on the City Planning Commission, who can help to ensure that the land use process accurately estimates and plans for the additional school capacity that is required by development projects.

Eric Gioia We need to embark upon a spirited effort to increase the number of kindergarten seats available in public schools. Especially during these difficult economic times, where more parents are turning from private schools to public schools, an adequate supply of kindergarten seats is a necessity. As I've said often, in order to maintain New York's vibrant middle class, we must make our public schools the envy of the nation, schools that parents want their children to attend. As we begin to explore neighborhoods where development is appropriate, such as along broad boulevards, on the waterfront, or on top of railyards, constructing an appropriate number of schools and providing for kindergarten seats must be part of the planning process. Additionally, I believe that to dramatically improve our educational systems, the city should provide universal pre-kindergarten starting at the age of three. While obviously this would present a sizable funding challenge, these are the discussions we should be having to prepare for the future.

Mark Green Investing in a child's education early on is extremely important. Kindergarten gives children a opportunity to learn social skills that are some of the most important factors for success and gives students a start in learning the tools they will need to read, write and graduate. We must make sure that we base our investment in school development on actual growth by using information from the Department of Buildings as well as the Department of Health and Mental Hygiene to predict demand, so that we are ahead, not behind, the curve.

Norman H. Siegel We need to build more schools; the capital plan for schools is totally inadequate and should be drastically enlarged. It meets only about 1/3 of the current need to eliminate overcrowding and reduce class size, not even counting the rise in enrollment in neighborhoods throughout the city. We need a far better planning process so that schools are built along with new housing. We need better enrollment projections, put in the hands of City Planning, and an accurate needs assessment, developed by the Comptroller's office, with input I would provide as Public Advocate and public review in a transparent process. More funding should be directed into the capital budget for new schools. This would also provide a valuable boost to our economy, as the state automatically matches every dollar the city spends on new school construction.

Advocates for Children of New York

Junior Board

Alex T. Zablocki

As Public Advocate, you do not have direct jurisdiction over the current school seat shortage across the city. With that said, as Public Advocate I would: 1. Ensure new school seats are provided on all levels, K-12, across the city; 2. Investigate where the need for new seats are the highest and report this information to the City Council and the Mayor; 3. Have a trained staff that could assist parents with issues regarding kindergarten placement for their children; 4. Work with the Department of Education to improve the availability of seats for kindergarten students within ones community. I would use the Universal Pre-K program as a model as well for better preparation. Teachers would have to have the same licensing criteria as the Department of Education teachers and follow the same curriculum.

Mayor

Tony Avella

We have to improve the number of slots and the funding has to be provided to make sure that that occurs.

Michael R. Bloomberg

N/A

Joseph Dobrian

By encouraging the growth of private schools.

Tyrell Eiland

Research areas of the City with the most need and build additional schools and facilities to accommodate the growing need. Monitor the growth patterns, so the School System can grow as the number of students grow within the City.

John Finan

I am asking you to vote for me, John M. Finan for Mayor of New York City. John M. Finan, a Mayor Who Cares.

Walter Iwachiw

Sign language programs will allow for advance knowledge of the size of school based students, better prepared students will enter, construct for demand.

Roland Rogers

Build more school to cater to needs of each child.

William Thompson

In May, I released a report exposing massive overcrowding in New York City schools, primarily due to a seriously flawed capital planning process.

The report is a five-borough, neighborhood-by-neighborhood analysis contrasting the new seats provided in the 2005-09 Capital Plan with expected population growth. It identified communities that have been rapidly expanding, and faulted the Department of Education for failing to adequately plan for enough new school capacity.

My report found that the capital planning process for public schools in New York City is broken. There are too many neighborhoods with overcrowded schools—elementary schools in particular—and no relief for years to come.

In response to these findings, I proposed new mechanisms to finance and accelerate school construction, including measures to facilitate development of buildings combining schools and residential or commercial uses.

This could create new school capacity without adding to the already strained DOE

capital budget and, in some cases, solve one of the School Construction Authority's biggest problems—finding land to build new schools.

I sincerely hope DOE implements my report's recommendations, because it's extremely troubling that the process for determining new school capacity is not sufficiently forward-thinking or responsive to changing neighborhoods.

Robert Burck

The resources necessary for expanding the requirements of the community is provided through the growth of the community. We will create more classrooms from the resources that are generated from the greater number of taxpayers.

Frances Villar

All the existing services and programs for kindergarten-age children can be expanded and improved. All that is needed is the political will and leadership to take on the billionaires who have profited handsomely while the City faces budget shortfalls.

Comptroller

Joseph A. Mendola

Build more schools. We also need more middle schools as the class sizes are too large.

David Yassky

With the billions of dollars spent each year for our schools, it is shocking that some children will be unable to attend the school down the block. It is the right of all taxpayers' children to have a seat in their local public school.

As a City Council Member, I have just introduced ground-breaking "Smart Development" legislation that requires City agencies and departments, including the Department of Education, to provide a minimum standard of services for each neighborhood, assess the impact a major development would have, and provide a plan to mitigate this effect. This process will require input from the City Council, relevant Borough President and Community Board.

As Comptroller, I would continue the fight to balance the interest of our neighborhoods with private interests and developers. I will advocate for a school planning process that incorporates the parents and communities. For example, their feedback must be included when determining how to transport and serve children during the transition while a new school is being built.

17. Do you think that charter schools play an important role in New York City? Why or why not?

Public Advocate

Bill de Blasio I believe that Charter Schools can be a valuable piece of our school system. We must ensure, however, that communities play a more active role in the Charter School siting process; that employees are able to freely organize; and that we continue to fully support and improve the quality of local schools once a Charter School comes into a neighborhood.

Eric Gioia The success that many charter schools have had demonstrates that parents are hungry to have additional input in the educational process. Ensuring that role should be a key goal, for all schools. However, charter schools cannot be an excuse for undermining the important work that teachers do to educate children.

Mark Green Yes, charter schools do play an important role in New York City, especially those that try new ways of teaching, becoming a laboratory from which the education system as a whole can benefit. However, charter schools sometimes are given preference over public schools and charter schools being created without consultation with the community. This must change - charter schools should supplement the education system, not replace it. By creating a taskforce we can study the effectiveness teaching methods in charter schools and make recommendations to the DOE regarding promising alternatives.

It is troubling that children with disabilities are often left out of charter schools. This is a fundamentally flawed approach to our education system, which must put all students on an equal footing with an equal chance for success.

Norman H. Siegel The way charter school expansion is being implemented right now creates a two-tiered educational system in this city.

No charter school should be forcibly inserted into a regular public school building where it detracts from the quality of education being provided to the students already in that school. The city must instead focus its efforts on improving the education delivered to the more than 90% of our students who attend traditional public schools, so that they can receive some of the benefits currently given to charter school students. That means smaller classes; full opportunity for art, music, science, gym, and other subjects necessary for a well-rounded education; a longer school day, if necessary; an end to high-stakes testing and the obsession with test scores that have turned our schools into test prep factories.

Only then will we have fulfilled our responsibility to our students, and provided them with the sound basic education that is their constitutional right, as the state's highest court decreed in the Campaign for Fiscal Equity case, which I was

involved in and advocated for while Executive Director of the NYCLU.

Alex T. Zablocki Charter Schools can play an important role if the community wants a specialized school, money isn't taken out of the school budget to fund these schools, the schools are held to high standards and are accountable and the charter school provides a unique opportunity for a better, more specialized education, than a current school does not provide. Charter schools shouldn't be used to replace new programs and initiatives within our current schools. Problems with Charter Schools include: 1. They don't allow parent or staff participation; 2. They potentially take the highest achievers out of regular schools; 3. They remove underachievers or students with discipline problems; 4. They can take much needed resources away from public schools; 5. They could potentially create two unequal school systems. That is why Charter Schools need more accountability – but are worth discussing as viable options to traditional public schools. Charter schools have benefits as well, like private funding, better programs than traditional schools, more flexibility when it comes to teaching and the potential for smaller class size. These are things we should be trying to achieve in traditional public schools as well. Finally, I firmly believe Charter Schools should not take any seats away from our current public schools and should be housed separately, in separate spaces.

Mayor

Tony Avella Im not a fan of charter schools because they take money away from public schools and they cherry pick students who are better performing.

Michael R. Bloomberg N/A

Joseph Dobrian As long as government-run schools are a fact of life, the idea of charter schools is a good one. Some, of course, have more meritorious charters, methods, and personnel than others. But in general, a child with a special aptitude for one subject or another should be encouraged to go to a school that emphasizes that subject. A parent who has strong views on how his children should be educated should be able to take advantage of a school that employs his favorite methods or philosophies--but I would prefer to see it done through the private sector.

Tyrell Eiland Charter Schools are essential to the overall success of the New York City School System. Charter Schools provide parents with adequate alternatives to our education system and provide the students with specialized study in areas of interest without sacrifice of general academic requirements or State mandates. The charter system should be embraced by the City as an opportunity to erase major issues that plague or system to include special needs, over-age and under-credited students, and those with specific interests such as foreign language, music, and the arts.

John Finan Thank You for Your Time, and Thank You for Your Vote on Election Day and as always...

Walter Iwachiw Variety of culture, of human endeavor creates a vibrant population able to better adapt and compete in business, space endeavors, and advanced scientific

Advocates for Children of New York

Junior Board

	discoveries.
Roland Rogers	I'm not an advocate of charter schools or volchers.
William Thompson	<p>Absolutely. I have spoken out many times in support of expanding our City's many extraordinary charter schools.</p> <p>I also believe, however, that first and foremost we must work to design public school choices that work. Rather than working to fix our City's ailing public schools, the Chancellor has dismantled many of our large high schools and replaced them with small high schools and charter schools. These schools provide a solid option for many students, but they don't work for all students, and charter schools often exclude special needs children.</p>
Robert Burck	Public Schools bring value to the public community. Charter Schools bring value to a higher standard of cost efficient and deeper education. Although Charter Schools can be a valuable asset to better education, it is important to recognize the value of both. Children will likely excel in a Charter School environment due to a higher standard of accountability, but should still have the opportunity to go to a Public School if they do not meet those requirements.
Frances Villar	Charter schools have received the public image as centers of innovation and progress, and understandably have generated enthusiasm among some parents and education advocates. Unfortunately, the charter school movement, with its powerful corporate backers, has also taken aim at public school teachers and their unions as the main impediments to educational improvement. I oppose the notion that teachers, who already work long hours in often difficult environments, must now work longer hours and with less labor protections in order to become effective educators. New charter schools and educational methods must be developed only hand-in-hand with the teachers' unions, not as a wedge against them. Existing public schools should be free to pursue the same innovative educational initiatives that charter schools do, including meaningful input from parents and the teachers union.

Comptroller

Joseph A. Mendola	Yes, they can serve as a worthy nurturing ground for students with special needs, desires and/or talents.
David Yassky	Charter schools present a unique educational opportunity to the children of New York City. They provide quality educations for City youth while simultaneously uniting the local community members and businesses. Charter schools provide valuable social resources to both its students and their families. So long as these schools continue to hold themselves to the high standards they have set, charter schools will continue to assert their importance to the City's education system.

Additional Comments

Public Advocate

Bill de Blasio

Please note that questions left unanswered are issues that I take very seriously and believe are worthy of informed, citywide debate, and cannot be answered fully in this format. With regard to class size, I believe reducing class size should be a top priority for our schools. While on the School Board in District 15, I fought to cap class size and establish universal pre-k. And in the Council I have fought for classroom funding successfully, and also worked to identify areas of wasteful DOE spending that can be reduced to maximize classroom funding and reduce class size. I believe we need to seriously examine and address problems with school safety to make sure that students are safe and treated with respect. The Mayoral Control legislation that was passed by the State Senate is a very positive start. It would require schools to hold annual meetings with parents to discuss school safety and policing. I do not support the practice of social promotion, we cannot compromise standards for students and ultimately do them a disservice. That said, I think there are ways to help students stay on track and move to the next grade without it being "social promotion." Teachers should identify students who are not meeting standards, and DOE should provide effective intervention programs over the summer and/or during the next school year. Intervention should be comprehensive and intensive. This makes sense for students -- students who repeat one or two years are more likely to drop out of high school before graduating. This makes fiscal sense -- It is much more expensive to pay for an entire additional year of school, which might not even be effective, than to invest in intensive intervention resources.

Eric Gioia

The most important thing we do as a city is to educate our children. To continue to build the city we need for the future, we must get this right. That's why I've spent so much time over the past eight years in schools, meeting with parents, teachers, administrators and students, asking questions, identifying problems, and then working together to solve problems and get real results.

We have a lot of work ahead of us. In order to build a city where working people and the middle class can not only survive, but thrive, a city where a child's demographics does not define their destiny, we need to invest in our schools like never before. We should discuss expanding the school day and the school year, creating vibrant extracurricular activities in every neighborhood, making a pathway to college a real option for every student that wants one. In classrooms, students must learn the technological tools they'll need to function and compete in the 21st century, and teachers must have the resources to instruct. And while accountability is important, it can't take precedence over preserving a real role for parents in the education process, not as adversaries but as trusted partners

In the years to come, I look forward to working as Public Advocate -- with dedicated organizations like Advocates for Children to improve our schools, educate our

	children, and build an educational system that serves the city.
Mark Green	We will be releasing an education paper later that will outline my vision for the future, proposing new ideas for our education system, which will be available for you to read and comment on at MarkGreen.com .
Norman H. Siegel	<p>The one question that I disagreed with above related to promotional policies. It is the overwhelming consensus of educational researchers that holding back students on the sole basis of test scores not only is unfair, as a student's score on any one test is statistically unreliable; but holding them back also leads to an even higher risk of their dropping out in the future. Instead, I would strongly advocate for reforms, such as class size reduction, to create better learning conditions so that all students can achieve the standards and go on to graduate from high school and lead successful lives.</p> <p>I am a long time defender of civil rights and civil liberties for students. I abhor the proliferation of police and police tactics in our schools that have led to more children being unfairly arrested and taken to jail due to minor disciplinary infractions.</p> <p>I have represented public school parents pro bono on two major cases in recent years; the first concerned their right to have their children carry cell phones to and from school, to ensure their safety, and the second concerned their right to be provided with fair and equitable access to the sports fields of Randall's Island, to block the city's proposal to award up to 80% of the fields on the island to 20 private schools for the next 20 years.</p> <p>In the first case, we lost; but raised much public awareness about the importance of this issue. In the second case, we won and the city's new proposed contract distributes these fields on a 50/50 basis. Even so, we are suing again to block this deal from happening, because of inadequate public, community and environmental review.</p> <p>I have worked with parents leaders and education advocates from many groups on these and other cases, including Class Size Matters, the Chancellor's Parent Advisory Council, the Citywide Council on High schools, and the District 6 Presidents Council in East Harlem. If I win this office, I will continue to consult with parent leaders and education advocates to help represent them on the issues that they believe are most important to protect their rights and the rights of their children to receive a quality education.</p>
Alex T. Zablocki	It is important that we recognize the role parents can play and do play in their child's education. With the recent legislation passed to extend the Mayor's control of our public schools, we must be mindful of the fact that education is about children and the future of New York, not politics. As a product of the New York City public school system, having attended PS 23 in Richmond Town, SI, IS 75, Huguenot, SI and Susan Wagner High School, Seaview, SI, I know firsthand what the old school system was like and I saw how our schools can often times forget

the most vulnerable students. As the son of a 40-year veteran of the public school system, I must also say that teachers, now more than ever, need more control over what is taught in our classrooms and more of a say on how to better educate children – not corporate leaders. As Public Advocate, improving education will be one of my top priorities and I will have a dedicated staff to assist parents AND teachers with problems they are having with the Department of Education.

Mayor

Tony Avella N/A

Michael R. Bloomberg N/A

Joseph Dobrian As a Libertarian, I oppose government-run schools on principle. However, I realize that I would not be able to privatize our schools in my four-year term. Therefore, I'll strive to make our government-run schools more effective and efficient. One hundred years ago, New York City's schools were the envy of the nation. Today they're avoided by any parent who can afford private tuition. We had better find out what we were doing right, way back then, and re-implement those methods.

Tyrell Eiland N/A

John Finan Live Free!

Walter Iwachiw

Child development cycle: Hospital,Birth -- parenting, skill training including sign language; School/Home - 6 months -- sign language, triad; Pre k -- triad, disability screening; ADD, 3-5 -- med intervention; 6 grade -- level 2, procient(?) trial; 11-12 -- trade skills / employment; College/Grad

Triad of Education = Parent-Teacher-Child

Education is all about the brain neurns and sensory systems. Sign language increases primary neuronal pathways, increasing the amount/# of options that can be evaluated. Will influence brain chemistry and pathways. Will improve school performance of outcomes.

Parents should receive digital copies of report cards that can be translated in a variety of languages

[The chancellor and DOE] must be educated in or pass tests on educational theory.

NYPD should report to the principal and seek guidance from administrative law judges.

The property owner always has the option of whether to press charges [against

students for minor school school related incidents].

Roland Rogers N/A

William Thompson N/A

Robert Burck
 I am going to improve this city on the 4 C's. The art of Coalition – many groups are working on the same things but not in unison. More effective results can sometimes be created by pooling resources. This creates scenarios wherein the whole is greater than the sum of the parts. The art of condensation – There is a lot of redundancy in city government. Big bureaucracy tends to do the same things over and over again in the same inefficient ways. The art of contribution – if every New Yorker were to bring a teaspoon of sand to a designated area, we'd have a beach. The art of community – we need to include everyone in our picture of community. Even the homeless man who will live on the street until the day he dies can enjoy life a little bit more if you contribute a little bit more. Another two bucks, another two bucks adds value to his life according to his evaluations. Disruptive kids that have been removed from school have to be re-assimilated into the community or else they become the drug peddlers, criminals, homeless, etc., this ultimately leads to the regurgitation and steady stream of criminal development.

Frances Villar N/A

Comptroller

Joseph A. Mendola
 As comptroller, I will do my best to ensure that the City Financaes in general are handled in a n honest and transparent manner. To do so would mean that the City could save money in areas which could then be diverted to educational needs. Additionally, I will work to bring the Department of Eduction (DoE) within the purview of the Comptroller's audit function. We must examine the books of the DoE in order to ensure that it is spending its funding efficiently and with regard to only what is in the best interests of our children.

Finally, I am a single parent of a second and fourth grader at PS 41 in Manhattan. School overcrowding is a big issue for me and my fellow PS 41 parents as it i for many other parents all over the city. We need to invest in building new school and expanding existing ones all over the City. If we fail to do so, we will quicly lose all the progress we have made in recent years. Please visit my website, www.joemendola.com, for more information. Thank you.

David Yassky N/A

Advocates for Children of New York

Junior Board