



# NEWSBEAT...

Newsletter from the Office of  
**Senator Bill Perkins**

*No. 10, February 2010*

*For those whose believe in a quality public education system for all children...*

## **“THERE IS NO WRONG TIME TO BE RIGHT”**

*Dr. Martin Luther King Jr.*

English language learners, etc.

Charters have opened doors to an insidious form of segregation. If you doubt that, note that the big push for charters exists only in low-income communities of color. In Manhattan, below 96<sup>th</sup> Street, this city’s unofficial Mason-Dixon line of race and class\*, there is an emphasis on traditional public school ‘gifted and talented’ programs. In the Harlem’s of our city and state there are Charters.

Charter school parents have asked me to chair a public hearing on transparency and accountability in the charters. It is important to look at the books of charter schools and we will. I have also proposed legislation that addresses the issues of collocation of charter schools in public school facilities, and the saturation of charter schools in low-income communities of color.

More charters alone will never resolve the inequities in public education. Charters are businesses run by profiteers. They are nonunion. They are not obligated to deal with student’s inequities and special needs. Charters could never be systematized to the level necessary to meet the entire city’s educational needs.

Like most citizens, I yearn for a public school system that prepares all students to be productive. I believe one of the key ingredients of academic success in any system is parental involvement and support. We need to understand how successful schools harness the nascent energy of concerned parents, and then apply that strategy throughout the public school system.

A state of the art education is possible for all children but is being denied to the vast majority because of the pre-occupation with privatization in the form of Charter Schools.

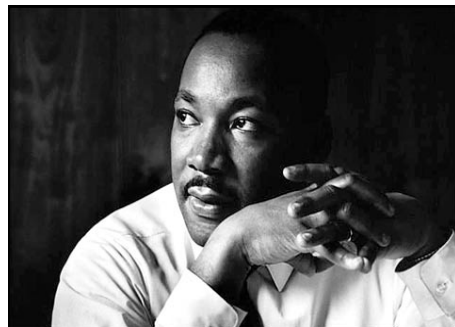
*\*The Pattern of Closing Schools and Charter Schools: Coincidence or Plan?*

[http://www.uft.org/news/issues/school\\_closings\\_map/](http://www.uft.org/news/issues/school_closings_map/)

**FIX OUR PUBLIC SCHOOLS  
DON'T PRIVATIZE**

Many parents in my district and throughout this city clamor to get their children into charters. They do this because they believe it is in their best interest. I understand.

But ten years into the experiment, we have a record to judge how charter schools are working. Do they really teach better than traditional public schools? If so, what is their secret? And why isn’t the Mayor implementing these successful charter strategies in public schools instead of asking for more charter schools?



*Dr. Martin Luther King Jr. fought Segregation*

Today, we see charters competing with public schools for limited space and resources. Originally charters were supposed to find their own facilities and funding. Increasingly they encroach on public school space and public dollars. When the Mayor asks for more charter schools at the same time he is closing 19 public schools in low-income communities of color across the city, it is easy to connect the dots and see an agenda to undermine the public education system.

The political clout that Charter schools utilize in pushing into public school space creates a trend of usurpation – never simply co-habitation - depriving public school children of basics, like library access. They force public school kids to see the disparities between their own facilities and those of the privileged. Charters have freshly painted classrooms, modern equipment, smart boards, and renovated bathrooms. These amenities exist, often side-by-side within the same building, with dilapidated public schools. How would you feel, as a child, to see the kids across the hall enjoying privileges that you cannot touch. In addition, Charter schools discriminate by not taking children with the greatest challenges, like

**T**he Civil Rights movement was championed around a fundamental ideological flaw in American society – Racism. The political, economic and organizational expression of this ideology was “*Segregation*” - the right, by law, and authority to separate people with the benefits to one over the other. Today, the battle over Charter schools has once again put this segregationist platform into focus. In October 2006, Mayor Michael Bloomberg, during an interview with the Amsterdam News, stated “*Charter schools are the private schools for the minority community.*” The Mayor, in one brief sentence, defined an educational policy that says the public school system of New York City will allow and support a doctrine of separate and unequal.

I have been identified as the most prominent elected official opposing charter schools. I reject this characterization of my work in a public education debate that has been narrowed and derailed by a massive well financed media campaign that supports a segregationist premise. A campaign that seeks to transform a public educational system into an entrepreneurial investment portfolio. I, however, accept and take pride in the necessity for our school children to have principled leadership defending their right to a quality educational experience. An experience that can only come about through the reconstruction of an equal and quality public education system.

My insight and experience with Charter schools began with me serving on the board of directors of New York City’s first charter school. It was founded 10 years ago with the promise to educate our children better and cheaper than public schools do. Freed from “bureaucratic red tape” and “arbitrary union rules,” charters would be low-cost laboratories that would unleash the creativity of educators, yield new educational techniques and pioneer new methods that could then be applied in the public school system.