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**NEW YORK CITY DEPARTMENT OF  
EDUCATION - DIVISION OF  
PORTFOLIO PLANNING**  
**Gr exp of PS 291 from K-4 to K-5**

1 [START RECORDING]

2 MS. MEG BARBOZA: Hi, everybody. Good  
3 evening. Thank you so much again tonight for  
4 coming, do so much appreciate you making the  
5 time to come out. Wanted to know that we have a  
6 couple of additional SLT members who are still  
7 filtering in and will join us at the Dais as  
8 soon as they are available. But I did want to,  
9 again, welcome you. This is a joint public  
10 hearing of the Department of Education, the  
11 Community Education Council for District 10, and  
12 the school leadership teams for PS 291, PS 15,  
13 and the District 75 Program, PO10x. I am the  
14 Chancellor's designee, Meg Barboza. We have  
15 asked the District 10 Community Education  
16 Council and school leadership teams of PS 291,  
17 PS 15, and P 10x to participate in this joint  
18 public hearing. I am joined tonight by...

19 MS. DOREEN LUCKEY: Hi. I'm Doreen Luckey,  
20 part of the School Leadership Team for PS MS 15.

21 MS. SHARALANDA WEE: Good evening.  
22 Sharalanda Wee, School Leadership Team Member,  
23 PS 15.

24 MR. MARVIN SHELTON: Marvin Shelton,  
25 President, Community of District Education,

1 Council 10.

2 MS. BARBOZA: I believe we also have the  
3 principals here from PS 291, Mr. Velez, PS 15;  
4 Ms. Edmins [phonetic 00:01:40], and Ms. Barbara  
5 Hanson of the District 75 program. Again, we'll  
6 have additional SLT members join us. I have one  
7 right here. And we'll have them announce  
8 themselves at the first opportune moment.

9 MS. MAGGIE GRANT: Good evening, all. My  
10 name is Maggie Grant. I'm a teacher, member of  
11 the SLT, and also the chapter leader of 291.

12 MS. BARBOZA: Fantastic. Thank you so much.  
13 Okay. Again, this is a joint public hearing of  
14 the Department of Education. The school  
15 leadership teams of 291, PS 15, and the District  
16 75 Program, P 10x, and the Community Education  
17 Council for District 10. This hearing is being  
18 recorded. The purpose of this hearing is for  
19 you to provide comments about the proposal.  
20 This is the proposed grade expansion of PS 291  
21 to a K-5 school beginning in 2013-2014.

22 I want to make sure that you're all aware of  
23 the opportunity to provide your input. All  
24 those who wish to speak must sign in at the  
25 speaker sign-up area located just outside the

1 auditorium. The sign-up list will close in the  
2 next 15 minutes. Speakers will be given the  
3 floor in the order that they are signed up.  
4 Those of you who signed up got little numbers.  
5 Please make sure you hold on to those. We will  
6 be calling you up by your number and your name.  
7 Again, speakers will be given the floor and  
8 comments are limited to two minutes.

9       If you have a question as part of your  
10 comment on this proposal my colleague down here  
11 in the front, Stephanie, is taking notes on the  
12 comments and questions that you're posing. We  
13 want to get through as many of the commenters  
14 that we have signed up. We have about 40 people  
15 signed up. At two minutes each that's going to  
16 definitely take us over an hour to get through.  
17 So for those of you who may have questions, we  
18 are going to return to those questions directly  
19 following the public comment. Just wanted to  
20 make sure that you're aware of that. If you  
21 come up, you ask a question, Stephanie is  
22 recording it. We are noting it. We will return  
23 to it after the public comment, and all  
24 questions will be addressed in the public  
25 comment analysis that's posted before the vote.

1           Again, all comments will be mentioned in  
2 the analysis of public comment to be published  
3 and provided to the panel for education policy  
4 the evening before the panel votes. The vote  
5 for this proposal is scheduled for November 8<sup>th</sup>,  
6 2012, and will be held at the Frank Sinatra  
7 School of the Arts, which is located at 3512 35<sup>th</sup>  
8 Avenue in Queens, New York, 11106. And I will  
9 repeat that information for you at the close of  
10 this hearing. Just one more time, that meeting  
11 will be held November the 8<sup>th</sup> 2012 at the Frank  
12 Sinatra School of the Arts. It's located at 35-  
13 12 35<sup>th</sup> Avenue in Queens, 11106. And that  
14 meeting begins at 6 p.m.

15           In addition, we welcome comments and  
16 feedback you may have at any time before the  
17 panel votes on this proposal. The email address  
18 and phone number where comments may be made are  
19 d10proposals@nycschools.gov. I'm just going to  
20 spell that out for you. That's D as in dog, the  
21 number 10, P-R-O-P-O-S-A-L-S @ schools.nyc.gov.  
22 You can also call in to (212)374-5159. Again,  
23 that's (212)374-5159.

24           I'm going to read a brief summary of the  
25 proposal and then we will turn the mic on over

1 to our CEC and SLT representatives who have  
2 some commentary and then we will move into the  
3 public comment portion.

4 This is a proposal to implement a grade  
5 expansion in which PS 291 will expand to serve  
6 students in kindergarten through fifth grades at  
7 full scale. If this proposal is approved PS 291  
8 will begin enrolling fifth grade students in the  
9 2013-2014 school year. PS 291 is an existing  
10 zoned elementary school located in building  
11 X015, which itself is located at 2195 Andrews  
12 Avenue, Bronx, New York, 10453 in Community  
13 School District 10. It currently serves  
14 students in kindergarten through fourth grades.  
15 PS 291 is co-located with PS 15, the Institute  
16 for Environmental Learning, and a District 75  
17 program, PO 10x. A co-location means that two  
18 or more school organizations are located in the  
19 same building and may share common spaces like  
20 auditoriums, gymnasiums, and cafeterias.

21 PS 15 is an existing district choice school  
22 that serves students in kindergarten through  
23 eighth grades. The District 75 program, PO 10x  
24 provides both self-contained and inclusion  
25 classes. District 75 provides citywide

1 educational, vocational, and behavior support  
2 programs for students who are in the autism  
3 spectrum, have significant cognitive delays, or  
4 are severely emotionally challenged, sensory  
5 impaired, or multiply disabled.

6 The standard exit point for an elementary  
7 school in the Bronx is fifth grade. Therefore,  
8 PS 291's grade reconfiguration of kindergarten  
9 through fourth grades is not aligned with all  
10 other District 10 elementary schools. Many  
11 students residing in the PS 291 elementary zone  
12 are also zoned to IS 206 Ann Mersereau, a middle  
13 school that currently serves fifth through  
14 eighth grades. PS 291 and IS 206 are the only  
15 two schools in District 10 that serve irregular  
16 grade spans in the K-8 realm, and this proposal  
17 seeks to bring these schools into conformity  
18 with the rest of the district.

19 As it stands, the majority of fourth grade  
20 students graduating from PS 291 enroll in IS 206  
21 for fifth grade not only because many students  
22 residing in the PS 291 elementary zone are also  
23 zoned to 206 for middle school, but also due to  
24 the school's complementary exit and entrance  
25 points. It is sensible that most graduating

1 fourth graders from PS 291 attend IS 206 since  
2 otherwise they would have to complete one  
3 additional year of school, fifth grade, at a new  
4 elementary school before switching again for  
5 middle school or sixth through eighth grades.

6 In a separate educational impact statement  
7 posted in September 2012, the DOE is proposing  
8 to truncate IS 206 to become a middle school  
9 with a traditional grade span serving sixth  
10 through eighth grades. Under that proposal IS  
11 206 would no longer enroll fifth grade students.  
12 By aligning PS 291 and IS 206 with other schools  
13 in the district, the DOE will offer a better  
14 range of options to students who graduate from  
15 PS 291. If both proposals are approved, fourth  
16 grade students enrolled at PS 291 will be able  
17 to stay at PS 291 for fifth grade and will no  
18 longer be able to attend IS 206 for fifth grade.  
19 Other fourth grade students residing in District  
20 10 may also apply for a seat at PS 291 for fifth  
21 grade, but their enrollment would depend on seat  
22 availability as PS 291 would first give  
23 preference to its current fourth grade students  
24 and then to other zoned students.

25 In the EIS posted on September 20<sup>th</sup>, 2012,

1 the DOE erroneously noted on Page 1 that fourth  
2 grade students residing in District 10 may also  
3 apply for a seat at IS 206 for fifth grade, but  
4 their enrollment will depend on seat  
5 availability at IS 206. The references in this  
6 sentence to IS 206 should have instead been to  
7 PS 291. An amended version of the Educational  
8 Impact Statement correcting this error will be  
9 made available at a forthcoming date.

10 The DOE is confident that PS 291 can  
11 accommodate fifth grade in the excess space  
12 available in the X015 building. This year  
13 building X0-15 has an estimated target  
14 utilization rate of 112%. For 2013-2014 PS 291  
15 will expand to create approximately 115 to 125  
16 fifth grade seats, leading to an estimated  
17 target utilization rate of 110 to 125% for the  
18 building, a utilization rate that is comparable  
19 to other nearby elementary buildings in District  
20 10.

21 The DOE expects X0-15's estimated target  
22 utilization rate to drop in the years that  
23 follow 2013-2014. PS 291 has made changes to  
24 its enrollment strategies, which the DOE  
25 anticipates will continue to reduce PS 291's

1 enrollment over the course of the next four  
2 years. The DOE projects that building XO-15's  
3 target utilization rate will decrease to  
4 approximately 102 to 117% by the 2015-2016  
5 school year.

6 Also, although a utilization rate in excess  
7 of 100% may suggest that a building will be over  
8 utilized or overcrowded in any given year; this  
9 rate does not account for the fact that rooms  
10 may be programmed for more efficient or  
11 different uses than the standard assumptions in  
12 the utilization calculation as described in the  
13 EIS.

14 This proposal is not expected to impact  
15 admissions, enrollment, academic programming,  
16 extra curricular activities, or partnerships at  
17 PS 15 or the District 75 program PO 10x. PS 291  
18 will also maintain its current admissions  
19 practices, academic programming, extra  
20 curricular activities, and partnerships. The  
21 proposal to expand PS 291 to serve fifth grade  
22 will create more fifth grade seats in District  
23 10 as PS 291 will serve more fifth graders than  
24 are currently served by IS 216.

25 I'm going to first turn the mic on over to

1 our SLT representatives, I'm sorry, our CEC  
2 representative Mr. Shelton, and then we'll hear  
3 from the SLT representatives.

4 MR. SHELTON: Thank you very much. I'd just  
5 like to point out two concerns that I have. By  
6 currently reducing the number of kindergarten  
7 classes, I'm concerned about the impact on the  
8 other schools in this area regarding possible  
9 capping situations. And I'm also concerned  
10 about the increase in the utilization rate in  
11 the short-term going from 115 up to 125.

12 MS. BARBOZA: Thank you so much, Mr.  
13 Shelton. Ms. Luckey? Is that your last name?

14 MS. LUCKEY: From PS 15. Good evening. I  
15 think a couple of my concerns; I know that you  
16 projected what would happen in the next upcoming  
17 years with the enrollment and the admission  
18 process. My concern is that if the space is  
19 taken from 15 what will happen two years down  
20 the line if what's projected is not met? My  
21 concern is, is there going to be more space  
22 taken as the years go on? Is it just the space  
23 for this? Or what's happening in terms of that?

24 MS. BARBOZA: Is that it for-okay. Ms.  
25 Luckey, if you wouldn't mind if we could table

1 that question to after the public comment, but  
2 both Stephanie and myself have the question.

3 MS. WEE: Okay. Good evening. I'm a proud  
4 14 year member here of the teaching staff at PS  
5 MS 15, and our school community has made great  
6 strides over the last 16 years. When we opened  
7 we had students that were struggling. We had  
8 11% of our students passing math and 15% passing  
9 ELA. Today, 2012, we have close to 85% of our  
10 students passing math and 60% of our students  
11 passing ELA. This work has been made possible  
12 due to the work of our teachers, staff, and  
13 school community. We have made strides due to  
14 the culture of excellence that we have created  
15 as well as the structure of our physical  
16 environment. What this proposal looks to do is  
17 to disrupt the educational process that takes  
18 place within our school. The students that will  
19 be hurt are within our middle school community  
20 as well as our Special Ed population.

21 This proposal states that there is excess  
22 space, but our students and staff will state  
23 where. Where is it? We live here. We work  
24 here. The middle school program requires that  
25 students take core classes in rooms that they

1 don't currently fit where they take multiple  
2 classes. This proposal does not take into  
3 account that students need real lives, their  
4 body sizes, and their experiences. I ask that  
5 you reconsider the structure of the proposal.  
6 While we understand that 291 needs to grow, it  
7 does not need to be within the constraints of  
8 our school community. Thank you.

9 MS. GRANT: Good evening, one and all. Our  
10 teachers walk together. We share space, yes; a  
11 gym, auditorium, library, cafeteria. We  
12 collaborate because we work for children. Yes,  
13 the children in our community. While I respect,  
14 understand, and validate choice for our student,  
15 my main concern is how are we going to expand  
16 our school when the school building are stated  
17 in the statement of impact it's already  
18 operating over 100% capacity? Anything over  
19 100% capacity is in mathematical terms an  
20 impossibility. I hope that we are not going to  
21 sacrifice space for our teachers teaching  
22 conditions, space for our students; I mean class  
23 size because we want to offer choice. Choice at  
24 what cost? At the cost of a working teaching  
25 and lining conditions. I truly hope that it

1 isn't the case because I support the grade  
2 expansion and grade consideration if and only if  
3 it makes sense to me as an educator and as a  
4 parent. But I will learn that our schools are  
5 not like regular schools. We walk in unity.  
6 Thank you.

7 MS. BARBOZA: I'd like to give the  
8 opportunity if there are any SLT members from  
9 O10x who would like to provide a statement or  
10 any additional...I'm sorry. SLT members at this  
11 time from P 10x?

12 MR. BILL GREEN: My name is Bill Green. I'm  
13 assistant principal at P 10x. First I want to  
14 say we have a great relationship with our co-  
15 schools in this building. I've worked as the  
16 administrator in this building for the past 10  
17 years. The impact would be there's a potential  
18 issue with our inclusion program. We do have a  
19 space that's borrowed from PS 15 and that's  
20 questionable in the future that we would not  
21 have that space given that 15 would presumably  
22 have to give up some classrooms.

23 We have a wonderful inclusion program in  
24 which we work with PS 15, and we have students  
25 who have emotional challenges, as well as some

1 students who are on the autistic spectrum who  
2 are placed in the Gen Ed program and they're  
3 exposed to the Gen Ed curriculum. And there are  
4 concerns certainly that where would we house  
5 that homeroom where they get their tutorial for  
6 them to catch up with note taking skills and for  
7 them to transition to that more fast paced  
8 curriculum. So that would be the basic impact  
9 for our District 75 program, and that's  
10 basically it.

11 MS. BARBOZA: That concludes our formal  
12 presentations. I'd like to start calling folks  
13 up from the speaker sign-in list. I believe the  
14 speaker sign-in has closed at this time. Again,  
15 we will be going through all of the comments.  
16 Everybody has two minutes. My friend up here,  
17 J.P. in the checker shirt, is going to very  
18 gently let you know when you need to wrap up.  
19 And then the one thing I just want to keep in  
20 mind here is that everybody came out tonight to  
21 be heard, so you want to be respectful of  
22 everybody's time. When we ask you to wrap up  
23 it's not because we don't want to hear what  
24 you're saying. We just want to hear what  
25 everybody else has to say. Don't take it

1 personally. Don't be worried about it. We  
2 definitely want to hear what you guys have to  
3 say.

4 The first person is Ms. Maggie Grant. Ms.  
5 Grant has spoken. Can I see everybody who had  
6 numbers two through six? That is Alvilda  
7 Arokium. Don't be upset if I get your name  
8 wrong. Please don't be upset. I have Audrey  
9 Wigfall, Svetlana Isakhrov, Valerie Salmon, and  
10 Clara Batista. We have a little mic up there.  
11 J.P. is going to help assist you with it. It's  
12 a little Oprah mic we got for you.

13 MS. GRANT: I have a question. I would like  
14 to know who were the members that made up the  
15 panel that made the decision. Were teachers at  
16 any time called to be part of the panel that  
17 made the proposals? The moderator, you said,  
18 that we wouldn't be affected, but definitely we  
19 will be affected, right, and I don't know if  
20 that was taken into consideration. Thank you.

21 MS. AUDREY WIGFALL: Hi. My name is Audrey  
22 Wigfall and I'm a teacher here at PS MS 15.  
23 I've been teaching here for about 16, 17 years.  
24 As a teacher here I was utilizing a classroom  
25 many years ago, and in 2008 the DOE had to come

1 in and measure the actual size of my classroom  
2 space. It was determined to be insufficient for  
3 teaching and learning, and we moved to Room 109.  
4 I was asked to leave 109 and now 109 is being  
5 used by the OT for 15, P10, and 291. My concern  
6 is, if I'm asked to relocate again and go back  
7 to that room that was found insufficient am I  
8 really teaching my students in a full sized  
9 classroom? And where will this change, when  
10 will this change happen? And don't my children  
11 have a right to education in a least restricted  
12 environment?

13 MS. SVETLANA ISAKHROV: My concern was Room  
14 216 in PS 291 is a storage space. It's actually  
15 a full sized classroom and I was wondering why  
16 can't they use that room for the expansion.  
17 Thank you.

18 MS. VALERIE SALMON: Good afternoon. My  
19 name is Valerie Salmon. We have been having a  
20 good core location relationship for years. Why  
21 are we having this public meeting now? Why did  
22 we not know about this meeting before?

23 MS. CLARA BATISTA: Good evening. I have a  
24 daughter in fifth grade, and my question is how  
25 is this situation going to affect her and her

1 ability to learn and move forward to the upper  
2 grades.

3 MS. MIGALENA MARTINEZ: [SPEAKING SPANISH].

4 INTERPRETOR: My question is why 291 has  
5 four kindergarten programs and all of the other  
6 schools have only two programs for kindergarten.  
7 If there was a meeting on November 11<sup>th</sup>, 2011,  
8 why did parents get informed of the meeting  
9 until today?

10 MS. BARBOZA: Thank you very much. I need  
11 Russell White, Rose White, Migalena Martinez;  
12 Number 7, 8, 9, and 10. I apologize. I can't  
13 read Number 10. Haydee, Ms. Santino. Ladies  
14 and gentlemen, if I could kindly ask you as you  
15 identify yourself, if you wouldn't mind  
16 identifying the school that you're speaking for,  
17 just to give folks some perspective on where  
18 you're coming from and what your concern are.  
19 Thank you.

20 MR. RUSSELL WHITE: Good evening. My name  
21 is Russell White and I'm a nine year teacher at  
22 PS MS 15, a Special Education teacher. As a  
23 teacher of students with disabilities, at this  
24 current time we know that class sizes are on the  
25 rise and we are in the midst of heavy Special

1 Education reform. How would this proposal  
2 impact my students' instructional program and  
3 ensure that my students will have the option to  
4 learn in a least restrictive environment?

5 MS. ROSE WHITE: Hello. My name is Rose  
6 White and I currently have two children  
7 attending PS MS 15; one in the third grade and  
8 one in kindergarten. Clearly this proposal will  
9 impact the availability of classrooms at PS MS  
10 15. How will this affect the classroom  
11 environment and my child's classroom sizes?  
12 Will my child eventually have to go to another  
13 school?

14 MS. HAYDEE JULISSA SANTINO: My name is  
15 Haydee Julissa Santino. I'm a proud member of  
16 this community, PS MS 15. I have been here  
17 since 1995. I'm not going to tell you how many  
18 years that is because I'm the math coach and  
19 when I started here we were in 11% in  
20 mathematics. Now we are about the 80s, so that  
21 tells you about our hard work in here.

22 Question. You have known about these  
23 changes of the restructuring of the K-4 school  
24 for a while now. Most of the schools have  
25 downsized to accommodate additional grades. Why

1 is this not an option for 291 to downsize?  
2 Why does this process have to prevent our  
3 educational flow at PS MS 15 as Mr. Green has  
4 said? We are offering working together with PS  
5 10 doing an inclusion program, servicing the  
6 most needed children not only of the city,  
7 according to the data from the DOE our Special  
8 Education children citywide, statewide, are  
9 being affected now because they haven't been put  
10 in the least restricted environment.

11 MS. BARBOZA: Thank you. Do we have Number  
12 9? Okay. Number 11, 12, 13, and 14; Ms. Wee,  
13 if you would...Got you. Okay. Ms. Martinez,  
14 Elvia Nunez, and Ms. Luckey.

15 MS. LORI BENET: Hello. My name is Lori  
16 Benet. I've been in this community for 40  
17 years. I'm going to explain that I am  
18 representing PS MS 15 as a parent. I would like  
19 to let you all know, I've been here for 40  
20 years. 291 was on Jerome. They turned my  
21 children down when they wanted to go to that  
22 school. 291 in four years turned my niece down  
23 because they didn't have no room, but 15 opened  
24 their doors and their hearts and accepted my  
25 children. I don't think it's fair that we have

1 to sit up here and debate with a Romney 291  
2 because here we are standing strong. This  
3 school has brought our children a long way. I  
4 don't know if you all know it. I don't think  
5 it's fair that you all are going to come in here  
6 and take our school from us. That's like  
7 bullying us. Don't bully me because I represent  
8 this school from my heart and my soul. I will  
9 be doggone if I let you all take this from our  
10 children.

11 We have a lot of parents and this school has  
12 done a lot of work for all of these teachers and  
13 these kids. We have kids who have been out of  
14 here. I have two children who are in high  
15 school who left here in the eighth grade with a  
16 nine grade math reading level and I think it's  
17 doggone that they're going to college. They  
18 already have two college scholarships. So I  
19 think that you all really need to think this  
20 over. Stop taking something away from MS PS 15.  
21 Give us what we deserve.

22 We only have two kindergarten classes. We  
23 need more. We need more academic work. We need  
24 more teachers to help us, but you want to take  
25 something from us. Do you think that's fair to

1 this community or to our parents that are  
2 sitting here every day fighting for our  
3 children's safety? They give us a lot here.  
4 Don't take that away 'cause I'm going to stand  
5 on the frontline.

6 MS. YUDELKA MARTINEZ: Good evening. My  
7 name is Yudelka Martinez. I have a daughter in  
8 MS 15. She's in third grade. I want to know  
9 how this change is going to affect her and all  
10 of the kids if they want to get more space. If  
11 School 291 has four classes of each grade, why  
12 don't they use those classes instead of removing  
13 classes to get more space? Thank you.

14 MS. ELVIA NUNEZ: Good evening. My name is  
15 Elvia Nunez. I am a parent at PS 15. I  
16 currently have two children; one in kindergarten  
17 and another in fourth grade, but I'm also a  
18 former parent of a child who graduated from  
19 eighth grade who was here at PS 15 from  
20 kindergarten through eight. I know the school  
21 for the last 16 years or so because my sister-  
22 in-law and my brother-in-law also came to PS 15.  
23 This is their community. This is their house.  
24 This is where teachers and parents collaborate.

25 It is my understanding that when PS 291 came

1 to this building it was on a temporary basis.  
2 It's been over 15 years since PS 291 has been in  
3 this building, and since then PS 15 has been  
4 accommodating its space for PS 291. Is the plan  
5 of PS 291 to stay permanently in this building?  
6 If this is the case then there has to be an  
7 alternative way to allocate the extra two  
8 classes in PS 291 because my son and my daughter  
9 are the ones suffering when they are to eat  
10 early. My son is now eating very early. It's  
11 almost like breakfast because the cafeteria has  
12 to be shared. As well as, he's no longer having  
13 two periods of gym like he used to be the school  
14 has to accommodate for the other classes as  
15 well.

16 My concern is please be considerate that the  
17 changes that you're proposing today will  
18 definitely affect how my kids will be educated  
19 at this school. Thank you.

20 MS. LUCKEY: Good evening. Again, my name  
21 is Doreen Luckey. I'm a teacher here at PS 15.  
22 I know in the proposal what was mentioned is  
23 that we do have shared space for the three  
24 schools and one of the things that I'm really  
25 concerned about is what's going to happen when

1 we have the additional students in the  
2 building. I've been here for nine years. I've  
3 been teaching here for nine years and I've seen  
4 how hard it is to schedule activities and events  
5 and things of that nature in our shared space.  
6 So my concern is with the additional kids does  
7 that mean that our activities have to be cut?  
8 Does that mean that our kids won't be able to  
9 have those fun things or those extra curricular  
10 activities that they so much look forward to, as  
11 well as the physical education that they  
12 definitely need? Those are my concerns. Thank  
13 you.

14 MS. BARBOZA: Thank you, Ms. Luckey. Can I  
15 have 15, 16, 17, 18, and 19; that's Mr. Glen  
16 Jenkins, Mr. Dorenda Lawrence, Caludia Nazario,  
17 Rickida Matias, and Soledad Diaz.

18 MR. GLEN JENKINS: Good evening. My name is  
19 Glen Jenkins. I've been a member of this  
20 learning community, PS 15, for 14 years. And  
21 looking at this proposal, honestly the children  
22 of 291, they deserve it, yes, but not at the  
23 expense of our students or any other students  
24 for that matter. Also, I'd like to point out,  
25 it talks about the utilization rate, and it's

1 over 100%. It says, although our utilization  
2 rate, in excess of 100% may suggest that a  
3 building would be over utilized or overcrowded  
4 in a given year, this rate does not account for,  
5 and it goes on to talk about the programs and  
6 such and so on and so forth.

7 Everyone knows that keeps up with current  
8 events that overcrowding is a huge problem.  
9 Schools are not working. They're failing left  
10 and right. A big part of that problem is  
11 overcrowding. We are not failing. We are a  
12 successful, proven learning environment and I  
13 really believe that we shouldn't be doing what  
14 everybody else is doing because everybody else  
15 is failing and we're not. Thank you.

16 MS. DORENDA LAWRENCE: Good evening. My  
17 name is Dorenda Lawrence, a parent at MS 15. MS  
18 15 has one of the highest achievement and  
19 placement in the south Bronx as a middle school.  
20 How will this affect the overall placement of  
21 our students?

22 VIVIANA [through interpreter]: Good  
23 evening. My name is Viviana. I have two kids  
24 in School 15. I'm worried because of the space  
25 that the kids might have. My kids are always

1 worried because they're always complaining  
2 that they have to go to the cafeteria and they  
3 have to leave early because they have to share  
4 it with other schools. With the gym too; they  
5 only get to go to gym one time during the week.  
6 I am worried that they might keep on removing  
7 more programs and in the future they might just  
8 close down the school.

9 By reference, I've heard that this is one of  
10 the best schools around the area because I had a  
11 nephew that came to this school. All of them  
12 have graduated from this school. They're in  
13 college and they have very good grades thanks to  
14 this school. It's the same thing that I want  
15 for my kids. That's all.

16 MS. SOLEDAD DIAZ [through interpreter]:  
17 Good evening. My name is Soledad. I have two  
18 daughters in MS 15. Even though they're new to  
19 MS 15, one of them told me that she used to get  
20 gym twice but she told me that she got cut down  
21 the gym program to one time during the week.  
22 Now I ask her what they can do. She said that  
23 there are things that need to be done in school  
24 for another school. I understand that there are  
25 kids that need to progress in other grades, but

1 I don't think it's fair for something to be  
2 removed from my daughter to be given to another  
3 kid. There are a lot of other places where they  
4 can do whatever is necessary for these kids that  
5 need the programs.

6 But please not remove the possibility of my  
7 daughters to have more opportunities for the  
8 future.

9 MS. BARBOZA: I'm going to call speakers 21,  
10 22, 23, and 24; that's Celeste Harigan, Aurora  
11 Ramirez, Marilyn Hernandez, Sammy, and Estefania  
12 Tien.

13 MS.CELESTE HARIGAN [through interpreter]:  
14 Good evening. The first thing that I'm worried  
15 about is that the kids have to have breakfast  
16 too early and they get to go to lunch way too  
17 early. I have a fifth grade student coming to  
18 this school and he's doing really, really great.  
19 I have three diplomas at home for three kids  
20 that came to this school that did really, really  
21 great and now they're in college, so I'm worried  
22 about the space. I'm worried for the kid that I  
23 have inside the school, the fifth grader, who's  
24 moving up and another one that I'm going to  
25 currently enroll in this school because this is

1 the best school that's in the area. Good  
2 evening. Thank you.

3 MS. MARILYN HERNANDEZ: Hi. My name is  
4 Marilyn. My son goes to 291. My main concern  
5 is for graduation, after the fourth grade I  
6 already have a school for him, but if there's  
7 going to be a fifth grade after they graduate  
8 from fifth grade where are they going to go to  
9 sixth grade? Because I don't want him to go to  
10 206. I already have a school for him for fifth  
11 grade and that's my concern. I love 291.  
12 That's the best school 'cause my son graduated  
13 two years ago from this school and he had great  
14 grades. That's my main concern. 291 helped my  
15 son very much. That's my concern.

16 If they do want to do a fifth grade they can  
17 do it, but that's my main concern. After they  
18 graduate where are they going to go? 'Cause I  
19 don't want him to go to 206. Thank you.

20 MR. SAMMY: I'm here for 17 years. I'm a  
21 parent. How come now we are surprised to be a  
22 family? This community has always worked as a  
23 family. Why now is it becoming about one  
24 school?

25 MS. BARBOZA: Thank you so much. Numbers 22

1 and 24, last call. 22 and 24? Okay. Numbers  
2 25, 26, 27, 28, and 29; Myrna Vega, Maria Smith,  
3 Maria Soto, Michelle Rodriguez, and Carol  
4 Lebron.

5 MS. MYRNA VEGA: Good evening, everybody.  
6 My name is Myrna Vega. I work for PS 291, 22  
7 years of service and counting. What this  
8 imposition is causing is what you're hearing  
9 right now 'cause we always, always work as a  
10 family. We never had a problem. P 10, PS MS  
11 15, and PS 291; a family. What you're hearing  
12 is animosity that we never had before. We're  
13 here for the children, the community. It's all  
14 about our children. I'm concerned about the  
15 space because it's going to affect everybody.

16 Those are my concerns. I don't think we  
17 really have the space. For example, we have  
18 216, Nature Science Lab from first grade to  
19 fourth grade. We also use that classroom for  
20 literacy and small group instruction and many  
21 other things. We really don't have the space.  
22 The children will be affected, and we really  
23 want to continue to work with the community and  
24 the children.

25 MS. MARIA SMITH: Good evening. My name is

1 Maria. I have two proud children that go to  
2 PS MS 15. My name is Maria. I have two  
3 children that go to PS MS 15. Real quick,  
4 something I wanted to say. I wanted to move  
5 away. I wanted to go somewhere else, but one of  
6 the reasons why I don't move is because of PS MS  
7 15. The greatest reason of all is the teachers.  
8 Everything is a family here, and if they have  
9 any concerns about my children they do come and  
10 they speak to us. A security when my children  
11 come here to school.

12 My question is why am I here. Because all  
13 the questions that everybody asked are the same  
14 questions that I have. I pondered over what do  
15 I ask when I come up here. My question is, why  
16 are we here. Is there a way to change your mind  
17 from integrating the schools? Then tell us.  
18 Tell PS MS 15. Tell the parents. Tell the  
19 teachers. Tell the students what we need to do  
20 or say and we will do it. If there is no way  
21 that we can change your mind then again, why are  
22 we here?

23 MS. CAROL LEBRON: Good evening. My name is  
24 Carol Lebron and I've been a parent to this  
25 school for 17 years. I had three kids graduate

1 out of here in college, high schools, and I  
2 have currently one in the fourth grade. And I  
3 would like for my daughter that's left in this  
4 school to pretty much have the same thing that  
5 her siblings had while they attended this  
6 school.

7 My question is, has the space at P 10 been  
8 looked at to be utilized as well.

9 MS. MICHELLE RODRIGUEZ: Hi. My name is  
10 Michelle Rodriguez. I've been a  
11 paraprofessional for 21 years. As Mr. Green  
12 stated, he's the assistant principal for PX 10.  
13 Our students are one step closer to regular Ed.  
14 I work with inclusion for six months. Taking  
15 away space is causing our students to go  
16 backwards. It's just not fair. Please  
17 reconsider.

18 MS. BARBOZA: Number 27, Maria Soto? Number  
19 27? We'll move on then. Numbers 30, 31, 32,  
20 33, and 34; Eugenia Lizardo, Mercedes Valerio,  
21 Juan-I can't read your last name Juan, and Jose  
22 Maldunado. Number 30, 31, 32, 33, and 34.

23 MS. MERCEDES VALENIO: My name is Mercedes  
24 Valerio. Why don't you have another  
25 alternative? Why don't you take the parking

1 space and you go in front of here? So you  
2 take 291 and you have from the fifth grade to  
3 eighth grade? I have a daughter in 291 and I'm  
4 not going to register in 206. I prefer if you  
5 don't fix the situation I will register her in  
6 Manhattan, but not to go to 206 school. Thank  
7 you.

8 MR. JOSE MALDUNADO: I'm Jose Maldunado. My  
9 daughter is in PS 15. I'm a concerned father  
10 for the academic progress of my daughter and the  
11 children of PS 15. I really fought for my  
12 daughter to come to this school because the PS  
13 15 has a lot of good programs. And because of  
14 my experience I have a son that's autistic and  
15 he doesn't come to this school. But I'm telling  
16 you, the changes affect them, the special needs  
17 children because they are very vulnerable. I  
18 ask you to go for another alternative but not to  
19 overcrowd PS 15. Thank you.

20 MS. BARBOZA: Do we have Number 30 or 32?  
21 Numbers 35, 36, 37, 38, and 39; Mercedes Comara,  
22 Robinson Rodriguez, Valerie Frey [phonetic  
23 00:56:35], Adelaida Rodriguez, and Roselyn  
24 Sanchez.

25 MR. ROBINSON RODRIGUEZ [through

1 interpreter]: Good evening, good night. My  
2 concern is why having a small space, less space,  
3 less possibility of development of the children.  
4 More space, more possibilities for the children  
5 to go forward. If we are a family the teachers  
6 are very good, very professional. Why change?  
7 We keep going forward. We want everything  
8 normal. That's everything. Thank you.

9 MS. VALERIE FREY: Good evening. I thank  
10 everyone, and especially the board, for us being  
11 able to express our concerns this evening. This  
12 community is a hub. I am the ESL teacher of  
13 PS/MS 15. My name is Valerie Frey. I service  
14 Puertorriquenos, Paraguayans, Columbianous,  
15 every single Caribbean, Central American,  
16 Vietnamese, Cambodian child that enters through  
17 these doors.

18 We are federally mandated to service and  
19 accept any ESLL student that comes through our  
20 doors. At any given moment we do not know the  
21 influx because this is a hub and this is where  
22 the migrant immigrant population comes first.  
23 This is why we need the space to be able to  
24 accommodate them, to be able to service them, to  
25 be able to make sure that they're able to pass

1 their NYS ESL exam and their state exams so  
2 they could function in society.

3 I have another concern. Once we have all of  
4 the fifth graders, who and what plan is going to  
5 be implemented for rules during our interchange  
6 of classes, library time, gym usage, yard space?  
7 How? Who's going to make up these rules? What  
8 are the rules going to be? We know that those  
9 are middle age students that have many social  
10 problems.

11 Another interesting fact is that President  
12 Obama is instituting a policy on opening schools  
13 job opportunities for international job  
14 opportunities for students to come to be able to  
15 service children. Thank you.

16 MS. ADELAIDA RODRIGUEZ-DIAZ: Hi. Good  
17 evening. My name is Adelaida Rodriguez-Diaz.  
18 And my concerns are, I have a 19-year-old that  
19 graduated here back in junior high and they  
20 extremely prepared him to go to a good high  
21 school and now he's going to - - with everything  
22 paid for; full scholarship. Good things are  
23 happening here. My concern is, I have three  
24 other children; third, fifth, and seventh that  
25 are still here. Throughout the years we lost

1 our music. We don't have music. There used  
2 to be bands. We had instruments, and all of  
3 that is lost to sharing with another school. We  
4 also have lost offices where a lot of staff  
5 members don't have offices, the staff  
6 developers, because the space is needed for the  
7 kids for resource, for all those extra  
8 curriculum that are needed. We're all here as a  
9 family, we make sure that everything is assessed  
10 for the children.

11 Also if we give up two classrooms, which I'm  
12 assuming maybe the fourth floor because that  
13 floor only has two classrooms. We'll be losing  
14 culture. The culture of the building will be  
15 destroyed because the kids know from first floor  
16 to the fourth floor is 15 to the right side. So  
17 that culture will be lost and we have to train  
18 these kids all over again. Fourth floor no  
19 longer belongs to 15. You can go upstairs.  
20 It's a culture that's been built since  
21 kindergarten to the children.

22 My last concern is language. I feel that we  
23 should have language here regardless if it's  
24 Spanish, Chinese, but a language should be  
25 given, and because of the space language can't

1 be offered. This year they tried it only with  
2 one grade, eighth grade, which the teacher is  
3 going into the classroom. So I feel that we  
4 still need room to create classrooms for  
5 language.

6 MS. BARBOZA: Do we have Numbers 35 or 39?  
7 Last chance for 35, Mercedes Comara, or 39,  
8 Rosalyn Sanchez. Alright. There she is.

9 MS. ROSALYN SANCHEZ: Good evening. My name  
10 is Rosalyn Sanchez and my son goes to MS 15. He  
11 just started here. I fought to get him in here.  
12 My husband also graduated from this school. My  
13 concern is the programs that MS 15 has now and  
14 what would be taken away from him because he  
15 wanted to go to this school so bad. And what  
16 programs would you take away from him to make  
17 space for this program?

18 MS. BARBOZA: Thank you very much. Let's  
19 have numbers 40 through 44; that's Number 40,  
20 Philaberta Capolene [phonetic 01:03:08], 41,  
21 Migella Dominguez [phonetic 01:03:12], 42,  
22 Rosalie Velos [phonetic 01:03:15], 43, Evelyn  
23 Alcontara [phonetic 01:03:20].

24 MS. PHILABERTA CAPOLENE [through  
25 interpreter]: Good evening, ladies and gentle.

1 My concern, I have two daughters. One is in  
2 Special Ed and then I have my daughter that  
3 comes to kindergarten. My concern is that they  
4 have kids from 24 and the learning with many  
5 kids is not good. You have to think about it.  
6 If you keep reducing the space what's going to  
7 happen with these children? How can they go  
8 forward? If you need the space why don't you  
9 think about another place next to the building?  
10 Maybe they have something to offer you. Because  
11 if you were in our shoes the children need to  
12 learn more. Why take away from School PS 15.

13 I have two children; one with a special  
14 education. They told me that she was autistic.  
15 With all the progress provided here if you can  
16 observe this child; she has nothing now. So be  
17 reasonable. Thank you.

18 MS. ROSALIE VELOS: Hi. Good evening. My  
19 name is Rosalie Velos. I am a proud parent of  
20 PS 291, and I'm also the president of Parent  
21 Association. My question is, how are we going  
22 to accommodate the new grade. It's clear that  
23 the projected numbers that are not the real  
24 numbers in our conversations in our school  
25 leadership team that we meet once a month. I

1 heard that all the kindergarten classes are in  
2 full to capacity. How do we house 100 students  
3 into a new grade? That's my question. Thank  
4 you.

5 MS. BARBOZA: 41, 43, and 44; we have  
6 Migella Dominguez, Number 41. Looks like Cene  
7 or Evelyn Alcontara, Number 43. And I  
8 apologize. I see a Mr. or Ms. Palino, Number  
9 44. No? Okay. The next number in line is  
10 actually 46. No one signed up for Number 45. I  
11 have Loraine Benet, Nancy Vega, Gustavo Garcia,  
12 and I can't read Number 49. We have 46, Loraine  
13 Benet; 47, Nancy Vega; 48, Gustavo Garcia; and  
14 Number 49. Apologies. I can't read Number 49.

15 MR. GUSTAVO GARCIA [through interpreter]:  
16 We all know here the quality of the school.  
17 Every parent that has a child here knows the  
18 capacity of each teacher from the little one to  
19 the biggest one, along with the principal. We  
20 have no complaints. I'm sorry. My name is  
21 Gustavo Garcia. I have three children here; one  
22 is in kindergarten, sixth, and eighth graders.

23 I know that to come to this school it's very  
24 hard because of the space and the students that  
25 apply to come to this school. This year to make

1 my son come here I had to insist, talking to  
2 the teachers, talking to the principal because I  
3 was scared that my son would go to another  
4 school because it wasn't up to them. I was  
5 asking why. Because the quantity of the  
6 students registered was double, triple of the  
7 school seats.

8 My question, 291 is full of capacity and  
9 they are requesting to PS 15, I know that they  
10 haven't done that. I heard them saying that  
11 they have for each grade four classrooms. A  
12 suggestion; if they take their school, they take  
13 one classroom from each grade, kindergarten,  
14 first, second. The student of each classroom,  
15 they put them in the other classroom they have  
16 there, I don't think this will be necessary  
17 because we are not going to allow them to take  
18 our classroom. We're not going to allow them.  
19 Thank you.

20 CARMEN [through interpreter]: Good evening.  
21 My name is Carmen. I have three children;  
22 kindergarten, sixth grade, and eighth grade. If  
23 right now we are complaining about the  
24 classrooms are more than 30 children, we are  
25 concerned that in the future our children will

1 not have the space and required attention for  
2 them to be taught. I think that if 291 has the  
3 necessity to expand up to fifth grade they will  
4 have to consider it in their area how they can  
5 expand and not try to reduce our space. Okay.  
6 That's it. Thank you.

7 MS. BARBOZA: Number 46 and 47; we have  
8 Loraine Benet, Nancy Vega? No? Okay. Alright.  
9 Numbers 50 through 54; 50 we have Ms. Sanchez;  
10 51, no one signed up; 52, it looks like Charlene  
11 Bizer [phonetic 01:12:25]; 53, it looks like  
12 Lori Benet perhaps; and 54, Ireli Tapia  
13 [phonetic 01:12:36]. I'm going to call them  
14 again. Number 50, 52, 53, and 54. Last call  
15 for Numbers 50, 51, 52, 53, and 54. Alright.  
16 Moving on. Number 55, 56, 57, 58, 59, 60.  
17 Okay. We have Emily Cordova, Ms. Carosa  
18 [phonetic 01:14:31], Mr. Carosa, Stephanie  
19 Profena [phonetic 01:14:35], Mr. or Ms. Matos,  
20 Number 58, Number 59, Julio Martinez, and Number  
21 60, Sharon Moore. You're 60. You have the last  
22 word tonight, ma'am. Congratulations. Write it  
23 down. I have never gotten the last word.  
24 Alright, Ms. Moore, last word of the evening.  
25 Please go ahead.

1 MS. SHARON MOORE: Good evening. I have  
2 serviced this community for the past year after  
3 the school opened up; I guess 14 or 15 years  
4 ago. I worked here in the building for 10 years  
5 servicing the children of this community,  
6 protecting the children of this community in all  
7 three schools. We were a family. We are a  
8 family. We're not going to let anyone or  
9 anybody tear us apart. If it means cutting down  
10 on some of our classes cut them down, but we've  
11 got to accommodate within this building. Keep  
12 the structure and the unity that's going on in  
13 this building. Once our children leave this  
14 building they go into another world; that's our  
15 fourth graders that will maybe become fifth  
16 graders hopefully in this building and certainly  
17 our eleventh graders.

18 I have three grandchildren. One has already  
19 gone. Next year is going to college. I've got  
20 one that's leaving, going into high school, and  
21 I got one came in the door in kindergarten. I  
22 might have another one coming in kindergarten  
23 next year. But again, I can't leave New York  
24 City to move away until my children leave this  
25 building in the eighth grade with the education

1 that they have, with the teachers, the staff,  
2 the 291 staff, the PS 10 staff. Everybody looks  
3 out for everybody's children. So to do whatever  
4 it is you all are thinking about doing, I think  
5 you all need to come together, work on this  
6 situation 'cause it can be done. Thank you.

7 MS. BARBOZA: That concludes our speaker  
8 list for the evening. As I committed, we have  
9 been keeping track of those questions. A lot of  
10 those questions are related to space, to class  
11 size, to what happens with the students when  
12 they enroll in fifth grade if they are fifth  
13 graders now, if they're raising fifth grades  
14 whether that means within this school or within  
15 the district. So Stephanie is going to come on  
16 up and speak a little bit about that.

17 I just wanted to thank everybody again for  
18 coming. I really appreciate you sharing all of  
19 your thoughts and ideas with us and your  
20 concerns. As I mentioned, we will be holding  
21 the official panel vote on this. I do want to  
22 answer one question someone asked earlier about  
23 the members of the panel. Happy to report to  
24 you that the panel is comprised of voting  
25 members who are both selected by the mayor and

1 then there are other members who are selected  
2 by the Borough president's office. Each Borough  
3 president has an appointee to the panel, and I  
4 believe if I'm not mistaken, for the Bronx it's  
5 Mr. Pagan who is a long-time PA/PTA parent  
6 leader and he is your representative for the  
7 Bronx Borough president to the panel.

8 As a reminder, the panel will vote on this  
9 on November the 8<sup>th</sup>. The meeting begins at 6  
10 p.m. The address is the Frank Sinatra School of  
11 the Arts, which is located at 35-12 35<sup>th</sup> Avenue,  
12 Queens, New York, 11106. Again, that meeting is  
13 November the 8<sup>th</sup>, beginning at 6 p.m. We will be  
14 taking your comments, your concerns, and your  
15 questions via email and telephone for the public  
16 common analysis. Again, those email and phone  
17 address is [d10proposals@schools.nyc.gov](mailto:d10proposals@schools.nyc.gov). I'm  
18 going to spell that. That's D as in dog, the  
19 number 10, P-R-O-P-O-S-A-L-S@schools.nyc.gov.  
20 And you can call us at (212)374-5159.

21 I'm not going to turn my mic over to my  
22 colleague Stephanie Crane, who is one of the  
23 associate planners for the Bronx planning team,  
24 office of portfolio management.

25 MS. STEPHANIE CRANE: Good evening. First

1 of all, I want to thank you all for coming  
2 out. I think it's become clear that you all  
3 really care about your school community, and as  
4 you've said numbers of time, really think of  
5 this as family. And so I want to just say thank  
6 you for coming out and sharing your comments.  
7 And as Meg just said, we would appreciate if you  
8 would continue to share those comments through  
9 our email address and our phone line. We can  
10 respond to a few of the concerns raised tonight,  
11 but I want to make sure to emphasize that we  
12 have detailed all of the specific questions and  
13 we'll be responding to those and publishing them  
14 on the DOE website. I think sometimes when you  
15 present a proposal like this other questions can  
16 come to mind. And so you have the information  
17 in your EIS's and we'll be here after to give  
18 you that information. But as more questions or  
19 concerns come up for you, please feel free to  
20 continue to submit those to us and we will  
21 respond to you.

22       Something else that's really important to  
23 note is that all of your comments questions and  
24 concerns will be submitted to the panel who  
25 votes on this. And so they will have the time

1 to review all of the different points that you  
2 have made in their decision making process.

3 And the other thing that I also want to say  
4 is that how much each school community here has  
5 talked about the accomplishments they have made  
6 and the progress and the positivity in the  
7 school environment. And we just commend that  
8 and really appreciate hearing that from each  
9 distinct school community and just want to say  
10 thank you for sharing that with us.

11 So a few of the concerns I'm going to  
12 address now and then we will publish responses  
13 to the distinct concerns. The big one we heard  
14 was about space sharing. How do the three  
15 schools work together if this proposal is  
16 approved and if the fifth grade is added on to  
17 the PS 291 community? I want to emphasize the  
18 important of a building council. A building  
19 council exists in every school building where  
20 there is more than one organization located.  
21 They work closely with each other as well as the  
22 office of space planning, and they work together  
23 to figure out the best way to allocate space to  
24 ensure that students are receiving the  
25 appropriate classrooms and that space is shared

1 in a way that is equitable for all the school  
2 communities.

3 In the case where if this fifth grade were  
4 to be added to this school we would work with  
5 the office of space planning with the principals  
6 of each school to ensure that the appropriate  
7 classrooms are available for students and that  
8 we have the programming for all students to  
9 receive lunchtime, to receive the needed amount  
10 of gym time, and events of that matter. And  
11 that's something that's a continuing  
12 relationship. As we see enrollment changing, if  
13 space is repurposed, they continue to meet and  
14 to talk through those space concerns. That's  
15 one point I want to emphasize.

16 The other concern we heard time and time  
17 again was about Special Education students, and  
18 especially with the onset of the Special  
19 Education reform, how students would be impacted  
20 by that. I want to emphasize that all Special  
21 Education students, along with English language  
22 learners and English as a second language  
23 students will continue to be served and all of  
24 those needs will continue to be met as mandated  
25 by the individualized education programs,

1 regardless of whether or not this proposal is  
2 approved, each school will continue to service  
3 those students in the manner that is required by  
4 their IEP. That will not change. I want to  
5 emphasize that. That's something that happens  
6 throughout the schools, and so every year this  
7 should happen regardless of whether or not the  
8 proposal is approved or not.

9       Then I did hear a lot of concerns from some  
10 PS 91 families about the choice process. If  
11 this proposal is approved and if a fifth grade  
12 student is added what happens to that student as  
13 they articulate to sixth grade? I think what  
14 that process is like is that student is now  
15 eligible to enter the middle school choice  
16 process. In this community District 10 shares  
17 choice with District 9. After that student  
18 graduates from fifth grade, during that time you  
19 can submit an application through the office of  
20 school enrollment where you can rank your  
21 different choices for middle school.

22       And so one of the reasons this proposal is  
23 being presented is because when a student is in  
24 fourth grade there's very few schools that are  
25 aligned in such a way where it's kindergarten to

1 fourth grade and then fifth to eighth grade.  
2 So by adding a fifth grade students are opened  
3 up to more choices in the sixth grade through  
4 that middle school choice process, whereas  
5 before it was a bit limiting because if a  
6 student needed to go to fifth grade, if they did  
7 not want to attend a school that's fifth to  
8 eighth, they would go to an additional  
9 elementary school and then they would have to  
10 apply for the middle school process. Something  
11 that's there in the EIS, and I heard a bit from  
12 291 parents tonight, is just increasing that  
13 choice option.

14 I think those are the overall points, but  
15 I'll be here for a little bit to speak through  
16 specific questions, and again want to emphasize  
17 that there are two different venues through  
18 which you can submit other comments and  
19 questions. The first is the email address:  
20 [d10proposals@schools.nyc.gov](mailto:d10proposals@schools.nyc.gov) and the phone line  
21 that is (212)374-5159. These comments will be  
22 responded to and published on the DOE's website,  
23 and we will submit all of this commentary to the  
24 panel for educational policy who will vote on  
25 this proposal in November.

1           With that this joint public hearing is  
2 officially adjourned. Thank you.

3           [END RECORDING]

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C E R T I F I C A T E

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

Signature: 

Date: October 25, 2012