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**New York City Department of
Education - Division of
Portfolio Planning**

American Dream—Revision

4/10/14

5:30pm

1 [START RECORDING]

2 SUPERINTENDENT YOLANDA TORRES: Testing.
3 Good evening, everyone. [Speaking Spanish].
4 Okay, thank you for your patience. Good
5 evening, everyone. [Speaking Spanish]. This is
6 a joint public hearing of the Department of
7 Education Community Education Council, School
8 Leadership Team for the proposed co-location of
9 grades six through eight of American Dream
10 Charter School A4X to be determined, with
11 existing school PS20, the Wilton School, 07X30,
12 in the X30 building beginning in school year
13 2014-15. I am Yolanda Torres. I am the
14 Community Superintendent, and I am joined here
15 by the Principal of PS30, Ms. Mitchell
16 [phonetic]. You can give her applause if you
17 want. And also Mr. Lopez who is a member of the
18 SLT, the School Leadership Team, but also the
19 Chapter leader for PS30. And we also have in
20 the back the incoming principal for the American
21 Dream School, Ms. Melkonian. Welcome. We have
22 asked the District 7 Community Education Council
23 and the School Leadership Team in the building
24 to participating in this joint public hearing.
25 This hearing is behind recorded and we are also

1 joined by Ms. Susan Mejna from the New York
2 State Education Department. Welcome. So the
3 purpose of this hearing is for you to provide
4 comments about the proposal. And before I
5 describe the proposal, please be aware I want to
6 make sure that you are aware of the opportunity
7 to provide your input. All those that would
8 like to speak must sign at the speaker signup
9 area that's located outside the auditorium. The
10 signup list will close in about 15 minutes, and
11 speakers will be given the floor in the order in
12 which they have signed, and all comments are
13 limited to two minutes. There may be elected
14 officials who will arrive at different times
15 throughout the presentation, throughout the
16 evening, and if they wish to speak, we will do
17 our best to accommodate them at the first
18 opportune moment. And those who are here at the
19 start of the public comment segment will be
20 asked to speak first. All comments will be
21 mentioned in the analysis of the public comment
22 to be published and provided to the panel for
23 Educational Policy the evening before the panel
24 votes. The vote is scheduled for May 29th,
25 2014. In addition, we welcome any comments that

1 you may have in feedback so that-at any time
2 before the panel votes on this proposal. The
3 email address that you can send your comments
4 to, or there's also going to be a phone number.
5 The email address is d07proposals
6 @schools.nyc.gov, and the phone number is 212-
7 374-5159. Either email or phone call. You can
8 send your comments. Now, I will proceed with
9 the proposal summary. The New York City
10 Department of Education is now revising the
11 proposal to co-locate grades sixth through
12 eighth of American Dream Charter School, also
13 known as American Dream, in this building X30
14 located at 510 East 141st Street in the Bronx,
15 New York, 10454 beginning in the school year
16 2014-15. In this revised proposal, American
17 Dream is planned to serve fewer students than
18 originally proposed in order to address concerns
19 about space that were raised in regards to the
20 original proposal. The revised educational
21 impact statement, or EIS, as well as the
22 building utilization plan, BUP, reflect audited
23 and projected enrollment figures for PS30
24 including projections for an additional section
25 of pre-kindergarten as well as an updated

1 enrollment figures for American Dream which
2 will serve fewer students in this building X30
3 than planned in the original EIS. If this
4 proposal is approved, grades six through eight
5 of American Dream will be co-located with PS30,
6 the Wilton School, in this building. PS30 is an
7 existing elementary school that serves students
8 in grades pre-kindergarten through fifth grade,
9 and also, as I said before, also includes a pre-
10 kindergarten. American Dream will admit
11 students through a charter lottery, giving
12 preference to returning students, siblings of
13 students currently, enrolled in American Dream,
14 and students residing in District 7. American
15 Dream's educational program will include a dual-
16 language component designed to help students
17 achieve academic success in both English and
18 Spanish. In 2014-15, the American Dream will
19 serve 70-85 students in sixth grade. The school
20 will then add one grade each year until it
21 serves approximately between 210-225 students in
22 grades sixth through eighth by the year 2016-17.
23 As indicated in the Building Utilization Plan,
24 there is sufficient space in this building, X30,
25 to meet the instructional space needs of both

1 PS30 and American Dream during and after the
2 phase-in period of American Dream. Building X30
3 has a combined target capacity to serve 590
4 students, and during 2013-14 school year, the
5 present year, the building serves a total of
6 approximately 565 students, yielding a building
7 utilization rate of 96%. As discussed in the
8 EIS, as well as in the BUP, we have alluded to
9 this utilization rate. Based on projected
10 enrollment, the DOE believes that there will be
11 sufficient space in this building, X30, to
12 accommodate PS30 as well as the American Dream.
13 During 2016-17 when American Dream reaches
14 stable enrollment, serving students in grades
15 six through eight, building X30 is projected to
16 serve approximately between 724 students to 828
17 students, yielding a building utilization rate
18 between 123-141%. Although projected
19 utilization rate is above 100%, this may suggest
20 that a building will be over-utilized or over-
21 crowded in a given year. This rate does not
22 account for the fact that rooms may be programed
23 for more efficient or different uses than the
24 standard assumptions in the utilization
25 calculation. In addition, charter school

1 enrollment plans are frequently based on larger
2 class sizes or different uses of administrative
3 space, contributing to building utilization
4 rates above 100% while not impacting the
5 utilization of the space allocated to the
6 traditional public schools in the building. For
7 further details on space allocation, you can see
8 the building utilization plan attached to this
9 proposal. This proposal is not anticipated to
10 impact the instructional programming,
11 admissions, processes, or enrollment of students
12 currently attending PS30. The DOE supports
13 American Dream's placement in this building, and
14 anticipates that the school will provide
15 additional educational opportunities for
16 families in District 7. This proposal is also
17 intended to increase the number of programs
18 geared towards English language-learners in
19 District 7, and to increase the number of middle
20 school seats in the district. American Dream
21 has submitted an application and has been
22 approved for charter authorization by its
23 charter authorizer, the New York State Education
24 Department, or SED, to open a new public charter
25 school in Community School District 7. Although

1 this proposal has not yet been approved by the
2 panel for educational policy, SED is required to
3 hold a facilities hearing to receive feedback on
4 the proposed co-location of American Dream with
5 PS30. As such, this joint public hearing will
6 serve as a facilities hearing. There is a
7 representative from SED in attendance. If you
8 have any questions or comments on the charter
9 itself, Susan Mejna from the State Ed Department
10 will now tell you how to submit your questions
11 and comments. Ms. Mejna?

12 MS. SUSAN MEJNA: Okay, thank you. I'm
13 Susan Mejna from the State Education Department,
14 and it was explained that our role here is to
15 co-conduct this hearing to hear your statements
16 and remarks about the proposed co-location of
17 American Dream Charter School in this building.
18 I am with the Charter School Office in the New
19 York State Education Department, and we at the
20 State Education Department are the
21 administrative arm of the Board of Regents. The
22 Board of Regents is responsible for the
23 supervision of all educational activities within
24 the state. The Board of Regents is made up of
25 17 members. They are elected by the state

1 legislature for five-year terms. One regent
2 comes from each of the state's 13 judicial
3 districts, and there are four at-large members.
4 The regents are un-salaried. They serve as
5 volunteers, and they're reimbursed only for
6 travel and expenses in connection with their
7 official duties. The regents hold the authority
8 to issue charters to Boards of Trustees to
9 establish charter schools, and their authority
10 comes from Article 56 of New York State
11 Education Law. The law was originally passed in
12 1996, and it was amended most recently in 2010.
13 The law requires the Board of Regents to conduct
14 public hearings to discuss co-locating charter
15 schools in existing public school buildings.
16 That section of the law is 2853.3a, and it
17 reads, "A charter school may be located in part
18 of an existing public school building in space
19 provided on a private worksite, in a public
20 building, or in any other suitable location,
21 provided, however, before a charter school may
22 be located in part of an existing public school
23 building the charter entity shall provide notice
24 to the parents or guardians of the students then
25 enrolled in the existing school building and

1 shall hold a public hearing for purposes of
2 discussing the location of the charter school.
3 A charter school may own, lease, or rent its
4 space. Tonight's public hearing is to discuss
5 the proposed co-location of American Dream
6 Charter School in building 30. While the Board
7 of Regents sets educational policy, and the
8 State Education Department serves as the
9 administrative arm of the Board of Regents,
10 neither the Board of Regents nor the State
11 Education Department have any authority over the
12 placement of charter schools within facilities
13 that are owned by the Department of Education.
14 Nonetheless, we do remain concerned about public
15 sentiment pertaining to the co-location of
16 regents' authorized charter schools. So this
17 evening I will be gathering comments from your
18 community pertaining to this co-location. We
19 will be summarizing these comments and sharing
20 them with the Board of Regents. We will
21 continue to receive and review comments until
22 the date of the panel for Educational Policy
23 Meeting, which is May 2nd-May 29th. I just
24 learned that. The way you can make comments to
25 the State Education Department and the Board of

1 Regents is by submitting written statements at
2 the conclusion of this hearing, or you can mail
3 them to my attention at the New York State
4 Education Department at 89 Washington Avenue,
5 Albany, New York, 12234, or they may be faxed to
6 518-474-3209, and probably the best way is to
7 email them to charterschools@mail.nysed.gov.
8 Thank you.

9 SUPERINTENDENT TORRES: Thank you Ms. Mejna.
10 Now we will proceed. We do not have a
11 representative from the Community Education
12 Council District 7, but we will now have Mr.
13 Carlos Lopez who is a member of the School
14 Leadership Team, as well as the chapter leader,
15 to then speak on behalf of the school.

16 MR. CARLOS LOPEZ: Hello, PS30, friends and
17 family of PS30, and those who are here tonight
18 for this town hall on the co-location. PS30
19 staff, thank you for being here. PS30 parents,
20 make some noise. All right. Okay, first and
21 foremost, I have taught now for 15 years in
22 PS30, and I've always known PS30 as a vibrant
23 and resilient school. A school with academic
24 backbone with a spirit of excellence, and as
25 noted in Jonathan Kozol's books, *Ordinary*

1 *Resurrections* and *Amazing Grace*, we are truly
2 an amazing school. Why? Because we do wonders
3 with the scarce resources we do have. We are a
4 vibrant school that continues to grow, and we
5 will continue to grow. And I do believe that
6 PS30 is a good school. You being here is
7 witness and testament to the fact that we do
8 wonders here at PS30. Every day is an Ordinary
9 Resurrection. When the Success Academy charter
10 moved in here several years back, we were forced
11 to consolidate. We lost two Mac labs, an art
12 room, and a music room. We consolidated our
13 speech and ESL rooms, and some other specialty
14 rooms as well. And our OT personnel were left
15 without a room of their own. But during those
16 years, as the vibrant and resilient school that
17 we are, and as sure as spring is to bloom, we
18 continued to grow. And, we continued to shine.
19 I do believe that PS30 has more room for growth.
20 Point proven, within this next academic year
21 starting in September, we have already been
22 approved for an extra pre-K class, one bilingual
23 third grade class, two 12 1-to-1 kindergarten
24 classrooms, one monolingual, one bilingual. We
25 need our space. And it's not anything against

1 any charter schools. We believe that every
2 child in every state has the right to learn.
3 Every child in every state has the right to
4 learn and grow. But one thing that we do
5 believe in is that we should not go back to the
6 times of Plessy v. Ferguson, Brown v. Board of
7 Ed, where education was separate and unequal.
8 We do believe that education should be equal.
9 And not that we should close down or relinquish
10 our stems, our science room, technology,
11 education, or engineering and math, because if
12 we relinquish our stems, you cut or truncate
13 your stems, the bud will never blossom. And
14 flowers will be forced to grow in other ways.
15 But we are resilient, and we must find a way, as
16 a vibrant school, to continue to grow. One
17 thing that I say is that this co-location does
18 pose a threat in terms of safety concerns.
19 There are many safety concerns, and I am sure
20 that there are parents here tonight, students
21 and staff members, that will speak to those
22 safety concerns. One that I know of is that
23 directly across the street from us there is a
24 complex where there are two middle schools and
25 one international high school. There are times-

1 and teachers and parents could bear testament
2 to this-that after school, we have fights from
3 those children in those schools across the
4 street, right across the street from our school,
5 in front of Peoples Park, in front of our own
6 sidewalks. And many a time, I do know that
7 there have been teachers as well as I. We've
8 ran out to separate fights because some of those
9 students were our students that are now in the
10 middle school, across the street. So my safety
11 concern is that two middle schools, one high
12 school, and in our building, we're going to have
13 another middle school. When we had Success
14 Academy Charter, there was a problem at
15 dismissal, because we don't exactly dismiss
16 because of our specialty clubs, and so on, at
17 3:25. But we see that there are parents that do
18 come in, and to pick up their children after
19 that time. But when the charter school, and as
20 it's stated within the impact statement, will
21 dismiss at 4:00. There have been problems with
22 the old charter school in terms of double
23 parking, parents that want to pick up their
24 students, or their children, teachers trying to
25 leave, or school buses because we love our

1 shelter kids. Can I have an applause for our
2 shelter kids? Or our school buses trying to
3 jockey for a position between parents that are
4 trying to park without consideration. And this
5 creates problems. Many times, and the safety
6 agent can bear witness to this, that there were
7 many scuffles and many arguments and fights
8 between parents of Success Academy Charter that
9 had left, and ours. Now I understand we cannot
10 base the future on what happened in the past.
11 But the past serve as a good blueprint to what
12 might and what will happen in this upcoming
13 future. I actually find that we need to revisit
14 certain things. In terms of our impact
15 statement, I feel that the office of Portfolio
16 Planning have to revisit the formula for how
17 they calculate building utilization rates
18 because these building utilization formulas
19 never take into account OT, occupational therapy
20 rooms. It never takes into account ESL rooms,
21 sets, speech, specialty rooms. We need our
22 specialty rooms. Our children deserve the right
23 to grow. We can't have an occupational
24 therapist in the hallway throwing a ball. We
25 need privacy for our children. Come on, P.S.

1 30. We need privacy for our children. What
2 concerns me the most in the impact statement,
3 it's in black and white. On page three,
4 projected enrollment talks about building
5 utilization rates going up 107%, 119% the first
6 year. 114 to 129 second year. 123 to 141 the
7 third year. Is the state education department,
8 is the Board of Ed now advocating for
9 overcrowding? Is it okay just to have another
10 school shoehorned into an existing school? And
11 we're not a failing school. P.S. 30 is not a
12 failing school. Is it okay for us to have over-
13 utilization rates in a school that desperately
14 needs its specialty rooms? I do believe that
15 P.S. 30 has earned the right to grow. I do
16 believe that P.S. 30 has earned the right to
17 keep their rooms. Now if we have a charter
18 school moving into our building, we are all
19 courteous. We are all respectful because we
20 believe that this is our family, and this is our
21 home. I do believe that we deserve the same
22 respect. Two, I also feel that we should be
23 able to grow. We held our track record. We are
24 not a D school; we are not a C school. We held
25 our track record for three consecutive years as

1 an A school. And I do believe that this
2 should be taken into consideration. Safety
3 concerns should be taken into consideration,
4 that our pre-K kids, now we're going to have
5 three pre-K rooms. Not two, three, and possibly
6 maybe even a fourth. But if we have these pre-
7 K, there is a security issue of older children
8 and the influences that they bring into the
9 building, impacting upon our students. Lord
10 knows that we have our hands full with our
11 students, and we love our students. But we
12 don't want any added extra pressures, in terms
13 of safety concerns. And then trying to focus,
14 or refocus on academic gains. P.S. 30 is
15 resilient, P.S. 30 is phenomenal, P.S. 30 is
16 amazing, P.S. 30 is here to stay, and I do
17 believe that we are not like the P.S. 30 in
18 Central Harlem District Five that was overtaken
19 by a charter school. This is the wrong P.S. 30.
20 We are here to stay, we are here to grow, and we
21 will grow. Thank you, P.S. 30.

22 MS. YOLANDA TORRES: Thank you, Mr. Lopez.
23 Thank you, Mr. Lopez. We have now concluded the
24 formal presentations, and we are going to now
25 open the floor for public comments. Speakers

1 will be given the opportunity to speak as they
2 signed up, and all comments are limited to two
3 minutes. So our first speaker is Janae
4 Chevannes?

5 [Background conversation]

6 MS. JANAЕ CHEVANNES: Good evening,
7 teachers, parents, and children also. I support
8 P.S. 30. If charter schools take over any floor
9 in this building, science and technology rooms
10 will have to close.

11 FEMALE VOICE: Bring this - - closer to your
12 mouth so they can hear you.

13 MS. JANAЕ CHEVANNES: And that wouldn't be
14 nice because we need our science and technology
15 rooms to improve our intelligence. Also, the
16 fourth graders have to take the science tests,
17 but without science lab, but without the science
18 labs, we'll have a greater chance of failing.
19 Technology is important too. It improves our
20 math skills so we're ready for the math tests.
21 Without, we have a greater chance of failing the
22 math tests also. In conclusion, charter schools
23 mustn't take over any floor in this building.

24 MS. TORRES: Next we will have Janecya
25 Chevannes.

1 MS. JANE CYA CHEVANNES: Welcome to P.S.
2 30, people who care about our school. We don't
3 want charter school to take over. We need more
4 room to make more programs like spelling, math,
5 and homework, especially the math because there
6 is a math state test coming up. And if we don't
7 pass it, we'll probably lose our school. And
8 maybe charter school will take our school. That
9 is why we don't want charter school.

10 MALE VOICE: Thank you, thank you.

11 MS. TORRES: Thank you. Kamilla Lora?

12 MS. KAMILLA LORA: Good morning, good
13 afternoon, everybody. Welcome to P.S. 30. We
14 don't want charter schools to take our place
15 because we need more writing and space, and
16 homework.

17 MS. TORRES: Next we have Temitope
18 Olaybaige.

19 MS. TEMITOPE OLAYBAIGE: Good afternoon,
20 everyone. I'm a first grade teacher at P.S. 30.
21 I just want to say the issue of charter school,
22 we are a very loving people, but the only
23 concern that we have is that the presence of
24 charter school in P.S. 30 is going to take a lot
25 of things away from our students. It's going to

1 take away our science room, our computer room,
2 and most of our student that need the resource
3 room, they won't be able to receive. And this
4 is like a disservice to our students, and we
5 don't want to be that kind of organization.
6 Also at this school we look forward to prepare
7 our students for a better future, and as a grade
8 school, growing bigger. The presence of charter
9 school in P.S. 30 is a limitation to our
10 enrollment because when charter schools are
11 here, we are limited to the amount of student
12 that P.S. 30 can take. So we really employ, you
13 know, the charter school and the boards to visit
14 this consideration, as we love our students. We
15 want to enlarge; we want to grow. We need our
16 space. We love - -, and - - space. Thank you.

17 MS. TORRES: Marcela Alejandro [phonetic]?
18 Marcela Alejandro? Okay. Eddie Jimenez.

19 MR. EDDIE JIMENEZ: Good evening. All
20 right, good evening. Pretty much I want to
21 welcome everyone. I am a member of the
22 community, pretty much. I've heard both sides.
23 I do believe that as an English language learner
24 myself, the importance of a dual language school
25 is extremely important, not only in this

1 community, but also in the Bronx. Growing up
2 in the public school system, I have learned the
3 hard way the difficulties that English language
4 learners, people face on a day-to-day basis
5 pretty much. I do feel like this charter school
6 could benefit the community. We can work
7 together in making this a better place - -.

8 MS. TORRES: Thank you. Thank you. Melissa
9 Melkonian?

10 MS. MELISSA MELKONIAN: Hi, good afternoon.
11 Is that good enough? I'm going to actually
12 direct this to the parents, and just explain a
13 little bit about our school, and I'm going to
14 speak to the parents in Spanish, because that's
15 the community we're trying to - -. We're trying
16 to get our community district seven. So
17 [foreign audio 00:38:50 - 00:38:56].

18 [Background conversation]

19 MS. MELKONIAN: Okay. Okay, no problem.
20 Great, so I'll do it in English. We're a school
21 who is founded from the members from this
22 community. Most of the members of our team are
23 from the Bronx. We've grown up here in the
24 Bronx. We've worked in the Bronx, both in a DOE
25 school, in a charter school. I think what we

1 need is just a school that's a bilingual
2 school, which is a purpose of our school. It's
3 something we're excited to do. We're excited to
4 get kids from our community from P.S. 30, from
5 other schools around the neighborhood, and we're
6 excited to be able to service our community.
7 And I think it's really important that we
8 understand that we're trying to help students
9 become bilingual and bi-literate, which is a
10 big, big deal for the global economy, right? So
11 we want to take kids from P.S. 30, from other
12 schools, and just teach them in two languages so
13 they can be bilingual citizens. So I'm not
14 going to translate 'cause he's translated as I
15 go. Thank you. He's already translated - -.
16 And again, my name is Melissa Melkonian, and I'm
17 the principal of American Dream. Thank you.

18 MS. TORRES: Thank you. Caroline Ramos.

19 [Background conversation]

20 MS. CAROLINE RAMOS: Hi, good everyone,
21 everyone. I am a parent of two children here,
22 and my concern is a safety concern. As some
23 people might be aware of what's going on in the
24 world, a 16-year old stabbed a few students this
25 week in a school, and my concern is the other

1 children being influences on our children.
2 Will we have what is it, metal detectors
3 installed for our children? Will they have to
4 go through being around policing and safety,
5 security all the time? It brings a lot of
6 concerns because my children are little
7 children, and what they see is what they learn.
8 And if they see other kids with their pants
9 sagging, or talking, cursing, or that's what
10 they're going to learn. And especially like if
11 they use the bathroom, you know, will the other
12 children be going to the bathroom in the same, I
13 mean they could go to floor to floor. It
14 doesn't mean that they're going to be on the
15 fourth floor. They're going to be all around
16 the school building, which raises a concern as a
17 parent for me to have older children be a role
18 model to my children. I want to be their role
19 model, not older children, where they bring
20 fighting, cursing, disrespecting, riots. You
21 know, we're in the South Bronx. I mean we're
22 not, we're not in the city. So kids come from
23 troubled homes. They come, I mean I'm not a
24 perfect parent, but I try to be the best parent
25 as I can. And what I think, a lot of parents

1 will be thinking about maybe I will have to
2 pull my child out of the school because I don't
3 my kids to look up to the other kids that are
4 going to be here. If my kids are going to look
5 up to somebody, let it be the teacher. They're
6 role models. The parents, we're the role
7 models. Not the older children. I don't think
8 that they should be together. And they will be,
9 you know, under pressure. A lot of kids face
10 bullying, you know. They're going to take away
11 their lunch money. They're going to be worried
12 about being around older children. My little
13 one was already asking me oh mommy, I'm scared.
14 Because I spoke to them about being around older
15 children, and they feel intimidated already.
16 It's the safety. It's our children. The
17 academics is another issue. Taking away the
18 rooms, the classroom. It's not fair to the
19 children that are already here, to have those
20 things removed away from them. I am totally
21 against the charter school. I think they should
22 find another building where maybe they have high
23 school students. If they're moving from middle
24 school, and they're going to go into high
25 school, maybe they should find another location.

1 Thank you.

2 MS. TORRES: Thank you. Sarah Fuentes.

3 MS. SARAH FUENTES: Thank you, good evening.
4 Thank you for letting me come into your
5 beautiful school. When I came in today, I was
6 overwhelmed with all the positivity about P.S.
7 30, and seeing such a strong commitment to
8 education here. So I am so confident that
9 regardless of a co-location, that P.S. 30 will
10 do extremely well. My family also came from
11 this community. My dad came from Puerto Rico in
12 the fifties and grew up right there on 145th
13 Street. And when we came here, he did not know
14 English. He had to learn directly in English,
15 only knowing Spanish. So when I grew up, he
16 made me know. Listen, you need to know English
17 because when you go to school, I want to make
18 sure you do well. And that stuck with me. Now
19 I think about children coming into this
20 community, also from other countries, who may
21 suffer from the same hardship, not knowing the
22 same language. And this school gives an
23 opportunity for people in our community to get
24 an education in both languages. And that is a
25 beautiful thing. I know I hear the concerns

1 about safety, about sixth graders coming in.
2 But I understand this is a K through five
3 school. And some of the children in this school
4 may want to come to American Dream, as a sixth
5 grader, and learn in both languages, because I
6 can see the benefit of knowing both English and
7 Spanish as well. That's the beauty of this
8 community, that we support one another, that we
9 are one community. So regardless of the
10 decision, I know P.S. 30 will do fine. But I
11 also believe in American Dream Charter School.

12 MS. TORRES: Thank you. Maria Norberto.

13 MS. MARIA NORBERTO: Okay.

14 MS. TORRES: All right. So she speaks only
15 in Spanish. Will you come and translate, or - -
16 ?

17 MS. NORBERTO: Okay. [Foreign audio
18 00:46:38 - 00:46:39].

19 MALE VOICE: - - Maria Norberto. Hold on a
20 second. I'm the mother of a second...

21 MS. NORBERTO: [Foreign audio 00:46:50].

22 MALE VOICE: Second grade child.

23 MS. NORBERTO: [Foreign audio 00:46:53 -
24 00:46:55].

25 MALE VOICE: I'm concerned about the

1 education of my child.

2 MS. NORBERTO: [Foreign audio 00:46:58 -
3 00:46:59].

4 MALE VOICE: My child loves this school.

5 MS. NORBERTO: [Foreign audio 00:47:02 -
6 00:47:03].

7 MALE VOICE: He loves its teachers.

8 MS. NORBERTO: [Foreign audio 00:47:06 -
9 00:47:08].

10 MALE VOICE: This school for me is a
11 treasure.

12 MS. NORBERTO: [Foreign audio 00:47:11 -
13 00:47:12].

14 MALE VOICE: Let me say that I disagree...

15 MS. NORBERTO: [Foreign audio 00:47:15 -
16 00:47:17].

17 MALE VOICE: With a new school coming in.

18 MS. NORBERTO: [Foreign audio 00:47:20 -
19 00:47:23].

20 MALE VOICE: I disagree with having bigger
21 children sharing with my, with smaller children.

22 MS. NORBERTO: [Foreign audio 00:47:31 -
23 00:47:37].

24 MALE VOICE: I think about it, and I think
25 why have this invasion coming in?

1 MS. NORBERTO: [Foreign audio 00:47:42 -
2 00:47:44].

3 MALE VOICE: When a school is running as
4 smoothly, like this one is.

5 MS. NORBERTO: [Spanish audio 00:47:50 -
6 00:47:52].

7 MALE VOICE: Our only concern should be, our
8 only focus should be to keep pushing for this
9 school to keep growing.

10 MS. NORBERTO: [Spanish audio 00:48:01 -
11 00:48:02].

12 MALE VOICE: Therefore I ask this.

13 MS. NORBERTO: [Spanish audio 00:48:04 -
14 00:48:05].

15 MALE VOICE: Go get some other building.

16 MS. NORBERTO: [Spanish audio 00:48:08].

17 MALE VOICE: That's all.

18 MS. TORRES: Thank you, gracias. Dulce
19 Vielma.

20 MS. DULCE VIELMA: Hi, my name is Dulce, and
21 I see both sides of the schools. My son, he's a
22 fifth grader, and he's in a public school. Now
23 he's going to middle school, and I would like my
24 son to have the opportunity as any other student
25 to learn a second language. Why? The whole

1 country is changing. New opportunities are
2 coming for our kids. And me as personally, I
3 came to this country not knowing a word of
4 English, and I learned the hard way, but I
5 learn. And I don't want my son to struggle.
6 And I want my son to go and learn, and have
7 better opportunities in life. Now I don't know
8 if you have heard on the news. Now there's a
9 full English doctors and other police officers
10 and all this, that are full English, now learn
11 English and the Spanish, and now teaching their
12 coworkers learn a second language. Now I see
13 both of the stories, and I would like my son to
14 have the opportunity that sometimes public
15 schools does not offer to our kids. Now my son
16 in the school where's at, he's supposed to be in
17 a bilingual class. But not enough, the students
18 are classified as bilingual. So basically he's
19 not learning what he's supposed to be learning a
20 second language. And as personally, I would
21 like everybody to open their mind and also have
22 your kids, and make your kids have a better
23 life, probably better than what we had, and have
24 them have more choices in life, for their
25 benefit. Thank you.

1 MS. TORRES: Thank you. Luz Rojas.

2 MS. LUZ ROJAS: Thank you. Good evening,
3 everyone. Can everyone hear me? Yes. So thank
4 you for having us, from ADS. And one of the
5 things that I'm, I'm hearing the passion. I
6 hear the love that everybody has for P.S. 30 and
7 it's been something that I - - witness the
8 previous two meetings that had been here, and
9 it's something that it's, actually I have to say
10 it's very commendable to P.S. 30, to the staff,
11 to the teachers, even to hear the students'
12 voices. But I'm also asking you to please
13 consider and hear the other voices of ADS, of
14 the future students, that we're trying to create
15 an opportunity for them to be able to have not
16 only a second language, either in English or in
17 Spanish, but to also have the opportunity to be
18 able to maintain and to also explore other
19 cultures, other possibilities. For them to be
20 able to have the opportunities of being able to
21 be bi-literate, that if they want to study
22 abroad, if they are able to have internships, or
23 jobs in the future, they're able to do so in
24 both languages. And the intention of ADS is
25 very much about being part of the community. We

1 are part of the community. Most of us have
2 been educators for a very long time, where we
3 taught in DOE. We've taught in charter schools.
4 But we've taught ours students either in Inwood,
5 Washington Heights, here in the South Bronx.
6 And the only thing that really resonates for us
7 is that we need to be able to create more
8 opportunities for students to be able to have
9 other options and choices so they can be
10 successful. Thank you very much.

11 MS. TORRES: Thank you. The speaker list is
12 now exhausted. Again, we welcome any comments
13 and feedback that you may have at any time
14 before the Panel for Educational Policy votes on
15 this proposal at its May 29th meeting. The
16 email address and phone number again where
17 comments will be made, or could be made, are
18 D07proposals@schools.nyc.gov, and the phone
19 number is (212) 374-5159. Thank you all for
20 your participation. This joint public hearing
21 is now closed. Have a good night.

22 [END RECORDING]

23

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C E R T I F I C A T E

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

6
7 Signature *Anne Edelman*

8 Date April 15, 2014

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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

Mudney Stein

Date April 15, 2014