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**NEW YORK CITY DEPARTMENT OF  
EDUCATION  
DIVISION OF PORTFOLIO  
PLANNING**

**Resiting of ACTVF to Q404 and Co-  
location of Energy High @ Q204**

**I.S. 204 Oliver W. Holmes**

**36-41 28th Street**

**Queens, NY 11106**

**3/14/13**

1 [START RECORDING]

2 DR. PHILLIP A. COMPOSTO: Good evening. I  
3 am the District 32 Community Superintendent Dr.  
4 Phillip A. Composto. This is a joint public  
5 hearing of the Department of Education,  
6 Community Education Council, and School  
7 Leadership Team to discuss two proposals that  
8 would affect Buildings Q204 and Q404 beginning  
9 in the 2013-2014 school year. And I would be  
10 remiss if I didn't start by telling--first does  
11 anybody know what today really is?

12 [Off mic comment]

13 DR. COMPOSTO: Pie day so as you can see I  
14 made a little bit of a pie lesson out there, I  
15 hope you had a chance to look at it. Us  
16 educators, you've got to sneak that in there  
17 once in a while.

18 First we will discuss the proposed resiting  
19 and collocation of the Academy for Careers in  
20 Television and Films High School which I'm going  
21 to refer to as the ACTVS School with a new  
22 school, 30Q291 and 75Q, to be determined, in  
23 Building Q404 beginning 2013-14. So what does  
24 that mean? We're going to have a high school  
25 there. We're going to have a middle school.

1 And we're going to have a District 75 school in  
2 the 404 building.

3 Then we will discuss the proposed opening  
4 and collocation of new district high schools,  
5 Energy Tech High School, with existing school  
6 I.S. 204, the Oliver Wendell Holmes, I.S. 204,  
7 in Building Q204 beginning the 2013-2014 school  
8 year.

9 We have asked the District 30 Community  
10 Education Council and School Leadership Teams in  
11 the building to participate in this joint public  
12 hearing. I am joined tonight by the following  
13 people: Co-Presidents Isaac Carmignani, Jeffrey  
14 Guyton; our CEC Members Valerie LaMour, Ernest  
15 Brooks and Michelle Noris. Our School  
16 Leadership Team for ACTV: our principal is Edgar  
17 Rodriguez, Simoa Santiago and our School  
18 Leadership Team for 204 Clara Purdy, our  
19 assistant principal, Yvonne Leinsider our  
20 principal; Rosa Chambers our PTA president. Any  
21 elected officials here tonight? Okay. We're  
22 going to move on.

23 Please know that this hearing is being  
24 recorded this afternoon--this evening. After  
25 the conclusion of the 2012-13 school year, all

1 of this will serve students at Q404 beginning  
2 the 2013-2014 school year. 30Q291 is expected  
3 to serve students in sixth grade in the year  
4 2013-2014 and then add an additional grade each  
5 year until it reaches its full scale in the year  
6 2015-2016 school year. In 2015-2016 when 30Q291  
7 achieves full scale, it will serve approximately  
8 375 students to 405 students in the sixth  
9 through eighth grades. In 2016-17 when the  
10 District 75 program achieves its full scale, it  
11 will serve approximately 90 to 96 students in  
12 grades sixth through 12th.

13 The 404 building is projected to have a  
14 capacity to serve 1,071 students. If this  
15 proposal is approved, ACTVF students will be  
16 resited to Q404 for the 2013-2014 school year  
17 and would be collocated with 30Q291 and the  
18 District 75 program. During the 2013-14 school  
19 year, these organizations will serve  
20 approximately 618 to 674 students yielding a  
21 projected building utilization rate of 58% to  
22 63%. In the 2016-2017 school year when all  
23 organizations in the building have reached full  
24 scale, there will be a total of approximately  
25 9990 to 1,066 schools in Building Q404, yielding

1 a projected building utilization rate for all  
2 organizations to about 92% to 100%.

3 The DOE is proposing to resite ACTVF based  
4 on community demand and feedback that Q404 would  
5 be an ideal location to expand the existing CTE  
6 school. ACTVF provides a rigorous CTE program  
7 and is one of the highest performing schools in  
8 New York City. ACTVF received an overall A on  
9 the environmental and career--I'm sorry.  
10 Received an overall A on the 2011-2012 progress  
11 report with its A in progress, performance,  
12 environment, and career and college readiness.

13 The DOE believes that resiting ACTVF to Q404  
14 would allow the school to continue to admit  
15 approximately 5 sections of 9th grade students  
16 and thus give more students the opportunity to  
17 attend--than have historically attended the  
18 school. Furthermore Building Q404 is in close  
19 proximity than Q204 to the Silvercup Studios  
20 which is located at 34-02 Star Avenue and at  
21 4222 22nd Street in Long Island City, one of the  
22 school's main partner organizations where  
23 students have opportunities to use production  
24 facilities and gain real life experiences.

25 Q204, we'll now discuss proposed changes to

1 Q204. On February 1st the new City Department  
2 of Education, known as the DOE issued an  
3 educational impact statement describing the  
4 proposal to open and collocate a District Career  
5 and Technology Education known as a CTE high  
6 school 32258, Energy Tech High School in School  
7 Building Q204.

8 The DOE strives to ensure that all students  
9 in New York City have access to a high quality  
10 school and at every stage of their education.  
11 This proposed opening and collocation of Energy  
12 Tech High School in Building Q204 is part of the  
13 DOE's central goal to create new school options  
14 that will better serve future students and the  
15 community at large.

16 Through a 6-year program, students will  
17 complete their high school graduation  
18 requirements, enroll in classes at CUNY, have  
19 the opportunity to earn an associate degree and  
20 engage in a progressive sequence of work-based  
21 learning experiences informed by and aligned to  
22 career pathways with National Grid and Con  
23 Edison.

24 Energy Tech High School will be open to  
25 students through the citywide high school

1 admission process and it will have limited  
2 unscreened admission methods, with priority for  
3 students residing in Queens. Limited unscreened  
4 schools give admission priority to students who  
5 demonstrate interest in the school by attending  
6 an informational session, attending an open  
7 house event, or visiting the school's exhibit at  
8 any one of the middle school fairs.

9         If this proposal is approved the new  
10 District CTE high school will be collocated in  
11 Q204 with I.S. 204. A collocation means that  
12 the two or more school organizations are located  
13 in the same building and may share common space  
14 such as the auditorium, the gymnasium, the  
15 cafeteria. In the year 2013-2014 Energy Tech  
16 High School would enroll approximately 105 to  
17 115 student starting in the 9th grade. If this  
18 proposal is approved the space the new CTE high  
19 school takes would backfill the space vacated by  
20 the ACTVF as it resides in Building 404.

21         In the year 2018-2019 Energy Tech High  
22 School would complete its phasing in reaching a  
23 maximum full scale and serving at most 630 to  
24 690 students in grades 9 through 14. This  
25 includes 210 to 230 students in their 5th and

1 6th year of Energy Tech High School's 6-year  
2 early college program who will primarily  
3 complete their studies at offsite classes and  
4 through Energy career development opportunities  
5 and will only occasionally be in Q204 building.

6 According to the 2011-2012 enrollment  
7 capacity utilization report, known as the Blue  
8 Book, Building Q204 has a target capacity of  
9 1,584 students. In the year 2012-2013 the  
10 building serves approximately 1,144 total  
11 students yielding a target utilization of about  
12 72%. In the year 2018-2019 once all schools are  
13 at full scale, it is projected that there will  
14 be approximately 1,350 to 1,404 students served  
15 in the Q204 yielding an estimated utilization  
16 rate of 85% to 91%.

17 Therefore if this proposal is approved there  
18 will be sufficient space to accommodate I.S. 204  
19 and the Energy Tech High School. The DOE  
20 strongly believes it is important to the CTE  
21 education and supports the opening of new high  
22 schools in the Q204 building which will offer  
23 engineering and robotic CTE programs. The DOE  
24 has been eager to bring new CTE opportunities to  
25 Q204 to serve District 30 families. The

1 collocation of Energy Tech High School will  
2 help meet this goal.

3 Thank you. Our next presenters will be our  
4 co-president Jeffrey Guyton and Isaac Carmignani  
5 of the CEC.

6 MR. ISAAC CARMIGNANI: - - go first. I  
7 don't know where the mic is. Okay. I'm going  
8 to begin by saying I do feel that the community  
9 needs to speak first but being that here is in  
10 the hot seat here. I've read through these  
11 proposals and there's a couple of things that  
12 concern me.

13 One is in terms of community input. Really,  
14 when we were informed of this it was already a  
15 fait accompli. So we have had to think about  
16 this in terms of a finished proposal rather than  
17 a work in progress that we would have a  
18 conversation on. The first thing that came to  
19 my mind when I saw this was the Hunters Point  
20 community and the desire that they would want to  
21 have a piece of this hearing in their community  
22 which we know is--there's not time because  
23 everything here is a fait accompli.

24 The community here has been very concerned  
25 about a marine school, a marine-themed school.

1 And conversation with Hunters Point would have  
2 been a place to start even if at the end, what's  
3 going to have to happen.

4 In terms of our--the piece with 204. I'm  
5 really, really concerned about our middle  
6 schools. Our middle schools are overcrowded,  
7 not all of them, but our middle schools in parts  
8 of the district are overcrowded. And I was  
9 really concerned that the collocation, we know  
10 collocations tend to be problematical, why not  
11 just allow 204 to accept students that they're  
12 currently turning away. So that's something  
13 that we probably need to talk more about. I  
14 believe that there's a - - . Jeff.

15 MR. JEFFREY GUYTON: I'll address the  
16 proposal itself. First, so, Jillian, you can  
17 take back a little bit of feedback and then I'll  
18 address the process of arriving [phonetic] which  
19 I'm critical of. The proposal I think is a good  
20 one. And Dr. Composto can back me up. I'm  
21 really pressing quietly and loudly for high  
22 school preparation that really prepares our kids  
23 for real jobs in the 21st Century. And what I'm  
24 talking about a great vocational school and I  
25 think there's a prospect of having that here,

1 I'm not talking about the one ones we knew of  
2 woodworking and homemaking for the girls.

3 This is one that really has skills and teeth  
4 to it because when we talk to some of the  
5 mayoral hopefuls or even this mayor, they'll  
6 talk about we really want to press to the point  
7 where we get something like 70% of our kids  
8 graduating, really they say 65% and that sounds  
9 like a good number compared to the 55% or 60%  
10 we're sometimes at. But that also implies that  
11 kind of we're giving up on 35% of our high  
12 school kids.

13 We have to have something for those  
14 children, for those young people, and skills,  
15 work skills, is important. It doesn't have to  
16 be against the track of college ready. You can  
17 learn a fantastic skill on computers or  
18 engineering or, you know, ultrasound technology,  
19 whatever that might be, while you're in high  
20 school and become really passionate about that  
21 and pursue it further into college. So getting  
22 somebody ready for a career is not, you know,  
23 somehow mutually exclusive of being college  
24 ready also.

25 A specific request that I would like to

1 offer would be that we have a District 30  
2 priority first. We won't get that but I want it  
3 noted that I'm requesting a District 30 so that  
4 if our District 30 kids come to a fair and they  
5 like it and they put it as their top choice that  
6 they're almost or they are guaranteed of a seat  
7 'cause we think this is going to be a good  
8 school here. Then it goes to a Borough wide  
9 priority. I'm telling you that. I know that's  
10 not going to come our way.

11 So here's where my larger point is, Jillian.  
12 When you are Deputy Chancellor in three years'  
13 time, and I hope you are, to Dr. Composto who is  
14 Chancellor at that time... I want to have honest  
15 community input. Real, honest community input  
16 on all our major propels. And I make this point  
17 from Chancellor Cline, Chancellor Black was only  
18 there for 15 minutes but I made the point to her  
19 and I've made the point to Chancellor Walcott.

20 If you honestly have consent of the  
21 governed, if you have edu-speak [phonetic] buy-  
22 in from the people that are impacted, then the  
23 proposals and reforms will actually have teeth  
24 and the legacy can go on for 20 years as opposed  
25 to all of us waiting for the mayor to be out of

1 office so that we can do writs [phonetic].

2 Most of the things that have been shoved down  
3 our throats 'cause that's the way it works.

4 I heard that community demand brought this  
5 school forward. And I think it's going to be a  
6 good one. So I want to go on record saying I  
7 really think this could be a great school. I  
8 have some reservations about \$1 million film and  
9 TV studio that is now obsolete. Well, that's  
10 only \$1 million-bucks. So, you know, that's ten  
11 great teachers or that's one master teacher for  
12 ten years. \$1 million--well anyway.

13 We made a film and TV studio here that we're  
14 now going to, what mothball? But here's the  
15 real thing and I've been thinking about this for  
16 six months as we've gone through the GNT  
17 [phonetic] process. It said community demand.  
18 Has there been anyone here, raise your hand, if  
19 you demanded this. Anybody here? No? Anybody  
20 on the council. Did you guys demand this? No.

21 Those are rhetorical questions obviously and  
22 I'm not trying to be fresh. But I'm really  
23 dreaming of a time where a community that's  
24 going to be impacted can sit not at this time a  
25 week out and if it's approved, this is approved,

1 this is a fait accompli, this is done. All of  
2 this is done. We've had no input. My first  
3 call was of there was legislative demand. Okay.  
4 That's how it's done but we're our parent  
5 leaders so we weren't included in this, looped  
6 in.

7 And in conversations through the week, I've  
8 heard, you know, if you're team had--we had good  
9 back and forth and I really respect that. You  
10 listened to us on the rezoning. GNT, I don't  
11 want to go there, open that can of worms. It's  
12 been a nightmare. And it's because real live  
13 community input is not really sought or  
14 respected. And in the beginning of the CEC  
15 process a lot of people said you're all going to  
16 be rubber stamped and we were derided. There's  
17 no power.

18 But we as council have learned to have power  
19 and created it on our own as advocates and  
20 lining up with legislators who agreed with us.  
21 And you empowered us. And I realized the very  
22 best of the empowerment has been in our zoning  
23 meetings. They've been great and our last  
24 zoning effort was really good.

25 Our first one was a bigger one. We've got

1 one coming up and I realize I think that it  
2 helps that we actually have legislative power.  
3 That creates a real two-way conversation because  
4 we have actual power to say yes or no and we  
5 generally say yes. We have never as a council  
6 abused that power that we have.

7 And my guess is that if there is a system  
8 that actually includes CEC and the community to  
9 come up with these big proposals it will not be  
10 abused and if people are part of the creation of  
11 this process then it will be successful. Not a  
12 roll of the dice. I am kitchen-sitting  
13 [phonetic]. I'm sorry. I go on a little too  
14 long. So I'll end it there. But it's really on  
15 my mind. And we'll have a lot of meetings as we  
16 work forward through our rezoning and I probably  
17 will return to that theme.

18 MR. ERNIE BROOKS: Okay. I'll briefly say  
19 that I think the, what is it, the ACTVF is a  
20 great school and I think it could be good in  
21 Hunters Point but having lived in Hunters Point  
22 and gone to a lot of the meetings there, people  
23 from the DOE said they were looking for our  
24 input into that what was going to go there and  
25 what kind of school it could be.

1           It is frustrating that it is just, as Jeff  
2           said, it's a fait accompli. That doesn't mean  
3           I'm against it and it's probably something but  
4           we have to make sure that whatever else comes  
5           into that school, if we can't have the school  
6           giving priority to District 30 at least the rest  
7           of the components do or part of the rest of the  
8           components.

9           And talking about the resiting of this new  
10          school, collocation of the new school here,  
11          there are concerns. Again, I think Ms.  
12          Leinsider has done a great job with this, as  
13          everybody knows, it's a green magnet school.  
14          And from the kids that I know that go there,  
15          they take that mission seriously and they've  
16          done a lot with it and I think if she says that  
17          she wants space for this school to grow that she  
18          should be able to keep that and have that as a  
19          possibility because I think it's a school that's  
20          gotten a lot better under her leadership.

21          And I think it's supposed--as a magnet  
22          school it's supposed to be able to draw in  
23          people from the rest of the district. And with  
24          a larger school in here, it won't be able to do  
25          that as well as the concerns that we have about

1 the older children with the younger children  
2 which is a real concern, too. I just wanted to  
3 say that.

4 [Applause]

5 DR. COMPOSTO: Before Ms. Noris speaks;  
6 they're going to close the sign-up sheet  
7 outside. If you have not signed up to speak and  
8 you do want to speak, now is the time to put  
9 your name down. So they're going to close that  
10 down. Thank you.

11 MS. MICHELLE NORIS: I'm going to speak  
12 about a bunch of little pieces. I read both of  
13 these proposals. So the first thing I'd like to  
14 speak about is when we originally discussed 404,  
15 we talked about a 6 to 12 going into that  
16 school. A 6 through 12, it is zoned for 6  
17 through 8, and then when additional students for  
18 the 9 through 12 component, but that the 6th  
19 graders who entered who were from the Hunters  
20 Point community would have the right to remain  
21 in the school. That's what we were told  
22 repeatedly in meetings with the Office of  
23 Portfolio Planning.

24 This proposal is not in keeping with what we  
25 were told in meetings. So one of the things

1 that makes it very difficult for us to  
2 advocate as a CEC is when we're told that's  
3 what's coming and then we get something else  
4 that obviously has been clearly planned out.

5 The second thing that I'd like to say is I  
6 have concerns that if we're going to put the  
7 ACTVF school into this building that I'm  
8 concerned that the architects and engineers for  
9 the building haven't laid out the building to do  
10 the things it needs to do.

11 Now I know it's not completely built and by  
12 way of full disclosure I met with the principal  
13 a week ago. And I looked at the space that's in  
14 this school. I looked at the plans and I said  
15 do you have enough power because this school had  
16 enough power for them and will have enough power  
17 for another CTE program.

18 I was worried about things like ventilation,  
19 dust collection, adequate space to install the  
20 kinds of things you need. You obviously need a  
21 dark room to do filming in. It's filled with  
22 windows. And I'm concerned that you make sure  
23 you get your needs met in a new space because  
24 it's a really great school, great program, and  
25 to move it into a new location sounds wonderful

1 but they've put a lot of effort into making it  
2 wonderful here and it's a shame to have to redo  
3 that. The Department of Education should make  
4 sure that you get what you need when you go.

5 So that's sort of the few 404 side of it.  
6 Now I'm going to speak to my concerns about  
7 putting a 9 through 14 in a middle school. I  
8 don't know if you're familiar with the  
9 Guttmacher Institute. Guttmacher Institute is  
10 an organization that studies the patterns of  
11 sexuality with specific attention to teen  
12 pregnancy, transmission of sexual transmitted  
13 infections.

14 And you're wondering where I'm going with  
15 this. Right? One of the things they find in  
16 their studies, and this is one of these big  
17 nonpartisan independent groups, is that children  
18 who spend a lot of time with older people start  
19 earlier and are more likely to, because they've  
20 started earlier, find themselves in situations  
21 that are high risk, that involve being with  
22 older people, brings you along to teen pregnancy  
23 and to sexually transmitted infection.

24 That is a clear public health issue and I  
25 think that putting 10-year olds and that's what

1 some of our 6th graders are, 10-year olds, in  
2 the same building with 21-year olds and that's  
3 what some of our grade 14 are because not  
4 everyone graduates on time. We're talking about  
5 too large an age spread to be safe.

6 You're endangering the safety of our  
7 children. 21-year olds, in addition to being  
8 sexually active, can go by beer and alcohol to  
9 drink in the park across the street. Not that  
10 I've ever done that. They can buy cigarettes.  
11 On the, that gateway, they have money to buy  
12 drugs. They become a gateway to high risk  
13 behaviors for much younger children. So.

14 I am a big fan of CTE education, and I would  
15 just like to say as a sidebar, I don't believe  
16 it's only for students who are not going to  
17 college. I believe that hands-on learning is  
18 for everyone. That it engages parts of your  
19 brain that the Department of Education is  
20 ignoring right now.

21 When I was a kid, there was shop. And shop  
22 wasn't just for the guys who weren't going to  
23 college. Shop was for people who were going to  
24 become inventors some day. And we're denied  
25 that now.

1           So I don't object to putting a CTE program  
2 here. I object to having college students in  
3 the same school with middle school students. So  
4 what I would suggest and you have time, unlike  
5 this proposal which is getting voted on in a  
6 week, the college students won't be here in a  
7 week.

8           You have time to figure out another location  
9 for the college students to meet. You can  
10 split-site a school. We do it all the time. D-  
11 75 schools are often split-sited with one  
12 principal, multiple locations. I strongly  
13 suggest that you split-site the school and put  
14 the college kids on a campus that has high  
15 school students, not middle school students.

16           [Applause]

17           MS. VALERIA LaMOUR: Hi, I'm Valerie. And  
18 I'm also a member of the CEC. I got here and I  
19 have to say I was a little upset because I think  
20 that having two educational impact statements  
21 done on one side of Long Island City when  
22 another side of Long Island City is also being  
23 affected, one week before the vote, I find it  
24 extremely unfair to the community.

25           I don't see how--and the DOE likes to say

1 that they do listen. They're recording our  
2 every word. You know, somebody types it up and  
3 sends it to the people that actually make these  
4 decisions. But it is extremely disheartening  
5 knowing that 99.9999% of what that body does is  
6 already pretty much set in stone. But, you  
7 know, I'm sort of an optimist, I guess, 'cause  
8 I'm still here speaking.

9 I want to say--so I said my piece about  
10 having this done one week before the vote and  
11 asking for community input. I know that here it  
12 says the release date was February 1st but if  
13 you get the community talking and start  
14 listening to the community a week before the  
15 vote, I bet you a better plan could come up  
16 with.

17 I'm very disappointed that the people of  
18 Hunters Point were not really engaged in this  
19 decision. We had meetings in the last two years  
20 when we knew this school was coming online.  
21 And, you know, it's extremely sad that the DOE  
22 still does this whole lip service, you know,  
23 including the robo-calling two days ago. What  
24 is it; the Office of Family Engagement has been  
25 calling many middle school people. I don't know

1 if anyone here has received the robo-call from  
2 the Department of Education but they want your  
3 input and your feedback. They want parent input  
4 and feedback.

5         Meanwhile, we still, at least I on this CEC,  
6 feel that the DOE is not listening to parent  
7 feedback and parent-what the community wants or  
8 community demands. And in some cases some of  
9 the proposals that do come across our desk or in  
10 our emails, it says that the community wanted  
11 this when no one has ever, just like Jeff  
12 explained, no one has ever asked for it. And  
13 yes, that has to do with the GNT program and  
14 another program with the Academy in our  
15 district, how it--anyway it's amazing.

16         I did want to say that I think, I hope, the  
17 television, what is it called? I'm sorry. The...  
18 ATC. ACTVF School gets everything that they  
19 need. I myself work in theater and film. And  
20 it's an excellent career especially in New York  
21 City. It's an exciting career and it's also a  
22 career where you work your ass off and then take  
23 a break. Right now I'm on a break before I go  
24 back. But I really hope that this space could  
25 accommodate what you guys really need. You

1 know, dark areas, lighting, power, all those  
2 things, and I wish the school a lot of luck.

3 As to the collocation here with the Con  
4 Edison School, is that like the nickname for it,  
5 I think? I think it sounds great but it always  
6 tears my heart apart in a collocation when you  
7 have a school and a population here in Long  
8 Island City Dutch Hills and, you know, right  
9 there, just this whole area, the population is  
10 exploding.

11 We have all these people moving in, families  
12 are moving in, this is one of the last places  
13 where middle class could actually almost buy a  
14 house 'cause, you know, it is kind of expensive  
15 but we could almost do it. We're middle class  
16 people and families are still moving in here.  
17 We need our middle schools.

18 We don't need--I don't understand the  
19 reasoning behind the DOE trying to crunch in  
20 tiny, different schools and not letting schools  
21 that are doing well and flourishing and we know  
22 that the communities are growing and the schools  
23 will be filled. And you're turning away  
24 students and the DOE is not giving schools the  
25 opportunity to grow. And that's disheartening.

1           Finally on the Con Ed School, what they're  
2 calling grades 13 and 14, which is the part  
3 where I think 17 or 18, 19, 20, 21-year olds  
4 will be in our middle school. If you look at  
5 the educational impact statement on page 2 it  
6 say something like two additional classrooms  
7 will be allocated to fit--for use by the 5th and  
8 6th year students on an as needed basis. If  
9 you're only allocating two classrooms for the 13  
10 and 14th grade, I'm sure you could find two  
11 classrooms for those students to do whatever  
12 they're coming here to do somewhere else.

13           I really don't think we need the upper  
14 grades to be in the building with our young  
15 ones, with our 11 and 12-year olds. And no one  
16 likes to talk about it but it does happen where  
17 you have 15 and 16-year old girls who do want  
18 to, you know, go out with a 20-year old guy or a  
19 21-year old guy and get in their car and et  
20 cetera, et cetera, and this is something--  
21 schools are supposed to be safe. And we should  
22 not have that kind of--we shouldn't have it  
23 here. We shouldn't help that help that happen.  
24 That's all I have to say. Thank you.

25           [Applause]

1 MS. NORIS: One other remark on the idea  
2 of two classrooms. So I have a daughter in  
3 college now. And she is attending a technical,  
4 she's at City Tech, in technical education, and  
5 she has a lot of time off. So the idea behind  
6 the 13 and 14 is most of the time they'll be at  
7 college but they'll come here to check out. The  
8 problem with that is college is, when you're  
9 taking 15 credits and that's a full schedule, 15  
10 hours, that's not a full day, a full week.  
11 Think about 15 hours is 3 hours a day.

12 Where do they go for the rest of the time?  
13 They're going to come here 'cause this is their  
14 home. This is where they're coming to hang out,  
15 for advisories, their friends. So the idea that  
16 you think you're going to put two whole grades,  
17 so let's say one whole grade, 'cause half the  
18 time they're away and half the time they're back  
19 into two classrooms doesn't seem like you've  
20 really counted how many people you can put into  
21 a classroom.

22 DR. COMPOSTO: Next we're going to have Mr.  
23 Edgar Rodriguez, our RA principal, and Simoa  
24 Santiago our PTA president of ACTVF School.

25 MR. EDGAR RODRIGUEZ: Hello. Good evening

1 everyone. I'm Edgar Rodriguez. I'm the  
2 principal of the Academy for Careers in  
3 Television and Film. And I just--I'll be brief.  
4 I just want to say that when we were contacted  
5 by the Department regarding this proposal and  
6 invited into the conversation, we had extensive  
7 time to look at the - - of the building, the new  
8 building at Q404 and there are a few things that  
9 we--excited us about it and about being  
10 considered for this new location.

11 One of them is the opportunity to expand our  
12 program. We have done very well since the  
13 founding of the school and are really proud of  
14 our work and, you know, being able to expand our  
15 involvement to offer what we have offered to the  
16 families that we have with us for the past five  
17 years to more students in the community seems  
18 very exciting.

19 In addition to that the layout of the  
20 building provides flexibly in terms of the  
21 oversized space that it has, that makes it idea  
22 for our program. And in addition to that I  
23 would say an analysis of our regular feeder  
24 patterns in terms of the students that we serve  
25 make that location also able to do diversifying

1 the community that comes to our school.

2 So with that I would say that from our end  
3 we're very excited with the proposal and really  
4 look forward to a new collaboration in a campus  
5 that is going to have schools service different  
6 populations whether it's a idle school, whether  
7 it's a District 75 program, it's going to be a  
8 brand new campus that will allow us to have  
9 input in terms of how the campus relationships  
10 are established and so what kind of feeder  
11 patterns we can establish from the middle school  
12 to our school.

13 And I think ultimately it will be beneficial  
14 to the whole community. I think, you know,  
15 parents have been with us for four years, people  
16 in the community that have seen what we have  
17 done here in the 204 building since we started  
18 coming, kind of like what we have now, the  
19 possibilities into the community here. I am  
20 100% confident that we will do that with the  
21 relocation as well. Let me introduce our PTA  
22 president Simoa Santiago.

23 MS. SIMOA SANTIAGO: Good evening everyone.  
24 My name is Simoa Santiago. My son Randall is a  
25 junior in the school. I have the privilege of

1 serving as the PTA president here in ACTVF.

2 Now I'm not going to take up your time and  
3 list of the remarkable things that I've  
4 witnessed firsthand in my involvement here, even  
5 though it would no doubt make for a very strong  
6 argument in favor of this move. We've all seen  
7 the numbers and they speak for themselves.

8 Instead I want to point out a few things  
9 that isn't reported on but will ensure the  
10 continued success of this program and to be  
11 taken into consideration.

12 First off I want to highlight the  
13 outstanding leadership in place here. A school  
14 that was founded four short years ago doesn't  
15 become one of the top-rates high schools in New  
16 York City without a solid leadership team in  
17 place. And this administration has made sure  
18 that that was the place from day one.

19 Second the commitment, dedication and  
20 passion of the teachers here, there is no way to  
21 quantify the amount of time, the amount of extra  
22 time rather, that this team gives to our student  
23 body. Through daily, morning and afternoon  
24 tutoring sessions, and even participation in  
25 events on weekends and days off are common. It

1 is this commitment of going above and beyond  
2 that really sets the tone here.

3 Finally, the atmosphere and culture of this  
4 school, from our principal greeting every  
5 student at the front door with a handshake to  
6 the summer bridge program that welcomes our  
7 incoming freshmen, to seeing upper classmen  
8 mentoring younger ones with projects, this is an  
9 atmosphere of learning and collaboration. But  
10 it's also one that helps instill positive values  
11 that our students will carry with them out into  
12 the community that surrounds this new location.

13 When we were told that we were being  
14 considered for this new space, from a parent's  
15 perspective this was an unbelievable opportunity  
16 for us. And this move in my opinion will  
17 represent the direction that the Department of  
18 Education is going in which is truly exciting  
19 for this great city.

20 In closing when I think of this school, one  
21 quote always comes to mind. And that is "we are  
22 what we do" so excellence is not an act, it's a  
23 skill. This is a testament to the remarkable  
24 work that is being done in this school. And a  
25 favorable vote will guarantee the future success

1 of this program. Thank you.

2 [Applause]

3 DR. COMPOSTO: We're now going to hear from  
4 Ms. Leinsider, our principal of I.S. 204.

5 MS. YVONNE LEINSIDER: Good evening  
6 everyone. I will be brief. My concerns  
7 regarding collocation of a high school/early  
8 college at I.S. 204 is that middle school deals  
9 with a very difficult age group. Our students  
10 are not little children nor are they adults.  
11 They are truly, truly in the middle. And as a  
12 magnet school with over 400 applicants a year  
13 applying for a seat at our I.S. 204, we can only  
14 offer seats to less than 20% of those student  
15 applicants.

16 Before and after school programs which  
17 provide success and a sense of accomplishment  
18 for our students are curtailed because we are  
19 sharing gym and outdoor space. Although the  
20 footprint of I.S. 204 suggests a capacity of  
21 over 1,500 students, we are already crowded at  
22 1,100. Therefore I ask that you reconsider the  
23 collocation of another much larger high school  
24 at I.S. 204. Thank you.

25 [Applause]

1 DR. COMPOSTO: This evening we have a  
2 representative from Council Member Van Bramer's  
3 office, Nick Galoda. Would you be interested in  
4 speaking, Nick? You okay? Okay. So we now  
5 have concluded the formal presentations. We'll  
6 now open the floor for public comments.  
7 Speakers will be given the floor in order as  
8 they signed up. All comments are asked to be  
9 limited to two minutes. And I'm going to  
10 apologize up front if I mispronounce anybody's  
11 name. Our first speaker is Naregi Habib Khan.  
12 Ms. Khan?

13 MS. NAREGI HABIB KHAN: Yes. Sorry.

14 [Pause]

15 MS. KHAN: Good evening to you all. We are  
16 all here for a very sensitive reason to discuss  
17 and debate on whether to open and collocate the  
18 proposed. I don't explain because we already  
19 knew the proposal so I save my time. The  
20 proposal looks very interesting and exciting on  
21 paper I think.

22 It's not good to me when I think about the  
23 real situation in our school building. I'll  
24 explain why I don't think it's good to us. Our  
25 middle school children and as an Asian

1 [phonetic] parent, I'm very concerned and even  
2 with the... I don't see her name and I don't--

3 MS. NORIS: [Interposing] Michelle.

4 MS. KHAN: Yeah. I agree with your opinion  
5 100% as Asian mother. I'm concerned about our  
6 middle school students because they're--our  
7 principal mentioned they're not children,  
8 they're not adult. It's like, you know, they're  
9 going through their puberty. It's like, you  
10 know, very big changes, very transitional time,  
11 crucial time.

12 We need to take care of them very--you know,  
13 professionally at their age. So my first  
14 concern is like, you know, if we accept the  
15 proposal so our children--it will hamper their  
16 physical environment first, like collocation  
17 means they will use our building and share our  
18 auditoriums, gymnasiums, libraries and  
19 cafeterias.

20 We already have huge number of students here  
21 so it's very clear and I think if we use our  
22 common sense we understand it but when we have  
23 huge number of students so definitely the  
24 service from gymnasiums, cafeterias, library  
25 will decrease the quality of service.

1           It's my opinion and of course gymnasiums  
2 we have to squeeze our time or give up our some  
3 hours. So it's not good decision because to  
4 make our academically performance good we need  
5 physical exercise, daily visits, so how are we  
6 going to like, you know, give our middle school  
7 kids? So and the thing is men - - she mentioned  
8 that about like, you know, college kids and  
9 little kids like, you know, hanging out together  
10 like one building, it's not good. Thank you.  
11 And thank you again for giving me the chance to  
12 speak.

13           [Applause]

14           DR. COMPOSTO: Thank you. Our next speaker  
15 will be Ms. Clara Purdy, the Assistant Principal  
16 of I.S. 204.

17           [Applause]

18           MS. CLARA PURDY: Thank you - - . I have  
19 been an assistant principal in this school since  
20 1998 when Dr. Composto was the principal at this  
21 school. I've seen many changes in this school.  
22 We are a magnet school. And we have the right  
23 to grow. We've sent students away because we  
24 don't have the space for a magnet school. And  
25 we can't grow. Give us the opportunity to allow

1 these children who want to come to this  
2 amazing school to come here. As far as the  
3 collocation, I, the high school that's been  
4 here, they did a great job. They deserve their  
5 own school. The high school--

6 [Applause]

7 MS. PURDY: The high school, the engineering  
8 school that's about to possibly come here, they  
9 deserve their own space. It's difficult to have  
10 a collocation. When we have to share auditorium  
11 space, cafeteria, it's a very, very difficult  
12 situation. We have a school yard. We have to  
13 share that. Kids in this school, because we  
14 have PBIS, they want to have a movie in this  
15 auditorium. They want to have school dances  
16 after school. But because of the collocation  
17 and the high school being here, it's very  
18 difficult to do. So that is my big complaint.  
19 These kids deserve the school space. They  
20 deserve to be here--

21 [Applause]

22 MS. PURDY: --they deserve to grow. - - .

23 DR. COMPOSTO: Thank you Ms. Purdy. Our  
24 next speaker is the PTA President of I.S. 204,  
25 Ms. Chambliss.

1 [Pause]

2 MS. CHAMBLISS: Good evening. - -  
3 President of I.S. 204 and my name is Mrs.  
4 Chambliss [phonetic] and I'm opposed of the high  
5 school being there because of the ages of our  
6 young children here. They're coming in from the  
7 age of 10. And sometime when they graduate they  
8 just barely turn a teenager. And we've still  
9 got kids at school here. We look to the  
10 principal, Ms. Leinsider, and the staff to  
11 protect them.

12 And I am opposed to the high school because  
13 bringing the high school in will put a little  
14 more pressure on them to make sure the younger  
15 kids stay safe. And we know the - - not being  
16 mixed with kids at that age, at 21 and 18,  
17 they're in--they're - - . And we don't need--  
18 they have to be very safe, people are protected  
19 in school and I think this is a magnet school  
20 and you have to turn kids away, that the school  
21 should have that space to bring in more kids,  
22 the younger kids, because this is a middle  
23 school. And I just think it should be a middle  
24 school and I think it should not be used with  
25 the older crowd. Thank you.

1 [Applause]

2 DR. COMPOSTO: Thank you. Our next speaker  
3 will be Ms. Lambos, our Guidance Counselor, I.S.  
4 204 and also School Leadership Team Chairperson.

5 MS. TINA LAMBOS: Good evening. My name is  
6 Tina Lambos, Chairperson of I.S. 204's SLT  
7 Committee and School Counselor here for the last  
8 four years. Before I begin I wanted to simply  
9 thank Dr.--Superintendent Dr. Composto and the  
10 members of the CEC for listening to the concerns  
11 of the I.S. 204 community and to the needs of  
12 the parents, students and staff in finding the  
13 best options for all our students.

14 I'm optimistic that hopefully our voices  
15 will be heard. There are a lot of factors to  
16 consider as we go through this process but there  
17 are a few that I want to highlight tonight.

18 According to the proposal that we all read,  
19 ACTVF High School will be sited in the fall and  
20 a new high school will take its place here at  
21 I.S. 204. I would like to share that I'm  
22 excited that ACTVF will have its own location  
23 because high school is the time for kids to grow  
24 and they need their own space. However if ACTVF  
25 felt it needed to move on because of space

1 constraints, with the current enrollment of  
2 420, then how can it be proposed to bring in a  
3 school that will eventually house almost more  
4 than 600 students? Currently I.S. 204 has 720  
5 students enrolled and we are housed on two  
6 floors. During passing, the fourth floor has  
7 420 students moving around and the third floor  
8 has 300.

9 Scheduling events has been an issue  
10 especially when both schools need the same space  
11 at the same date. In addition programming to  
12 make sure classes and layout are structured to  
13 limit interaction between our young kids, which  
14 I'd like to point out are as young as 10 years  
15 old, and the young adult high schoolers is  
16 almost impossible.

17 As a parent I would not like my children who  
18 are still innocent to be exposed to the mature  
19 high school students. The scheduling conflicts  
20 have made extracurricular activities very  
21 difficult for them to exist. For example, our  
22 children need to wait over an hour in order to  
23 use the gym after school for intramural sports  
24 and has eliminated the sports programs entirely  
25 for two days a week. And since our new

1 administration is against obesity in young  
2 children, how would taking away the sports - - ,  
3 not to happen? Okay.

4 - - the auditorium has also been a major  
5 issue. I' just wanted to say as you know the  
6 Golden Magnet Program brings diversity amongst  
7 the student population by recruiting schools  
8 from all over the district. Our magnet team has  
9 pushed recruitment efforts.

10 In the last three years the number of magnet  
11 applications has greatly increased from 136 in  
12 2010 to 450 in 2011 and 467 applications for the  
13 2012 school year. Unfortunately due to spatial  
14 limitations, only 72 seats are open for our  
15 magnet schools. That is--we're only accepting  
16 15% of the applicant pool. We're now in  
17 desperate need of new space so that this unique  
18 program can grow. Why not give I.S. 204 the  
19 magnet program a chance to grow with an increase  
20 in magnet middle school enrollment?

21 One more minute because I know I'm, as the  
22 SLT Committee, I haven't finished.

23 You may argue that our new high school will  
24 provide opportunities to our eighth graders by  
25 offering them seats for high school however from

1 previous experience after five years in the  
2 building; ACTVF has only accepted five students  
3 from I.S. 204 when over 367 students had  
4 applied. Our students were not given first  
5 priority in the admissions process as was  
6 promised.

7 The students accepted to this new high  
8 school will not be available to only District 30  
9 students but will be accessible to all of Queens  
10 and all of New York City residents, therefore  
11 eliminating any sense of community. Middle  
12 school as we all know is a time about  
13 relationships: relationships with teachers,  
14 relationships with friends, and becoming a  
15 community. In middle school students begin to  
16 find their voice, to excel in their endeavors  
17 from academics, the arts, and - - .

18 During these years the staff, teachers, and  
19 advisors of I.S. 204 are with our students every  
20 step of the way, early in the morning during  
21 enrichment classes, during lunch periods,  
22 teachers give up their lunches and after school  
23 programs helping them shape their aspirations  
24 and ideals into attainable goals.

25 The middle school experience is truly like

1 no other because it give kids the training in  
2 the brilliant life that awaits them. Please  
3 allow our middle school to develop our future  
4 generations by providing the solid, nurturing  
5 environment that provides a sense of belonging  
6 for all our children that only a middle school  
7 can offer.

8 [Applause]

9 DR. COMPOSTO: Thank you Ms. Lambos. Or  
10 next speaker is Rachel Beatle.

11 MS. RACHEL BEATLE: Hi. My son is a 9th  
12 grader at ACTVF right now. And I have to just  
13 say that I do think it's a wonderful school.  
14 Everything that everyone has said is absolutely  
15 true. I'm really, really thrilled with my son's  
16 being here. I've also been excited about the  
17 possibility of moving into a new school.

18 I think that this is such a unique program  
19 and such a wonderful school that it really  
20 shouldn't be hid in a basement any longer. It  
21 really deserves a space that is as good as the  
22 school is, just like Frank Sinatra has a  
23 wonderful building, this is a school that will  
24 be something that will be part of New York City.  
25 And I really believe that. You know, just like

1 our performance arts schools, our wonderful  
2 schools, this is a unique program. At the same  
3 time I'd have to say that this is the first time  
4 I've heard about the problem with Hunters Point  
5 neighborhood. As a parent I don't like having  
6 the DOE having to pit us against each other. I  
7 don't think that is right at all.

8 [Applause]

9 MS. BEATLE: I - - our space. I want the  
10 kids at Hunters Point to have good schools too.  
11 I don't think this is fair. At the same time,  
12 you know, I have myself as a prospective--I am  
13 here to advocate for this school. They need to  
14 have their full building.

15 I would also like to just answer to the idea  
16 of having this school give priority for Hunters  
17 Point's kids first for District 30 as somebody  
18 mentioned. I really don't think that this is  
19 the kind of school that would be appropriate for  
20 that because this is such a unique program.  
21 It's--the television and film industry is so  
22 specific a desire for children that you've  
23 really got to open it up to all of New York  
24 City.

25 That would be--you know, that would be

1 equivalent to saying that LaGuardia High  
2 School should be limited to kids in Manhattan or  
3 the districts around there and it would be so  
4 unfair to limit that kind of program to such a  
5 smaller neighborhood. So while I understand the  
6 problems that District 30 is having with their  
7 schools, it can't--we can't--you know, ACTVF  
8 can't be sacrificing for that problem. I really  
9 want to see DOE address the problems of Hunters  
10 Point as well, but not having us having to  
11 complete for this kind of space. So that's what  
12 I wanted to say.

13 [Applause]

14 MS. BEATLE: So good luck to everybody.

15 [Applause]

16 DR. COMPOSTO: Thank you Ms. Beatle. Our  
17 next speaker will be C.J. Stock.

18 MS. C.J. STOCK: Sorry. Hi, I'm a parent of  
19 a student at ACTVF and first I just want to  
20 express my compassion for the CEC of this  
21 District because I do understand not getting  
22 involved in the decision-making process and  
23 given one week because I've been also involved  
24 in being told you have a voice when you don't.  
25 It can be very irritating.

1           But I do hope that you would still support  
2 this, despite that because I do think it's  
3 wonderful. I know some people have expressed  
4 concern about a high school and a middle school  
5 being together although one has existed here. I  
6 have twins that are in middle school and I have  
7 a grade school daughter.

8           And the middle school guys are tough but we  
9 have to make it work because that's what our  
10 life is at home and they make--we have to make  
11 it work. They all bring their friends home and  
12 the high school kids have to get along with the  
13 middle school kids and that's just our live. So  
14 I hope that you can think about that.

15           I think it will be great for ACTVF to move  
16 closer to Silvercup Studios so that we can  
17 develop the work relationship between school and  
18 Silvercup. And my middle school twins have just  
19 been through the high school process and it's  
20 daunting. And I think having a CTE in Queens  
21 would be a benefit to be - - . That's all I  
22 have to say. Thank you.

23           [Applause]

24           DR. COMPOSTO: Melissa. Our next speaker  
25 will be Melissa Diaz.

1 MS. MELISSA DIAZ: Welcome Panel for  
2 Educational Policy to I.S. 204.

3 MS. LAMOUR: Whoa - - . We are not the  
4 Panel for Educational Policy.

5 MS. DIAZ: Pardon me.

6 MS. LAMOUR: This needs to be clear as could  
7 be. We don't like them at all. They are paid  
8 stooges and we are volunteer parents. So we're  
9 clear.

10 MS. DIAZ: Thank you. Well my name is  
11 Melissa Diaz. I'm a teacher at I.S. 204. I'm  
12 also a former high school teacher in the  
13 community and also a Dean. On Parent's Night  
14 [phonetic] because I'm against this proposal,  
15 primarily because of the collocation of Energy  
16 Tech High School.

17 I'm against the proposal for two reasons  
18 mostly. First of all although I think the  
19 mission of the tech school is wonderful enabling  
20 students to obtain a trade, I think this school-  
21 -this building itself is not suited for a high  
22 school geared to not all high school students  
23 but for super seniors and college students.

24 Super seniors should not share a building  
25 with students that are my students' age, eighth

1 graders. Just yesterday I had to escort a  
2 student from a corner to half a block down  
3 because he was scared. He saw older students  
4 and he was crying. A crossing guard pulled me  
5 over and said please escort this student, he's  
6 scared. I think if we have a high school in the  
7 building these problems might continue.

8       Secondly, when you enter the building you  
9 have a feeling of a middle school. This  
10 building feels like a middle school, looks like  
11 a middle school and I think students that are in  
12 high school program and College Board program  
13 deserve that type of environment. And so I  
14 congratulate your school for moving on and being  
15 in a building where it's for high school  
16 students but I really think we deserve to be a  
17 middle school entirely and where our middle  
18 school students feel like this is their building  
19 and only their building.

20       We need the space. We need the auditorium.  
21 We need the lunchroom. And at this point our  
22 students don't have it. We're limited because  
23 of the number of students in this building.

24       So again I'm here tonight because I'm  
25 against the collocation of a high school in this

1 building and I hope everyone really considers  
2 it and keeps us as a middle school like we were  
3 several years ago so that we continue to have  
4 students from the community grow and we want a  
5 high school in the community. Thank you.

6 [Applause]

7 DR. COMPOSTO: Thank you. Our next speaker  
8 is A. Lassman.

9 MR. ANDY LASSMAN: Andy Lassman.

10 DR. COMPOSTO: I apologize. That's your  
11 handwriting, no offense.

12 [Laughter]

13 MR. LASSMAN: I'm actually a teacher in  
14 ACTVF.

15 MS. LAMOUR: I'm sorry before you speak I  
16 just want to--I'm so sorry but--

17 MR. LASSMAN: [Interposing] No problem.

18 MS. LAMOUR: --just so that everybody knows;  
19 we do not make any decision here. We are not  
20 the people who decide what gets collocated and  
21 what gets moved. We are all obviously in  
22 agreement that a high school--we think it's a  
23 great idea that the high school is going to  
24 Hunters Point and I think for the most part  
25 we're, you know, there's the discussion of

1 whether there should be a high school here and  
2 she called them super seniors, right, here?

3 But we are not the people who make those  
4 decisions or make these proposals. So we're  
5 here because by law the New York City Department  
6 of Education needs to hold a hearing to tell the  
7 community their plans and then this plan goes to  
8 a place--to the Panel for Educational Policy,  
9 the PEP, which are people who are appointed by  
10 the mayor who, in my opinion, just say yes to  
11 the proposals and don't read them and don't  
12 really listen to what the community has to say  
13 about whether they want the collocation or not.

14 If you do--everything that you're saying is  
15 being recorded and will be put in a transcript  
16 for the people who so-called do make this  
17 decision. I do suggest also if you have  
18 something written up already, write to the Panel  
19 before they vote next week to make sure that  
20 your voice is heard or at least the way  
21 democracy is supposed to work.

22 But just so that you know, we are an  
23 advisory panel, the CEC members here are an  
24 advisory parental panel. We are elected by  
25 parents of the district and the power that we

1 have is that of zoning. So in schools from  
2 Kindergarten through eighth grade. And that's  
3 pretty much where our power ends. And after  
4 that our advocacy power is huge.

5 People do listen to us and, you know, once  
6 in a while we do get something that our  
7 community wants. But we just want you guys to  
8 know we are not the people who make the decision  
9 but we definitely are the people who take your  
10 opinion back to the DOE and tell the DOE that  
11 this is what our community is demanding, why  
12 aren't we getting it. Thank you. I'm sorry to  
13 interrupt.

14 MR. LASSMAN: That's a hard act to follow--

15 MS. LAMOUR: [Interposing] I just wanted you  
16 to know that we're not the people making that  
17 decision.

18 MR. LASSMAN: A CTE teacher with ACTVF. And  
19 two things I just wanted to mention. My  
20 classroom is a studio and just as a matter of  
21 fact it has to be very burdensome, there's not  
22 really a lot of permanent structure in there.  
23 So whatever use it's going to be put to next, it  
24 wasn't like in my wife's school, we built a  
25 restaurant setup and then you'd have to work

1 around it but it's an open space.

2 The other thing that I think that touches on  
3 something that Edgar said is I think moving to  
4 the next space, the new school, would give our  
5 school a chance to even--diversifying even more  
6 both in student population and even location, a  
7 beautiful location. And that's what our school  
8 is about, outside shooting.

9 The other thing is that after I left the  
10 film business I worked in District 75 like four  
11 or five years and I'm excited--in that--as a  
12 teacher in that, I started theater, the theater  
13 program but also I worked with the students in  
14 video, kike I actually shot - - for - - .

15 We went to the MTA Museum and on the subway  
16 cars we shot on the subway cars, like how do you  
17 use subway cars and how to buy METRO tickets.  
18 So I'm kind of excited about, on some level,  
19 working with that population again. So, again,  
20 you know, this will be literally will be above-  
21 ground and I'll be like a fresh--a chance for  
22 our school to grow so thank you.

23 DR. COMPOSTO: Thank you.

24 [Applause]

25 DR. COMPOSTO: Our next speaker is our

1 principal, Mark Dunetz.

2 [Applause]

3 MR. MARK DUNETZ: I'm not the principal  
4 anymore but thank you. My name is Mark Dunetz.  
5 I was the founding principal of the Academy for  
6 Careers in Television and Film so thank you for  
7 the opportunity to address you and to meet some  
8 of you in person. I've spoken to some of you.  
9 So a couple of things I'll say. One is we're  
10 really excited about the proposal. I'm excited  
11 for the school.

12 To address sort of the concerns about the  
13 adequacy of the new space, we conducted a really  
14 extensive review of it. And we would have never  
15 considered a move to it if it would have  
16 hampered the program in any way, to the  
17 contrary, there are some things about the way  
18 the space is laid out that really it sets  
19 [phonetic] up in a way that the current space  
20 does not so we're really excited.

21 A couple of things I'll just say 'cause I  
22 think it's important to be clear about this in  
23 terms of the record. The school, the first is  
24 what was referred--what was alluded to by Andy  
25 who just spoke. The studio space from the

1 beginning was designed as a versatile space  
2 that any school could use. It was reclaimed  
3 space, a locker room facility that I.S. 204 had  
4 not used for at least three or four years prior  
5 to this space being reconfigured. This was a  
6 space that was unused by anybody. It was a  
7 locker.

8         So we created the instructional space which  
9 is a good thing in a borough that's as  
10 overcrowded--more overcrowded than any other  
11 borough. It was intentionally designed so that  
12 if we ever did leave this it would not be a  
13 waste of money, it would be a versatile,  
14 ventilated, with adequate electricity, open  
15 space. And that's all that's in there.

16         There's some specialized electrical hookups  
17 but it's a minor part of the design. So I want  
18 to be clear because as principal I scrimped and  
19 saved money and watched every single dollar of  
20 taxpayers' money and the idea that we would pour  
21 \$1 million of taxpayers' money or being part of  
22 that, Department of Ed doing that, is something  
23 that I absolutely would never have participated  
24 in as a principal.

25         The second thing I'll just say briefly is

1 while there's no constituency at this point  
2 for the middle school that ACTVF will be sharing  
3 the building with, I'm sure the same types of  
4 concerns are things that will be on people's  
5 minds. Dr. Composto and I sat in this  
6 auditorium it seems like just yesterday when we  
7 had a--not the people sitting here today but in  
8 fact half an auditorium of people who sat for  
9 hours even if, no, it wasn't an 9 through 14  
10 program at the time, just the idea of a 9 to 12  
11 program coming in the building raised tremendous  
12 sets of concerns rightfully around teenage  
13 pregnancy, drug use, safety.

14 And I just want to be really clear because  
15 it's important for me and my - - school  
16 community to make the record clear in terms of  
17 what's happened over the last five years here.  
18 I do not believe in anybody, for the presence of  
19 high school students in this building for the  
20 last five years, has negatively impacted sexual  
21 behavior on the part of middle school students.

22 It's certainly not had any impact on teenage  
23 pregnancy, on drug use and on safety. And on  
24 the safety issue I'll say we have not had a  
25 single, a single incident in which a high school

1 student has threatened physically or been  
2 physically aggressive with a middle school  
3 student, directed at that middle school student  
4 in the building. So--

5 [Applause]

6 MR. DUNETZ: Finally I, you know these  
7 things are never easy. Collocation is actually  
8 almost the norm in this city given that we've  
9 got buildings that were built for very different  
10 purposes. So I recognize the tremendous  
11 question it raises. I hope that we can see  
12 collocation if it is the direction that it goes  
13 in this building, not just as a thing we need to  
14 protect our students against, but as an  
15 opportunity for collaboration.

16 And I just wanted, again, so that we're  
17 clear on sort of how things work in terms of  
18 admissions policy. The District 30 preference  
19 was a question that came up five years ago when  
20 ACTVF was coming. And while the City was not  
21 willing to do a District 30 preference, as  
22 there's an ongoing, as I imagine right now, one  
23 thing that I said was the admissions policy is  
24 very clear.

25 Any student who comes to an open house gets

1 a preference. Our biggest feeder schools are  
2 in District 30. It's the district where the--  
3 largest sending district of any of the  
4 districts, we're 90% Queens as a school and  
5 there has been almost no students since we  
6 opened that simply showed up and signed in to a  
7 recruitment event who did not come into our  
8 school. And that includes anybody from IS.  
9 204.

10 [Applause]

11 Mr. DUNETZ: So I just wanted to be clear  
12 because I think there was an implicit--there was  
13 an implication in one of the earlier comments  
14 that there had been a conscious exclusion of  
15 students from I.S. 204. Any I.S. 204 student  
16 who walked down the stairs and came into this  
17 auditorium on any of the publicly announced  
18 dates that we had for open houses over the last  
19 five years, was accepted into the program. And  
20 if 50 more had come, 50 more would have come  
21 into the program. Thank you for the  
22 opportunities--

23 [Applause]

24 DR. COMPOSTO: Our next speaker is going to  
25 be Graziella Genna. Graziella, I apologize,

1 Graziella Genna.

2 MS. GRAZIELLA GENNA: I'd like to echo what  
3 Mark just said which is I toured the space.  
4 They may have spent a lot of money renovating  
5 this space but they did not spend a lot of money  
6 making it into a space that couldn't be used by  
7 another CTE program.

8 I estimate that there is approximately  
9 \$40,000 worth of investment in specific  
10 electrical equipment and in a very small grid  
11 that will be able to hopefully be reused by  
12 maybe not. Everything else I saw, every piece  
13 of furniture, every bit of electricity, every  
14 screen, would easily be reused by any high  
15 school program.

16 DR. COMPOSTO: Okay. Ms. Jillian, I'm  
17 sorry, you're up.

18 MS. JILLIAN ROLAND: Hello everyone. First  
19 of all I wanted to congratulate the high school  
20 that's currently here. It's a nice  
21 accomplishment that you're moving on.

22 But while a school which incorporates skills  
23 in an excellent addition to our community, for  
24 college-gearred classes in our workforce, I think  
25 the ability to house middle school students only

1 would be beneficial for the education of our  
2 young students so that they can gain confidence  
3 and continue their education in middle school  
4 and move onto a high school that's geared for  
5 them with their peers.

6 School sometimes is the only safe place for  
7 our kids. So to put them in a place where the  
8 age range is, you know, 11 years is a little bit  
9 unsafe which I feel like we should keep our  
10 priorities for the children being safe. And I  
11 hear so much stuff about the staff at ACTV, with  
12 the new school which is awesome but I'd like to  
13 add what are the benefits of the collocation for  
14 I.S. 204 students? I haven't heard anything  
15 about the high school coming in and the tech  
16 being here but what is the benefit to our middle  
17 school kids?

18 MS. LaMOUR: Is there a representative from  
19 that school here today? Then again we can't  
20 answer this. We're just parents.

21 MS. NORIS: I think we could go so far as to  
22 say there are no demonstrated benefits to I.S.  
23 204 in the educational impact statement. The  
24 only thing you could say is the DOE claims that  
25 there will be no negative impact but there area

1 certainly no benefits in this statement that  
2 say why it's going to be good for your school.

3 MS. ROLAND: And the last thing is we have  
4 been working hard on the PBIS for our middle  
5 school kids as a team, our entire staff, puts in  
6 several hours--

7 MS. LaMOUR: [Interposing] What's PBIS?

8 MS. ROLAND: Oh. It's a Positive Behavior  
9 System that we put in place for our kids. And  
10 we tried to make as many non-monetary items as  
11 possible and a lot of the kids want things  
12 within their school to enjoy their school such  
13 as, as was previously mentioned, movie themes,  
14 activities that they can share with their peers  
15 who also do the right thing. And that's, you  
16 know, unfortunately unavailable to us because of  
17 our space. So I think it would be, you know,  
18 something to consider. Thank you.

19 DR. COMPOSTO: Thank you Ms. Jill.

20 [Applause]

21 DR. COMPOSTO: Our next speaker will be Mr.  
22 Carmignani.

23 MR. CARMIGNANI: Thank you Dr. Composto. I  
24 wanted to follow up with some of the thoughts  
25 that were raised here. ACTVF, we wanted to

1 speak to how they got the space [phonetic] in  
2 terms of the request that Mr. Guyton had  
3 mentioned about District 30 preference was not  
4 referring to ACTVF. It was referring to the  
5 proposed new CTE School in I.S. 204. I just  
6 wanted to make that very clear.

7       Actually I spent time meeting with the  
8 principal of 204 on Monday as well as the  
9 administration of ACTVF and we talked  
10 extensively about collaborative engagement with  
11 that new middle school there and how that could  
12 possibly work where what Mr. Dunetz said, as it  
13 did here, it could happen over there.

14       Secondly, this idea of ACTVF moving, it  
15 could be a great thing. It would be great to  
16 have a robust conversation in the Hunters Point  
17 community to really look at what really should  
18 be done. Now as far as a new CTE school here in  
19 - - school, it's fair to say or at least I will  
20 say personally that we're willing to work with  
21 whatever happens. We're not going to be  
22 obstructionists.

23       We--however, however, what Ms. Lambos said  
24 on the SLT, those concerns are very, very valid.  
25 You know when I sat with Principal Leinsider on

1 Monday; we talked some numbers that were  
2 interesting. If you take all of the students  
3 who put 204 as their first choice who were  
4 turned away by 204 it's approximately 314  
5 students as a statistic known [phonetic], on  
6 collocation somewhere around 400. It seems to  
7 me that we were accommodating our middle school  
8 alone we would be able to accommodate those  
9 students.

10 Now if you take all of the students that put  
11 204 down, maybe second choice or third choice,  
12 in both the sixth and seventh grades, it goes up  
13 to 534. Now we're having conversations about  
14 overcrowded middle schools that we want to  
15 rezone, where we're going to tell families you  
16 go here. And here we have a school they want to  
17 come to.

18 And I feel, personally myself, I have to  
19 just say this because we don't have the new  
20 collocation yet. So we're not offending anymore  
21 on that. ACTV had their conversation and have a  
22 building that works for them. We're about 204  
23 having a building that works for them, not just  
24 204 we're talking about the District 30  
25 community, creating draw to this school in

1 District 30. So for me that is the first  
2 concern.

3       However if we don't get - - as several of my  
4 colleagues have mentioned, yes, a CTE school  
5 makes a lot of sense. We need them in the  
6 Borough of Queens. We only have four and we  
7 would like to see a preference for our District  
8 30 students because, again, we are elected to  
9 serve District 30, so that's the perspective  
10 that we come from. The first middle school is  
11 not--and let's, please, CTE School, that  
12 addresses District 30 needs would be--we would  
13 want--at least what I'm personally stating, I  
14 would love to see. Thank you.

15       [Applause]

16       MS. LaMOUR: I have to agree with Isaac and  
17 reviewing the proposals again here, it's Valerie  
18 speaking. It says impact of the future middle  
19 school students in District 30, this is page 6,  
20 and then it says this proposal is not expected  
21 to impact the admissions process at I.S. 204.

22       But this proposal clearly impacts the  
23 admissions process of I.S. 204 by not taking  
24 those students who want to come here. And as I  
25 recall, we're having a little spat with the DOE

1 on the other side of--of the district or at  
2 least in Astoria Park where the DOE is claiming  
3 that a public school is a public school and  
4 children who want to stay and be educated there  
5 need to stay there. And children who want to  
6 come to this school should be able to come here  
7 in this facility as per what it was build, a  
8 middle school.

9 So this is impacting the admissions process  
10 at I.S. 204 and I hope that the Panel sees that  
11 loud and clear. Also in the teacher--I'm sorry  
12 what was your name?

13 MS. GENNA: Graziella Genna.

14 MS. LaMOUR: Miss Graziella mentioned PBIS  
15 which is one of the special programs that they  
16 have here at the middle school that is also  
17 being affected by having a collocated school  
18 here because the children aren't able to enjoy  
19 the facilities to its full effect.

20 Being part of middle school, obviously, is  
21 not just coming to, you know, learn your algebra  
22 and your calculus. It's also art, math,  
23 extracurricular activities, and learning  
24 socialization and getting along with your peers.  
25 And that's something that hopefully the

1 Department of Education will look at.

2 This, if you are calling this building  
3 underutilized, the DOE is calling this building  
4 underutilized and that's why they're putting  
5 another school in here, but this school has  
6 proven that it could grow and can use its space  
7 and use it well and actually use it past 91%  
8 that you guys are saying, even though I know  
9 your numbers are wrong, are saying that the high  
10 school will take up. You guys could fill up  
11 this school with middle school students from our  
12 district, relieve some overcrowding in the other  
13 schools, and you would not be underutilizing  
14 this space.

15 I understand that collocation started  
16 because, you know, back in the day when I was  
17 20, 20-year olds we're--we weren't having babies  
18 any more like our parents and the school  
19 population was going down and we needed to use  
20 this space. Well now communities want to  
21 reclaim that space back and we could actually  
22 use that space so we should use this space for  
23 middle school. Thank you.

24 [Applause]

25 MS. NORIS: I would like to ask a very

1 specific piece of data be delivered to us.  
2 I'd like to know the number of students who  
3 requested to come to I.S. 204 who are not given  
4 a seat who as a result are currently attending  
5 an overcrowded middle school, a school that is  
6 overutilized, a school like 145. So could we  
7 please get those sent to our office tomorrow?

8 MS. LAMOUR: That would be a question for  
9 you Jillian.

10 MS. ROLAND: [Off mic answer] - - email - -  
11 I'll have to call you back.

12 MS. NORIS: Okay. That is a very specific--  
13 because I learned that tonight. That there are  
14 that many applicants that aren't being taken in  
15 the school. That affects this school. But we  
16 look out for the whole district. We have  
17 parents whose kids are being educated in the  
18 hallway.

19 It, you know, on the other side of the  
20 district who may have applied here and been told  
21 no and now they're going to continue to be told  
22 no, go sit in a hallway, get your SETS  
23 [phonetic], while we're going to put a new high  
24 school in here instead of using that magnet  
25 policy to fill this school. So if we could get

1 that.

2 DR. COMPOSTO: Well the speaker list is now  
3 exhausted. Again, we will--the many comments  
4 and feedback you may have at any time before the  
5 Panel for Educational Policy votes on this  
6 proposal at its March 20th meeting.

7 The email address and phone number where  
8 comments may be made are D30Proposals P-R-O-P-O-  
9 S-A-L-S, @SchoolsMS.NYC.GOV. Telephone number  
10 is (212) 374-7621. I want to take this  
11 opportunity to thank all the wonderful CEC, our  
12 great panelists here, all of our people who  
13 spoke, we truly appreciate it and of course of  
14 the Office of Portfolio and our security. This  
15 joint public hearing is now closed. Thank you  
16 and have a safe trip home.

17 [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

A handwritten signature in cursive script that reads "Laura L. Springate". The signature is written in black ink on a light-colored background.

Laura L. Springate

Date March 17, 20131  
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