Department of Education

Dennis M. Walcott
Chancellor

Revised Notice
May 26, 2011

The Proposed Co-location of Girls Preparatory Charter School (84M330) with East Side Community School (01M450) in Building M060

I. Description of the subject and purpose of the proposed item under consideration.

On January 21, 2011, the DOE issued an Educational Impact Statement ("EIS") describing a proposal to relocate Girls Prep middle school grades five through eight to building M060, located at 420-1 East 11th Street, New York, NY 10009 in Community School District 1. In M060, Girls Prep will co-locate with East Side Community School, (01M450, "East Side Community") an existing District 1 choice secondary school serving grades six through twelve. A "co-location" means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. On March 23, 2011, the Panel for Educational Policy (the "Panel" or "PEP") approved that proposal.

The DOE has now published a revised EIS and revised Building Utilization Plan ("BUP") in response to public comments on this and other proposals. The revisions to the EIS and BUP are described in detail in Section II below.

This revised notice also provides information about a joint public hearing that will take place regarding this proposal. The revised proposal will be subject to a vote by the Panel for Educational Policy ("PEP"), the date and location of which are set forth below.

As background to this proposal, on February, 24, 2010, the PEP approved a proposal for Girls Prep to expand the grades served to include middle school grades 6-8 in M188. A lawsuit prevented the implementation of this proposal, and Girls Prep middle school grades five and six were instead relocated to private space for 2010-2011. The lease on this space expires on June 30, 2011, and the building is slated for demolition.

Building M060 currently houses two schools. In 2009-2010, building M060 had a target capacity of 1,036 students, and a utilization rate of 94% of target capacity. East Side Community currently enrolls 599 students in sixth through twelfth grade. Ross Global Charter School (84M355, "Ross Global"), a DOE-authorized charter school, is also currently co-located in M060, with an enrollment of 396 students in Kindergarten through eighth grade. Thus, total current enrollment in M060 is 995 students, which would yield a utilization of 96%. Ross Global's current charter expires on June 30, 2011, and its application for a renewal of its charter beyond that date has been denied. Thus, at the end of the 2010-2011 school year, M060 will become under-utilized starting with the 2011-12 school year. The DOE is proposing to site Girls Prep middle school grades in this newly available District 1 space in order to maintain access to

a high quality K-8 school for female students in District 1.

Girls Prep Middle School currently enrolls 124 students in fifth and sixth grades. If this proposal were approved, in 2011-2012, Girls Prep would enroll approximately 190-200 fifth through seventh grades in M060. The school will expand by one additional grade in 2012-2013. At full scale, the fifth through eighth grades of Girls Prep would enroll 280-300 students in M060, resulting in total building enrollment of approximately 850-940 students and building utilization of 82-91% of target capacity.

II. Identification of all revisions, including substantial revisions to the item.

The Building Utilization Plan ("BUP") for this proposal, as originally published and approved by the Panel, has been revised in the following manner:

- The proposed shared space schedule on pages 11-12 has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal;
- Projected enrollments for the schools have been updated to reflect the most current available information and;
- The room allocation charts have been reformatted to make them easier to understand.

The EIS has been revised to reflect the changed BUP, and to reflect the most recently available enrollment projections for the schools to be co-location in M060 next year.

III. Summary of all public comment received to date.

Two joint public hearings regarding this proposal were held, one at East Side Community School on February 28 and one at Girls Preparatory Charter School on March 7. At the hearings, interested parties had an opportunity to provide input on the proposal. On February 28, approximately 40 members of the public attended the hearing and 18 people spoke. Present at the meeting were: Manhattan High School Superintendent Elaine Gorman; Girls Prep Middle Grades Acting Principal Ian Rowe, Lower Grades Principal Anne Lackritz, and Managing Director of Finance and Operations Christina Garcia-Coleman; East Side Community Assistant Principal Tom Mullen; Community Education Council ("CEC") 1 representatives Lisa Donlan, Latrina Miley, Edward Primus, Andrew Reicher, Doug Stern, and Daniel Becker; and New York City Councilmember Rosie Mendez.

On March 7, approximately 20 members of the public attended the hearing and nine people spoke. Present at the meeting were: District 1 Community School Superintendent Daniella Phillips; Girls Prep Middle Grades Acting Principal Ian Rowe, Lower Grades Principal Anne Lackritz, and Managing Director of Finance and Operations Christina Garcia-Coleman; Community Education Council ("CEC") 1 representatives Lisa Donlan, Latrina Miley, Andrew Reicher, Doug Stern, and Daniel Becker.

<u>The following comments and remarks were made at the joint public hearings:</u>

1. CEC 1 President Lisa Donlan spoke at the hearing:
    a. She stated that the proposal is acceptable on its face, given that Girls Prep is already expanding and Ross Global Academy will be leaving building M060.

b. She expressed the opinion that the DOE fails to plan for growth of schools and its capacity and utilization formulas do not provide adequate space for enrichment, support, and intervention services for all students.

c. She noted that no other school in District 1 has requested space, and Girls Prep has been "in line" for new space.

d. She asserted that Girls Prep got a C on its last report card, which was really an F, and it is ranked in the bottom 15th percentile [of all schools].

e. She asserted that Girls Prep and charter schools in general do not serve a proportional amount of highest needs students, including Special Education and English Language Learner populations.

f. She expressed the opinion that it is troubling the DOE gives public space to schools not serving highest needs students and not outperforming DOE schools.

g. She expressed the opinion that charter schools are based on business plans that are crafted according to the interests of the wealthy, and these plans are not easily accessible by the general public.

2. CEC 1 representatives Lisa Donlan and Latrina Miley expressed the opinions that:

   a. Charter schools lack transparency, oversight, and meaningful parental involvement, which is detrimental to education.

   b. Charter schools across the nation are plagued by negative issues that harm their students, and a study shows charter schools do not outperform district schools.

   c. The Building Utilization Plan attached to the proposal is arbitrary and was created in a vacuum. The CEC hopes the schools will form their own fair plan for both shared space and classroom allocation in cooperation with each other and create a meaningful synergy in their relationship.

3. CEC 1 representatives Daniel Becker and Andrew Reicher said diversity is meaningful to the CEC, so they want to know about the demographics of Girls Prep. They asked:

   a. What are the demographics of the school compared to District 1?

   b. What percentage of Girls Prep students are from District 1?

   c. What efforts are made to recruit within District 1?

   d. What percentage of Girls Prep students are English Language Learners?

   e. What efforts are made to recruit English Language Learners?

   f. What services are offered to English Language Learners?

   g. What percentage of Girls Prep students are Special Education students?

   h. What percentage are LRE [Least Restrictive Environment] versus MRE [More Restrictive Environment, SC [Self-Contained Special Class] versus CTT [Collaborative Team Teaching] versus SETSS [Special Education Teacher Support Services]?

   i. What efforts are made to recruit Special Education students?

   j. What services are offered to Special Education students in each of the Special

Education categories just listed?

k. What percentage of Girls Prep Students are housed in temporary housing or homeless shelters?

l. What efforts are made to recruit students who live in temporary housing or homeless shelters?

m. What services are offered to students in temporary housing and homeless shelters?

n. What percentage of Girls Prep students receive free or reduced lunch?

o. What efforts are made in District 1 to recruit and serve students receiving free or reduced lunch?

p. What is the ethnic/racial and academic level of students served at Girls Prep?

q. How all of these facts could be verified?

r. If parents, teachers, or students are unhappy with a decision or the outcome [at a charter school] what channels can they use to register their opinion or try to affect change?

s. Does Girls Prep have a School Leadership Team as other schools in District 1 do? How would this be addressed?

4. CEC 1 representatives Doug Stern and Daniel Becker asked several questions about parental involvement at Girls Prep, asserting that meaningful parental involvement creates benefits to students and education comparable to $1000 per child per year in spending:

   a. How does Girls Prep engage parents?

   b. Are parents on the Board of Directors?

   c. Are board meetings made public, and are parents notified in advance of the meetings?

   d. Are the board meetings easily accessible by parents?

   e. Are board meeting minutes made public and sent to parents?

   f. What role does the Parents Association play in setting agendas and making decisions about educational goals and priorities?

   g. What role does parent input play in programming and hiring or firing decisions?

   h. Relating to transparency and accountability, how does Girls Prep collect, report and verify data such as academic results, attrition and turnover rates, financial spending, and et cetera?

5. Girls Prep Director of Finance and Operations Christina Garcia-Coleman said Girls Prep has posted impressive academic results and wants to expand so the children currently at the school can continue to be served by Girls Prep. She asserted that a tremendous amount of time and energy have been spent to serve these purposes. Additionally, Girls Prep is eager to foster a working relationship with East Side Community which can serve as an example Citywide for how charter schools and DOE schools can create a positive

partnership. She said Girls Prep students are public school students because Girls Prep is a public school, and the students therefore should be served in public space.

6. East Side Community Assistant Principal Tom Mullen said his school is looking forward to being co-located with Girls Prep, and they seek to foster a positive relationship in contrast to the current negative relationship caused by the actions and attitudes of the school East Side Community is currently co-located with, Ross Global Academy. He expressed the opinion that Ross Global has operated with an attitude of arrogance, pushing his school around and not respecting that his school is one of the top schools in the City. He said they had started construction in the building without consultation with his school, and they consequently threw out thousands of dollars worth of East Side Community's equipment and materials. Also, he said, the leadership of Ross Global Academy stopped communicating with his school, referring any attempt to communicate to the charter school's board of directors. He said his interactions with Girls Prep to date have been positive, and he is optimistic about working with Girls Prep to share the building fairly.
7. A commenter said she believes in the school [Girls Prep], and it serves her daughters well, giving them an excellent education. She also said she looks forward to a positive relationship with East Side Community.
8. A commenter said she supports the proposal because Girls Prep has given her family access to excellent education, and she believes that she and other District 1 parents deserve this type of education.
9. A commenter said her child suffers from learning disabilities, but Girls Prep has worked extensively with her daughter to overcome the disabilities and become a successful student, which is why she supports the proposal.
10. A commenter said Girls Prep has helped her daughter do well in school despite her daughter initially not knowing much English. She said the principal of Girls Prep, Anne Lackritz, does a good job.
11. CEC representative Latrina Miley said her daughter used to attend Girls Prep and asserted that the school mismanaged her daughter's learning disabilities. She said the school once called 911 while her daughter was in a tantrum, though her daughter was only in kindergarten at the time. She said she has no respect for Girls Prep, and the DOE school her daughter is in now has served her daughter well, bringing her test grades up from 1s and 2s to 3s and 4s.
12. Multiple commenters said they have had a positive experience with Girls Prep and they love the school, which has helped them or their children to do very well academically.
13. A commenter said that not every school is right for every family, but Girls Prep has served her family well.
14. A commenter said Girls Prep has grown in its ability to serve students since the time that CEC representative Miley's child was at the school.
15. A commenter asked where people will be able to access the answers to the questions posed by the CEC.
16. CEC President Lisa Donlan said the CEC wants there to be transparency on behalf of Girls Prep, and she invites the families of Girls Prep to be involved in the District's

community, participating in the CEC's meetings and other activities.

17. A commenter said his school, East Village Community School, located in building M061 at 610 East 12th Street in Manhattan's District 1, is requesting that her school or one of the two other schools co-located in M061 be reconsidered for the re-siting in building M060. He said if they will not be reconsidered, they alternatively ask that a revision is made to the proposal to say that if the structural integrity of building M061 is compromised by a faulty foundation and possible existence of oil contamination under the school, East Village Community will be moved into building M060 instead of Girls Prep. He said that his school has already petitioned to move into building M060 because of overcrowding in their current location. He explained that the basis for this request is the possibility that instructional programming will be seriously threatened by the possible structural problems with and resulting repairs to their current building.

Summary of Issues Raised in Written and/or Oral Comments Submitted to the DOE

18. The Principal of East Village Community School, wrote to say she is requesting that her school or one of the two other schools co-located in M061 be reconsidered for the re-siting in building M060. She said if they will not be reconsidered, they alternatively ask that a revision is made to the proposal to say that if the structural integrity of building M061 is compromised by a faulty foundation and possible existence of oil contamination under the school, East Village Community will be moved into building M060 instead of Girls Prep. She wrote that her school has already petitioned to move into building M060 because of overcrowding in their current location. She explained that the basis for this request is the possibility that instructional programming will be seriously threatened by the possible structural problems with and resulting repairs to their current building.

19. A commenter said a charter school should not be put in a building where there are already schools operating. Instead, the existing schools should expand to offer new programs. The commenter expressed the opinion that hiring an entire, separate staff is a waste of money and resources, and asserted that instead of a charter school opening, if the principals and staff of the existing schools cannot handle the additional programs, someone should be hired to run them.

IV. Information regarding where the full text of the proposed item may be obtained.

The revised Educational Impact Statement ("EIS") and revised Building Utilization Plan ("BUP") can be found on the Department of Education's Web site:
http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/June2011Proposals

Copies of the revised EIS and revised are also available in the main offices of both Girls Preparatory Charter School and East Side Community School.

V. Submission of public comment.

Written comments can be sent to D01Proposals@schools.nyc.gov.
Oral comments can be left at 212-374-3466.

VI. The name, office, address, email and telephone number of the city district representative, knowledgeable on the item under consideration, from whom information may be obtained concerning the item.

Name: Yoo Jin Cheong
Office: Division of Portfolio Planning
Address: 52 Chambers Street, New York, NY 10007
Email: D01Proposals@schools.nyc.gov
Phone: 212-374-3466

V. Date, time and place of joint public hearings for this proposal.

The joint public hearings on this proposal were held on February 28, 2011 at East Side Community School and on March 7 at Girls Preparatory Charter School. The transcripts of these hearings are available at the following link:
http://schools.nyc.gov/community/planning/changes/manhattan/GirlsPrepMS

In addition, two joint public hearings will be held to gather community feedback:

June 13, 2011 at 6:00 p.m.
East Side Community School
420-1 East 11 Street,
New York, NY 10009

June 21, 2011 at 6:00 p.m.
Girls Preparatory Charter School
442 East Houston Street,
New York, NY 10002

Questions about the proposal should be directed as indicated in section VI. above.

Speaker sign-up will begin 30 minutes before the hearing and will close 15 minutes after the start. Interpretation services will be provided in Spanish. To request interpretation services in another language, please contact Ms. Cheong at the e-mail address or telephone number above.

VI. Date, time and place of the Panel for Educational Policy meeting at which the Panel will vote on the proposed item.

June 27, 2011 at 6:00 p.m.
High School of Fashion Industries
225 West 24th Street, New York, NY 10011