

Public Comment Analysis

Date: October 29, 2013

Topic: The Proposed Co-Location of New Public Elementary Charter School, Success Academy Charter School – New York 5 (84QTBD), with Existing Schools August Martin High School (27Q400) and Voyages Prep – South Queens Transfer High School (27Q261) in Building Q400 Beginning in 2014-2015

Date of Panel Vote: October 30, 2013

Summary of Proposal

On August 26, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) and Building Utilization Plan (“BUP”) describing a proposal to site the kindergarten through fourth grades of Success Academy Charter School – New York 5 (84QTBD, “SA – New York 5”) in building Q400 (“Q400”), located at 156-10 Baisley Boulevard, Queens, NY 11434 in Community School District 27 (“District 27”) beginning in the 2014-2015 school year. If this proposal is approved, SA – New York 5 will be co-located in Q400 with August Martin High School (27Q400, “August Martin”), an existing district high school that currently serves students in ninth through twelfth grade; Voyages Prep – South Queens Transfer School (27Q261, “Voyages South”), a new transfer high school opening in the 2013-2014 school year; and an Alternate Learning Center (88Q995, “ALC”), which provides an educational setting for students in grades nine through twelve who are on a Superintendent’s Suspension for up to one year. In addition, building Q400 houses the following Community Based Organizations (“CBOs”): Urban Arts, School Reform Initiative, Facing History and Ourselves, Organizing Youth, Impacting Neighborhoods (“OYIN”), TGB Elite, Public Color, Child Center, King of Kings, Young Men’s Leadership, Life Camp, Relationship Abuse Prevention Program (“RAPP”), and Counseling for Mediation Services (“CMS”).

On March 20, 2013, the Panel for Educational Policy (“PEP”) approved the proposal to open and co-locate Voyages South in the Q400 building beginning in the 2013-2014 school year. Voyages South currently serves 150 students throughout the year who are 16 years of age and older, and who have attended another New York City high school for at least one year. In 2014 – 2015, Voyages South will enroll approximately 180 – 220 students. In 2015 – 2016, Voyages South will complete its phase-in, reaching “full scale,” and serve approximately 230 – 270 students. Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to college. Students graduate with a high school diploma from the transfer school they attend.

SA – New York 5 has submitted a preliminary application for charter authorization from the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grades. This co-location proposal deals only with the kindergarten through fourth grades of SA – New York 5. Any future proposal to co-locate any other grade levels of SA – New York 5 would be addressed in a separate Educational Impact Statement (“EIS”) subject to another vote by the PEP. The proposal to open and co-locate SA – New York 5 in Q400 described in this EIS is contingent upon SUNY’s approval of SA – New York 5’s application for charter authorization. Only SUNY has the authority to approve or deny SA –

New York 5's application for charter authorization. If SUNY does not approve SA – New York 5's charter application, this proposal will be withdrawn. Should SUNY deny SA – New York 5's application, the DOE may propose an alternate use of space in Q400 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor's Regulation A-190. For the purposes of this proposal, it is assumed that SUNY will approve SA – New York 5's application.

SA – New York 5 will be operated by Success Academy Charter Schools ("SACS"), a charter management organization ("CMO") that currently operates 18 public charter schools in New York City, including six new public elementary schools starting in 2013-2014. The four SACS elementary schools that received a Progress Report for the 2011-2012 school year all received an overall grade of A.

If this proposal is approved, SA – New York 5 will open in the 2014 – 2015 school year and will serve 150 – 210 students in kindergarten and first grade, and the school will add one grade each year until it reaches full grade scale in 2017-2018. At that time, SA – New York 5 will serve approximately 420 – 570 students in kindergarten through fourth grade. In 2018 – 2019, when enrollment has stabilized, SA – New York 5 will serve approximately 450 – 600 students in kindergarten through fourth grade. The school will admit students via the charter lottery application process, with preference given to District 27 residents and siblings of current or accepted students.

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), building Q400 has a target capacity of 1,881 students. In 2013 – 2014, the building serves approximately 1,054 students, yielding a building utilization rate of 56%. This means that the building is "underutilized" and has space to accommodate additional students. In 2018-2019, once Voyages South and SA – New York 5 have reached full scale in the building, it is projected that there will be approximately 1,580 – 1,830 students served in Q400, thereby yielding an estimated building utilization rate of approximately 84% – 97%.

The details of this proposal have been released in EIS and BUP, which can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct30SchoolProposals>.

Copies of the EIS and BUP are also available in the main offices of August Martin, Voyages South, and the ALC.

Summary of Comments Received

A joint public hearing regarding the proposal was held at building Q400 on October 3, 2013. At this hearing, interested parties had an opportunity to provide input on the proposal. Approximately 45 members of the public attended the hearing, and 15 people signed up to speak. Present at the meeting were Tamika Matheson, High School Superintendent for Districts 15, 22, 23, 27, 30, and 32; District 27 Community Education Council ("CEC 27") President Joshua Hirschman; Citywide Council on High Schools ("CCHS") President Paola de Kock; CCHS Queens Representative Alleyne Hughley; August Martin School Leadership Team ("SLT") representative Principal Gillian Smith; Voyages South SLT representative Principal Christopher Losurdo; Council Member Ruben Wills; Community Board 12 Chairperson Adrienne Adams; James Dandeneau from the Office of Public Affairs; Rosalind Thomas from the Committees on Special Education; and Rebecca Rawlins and Dean Guzman from the DOE's Division of Portfolio Planning.

The following comments and remarks were made at the joint public hearing on October 3, 2013 on the proposal:

- 1) CEC 27 president Joshua Hirschman expressed opposition to all District 27 proposals and made the following statements:
 - a) He believes all proposals should be tabled until after the new mayoral administration has taken office.
 - b) The community sparsely attended the SACS application hearing and the community was not given enough lead time to attend.
 - c) He believes that the co-location of an elementary school with a high school is not ideal given campus safety issues at August Martin.
- 2) CCHS Queens Representative Alleyne Hughley expressed opposition to the proposal and made the following statements:
 - a) She believes that the principal at August Martin needs more time to progress before proposing another co-located school.
 - b) She believes co-locating SA – New York 5 will impact programming currently offered at August Martin.
 - c) She asked how programs can be provided in the school if SA- New York 5 takes space.
 - d) She is opposed to co-locating an elementary school with a high school.
- 3) CCHS President Paola de Kock expressed opposition to the proposal and made the following statements:
 - a) She believes the DOE should not let a politically connected charter chain take space in district high schools as they are short changed.
 - b) The application hearing for SA – New York 5 is for a kindergarten through fifth grade school, but this proposal is for a kindergarten through fourth grade school.
 - c) The city does not need to take away high school seats for elementary school seats.
 - d) She opposes the rationale of this proposal of adding charter elementary seats to the district.
 - e) She asks for the shared space plan from the BUP.
- 4) Councilman Ruben Wills expressed opposition to the proposal and made the following comments:
 - a) He does not understand why SACS is allowed to video record at the school when the DOE disallowed the recording of a program in progress at August Martin.
 - b) He stated that the DOE has intentionally made sure the public hearing was quiet.
 - c) He stated the admissions and enrollment not being affected is a lie.
 - d) He does not understand how the co-located schools will effectively share space.
 - e) He believes elementary school seats in a high school are not safe.
 - f) He stated that the DOE fights distance learning programs.
 - g) He believes the PEP voting procedure is a rubber stamp process.
- 5) Community Board 12 Chairperson Adrienne Adams made the following comments:
 - a) She stated that the DOE uses “under-utilized” incorrectly.
 - b) She stated that this proposal is an insult to the community.
 - c) She expressed opposition to sharing common spaces within a building, many of which are designed for a specific grade.
 - d) She expressed opposition to the Success Charter Network.
 - e) She believes the proposal is irresponsible and will potentially create a detrimental learning environment for all students involved.
- 6) Multiple commenters stated that they are alumni of the school, and that the school has done wonderful things for them.
- 7) Multiple commenters expressed their support for the current principal.
- 8) Multiple commenters expressed their support for the current programs offered at August Martin.
- 9) Multiple commenters stated that the new principal has a strong vision for the school and that they believe that under her leadership, the school will be able to grow and flourish.

- 10) Multiple commenters asked the DOE to give August Martin more time under the leadership of the new principal.
- 11) Multiple commenters expressed their opposition to charter schools in the community.
- 12) Multiple commenters stated that they feel their voice has not been heard throughout the A-190 process.
- 13) Multiple commenters expressed opposition to the proposal because they do not want to lose access to special programming in the building such as the culinary arts program.
- 14) Multiple commenters expressed opposition to having an elementary school co-located with two high schools.
- 15) Multiple commenters expressed concern over the safety of both elementary and high school students as a result of this co-location.
- 16) Multiple commenters expressed opposition to Success Academy Charter Network's inclusion in the District 27 community.
- 17) Multiple commenters expressed opposition to Mayor Michael Bloomberg's educational plans.
- 18) Multiple commenters questioned support provided by the DOE to August Martin.
- 19) Multiple commenters asked the DOE to give August Martin more financial resources.
- 20) Multiple commenters expressed the proposal is already a done deal and will automatically be passed by the PEP.
- 21) Multiple commenters expressed concerns over sharing current space in the building.
- 22) One commenter expressed opposition to the dismantling of August Martin's courtroom.
- 23) One commenter stated that Southeast Queens does not have a CTE school.
- 24) One commenter stated that the PEP voting location should be in Queens.
- 25) One commenter expressed concern over the DOE's methods of addressing schools and space utilization.
- 26) One commenter expressed concern about the specialty rooms not being considered in the building plans.

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

There was one written comment and no oral comments submitted to the DOE regarding this proposal.

- 27) Queens High School Presidents' Council submitted a letter requesting that the PEP vote against co-locations in Queens:
 - a. The letter asserted that co-locations are being rushed and do not adequately engage communities.
 - b. The letter expressed support for construction of new schools with additional seats.
 - c. The letter expressed concern that the cost of additional administrative staff for a new school takes funding and classrooms away from students.
 - d. The letter expressed concern that small schools have a limited number of academic and extra-curricular offerings.
 - e. The letter encouraged the DOE to assess the impact of co-locations on students.
- 28) Public Advocate Bill DeBlasio submitted a comment calling for a moratorium on all school closures and co-locations for this year.

Analysis of Issues Raised, Significant Alternatives Proposed and Changes Made to the Proposal

Comments 4(a) and 23 are unrelated to the proposal and thus do not require a response.

Comments 1(a), 17, and 27(a) concern the timing of this proposal and the fact that it would be implemented under a new Mayor.

This proposal represents a continuation of DOE's strategy to increase access to high quality schools in communities that need better options for the 2014-2015 school year.

This timeline is not new. The PEP already approved 23 proposals for September 2014 implementation during the May and June PEP meetings.

The development of 2014-2015 proposals reflects our extensive strategic planning to advance our proven strategy of bringing high quality district and charter schools online, as well as our desire to allow the maximum allotment of time for communities and educators to work towards their successful implementation.

Forward planning allots more time for:

- School/leaders to meet each other; and
- The Office of Space Planning to plan school placement and implement any needed facilities upgrades; and
- Charters to submit proposals for facilities matching; and
- Division of Facilities to review and conduct work on approved proposals.

Comment 27(b) questioned why additional school buildings could not be constructed, presumably as an alternative to the co-location in Q400.

While the DOE generally looks for opportunities to construct new buildings where needed, new construction would not be completed in time to serve as an alternative site to Q400 for the co-location proposed for 2014-2015.

Comments 3(a), 3(d), 5(b), 5(d), 11, and 16 express opposition to charter schools in District 27, generally, and express opposition specifically to SACS in District 27.

The DOE believes there is a need for increased options for students in Queens, including those students located in District 27. The DOE strives to ensure that all students in New York City have access to various educational options at every stage of their education. This proposal aims to provide a new option for these students.

The DOE believes in SACS's record of success and supports the permanent placement of a SACS charter school in District 27. SACS is a charter management organization that currently operates 18 public charter schools in New York City, including six new public elementary schools that will begin serving students in 2013-2014. SACS schools have a strong track record of academic achievement: each of the four SACS elementary schools that received a Progress Report in 2011-2012 earned an overall score of A. Furthermore, on the 2012-2013 New York State Exams, SACS demonstrated strong results in ELA, math, and science. The seven SACS schools with testing grades performed in the top 2% on the state math examination and in the top 7% on the state ELA examination. Additionally, 100% of SACS students who took the state science test passed the exam.

The co-location of a public charter school does not impact the resources available to other District 27 schools, other than by enrolling students who might have attended those schools. The DOE supports parent choice and is committed to providing different educational options to communities. Charter schools are also public schools, and thus represent a distinct alternative for parents who are not satisfied by the DOE options available.

Comments 6, 7, and 9 discuss the positive aspects of August Martin, their respective school leadership teams, and standing in the community.

The DOE acknowledges these comments and recognizes the collaborative role that parents and principals partake in developing schools. In addition, schools throughout the city are not just educational institutions, but rich and tight-knit communities. The DOE expects that all schools will be fully engaged with the community and will continue to play a vital role as an anchor for the community.

Comments 2(a) and 10 express confidence in the vision of the school's new principal and ask the DOE for additional time to allow the school to grow and flourish before implementing the proposal.

The DOE does not anticipate that this proposal will preclude the new leader from improving the learning environment at August Martin.

Comments 2(b), 4(f), 8, 13 state general support for programs offered by August Martin, and express concern that the co-location will impact August Martin's programs, including the culinary arts program.

As stated in the EIS, the proposed co-location is not expected to impact future student enrollment, instructional programming, or the admissions process for the schools currently co-located in the Building.

The DOE will continue to support the education students receive at August Martin. All schools receive support and assistance from their superintendent and Children First Network, a team that delivers operational and instructional support directly to schools.

Comment 2(c) and 25 concern the impact of this proposal on the space available to August Martin, Voyages South, and the ALC.

As stated in the EIS, Q400 has been identified as an under-utilized building and the building has capacity to accommodate August Martin, Voyages South, the ALC, and SA – New York 5. Q400 has the capacity to serve 1,881 students. In the 2013-2014 school year, the building is serving approximately 1,054 students, yielding a utilization rate of 56%. In 2018-2019, when SA - New York 5 and Voyages South are fully phased in the building, SA – New York 5 is projected to serve 450 – 600 kindergarten through fourth grade students, August Martin is projected to serve a total of 840 – 880 ninth through twelfth-grade students, the ALC is projected to serve a total of 60 – 80 ninth through twelfth-grade students, and Voyages South is projected to serve approximately 230 – 270 students in grades nine through twelve. Combined, there will be approximately 1,580 – 1,830 students served in Q400, which yields a projected utilization rate of 84%-97%.

Thus, there is sufficient space in Q400 to accommodate both Voyages South and SA – New York 5. Projected enrollment figures and anticipated utilization rates for Q400 are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2013-2014 budget register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

Further, if this proposal is approved, there will be sufficient space to accommodate August Martin, Voyages South, the ALC, and SA – New York 5 pursuant to the Citywide Instructional Footprint (the “Footprint”), throughout the period in which Voyages South and SA – New York 5 phases in. Please visit the DOE’s Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

Comment 3(b) expresses confusion over apparent inconsistencies regarding the grades that SA – New York 5 will serve, should the proposal be approved.

As described in the EIS issued on August 29, 2013, if this proposal is approved, SA- New York 5 will open in September 2014, serving 150-210 students in kindergarten and first grade, and will add one grade level each year until it serves approximately 450-600 students in kindergarten through fourth grade in the 2017-2018 school year.

SA – New York 5 has submitted a preliminary application for charter authorization from the State University of New York Trustees (“SUNY”) to serve students in kindergarten through fifth grades. This co-location proposal deals only with the kindergarten through fourth grades of SA – New York 5. Any future proposal to co-locate any other grade levels of SA – New York 5 would be addressed in a separate EIS subject to another vote by the PEP. The proposal to open and co-locate SA – New York 5 in Q400 described in this EIS is contingent upon SUNY’s approval of SA – New York 5’s application for charter authorization. Only SUNY has the authority to approve or deny SA – New York 5’s application for charter authorization. If SUNY does not approve SA – New York 5’s charter application, this proposal will be withdrawn. Should SUNY deny SA – New York 5’s application, the DOE may propose an alternate use of space in Q400 that involves a significant change in school utilization, which would be the subject of a future EIS in accordance with Chancellor’s Regulation A-190.

Comments 2(d) and 14 suggest that students of different grade levels should not be co-located in one building. Comment 5(e) expresses that the proposal will potentially create a detrimental learning environment for all students involved.

Due to space limitations, it is not unusual for varying grade levels to be co-located in a building together. There are successful examples of mixed grade co-located school buildings or campuses in New York City.

These examples include:

- The Julia Richman Educational Complex, which houses four small high schools, a K-8 school, and a District 75 program;
- Building M092 currently houses three schools: St. Hope Leadership Academy Charter School, a charter middle school serving students in grades fifth through eighth, P.S. 92, a district elementary school which serves students in grades K-5, and Democracy Prep Charter School, a charter middle school serving students in sixth through eighth grade;
- Building K324 currently houses three schools: M.S. 267, an existing middle school serving students in grades sixth through eighth, La Cima Charter school, a charter elementary school serving students in grades K-5, and Bedford Stuyvesant Collegiate, an existing charter secondary school, which is currently in the process of growing to serve students in grades 5-12. Members of the building council worked together to secure financing from KaBOOM to resurface the schoolyard and playground for all of the children at K324.

Comments 1(c), 4(e), and 15 relate to safety in Q400 if this proposal is approved.

Pursuant to Chancellor's Regulation A-414, every school/campus is mandated to form a School Safety Committee, which is responsible for developing a comprehensive School Safety Plan that defines the normal operations of the site and what procedures are in place in the event of an emergency. The School Safety Plan is updated annually by the Committee to meet the changing security needs, changes in organization and building conditions and any other factors; these updates could also be made at any other time when it is necessary to address security concerns. The School Safety Plan is evaluated by NYPD for certification. The Committee will also address safety matters on an ongoing basis and make appropriate recommendations to the Principal(s) when it identifies the need for additional security measures. Additionally, the Borough Safety Director will assist the campus principals with any safety concerns, internally and externally, and will provide additional support when available.

The Office of Safety and Youth Development ("OSYD") will regularly monitor the campus schools' DOE incident data and the NYPD building crime data for spiking trends. When there is evidence of spikes in incidents and crime, OSYD will schedule a review of the data with representatives from all the co-located schools and follow up with a safety walk or a full comprehensive safety assessment to identify areas of concern and re-establish safety and security systems for the campus, as appropriate. The DOE makes available the following supports to schools relating to safety and security:

- Providing "Best Practices Standards for Creating and Sustaining a Safe and Supportive School," as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children's First Network ("CFN") Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and

- Monitoring and certifying School Safety Plans annually.

Comments 4(d), 5(c), 21, and 27(e) express general concerns about co-locations and opposition to sharing space. Comment 3(e) asks for the shared space plan from the BUP.

Given the finite number of buildings available in New York City, the DOE attempts to use all of its school buildings as efficiently as possible. Co-location is the everyday experience of more than half the schools in New York City. Of all district schools, approximately two-thirds are co-located with another school, most with another district school. Less than one quarter of our buildings have a charter school in them. Co-locations allow us to use our limited facilities efficiently while simultaneously creating additional educational options for New York City families. This is necessary because we have scarce resources and a demand for more options. While they share common spaces like auditoriums, gymnasiums, and cafeterias, each school is allocated particular classrooms and spaces for its own students' use. In all cases, the Instructional Footprint is applied to both DOE and public charter schools to ensure equitable allocation of classroom, resource and administrative space.

The BUP details the number of class sections each school is expected to program each year through 2017-2018 and allocates the number of classrooms accordingly. The assignment of specific rooms and location for each in the building, including those for use in serving students with IEPs or special education needs, will be made in consultation with the Principals of each school and the Office of Space Planning if this proposal is approved. The BUP demonstrates that there is sufficient space in the building to accommodate the proposed co-location.

Additionally, the BUP sets forth a proposed shared space schedule for the co-located schools that is feasible and demonstrates that the co-located schools may be treated equitably and comparably in the use of shared spaces. The final shared space schedule will be collaboratively drafted by the Building Council if the proposed co-location is approved by the Panel for Education Policy.

The BUP can be found on the Department of Education's Web site:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/Oct30SchoolProposals>.

If conflicts emerge and progress is impaired, the Building Council will follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link:

<http://schools.nyc.gov/community/campusgov/KeyDocuments/CampusMemo.htm>.

Comments 5(a) and 25 raise questions regarding building utilization rates.

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's standards for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described earlier in this EIS, the DOE's utilization rates for the 2013-2014 school year and beyond are based on the 2011-2012 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

In 2013-2014, Q400 is serving 1,054 students, yielding a building utilization rate of 56%. This means that the building is "underutilized" and has space to accommodate additional students.

The most recent Underutilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf.

The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf.

Comment 4(c) relates to the co-location's effect on admissions and enrollment at the existing schools in the building.

As stated in the EIS, this proposal is not expected to impact current or future enrollment or instructional programming at any of the programs currently offered by Voyages South, the ALC, and August Martin, including the Aerospace and Technology Academy, the Communication Arts Academy, the Business and Law Scholars Academy, the Medical/Technical Academy, and the Culinary Arts Academy.

Nothing leads us to believe that the proposed co-location will impact August Martin or Voyages South's enrollment. The enrollment projections in the EIS are based on current enrollment at August Martin and Voyages South at the entry point grade level, and assume that the same number of students will age up and that there will be stable incoming enrollment at the entry point grade. As described in the BUP, in each year of the co-location August Martin will be allocated space in excess of its Instructional Footprint, with Voyages South also getting some space in excess of its Footprint over the course of the proposal. As such, August Martin and Voyages South have sufficient space to offer the programming they choose.

As also stated in the EIS, August Martin admits students through the Citywide High School Admissions Process through five admissions programs, and August Martin's admissions policies will not be impacted by this proposal. In addition to the High School Admissions Process, August Martin has traditionally

accepted over-the-counter (“OTC”) students and will continue to accept OTC students. Voyages South will continue to admit students through the transfer school admissions process.

Comments 1(b), 4(b) and 12 concern engagement with the District 27 community about this proposal.

The DOE is committed to engaging with the community for all proposals to implement a significant change in school utilization, as detailed in Chancellor’s Regulation A-190. Chancellor’s Regulation A-190 sets out the public review and comment process that the DOE undertakes with respect to all such proposals by the Chancellor, including co-locations. The DOE appreciates all feedback from the community regarding a proposal.

Engagement with the District 27 community began well before the EIS was posted; in June 2013, representatives from the Office of Portfolio Management communicated with the former CEC President and District 27 Superintendent about the proposal. In June, representatives from the DOE communicated by phone and email with the August Martin and Voyages South principals, network leaders, cluster points, and the District 27 Superintendent about posting a proposal for a new charter elementary school in Q400. Throughout July and August 2013, representatives from the Office of Portfolio Management continued to communicate with the District 27 Superintendent and new CEC about the proposal via email and phone. On September 26, 2013, representatives from the Office of Portfolio Management attended a meeting organized by the CEC to present and discuss the proposal for a new elementary school in Q400 with the CEC and community that were in attendance. When the EIS for this proposal was issued on August 29, 2013, the EIS was made available to the staff, faculty and parents at August Martin, Voyages South and CEC 6, on the DOE’s Web site, and in August Martin and Voyages South’s main office. In addition, the DOE dedicated a proposal-specific website, voicemail and email address to collect feedback on this proposal. Furthermore, all schools’ staff, faculty, and parent communities were invited to the Joint Public Hearing to provide further feedback.

Although the DOE recognized that some members in the community oppose this proposal, the DOE believes that, if this proposal is approved, the schools communities in Q400 will be able to create productive and collaborative partnerships.

In regards to comment 1(b) concerning the attendance and notification lead time for the charter application hearing for SA – New York 5 on September 25, 2013, the DOE notified CEC 27 of the hearing on September 19, 2013. The DOE is noticed on the requirement to hold these hearings by the authorizer and has 30 calendar days in which to hold all new charter application hearings in that notice. - The DOE holds new charter application hearings on the behalf of the authorizer. All public comments received during these hearings are directed to the authorizer, they are not to the DOE.

The DOE provides these hearing notices for CEC councils to distribute as they see fit. Some CECs forward to their list serves or send to every school in the district. The DOE also posts any charter school related hearings and dates on this website:

<http://schools.nyc.gov/community/planning/charters/CharterNotifications/default.htm>.

Comments 4(g) and 20 suggest a decision has already been made regarding this proposal.

While the DOE supports the proposed opening and co-location of SA – New York 5 in Q400, the DOE notes that no decision has been made on this proposal and will continue to collect public feedback on this

proposal before the PEP votes. Any proposed change to school utilization must go through the process outlined by Chancellor's Regulation A-190 and be approved by the PEP before it can take effect.

Comment 3(c) suggests that this proposal will lead to an enrollment reduction at August Martin.

As stated in the EIS, this proposal is for the co-location of SA – New York 5 in Q400. The DOE does not believe that the proposed co-location of SA – New York 5 will impact August Martin or Voyages South's enrollment or the grades served by the school.

Comment 18, 19, and 27(c) pertains to funding and support at August Martin.

The DOE funds schools through a per pupil allocation. That is, funding "follows" the students and is weighted based on students' grade level and need (incoming proficiency level and special education/ELL/Title I status). If a school's population declines from 2,500 to 2,000 students, the school's budget decreases proportionally—just as a school with an increase in students receives more money. Even if the Department of Education had a budget surplus, a school with declining student enrollment would still receive less per pupil funding each year enrollment falls. Between 2008-2009 and 2012-2013, August Martin's enrollment has declined by 289 students or 24%, which resulted in a decrease in Fair Student Funding.

Fair Student Funding (FSF) dollars – approximately \$5.0 billion in the 2012-2013 school year based on projected registers – are used by all district schools to cover basic instructional needs and are allocated to each school based on the number and need-level of students enrolled at that school. All money allocated through FSF can be used at the principals' discretion, such as hiring staff, purchasing supplies and materials, or implementing instructional programs. As the total number of students enrolled changes, the overall budget will increase or decrease accordingly, allowing the school to meet the instructional needs of its student population. In addition to the FSF student-need based dollars a school receives, all schools receive a fixed lump sum of \$225,000 in FSF foundation and \$50,000 in Children First Network Support to cover administrative costs.

As stated in the EIS, the proposed co-location is not expected to change the number of personnel positions assigned to August Martin and Voyages South, nor is it expected to significantly alter the duties of current staff at August Martin and Voyages South.

New administrative staff and non-pedagogical positions may be created at SA – New York 5 over the course of the school's phase-in. SA – New York 5 may hire additional teachers as each new grade is added. The precise number of positions needed for the 2014-2015 school year would be determined once annual enrollment projections are released in the Spring of 2014. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades.

As also stated in the EIS, no change in school supervisory or administrator positions at August Martin and Voyages South are expected as a result of this proposal. SA – New York 5 may hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

The DOE will continue to support the education students receive at August Martin. All schools receive support and assistance from their superintendent and Children First Network, a team that delivers operational and instructional support directly to schools.

Comment 22 and 26 concern the specialty rooms in building Q400.

There are 7 specialty rooms in Q400 which have been removed from the total rooms that can be allocated to schools for their footprints. Should the co-located schools have interest in using them, these rooms will be considered shared spaces and the building council and shared space committee would add them to its shared space schedule.

- These rooms include:
 - 3 Specialty Kitchen + Cafe (3 rooms)
 - 2 Aviation Rooms (2 rooms)
 - Draft Studio
 - Mock Court Room

Comment 24 suggests the PEP hearing location should be in Queens.

The PEP meeting schedule location rotates monthly across all five boroughs of New York City. The DOE also posts all PEP hearing locations and dates on this website:

<http://schools.nyc.gov/AboutUs/leadership/PEP/schedule/2013-2014/1314PEPCalendar.htm>.

Comment 27(d) relates to school offerings at small schools.

The central goal of the Children First reforms is simple: to create a system of great schools. Every child in New York City deserves the best possible education. This starts with a great school – led by a dedicated leader with a vision for student success.

To ensure that as many students as possible have access to the best possible education, under this Administration, New York City has replaced 140 of our lowest-performing schools with better options and opened 654 new schools: 478 districts schools, 3 District 75 schools, and 173 public charter schools. As a result, we've created more high-quality choices for families.

Further, a recently published report by MDRC found that our new, small schools, “which serve mostly disadvantaged students of color, continue to produce sustained positive effects, raising graduation rates by 9.5 percentage points. This increase translates to nearly 10 more graduates for every 100 entering ninth-grade student.”

There is more work to do, but the recently released MDRC report shows our policies are effective and serving those who matter most: our students.

Comment 28 states general opposition to the proposal. While some members of the District 27 community object to the possibility of co-locating SA – New York 5, the DOE is committed to providing a portfolio of high quality school options to students and families. The DOE strives to ensure that all students in New York City have access to a high-quality school in an appropriate environment at every stage of their education. This proposal aims to provide a new educational option in the Q400 building. The DOE believes that this proposal will not impact the ability of August Martin or Voyages South to continue providing educational opportunities for current and future students.



Changes Made to the Proposal

No changes have been made to the proposal.