



Public Comment Analysis¹

Date: October 11, 2013
Topic: The Proposed Co-location of a New District High School (19K764) with Multicultural High School (19K583), Academy of Innovative Technology (19K618), Brooklyn Lab School (19K639), and Cypress Hills Collegiate Preparatory School (19K659) in the Franklin K. Lane Campus
Date of Panel Vote: October 15, 2013

Summary of Proposal

On August 29, 2013, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to co-locate a new district high school (“19K764”) in the Franklin K. Lane Campus, Building K420 (“K420” or the “Lane Campus”), located at 999 Jamaica Avenue, Brooklyn, NY 11208 in the geographical confines of Community School District 19. 19K764 would be co-located in K420 with Multicultural High School (19K583, “Multicultural”), Academy of Innovative Technology (19K618, “Innovative Technology”), Brooklyn Lab School (19K639, “Brooklyn Lab”), and Cypress Hills Collegiate Preparatory School (19K659, “Cypress Hills Collegiate”). In addition, the Lane Campus houses a Living for the Young Family through Education (“LYFE”) program, an Air Force Junior Reserve Officers’ Training Corps program, a Young Adult Borough Center (19K501, “YABC”), and two community-based organizations (“CBOs”), Student Success Center and Cypress Hills Local Development Corporation (“CHLDC”). 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. The Panel for Educational Policy (“PEP”) will vote on this proposal on October 15, 2013.

Summary of Comments Received at the Joint Public Hearing

A joint public hearing regarding the proposal was held at the Franklin K. Lane Campus on September 30, 2013. At that hearing, interested parties had an opportunity to provide input on the proposal. Approximately 45 members of the public attended the hearing, and nine people spoke. Present at the meeting were Brooklyn High Schools Superintendent Karen Watts; District 19 Community Education Council (“CEC 19”) President Erica Perez, as well as CEC 19 members Courtney Gonzalez and Tonya Barrett; Multicultural School Leadership Team (“SLT”) representative, Principal Alexandra Hernandez; Innovative Technology SLT representatives, Principal Cynthia Fowlkes and Ms. Pegensteiner; Brooklyn Lab SLT representative Principal Piton Renel; Cypress Hills Collegiate SLT representative Principal Amy Yager; M. Lynch, a teacher of Innovative Technology; and Ken Cera, representing Citywide Council for High Schools (“CCHS”). Vicki Javier and Ashley Davies from Department of Education Division of Portfolio Planning were also present.

The following comments and remarks were made at the joint public hearing on September 30, 2013 on the proposal:

¹ This Analysis of Public Comments reflects those public comments received to date. The DOE will continue to accept public comments until Monday, October 14 at 6:00 p.m. If any additional comments are received, they will be addressed in an amended analysis.

1. Erica Perez, president of CEC 19 commented as follows:
 - a. The CEC opposes the proposal.
 - b. The building is oversaturated. The available space should be used to better accommodate the existing schools.
 - c. Additional funding should be used to bolster programming and sports programs in the existing schools.
2. Courtney Gonzalez, member of CEC 19, requested to be kept aware of proposals, and stated the CEC is available to listen to the community's concerns.
3. Michelle Neugebauer, Executive Director of CHLDC, stated that:
 - a. The CBO runs the student success center on campus.
 - b. If the DOE moves forward with the proposal, the new school should offer rigorous college readiness preparation, and should consider curricular programs such as Advanced Placement ("AP"), International Baccalaureate ("IB") courses, and 9th-grade remediation courses.
 - c. The new school should be a partner and collaborate with the CBO's parents and students.
4. A parent commented as follows:
 - a. She is concerned with the timing of the proposal as it was made public during the first week of school.
 - b. The Lane Campus is just beginning to get acclimated to a decrease in violence.
 - c. She is against the co-location proposal as the existing schools are still growing.
5. A staff member of CHLDC asserted that:
 - a. The North Shore Long Island Center has been on campus operating the health clinic since 1997.
 - b. Around the inception of the health clinic, the campus was much more violent.
 - c. There is a great need for mental and reproductive health services on campus. As such, more providers are needed.
 - d. Although it took a while to realize, there's finally a real sense of community on campus.
6. A staff member of CHLDC asserted that:
 - a. School culture has improved from five years ago. The schools have established a collaboration.
 - b. The CBO has worked hard to build a culture of community.
 - c. It has been only the second year without a phase-out proposal.
 - d. The new school should be amenable to being a partner.
7. A teacher from Innovative Technology stated that:
 - a. There are concerns with security on campus with students roaming the halls, and there should be additional funding to address this.
 - b. She believes having another school on campus will be a distraction.
 - c. The gym is overcrowded and the lunch lines in the cafeteria are long.
8. One commenter expressed general opposition to the proposal.
9. An Innovative Technology SLT member stated that:
 - a. She is disappointed with the proposal.
 - b. Students would have to share space in a building that is already programmed tightly.
 - c. Innovative Technology needs more space to accommodate computers.
 - d. DOE should enroll additional students in the existing schools, including in Innovative Technology, which received a B on its Progress Report.
 - e. The new school would negatively impact the existing schools.

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

No written or oral comments were received regarding this proposal.

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

Comments 1(b), 7(c), 9(b,c) relate to the availability of space on the Lane Campus and the allocation of shared space.

There are currently hundreds of schools in buildings across the city that are co-located; some of these co-locations are multiple DOE schools while others are DOE and public charter schools sharing space. The Citywide

Instructional Footprint (the “Footprint”) is the guide used to allocate space to all schools based on the number of class sections they program and the grade levels of the school. The number of class sections at each school are determined by the principal based on enrollment, budget, and student needs; there is a standard guideline of target class size (i.e., number of students in a class section) for each grade level. At the middle school and high school levels, the Footprint assumes every classroom is programmed during every period of the school day except one lunch period. The full text of the Instructional Footprint is available at http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

With respect to concerns that the Lane Campus is overcrowded, as indicated in the EIS, in 2013-2014, the building is projected to enroll approximately 1,480 students though it has a capacity of 3,001 seats, yielding a building utilization rate of only 49%. Furthermore, annual enrollment projections for each school as reported in the EIS indicate that, in the 2017-2018 school year, once 19K764 has fully phased-in, the utilization rate will only be 57%-63%. Moreover, the EIS reflects that once each school has received its baseline allocation of full size instructional rooms, and the rooms used as shared spaces or for building services are accounted for, 29 full-size rooms will remain to be allocated equitably between all school organizations. The DOE verified the amount of space available in the building through a walkthrough performed by the Office of Space Planning.

The assignment of specific rooms and locations for each school in the building, as well as the usage of shared spaces, will be made by the Office of Space Planning in consultation with the Building Council, which is comprised of the principals of each co-located school. The allocation of space for high schools requires schools to program their space for maximum efficiency. Thus, while a school may have a specialty classroom such as a science lab or a music room in its allocation, it is expected to use that room for other subjects if there is time available after all specialty classes are scheduled. It is up to school leaders to decide how best to program the space allocated to each school. If the Building Council is unable to resolve an issue, it should engage in the dispute resolution process outlined in the Campus Policy Memo, which is available at <http://schools.nyc.gov/community/campusgov>.

Comments 1(c) and 7(a) concern the availability of resources for DOE schools.

Most funding in schools’ budgets is allocated on a per pupil basis, based on the Fair Student Funding (“FSF”) formula. Schools receive additional funds for students with disabilities, English Language Learner students (“ELLs”), and those with other supplemental academic needs. If a school’s population declines, the school’s budget decreases proportionally—just as a school with an increase in students receives more money. Even if the DOE had a budget surplus, a school with declining student enrollment would still receive less per pupil funding each year enrollment falls. Please refer to the FSF Guide² and FY14 School Allocation Memoranda³ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes.

New schools are funded in the same manner as other schools: funding follows the students and is based on need (incoming proficiency level and special education/ELL/Title I status). While it is true that new schools receive start-up funding, the start-up funding they receive is an average of \$30,000 per year over the first five years for an elementary or middle school and \$34,000 for a high school. These annual amounts are not even large enough to cover the salary of a first year teacher.

Comments 4(c) and 9(d) state that the available space in the Franklin Lane campus should be utilized to increase the number of seats in the existing high schools.

The DOE closely monitors the need to create additional elementary, middle, and high school seats across the city. Demand for District 19 high schools is lower than the average for high schools in Brooklyn and across the city. For the 2012-2013 school year, District 19 high schools only received an average of 4.2 applications for each seat offered, as opposed to an average of 7 applications per seat across Brooklyn high schools, generally, and an average of 8.5 applications per high school seat Citywide. This is one indicator that District 19 needs additional high quality high school options, not just additional seats at existing schools.

² http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf

³ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf

In addition, as described above in the response to comments 1(b), 7(c), 9(b,c), there will be a substantial number of full-size instructional rooms in excess of all schools' baseline allocations of space even after 19K764 has completed its phase-in. Therefore, the proposal does not necessarily preclude the expansion of any of the existing schools.

Comments 3(c), 5(c, d), 6(a-d) concern the proposal's impact on the sense of community on campus, and request that 19K764 work collaboratively with the CBOs.

The DOE expects and anticipates that the new school and the other high schools and organizations in this building will work collaboratively to build a strong work relationship through the Building Council. As indicated in the EIS, the CBOs and other service providers currently located on the Lane Campus will continue to receive their respective current space allocations, and the proposal is not anticipated to impact the services provided by these groups. If disputes should arise, school leaders are encouraged to engage in the dispute resolution measures set forth in the Campus Policy memo available at:

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

Comments 1(a), 8, 9(a) express general opposition to this proposal.

The DOE acknowledges there is opposition to this proposal from some members of the community. However, this proposal is driven by the DOE's desire to more efficiently utilize its building capacity to serve students, and to provide high quality educational options for families.

Comments 4(b), 5(b), 7(a,c) concern the proposal's impact on campus safety and governance.

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. School leaders from 19K764 will join the School Safety Committee. 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 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.

In addition, as stated in the EIS, 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.

Comment 4(a) concerns the timing of the proposal's issuance.

Consistent with applicable statutes and regulations, the EIS was posted on the DOE's website on August 29, 2013, and distributed to the PEP, CEC 19, the impacted community boards, the community superintendent, the SLTs of the impacted school(s), the Citywide Council on English Language Learners, the Citywide Council on Special Education, and the Citywide Council on High schools. Hard copies of the EIS were also made available in the main offices of each of the impacted schools on the Lane Campus. In addition, a parent letter briefly describing the proposal, and notice of the joint public hearing were backpacked home to families shortly thereafter. The joint public hearing was held approximately one month after the commencement of the school year, and all impacted school communities were invited to attend.

Comment 3(b) encourages the new school to offer college readiness and 9th grade remediation courses, as well as Advanced Placement and International Baccalaureate courses.

If the proposal is approved, the new school will determine its programming based, in part, on the needs and interests of the students it serves.

Comments 2, 3(a), 5(a) do not directly relate to the proposal and do not require a response.

Changes Made to the Proposal

No changes have been made to this proposal.