

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Opening and Co-Location of a New Site of an Existing District 75 School P396K (75K396) with P.S. 181 Brooklyn (17K181) in Building K181 Beginning in 2015-2016**

#### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new site of P396K (75K396, “P396K”),<sup>1</sup> an existing District 75 school,<sup>2</sup> in building K181 (“K181”), to be called “P396K@K181,” beginning in the 2015-2016 school year. K181 is located at 1023 New York Avenue, Brooklyn, NY 11203 in Community School District 17 (“District 17”). If this proposal is approved, P396K@K181 will serve middle school students, and will be co-located with P.S.181 Brooklyn (17K181, “P.S.181”), an existing zoned school serving students in kindergarten through eighth grades and offering a pre-kindergarten program.<sup>3</sup> 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.

Based on a projected increased need for District 75 seats, the District 75 Placement Office is seeking to increase its capacity to serve students who have been classified as having autism, intellectual disabilities and/or multiple disabilities within Brooklyn, and offer District 75 middle school students who reside in District 17 a program placement that is within their school community and potentially closer to their home. Since the 2011-2012 school year, District 75 enrollment has grown by over 1,300 students. Approximately 500 eligible District 75 students who live within the geographical confines of District 17 currently must travel outside of the district to attend a District 75 program. Additionally, there is currently only one District 75 middle school program located within District 17. Thus, the DOE has identified a need for additional District 75 seats in District 17. If this proposal is approved, the DOE will open a new site for an existing District 75 school, P396K, beginning in the 2015-2016 school year. P396K@K181 will serve a range of students across grades six through eight who are classified as autistic, intellectually disabled or multiply disabled under an Individualized Education Program (“IEP”). P396K@K181 is projected to serve eight sections of students in self-contained sections in 12:1:4, 12:1:1, 8:1:1, or 6:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services, and are referred to District 75 during a period that extends into summer. Students may be served in this program throughout the course of their education. K181 also houses an Adult and Continuing Education program that operates after school hours. This proposal is not expected to impact the continued siting of that program in K181.

If approved, this proposal will add approximately 48-96 District 75 self-contained seats in K181 for District

<sup>1</sup> P396K currently serves students at three sites: (1) Building K396, located at 110 Chester Street, Brooklyn, NY 11212; (2) Building K289, located at 900 St Marks Avenue, Brooklyn NY, 11213; and (3) Building K327, located at 111 Bristol Street, Brooklyn, NY 11212. This proposal is not anticipated to have an impact on 75K396’s other sites.

<sup>2</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>3</sup> Pre-kindergarten is a program that can be offered either half-day or full-day and is subject to funding and demand.

75 middle school students who are classified as autistic, intellectually disabled or multiply disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn and to increase access to such programs in District 17 in particular.

Extensive public engagement was conducted by the DOE in the course of creating this proposal which included:

- Meeting with members of the District 17 Community Education Council (“CEC 17”) on October 21, 2014 to discuss district-wide needs, particularly the need for additional District 75 seats to meet students’ needs.
- Convening a Community Needs Assessment Forum on November 13, 2014 which included representatives from elected officials, Brooklyn CECs and District Presidents Councils at which District 17 planning needs and priorities in Brooklyn were discussed, including the need for additional District 75 programs.
- Meeting with members of the P.S. 181 School Leadership Team on December 17, 2014 to discuss the need for additional District 75 programs in District 17 and a potential proposal for a new District 75 program in K181. The District 17 Superintendent as well as representatives from CEC 17 and the Citywide Council on District 75 were also in attendance.
- Conducting a walkthrough of K181 with DOE Senior Leadership on January 5, 2015. On that day, DOE leadership members met with the principal and School Leadership Team members of P.S. 181, and a CEC 17 representative to further discuss the proposal, listen to questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy (“PEP”).

The DOE will offer other public engagement opportunities following this posting including:

- A joint public hearing to be held at K181. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal and before 6 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-0208 or emailing to [D17Proposals@schools.nyc.gov](mailto:D17Proposals@schools.nyc.gov). All comments received before 6 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in an analysis of public comment which is made available to the public after 6 p.m. on the day before the PEP meeting.
- A PEP meeting at which PEP members will vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal.
- Dates of the upcoming joint public hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/February2015SchoolProposals>.

According to the 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”), K181 has a target capacity to serve 1,358 students. (The concept of “target capacity” is explained below in Section II).

During the 2014-2015 school year the building is serving 984 students,<sup>4</sup> yielding an estimated building utilization rate of 72%.<sup>5</sup> This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.<sup>6</sup> If this proposal is approved, P396K@K181 will open in September 2015 serving eight self-contained sections of middle school students, for a total of approximately 48-96 students. Therefore, it is projected that there will be approximately 989-1,127 students served in K181, yielding an estimated building utilization rate of 73%-83%. If this proposal is approved, there will be sufficient space in K181 to accommodate P.S.181 and P396K@K181.

## II. Proposed or Potential Use of Building

According to the Blue Book, K181 has a target capacity of 1,358 students. During the 2014-2015 school year the building is serving 984 students, yielding a building utilization rate of 72%. This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.

If this proposal is approved, P396K@K181 will open in September 2015 serving eight self-contained sections of middle school students, for a total of approximately 48-96 students.<sup>7</sup>

The current and proposed grade spans for P396K@K181 and P.S.181 over a two-year period are indicated in the chart below:

DBN	School Name	2014-2015	2015-2016
17K181	P.S. 181 Brooklyn	K-8 <sup>8</sup>	K-8
75K396	P396K@K181	-	6-8

The total current and projected student enrollment for P396K@K181 and P.S.181 over a two-year period, as well as the current and projected building utilization rates, are indicated in the chart below:

<sup>4</sup> Based on the 2014-2015 Unaudited Register as of October 31, 2014.

<sup>5</sup> All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Unaudited Register as of October 31, 2014. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>6</sup> The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on December 27, 2013. The memo can be accessed at: [http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314\\_12272013\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf).

<sup>7</sup> The enrollment projections for P396K@K181 are based on the planned number of District 75 sections in K181.

<sup>8</sup> P.S.181 also offers two full-day sections of pre-kindergarten.

DBN	School Name	2014-2015 Unaudited Register	2015-2016 Projected Enrollment
17K181	P.S. 181 Brooklyn	984 <sup>9</sup>	941 - 1,031
75K396	P396K@K181	-	48 - 96
<b>Total Building Enrollment</b>		984	989 - 1,127
<b>Utilization</b>		72%	73% - 83%

If this proposal is approved, there will be approximately 989-1,127 total students served in K181 beginning in the 2015-2016 school year. The projected utilization rate for K181 as a result of this proposal will be approximately 73% - 83% in 2015-2016, indicating that there is sufficient space to accommodate P396K@K181 in the building.

As described in more detail in the Blue Book, which is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>, 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 goals 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 2013-2014. As described above, the DOE's projected utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 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 2015-2016 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 will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity will 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 will decrease.

There are currently no other proposed uses or plans for K181. Any future significant changes to school utilization in K181 may be proposed in a future EIS, if one is required pursuant to Chancellor's Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.

<sup>9</sup> Unaudited Register includes students enrolled in pre-kindergarten program

### III. Impact of the Proposal on Students, Schools, and the Community

#### A. Students

##### *Impact on Students Currently Attending P.S.181*

The proposed co-location of P396K@K181 is not expected to impact current student enrollment or instructional programming at P.S.181.

P.S.181 serves students in kindergarten through eighth grades and offers two full-day sections of pre-kindergarten.

P.S.181 serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”), Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). P.S.181 will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at P.S.181 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S.181 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S.181 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in K181 during and after the school day:<sup>10</sup>

- **Special Programs:** Supplementary Education Program, TOAST/Afterschool Corporation, Cool Culture, Cook shop for families, Learning Leaders Parent Volunteers, Cornell.
- **Academic Opportunities:** Regents Classes: Earth Science, Integrated Algebra; Language Classes: Spanish
- **Extra-curricular Activities:** Pre-Kindergarten Family Literacy Program, School Chorus, Arts Assembly Programs, Dance
- **Partnerships:** Girl Scouts, United States Tennis Association, NBA Fit
- **Athletics & Fitness:** Public Schools Athletic League (PSAL), CHAMPS Middle School Sports & Fitness: Step, Flag -Football, Boys and Girls Basketball.

P.S.181 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposed co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

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<sup>10</sup> According to the District 17 Middle School Directory ([http://schools.nyc.gov/NR/rdonlyres/FDC1C1FC-2132-4A54-A665-257C3760E817/0/D17\\_1029.pdf](http://schools.nyc.gov/NR/rdonlyres/FDC1C1FC-2132-4A54-A665-257C3760E817/0/D17_1029.pdf)), the school’s website, and school-reported data as of January 7, 2015.

### *Impact on Future Elementary School Students in District 17*

This proposal is not expected to impact the elementary admissions process at P.S.181. In addition, the DOE does not anticipate that this proposal will significantly impact elementary enrollment at P.S.181. P.S.181 will continue to give priority to students who live in its zone for elementary school, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, a Non-Public School Placement, or specialized programs,<sup>11</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive

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<sup>11</sup> Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELLs will also be admitted to elementary schools in the same manner as their peers who are not ELLs. Any students requiring ELL services will continue to receive appropriate services at P.S.181.

### *Impact on Future Middle School Students in District 17*

This proposal is not expected to impact the middle school admissions process at P.S.181. In addition, the DOE does not anticipate that this proposal will significantly impact middle school enrollment at P.S.181. P.S.181 currently admits students sixth-grade through the middle school application process using an unscreened admissions method, with a priority to continuing 5<sup>th</sup> grade students, then to students residing in the K181 zone, then to students and residents of District 17. Students zoned to P.S. 181 may also apply to a range of programs provided on the application, described in more detail below.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year was in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a "new schools" application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also

ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELLs are admitted to middle school in the same manner as their peers who are not ELLs. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

### *Enrollment Impact for Over-the-Counter (“OTC”) Students*

P.S.181 also admits students through the OTC admissions process. This proposal is not expected to impact the placement of those students in K181.

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;<sup>12</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When an eligible middle school student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

### *Impact on the Pre-Kindergarten Program*

This proposal is not expected to impact the pre-kindergarten program at P.S.181. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S.181 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor’s Regulation A-101. Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-k, residing in the district, and residing in the borough.

### *Impact on Future District 75 Students*

If approved, this proposal will add approximately 48-96 District 75 self-contained seats in K181 for District 75 middle school students who are classified as autistic or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn and for such programming in District 17 in particular.

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<sup>12</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

P396K@K181 will admit future students in a manner consistent with current District 75 enrollment procedures. Students will be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their middle school education. Should future students require inclusion programming, the District 75 office will work with the families to provide the appropriate district placement for each student. P396K@K181 is expected to serve students in a 6:1:1, 8:1:1, 12:1:4, or 12:1:1 setting. For additional information about District 75 programs, please visit the DOE's website at: <http://schools.nyc.gov/Offices/District75/default.htm>.

### *Impact on Adult and Continuing Education Program*

K181 also houses an Adult and Continuing Education program, which operates in the nighttime, after schools hours. This proposal is not expected to impact the continued siting of this program in K181.

## **B. Schools**

If this proposal is approved, there will be sufficient space in K181 to accommodate P.S.181 and P396K@K181 pursuant to the Footprint. Please visit the DOE website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint\\_91114newlogo.pdf](http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.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 a representative from the Office of Space Planning and representative from the principal

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are Self-Contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each Self-Contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve the Footprint assumes that students move from class to class and that rooms should be programmed at maximum efficiency. The Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each Self-Contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated room. Principals are asked to program their schools efficiently so that rooms can be used for multiple purposes throughout the course of the school day.

According to a building walkthrough completed on December 15, 2014 by a representative of the Office of Space Planning, K181 has a total of 59 full-size rooms, 14 half-size rooms, 4 quarter-size rooms, and 5.0 full-size equivalent ("FSE") rooms of designed administrative space. K181 has the following shared spaces: an auditorium, gymnasium, library and cafeteria. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The teachers' cafeteria occupies 1 full-size space
- The custodian's office occupies 1 half-size space
- The school safety office occupies 1 half-size space
- The nurse's office occupies 0.5 FSE of designed administrative space
- The school based support team occupies 0.5 FSE of designed administrative space

Excluding the spaces outlined above, K181 has a total of 58 full-size rooms, 12 half-size rooms, 4 quarter-size room, and 4.0 FSE to be used by P.S.181 and P396K@K181 during and after the proposed opening and co-location of P396K@K181. Both schools will receive at least their baseline footprint allocation in K181.

P.S. 181 is currently using 58 full-size, 12 half-size, 4 quarter-size, and 4.0 FSE of designed administrative space. In the current school year, P.S. 181's baseline instructional footprint allocation is 43 full-size, 8 half-size and 6.0 FSE of administrative space. P.S. 181's allocation of administrative space is comprised of 4.0 FSE of designed administrative space, and 2 full-size rooms. Thus, P.S. 181's baseline instructional footprint allocation consists of 45 full-size rooms, 8 half-size rooms, and 4.0 FSE of designed administrative space.

This means that there are 13 full-size rooms, 4 half-size rooms, and 4 quarter-size rooms remaining in K181 in excess of P.S. 181's baseline footprint.

To take a conservative approach for space planning purposes, DOE has assumed that P396K@K181 will serve 48-96 students who will require 12:1:1 sections<sup>13</sup>. Therefore, P396K@K181 has a baseline instructional footprint allocation of 9 full-size rooms, 2 half-size room, and the equivalent of 1.5 FSE of designed administrative space, to be comprised of 1 full size room and 1 half-size room, for a total allocation of 10 full-size rooms and 3 half-size rooms for instructional and administrative purposes. If P396K@K181 has a smaller adjusted footprint based on student classroom assignments under their IEPs, any excess space will be allocated equitably between the schools by the Building Council.

There is sufficient space in K181 to accommodate P.S.181 and P396K@K181. The baseline allocations of full-size rooms are detailed in the chart below:

**Baseline Footprint Allocation for Full-Size Spaces**

DBN	School Name	2014-2015	2015-2016
17K181	P.S.181	45	45
75K396	P396K@K181	N/A	10

<b>TOTAL</b>	<b>45</b>	<b>55</b>
<b>ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>	<b>13</b>	<b>3</b>

The Building Council will determine the equitable distribution of excess rooms among proposed schools in the building as described below. There will be sufficient instructional and administrative space in K181 for P.S.181 and P396K@K181.

<sup>13</sup> 12:1:1 self-contained sections are typically served in full-size rooms

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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. In addition, the Office of Space Planning would work with the schools in K181 to ensure a smooth transition, if necessary, of any rooms currently being used above P.S. 181's baseline footprint allocations.

### *Building Safety and Security*

If this proposal is approved, P.S.181 and P396K@K181 will develop a safety and security plan for K181 prior to the first day of school in September 2015.

The DOE makes available the following supports to schools around safety and security:

- Best Practice 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 New York Police Department),
- Technical assistance when incidents occur via the Borough Safety Directors,
- Professional development and support to Children's First Network Safety Liaisons,
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

## **C. Community**

The proposed co-location of P396K@K181 is intended to meet the increased demand for District 75 self-contained middle school seats in District 17. Since the 2011-2012 school year, District 75 enrollment has grown by over 1,300 students. Approximately 500 eligible District 75 students who live within the geographical confines of District 17 currently must travel outside of the District to attend a District 75 program. Additionally, there is currently only one District 75 middle school program located within District 17. Thus, the DOE has identified an additional need for District 75 seats in District 17.

K181 in District 17 is under-utilized and has space to accommodate additional students. The DOE strives to ensure that all families have access to schools that meet their children's needs. To this end, the DOE is proposing to utilize the excess space at K181 for P396K@K181 to ensure that more District 17 students recommended for placement in a District 75 school can attend school in their home district.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K181. This proposal is also not expected to impact the accessibility of K181, which is partially accessible.

## IV. Enrollment, Admissions, and School Performance Information

### *P396K@K181*

#### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions after proposed co-location of P396K@K181</b>	<b>Grades 6-8:</b> Placement based on individual student needs/recommended special education services

#### Enrollment Data<sup>14</sup>

<b>P396K@K181</b>	<b>Total Enrollment</b>
2014-2015 (Unaudited Register)	-
2015-2016 (projections)	48-96

#### Demographic Data<sup>15</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	99%
Percentage of ELLs	18%
Percentage of Students Eligible for Free or Reduced Lunch	72%

#### School Performance Data

<b>75K396</b>	2011-2012	2012-2013	2013-2014
<b>School Performance and Progress</b>			
Quality Review Score <sup>16</sup>	N/A <sup>17</sup>	N/A	Proficient

<sup>14</sup> P396@K181 is not placed in K181 for the 2014-2015 school year, therefore there is no existing enrollment in the building. The 2015-2016 enrollment projections for P396K@K181 are based on the planned number of sections in K181.

<sup>15</sup> Demographic data for P396K@K181 is not site specific and represents program P396K as a whole.

<sup>16</sup> For more information about Quality Reviews, please visit the DOE website at:

<http://schools.nyc.gov/Accountability/tools/review>.

<sup>17</sup> Not all schools receive a Quality Review every year.

75K396	2011-2012	2012-2013	2013-2014
<b>Performance Data<sup>18</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>19</sup>	85%	81%	84%
<b>2013-2014 State Accountability Status</b>	N/A <sup>20</sup>		

### *P.S.181*

#### Admissions Data

<b>Current Admissions</b>	<p><b>PK:</b> Standard universal pre-kindergarten admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grades 6-8:</b> Priority to zoned and continuing 5th grade students; Middle School Admissions Process</p>
<b>Admissions after proposed co-location of P396K@K181</b>	<p><b>PK:</b> Standard universal pre-kindergarten admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grades 6-8:</b> Priority to zoned and continuing 5th grade students; Middle School Admissions Process</p>

#### Enrollment Data<sup>21</sup>

17K181	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2014-2015 (Unaudited Register)	33	93	111	121	109	118	120	96	104	79	984
2015-2016 (projections)	36	90-100	90-100	105-115	115-125	105-115	115-125	95-105	90-100	100-110	941-1031

<sup>18</sup> Performance data is not available for P396K, because it is an alternate assessment school.

<sup>19</sup> School reported data

<sup>20</sup> This status is determined by the New York State Education Department under the New York State waiver for the No Child Left Behind Act. District 75 schools do not receive a State Accountability Status categorization. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>21</sup> All figures are from the 2014-2015 Unaudited Register as of October 31, 2014.

### Demographic Data<sup>22</sup>

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	14%
Percentage of ELLs	9%
Percentage of Students Eligible for Free or Reduced Lunch	64%

### School Performance Data

P.S. 181	2011-2012	2012-2013	2013-2014
<b>School Quality</b>			
Quality Review Score	Developing	N/A <sup>23</sup>	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	16%	16%
Math % Proficient (Levels 3 and 4)	55%	15%	14%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94%	92%	93%
<b>State Accountability Status</b>	14-15 Good Standing		

## V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at P.S.181 in K181.

P396K@K181's basic operating budget will be determined by application of the District's Methodology and Management Matrix. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. Most funding in schools' budgets is allocated on a per pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

<sup>22</sup> All figures are as a percentage of total students from the 2014-2015 Unaudited Register, as of October 31, 2014.

<sup>23</sup> Not all schools receive a Quality Review every year.

Please refer to the FSF Guide<sup>24</sup> and FY15 School Allocation Memoranda<sup>25</sup> 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 at P396K@K181's. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

## VI. Effect on Personnel Needs, Administration, Transportation and Other Support Services

### A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to P.S.181, nor is it expected to significantly alter the duties of current staff at P.S.181.

P396K@K181 will likely hire additional staff – teachers and paraprofessionals – in advance of the program's opening in K181, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. The precise number of positions needed for the 2015-2016 school year will be determined once District 75 placements are made in the spring of 2015.

### B. Administration

No change in school supervisory or administrator positions at P.S.181 are expected as a result of this proposal.

P396K@K181 may hire school supervisors and/or administrative personnel to accommodate the opening of P396K@K181 in September of 2015.

### C. Transportation

Transportation will continue to be provided according to Chancellor's Regulation A-801: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation schedule of P.S.181.

### D. Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

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<sup>24</sup> The FSF Guide is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf).

<sup>25</sup> The FY15 School Allocation Memoranda is available at: [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam33.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.pdf).

## VII. Building Information

<b>Building</b>		K181
<b>Type of Building</b>		PS
<b>Year Built</b>		1922
<b>Overall BCAS rating</b>		2.19
<b>2013-2014 Blue Book Target Building Utilization</b>		77%
<b>2013-2014 Blue Book Target Building Capacity</b>		1,358
<b>FY 2014 Maintenance Costs</b>	<b>Labor</b>	\$42,197
	<b>Materials</b>	\$24,003
	<b>Maintenance, repair, and service contracts</b>	\$124,561
	<b>Custodial operations costs—Materials</b>	\$5,528
	<b>Custodial operations costs—Custodial Allocation</b>	\$228,860
<b>FY 2014 Energy Costs</b>	<b>Electric</b>	\$226,679
	<b>Gas</b>	\$93,047
	<b>Steam</b>	n/a
	<b>Oil</b>	\$41,359
<b>Projects completed during the current or prior school year</b>		Windows/Roof
<b>Projects proposed in the capital plan</b>		Playground Redevelopment
<b>Accessibility of the building</b>		Partially Accessible
<b>Building attributes</b>		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab