

EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Co-location of New District High School (27Q314) with Existing Schools J.H.S. 226 Virgil I. Grissom (27Q226), J.H.S. 297 Hawtree Creek Middle School (27Q297), and P.S. Q233 (75Q233@Q226), a District 75 School in Building Q226 Beginning in the 2014-2015 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate a new district high school, 27Q314, that will serve students in grades nine through twelve, in building Q226 (“Q226”), located at 121-10 Rockaway Boulevard, Queens, NY 11420 in Community School District 27 (“District 27”), beginning in the 2014-2015 school year.¹ 27Q314 will be co-located in Q226 with J.H.S. 226 Virgil I. Grissom (27Q226, “J.H.S. 226”), an existing middle school serving students in grades six through eight, J.H.S. 297 Hawtree Creek Middle School (27Q297, “J.H.S. 297”), a new middle school that opened in September 2013 and will serve students in grades six through eight when it reaches full scale in 2015-2016, and P.S. Q233@Q226 (75Q233@Q226, “P233@Q226”), one site of an existing multi-site District 75 (“D75”) school serving students in grades six through eight.^{2,3}

On March 20, 2013, the Panel for Educational Policy (“PEP”) approved the proposal to co-locate J.H.S. 297 in Q226 beginning in the 2013-2014 school year. J.H.S. 297 currently serves sixth grade and will add one grade per year until the school has reached full scale and serves students in sixth through eighth grade in 2015-2016. J.H.S. 297 will grow to serve approximately 315-345 students in sixth through eighth grade in the 2015-2016 school year. J.H.S. 297 currently admits students through the District 27 Middle School Choice Process, using a limited unscreened admissions method, offering priority to students living in the Q226 zone. The Educational Impact Statement (“EIS”) describing the approved proposal to open and co-locate J.H.S. 297 in Q226 is available at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2012-2013/Mar202013Proposals.htm>. If this proposal is approved, beginning in 2014-2015, J.H.S. 297 will become a zoned middle school serving students residing in the Q226 zone.

J.H.S. 226 is a zoned middle school projected to serve 1,371 students in sixth through eighth grades in Q226 during the 2013-2014 school year.

P233@Q226 is an existing D75 program that serves students with an Individualized Education Program (“IEP”) classification of multiple disabilities and autism. P233@Q226 is projected to serve approximately 45 students in grades six through eight in the 2013-2014 school year. Admissions procedures for J.H.S.

¹ 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.

² P.S. Q233 is an existing multi-site D75 school that serves a combined total of 411 students in kindergarten through twelfth grades during the 2013-2014 school year. P.S. Q233 currently has 6 sites in Queens, including P233@Q226.

³ D75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 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 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

297, J.H.S. 226 and P233@Q226 are discussed in more detail in Section III. A. below.

Currently, the DOE is planning to reduce the enrollment at J.H.S. 226 over a period of three years beginning in September 2014. Details of the year-by-year reduction are included in Section III.B below. Beginning in September 2014, J.H.S. 226 will enroll 295-305 sixth grade students, as opposed to the 415-425 sixth grade students it has enrolled in recent years.⁴ This reduction of J.H.S. 226's enrollment will enable 27Q314 to open in building Q226 and grow to scale. The DOE does not anticipate reducing J.H.S. 226's enrollment if this proposal to co-locate 27Q314 is not approved.

The proposed opening and co-location of 27Q314 in building Q226 is part of the DOE's central goal to create new school options that will better serve future students and the community at large and to provide a new high school option in the Q226 building. 27Q314 will be open to students through the Citywide High School Admissions Process and will have a limited unscreened selection method with priority for students residing in Queens. (Detailed information about the High School Admissions Process, over-the-counter admissions, and the proposed school's admissions criteria can be found in Section III.A of this proposal.)

According to the 2011-2012 Enrollment Capacity Utilization Report ("Blue Book"), Q226 has a target capacity of 2,034 students. In 2013-2014, the building serves approximately 1,524 students, yielding a building utilization rate of 75%. This means that the building is "underutilized" and has space to accommodate additional students.⁵

If this co-location proposal is approved, 27Q314 will gradually phase into Q226 while J.H.S. 226 simultaneously scales back its enrollment. 27Q314 will serve students in ninth grade beginning in the 2014-2015 school year and will add one grade level every year until reaching its full grade span of ninth through twelfth grades in the 2017-2018 school year, when it will serve approximately 300-340 students. In 2017-2018, once J.H.S. 226 has completed its enrollment reduction and 27Q314 and J.H.S. 297 have reached full scale, it is projected that there will be approximately 1,600-1,706 students served in Q226, yielding an estimated building utilization rate of approximately 79%-84%.

Background on the DOE's Decision-Making Process

The DOE strives to ensure that all students in New York City have access to a high-quality school at every stage of their education. J.H.S. 297 is currently open to students and residents of District 27 through a limited unscreened admissions method, offering priority to students living in the Q226 zone. If this proposal is approved, the admissions process at J.H.S. 297 will change in September 2014 to be a zoned middle school serving students residing in the Q226 zone. The change in the admissions process at J.H.S. 297 will allow for continued accommodation of Q226 zoned demand and provide an additional option to students and families in the Q226.

As mentioned above, beginning in September 2014, J.H.S. 226 will enroll 295-305 sixth grade students, as opposed to the 415-425 sixth grade students it has enrolled in recent years.

⁴ This range reflects enrollment since 2007-2008.

⁵ 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 underutilized 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.

The enrollment reduction of J.H.S. 226 is driven by J.H.S. 226's performance and demand. J.H.S. 226 received an overall C grade on its Progress Report in 2011-2012 for the third consecutive year. Additionally, in 2011-2012, the school received D grades in both Student Progress and School Environment, and a C grade in Student Performance.

At this time, the DOE believes that reducing the enrollment of J.H.S. 226 beginning in September 2014 and providing a new option for high school students in the Q226 building will benefit current and future students at building Q226 and in Queens. The enrollment reduction is intended to provide an opportunity for J.H.S. 226 to concentrate on a smaller cohort of students, and allow for a new high school option to develop in building Q226.

The DOE believes that the District 27 community and Queens as a whole will benefit from having an additional option in the Q226 building.

II. Proposed or Potential Use of Building

According to the 2011-2012 Blue Book, Q226 has an estimated target capacity of 2,034 students. In 2013-2014, the building serves approximately 1,524 students, yielding a building utilization rate of 75%. This means that the building is "underutilized" and has space to accommodate additional students.⁶ If this proposal is approved, 27Q314 will serve approximately 75-85 students in ninth grade during the 2014-2015 school year, approximately 150-170 students in ninth and tenth grades during the 2015-2016 school year, approximately 225-255 students in ninth through eleventh grades during the 2016-2017 school year, and approximately 300-340 students in ninth through twelfth grades during the 2017-2018 school year.⁷

If this proposal is approved, the grade spans for all existing and proposed school organizations in the Q226 building over a five-year period will be:

		Grade Spans				
DBN	School Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
27Q314	New School	-	9	9-10	9-11	9-12
27Q226	J.H.S. 226	6-8	6-8	6-8	6-8	6-8
27Q297	J.H.S. 297	6	6-7	6-8	6-8	6-8
75Q233	P233@Q226	6-8	6-8	6-8	6-8	6-8

⁶ 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 underutilized 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.

⁷ Enrollment projections are based on a standard phase-in plan of three sections per entry grade. Actual enrollment in 2014-2015, however, will depend on applicant demand.

The chart below shows the current and projected enrollment and building utilization for building Q226, if this proposal is approved:

DBN	School Name	2013-2014 Enrollment	2014-2015 Projected Enrollment	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
27QTBD	New School	-	75 - 85	150 - 170	225 - 255	300 - 340
27Q226 ⁸	J.H.S. 226	1,371	1,280 - 1,310	1,105 - 1,135	945 - 975	945 - 975
27Q297	J.H.S. 297	108	210 - 230	315 - 345	315 - 345	315 - 345
75Q233	P233@Q226	45	40 - 46	40 - 46	40 - 46	40 - 46
Total Building Enrollment		1,524	1,605 - 1,671	1,610 - 1,696	1,525 - 1,621	1,600 - 1,706
Utilization⁹		75%	79% - 82%	79% - 83%	75% - 80%	79% - 84%

If this proposal is approved, there will be approximately 1,600-1,706 total students served in Q226 in 2017-2018. In 2017-2018, when 27Q314 and J.H.S. 297 have reached full scale, and J.H.S. 226 completes the enrollment reduction, the projected utilization for Q226 as a result of the co-location will be approximately 79%-84%. Therefore, the building has adequate capacity to accommodate 27Q314 at full scale alongside the existing schools in Q226.

As described in more detail in the Enrollment, Capacity, and Utilization Report (“Blue Book”),¹⁰ a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the 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.

⁸ Due to historical articulation patterns driven by nearby K-6 schools, the enrollment projection for J.H.S. 226 assumes an increase of students in the seventh grade.

⁹ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the charter projections as of June 2013 or 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. 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.

¹⁰ Available at: http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012_Classic.pdf.

The most recent year for which target capacity has been calculated for buildings is 2011-2012. As described above, the DOE's projected 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 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.

Section III.B sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building.

The DOE does not currently have other plans for the use of Q226. However, any significant changes to school utilization will be proposed in a separate EIS in accordance with Chancellor's Regulation A-190.

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

A. Students

If this proposal is approved, beginning in September 2014, 27Q314 will be co-located in the Q226 building and will be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process.

If this proposal is approved, J.H.S. 226 will admit fewer sixth-grade students after the end of the 2013 - 2014 school year and will subsequently continue to admit fewer sixth grade students in future years. During the course of the enrollment reduction of J.H.S. 226, 27Q314 will phase into the Q226 building beginning with ninth grade in the 2014-2015 school year, and will add one grade each subsequent year until it reaches full scale serving grades nine through twelve in the 2017-2018 school year.

Impact on Current Middle School Students at J.H.S. 226

If this co-location proposal is approved and J.H.S. 226's enrollment is reduced, there may be an impact on some of the educational options of students currently attending J.H.S. 226. With respect to academics, J.H.S. 226 will continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment at the school shrinks, J.H.S. 226 may need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand available resources. However, the school will still serve 945-975 students by the end of the enrollment reduction, and this is a sufficient size to continue offering a wide array of academic offerings.

J.H.S. 226 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special

education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). The existing ICT, SC, and SETSS classes at J.H.S. 226 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. Additionally, J.H.S. 226 serves English Language Learners (“ELLs”). All current and future ELL students attending J.H.S. 226 will receive ELL services in accordance with DOE policy.

J.H.S. 226 currently offers the following special programs and initiatives, extracurricular activities, clubs, sports and partnerships in Q226:¹¹

- **Special Programs & Initiatives:** A Gifted and Talented Program in grades six to eight for those gifted in academics (15 honors classes throughout the school) and talent (vocal and instrumental music and visual arts)
- **Clubs:** Dance, Drama, Band, Poetry, Creative Writing, Movie/Video, Indian Dance, Cheerleading, Mural/Art, Library/Technology
- **School Sports:** Flag Football, Basketball, Bowling
- **Partnerships:** C.H.A.M.P.S. Middle School Sports & Fitness program

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships currently offered at J.H.S. 226. J.H.S. 226 will continue offering student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as a result of the enrollment reduction. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Middle School Students at J.H.S. 297

The proposed co-location of 27Q314 is not expected to impact instructional programming at J.H.S. 297.

J.H.S. 297 currently serves general education students and students requiring special education services, including students enrolled in ICT classes and SC special education classes, as well as students receiving SETSS. If this proposal is approved, ICT, SC, and SETSS classes at J.H.S. 297 will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. Additionally, J.H.S. 297 will serve ELLs. All future ELL students attending J.H.S. 297 will receive ELL services in accordance with DOE policy.

According to the new schools directory, J.H.S. 297 will offer the following special programs and initiatives, extracurricular activities, clubs, sports and partnerships in Q297:¹²

- **Special Programs & Initiatives:** Afterschool Enrichment Program, Student Council, Newspaper, National Junior Honor Society, Peer Mediation, Tutoring

¹¹ The J.H.S. 226 Web site link is <http://schools.nyc.gov/SchoolPortals/27/Q226/default.htm>.

¹² The J.H.S. 297 new schools directory Web site link is http://schools.nyc.gov/NR/rdonlyres/77B2BC22-011C-48A0-9AFE-0EAF1DC59096/0/27Q297_FINAL.pdf/

- **School Sports:** Intramural Sports
- **Partnerships:** Advancement Via Individual Determination (AVID)

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships that will be offered at J.H.S. 297. J.H.S. 297 will continue to offer special programs and initiatives, and extracurricular programs based on student interests, available resources, and staff support for those programs. However, the 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 extracurricular 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 extracurricular offerings annually based on student demand and available resources.

Impact on Students at P233@Q226 (75Q233@Q226)

The proposed co-location of 27Q314 is not expected to impact current or future student enrollment or instructional programming at P233@Q226. P233@Q226 currently serves students placed through the D75 placement process. As previously mentioned, P233@Q226 is an existing D75 program that serves students with an IEP classification of multiple disabilities and autism. P233@Q226 is projected to serve approximately 45 students in grades six through eight in the 2013-2014 school year. Students are placed in D75 programs based on their individual needs and recommended special education services and are referred to D75 during a period that extends into summer.

P233@Q226 does not currently offer extracurricular activities or partnerships.

P233@Q226 does not currently offer English as a Second Language (“ESL”) services or bilingual programming. Students with disabilities and ELL students will continue to receive all mandated services.

Impact on Future Middle School Students in District 27

J.H.S. 226 is a zoned middle school serving students residing in the Q226 zone. Although the enrollment reduction will reduce the number of sixth-grade seats available at J.H.S. 226 in the 2014-2015 school year and beyond, the overall number of available seats in the Q226 building is anticipated to remain the same.

J.H.S. 297 is currently open to students and residents of District 27 through a limited unscreened admissions method, offering priority to students living in the Q226 zone. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, or visiting the school's exhibit at any one of the Middle School Fairs. If this proposal is approved, the admissions process at J.H.S. 297 will change in September 2014 to be a zoned middle school serving students residing in the Q226 zone. Beginning in 2014-2015, incoming sixth grade students who reside in the Q226 zone will have an additional zoned option for middle school, J.H.S. 297. The change in the admissions process at J.H.S. 297 will allow for continued accommodation of Q226 zoned demand and provide an additional option to students and families in the Q226. Because J.H.S. 226 and J.H.S. 297 will share a zone, all students will indicate their preference for one of these schools by submitting a middle school application. Students in the zone will be matched to one of the schools based on preference and seat availability, and will be admitted in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

In District 27, some students do not complete the application and instead are list-noticed to their zoned middle school directly from their elementary school upon graduation. A student's zoned school is determined by his or her home address. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. A zoned school gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor's Regulation A-101.¹³

With the middle school application 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 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 2014-2015 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 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/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹⁴ 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, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Middle School Over-the-Counter ("OTC") Students

J.H.S. 226 and J.H.S. 297 admit students through the OTC admissions process. This proposal is not expected to impact the placement of OTC students in building Q226. OTC placement is a term that refers to 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:

¹³ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

¹⁴ 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 410 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>.

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁵ 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 a middle school eligible student arrives for OTC 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.

Enrollment Impact for Future High School Students—High School Admissions Process

If this proposal is approved, 27Q314 will admit students through the Citywide High School Admissions Process, described in further detail below.

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as up to 6 studios at LaGuardia High School.

For high school admissions for the 2014-2015 school year, there are two rounds in the High School Admissions Process:

Round One: All eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive match results in March.

Round Two: All eighth-grade and first-time ninth-grade students are eligible to apply to school programs in Round Two. Any student who does not receive a match in Round One must apply to the available school programs in Round Two to be matched to a choice made on the application. In addition, any student who received a match in Round One may reapply to available programs in Round Two. A student who participates in Round Two and has already received a Round One match will have his or her Round One match nullified if the student receives a match in Round Two. The available programs for Round Two include school programs with remaining seats and new schools that will open the following September. Students will receive Round Two results in May.

For more information about the High School Admissions Process, please visit:
<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a D75 placement, are admitted 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.

¹⁵ 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.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

If this proposal is approved, 27Q314 will admit students through the High School Admissions Process. The school will admit students through a limited unscreened admissions method, with a priority for students residing in Queens. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs.

High school applications are due on December 2, 2013. However, if this proposal is approved by the PEP, students who are interested in applying to 27Q314 will have the opportunity to submit a new admission application with revised school rankings in March for Round Two of the High School Admissions Process. Other new high schools designated to open throughout the City for the 2013-2014 school year will also be available for students to consider.

The New York City High School Directory, which is available in print at DOE middle schools, Borough Enrollment Offices, or on the DOE's Web site at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>, offers a full list of high schools Citywide.

Detailed information about new high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:

<http://schools.nyc.gov/ChoicesEnrollment/High/Publications>.

Enrollment Impact for Future High School Students—Over-the-Counter Placements

In addition to the High School Admissions Process, some students may receive a placement at 27Q314 through the over-the-counter ("OTC") process.

OTC placement is a term that refers to 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. Most of 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;¹⁶ or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Students who did not participate in the High School Admissions Process for some other reason.

When a student arrives for an OTC placement, his/her school assignment is determined by his/her interest, home address and which schools have available seats, and, where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he/she meets with a counselor who reviews options that will meet the student's needs.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

¹⁶ As detailed in 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.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that have academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁷ international schools, and alternative programs are offered through referral.¹⁸ In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2012-2013 school year, 597 schools Citywide that serve grades nine through twelve accepted students during the peak enrollment period, compared to 504 five years ago. Moreover, in Queens, the number of schools that admit students during this period increased from 82 to 95.

Impact on Future District 75 Students

This proposal is not expected to impact the admissions process or enrollment at P233@Q226.

This D75 program will admit future students in a manner consistent with current D75 enrollment procedures. Should future students require inclusion programming, the D75 office will work with the families to provide the appropriate district placement for each student. Students will be placed in D75 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. For additional information about D75 programs, please visit the DOE’s Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>

Schools

The proposed co-location of new school 27Q314 will provide District 27 with an additional high school option.

If this proposal is approved, 27Q314 will be co-located with J.H.S. 226, J.H.S. 297, and P233@Q226 starting in the 2014-2015 school year.

Q226 has adequate capacity to accommodate J.H.S 226, J.H.S 297, P233@Q226 and 27Q314 as J.H.S. 226 undergoes an enrollment reduction and 27Q314 and J.H.S. 297 phase-in. In 2017-2018, once J.H.S. 226 has completed its enrollment reduction, and 27Q314 and J.H.S. 297 have reached full scale, the four schools are collectively projected to enroll 1,600-1,706 students. At that point, 27Q314 will be in its final year of phasing in and the projected utilization for Q226 will be approximately 79%-84%.

The estimated enrollment for all four organizations in Q226 over a five-year period is shown in Sections II and IV.

¹⁷ 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. For more information about transfer schools, please visit the DOE Web site at: <http://schools.nyc.gov/ChoicesEnrollment/AlternativesHS/default.htm>

¹⁸ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

If this proposal is approved, there will be sufficient space to accommodate 27Q314 pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period in which 27Q314 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/ronlyres/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.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from all co-located schools, in conjunction with the DOE’s Office of Space Planning.

According to the building walk-through conducted by the Queens Director of Space Planning on July 22, 2013 and revised on September 6, 2013, Q226 has 88 full-size rooms, 11 half-size rooms, 55 quarter-size rooms, and 6.0 full-size equivalent (“FSE”) of designed administrative space. The building also has the following rooms, which are currently shared amongst the co-located schools: one gymnasium, two cafeterias, one auditorium, and one library. Of the total above, the below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

- The nurse’s office is housed in 1.0 FSE of designed administrative space
- The custodian occupies 1 half-size room
- School Safety occupies 1 quarter-size room
- School Based Support Services occupies 1.0 FSE of designed administrative space
- The dance room occupies 1 full-size room

Excluding the shared spaces outlined above, Q226 has a total of 87 full-size rooms, 10 half-size rooms, 54 quarter-size rooms, and 4.0 FSE rooms of designed administrative office/space remaining that can be allocated to the co-located schools in Q226 per the Footprint during the proposed phasing-in and co-location of 27Q314 with J.H.S. 297, J.H.S. 226, and P233@Q226.

The DOE projects the enrollment at J.H.S. 226 to be 1,371 students during the 2013-2014 school year. Per the Footprint, J.H.S. 226 will be allocated a baseline of 51 full-size rooms, 15 half-size rooms, and the equivalent of 7.5 FSE administrative spaces. J.H.S. 226 has an adjusted footprint of 58 full-size instructional rooms, 10 half-size rooms, and the equivalent of 5.25 full-size administrative space due to building configuration. For the 2014-2015 school year, the DOE projects the enrollment at J.H.S. 226 to be

between 1,280-1,310 students. Per the Footprint, J.H.S. 226 will be allocated a baseline of 48 full-size rooms, 15 half-size rooms, and the equivalent 7.5 FSE administrative spaces. For the 2015-2016 school year, the DOE projects the enrollment at J.H.S. 226 to be between 1,105-1,135 students. Per the Footprint, J.H.S. 226 will be allocated a baseline of 43 full-size rooms, 13 half-size rooms, and the equivalent 6.5 FSE administrative spaces. For the 2016-2017 and 2017-2018 school year, the DOE projects the enrollment at J.H.S. 226 to be between 945-975 students. Per the Footprint, J.H.S. 226 will be allocated a baseline of 37 full-size rooms, 11 half-size rooms, and the equivalent 6.0 FSE administrative spaces. The footprint of J.H.S. 226 over the four years it will take for 27Q314 to phase in is included in the chart on the next page.

The DOE projects the enrollment at P233@Q226 to be 45 students during the 2013-2014 school year. Per the Footprint, each year, P233@Q226 will be allocated a baseline of 1 full-size room, 3 half-size rooms, and the equivalent of 1.0 FSE administrative spaces. P233@Q226 has an adjusted footprint of 6 full-size rooms and the equivalent of 0.5 FSE administrative space due to building configuration. The Footprint of P233@Q226 over the four years it will take for 27Q314 to phase in is included in the chart below.

If this proposal is approved, the DOE projects the enrollment at J.H.S. 297 to be 108 students during the 2013-2014 school year. Per the Footprint, J.H.S. 297 will have a baseline space allocation of 5 full-size rooms, 2 half-size rooms, and the equivalent of 2.0 FSE administrative spaces. In the 2014-2015 school year, J.H.S. 297 will serve between 210-230 students in sixth and seventh grades. J.H.S. 297 will then have a baseline allocation of 9 full-size rooms, 3 half-size rooms, and the equivalent of 2.5 FSE administrative spaces. In the 2015-2016, 2016-2017, and 2017-2018 school years, J.H.S. 297 will serve between 315-345 students in sixth through eighth grades. J.H.S. 297 will then have a baseline allocation of 13 full-size classrooms, 4 half-size rooms, and the equivalent of 3.0 FSE administrative spaces. The footprint of J.H.S. 297 over the four years it will take for 27Q314 to phase in is included in the chart below.

In the 2014-2015 school year, 27Q314 will serve between 105-115 students in ninth grade. 27Q314 will then have a baseline allocation of 3 full-size rooms, 1 half-size room, and the equivalent of 2.0 FSE administrative spaces. In the 2015-2016 school year, 27Q314 will serve between 210-230 students in ninth and tenth grades. 27Q314 will then have a baseline allocation of 6 full-size rooms, 1 half-size room, and the equivalent of 2.5 FSE administrative spaces. In the 2016-2017 school year, 27Q314 will serve between 315-345 students in ninth through eleventh grades. 27Q314 will then have a baseline allocation of 9 full-size rooms, 1 half-size room, and the equivalent of 3.0 FSE administrative spaces. In the 2017-2018 school year, after 27Q314 has fully phased in, 27Q314 will serve between 420-460 students in ninth through twelfth grades. 27Q314 will then have a baseline allocation of 12 full-size rooms, 1 half-size room, and the equivalent of 3.5 FSE administrative spaces. The footprint of 27Q314 over the four years it will take for it to phase in is included in the chart below.¹⁹

¹⁹ Enrollment projections are based on a standard phase-in plan of three sections per entry grade. Actual enrollment in 2014-2015, however, will depend on applicant demand.

The baseline or adjusted baseline allocation of full-size instructional rooms over the four years of 27Q314's phase in are detailed in the chart below:

DBN	School Name	2013-2014 (current)	2014-2015	2015-2016	2016-2017	2017 - 2018
27Q314	New School	--	3	6	9	12
27Q297	J.H.S. 297	5	9	13	13	13
27Q226	J.H.S. 226	58	48	43	37	37
P233@Q226	P.S. Q233	6	6	6	6	6
TOTAL		69	65	71	69	67
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		18	21	19	22	19

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below. There will be sufficient instructional space in Q226 for J.H.S. 226, J.H.S. 297, P233@Q226, and 27Q314 as 27Q314 phases in.

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 will work with the schools in building Q226 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations. During the course of 27Q314's phase-in, the number of excess rooms will decrease as J.H.S. 297's baseline footprint allocation increases to reflect its larger population.

Building Safety and Security

If this proposal is approved, 27Q314 will develop a safety and security plan for Q226 prior to the first day of school in September 2014.

The DOE makes available the following supports to schools around 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.

C. Community

The DOE supports parent choice and strives to ensure that all families have access to educational options

that meet their children's needs. The proposed opening and co-location of 27Q314 is intended to meet those goals by providing an additional high school option for students in Queens.

Beginning in September 2014, J.H.S. 226 will enroll 295-305 sixth grade students, as opposed to the 415-425 sixth grade students it has enrolled in recent years. The DOE anticipates that the change in the admissions process at J.H.S. 297 will allow for continued accommodation of the Q226 zoned demand. By 2017-2018, when 27Q314 serves 300-340 students in grades nine through twelve and when J.H.S. 297 serves 315-345 students in grades six through eight and J.H.S. 226's enrollment reduction has been fully implemented, the DOE projects the building will serve 1,600-1,706 students, yielding a utilization rate of 79%-84%.

Impact on Borough-Wide Seat Capacity

In 2013-2014, there are only 3,883 sixth grade students enrolled in District 27 middle schools and charter middle schools located in District 27. Including the seats currently available at J.H.S. 226, there are 4,151 total sixth grade seats in District 27 middle schools and charter schools located in District 27. There is an excess of 268 sixth grade seats in District 27 middle schools.

In addition, if this proposal is approved, the admissions process at J.H.S. 297 will change in September 2014 to be a shared zoned middle school serving students residing in the Q226 zone. Beginning in 2014-2015, incoming sixth grade students who reside in the Q226 zone will have an additional zoned option for middle school, J.H.S. 297.

Excluding the seats currently available at J.H.S. 226, there are 4,061 total sixth grade seats in District 27 middle schools and charter schools located in District 27. Therefore, even after excluding the seats that will have been offered at J.H.S. 297 there are still 178 excess sixth grade seats in District 27 middle schools

IV. Enrollment, Admissions and School Performance Information

27Q314

Admissions Data

Current Admissions	N/A
Admissions after Co-location of 27Q314	Grades 9-12: High School Admissions Process; Admissions Method: Limited Unscreened, priority to students residing in Queens

Enrollment Data²⁰

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-2014 (projections)	-	-	-	-	-
2014-2015 (projections)	75-85	-	-	-	75-85
2015-2016 (projections)	75-85	75-85	-	-	150-170
2016-2017 (projections)	75-85	75-85	75-85	-	225-255
2017-2018 (projections)	75-85	75-85	75-85	75-85	300-340

Demographic Data

27Q314 has not yet opened. Therefore, there is no demographic data for the school.

School Performance Data

27Q314 has not yet opened. Therefore, there is no school performance data for the school.

J.H.S. 297

Admissions Data

Current Admissions	Grades 6-8: District 27 Middle School Choice Process Admissions Method: Limited Unscreened; Priority for students residing in the Q226 Zone
Admissions after Co-location of 27Q314	Grades 6-8: Zoned

²⁰ All figures are from the 2013-2014 Budget Register Projections.

Enrollment Data²¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	108	-	-	108
2014-2015 (projections)	105-115	105-115	-	210-230
2015-2016 (projections)	105-115	105-115	105-115	315-345
2016-2017 (projections)	105-115	105-115	105-115	315-345
2017-2018 (projections)	105-115	105-115	105-115	315-345

Demographic Data

J.H.S. 297 opened in September 2013. Therefore, there is no demographic data for the school.²²

Performance Data

J.H.S. 297 is opening in September 2013, and therefore, there is no performance data for the school.

J.H.S. 226

Admissions Data

Current Admissions	Grades 6-8: Zoned
Admissions after Co-location of 27Q314	Grades 6-8: Zoned

²¹ All figures are from the 2013-2014 Budget Register Projections.

²² Demographic data for new schools opening in 2013-2014 will not be available until unaudited register data is released in early November.

Enrollment Data^{23,24}

	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (projections)	449	503	419	1371
2014-2015 (projections)	295-305	485-495	500-510	1280-1310
2015-2016 (projections)	295-305	325-335	485-495	1105-1135
2016-2017 (projections)	295-305	325-335	325-335	945-975
2017-2018 (projections)	295-305	325-335	325-335	945-975

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	72%

²³ All figures are from the 2013-2014 Budget Register Projections.

²⁴ Due to historical articulation patterns driven by nearby K-6 schools, the enrollment projection for J.H.S. 226 assumes an increase of students in the seventh grade.

²⁵ All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

School Performance Data

J.H.S. 226	2009-2010	2010-2011	2011-2012
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ²⁶	P ²⁷	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	34%	28%	34%
Math % Proficient (Levels 3 and 4)	43%	44%	46%
Other Key Performance Indicators			
Attendance Rate	91%	91%	91%
2012-2013 State Accountability Status	Focus School ²⁸		

P233@Q226

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions after Co-location	Placement based on individual student needs/recommended special education services

²⁶ For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. In 2011-2012, J.H.S. 226 received a "P" rating, which represents Proficient.

²⁸ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²⁹

	Total Enrollment
2013-2014 (projections)	45
2014-2015 (projections)	40-46
2015-2016 (projections)	40-46
2016-2017 (projections)	40-46
2017-2018 (projections)	40-46

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	98%
Percentage of English Language Learner Students	15%
Percentage of Students Eligible for Free or Reduced Lunch	49%

School Performance Data

Performance data is not available for P223@Q226.

V. Initial Impact on Budget and Cost of Instruction

New district schools are provided with a fixed per-school allocation and a variable per-pupil allocation of funds to cover start-up other than personal services (“OTPS”) costs. Based on current one-time allocations for new schools, 27Q314 will receive a fixed allocation of \$80,000 and approximately \$35,625-\$40,375 in new school OTPS start-up per-pupil allocations during its first year.

In addition, 27Q314’s basic operating budget will be allocated on a per pupil basis, based on current by the Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

As a result of the enrollment reduction, the total number of students enrolled at J.H.S. 226 will decline each year, meaning that the school’s budget will decrease each year, and the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If the overall school enrollment grows again, the overall budget will increase accordingly. In any case, funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets increasing or decreasing as

²⁹ School reported data as of July 18, 2013.

³⁰ Data reflects entire P233Q enrollment across all eight locations, including but not limited to P233Q@Q226.

enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide³¹ and FY14 School Allocation Memoranda³² 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 J.H.S. 226, J.H.S. 297, or P233@Q226. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact the budget or cost of instruction at P233@Q226 or J.H.S. 297 in building Q226.

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

A. Personnel Needs

27Q314 will need to hire additional teachers during each year of the phase-in as the total number of students enrolled in the school increases over each of the next three years. The precise number of positions needed for the 2014-2015 school year will be determined once annual enrollment projections are released in the spring of 2014. Similarly, the number of new positions created to serve students in sixth through eighth grade will be determined based on annual enrollment projections available as the schools grow to serve those grades.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

New administrative staff and non-pedagogical positions will be created at 27Q314 over the course of the school's phase-in. 27Q314 is expected to hire additional administrative and non-pedagogical staff as each new grade is added.

As student enrollment at J.H.S. 226 declines, the school's staffing needs may be reduced. All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract will require excessing to take place in reverse seniority order within each given teaching license area. Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who did not find a permanent position will be placed in the Absent Teacher Reserve ("ATR") pool, meaning that they will continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed; the teacher will have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

This proposal is not expected to impact personnel at P233@Q226.

J.H.S. 297 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

³¹ The FSF Guide is available at:

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

³² The FY14 School Allocation Memoranda are available at:

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

B. Administration

27Q314 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

Some school supervisor and/or administrator positions at J.H.S. 226 may be excessed as student enrollment declines. Again, all excessing will take place in accordance with existing labor contracts.

No change in school supervisory or administrator positions at P233@Q226 are expected as a result of this proposal.

J.H.S. 297 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in.

C. Transportation

Transportation will 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 schedules of the other schools located in the Q226 building.

D. Other Support Services

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

VII. Building Information

Building		Q226
Type of Building		MIDDLE
Year Built		1975
Overall BCAS rating		2.45
2011-2012 Target Building Utilization		67%
2011-2012 Target Building Capacity		2034
FY 2012 Maintenance Costs	Labor	\$163,195
	Materials	\$55,295
	Maintenance and repair contracts	\$56,226
	Service contracts	\$13,631
	Custodial operations costs— Materials	\$15,004
	Custodial operations costs— Custodial Allocation	\$450,285
FY 2012 Energy Costs	Electric	\$210,222
	Gas	\$103,883
	Steam	\$0
	Oil	\$5,850
Projects completed during the current or prior school year		FY13 Reso A Technology
Projects proposed in the capital plan		Exterior Masonry, Gymnasium Upgrade, Roofs, Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		Building is Functionally Fully Programmatically Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab