AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Phase-out of P.S. 22 (17K022) Beginning in 2012-2013

I. Summary of Proposal

On December 19, 2011, the New York City Department of Education ("DOE") published an Educational Impact Statement ("EIS") that proposed to phase out and close P.S. 22 (17K022, "P.S. 22"), an existing elementary school located at 443 St. Marks Avenue, Brooklyn, NY 11238, in Community School District 17, in Building K022 ("K022"). P.S. 22 currently serves students in kindergarten through fifth grade and offers a full-day pre-kindergarten program. The DOE is proposing to phase out and eventually close P.S. 22 based on its low performance and its inability to turn around quickly to better support student needs. This amended EIS provides updated information regarding the supports that the DOE offered to P.S. 22 in an effort to help it improve and corrects typographical errors.

If this phase-out proposal is approved, beginning in 2012-2013, P.S. 22 would no longer admit kindergarten students and would no longer offer first through third grade or its pre-kindergarten program. After P.S. 22's kindergarten through third grades are phased-out, P.S. 22 would serve one less grade in each subsequent year until it completes its phase-out in June 2014. P.S. 22 students currently enrolled in kindergarten through second grade will be served in 2012-2013 in a new zoned elementary school, P.S. 705 (17K705, "P.S. 705"), that the DOE is proposing to open in K022 in a separate EIS. Current P.S. 22 fourth and fifth grade students who do not meet promotional standards at the end of this year, will continue to be served at P.S. 22 as it phases out and will be supported as they progress toward completion of elementary school.

In a separate EIS posted in January 2012 the DOE has proposed to co-locate P.S. 705, a new zoned elementary school which would serve students in kindergarten through fifth grade when it reaches full scale in 2014-2015, in K022.[1] In that EIS, the DOE has also proposed to co-locate a new public charter school, Explore Exceed Charter School (84KTBD, "Explore Exceed"), which would serve kindergarten through fifth grade when it reaches full scale in 2014-2015, in K022. The proposal to co-locate P.S. 705 and Explore Exceed in K022 is intended to provide new elementary school options for District 17 families and replace the seats lost by the proposed phase-out of P.S. 22. The DOE anticipates offering a pre-kindergarten program at P.S. 705 in K022, subject to the continued availability of funding. P.S. 705 and Explore Exceed would be co-located in K022 with P.S. 22 as it phases out.

P.S. 22 is currently the only school organization located in building K022.

Background on the DOE's Decision-Making Process

Schools are identified for possible phase-out for the following three reasons: (1) they received poor grades on their annual Progress Report; (2) they received a poor rating on their annual Quality Review; or (3) they have been identified by the New York State Education Department ("SED") as Persistently Low Achieving ("PLA"). Specifically, under the DOE's accountability framework, all schools that receive a D, or F, or a third consecutive grade of C or lower on their annual Progress Report and all schools that received a rating of Underdeveloped on their most recent Quality Review are evaluated for intensive support or intervention, including the possibility of phase-out.[2] Progress Reports are released by the DOE each fall and evaluate

[1] Please see the EIS that is available on the DOE's Web site for more information: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm

[2] Elementary schools that have average math and English Language Arts ("ELA") proficiency rates that are higher than the district average, which earned a Well Developed or Outstanding rating on the Quality Review, which received an A or B on the 2010-2011 Progress Report or which are receiving a Progress Report grade for the first time are not considered for phase-out.

schools based on Student Progress, Student Performance, and School Environment, which includes attendance and survey feedback from parents, teachers, and sixth to twelfth grade students, where applicable. During Quality Reviews, experienced educators visit a school over several days, observe classrooms, and talk with students, staff, and families. Schools are rated on a four-point scale, with "Underdeveloped" as the lowest possible rating and "Well Developed" as the highest.

A school's Progress Report and its Quality Review may initially suggest a school should be considered for intervention, but no single criteria leads to a phase-out decision. To identify the appropriate action that will best serve the student community, the DOE reviews school data, consults with superintendents and other experienced educators who have worked closely with the school, and gathers community feedback.

On its most recent Quality Review, P.S. 22 was rated "Developing" ("D"), indicating deficiencies in the way the school is organized to support student achievement. P.S. 22 earned an F grade on its 2010-2011 Progress Report. On the 2009-2010 Progress Report, P.S. 22 earned a C grade, and on the 2008-2009 Progress Report it earned an A grade.[3] Moreover, P.S. 22's average math and English Language Arts ("ELA") proficiency rates were lower than the district average in 2009-2010 and 2010-2011.

As a result, the DOE initiated a comprehensive review of P.S. 22 with the goal of determining what intensive supports and interventions would best benefit the P.S. 22 community. After completing that review, the DOE believes that only the most serious intervention, the gradual phase-out and eventual closure of P.S. 22, will best serve the school's students and community. Phasing-out and closing P.S. 22 will allow for new school options to develop in K022 that are intended to provide better options for families.

Performance and School Environment at P.S. 22

P.S. 22 has struggled to improve its performance during the last few years, which confirms the DOE's assessment that the school lacks the capacity to turn around quickly to better support student needs.

- The majority of P.S. 22 students remain below grade level in English and Math. Last year, only 30% of students were performing on grade level in English – putting the school in the bottom 13% of elementary schools Citywide in terms of English proficiency. Only 33% of students were performing on grade level in Math – putting the school in the bottom 5% of elementary schools Citywide in terms of Math proficiency.
- P.S. 22 is not adequately helping students to make progress. P.S. 22 is in the bottom 17% of elementary schools Citywide in terms of learning growth in English and the bottom 6% of elementary schools Citywide in terms of learning growth in Math. Learning growth measures annual student growth on State ELA and Math tests relative to similar students. If these conditions persist, P.S. 22 students will fall farther behind their peers in other schools.
- The Progress Report measures the progress and performance of students in a school as well as the school environment, compared to other schools serving similar student populations. P.S. 22 earned an overall F grade on its 2010-11 annual Progress Report, including F grades for both Student Progress and School Environment and a D for Student Performance.
- The Quality Review uses a four-tiered rubric (well-developed, proficient, developing, and underdeveloped) to measure how well a school is organized to support student achievement. P.S. 22 was rated "Developing" on its most recent Quality Review in 2010-2011,[4] indicating deficiencies in

[3] In 2008-2009, 84% of elementary and middle schools Citywide received an A (97% received an A or B) on the 2008-2009 Progress Report. This school's Progress Report overall score was in the bottom 22% Citywide.
[4] For more information about Quality Reviews, please visit the DOE's Web site at: http://schools.nyc.gov/Accountability/tools/review.

the way that the school is organized to support student learning.[5]

- Demand for P.S. 22 has fallen steadily over the past several years. Overall student enrollment has declined 24% since 2006-07, suggesting that families are seeking better options.

All of these concerns suggest that the school is ill-equipped to turn around quickly to better support students.

The chart below summarizes key performance data for P.S. 22 over the past three years.

P.S. 22	2008-2009	2009-2010[6]	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	A	F	F
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	F	F	F
Quality Review Score[7]	-	-[8]	D[9]
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	61%	26%	30%
Math % Proficient (Levels 3 and 4)	79%	31%	33%
Other Key Performance Indicators			
Attendance Rate	93%	92%	92%

2010-2011 State Accountability Status[10]	Improvement (Year 1)

Overview of Past Strategic Improvement Efforts at P.S. 22

Staff members have worked hard to improve P.S. 22, but even with support the school has not produced adequate outcomes for students. To help the school's efforts to improve performance, the DOE offered numerous supports, including:

Leadership Support:

- Extensive leadership training and mentoring for the principal and assistant principals to help them set clear goals for the school.
- Coaching and training of leadership on implementing plans in support of Citywide instructional initiatives and teacher effectiveness.
- Training and support for leaders in engaging teachers in improving instructional feedback and observing teacher practice.

[5] Please refer to P.S. 22's Quality Review, which can be accessed at: http://schools.nyc.gov/SchoolPortals/17/K022/AboutUs/Statistics.

[6] In 2010, the New York State Education Department adjusted the "cut scores" on annual math and ELA exams, raising the score required for students to achieve proficiency on the exam. As a result, the percent of students achieving proficiency fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' scale scores on the tests remained largely unchanged relative to the prior year.

[7] Please refer to the DOE's Web site for information on Quality Reviews: http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf.

[8] Not every school receives a Quality Review every year.

[9] Per the Quality Review, WD = Well Developed, P = Proficient, UPF = Undeveloped with Proficient Features, U = Undeveloped.

[10] Please refer to the New York State Education Department's Web site for information on its accountability statuses: http://www.p12.nysed.gov/irs/accountability/.

Instructional Support:

- Supporting and training teachers in creating curriculum maps, in developing strategies aimed at addressing the various needs and learning styles of English Language Learner ("ELL") student and students with disabilities.
- Facilitating training for teachers in assessment design and the creation of rigorous tasks and rubrics aligned with Citywide instructional initiatives.
- Professional development opportunities for teachers on literacy instruction and the development of best practices within the ELA curriculum, including lesson models, questioning strategies, and lesson planning. Professional development opportunities for teachers for teachers on numeracy and the development of best practices within math curriculum.
- Direct coaching to teachers on effective instructional practices.

Operational Support:

- Advising school staff on budgeting, human resources, teacher recruitment, and building management.

Student Support:

- Training the School Based Support Team in comprehensive guidance programs and evidence-based counseling strategies targeted at developing and improving the capacity for social and emotional supports at the school level.
- Supporting school leadership in facilitating a process to remove the school from the Persistently Dangerous classification by strengthening school culture and documenting progress.
- Assistance in developing strategies and interventions for attendance improvements.

Despite the availability of these supports, it is apparent that P.S. 22 has failed to develop the proper infrastructure to meet the needs of its students and families.

Summary of Community Feedback

Prior to issuing this proposal, the DOE sought and received feedback from the P.S. 22 community regarding strategies to better support students and improve outcomes at the school. The DOE held meetings with the Parent Teacher Association ("PTA") and the School Leadership Team ("SLT") on October 12, 2011, to discuss possible outcomes for P.S. 22 due to its continued poor performance. The SLT meeting was attended by approximately 15 people, while the meeting with PTA was attended by approximately 50 people. The DOE also solicited community feedback via telephone and e-mail, and created a dedicated Web site to provide information to the public: (http://schools.nyc.gov/community/planning/changes/brooklyn/proposal?id=10).

While many members of the P.S. 22 community objected to the possibility of phasing out the school, the DOE believes that drastic action must be taken given the school's performance struggles, and the low demand for seats at the school. The DOE will incorporate community feedback as it continues to support current P.S. 22 students working toward promotion and as it develops plans to replace P.S. 22 with other schools that are intended to better meet student and community needs.

The DOE also welcomes community feedback while this proposal is under consideration by the Panel for Educational Policy ("PEP").

II. Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), K022 has the capacity to serve 998 students. K022 is a fully programmatically accessible building for students with physical disabilities. In 2010-2011, the building served only 498 students,[11] yielding a utilization rate of 50%.[12] In 2011-2012, the building is serving only 448 students, [13] yielding a utilization rate of 45%.[14] A low utilization rate is one indicator that the building is "underutilized" and has extra space to accommodate additional students. The concept of "target capacity" is explained below.

In a separate EIS that was posted in January 2012 the DOE proposed the co-location of a new zoned elementary school, P.S. 705, and a new public charter school, Explore Exceed, in K022. The proposed grade spans for the schools in the building during the course of the proposed phase-out of P.S. 22 and the proposed phase-in of P.S. 705 and Explore Exceed are as follows:

DBN	School Name	2011-12	2012-13	2013-14	2014-15
17K022	P.S. 22	K-5	4-5	4-5	-
17K705	P.S. 705	-	K-3	K-4	K-5
84KTBD	Explore Exceed	-	K-3	K-4	K-5

The table below demonstrates enrollment at P.S. 22, P.S. 705, and Explore Exceed during the course of the phase-out of P.S. 22 and the phase-in of P.S. 705 and Explore Exceed:

School Name	2010-2011 Audited Register	2011-2012 Unaudited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment	2014-2015 Projected Enrollment
P.S. 22[15]	498	448	145 – 165	45 - 55	-
P.S. 705[16]	-	-	206 – 246	251 - 301	296 - 356
Explore Exceed[17]	-	-	200 - 248	250 - 310	300 - 372
Total Building Enrollment	498	448	551 - 659	546 - 666	596 - 728

[11] Based on the 2010-2011 audited register.
[12] All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2010-2011 school year only include the number of students estimated to be regularly attending the school, and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more as of October 31, 2010.
[13] Based on the 2011-2012 unaudited register as of October 31, 2011.
[14] The utilization rate reported here may differ from that published in the 2010-2011 Blue Book because the building enrollment figures referenced throughout this document and used in the calculation of utilization rates are based on the unaudited enrollment as of October 31, 2011. 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.
[15] Enrollment projections referenced for 2012-2013 and beyond are based on the 2010-2012 unaudited register as of October 31, 2011 and reflect the forward promotion of the current first through fifth grade cohorts, and a stable kindergarten cohort.
[16] Enrollment projections for P.S. 705 are based on a standard phase-in plan of two general education sections and up to one self-contained section for kindergarten in the first year, as well as the forward promotion of current P.S. 22 kindergarten through second grade cohorts.
[17] Enrollment projections reflect Explore Exceed's authorized enrollment pursuant to its charter application.

Utilization	50%	45%	55% - 66%	55% - 67%	60% - 73%

If the proposals are approved, in 2014-2015, once P.S. 22 has phased out and P.S. 705 and Explore Exceed have phased in, there would be approximately 596-728 students served in K022. The projected utilization rate for K022 at that point is approximately 60%-73%.This means that K022 has adequate capacity to accommodate the new elementary schools.

As described in more detail in the Blue Book, which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf, 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 standards for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2010-2011. As described earlier in this EIS, the DOE's projected utilization rates for the 2012-2013 school year and beyond are based on the 2010-2011 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 2010-2011 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building's target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

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

A. Students

Enrollment Options for Current P.S. 22 Students

Under this proposal, all current P.S. 22 students would either be served in the new zoned elementary school, P.S. 705, or would continue at P.S. 22 and be supported as they progress towards completion of elementary school and transition to middle school.

Current Kindergarten, First Grade, and Second Grade Students in P.S. 22

If this proposal and the proposal to open and co-locate P.S. 22 and Explore Exceed are approved, current kindergarten, first grade, and second grade students at P.S. 22 will be served at the new elementary school, P.S. 705, which will open in September 2012 in K022.

Current Third and Fourth Grade Students in P.S. 22

If this proposal is approved, current third and fourth grade students at P.S. 22 can remain enrolled at P.S. 22 as it phases out. This includes students in these grades who enter New York City public schools during the school year.

P.S. 22 students who do not meet promotional standards for grade that is still offered by P.S. 22 in the following school year will continue to have access to appropriate instruction at P.S. 22 to meet promotional standards. This applies to fourth and fifth grade students in 2011-2012 and fifth grade students in 2012-2013.

P.S. 22 students who do not meet promotional standards for a grade that will not be offered at P.S. 22 in the following school year will be supported in transitioning to P.S. 705. This applies to current kindergarten through third grade students in 2011-2012, fourth grade students in 2012-2013, and fifth grade students in 2013-2014.

Current kindergarten through fifth grade students have the opportunity to apply to Explore Charter School (84K704), a charter school located in District 17 that accepts lottery applications for kindergarten through eighth grade. Current fourth and fifth grade students at P.S. 22 also have the opportunity to apply to KIPP AMP Charter School (84K357) and Fahari Academy Charter School (84K742), two charter schools located in District 17 that accept lottery applications for fifth and sixth grades.

Current Fifth Grade Students in P.S. 22

All current P.S. 22 fifth grade students will apply to middle school, and those who meet promotional requirements will graduate from P.S. 22 and start middle school in 2012-2013 as sixth grade students. If a P.S. 22 fifth grade student does not meet promotional standards at the conclusion of the 2011-2012 school year, then the student would be retained at P.S. 22.

Under the District 17 Middle School Choice process, students will rank their preferences from among District 17 choice middle schools. [18] These options include:

- Un-zoned middle schools with a screened application process;[19]
- Un-zoned middle schools with unscreened[20] or limited-unscreened application[21] processes;
- A zoned middle school in the zone where the student resides (zoned students have priority for placement to their zoned school).

Through the Middle School Choice process, students receive priority admission into their zoned middle school when they rank that school on their District 17 Middle School Choice application. After a zoned school admits all zoned students matched during the middle school choice process, the school's remaining spaces are open to out-of-zone District 17 students who indicated a preference for that school.

As a result, families that would like their children to attend one of the District 17 choice middle schools or a zoned middle school outside of their school zone should participate in the choice process offered to every fifth grade student in the District each year. For families who do not participate in the process, students may still enroll through "over-the-counter" ("OTC") placement, which is described in more detail below.

[18] http://schools.nyc.gov/ChoicesEnrollment/Middle.
[19] Screened schools admit students based on specific criteria they designate for admission.
[20] Unscreened schools admit all students who are eligible to apply to the school.
[21] Limited-unscreened schools admit students on the same basis as unscreened schools with the exception that they give preference to students who have attended a school information session.

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:

- New to the New York City school system; or
- Left the New York City school system and have returned; or
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);[22] or
- Students who did not participate in the Middle School or High School Admissions Process for some other reason.

When a middle school eligible student arrives for an OTC placement, his/her school assignment is determined by his or her interest, home address and 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. When middle schools are unzoned, as is the case in District 13, 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 at the start of the year.

If the Division of Portfolio Planning determines that additional OTC seats may be needed, the number of available seats is reviewed and—if space allows—adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.[23] Should a zoned school reach capacity, the school may be "capped," in which case OTC arrivals may be directed to a different district middle school. Should sufficient space open at the capped school, the student has the right to return if the student so chooses.

P.S. 22 fifth grade students with Individualized Educational Programs ("IEPs") will participate in the middle school admissions processes in the same manner as their non-disabled peers. Middle schools will be supported by the DOE in reviewing the students' IEPs to focus on addressing the needs of students with disabilities by providing individualized special education services models that ensure students have access to the general education curriculum to the greatest extent possible. It is expected that the middle school to which a student is matched will provide individualized special education services to meet the student's needs.

In accordance with DOE policy, ELL students participate in the middle school admissions processes in the same manner as their peers who are not ELL students. Information regarding the type(s) of ELL programs historically offered by the middle schools that are available to impacted students can be found in the Middle School Directory for District 17 (http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications).

The student support staff at P.S. 22, in consultation with the Office of Student Enrollment and the Office of English Language Learners, will assist students with identifying services for ELL students offered at middle school(s) as they select programs that will meet their specific needs.

The available choice and zoned middle schools open to P.S. 22 students, along with their peers throughout

[22] 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.

[23] Educational Option ("Ed Opt") applies to high schools only and refers to a type of admission method where a program has a certain portion of seats based on scores attained on the seventh grade ELA reading exam for student high, middle, and low reading levels. If a student scores in the top 2% on the previous year's English Language Arts reading exam and lists an Ed Opt program as a first choice on the application, students are guaranteed a match to that program. High school admissions information is available online: http://schools.nyc.gov/ChoicesEnrollment/High/Directory.

the district, include:

District Choice Options

DBN	School Name	Building Code	Address	Grade Span 2011-2012	Grade Span at Scale	Building Utilization	2010-2011 Progress Report Grade	% SE	% ELL	Admission Method	Site Accessibility
DISTRICT Choice											
17K002	M.S. 002	K002	655 PARKSIDE AVENUE	6-8	6-8	39%	B	13 %	12%	Test Outcome, Zoned	Fully Programmatically accessible
17K061	M.S. 061 Dr. Gladstone H. Atwell	K061	400 EMPIRE BOULEVARD	6-8	6-8	80%	C	10 %	5%	Screened, Test Outcome, Zoned	Not functionally accessible
17K161 [24]	P.S. 161 The Crown	K161	330 CROWN STREET	K-8	K-8	91%	D	4%	2%	Screened	Not functionally accessible
17K181	P.S. 181 Brooklyn	K181	1023 NEW YORK AVENUE	K-8	K-8	90%	B	9%	9%	Screened	Fully Programmatically accessible
17K189	P.S. 189 Lincoln Terrace	K189	1100 EAST NEW YORK AVENUE	K-8	K-8	120%	A	3%	21%	Screened	Not functionally accessible
17K246	M.S. 246 Walt Whitman	K246	72 VERONICA PLACE	6-8	6-8	51%	B	15 %	17%	Test Outcome, Zoned	Fully Programmatically accessible
17K340	I.S. 340	K874	227 STERLING PLACE	6-8	6-8	85%	C	5%	0%	Test Outcome	Not functionally accessible
17K353	Elijah Stroud Middle School	K316	750 CLASSON AVENUE	6-8	6-8	43%	B	16 %	6%	Unscreened	Not functionally accessible
17K354	The School of Integrated Learning	K390	1224 PARK PLACE	6-8	6-8	54%	B	20 %	7%	Unscreened	Not functionally accessible
17K382	Academy for College Preparation and Career Exploration : A College Board School	K465	911 FLATBUSH AVENUE	6-12	6-12	81%	B	11 %	5%	Screened	Fully Programmatically accessible
17K394	M.S. K394	K210	188 ROCHESTER AVENUE	K-8	K-8	81%	B	6%	4%	Screened, Test Outcome	Not functionally accessible
17K484	Ronald Edmonds Learning	K012	430 HOWARD AVENUE	6-8	6-8	57%	A	13 %	5%	Limited Unscreened	Fully Programmatically accessible

[24] In a separate EIS posted in December 2011, the DOE is proposed the gradual phase-out and closure of P.S. 161's middle school grades beginning in 2012-2013. Please see the EIS on the DOE's website for more information: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

	Center II										
17K531	School for Human Rights, The	K470	600 KINGSTON AVENUE	6-12	6-12	72%	C	10 %	6%	Screened	Not functionally accessible
17K533	School for Democracy and Leadership	K470	600 KINGSTON AVENUE	6-12	6-12	72%	D	15 %	4%	Screened	Not functionally accessible
17K587 [25]	Middle School for the Arts	K391	790 EAST NEW YORK AVENUE	6-8	6-8	65%	D	17 %	5%	Screened	Fully Programmatically accessible
BOROUGH-WIDE Choice											
13K336 [26]	Academy of Business and Community Developme nt	K258	141 MACON STREET	6-12	6-12	55%	D	13 %	3%	Screened	Fully Programmatically accessible
13K527	Urban Assembly Institute of Math and Science for Young Women	K313	283 ADAMS STREET	6-11	6-12	100%	B	13 %	1%	Screened	Not functionally accessible
13K592 [27]	Khalil Gibran Internation al Academy	K287	50 NAVY STREET	7-8	9-12	55%	N/A	9%	21%	Screened	Not functionally accessible
14K614	Young Women's Leadership School of Brooklyn	K049	223 GRAHAM AVENUE	6-9	6-12	65%	A	10 %	3%	Limited Unscreened	Not functionally accessible
17K543	Science, Technology and Research Early College High School at Erasmus	K465	911 FLATBUSH AVENUE	6-12	6-12	81%	B	2%	0%	Screened	Fully Programmatically accessible
17K590	Medgar Evers College Preparatory School	K590	1186 CARROLL STREET	6-12	6-12	114%	C	0%	0%	Screened	Fully Programmatically accessible
18K235	P.S. 235 Lenox School	K235	525 LENOX ROAD	K-8	K-8	88%	A	2%	1%	Screened	Partially Programmatically accessible

[25] On December 12, 2011, the DOE proposed the gradual phase-out and eventual closure of Middle School for the Arts and the opening and siting of a new middle school in that building. Please see the EISs that are available on the DOE's Web site for more information: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

[26] In December 2011, the DOE proposed the closure of Academy of Business and Community Development at the end of the current school year. Please see the EIS that is available on the DOE's website for more information: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

[27] Beginning in the 2012-2013 school year, Khalil Gibran International Academy will be sited in building K806 in Community District 15.

20K609	Urban Assembly School for Criminal Justice	K223	4200 16 AVENUE	6-10	6-12	66%	A	13 %	15%	Unscreened	Not functionally accessible
22K555	Brooklyn College Academy	K555	2900 BEDFORD AVENUE	7-12	7-12	222%	A	0%	0%	Screened	Fully Programmatically accessible
23K493 [28]	Brooklyn Collegiate: A College Board School	K055	2021 BERGEN STREET	6-12	6-12	65%	F	5%	2%	Screened	Fully Programmatically accessible
23K518	Kappa V	K275	985 ROCKAWAY AVENUE	6-8	6-8	70%	A	19 %	2%	Screened	Not functionally accessible
23K522	Mott Hall IV	K271	1137 HERKIMER STREET	6-8	6-8	52%	F	5%	2%	Screened	Not functionally accessible
23K644	Eagle Academy for Young Men II	K271	1137 HERKIMER STREET	6-9	6-12	52%	B	16 %	3%	Limited Unscreened	Not functionally accessible
23K697	Teachers Preparatory High School	K175	226 BRISTOL STREET	6-12	6-12	89%	B	7%	2%	Screened	Fully Programmatically accessible
32K383	J.H.S. 383 Philippa Schuyler	K383	1300 GREENE AVENUE	5-8	5-8	77%	B	4%	1%	Screened	Fully Programmatically accessible
CITYWIDE Choice											
01M539	New Explorations into Science, Technology and Math High School	M022	111 COLUMBIA STREET	K-12	K-12	99%	A	0%	0.2%	Screened	Not functionally accessible
02M407	Institute for Collaborative Education	M475	345 EAST 15TH STREET	6-12	6-12	146%	B	0%	0.4%	Screened	Not functionally accessible
02M408	Professional Performing Arts High School	M017	328 WEST 48 STREET	6-12	6-12	97%	B	0%	2%	Screened	Not functionally accessible
02M442	Ballet Tech, NYC Public School for Dance	M905	890 BROADWAY	4-8	4-8	60%	B	0%	3%	Screened	Not functionally accessible
03M334	The Anderson School	M044	100 WEST 77 STREET	K-8	K-8	103%	A	0%	0.4%	Screened	Fully Programmatically accessible

[28] In December 2011, the DOE proposed the grade truncation of Brooklyn Collegiate: A College Board School's middle school grades. Please visit the DOE's Web site for more information and to access EIS when it is available: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Feb2012Proposals.

03M859	Special Music School	M932	129 WEST 67 STREET	K-8	K-8	57%	A	0%	1%	Screened	Not functionally accessible
04M012	Tag Young Scholars	M117	240 EAST 109 STREET	K-8	K-8	76%	B	0%	0%	Screened	Fully Programmatically accessible
21K239	Mark Twain I.S. 239 for the Gifted & Talented	K239	2401 NEPTUNE AVENUE	6-8	6-8	79%	A	2%	1%	Test Outcome	Not functionally accessible

Additional information regarding special programs and courses offered by the schools listed above is available in the Middle School Directory, which is updated yearly.[29]

In addition, District 17 students have several charter middle school options. The table below lists the charter schools currently located in District 17 that serve middle school grades and that admit students through a lottery application process with a preference for District 17 students.[30] All students in District 17 students will continue to have the opportunity to participate in these respective charter lotteries.

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment[31]	Admissions Method
84K356	Achievement First Crown Heights Charter School	K-11	K-12	791	Lottery
84K357	KIPP AMP Charter School (Middle School Grades)	5-11	5-12	294	Lottery
84K704	Explore Charter School	K-8	K-8	486	Lottery
84K726	Fahari Academy Charter School	5-7	5-12	223	Lottery
84K742	Explore Empower Charter School	K-4	K-8	290	Lottery

In some cases, charter schools offer programs comparable to those currently offered at P.S. 22. Detailed information about charter schools will be published annually and will be available in print or on the DOE's Web site here: http://schools.nyc.gov/community/planning/charters/For+Parents.

Impact on Academic, Extracurricular Programs, and Community Partnerships at P.S. 22

If this proposal is approved, P.S. 22 will not be required to make any immediate changes to available academic or extracurricular programs currently offered at P.S. 22. However, the availability of certain offerings at the school would inevitably be impacted as the school phases-out, serves an increasingly smaller student population, and eventually closes.

With respect to academics, P.S. 22 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, the school may scale back its special programs and initiatives or enrichment classes.

[29] http://schools.nyc.gov/ChoicesEnrollment/Middle.
[30] For more information about the charter school lottery application process, please consult the DOE's Directory of NYC Charter Schools, which can be accessed on the DOE's Web site: http://schools.nyc.gov/community/planning/charters/For+Parents.
[31] Based on the charter school headcount as of October 1, 2011.

During the proposed phase-out, the DOE will build on its past efforts to help the school by:

- Providing teacher training around issues including curriculum planning, improving teaching practices, and tailoring instruction to individual student needs.
- Fostering opportunities for teachers and administrators to connect with colleagues in other more successful schools, allowing them to learn from one another, improve teaching, and better support students.
- Facilitating partnerships with community based organizations to support youth development initiatives at the school.

P.S. 22 currently offers Integrated Co-Teaching ("ICT") classes, self-contained special education ("SC"), and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for ELL students. The existing ICT and SC classes and SETSS will continue to be provided as P.S. 22 phases-out and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Programs ("IEPs"). As noted elsewhere in this document, K022 will continue to be partially accessible. Current students at P.S. 22 who receive ELL services will continue to receive ELL services as the school phases-out.

P.S. 22 currently offers a visual arts program and the following extracurricular activities: the Friends of Crown Heights after school program and the MoCADA after school art program.

P.S. 22 currently has partnerships with New York University, Medgar Evers College, the Interfaith Senior Citizen Center, and community based organizations, including the Friends of Crown Heights, Building Educated Leaders for Life, Education Futures Corp, and Academic Advantage.

P.S. 22 would continue offering these options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. 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 students as all schools modify extracurricular offerings annually based on student demand and available resources.

As the school phases-out, the DOE will work with P.S. 22 staff to enhance existing partnerships or develop new partnerships if specific, new student needs emerge during the phase-out period. As the new schools phase in to K022, the DOE will work with those school organizations to foster opportunities for them to work with the community organizations that have supported P.S. 22 students in the past. As appropriate, the DOE will work with P.S. 22 to introduce or expand partnerships with the community organizations that currently support P.S. 22.

Admissions Impact for Future Elementary School Students

P.S. 22 is a zoned elementary school. A student's zoned school is determined by his or her home address. For more information about school zoning and admissions processes to enroll in a zoned elementary school, please visit the DOE Web site at: http://www.nyc.gov/schools/choicesenrollment/elementary.

In a separate EIS released in January 2012, the DOE proposed the co-location of a new zoned elementary school in K022, P.S. 705, that would serve the same zone as P.S. 22, and the co-location of a new public charter school, Explore Exceed. If both this phase-out proposal and the proposal to co-locate P.S. 705 and Explore Exceed are approved, the elementary seats eliminated by P.S. 22's phase-out and eventual closure will be partially recovered through the phase-in of P.S. 705 at K022 and the expansion of P.S. 249, a District 17 elementary school that the DOE is proposing to expand beginning in the 2012-2013 school year. Incoming kindergarten students who reside in the P.S. 22 zone will be served at the new elementary school that would open next September in the building where P.S. 22 is located.

When a student seeks to enroll in a New York City public school, his or her elementary school assignment is determined by his or her home address. New students may simply report to their zoned elementary school at any time during the year.

Should a zoned elementary school reach capacity, the school may be "capped," in which case new students may be directed to a different district school. Should sufficient space open at the capped school, the student has the right to return if they so choose.

If in the coming years more zoned students choose to attend P.S. 705 than attended P.S. 22, the school building has the capacity to accommodate them. The building has the capacity to serve 998 students, and the DOE projects that K022 will have a 60%-73% utilization rate when P.S. 705 and Explore Exceed have fully phased in and achieved full scale and P.S. 22 has completed its phase-out. If both this phase-out proposal and the proposal to co-locate P.S. 705 and Explore Exceed are approved, P.S. 705 will accept and serve all students zoned for P.S. 22 including new students and students requiring SC or ICT classes. Please note that until the phase-out and phase-in are complete, P.S. 22 will serve zoned students in the grade levels it still offers, and P.S. 705 will serve those in the grades levels that are phasing-in.

Also, in 2012-2013, all District 17 students currently enrolled in kindergarten, first, and second grade, including those at P.S. 22, would be eligible to participate in the charter lottery process to attend Explore Exceed.

For the 2012-2013 school year, Explore Exceed will accept applications via the charter lottery application process, as mandated by the New York State charter law, for kindergarten, first grade, second grade, and third grade seats. Applications will be available on Explore Exceed's Web site. The deadline to submit an application for Explore Exceed's lottery has not been set. Details on the application lottery process and how to obtain an application will be forthcoming pending the approval of the proposal to open and co-locate Explore Exceed. After 2012-2013, Explore Exceed will only accept applications for the kindergarten seats. However, the school may admit students in other grades from the school's waitlist if seats become available. More detailed information about Explore Exceed's admission process is available in the separate EIS that describes the DOE's proposal to open and co-locate P.S. 705 and Explore Exceed in K022 beginning in 2012-2013. That proposal is available online at:
http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm

Future Pre-kindergarten Students

P.S. 705, the new elementary school that would open in K022 next year if this proposal is approved, will have a pre-kindergarten program equivalent to what is currently offered at P.S. 22. The DOE anticipates that the new school will offer two sections (a total of 36 seats) of a full-day pre-kindergarten program.

Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Siblings of students enrolled at either P.S. 705 or P.S. 22 have first priority for admission. Students who reside in the P.S. 22 zone who do not have siblings enrolled at either P.S. 705 or P.S. 22 have second priority for admission. As with all pre-kindergarten programs, the continuation of the program at P.S. 22 depends on continued funding availability.

B. Schools

P.S. 22 currently enrolls 46 kindergarten students. If this proposal is approved, P.S. 22 will phase out gradually, but the zoned elementary school seats lost as a result of that phase-out will be replaced as P.S. 705 phases-in to K022. P.S. 705 is projected to enroll 40-50 kindergarten students per year, starting in 2012-2013.

As described in a separate EIS, the DOE is proposing to open and co-locate P.S. 705 and Explore Exceed in K022 beginning in 2012-2013. That proposal is available online at: http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm

If the proposals are approved, in 2014-2015, once P.S. 22 has phased out and P.S. 705 and Explore Exceed have reached full scale, approximately 596-728 total students will be served in the K022. The projected utilization rate for K022 at that point would be approximately 60%-73%. This means that K022 has adequate capacity to accommodate the new elementary schools. The estimated enrollment for all organizations over a five- year period is detailed in Section IV below.

If this proposal to phase out P.S. 22 and the proposal to open and co-locate P.S. 705 and Explore Exceed are approved, there would be sufficient space in K022 to serve P.S. 22, P.S. 705, and Explore Exceed pursuant to the Citywide Instructional Footprint (the "Footprint") throughout the period while P.S. 22 phases out and P.S. 705 and Explore Exceed phases in until 2014-2015. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/community/planning/default.htm.

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school's representative.

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 SC 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.

As described in more detail in the attached Building Utilization Plan ("BUP") that accompanies the EIS proposing the opening and co-location of P.S. 705, there will be sufficient instructional space in K022 to co-locate P.S. 705 and Explore Exceed with P.S. 22 during the phase-out period. As in other situations where schools are co-located, the schools will need to share 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. A Shared Space Committee will also meet a minimum of four times a year and report back to the Building Council regarding the BUP and the scheduling of shared spaces.

The details of the proposal to co-locate P.S. 705 and Explore Exceed in K022 are discussed in a separate EIS that is available at http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2011-2012/Mar12012Proposals.htm

C. Community

P.S. 22 has struggled with low performance despite the considerable support that the DOE has offered to the school. As a result, there is a need to provide a better option for families in the community. Under this proposal, K022 will remain open, but it will offer new educational options that are intended to better support the learning needs of future elementary school students in District 17. P.S. 22 is the only elementary school in District 17 that the DOE has proposed to phase out this year.

Students in District 17 may also apply to attend one of several charter elementary schools that provides a preference to District 17 students through the charter school lottery application process. A list of these charter schools is provided below:

DBN	School	Grade Span 2011-12	Grade Span at Scale	2011-12 Total Enrollment[32]	Admissions Method
84K356	Achievement First Crown Heights Charter School	K-11	K-12	791	Lottery
84K357	KIPP AMP Charter School (Middle School Grades)	5-11	5-12	294	Lottery
84K704	Explore Charter School	K-8	K-8	486	Lottery
84K726	Fahari Academy Charter School	5-7	5-12	223	Lottery
84K742	Explore Empower Charter School	K-4	K-8	290	Lottery

Detailed information about charter schools will also be published annually and will be available in print or on the DOE Web site here: http://schools.nyc.gov/community/planning/charters/For+Parents/default.htm.

Finally, this proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K022. This proposal is not expected to impact the site accessibility of K022.

IV. Enrollment, Admissions and School Performance Information

P.S. 22

Admissions Data

Current Admissions	K-5: zoned

Enrollment Data

	Pre-k[33]	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (unaudited)	36	46	51	45	50	107	113	448
2012-13 (proj.)	-	-	-	-	-	45 - 55	100 - 110	145 - 165
2013-14 (proj.)	-	-	-	-	-	-	45 - 55	45 - 55

[32] Based on the charter school headcount as of October 1, 2011.
[33] Pre-kindergarten is a program that can be offered either half-day or full-day. The projection figures represent the full-day equivalency.

2014-15 (proj.)	-	-	-	-	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services[34]	17%
Percentage of Students with IEPs[35]	21%
Percentage of ELL Students[36]	12%
Percentage of Students Eligible for Free or Reduced Lunch[37]	100%

School Performance Data

P.S. 22	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	A	C	F
Progress Report Progress Grade	A	F	F
Progress Report Performance Grade	A	D	D
Progress Report Environment Grade	F	F	F
Quality Review Score	-	-	Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	61%	26%	30%
Math % Proficient (Levels 3 and 4)	79%	31%	33%
Other Key Performance Indicators			
Attendance Rate	93%	92%	92%

2010-2011 State Accountability Status	Improvement (Year 1)

V. Initial Costs and Savings

Once the phase-out is fully implemented, the DOE will cease to allocate funds to P.S. 22 and repurpose all remaining funds previously allocated to the school.

Most funding in school budgets is allocated on a per-pupil basis. For each student no longer on the P.S. 22 roster as the phase-out is implemented, the school is expected to receive approximately $4,085.30 less per pupil funding annually for elementary grade students. These estimates are based on current Fair Student Funding ("FSF") per capita allocation levels and are subject to annual variation. FSF covers basic instructional expenses and FSF funds may, at the school's discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As a result of the phase-out, the total number of students enrolled at P.S. 22 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student

[34] Students receiving ICT and SC services as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
[35] Students with IEPs as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
[36] ELL students as percentage of total students from the 2011-2012 unaudited register as of October 31, 2011.
[37] Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY11, July 5, 2011.

population. If for some reason 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 naturally increasing or decreasing as enrollment fluctuates from year to year.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. Potential additional costs to the system may occur, however, if teachers and other school staff, no longer needed at the school due to declining enrollments, are unsuccessful in finding other employment opportunities in the department and revert to the Absent Teacher Reserve ("ATR"). Additionally, as pupil enrollment declines, the school may face below average class sizes due to the inability to fill every seat in each classroom. Under pupil-based funding, empty classroom seats result in fewer funds available to support the cost of classroom operations. All dollar amounts are based on FY 12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

All costs related to opening new schools are included in the separate EIS proposing the co-location of P.S. 22 with P.S. 705 and Explore Exceed.

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

A. Personnel Needs

All teachers and administrative and non-pedagogical staff at P.S. 22 will be excessed over the course of the phase-out. This process will take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.[38]

All excessing will be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the ATR pool, meaning that they would 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 would have a right of return to the school, consistent with applicable contractual provisions regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in P.S. 22 may enroll in P.S. 705 or other new schools opening borough-wide, and those schools might hire additional staff. New staff positions also would be created due to the phase-in of new or replacement schools citywide. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the citywide system.

New district schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New district schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire no less than 50% of their staff from the most senior qualified staff from the closing or phasing out school, if sufficient number of staff applies, until the impacted school is closed.

[38] Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

B. Cost of Instruction

As a result of the phase-out, the total number of students enrolled at P.S. 22 will decline each year, meaning that the school will need fewer teachers and fewer supplies to meet the needs of its smaller student population. If for some reason the overall school enrollment grows again, the overall budget will increase accordingly. 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 naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional $1,633.71 per pupil for each ELL student they enrolled.

As with all other schools citywide, P.S. 22 may receive additional "categorical" funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 22 is currently a Title I school. Assuming that the school continues to meet Title I criteria, the school's Title I funding award will adjust as the size of the school population changes.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their IEPs. Even as P.S. 22 is phased-out, funding will continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

There is no anticipated impact on the cost of instruction for the other existing organizations in the building.

C. Administration

All school supervisor and/or administrator positions assigned to P.S. 22 would eventually be excessed when the school is closed. Some positions would likely be excessed as the school gradually phases out, as administrative needs would decrease as the school serves an increasingly smaller student population. Again, all excessing would take place in accordance with existing labor contracts.

D. Transportation

There will be no change to existing transportation practices at P.S. 22 throughout its phase-out. 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.

E. Other Support Services

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

VII. Building Information

Building	K022

Type of Building		Elementary
Year Built		1996
Overall BCAS rating		2.29
2010-2011 Target Building Utilization		52%
2010-2011 Target Building Capacity		998
FY 2011 Maintenance Costs	**Labor**	$21,919
	Materials	$8,821
	Maintenance and repair contracts	$81,188
	Service contracts	$17,290
	Custodial operations costs—Materials	$6,434
	Custodial operations costs—Custodial Allocation	$251,074
FY2011 Energy Costs	**Electric**	$226,092
	Gas	$41,304
	Oil	$13,906
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		IP surveillance camera installation
Accessibility of the building		Fully Programmatically accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurse's Office