

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of P140K@KAPPA V (75K140), a District 75 School, with Leadership Preparatory Bedford Stuyvesant Charter School (84K517) and an Alternative Learning Center (88K983) in Building K258 in 2012-2013

I. Summary of Proposal

75K140 is an existing District 75 (“D75”) school¹ serving students at four different sites in Brooklyn.² P140K@KAPPA V (75K140, “P140K@KAPPA V”) is one such site, and serves students in kindergarten through eighth grade who have an Individualized Education Plan (“IEP”) classification of emotionally disturbed. P140K@KAPPA V is currently housed in Building K275 (“K275”), located at 985 Rockaway Avenue, Brooklyn, NY 11212 in Community School District 23. Beginning in the 2012-2013 school year, the New York City Department of Education (“DOE”) is proposing to re-site P140K@KAPPA V to Building K258 (“K258”), located 141 Macon Street, Brooklyn, NY 11216, in Community School District 13. A “re-siting” means a school will be located in a different building than the building it is located in currently.

P140K@KAPPA V is currently co-located in K275 with KAPPA V (23K518, “KAPPA V”), an existing middle school serving students in grades six through eight, Brooklyn Democracy Academy (23K643, “BK Democracy”), an existing transfer high school serving students in grades nine through twelve, and Metropolitan Diploma High School (23K647, “Metropolitan Diploma”), an existing transfer high school serving students in grades nine through twelve. A “co-location” means that two or more school organizations are located in the same building and may share large, common spaces like the auditoriums, gymnasiums and cafeterias.

If this proposal is approved, P140K@KAPPA V will be co-located in K258 with Leadership Preparatory Bedford Stuyvesant Charter School (84K517, “Leadership Prep Bed Stuy”), a public charter school which currently serves students in kindergarten through sixth grade, and is phasing in to eventually serve students in kindergarten through eighth grade in 2013-2014. It will also be co-located with an Alternative Learning Center (“ALC”). The ALC housed in K258 (88K983) is a suspension center serving students in sixth through eighth grade.

Currently, K258 also houses Academy of Business and Community Development (13K336, “ABCD”), an existing school serving students in grades six through twelve. In a separate Educational Impact Statement (“EIS”) published in December 2011, the DOE has proposed to close ABCD at the end of the 2011-2012 school year due to consistent poor performance. Therefore, if both this proposal and that proposal are approved, P140K@KAPPA V would not be co-located with ABCD. If the proposal to close ABCD is not approved, the DOE will reevaluate space availability at K258 and issue a revised EIS regarding

¹ D75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. D75 schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York. For a complete list of D75 organizations, please see the D75 directory (http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf).

² 75K140 serves students at four different sites: (1) P140K@021K, located at 180 Chauncey Street, Brooklyn, NY, 11233; (2) P140K@P304K, located at 240 Hart Street, Brooklyn, NY 11206; (3) P140K@I323K, located at 210 Chester Street, Brooklyn, NY, 11212; and (4) P140K@KAPPA V, located at 985 Rockaway Avenue, Brooklyn, NY, 11212.

P140K@KAPPA V's proposed re-siting, if necessary.

The DOE believes that K258, a fully programmatically accessible, is better suited to the school's needs because P140K@KAPPA V will be co-located with schools serving similar grade spans, whereas in K275 it is co-located with two high schools. In addition, it should be noted that the principal of P140K@KAPPA V supports the re-siting of the school to the new location. The principal believes the new site will improve overall morale and school culture for the entire school community, as students will be sited with other peers at their grade level.

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the "Blue Book"), K258 has the capacity to serve 1,144 students. K258 is a fully accessible building for students with physical disabilities. In 2011-2012, the building is serving only 715 students,³ yielding a utilization rate of 63%.⁴ As previously stated, the DOE is proposing to close ABCD at the end of the 2011-2012 school year and, if that proposal is approved, its enrollment will not contribute to the utilization rate of K258 if P140K@KAPPA V is sited there in 2012-2013.

If the proposal to re-site P140K@KAPPA V to K258 is approved, the grade spans for the schools that are currently housed in K258 and the schools that would be housed in K258 through 2013-2014 are as follows:

DBN	School Name	2011-2012	2012-2013	2013-2014
75K140	P140K@KAPPA V	-	K-8	K-8
84K517	Leadership Prep Bed Stuy	K-6	K-7	K-8
88K983	ALC	6-8	6-8	6-8
13K336	ABCD	6-12	-	-

If approved, when ABCD closes at the end of the 2011-2012 school year and P140K@KAPPA moves in at the beginning of the 2012-2013 school year, K258 is projected to serve approximately 673-884 students, yielding a projected building utilization rate of approximately 59%-77%. Therefore, K258 has adequate capacity to accommodate P140K@KAPPA V once ABCD moves out of the building.

The enrollments for each school in K258 and building utilization rates from 2010-2011 through 2013-2014 are shown in the table below:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment
P140K @ KAPPA V	-	142 - 176	142 - 176
Leadership Prep Bedford Stuy	449	491 - 628	552 - 706
ALC	47	40 - 80	40 - 80
ABCD	219	-	-
Total Building Enrollment	715	673 - 884	734 - 962
Utilization	63%	59% - 77%	64% - 84%

³2011-2012 audited register.

⁴All 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 2011-2012 school year is based on audited enrollment and do not include Long Term Absences ("LTAs"), students who have been absent continuously for 30 days or more 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.

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

Impact on Current P140K@ KAPPA V⁵ Students

75K140 is a District 75 school serving students in kindergarten through twelfth grade in four different sites, including the P140K@KAPPA V site, the only site where students in Kindergarten through eighth grade are served. Students at P140K@KAPPA V are classified on their IEPs as emotionally disturbed. P140K@KAPPA V enrolls 145 students in 2011-2012.⁶ This proposal will impact the students who currently attend P140K@KAPPA V because they will attend school at a different location in the 2012-2013 school year. This proposal is not anticipated to impact the students at 75K140's other sites.

Students are placed in District 75 programs based on individual student needs/recommended special education services. P140K@KAPPA V currently offers a 12:1:1 (ratio of students: teacher: paraprofessional) class size program. Current and future students will continue to receive mandated services.

P140K@KAPPA V offers one special program: C.H.A.M.P.S., or Cooperative, Healthy, Active, Motivated, Positive Students. The District 75 C.H.A.M.P.S program has been adapted to help all students develop the skills, knowledge, attitudes, and behaviors to enjoy a lifetime of physical activity. To further this goal, the

⁵ If P140K@KAPPA V moves to K258, the name of the school may change to reflect the school's new location. The new name has not yet been determined.

⁶ 2011 audited register.

district adaptations include the integrated use of support personnel (i.e. paraprofessionals) in the activities, and goes beyond the physiological aspects of physical activity; it focuses on the mental, emotional, and social dimensions that make up the entire physical activity experience, and that are appropriate for individual student's personal developmental level. The C.H.A.M.P.S. program is not expected to be impacted by this proposal and the DOE anticipates that it will continue to be provided at K258. However, as is true of schools Citywide, P140K@KAPPA V may modify extracurricular and programmatic offerings annually based on student demand and available resources. P140K@KAPPA V does not presently offer any other extracurricular activities or have any partnerships.

In accordance with DOE policy, students classified as English Language Learner ("ELL") students are admitted to elementary and middle schools in the same manner as their non-ELL peers. P140K@KAPPA V currently offers a Bilingual program in Spanish to students. Current and future ELL students at P140K@KAPPA V will continue to receive all mandated services.

Impact on Students Currently Attending School in K258

If this proposal is approved, P140K@KAPPA V, which is currently located in K275, will relocate to K258 prior to the beginning of the 2012-2013 school year. The DOE does not expect that the proposed re-siting and co-location of P140K@KAPPA V in K258 will impact admissions, current or future student enrollment, instructional programming, or extracurricular program offerings at either Leadership Prep Bed Stuy or the ALC housed in K258.

Leadership Prep Bed Stuy is an existing public charter school that currently serves 449 students in kindergarten through sixth grade. The school is still phasing in and will grow to full scale to serve students in kindergarten through eighth grade in 2013-2014.

If this proposal is approved, Leadership Prep Bed Stuy could continue offering student athletics and other extracurricular programs. In addition, Leadership Prep Bed Stuy could continue to offer an English as a Second Language program for its ELL students. The existing programs for ELL students will continue to be provided, and students with disabilities will continue to receive mandated services in accordance with their IEPs.

Leadership Prep Bed Stuy currently offers the following extracurricular activities: Music, Drama, Dance, and Fitness. Leadership Prep Bed Stuy will continue to offer extracurricular programs in the future based on student interests, available resources, and staff support for those programs.

The ALC located within K258 serves as a suspension center for middle school students, providing an educational setting for students who are on a Superintendent's suspension of up to 90 days. ALCs provide a safe and high quality instructional program to students who have received a superintendent's suspension. This is a personalized and differentiated educational program that includes social and emotional development to prepare students for their return to their home schools. Each borough has a principal that oversees five to seven of these suspension centers. Each site has a site supervisor, four core content area teachers, one special education teacher, one counselor, one paraprofessional, and one school aide. ALCs typically enroll 40-80 students and, at the time of this posting, the ALC at K258 serves approximately 47 students.

Impact on Current and Future Students in K275

KAPPA V, P140K@KAPPA V, BK Democracy, and Metropolitan Diploma are all currently located in K275. Collectively, those schools serve 763 students.⁷ K275 has a target capacity of 1,209 students, which means that the building's current utilization rate is 63%. If this proposal is approved, P140K@KAPPA V

⁷ 2011 audited register:

will leave K275 at the end of the school year. In a separate EIS posted in January 2012, the DOE is proposing to re-site Leadership Preparatory Brownsville Charter School's (84K711, "LPBV") kindergarten through fourth grade ("K-4") from building K284 ("K284"), located at 213 Osborn Street, Brooklyn, NY 11212, to building K275. LPBV is an existing public charter school that currently serves 245 K-3 students⁸ and is phasing in to serve students in kindergarten through eighth grade. Should the proposed re-site of LPBV to K275, and the proposed re-site of P140K@KAPPA V to K258 be approved, K275 is projected to serve 871-1,073 students in 2012-2013 school year, yielding a utilization rate of 72-89%.

The enrollments for each school and building utilization rates from 2010-2011 through 2013-2014 are shown in the table below:

School Name	2011-2012 Audited Enrollment	2012-2013 Projected Enrollment
LPBV	-	331 - 423
KAPPA V	246	210 - 240
BK Democracy	194	175 - 215
Metropolitan Diploma	178	155 - 195
P140K @ KAPPA V	145	-
Total Building Enrollment	763	871 – 1,073
Utilization	63%	72% - 89%

Impact on Future D75 Students

This proposal is not anticipated to impact the admissions process for D75 programs. Students will continue to be placed in D75 programs based on individual student needs/recommended special education services.

New incoming kindergarten students would seek placement through the D75 placement process, consistent with current practice. Families of D75 elementary and middle school students seeking placement are admitted through referrals from the D75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.⁹

Students will continue to be placed in District 75 programs based on their individual needs and recommended special education services. Families of District 75 students who are in self-contained classes in elementary school and who are articulating into middle school, and their parents, will work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. 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 District 75 programs, please visit the DOE website at <http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

The estimated enrollments for the organizations currently located in K258 during the course of the re-site and co-location are set forth in Section IV below.

⁸ Based on headcount as of October 1, 2011.

⁹ To learn more about the choices available to students, please visit the District 75 Organization Directory, available online at: http://schools.nyc.gov/documents/d75/schools/DIRECTORY_complete.pdf.

If this proposal is approved, and as described in more detail in the attached Building Utilization Plan, there will be sufficient space to accommodate P140K@KAPPA V, Leadership Prep Bed Stuy, and the ALC pursuant to the Citywide Instructional Footprint (the “Footprint”) throughout the period while P140K@KAPPA V phases in. Please visit the DOE's website 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 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 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 Integrated Co-Teaching section and a full-size or half-size room to accommodate each Self Contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that 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, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any excess space will be allocated by the Building Council. 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.

Space is allocated to D75 programs according to the DOE’s D75 Instructional Footprint (“D75 Footprint”). D75 programs are also provided access to shared spaces such as the gymnasium, the library, the auditorium, and the cafeteria, and spaces such as OT/PT rooms, the nurse’s office, etc. or provided with space for comparable purposes. Furthermore, excess space in buildings where D75 programs are co-located with other organizations will be equitably distributed to all organizations based on a percentage of the student enrollment, except that the excess allocations to D75 programs are based on the number of sections of students, rather than the number of students.

As in other situations where schools are co-located, the schools would 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. 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 Footprint allocates the number of baseline rooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

C. Community

The re-siting of P140K@KAPPA V to K258 will enable the school to continue accommodating the special

education needs of its students in a facility better suited to its needs, providing the District 75 students with an educational setting in which the other students in the building are more in the same grade level.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K258.

IV. Enrollment, Admissions and School Performance Information

P140K@KAPPA V

Admissions Data

Current Admissions	District 75: Placement Based on Individual Students Needs/ Recommended Special Education Services
Admissions after Proposed Re-site to K258	District 75: Placement Based on Individual Students Needs/ Recommended Special Education Services

Enrollment Data

	Total Enrollment (Grades K-8)
2011-12 (unaudited)	145 ¹⁰
2012-13 (proj.)	142-176
2013-14 (proj.)	142-176

Demographic Data¹¹

Percentage Students Receiving ICT or SC services ¹²	100%
Percentage Students with IEPs ¹³	100%
Percentage ELL Students ¹⁴	10%
Percentage of Students Eligible for Free or Reduced Lunch ¹⁵	96%

School Performance Data¹⁶

75K140	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	D	F

¹⁰ Based on 2011 audited register.

¹¹ This demographic data is not site specific and represents 75K140 as a whole.

¹² Students Receiving ICT and SC services as percentage of total students from the 2011 audited register.

¹³ Students with Individualized Education Plan as percentage of total students from the 2011 audited register.

¹⁴ English Language Learner students as percentage of total students from the 2011 audited register.

¹⁵ Percentage of Students Eligible for Free or Reduced Lunch from the 2011 audited register.

¹⁶ This performance data is not site specific and represents 75K140 as a whole.

Quality Review Score ¹⁷	P ¹⁸	N/A ¹⁹	U
Performance Data			
Percentage of Standard Assessment Students at Level 2 or Above in ELA	N/A	33%	21%
Percentage of Standard Assessment Students at Level 2 or Above in Math	N/A	34%	25%
Percentage of Alternate Assessment Students at Proficiency in ELA (Level 3 or 4)	N/A	100%	95%
Percentage of Alternate Assessment Students at Proficiency in Math (Level 3 or 4)	N/A	100%	93%
Other Key Indicators			
Attendance Rate	86%	84%	87%
2010-2011 State Accountability Status²⁰	N/A		

Leadership Prep Bed Stuy

Admissions Data

Current Admissions	Charter Lottery Process
Admissions after Proposed Re-Siting	Charter Lottery Process

Enrollment Data²¹

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-12 (unaudited)	67	83	86	80	53	48	32	-	-	449
2012-13 (proj.)	78-100	78-100	78-100	75-95	72-92	45-58	37-47	28-36	-	491-628
2013-14 (proj.)	78-100	78-100	78-100	75-95	72-92	45-58	37-47	28-36	27-35	552-706

Demographic Data

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	11%
Percentage of ELL Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	43%

School Performance Data

¹⁷ http://schools.nyc.gov/OA/SchoolReports/2010-11/Quality_Review_2011_K140.pdf

¹⁸ Per the Quality Review, WD = Well Developed, P = Proficient, D=Developing, U = Under Developed.

¹⁹ Not every school receives a Quality Review score yearly.

²⁰ <http://www.p12.nysed.gov/irs/accountability/>.

²¹ All projections referenced for the 2012-13 school year and beyond reflect the charter school's authorized enrollment pursuant to its Charter application.

Leadership Prep Bedford Stuyvesant Charter School	2008-2009	2009-2010	2010-2011
School Performance and Progress			
Overall Progress Report Grade	N/A	B	B
Quality Review Score	N/A	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	N/A	49%	62%
Math % Proficient (Levels 3 and 4)	N/A	90%	89%
Other Key Performance Indicators			
Attendance Rate	N/A	95%	97%
2010-2011 State Accountability Status	In Good Standing		

ALC (88K983)

Enrollment Data²²

	Total Enrollment (Grades 6 - 8)
2011-12 (unaudited)	47
2012-13 (proj.)	40-80
2013-14 (proj.)	40-80

Demographic and Performance Data

There is neither demographic nor performance data for ALCs.

V. Initial Costs and Savings

The estimated cost to relocate P140K@KAPPA V will be \$28,318.50.

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

A. Personnel Needs

The proposed re-siting and co-location is not expected to change the number of personnel positions assigned to P140K@KAPPA V, nor is it expected to significantly alter the duties of current staff in K258.

B. Cost of Instruction

This proposal should not impact the operating budget or costs of instruction at P140K@KAPPA V, Leadership Prep Bed Stuy, or the ALC.

The basic operating budget for those schools is determined by the same Fair Student Funding (“FSF”) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy

²² Based on 2010 and 2011 average daily enrollment.

funding on a per pupil basis. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to annual variation, but for 2011-2012, the base per-pupil allocation for elementary schools was \$4,085.30. FSF allocations are subject to annual variation, but for 2011-2012, the base per-pupil allocation for middle schools was \$4,412.45. In addition, FSF awards supplemental allocations on a per-pupil basis for 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 and middle schools received an additional \$2,043.69 per pupil for each ELL student they enrolled. At the elementary level, supplemental funds are awarded for each student who is an ELL student, who requires special education services, or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

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 the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

As with all other schools Citywide, P140K@KAPPA V, Leadership Prep Bed Stuy, and the ALC 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. P140K@KAPPA V is currently eligible for Title I funding. Assuming that the school continues to meet Title I criteria, the size of its Title I funding awards would grow or shrink as the school population grows or shrinks.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. P140K@KAPPA V will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

This proposal also should not impact the budget or operating costs for Leadership Prep Bed Stuy. The General Education Charter School per-pupil rate is determined by the New York State Education Department and is based on a formula used for all traditional public school districts. The formula divides the district's Approved Operating Expenditures by Total Allowable Pupil Units. Special education funding is an allocation that charter schools may qualify for and receive for serving students that receive special education services for more than 20% of the week as mandated by an IEP.

C. Administration

No change in school supervisory or administrator positions at P140K@KAPPA V, Leadership Prep Bed Stuy, or the ALC is expected as a result of this proposal.

D. Transportation

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

Building K258 is approximately 3.5 miles from P140K@KAPPA V's current site. Once sited at building K258, students at P140K@KAPPA V will continue to receive busing services in accordance with Chancellor's Regulation A-801.²³ Parents and guardians should consult that regulation for a full explanation of the DOE's busing practices. Briefly, Special Education students will continue to receive busing services in accordance with their Individualized Education Programs.

E. Other Support Services

Other support services will continue to be provided consistent with Citywide policy.

VII. Building Information

Building	K258	
Type of Building	Secondary School	
Year Built	1955	
Overall BCAS rating	2.61	
2010-2011 Target Building Utilization	55%	
2010-2011 Target Building Capacity	1,144	
FY 2011 Maintenance Costs	Labor	\$13,091
	Materials	\$5,951
	Maintenance and repair contracts	\$45,607
	Service contracts	\$5,652
	Lease	\$0
	Custodial operations costs—Materials	\$10,194
	Custodial operations costs—Custodial Allocation	\$308,750
FY 2011 Energy Costs	Electric	\$146,887
	Gas	\$5,018
	Oil	\$122,035
Projects completed during the current or prior school year	IEH-PO18 rooms 301,302 & Leading	
Projects proposed in the capital plan	N/A	
Accessibility of the building	Fully Programmatically accessible	
Building attributes	Art room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's office, Science Lab	

²³ <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>