

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Opening and Temporary Co-Location of the Elementary School Grades of Uncommon Kings Collegiate Charter School (84K608) with Existing School I.S. 285 Meyer Levin (18K285) in Building K285 Beginning in the 2016-2017 School Year

I. Summary of Proposal

On March 4, 2016, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) and Building Utilization Plan (“BUP”) describing a proposal to open and co-locate¹ the elementary school grades of Uncommon Kings Collegiate Charter School (84K608, “Uncommon Kings Collegiate”) in building K285 (“K285”) beginning in the 2016-2017 school year. K285, which is located at 5909 Beverley Road, Brooklyn, New York 11203, in Community School District 18 (“District 18”), currently houses I.S. 285 Meyer Levin (18K285, “I.S. 285”), an existing district middle school that serves students in sixth through eighth grades, as well as the community-based organization (“CBO”) Sports and Arts.

Based on public input from the impacted communities, the DOE is now issuing a revised EIS and BUP, amending the proposal to open and co-locate Uncommon Kings Collegiate in K285 with I.S. 285. In the EIS and BUP posted on March 4th (“March 4th proposal”), the DOE proposed that Uncommon Kings Collegiate open in K285 in the 2016-2017 school year, serving approximately 55-65 students in kindergarten and adding one grade level each year until it reached full scale in the 2020-2021 school year, at which time it would serve approximately 275-325 students in kindergarten through fourth grade. In response to community feedback, the DOE is revising the proposal to instead open and temporarily co-locate Uncommon Kings Collegiate’s kindergarten and first grade in K285 for the 2016-2017 and 2017-2018 school years while the DOE evaluates and identifies an alternate location for Uncommon Kings Collegiate’s elementary school grades. This revised EIS and attached revised BUP reflect the change from the opening and permanent co-location of kindergarten through fourth grade of Uncommon Kings Collegiate in K285 to the temporary siting of kindergarten and first grade of Uncommon Kings Collegiate in K285 for the 2016-2017 and 2017-2018 school years.

If this revised proposal is approved, Uncommon Kings Collegiate will open and serve approximately 55-65 kindergarten students in K285 in the 2016-2017 school year and will serve approximately 110-130 kindergarten and first grade students in K285 in the 2017-2018 school year. Beginning in the 2018-2019 school year, kindergarten and first grade of Uncommon Kings Collegiate will no longer be co-located with I.S. 285 in K285. Rather, students attending Uncommon Kings Collegiate for elementary school will continue to be served by Uncommon Kings Collegiate, albeit at an alternative location that is yet to be determined. Should an alternate location be identified earlier, the DOE will work to re-site Uncommon Kings Collegiate out of K285 before the conclusion of the 2017-2018 school year.

Uncommon Charter (“Uncommon”) is the charter management organization (“CMO”) for Uncommon Kings Collegiate. Uncommon Kings Collegiate has been authorized by The State University of New York Charter Schools Institute (“SUNY”) to serve students in kindergarten through twelfth grades. Uncommon Kings

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

Collegiate currently serves students in fifth through eighth grades in building K252 (“K252”), located at 1084 Lenox Road, Brooklyn, NY 11212, also in District 18. If this revised proposal is approved, Uncommon Kings Collegiate’s kindergarten students will be served in K285 in the 2016-2017 school year and Uncommon Kings Collegiate’s kindergarten and first grade students will be served in K285 in the 2017-2018 school year.

On February 26, 2016, the DOE began public engagement on the March 4th proposal by conducting a walk-through of K285 with a Deputy Chancellor from the DOE and holding a School Leadership Team (“SLT”) debrief. Participants at the walk-through and debrief included the principals and SLT members of I.S. 285 and Uncommon Kings Collegiate, respectively, representatives from Community Education Council 18, the District 18 Superintendent, and other DOE leadership members. On March 23, 2016, the DOE conducted a community meeting with members from the I.S. 285 community, at which time parents, teachers, and students from I.S. 285, as well as other impacted community members, had the opportunity to learn more about the proposal and pose questions. At this community meeting, the I.S. 285 community expressed concerns that the potential co-location with Uncommon Kings Collegiate would result in a loss of space within K285 that is currently being programmed to support the I.S. 285 performing arts program. The community also disagreed with the DOE’s assessment that K285 is underutilized and has space to accommodate additional students. On April 11, 2016, the DOE held a Joint Public Hearing at K285, which was open to the public and at which attendees had the opportunity to provide comments on the March 4th proposal. At this hearing, the DOE received multiple comments that the proposal would have a negative impact on the historic performing arts program that I.S. 285 currently offers. Additionally, many commenters expressed concern around the overall loss of space in K285 for I.S. 285 as all rooms in K285 are currently being utilized by I.S. 285. There were also multiple commenters who expressed support for this proposal and stated that Uncommon provides an excellent environment for students and a high-quality school option.

In response to the public input that expressed concerns over the potential loss of space and programming at I.S. 285 as a result of the permanent siting of Uncommon Kings Collegiate’s kindergarten through fourth grade in K285, the DOE decided to revise the March 4th proposal to propose a temporary siting of Uncommon Kings Collegiate in K285 for the 2016-2017 and 2017-2018 school years. This revision allows Uncommon to serve students in kindergarten and first grade during the temporary two-year siting while also addressing the concerns over the potential loss of space, which I.S. 285 currently uses to support the performing arts program. If this revised proposal is approved, I.S. 285 and Uncommon Kings Collegiate will each receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“Footprint”), as well as excess space, during the temporary two-year siting of Uncommon Kings Collegiate’s kindergarten and first grade in K285.² As detailed in the attached revised BUP, because Uncommon Kings Collegiate will only serve a maximum of 110-130 students in five class sections at K285 during this two-year proposal, there will remain significant excess space in K285 to support I.S. 285’s performing arts programs, even with Uncommon Kings Collegiate co-located in the building. At the conclusion of the 2017-2018 school year, Uncommon Kings Collegiate will no longer be sited in K285, and therefore will no longer be allocated any space within the building.

The DOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this revised proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the revised proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K285, which will be open to the public and at which attendees

² The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

are encouraged to provide comments on this revised proposal.

- Dedicated phone line and email address to accept public comments at any time following the posting of this revised proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D18Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one. This meeting is also open to the public and attendees are welcome to provide comment on this revised proposal. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through the dedicated phone line or email address, will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/June222016PanelMeeting.htm>.

K285 has the capacity to serve a total of 1,038 students.³ If this revised proposal for the opening and temporary co-location of Uncommon Kings Collegiate in K285 with I.S. 285 is approved, in the 2016-2017 school year, Uncommon Kings Collegiate will serve a projected 55-65 students in kindergarten and I.S. 285 will serve a projected 585-615 students in sixth through eighth grades in K285. K285 will have a total projected building enrollment of 640-680 students, yielding a projected building utilization rate of 62%-66%.⁴

If this revised proposal is approved, in 2017-2018, the final year of Uncommon Kings Collegiate's temporary co-location in K285, Uncommon Kings Collegiate will serve a projected 110-130 students in kindergarten and first grade and I.S. 285 will serve a projected 560-590 students in sixth through eighth grade, yielding approximately 670-720 total students served in the building. In the final year of this revised proposal, the projected building utilization rate will be 65%-69%, indicating that there is sufficient space for all current and proposed school organizations.

The revised BUP that accompanies this revised proposal also reflects that there is sufficient space in K285 to accommodate I.S. 285 and Uncommon Kings Collegiate. Thus, the DOE believes that K285 has sufficient space to serve all students that attend I.S. 285 and Uncommon Kings Collegiate for the proposed two-year temporary siting beginning in the 2016-2017 school year.

More details about space are available in Section III.B and Appendix A of this revised EIS as well as in the revised BUP that is attached to this revised proposal.

II. Proposed or Potential Use of Building

As stated above in Section I, according to the Blue Book, K285 has a target capacity of 1,038 students. During the current 2015-2016 school year, I.S. 285 is serving approximately 701 students in K285, yielding a building utilization rate of 68%. As a result, K285 is "under-utilized" and has space to accommodate

³ According to the 2014-2015 Enrollment, Capacity and Utilization Report (the "Blue Book").

⁴ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence ("LTA") students who have been absent continuously for 30 days or more as of October 31, 2015 for district schools, and, for new charter schools, projections based on enrollment figures in the charter application. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

additional students.⁵ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this revised EIS.

If this revised proposal is approved, in the 2016-2017 school year, Uncommon Kings Collegiate is projected to serve 55-65 students in kindergarten and I.S. 285 is projected to serve 585-615 students in sixth through eighth grades in K285, yielding a total projected building utilization rate of 62%-66%. In the second and final year of this revised proposal to temporarily site Uncommon Kings Collegiate in K285, the school is projected to serve approximately 110-130 students in kindergarten and first grade and I.S. 285 is projected to serve 560-590 students in sixth through eighth grades, yielding a projected utilization rate of 65%-69% for K285. Beginning in the 2018-2019 year, Uncommon Kings Collegiate will no longer be sited in K285 and will instead serve students at an alternative site.

If this revised proposal is approved, the grade spans for all current and proposed school organizations in K285 over a two-year period during the temporary siting of Uncommon Kings Collegiate will be as follows:

DBN	School Name	2015-2016	2016-2017	2017-2018
18K285	I.S. 285	6-8	6-8	6-8
84K608	Uncommon Kings Collegiate	-	K	K-1

The chart below shows the projected enrollment and building utilization rates for K285 if this revised proposal is approved:

DBN	School Name	2015-2016 Enrollment ⁶	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
18K285	I.S. 285	701	585 - 615	560 - 590
84K608	Uncommon Kings Collegiate	-	55-65	110-130
Total Building Enrollment		701	640 - 680	670 - 720
Utilization		68%	62% - 66%	65% - 69%

More information on target capacity and utilization rate is available in Appendix A of this revised EIS. If this revised proposal is approved, Uncommon Kings Collegiate and I.S. 285 will receive their baseline or adjusted baseline allocations pursuant to the Footprint. More details about space are available in Section

⁵ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on April 13, 2016. The memo can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/1F9EEB94-A7F6-461E-915F-6F6869825A14/0/UnderutilizedSpaceMemorandum20162017.pdf>

⁶ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

III.B and Appendix A and C of this revised EIS as well as the revised BUP that accompanies this revised EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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

A. Students

If this revised proposal is approved, in 2016-2017, Uncommon Kings Collegiate will open and serve kindergarten students at K285, where it will be temporarily co-located with I.S. 285 for the 2016-2017 school year and the 2017-2018 school year. In the 2017-2018 school year, Uncommon Kings Collegiate will serve both kindergarten and first grade students at K285. In the 2018-2019 school year, Uncommon Kings Collegiate will no longer serve students at K285, but will instead serve students at an alternate location. I.S. 285 will continue to serve students in sixth through eighth grades in K285 for the duration of this revised proposal.

Impact on Current and Future Students Attending I.S. 285

The revised proposal to open and temporarily co-locate Uncommon Kings Collegiate with I.S. 285 in K285 is not expected to impact current or future enrollment, academic or extra-curricular programming at I.S. 285.

I.S. 285 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”), Self-Contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at I.S. 285 will continue to receive all mandated special education services if this revised proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at I.S. 285 receive English as a Second Language (“ESL”) services. If this revised proposal is approved, these services will continue to be provided, and all students will continue to receive their mandated services.

I.S. 285 currently offers the following extra-curricular activities and programs, sports and partnerships:⁷

- **Extra-curricular Activities and Programs:** Concerts, Technology, Journalism, Gaming, Graphic Design, Drama Club, Steel Pan Band, Choir, Annual Theatrical Productions, Community Day, Student Council, Mentoring, Yearbook, Conflict Resolution, Dance, Hour of Power Daily Academic Intervention Program, Winter Recess Academic Intervention Program, Mid-Winter Recess Test Prep Program, Project 2015 (Specialized High School Prep Program), Regents Prep Program.
- **Sports:** Boys Basketball, Girls Basketball, Flag Football, Soccer, Track and Field, Double Dutch.
- **Partnerships:** East Flatbush Village, Sports and Arts, Higher Levin.

⁷ Information is from the District 18 Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/973DD6E0-E585-430A-9C08-D77069C4CEB8/0/2016NYCMSDirectoryDistrict18.pdf> last visited on February 12, 2016 and from school-reported data as of March 3, 2016.

If this revised proposal is approved, I.S. 285 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true at all schools, which annually modify extra-curricular offerings based on student demand and available resources.

If this revised proposal is approved, there will be no impact on the manner in which I.S. 285 admits students. I.S. 285 currently admits students through the middle school admissions process using three different admissions methods. The first is an unscreened method, open to students residing in the zone and then open to students residing in District 18. The second admissions method is a screened performing arts program open to students residing in District 18. Students are evaluated for admission to the screened program based on a review of their academic and personal behaviors, an audition, a personal statement, final fourth grade report card and a resume listing academic and artistic accomplishments. The third admissions method is a composite score program, which is also open to students residing in District 18. Students are evaluated for admission to the composite score program based on attendance (20%), final fourth grade report card (40%), New York State English Language Arts (“ELA”) Exam (20%) and New York State Math Exam (20%). General information about the middle school admissions process can be found in Appendix B of this revised EIS and on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Impact on Future Elementary School Students in District 18

If this revised proposal is approved, families in District 18 will have an additional elementary school option in the 2016-2017 and the 2017-2018 school years. This revised proposal will allow Uncommon Kings Collegiate to serve students in kindergarten and first grade, in addition to students in fifth through eighth grades, in District 18. Elementary age students in District 18 will have the opportunity to enter the charter application lottery process to enroll in Uncommon Kings Collegiate at K285 for the 2016-2017 and 2017-2018 school years. If this revised proposal is approved, the DOE will continue to evaluate available spaces that may be suitable to site Uncommon Kings Collegiate’s grades kindergarten through four.

Uncommon Kings Collegiate will admit students for kindergarten via lottery with weighted preferences. The following preferences will be applied to the lottery:

- Students will only be admitted via lottery to kindergarten; however, the school may, at its discretion, admit new students into other grades from the school’s waiting list;
- First preference is given to siblings of students enrolled in Kings Collegiate Charter School or students currently enrolled in Uncommon Charter High School who had previously attended Kings Collegiate Charter School;
- Second preference is given to children of benefit-eligible employees of USNYC or its management partner, Uncommon Schools, Inc., provided that such children of employees do not constitute more than 15% of Uncommon New York City Charter School’s or any one school that forms part of Uncommon New York City Charter School’s total enrollment at any time.

Subsequent preferences are described on Uncommon Charter School’s Web site and can be viewed here: <http://www.uncommonschools.org/our-schools/new-york-city/enrollment>.

More information on charter school admissions is available at <http://schools.nyc.gov/community/charters/default.htm>.

This revised proposal is not expected to impact the admissions process for district elementary schools that are zoned or choice in District 18. District schools will continue to give priority to students as they have in the past and in accordance with Chancellor's Regulation A-101.

See Appendix B of this revised EIS for more information on elementary school enrollment.

Enrollment Impact on Over-the-Counter ("OTC") Placements

In addition to admitting students through the middle school admissions process, I.S. 285 currently admits some students through the OTC placement process. This revised proposal will not impact I.S. 285's ability to continue to do so.

Please see Appendix B of this revised EIS for more information on the OTC process.

Impact on CBO Sports and Arts

As stated above, K285 currently provides space for the CBO Sports and Arts. Sports and Arts is not expected to lose any space or reduce the services offered as a result of this revised proposal.

B. Schools

As described in more detail in the attached revised BUP, there will be sufficient instructional and administrative space to accommodate Uncommon Kings Collegiate's kindergarten and first grade and I.S. 285 in K285 pursuant to the Footprint if this revised proposal is approved. As in other situations where schools are co-located, the schools will share large common and specialty rooms in the building, namely the cafeteria, library, gymnasium, and auditorium. As per the attached revised BUP, any space remaining that is not allocated as part of either school's baseline or adjusted baseline Footprint will be equitably distributed among the schools based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

Please see Appendix C of this revised EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE's website to access the Footprint:

http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

C. Community

If this proposal is approved, District 18 families will have an additional elementary school option in the 2016-2017 and 2017-2018 school years. This revised proposal will also allow Uncommon Kings Collegiate to serve kindergarten and first grade, in addition to serving grades five through eight, in District 18. If this revised proposal is approved, the DOE will continue to evaluate available spaces across District 18 that may be suitable to site Uncommon Kings Collegiate's K-4 continuum.

The DOE believes that Uncommon Kings Collegiate is a high-quality elementary school option for students in the community based on the high performance of its existing middle school grades relative to schools in District 18. In the 2014-2015 school year, Uncommon Kings Collegiate's math proficiency rate was 52% while the District 18 average was 19%, and its English Language Arts proficiency rate was 30% while the District 18 average was 24%. If this revised proposal is approved, the opening and temporary co-location of the elementary school grades of Uncommon King's Collegiate in K285 will provide the opportunity for kindergarten and first grade students to be served at a site within close proximity to K252, where Uncommon Kings Collegiate middle school students are currently served.

This revised proposal is not anticipated to have an impact on the broad range of existing options available to elementary school students in District 18.

This revised proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K285. This revised proposal is not expected to impact the accessibility of building K285, which is currently not accessible.

There are no other proposed uses or plans for K285 at this time.

IV. Enrollment, Admissions, and School Performance Information

I.S. 285

Admissions Data

Current Admissions	Grades 6-8: Zoned; Screened; Composite Score
Admissions if This Revised Proposal Is Approved	Grades 6-8: Zoned; Screened; Composite Score

Enrollment Data⁸

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	184	222	295	701
2016-2017 (projections)	190-200	180-190	215-225	585-615
2017-2018 (projections)	190-200	190-200	180-190	560-590

Demographic Data⁹

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	18%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	83%

⁸ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

⁹ All figures are reported as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

School Performance Data

I.S. 285	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁰			
1.1 Curriculum	Proficient	N/A ¹¹	Proficient
1.2 Pedagogy	Developing	N/A	Proficient
2.2 Assessment	Proficient	N/A	Developing
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	19%	19%	23%
Math % Proficient (Levels 3 and 4)	18%	16%	13%
Other Key Performance Indicators			
Attendance Rate	92%	94%	92%
2015-2016 State Accountability Status¹²	Good Standing		

Uncommon Kings Collegiate

Admissions Data

Current Admissions	N/A
Admissions if this Revised Proposal is Approved	Grades K-1: Charter lottery

¹⁰ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>

¹¹ Not all schools receive Quality Reviews every year. I.S. 285 did not have a Quality Review for the 2013-2014 school year.

¹² This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data¹³

	K	Grade 1	Total Enrollment
2015-2016	-	-	-
2016-2017 (projections)	55-65	-	55-65
2017-2018 (projections)	55-65	55-65	110-130

Demographic Data

There is no demographic data available for Uncommon Kings Collegiate elementary school grades because the school does not yet serve elementary age students.

School Performance Data

There is no performance data available for Uncommon Kings Collegiate elementary school grades because the school does not yet serve elementary age students.

V. Initial Impact on Budget and Cost of Instruction

This revised proposal is not expected to impact costs or allocations at I.S. 285 in K285. Most funding in schools’ budgets is allocated on a per-pupil basis, based on Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs.

Please refer to the FSF Guide¹⁴ and FY16 School Allocation Memoranda¹⁵ for additional information on cost of instruction.

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 (“AOE”) by Total Allowable Pupil Units (“TAPU”). 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.

In accordance with the New York State Charter Schools Act of 1998 (as amended), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building. The Office of Space Planning will facilitate any matching funds triggered by facilities upgrades to K285.

¹³ Projections are based on enrollment figures in the charter application.

¹⁴ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

¹⁵ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

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

A. Personnel Needs

The proposed opening and temporary co-location of Uncommon Kings Collegiate in K285 is not expected to change the number of personnel positions assigned to I.S. 285, nor is it expected to alter the duties of its current staff.

New administrative staff and non-pedagogical positions may be created at Uncommon Kings Collegiate in K285 over the course of the school's temporary siting. Uncommon Kings Collegiate in K285 is expected to hire additional teachers as each new grade is added and as the total number of students increases in the 2016-2017 school year and the 2017-2018 school year. The precise number of positions needed for the 2016-2017 and 2017-2018 school years will be determined by the charter school. Those decisions will be made at the school level, based on need and budgetary considerations.

B. Administration

No change in school supervisory or administrator positions at I.S. 285 is expected as a result of this revised proposal.

Uncommon Kings Collegiate in K285 may hire school supervisors and/or administrator personnel on an as-needed basis throughout the course of the school's expansion.

C. Transportation

There will be no change to existing transportation practices at I.S. 285 during the current school year (2015-2016), nor is this revised proposal expected to impact transportation practices at I.S. 285 in future school years. Transportation will continue to be provided according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		K285
Type of Building		IS/JHS
Year Built		1954
Overall BCAS rating		2.63
2014-2015 Blue Book Target Building Utilization		78%
2014-2015 Blue Book Target Building Capacity		1,038
FY 2015 Maintenance Costs	Labor	\$33,701
	Materials	\$19,161
	Maintenance, repair, and service contracts	\$62,204
	Custodial operations costs—Materials	\$8,615
	Custodial operations costs—Custodial Allocation	\$338,896
FY 2015 Energy Costs	Electric	\$95,571
	Gas	\$47,795
	Steam	N/A
	Oil	N/A
Projects completed during the current or prior school year		Electrical lighting Fixtures, Classroom Connectivity
Projects proposed in the capital plan		Climate Control, Heating Plant Upgrade, Classroom Connectivity, IP Surveillance Camera Installation
Accessibility of the building		No Accessibility
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers 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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers choice, or non-zoned, elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school
If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.
- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹⁶ a Non-Public School Placement, or specialized programs,¹⁷ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility.

¹⁶ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

¹⁷ Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

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

The Citywide deadline for fifth-grade students to submit middle school applications for the 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines is available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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

Over-the-Counter ("OTC") Placements

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City 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;¹⁸ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the Middle School or High School Admissions Processes for some other reason.

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

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

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

High school screened programs (those that base admissions decisions on students’ academic criteria) which have a two year track record of not meeting their enrollment targets through the High School Admissions Process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,¹⁹ international schools,²⁰ and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

Appendix C: Instructional Footprint

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 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 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

¹⁸ 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.

¹⁹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: www.goingforme.org.

²⁰ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.