

EDUCATIONAL IMPACT STATEMENT:

The Proposed Co-Location of Alternate Learning Center (88X997) with Thomas C. Giordano Middle School 45 (10X045) in Annex Building X845, Beginning in the 2012-2013 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to co-locate an Alternate Learning Center (88X997, “ALC”) that currently serves approximately 53 students in grades six through eight. The ALC is currently located within the Police Athletic League’s (“PAL Longwood”) building at 991 Longwood Avenue, Bronx, NY 10459 in District 8.¹ If this proposal is approved by the Panel for Educational Policy (“PEP”) in April 2012, the ALC would be moved to annex building X845, located at 2502 Lorillard Place, Bronx, NY 10458, in District 10, beginning in the 2012-2013 school year. The ALC will be co-located with Thomas C. Giordano Middle School 45 (10X045, “M.S. 45”), an existing zoned middle school with choice programs that serves students in grades six through eight, which is split-sited in school building X045 and annex building X845, both located at 2502 Lorillard Place, Bronx, NY 10458, in District 10. 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.

ALCs provide an educational setting for students who are on a Superintendent’s suspension for up to 90 days. They are typically designed to serve a maximum of 80 students. However, if this proposal is approved, the ALC co-located with M.S. 45 would be designed to serve a maximum of 60 students. Typically, ALCs have shown an average 50% attendance rate.

Building X045 has a target capacity of 1,244 students and the school’s annex building X845 has a target capacity of 108 students. In the current 2011-2012 school year, these buildings together are serving 978 students. The annex building is not currently serving students in its instructional spaces. M.S. 45 currently utilizes the gymnasium in annex building X845 and will continue to do so if this co-location proposal is approved.

If this proposal is approved, the ALC will be co-located with M.S. 45 in annex building X845 beginning in the 2012-2013 school year, and the projected total enrollment across buildings will be 945-995 students, resulting in a projected utilization rate of 70-74%, also across both buildings. Thus, buildings X045 and X845 have sufficient space to accommodate both the ALC and M.S. 45.

The DOE is proposing to co-locate the ALC in X045 because its current location, the PAL Longwood building, is a leased site where the lease is up for renewal. The DOE is currently in negotiations to renew the lease. If it is renewed, and the DOE determines the site is best used to house the ALC, this proposal may be withdrawn.

¹ PAL is New York City’s largest independent youth development not-for-profit organization that operates head start/day care, after-school, evening teen, summer day camp, youth employment, truancy prevention, juvenile justice and re-entry, city-wide sports, play streets and part-time centers, food service, and adventure learning programs for children and adolescents ages 3 to 19. For more information, please visit the Web site: <http://www.palnyc.org/800-PAL-4KIDS/Home.aspx>

II. Proposed or Potential Use of Building

According to the 2010-2011 Enrollment, Capacity, Utilization Report (the “Blue Book”), building X045 has a target capacity of 1,244 students and building X845 has a target capacity of 108 students. (The concept of “target capacity” is explained below.) In the current 2011-2012 school year, the buildings are serving a total of 978 students,² yielding a total utilization rate of 79%.³

If the proposal to co-locate the ALC in annex building X845 is approved, in the 2011-2012 and 2012-2013 school years, M.S. 45 and the ALC would have the following grade spans:

Grade Spans			
DBN	School Name	2011-2012	2012-2013
10X045	Thomas C. Giordano Middle School 45	6-8	6-8
88X997	Alternate Learning Center	-	6-8

If the proposal to co-locate the ALC in annex building X845 is approved, in the 2011-2012 and 2012-2013 school years, the M.S. 45 and the ALC would have the following enrollment and utilization rates:

Enrollment			
DBN	School Name	2011-2012 Audited	2012-2013 Projected
10X045	Thomas C. Giordano Middle School 45	978	925 - 955
88X997	Alternate Learning Center	-	20 - 40
Total Building Enrollment		978	945 - 995
Total Building Utilization		72%	70% - 74%

² 2011-2012 Audited Register

³ 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 2011-2012 school year are 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.

If the proposal to co-locate the ALC in building X845 is approved, in the 2012-2013 school year, when the ALC has been re-sited and is co-located in building X845, together the X045 and X845 buildings are projected to serve approximately 945-995 total students. This yields a projected building utilization rate of 70-74% of target capacity. Therefore, buildings X045 and X845 have adequate capacity to accommodate both the ALC and M.S. 45 in the 2012-2013 school year and beyond.

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 goal classroom capacities (which are aspirational targets 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 most recent year for which target capacity has been calculated for buildings is 2010-2011. The DOE's projected utilization rates for the 2011-2012 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, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2011-2012 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 would increase a building's overall target capacity because administrative rooms in high schools are not assigned a capacity. Holding enrollment constant, for example, would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity would increase because we expect that a fifth-grade class would have more students than a kindergarten class. This is reflected in the fact that the DOE's goal 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 Academic and Extra-Curricular Offerings at M.S. 45

The proposed co-location of the ALC would not impact the instructional programming, partnerships, and extra-curricular offerings at M.S. 45.

M.S. 45 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). All current and future students with disabilities attending M.S. 45 will receive services in accordance with their Individualized Education Programs ("IEPs"). Services are tailored to meet the individual needs of the students with disabilities and, as such, may vary from year to year.

M.S. 45 also serves students who are classified as English Language Learners ("ELLs"). It offers English as a Second Language ("ESL") services to ELL students. All current and future ELL students attending M.S. 45 will receive ESL services in accordance with DOE policy if this proposal is approved.

Similarly, the DOE does not anticipate that this proposal will impact M.S. 45's partnerships or programming. M.S. 45 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. This is true for any City school as all schools modify extra-curricular offerings annually based on student demand and available resources.

According to the District 10 Middle School Directory and school-reported information, M.S. 45 does not currently offer athletic programming.⁴

M.S. 45 offers the following extra-curricular activities and clubs:

- GENTS/LADIES Mentor Program
- Club Amigas
- Career Visions Institute

M.S. 45 has partnerships with the following organizations:

- American Museum of National History
- The New York Botanical Garden
- Bronx Zoo
- Lincoln Center
- Fordham University
- New York University
- Lehman College
- Albert Einstein College of Medicine
- Salvadori Program
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- Montefiore Medical Center
- Urban Advantage
- Junior Fellows
- The New York Academy of Medicine
- Good Shepard Services
- Beacon Program

Enrollment Impact on Future M.S. 45 Students—Middle School Choice Process

This proposal would not impact M.S. 45's current admissions process for middle school. M.S. 45 is a zoned middle school that also has two choice programs. A student's zoned school is determined by his or her home address, and the zoned program is open to all students who reside in the zoned area.

M.S. 45 also offers two screened, choice programs. One is a screened academic program, Giordano Prep, that ranks and selects students based on their New York State examination scores, attendance record, teacher recommendation and attendance at one of the following events: information session, school tour, open house, or middle school fair. The other program, Aurora Academy, is a screened language and academic program that is open to students who are native Spanish speakers only and selects students based on their New York State examination scores, attendance record, teacher recommendation, and attendance at one of the following events: information session, school tour, open house, or middle school fair. Giordana Prep and Aurora Academy are only open to applicants who reside in Districts 9 or 10.

⁴ The 2011-2012 District 10 Middle School Directory is available at <http://schools.nyc.gov/ChoicesEnrollment/Middle>.

Districts 9 and 10 share a middle school choice process, which means that District 9 and 10 students have equal preference for choice schools and programs in both districts. Fifth-grade students who meet promotional standards and live within either district are eligible to apply to any District 9 or 10 District choice middle schools and programs. Students rank their preferences from among the District 9 and District 10 choice middle schools and programs, as well as their zoned option. These options include:

- Choice middle schools or programs with a screened application process (admission is based on criteria designated by the school);
- Choice middle schools or programs with an unscreened or limited unscreened application process (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 and campus choice middle schools (multiple schools in one campus collectively serving a zone);
- K-8 schools with an unscreened application process that have available seats for middle school students; and
- 6-12 schools with an unscreened, limited unscreened, screened, or audition processes for middle school students.

In addition, screened and audition middle schools and alternative programs are offered through referrals. Students may also choose to apply to a number of schools that manage their own admissions process and/or schools with borough-wide or Citywide eligibility. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. Information about all of these options is printed in each district's Middle School Choice Directory, which can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/Bronx>. (Please note that this directory is updated yearly.) General information about the Middle School Choice Process can be found on the DOE's Web site at <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

Middle school students with IEPs and ELLs are admitted to schools in the same manner as general education students. Schools will create programs that meet the needs of all students, ensuring them access to a general education curriculum to the greatest extent possible. Therefore, placement for students with IEPs and ELLs is the same as described above.

Enrollment Impact on Future M.S. 45 Students—Over-the-Counter Placements

In addition to the Middle School Choice Process, M.S. 45 admits students through the over-the-counter ("OTC") process and will continue to do so if this proposal is approved. 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 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;
- Left the New York City school system and have returned;
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101);⁵ or
- Students who did not participate in the middle school admissions process for some other reason.

⁵ As detailed in Chancellor's Regulation A-101, students have the "right to return" to their prior school within one calendar year following 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. Chancellor's Regulation A-101 can be accessed at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-11/A-101%20Final.pdf>.

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

Impact on Offerings at the ALC

ALCs provide an educational setting for students who are on a Superintendent’s suspension for up to 90 days. Typically, they are designed to serve a maximum of 80 students, although if this ALC is co-located in the X845 building, it would be designed to serve up to 60 students. Typically, ALCs have shown an average 50% attendance rate. The re-siting of the ALC to District 10 will provide a closer geographical option for students residing in District 10 who are serving a Superintendent’s suspension.

ALCs cultivate pro-social beliefs, attitudes and behaviors in students, and provide a variety of positive behavioral programs such as Positive Behavior Support Systems (“PBIS”), Restorative Approaches, and Life Space Crisis Intervention (“LSCI”). ALCs offer the same Core Curriculum materials that traditional schools offer for consistency of instruction for students. They also provide intervention measures that build students’ capacity to return to school better able to be productive and engaged members of their school communities.

The proposed co-location of the ALC would not impact its instructional programming. There is no extra-curricular programming offered at the ALC and this will not change as a result of the co-location.

B. Schools

If the proposal to co-locate the ALC in building X845 is approved, the current enrollment and next year’s projected enrollment for the ALC is shown in the table below.

	Total Enrollment in Grades 6 - 8
2011-2012 (audited)	53
2012-2013 (proj.)	20 - 40

The current enrollment and next year's projected enrollment for M.S. 45 is shown in the table below.

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	301	339	338	978
2012-2013 (proj.)	295 - 305	295 - 305	335 - 345	925 - 955

If the proposal to co-locate the ALC is approved, there would be sufficient space in the X045 and X845 buildings to accommodate M.S. 45 and the ALC in 2012-2013 and beyond pursuant to the Citywide Instructional Footprint (the "Footprint"). Please refer to the following DOE's Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size remains 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 or she is accompanied by a school's representative.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms are programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

According to the building survey conducted by the Office of Space Planning on February 17, 2012, the annex building X845 has a total of 3 full-size rooms, 1 half-size room of designed administrative space, 1 gymnasium, and 1 quarter-size room. The gymnasium is currently utilized by M.S. 45 students and if this proposal is approved, the gymnasium would be shared by M.S. 45 and the students served in the ALC. M.S. 45 currently uses the 1 quarter-size space in the annex building for additional administrative use, although it has sufficient administrative space in building X045 to meet its footprint.

Although X845 does not have a cafeteria, ALCs do not require cafeterias. Some ALCs throughout the City do share space and time in the cafeteria with co-located schools, but in others the students in the ALC eat lunch in their classrooms. This would be the case for the ALC at X845 if this proposal is approved.

According to this adjusted Footprint, in 2012-2013, the ALC would be allocated the 3 full-size rooms, the 1 half-size room of administrative space and the 1 quarter-size room. As M.S. 45 is not currently utilizing these full-size or half-size instructional spaces, M.S. 45's current space allocation would be reduced by 1 quarter-size space if the proposal to co-locate the ALC in building X845 is approved.

The table below shows the ALC's adjusted baseline footprint allocations of full-size instructional rooms for the 2012-2013 school year.

DBN	School Name	Adjusted Baseline Footprint Allocation of Instructional Full-Size Rooms
88X997	ALC	3
Total Full-Size Rooms Allocated		3

After the ALC has received its adjusted baseline footprint allocation of instructional and administrative rooms in the 2012-2013 school year, there would be no excess rooms remaining in building X845.

As in other situations where schools are co-located, M.S. 45 and the ALC would share large common and specialty rooms in the X845 building, namely the gymnasium, if this proposal is approved. More specific decisions regarding the allocation of the shared spaces would be made by the Building Council, in conjunction with the Office of Space Planning.

There are no other proposed uses or plans for building X845.

C. Community

The ALC at PAL Longwood typically enrolls 27 students at a time, with an average daily attendance rate of 59.2%. 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. As there are currently no ALCs located in District 10, students have to travel outside the district of their residence to attend an ALC. If this proposal is approved, the co-location will provide a geographically closer option for students who are serving a superintendent’s suspension in District 10. By bringing the ALC closer to the students who need it, the DOE believes it is increasing the likelihood of an increased attendance rate for suspended District 10 students. This would be significant, as attendance at an ALC during a suspension enables students to continue to make progress parallel with their peers in their home schools.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X845. Additionally, this proposal is not expected to impact the functionally programmatic accessibility of the first floor of annex building X845.

Building Safety and Security

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School,” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and support to Children’s First Network (“CFN”) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

IV. Enrollment, Admissions, and School Performance Information

ALC (88X997)

Admissions Data

Current and Future Admissions	Students with a Superintendent's Suspension
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Enrollment Data

	Total Enrollment in Grades 6 - 8
2011-2012 (audited)	53
2012-2013 (proj.)	20 - 40

School Performance Data

As the enrolled population at the ALC is not constant, there is no school performance data available for the ALC.

Demographic Data

As the enrolled population at the ALC is not constant, there is no demographic data available for the ALC.

M.S. 45 (10X045)

Admissions Data

Current and Future Admissions	Grades 6-8: Zoned with Districts 9 and 10 Middle School Choice Programs; Screened
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Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2011-2012 (audited)	301	339	338	978
2012-2013 (proj.)	295 - 305	295 - 305	335 - 345	925 - 955

Demographic Data

Percentage of Students Receiving ICT or SC Services ⁶	12%
Percentage of Students with Individualized Education Programs ⁷	19%
Percentage of English Language Learner Students ⁸	18%
Percentage of Students Eligible for Free or Reduced Lunch ⁹	93%

⁶ Students receiving ICT or SC services as percentage of total students from the 2011-2012 Audited Register

⁷ Students with IEPs as percentage of total students from the 2011-2012 Audited Register

⁸ ELL students as percentage of total students from the 2011-2012 Audited Register

⁹ Percentage of students eligible for free or reduced lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011

School Performance Data

Thomas C. Giordano Middle School 45	2008-2009	2009-2010	2010-2011
School Performance and Progress¹⁰			
Overall Progress Report Grade	A	C	C
Quality Review Score ¹¹	Proficient		
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	61%	31%	30%
Math % Proficient (Levels 3 and 4)	76%	43%	44%
Other Key Performance Indicators			
Attendance Rate	92.2%	91.2%	91.8%
2010-2011 State Accountability Status¹²		Restructuring (Year 2) - Focused	

V. Initial Costs and Savings

The cost to move the ALC from its current location is estimated to be approximately \$17,224 - %21,130. This cost includes moving all existing materials and furniture from the ALC’s current site to the new location, if this proposal is approved.

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

A. Personnel Needs

The proposed co-location of the ALC is not expected to change the number of personnel positions assigned to M.S. 45 or the ALC, nor is it expected to alter the duties of current staff at M.S. 45 or the ALC.

B. Cost of Instruction

The proposed co-location of the ALC is not expected to change the cost of instruction at M.S. 45 or the ALC.

¹⁰ In 2010, the New York State Education Department adjusted the “cut scores” on annual mathematics and English Language Arts 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 students’ scale scores on the tests remained largely unchanged relative to the prior year.

¹¹ <http://schools.nyc.gov/NR/rdonlyres/7EEB3889-6DC1-4867-9EC6-D684ADC31DD8/0/201112QRRubricwheader.pdf>

¹² This status is determined by the New York State Department of Education under the No Child Left Behind Act. For more information, please visit the New York State Education Department Web site at <http://www.p12.nysed.gov/irs/accountability>.

Most funding in school budgets is allocated on a per-pupil basis. The basic operating budget for M.S. 45 is determined by the same Fair Student Funding (“FSF”) per capita entitlement used at all other New York City district public schools. Each student receives a per-pupil allocation based on the grade level of the student. FSF allocations are subject to variation, but for the 2011-2012 school year, the base per-pupil entitlement for middle schools is \$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, middle schools are entitled to receive an additional \$2,043.69 per pupil for each ELL student they enrolled.

At the elementary school level, supplemental funds are awarded for each student who is an ELL, 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, 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 funds 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. Funding is 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.

As with all other schools Citywide, M.S. 45 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. M.S. 45 is currently eligible for Title I funding. Assuming that the schools continue to meet Title I criteria, the size of their Title I funding awards will grow or shrink as the schools’ 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. M.S. 45 will continue to receive funds to meet the needs of all special education students in accordance with their IEPs.

The ALC is not eligible for FSF. There is a separate budget allocation for educating middle and high school students who are serving a superintendent’s suspension in ALCs. Funding is provided to each borough based on the number of ALCs in the borough. At the start of FY12, there was a total \$4,782,138.00 allocated to the Bronx in Personnel Services (“PS”) funding and \$93,600.00 allocated in Other than Personnel Services (“OTPS”) funding. For further details on ALC funding for FY12, please refer to the DOE’s Web site:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy11_12/FY12_PDF/sam42.pdf.

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

C. Administration

No change in school supervisory or administrator positions at the ALC or M.S. 45 is expected as a result of this proposal.

D. Transportation

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

E. Other Support Services

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

VII. Building Information

Building	X045 (main building)	
Type of Building	Junior High-Intermediate-Middle	
Year Built	1912	
Overall BCAS rating	2.66	
2010-2011 Target Building Utilization (Blue Book)	79%	
2010-2011 Target Building Capacity (Blue Book)	1244	
FY 2011 Maintenance Costs	Labor	\$17,994
	Materials	\$5,483
	Maintenance and repair contracts	\$8,310
	Service contracts	\$590
	Custodial operations costs— Materials	\$8,615
	Custodial operations costs— Custodial Allocation	\$303,172
FY 2011 Energy Costs	Electric	\$118,815
	Gas	\$125,161
	Oil	\$0
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	Building is not functionally programmatically accessible	
Building attributes	Auditorium, Cafeteria, Computer room, Gymnasium, Library, Nurses's office & Science Lab	

Building¹³		X845 (annex)
Year Built		1965
Overall BCAS rating		2.06
2010-2011 Target Building Utilization(Blue Book)		28%
2010-2011 Target Building Capacity (Blue Book)		108
Lease Costs	FY 2011 Maintenance Costs	\$124,514
	FY 2011 Energy Costs	
Projects completed during the current or prior school year		No projects identified
Projects proposed in the Capital Plan		No projects identified
Accessibility of the building		1st floor functionally Programmatically accessible
Building attributes		Gymnasium (X045 Annex)

¹³ Small annex managed by Landlord. All costs fall under lease.