

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting of M.S. 442 Carroll Gardens School for Innovation (15K442) to Building K280 in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site¹ M.S. 442 Carroll Gardens School for Innovation (15K442, “M.S. 442”), an existing district middle school that currently serves 224 students in sixth through eighth grades to building K280 (“K280”), located at 500 19th Street, Brooklyn, NY 11215 in the 2017-2018 school year. M.S. 442 is currently located in building K032 (“K032”), located at 317 Hoyt Street, Brooklyn, NY 11231, 2.3 miles from K280 in District 15, where it is co-located² with P.S. 32 Samuel Mills Spole (15K032, “P.S. 32”), a zoned elementary school serving students in kindergarten through fifth grade and offering a Pre-K program. If this proposal is approved, M.S. 442 will serve the entirety of its students in K280 beginning in the 2017-2018 school year. K280 also houses an existing District 15 Pre-Kindergarten Center (15K863, “Pre-K Center”). The Pre-K Center is currently serving 22 sections of pre-kindergarten students and is allocated 32 full-size rooms and 7 half-size rooms in K280. In the 2017-2018 school year, the Pre-K Center is planned to serve a total of 28 sections of pre-kindergarten students. If this proposal is approved, M.S. 442 and the Pre-K Center will be housed in distinct portions of the building, but will share certain spaces like the gym, auditorium, school yard and cafeteria on a limited basis. Additionally, K280 has a sufficient number of entrances such that M.S. 442 and the Pre-K Center may each have a dedicated entrance. Decisions around separate entrances will be determined by the leadership of M.S. 442 and the Pre-K Center. This proposal is not expected to impact the current space, programming, or enrollment of the Pre-K Center, or its ability to grow in K280.

Pursuant to separate leases with the Diocese of Brooklyn, Brooklyn Urban Garden Charter School (84K758, “BUGS Charter School”) and a privately operated special education preschool, Stanley S. Lamm Institute Preschool (64KBNU, “Stanley Lamm Preschool”) are located within separate and distinct spaces at 500 19th Street. The re-siting of M.S. 442 will not impact the space leased by either organization. While access to the gym, cafeteria, school yard and auditorium in K280 is not included in the separate leases between these organizations and the Diocese of Brooklyn, the DOE currently allows these organizations to have limited access to those spaces, although future access would be determined with M.S. 442 and Pre-K Center leadership and is subject to change.

District 15 as a whole has a deficit of elementary school seats and there is a need to add elementary capacity. Based on the 2015-2016 Blue Book, the average utilization rate³ of elementary schools in District 15 was 124%⁴. The concept of “utilization rate” is explained in Appendix A of this Educational Impact Statement (“EIS”). Furthermore, according to the School Construction Authority’s (“SCA”) 2015-2019 Capital Plan, there is specific funding for the urgently needed additional elementary school capacity in this

¹ A “re-siting” means that part or all of a school will be located in a different building than the building in which the school is currently located.

² 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.

³ According to the 2015-2016 Enrollment, Capacity, Utilization Report (the “Blue Book”), available at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>

⁴ Based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

portion of District 15.⁵

SCA has identified K032 as a location where a new addition could be built in order to increase elementary school capacity in this area of District 15. P.S. 32 uses seven Transportable Classroom Units (“TCUs”) in addition to K032, and the TCUs will need to be removed in order for construction of this much-needed addition to begin. In order for the TCUs to be removed, the students from P.S. 32 currently being served in the TCUs would need to be served in K032, which cannot happen with both P.S. 32 and M.S. 442 in the building. If this proposal to re-site M.S. 442 from K032 to K280 is approved, P.S. 32 would then be able to serve all of its students in K032, facilitating the removal of the TCUs and the construction of the addition to K032. The addition is anticipated to increase the elementary school seat capacity in District 15 and provide P.S. 32 with space in the main building to serve all of its zoned students.

Additionally, this proposal is intended to support M.S. 442 and improve learning conditions by re-siting the school to a building that offers facilities more equipped for middle school students and that better accommodates the school’s enrollment. M.S. 442’s current building, K032, is over-utilized, with a utilization rate of 123%.⁶ DOE expects that M.S. 442’s new building, K280, will have a lower building utilization rate and enough space to accommodate M.S. 442’s enrollment. In addition, K280 offers a significantly larger gymnasium, auditorium, and cafeteria than are available in K032.

Public Engagement

Engagement was conducted throughout the course of creating this proposal, which included:

- During the 2015-16 school year, the DOE conducted several public engagements to discuss the need to re-site M.S. 442 in order to facilitate removal of the TCUs and enable construction of an addition at K032. Initially, a proposal was under consideration to re-site M.S. 442 to building K804 (“K804”). Based on community feedback received from both school communities the DOE decided that it was no longer moving forward with the proposal to re-site M.S. 442 to K804.
- On October 17, 2016, an SLT meeting took place to discuss re-siting M.S. 442 to building K280. Participants included the District 15 Community Superintendent, P.S. 32 Principal, M.S. 442 Principal, members of the M.S. 442 SLT, representatives from CEC 15 and representatives from the DOE’s Division of Space Management. As a result of feedback from participants as well as additional conversations with the M.S. 442 community, the DOE determined that all impacted communities would benefit from a new proposal to re-site M.S. 442 to K280.
- The DOE will provide additional engagement opportunities following this posting including:
 - An optional community meeting open to the public prior to the Joint Public Hearing (“JPH”) for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.

⁵ The Capital Plan is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Capital-Plan-67>.

⁶ Based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

- A JPH to be held at building at K032. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D15Proposals@schools.nyc.gov.
- A Panel for Educational Policy (“PEP”) meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to comment on this proposal. All comments received at the above noted hearing or through phone line or email address by 6:00 p.m. on the day before the PEP meeting 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 on the JPH and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016SchoolProposals>

According to SCA, excluding the space that is allocated to the Pre-K Center, K280 has the capacity to serve a total of 329 students.⁷ If this proposal is approved, in 2017-2018 when M.S. 442 is re-sited in its entirety to K280, M.S. 442 is projected to serve approximately 230-260 students. This will result in a total projected building enrollment of 230-260, yielding an estimated building utilization rate of 70%-79%.⁸

II. Proposed or Potential Use of Building

If this proposal is approved, M.S. 442 will begin to serve students at K280 in the 2017-2018 school year. In 2017-2018, M.S. 442 is projected to serve approximately 230-260 students. This will result in a total projected building enrollment of 230-260, yielding a building utilization rate of 70%-79%.

If this proposal is approved, the projected grade span of M.S. 442 in K280 is displayed in the chart below:

		Grade Spans in K280	
DBN	School Name	2016-2017	2017-2018
15K442	M.S. 442 Carroll Gardens School for Innovation	-	6-8

If this proposal is approved, the projected enrollment and utilization for K280 is displayed in the chart

⁷ The target capacity that SCA calculated for K280 for the 2017-2018 school year only accounts for the space that would be allocated to M.S. 442 if this proposal is approved. An official building utilization rate for building K280 will not be available until after M.S. 442 is re-sited, if this proposal is approved. At that time, the utilization rate will be described in more detail in the Blue Book.

⁸ All references to building utilization rates for building K280 in 2017-2018 are based on target capacity data calculated by SCA, which accounts for only the space in K280 that would be allocated to M.S. 442 if this proposal is approved. An official building utilization rate for building K280 will not be available until after M.S. 442 is re-sited, if this proposal is approved. At that time, the utilization rate will be described in more detail in the Blue Book. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>

below:

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment ⁹
15K442	M.S. 442 Carroll Gardens School for Innovation		230-260
Total Building Enrollment		-	230-260
Utilization		-	70%-79%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, M.S. 442 will receive its adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III.B and Appendix C of this 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/InstructionalFootprint>.

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

A. Students

If this proposal is approved, in the 2017-2018 school year, M.S. 442 will no longer serve students in K032 and students at M.S. 442 will be served entirely in K280. M.S. 442 currently serves students in K032, which is located 2.3 miles away from K280. This re-siting would facilitate the removal of Transportable Classroom Units (“TCUs”) and enable the SCA to begin construction on an addition that will reduce over-utilization in K032 and improve learning conditions for M.S. 442 students. The project is anticipated to increase the elementary school seat capacity in District 15 and provide P.S. 32 with the needed capacity to serve all of its zoned students. M.S. 442 will continue to offer the same amount of middle school seats in its new site at K280.

Impact on Current and Future Students at M.S. 442

This proposal is not expected to impact instructional programming or the admissions process at M.S. 442.

This proposal may impact current or future student enrollment. As mentioned above, M.S. 442’s proposed new location within District 15 is approximately 2.3 miles from its current location. Current students, with the exception of those who meet promotional criteria and are eligible to graduate eighth grade by the end of the 2016-2017 school year, may attend M.S. 442 at K280. It is expected that all current M.S. 442 students, with the exception of eighth-grade students continuing on to high school, will continue to attend M.S. 442 in its new location. However, any students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment (“OSE”) by speaking first with school administrators and then visiting a Family Welcome Center, which will work to match students based on

⁹ Projected enrollment figures are based on the 2016-2017 Budget Register Projections.

their needs and seat availability, in accordance with Chancellor's Regulation A-101. This proposed change in location is also expected to impact student transportation eligibility, which is discussed in Section VI below.

M.S. 442 is a District 15 screened middle school currently serving students in sixth through eighth grade in building K032. If this proposal is approved, M.S. 442 will serve the entirety of its students in K280 beginning in the 2017-2018 school year.

M.S. 442 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes, Autism Spectrum Disorder Nest ("ASD Nest") classes and students receiving Special Education Teacher Support Services ("SETSS"). M.S. 442 will continue to provide ICT classes, ASD Nest classes, and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners ("ELL students") who are enrolled at M.S. 442 receive English as a New Language ("ENL") services. All current and future students enrolled at M.S. 442 will continue to receive all their mandated special education and/or ENL services if this proposal is approved.

M.S. 442 currently offers the following extra-curricular activities, sports, and partnerships:¹⁰

- **Extra-curricular Activities:** Digital Media/iMovie, Tech Club, Video Game Club, Chess Club, Circus After School, Lego Robotics, Drama Production, Yearbook, IVECA, Guitar Club, Creative Writing, Book clubs, Girls Club, Improv Club, Chemistry Club, The Great Mathematicians, Art Portfolio Preparation Classes, PBIS Leadership Team, Academic Enrichment, Music Theater (Music Theater International and Brooklyn/Queens Conservatory of Music), Urban Agriculture, PVA Solar Energy Study
- **CHAMPS Sports:** Girls Volleyball
- **Other Sports:** Basketball, Cheerleading, Drill Team, Flag Football, Soccer, Softball, Track and Field
- **Partnerships:** Beam Center, BRIC Media and Scenarios

The DOE does not anticipate that this proposal will impact the current special programs, extra-curricular activities, or partnerships at M.S. 442. M.S. 442 will continue to offer special programs and initiatives and extra-curricular programs based on student interests and available resources. However, the re-siting may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on Current and Future Students at the Pre-K Center

¹⁰ Information obtained from the 2017 New York City Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/6A30143C-F476-406E-97FE-4D1255ABB11A/0/2017NYCMiddleSchoolDirectoryDistrict15.pdf>

If this proposal is approved, the Pre-K Center will continue to operate in K280 in the 2017-2018 school year. This proposal is not expected to impact the current or future admissions, enrollment, programming or space of the Pre-K Center.

The Pre-K Center is currently serving 22 sections of pre-kindergarten students and is allocated 32 full-size rooms and 7 half-size rooms in K280. In the 2017-2018 school year, the Pre-K Center is projected to serve 28 sections of pre-kindergarten students. M.S. 442 and the Pre-K Center will be housed in distinct portions of the building, but will share certain spaces like the gym, auditorium, school yard and cafeteria on a limited basis. Additionally, K280 has sufficient entrances such that M.S. 442 and the Pre-K Center may each have a dedicated entrance. Decisions around separate entrances will be determined by the leadership of M.S. 442 and the Pre-K Center.

Incoming pre-kindergarten students can apply to the Pre-K Center through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at K280 will be subject to continued funding availability and demand.

Impact on Future Middle School Students in District 15

If this proposal is approved, students in District 15 will continue to have access to a broad range of middle school options, including M.S. 442. M.S. 442 currently admits middle school students through the middle school application process using a screened admissions method, and will continue to admit students through this method if this proposal is approved, as it has in the past in accordance with Chancellor's Regulation A-101.

See Appendix B of this EIS for more information on middle school admissions.

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

M.S. 442 currently admits students through the OTC placement process. If this proposal is approved, M.S. 442 will continue to admit students through the OTC placement process.

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

Impact on Other Organizations

As noted in Section I of this EIS, BUGS Charter School and Stanley Lamm Preschool are also located at 500 19th Street, Brooklyn, NY 11215 pursuant to separate leases with the Diocese of Brooklyn. This proposal is not expected to impact the admissions processes, programming or the space leases by BUGS Charter School or Stanley Lamm Preschool.

While access to the gym, cafeteria, school yard and auditorium in K280 is not included in the separate leases between these organizations and the Diocese of Brooklyn, the DOE currently allows these organizations to have limited access to those spaces, although future access would be determined with M.S. 442 and Pre-K Center leadership and is subject to change.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the re-siting of M.S. 442 in K280 pursuant to the Footprint. Please see Appendix C of this 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>.

According to a walk-through and survey of K280 conducted on August 24, 2016 by a representative from the Office of Space Planning, K280 includes a total of 47 full-size rooms, 9 half-size rooms and 2.0 full-size equivalent (“FSE”) spaces of designed administrative space. 32 full-size and 7 half-size rooms are allocated to the Pre-K center. K280 also includes a gymnasium, an auditorium, a school yard and a cafeteria.

Excluding the space allocated to the Pre-K Center and the other spaces outlined above, K280 has a total of 15 full-size rooms, including a large multi-purpose space, 2 half-size rooms and 2.0 FSE spaces of designed administrative space remaining to be allocated.

Per the Footprint, M.S. 442’s current baseline Footprint allocation is 10 full-size rooms, 3 half-size rooms, and 3.5 FSE spaces for administrative use. Due to a lack of half-size spaces appropriate for instruction, M.S. 442’s baseline Footprint has been adjusted to 12 full-size rooms, 1 half-size room, and 3.5 FSE rooms of administrative space, comprised of 2.0 FSE rooms of designated administrative space, 1 full-size room and 1 half-size room. Therefore, K280 has enough space to accommodate M.S. 442.

The allocation of full-size rooms for M.S. 442 in K280 are detailed in the chart below:

DBN	School Name	2017-2018
15K442	M.S. 442 Carroll Gardens School for Innovation	13
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		15
ROOMS IN EXCESS OF ALLOCATION OF FULL-SIZE ROOMS		2

Building Safety and Security

If this proposal is approved, M.S. 442 and the Pre-K Center will develop a safety and security plan for building K280 prior to the first day of school in September 2017.

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

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

There are no other proposed uses or plans for building K280 at this time.

C. Community

As noted above, the DOE seeks to improve long-term learning conditions in District 15, and the re-siting of M.S. 442 allows for the removal of TCUs and the addition of needed elementary school seats in District 15. This approval will facilitate the construction of an addition to K032, which will create permanent instructional space for P.S. 32 and increase the capacity of P.S. 32 to provide additional elementary seats in the district.

The re-siting of M.S. 442 allows M.S. 442 to continue to serve students from District 15, and to serve them in a different building in the district that provides access to improved facilities, including a much larger gym, auditorium and cafeteria that are more appropriate for middle school students. The DOE will support

the M.S. 442 and P.S. 32 communities throughout the re-siting process to make sure that the process is the least disruptive to students and families as possible.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K280 or K032. This proposal is not expected to impact the accessibility of K280, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

M.S. 442

Admissions Data

Current Admissions	6-8: Screened District Choice
Admissions after Re-siting	6-8: Screened District Choice

Enrollment Data¹¹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (budget register projections)	83	77	64	224
2017-2018 (projected)	80-90	80-90	70-80	230-260

Demographic Data¹²

% Students with Disabilities (any student receiving an IEP)	34%
% English Language Learners	7%
% Students Qualifying for Free or Reduced-price Lunch or Eligible for Human Resources Administration (HRA) benefits	69%

School Performance Data

	2013-14	2014-15	2015-16
School Quality Indicators¹³			

¹¹ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

¹² Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

¹³ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

1.1 Curriculum	N/A ¹⁴	N/A	Well Developed
1.2 Pedagogy	N/A	N/A	Well Developed
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
Performance Data¹⁵			
English Language Arts % Proficient (Levels 3 and 4)	7%	16%	30%
Math % Proficient (Levels 3 and 4)	5%	13%	26%
Other Key Performance Indicators			
Attendance Rate	90%	92%	N/A ¹⁶
2016-2017 State Accountability Status¹⁷		Good Standing	

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to re-site M.S. 442 to K280 is approximately \$53,700. These costs will include moving all existing materials and furniture from K032.

This proposal is not expected to adversely impact the budget or cost of instruction at M.S. 442. 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 students with other supplemental academic needs.

Please refer to the FSF Guide¹⁸ and FY16 School Allocation Memoranda¹⁹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at M.S. 442.

¹⁴ Not all schools receive Quality Reviews every year. M.S. 442 did not receive a Quality Review for the 2013-2014 and 2014-2015 school years.

¹⁵ Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

¹⁶ Attendance data for the 2015-2016 school year is not yet available.

¹⁷ 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>.

¹⁸ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf.

¹⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html.

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

A. Personnel Needs

The proposed re-siting is not expected to change the number of personnel positions currently assigned to M.S. 442. It is also not expected to significantly alter the duties of current staff at M.S. 442, although if this proposal is approved, beginning in the 2017-2018 school year, all M.S. 442 staff would report to K280 rather than K032.

B. Administration

There are no expected changes in school supervisory or administrator positions at M.S. 442 as a result of this proposal, although administrators at M.S. 442 would report to K280 rather than K032.

C. Transportation

If approved, this proposal is expected to impact whether or not students qualify for free or half-fare transportation, pursuant to Chancellor's Regulation A-801. Current M.S. 442 students, with the exception of those eligible to graduate eighth grade by the end of the 2016-2017 school year, will attend M.S. 442 at K280, which is approximately 2.3 miles from M.S. 442's current location at K032. As a result of this re-siting, some students will have to travel a greater distance to reach the new school building, while other students will have to travel a shorter distance.

If this proposal is approved, it may result in an increase or decrease in the number of students eligible for busing, and a commensurate increase in the support required from staff. Transportation will continue to be provided to students attending M.S. 442 in accordance with 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 will be provided as consistent with Citywide policy.

VII. Building Information

K280

Building		K280
Type of Building		N/A
Year Built		N/A
Overall BCAS rating		N/A
2015-2016 Blue Book Target Building Utilization²⁰		N/A
2015-2016 Blue Book Target Building Capacity²¹		N/A
Maintenance Costs	Labor (FY 2015)	\$0
	Materials (FY 2015)	\$0
	Maintenance, repair, and service contracts (FY 2015)	\$0
	Custodial operations costs—Materials (FY 2016)	\$4,550
	Custodial operations costs—Custodial Allocation (FY 2016)	\$128,146
FY 2016 Energy Costs	Electric	\$0
	Gas	\$0
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		EXT MASONRY/ROOFS/WINDOWS
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Gymnasium, Cafeteria

²⁰ Building utilization for K280 is not available in the 2015-2016 Blue Book.

²¹ Building capacity for K280 is not available in the 20152016 Blue Book.

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). 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 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 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.

The target capacity that SCA calculated for K280 for the 2017-2018 school year only accounts for the space that would be allocated to M.S. 442 if this proposal is approved. An official building utilization rate for building K280 will not be available until after M.S. 442 is re-sited, if this proposal is approved. At that time, the utilization rate will be described in more detail in the Blue Book.

Appendix B: School Admissions

Elementary School Admissions

The DOE offers zoned, non-zoned, and choice elementary schools.²² A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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 kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- 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;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and as OSE 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 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 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;
- h. Students other than those in (d) and (f) who are residents of another district.

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district 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 school year;
- b. Students who reside outside the school's district 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 school year;
- 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;

²² District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- 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. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²³ a Non-Public School Placement, or specialized programs,²⁴ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities 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 be also admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services to receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;
In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- 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 September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

Pre-kindergarten applicants are considered for placement in non-zoned schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. 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 September who are residents of that district;

²³ 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 349 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>.

²⁴ 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.

- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;
- d. Out-of-district students.

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

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. 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) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- 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, 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 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be 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 continue to receive appropriate services in accordance with DOE policy.

OTC Placement

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 NYC school at the time school started. These

students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;²⁵ 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 a middle or high school-eligible student 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 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.

Screened programs (those that base admissions decisions on students’ academic criteria) that 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 an audition schools, transfer schools,²⁶ international schools,²⁷ 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.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

²⁵ 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.

²⁶ 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.

²⁷ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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 ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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.