

EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting and Co-Location of I.S. 381 (22K381) with J.H.S. 240 Andries Hudde (22K240) in Building K240 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site¹ and co-locate² I.S. 381 (22K381, “I.S. 381”) with J.H.S. 240 Andries Hudde (22K240, “Andries Hudde”) in the 2017-2018 school year. I.S. 381 is an existing District 22 middle school currently serving students in sixth through eighth grade in building K197 (“K197”), located at 1599 East 22nd Street, Brooklyn, NY 11229. In K197, I.S. 381 is co-located with P.S. 197 (22K197, “P.S. 197”), a district elementary school serving students in kindergarten through fifth grade and offering a pre-kindergarten (“pre-k”) program. If this proposal is approved, I.S. 381 will be re-sited to building K240 (“K240”), located at 2500 Nostrand Avenue, Brooklyn, NY 11210, where it will be co-located with Andries Hudde, an existing District 22 middle school also currently serving students in sixth through eighth grade in K240. K240 also houses a community-based organization (“CBO”): CAMBA.³

The re-siting of I.S. 381 to K240 will provide the school with access to resources that support middle school students and will provide opportunities for collaboration between I.S. 381 and Andries Hudde. I.S. 381 is currently offering arts, music, and creative programming through a partner organization due to limited resources. Additionally, I.S. 381 has not been able to offer a librarian, or provide a science lab appropriate for middle school students. If this proposal is approved and I.S. 381 is re-sited and co-located in K240, this will provide I.S. 381 with a librarian and a science lab suitable for middle school students. The two middle schools will also have the opportunity to collaborate on existing programming, such as arts and music classes offered at Andries Hudde.

Additionally, District 22 currently has an elementary school seat deficit.⁴ Elementary schools in the surrounding neighborhoods have needed to remove specialized programming in order to accommodate zoned students, have high utilization rates, and historically have had zoned waitlists at kindergarten. The re-siting and co-location of I.S. 381 would create space in the K197 building that would add much needed elementary school capacity in this area of District 22 by repurposing middle school seats for elementary school seat capacity.

Community Engagement

Engagement was conducted in the course of creating this proposal. This engagement includes the following:

- A walk-through of building K240 with a Deputy Chancellor and a School Leadership Team (“SLT”) debrief was held on September 23, 2016. At that time, the DOE was considering a proposal for the consolidation of I.S. 381 with Andries Hudde in K240. Participants included the principals and SLT members of I.S. 381 and Andries Hudde, respectively, representatives

¹ A “re-siting” means that students will attend classes in a building different from the building in which they currently attend classes.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, and cafeterias.

³ Information about CAMBA can be found on its website: <https://www.camba.org/about>.

⁴ According to the 2015-2019 Fiscal Year Capital Plan Amendment, March 2016.

from Community Education Council 22, the District 22 Superintendent, and other DOE leadership members. As a result of community feedback and concerns, the DOE determined that a re-siting of I.S. 381 to K240 was more appropriate.

- On September 27, 2016, the District 22 Community Superintendent discussed the potential re-siting and co-location with the leadership and SLTs of Andries Hudde and I.S. 381. The DOE determined that re-siting I.S. 381 to K240 would not only enable I.S. 381 to remain as an option for District 22 students and families, but would also provide both I.S. 381 and Andries Hudde with opportunities for programming that would benefit students from both schools.

The DOE will offer other engagement opportunities following this posting including:

- An optional community meeting prior to the two Joint Public Hearings for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- Joint Public Hearings to be held at K240 and K197. These meetings are open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D22Proposals@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 welcome to provide comment on this proposal. All comments received at the above-noted hearings or through phone or email lines 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 about the upcoming Joint Public Hearings and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016SchoolProposals>

Building K240 has the capacity to serve a total of 1,416 students.⁵ If this proposal is approved, in the 2017-2018 school year, I.S. 381 will serve a projected 285-315 students in sixth through eighth grade in K240. Based on the projected enrollments of I.S. 381 and Andries Hudde, K240 will have a total projected building enrollment of 1,070-1,130 students, yielding a projected building utilization rate of 76%-80% in the 2017-2018 school year.⁶

II. Proposed or Potential Use of Building

As noted in Section I above, K240 has a target capacity of 1,416 students and currently serves 813

⁵ According to the 2015-2016 Enrollment, Capacity, and Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁶ All references to building utilization rates in 2016-2017 and beyond are 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.

students at Andries Hudde, yielding a projected building utilization rate of 57%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of Educational Impact Statement (“EIS”). If this proposal is approved, I.S. 381 will serve approximately 285-315 students in grades six through eight in K240 in the 2017-2018 school year, and the projected utilization rate of the building that year is expected to be no greater than 80%. Therefore, the DOE believes that K240 has sufficient space to accommodate I.S. 381 in building K240.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K240 will be as follows:

DBN	School Name	2016-2017	2017-2018
22K240	Andries Hudde	6-8	6-8
22K381	I. S. 381	-	6-8

The chart below shows the enrollment and utilization for building K240 if this proposal is approved:

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment ⁷
22K240	Andries Hudde	813	785 - 815
22K381	I. S. 381	-	285 - 315
Total Building Enrollment		813	1,070 - 1,130
Utilization		57%	76% - 80%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, all schools in K240 will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocations are available in Section III and Appendix C of this EIS. Please visit the DOE’s website to access 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>.

⁷ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

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

A. Students

Impact on Students Currently Attending I.S. 381

This proposal is not expected to impact the current enrollment at I.S. 381. The academic or extra-curricular programming at I.S. 381, however, may be impacted as a result of being co-located with Andries Hudde as it will present opportunities to collaborate. This may result in new or different opportunities for I.S. 381 students.

I.S. 381 currently 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 I.S. 381 students who are not graduating and all future students enrolled at I.S. 381 will receive all mandated special education services if this proposal is approved.

In addition, English Language Learners (“ELL”) students currently enrolled at I.S. 381 receive English New Language (“ENL”) services. If this proposal is approved, these services will continue to be provided at I.S. 381, and all students will receive their mandated services.

I.S. 381 also offers a Center for Intellectually Gifted (“CIG”) program that admits students using a screened admissions method, which involves an essay/writing sample and a review of applicants’ attendance, punctuality, grades, and test scores.

This proposal is not expected to impact any particular academic or extra-curricular program currently offered at I.S. 381 for the duration of the current (2016-2017) school year. I.S. 381 will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

I.S. 381 currently offers the following extra-curricular activities and sports:⁸

- **Extra-curricular Activities:**
Sports and Arts in School, Penny Harvest, Teachers’ College Readers, Writers Project Legal Outreach, Specialized High School Preparation, Teaching Matters
- **Sports:**
CHAMPS Sports—Boys: Fitness Club; CHAMPS Sports—Coed: Fitness; and Club Sports: Basketball, Tennis

If this proposal is approved, I.S. 381 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. However, the re-siting will present the opportunity for collaboration between the two schools which may have an impact on programs offered

⁸ School reported data as of November 1, 2016.

by I.S. 381. Some activities may also 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 all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

Impact on Students Currently Attending Andries Hudde

This proposal is not expected to impact the current enrollment at Andries Hudde. The academic or extra-curricular programming at Andries Hudde, however, may be impacted as a result of being co-located with I.S. 381 as it will present opportunities to collaborate. This may result in new or different opportunities for Andries Hudde students.

Andries Hudde currently serves general education students and students requiring special education services, including students currently enrolled in ICT, SC special education classes and students receiving SETSS and related services. Students with disabilities will continue to receive services in accordance with their 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 Andries Hudde students who are not graduating and all future students enrolled at Andries Hudde will receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at Andries Hudde receive ENL services. If this proposal is approved, these services will continue to be provided at Andries Hudde, and all students will receive their mandated services.

Andries Hudde also offers a CIG program that admits students using a screened admissions method, which involves an essay/writing sample and a review of applicants' attendance, punctuality, grades, and test scores.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Andries Hudde for the duration of the current (2016-2017) school year.

Andries Hudde's current special programs, extra-curricular activities, sports, include:⁹

- **Special Programs:** CAMBA, Girl Be Heard, Art, Dance, Music, Seeds in the Middle, Banking on Our Future, School Enrichment Model, Algebra for All
- **Extra-curricular Activities:** Music, Volleyball, Soccer, Varsity basketball (travelling league), Fitness Club, Chess, Gardening, Recycling, Yearbook, Book Club, Wrestling, Archery, Dance, Step
- **Partnerships:** Brooklyn College, New York University (NYU), Banking on Our Future (financial literacy), Girl Be Heard, Puppetry in Practice

If this proposal is approved, Andries Hudde 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 for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

⁹ School reported data as of September 19, 2016.

Impact on Future Middle School Students in District 22

This proposal is not anticipated to have an impact on the broad range of options available to middle school students in District 22, including I.S. 381 and Andries Hudde.

I.S. 381 currently admits students through the DOE's middle school admissions process using an unscreened admissions method, which gives priority to students and residents of District 22. I.S. 381 also offers a CIG program that admits students using a screened admissions method, which involves an essay/writing sample and a review of applicants' attendance, punctuality, grades, and test scores.

Andries Hudde currently admits students through the DOE's middle school admissions process using an unscreened admissions method, which gives priority to students and residents of the Andries Hudde zone and then to students and residents of District 22. Andries Hudde also offers a CIG program that admits students using a screened admissions method, which involves an essay/writing sample and a review of applicants' attendance, punctuality, grades, and test scores.

If this proposal is approved, there will be no impact on the admissions process for I.S. 381 and Andries Hudde, and both schools will continue to admit students through the middle school admissions process using an unscreened admissions method and a screened admissions method for their CIG program in the 2017-2018 school year.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options and their admissions processes is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can be found in Appendix B of this EIS.

Impact on Over-the-Counter ("OTC") Students

Andries Hudde and I.S. 381 currently admit students through the OTC placement process. If this proposal is approved, Andries Hudde and I.S. 381 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 the CBO in Building K240

Building K240 currently provides space for a CBO, CAMBA. CAMBA is not expected to lose any space or reduce the services offered as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the re-siting and co-location of I.S. 380 in K240 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 building K240 conducted on February 6, 2015 by a representative from the Office of Space Planning, K240 includes 55 full-size rooms, 11 half-size

rooms, 11 quarter-size rooms, and 3.75 full-size equivalent (“FSE”) rooms of designed administrative space. K240 also includes a gymnasium, an auditorium, a library, and a cafeteria. If this proposal is approved, these spaces will be shared by I.S. 381 and Andries Hudde. The below spaces are currently building services in K240:

- The school nurse’s office occupies 1.0 FSE room of designed administrative space.
- The School-Based Support Team occupies 1.0 FSE room of designed administrative space.
- The custodian’s office occupies 1 quarter-size room.
- The CBO, CAMBA, occupies 1 full-size space and 1 quarter-size space.
- A music room occupies 1 full-size room.
- A band room occupies 1 full-size room.

Excluding the spaces outlined above, K240 has a total of 52 full-size rooms, 11 half-size rooms, 9 quarter-size rooms, and 1.75 FSE rooms of designed administrative space remaining to be allocated in K240.

Andries Hudde’s current baseline footprint allocation is 30 full-size rooms, 9 half-size rooms, and 6.0 FSE spaces for administrative use. Andries Hudde has received an adjusted baseline allocation due to a lack of available half-size rooms in the building; Andries Hudde’s adjusted baseline footprint allocation is 32 full-size rooms, 7 half-size rooms, and 6.0 FSE spaces for administrative use, comprised of 3 full-size rooms, 2 half-size rooms, 1 quarter size room, 1.75 FSE rooms of designed administrative space. Currently, Andries Hudde is using 49 full-size rooms and 7 half size rooms, and 9.0 FSE spaces for administrative use, made up of 3 full-size rooms, 4 half-size rooms, 9 quarter-size rooms, and 1.75 FSE rooms of designed administrative space. Therefore, Andries Hudde is using 17 full-size rooms, 2 half size rooms, and 8 quarter-size rooms above its adjusted footprint allocation.

Per the Footprint, I.S. 381’s current baseline footprint allocation is 13 full-size rooms, 2 half-size rooms, and 3.5 FSE spaces for administrative use. I.S. 381’s baseline allocation for the 2017-2018 school year and beyond will be 13 full-size rooms, 2 half-size rooms, and 3.5 FSE spaces for administrative use. Therefore, if this proposal is approved, I.S. 381 will relocate to K240, which has enough space to accommodate I.S. 381’s baseline Footprint allocation.

The adjusted baseline allocations of full-size rooms in K240 are detailed in the chart below. The table below shows K240’s current space allocations and space allocations for the 2017-2018 school year if this proposal is approved.

DBN	School Name	2016-2017	2017-2018
22K240	Andries Hudde	35	35
22K381	I.S. 381	-	13
TOTAL		35	48
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		52	52
FULL-SIZE ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATIONS		17	4

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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.

Building Safety and Security

If this proposal is approved, as of the 2017-2018 school year, Andries Hudde and I.S. 381 will develop a safety and security plan for the building prior to the first day of school in September 2017.

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

- 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.

C. Community

The proposed re-siting and co-location of I.S. 381 with Andries Hudde is expected to have a positive impact on the school communities at I.S. 381 and Andries Hudde. The re-siting will present opportunities for Andries Hudde and I.S. 381 to collaborate on existing programming, such as arts and music classes that are currently being offered at Andries Hudde, and share resources across both schools. Students of I.S. 381 will also receive librarian services and a science lab suitable for middle school students, which it currently does not receive. Additionally, District 22 has an elementary school seat deficit. Elementary schools in the surrounding neighborhoods have high building utilization rates, have needed to remove specialized programming in order to accommodate zoned students, and have historically had zoned waitlists at kindergarten. The re-siting and co-location of I.S. 381 would create space in the K197 building that would add much needed elementary school seat capacity in this area of District 22.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at K240. This proposal is not expected to impact the accessibility of K240, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

Andries Hudde

Admissions Data

Current Admissions	<p>Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened</p> <p>Grades 6-8: Center for Intellectually Gifted (CIG) Program Admissions Method: Screened</p>
Future Admissions	<p>Grades 6-8: Middle School Admissions Process Admissions Method: Unscreened</p> <p>Grades 6-8: Center for Intellectually Gifted (CIG) Program Admissions Method: Screened</p>

*Enrollment Data*¹⁰

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (Budget Register Projections)	263	260	290	813
2017-2018 (projected)	260-270	265-275	260-270	785-815

*Demographic Data*¹¹

% Students with Disabilities (any student receiving an IEP)	17%
% English Language Learners	8%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	81%

School Performance Data

Andries Hudde	2013-14	2014-15	2015-16
School Quality Indicators ¹²			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Developing	N/A
Performance Data ¹³			
English Language Arts % Proficient (Levels 3 and 4)	24%	26%	31%
Math % Proficient (Levels 3 and 4)	24%	23%	30%
Other Key Performance Indicators			
Attendance Rate	94%	95%	N/A ¹⁴
2016-2017 State Accountability Status ¹⁵	Good Standing		

¹⁰ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

¹¹ 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>

¹² Not all schools receive Quality Reviews every year. Andries Hudde did not have a Quality Review for the 2013-2014 and 2015-2016 school year.

¹³ 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>.

¹⁴ Attendance data for the 2015-2016 school year is not yet available.

¹⁵ 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>.

I.S. 381

Admissions Data

Current Admissions	Grades 6-8: District 22 Middle School Choice Process Admissions Method: Unscreened
Future Admissions	Grades 6-8: Center for Intellectually Gifted (CIG) Program Admissions Method: Screened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (Budget Register Projections)	112	94	86	292
2017-2018 (projected)	105-115	95-105	85-95	285-315

Demographic Data

% Students with Disabilities (any student receiving an IEP)	21%
% English Language Learners	12%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

School Performance Data

I.S. 381	2013-14	2014-15	2015-16
School Quality Indicator¹⁶			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	19%	25%	39%
Math % Proficient (Levels 3 and 4)	21%	15%	15%
Other Key Performance Indicators			
Attendance Rate	95%	95%	N/A ¹⁷
2016-2017 State Accountability Status¹⁸	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to re-locate I.S. 381 to K240 is \$70,000. This cost will include moving all existing materials and furniture from the current site.¹⁹

Most funding in schools' budgets is allocated on a per pupil basis, based on current Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, English language Learners (ELLs), and those with other supplemental academic needs.

Please refer to the FSF Guide²⁰ and FY17 School Allocation Memoranda²¹ for additional information on cost of instruction.

This proposal is not expected to impact costs or allocations at I.S. 381 or Andries Hudde in K240. The costs associated with this proposal are explained below.

¹⁶ Not all schools receive Quality Reviews every year. I.S. 381 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

¹⁷ Attendance data for the 2015-2016 school year is not yet available.

¹⁸ This status is determined by 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>.

¹⁹ Based on average per pupil re-siting costs provided by the Division of Space Management.

²⁰ Available at the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf.

²¹ Available at 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, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

The proposed re-siting of I.S. 381 is not expected to change the number of personnel positions currently assigned to I.S. 381 or Andries Hudde, nor is it expected to significantly alter the duties of current staff at I.S. 381 or Andries Hudde, although staff at I.S. 381 would report to a new location if this proposal is approved.

B. Administration

No changes in school supervisory or administrator positions at I.S. 381 and Andries Hudde are expected as a result of this re-siting, although administration at I.S. 381 would report to a new location if this proposal is approved.

C. Transportation

There will be no change to existing transportation practices at Andries Hudde or I.S. 381 during the current school year (2016-2017). This proposal is not expected to affect transportation practices at Andries Hudde for the 2017-2018 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending Andries Hudde and I.S. 381 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 will be provided as consistent with citywide policy.

VII. Building Information

Building		K240
Type of Building		IS/JHS
Year Built		1951
Overall BCAS rating		2.78
2015-2016 Blue Book Target Building Utilization		58%
2015-2016 Blue Book Target Building Capacity		1,416
Maintenance Costs	Labor (FY 2015)	\$34,412
	Materials (FY 2015)	\$12,649
	Maintenance, repair, and service contracts (FY 2015)	\$26,782
	Custodial operations costs—Materials (FY 2016)	\$10,122
	Custodial operations costs—Custodial Allocation (FY 2016)	\$387,690
FY 2016 Energy Costs	Electric	\$99,779
	Gas	\$1,874
	Steam	n/a
	Oil	\$56,107
Projects completed during the current or prior school year		CLASSROOM CONNECTIVITY NEW/RETROFIT TELEPHONE/IN TERCOM SYSTEMS
Projects proposed in the capital plan		CLASSROOM CONNECTIVITY - 12/31/2013 F
Accessibility of the building		No Accessibility
Building attributes		Art Rooms, Auditorium, Cafeteria, Computer Rooms, 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/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.

Appendix B: School Admissions

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,²² 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.

²² 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>.

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;²³ 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,²⁴ international schools,²⁵ 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.

²³ 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.

²⁴ 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.

²⁵ 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-k programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.