

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Site of Existing District 75 School, P.S. K036 (75K036), with P.S. 224 Hale A. Woodruff (19K224) in Building K224 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate¹ a new site of P.S. K036 (75K036),² an existing District 75 school,³ to be called “P036K@K224,” in building K224 (“K224”) beginning in the 2016-2017 school year. K224 is located at 757 Wortman Avenue, Brooklyn, NY 11208 in Community School District 19 (“District 19”). If this proposal is approved, P036K@K224 will be co-located with P.S. 224 Hale A. Woodruff (19K224, “P.S. 224”), an existing district elementary school currently serving students in kindergarten through fifth grade and offering a full-day pre-kindergarten (“Pre-K”) program. K224 also currently houses an Adult and Continuing Education Center.

Based on a projected increased need for District 75 seats across the borough, the District 75 Placement Office is seeking to increase its capacity to serve students who have been classified as having autism, intellectual disabilities and/or multiple disabilities who reside in Brooklyn. Since the 2012-2013 school year, District 75 enrollment has grown by over 1,300 students citywide. If this proposal is approved, the DOE will open P036K@K224, a new site of an existing District 75 school, P.S. K036, beginning in the 2016-2017 school year. P036K@K224 will serve a range of students across kindergarten through fifth grade who are classified as autistic, intellectually disabled or multiply disabled under an Individualized Education Program (“IEP”). P036K@K224 is projected to serve ten sections of students in self-contained sections in 12:1:1, 8:1:1 or 6:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services, and are referred to District 75 during a period that extends into summer. Students may be served in this program throughout the course of their education.

If approved, this proposal will add approximately 60-80 District 75 self-contained seats in K224 for District 75 elementary school students who are classified as autistic, intellectually disabled or multiply disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn.

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

² P.S. K036 currently serves students at four sites: (1) Building K857, located at 2045 Linden Boulevard, Brooklyn, NY 11207; (2) Building K192, located at 4715 18 Avenue, Brooklyn, NY 11204; (3) Building K470, located at 600 Kingston Avenue, Brooklyn, NY 11203; and (4) Building K877, located at 35 Snyder Avenue, Brooklyn, NY 11226. This proposal is not anticipated to have an impact on P.S. K036’s other sites.

³ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

Public Engagement

Public engagement was conducted by the DOE in the course of creating this proposal which included:

- On March 2, 2016, representatives from the District 75 office conducted a walkthrough of K224 and held a School Leadership Team (“SLT”) debrief. At the debrief, DOE representatives were available to answer questions and address concerns from representatives of the impacted school communities. Participants included representatives from the DOE’s Office of District Planning and Office of Space Planning, the Community Education Council for District 19 (“CEC 19”), the District 19 Superintendent, the District 75 Superintendent and senior staff of the District 75 office, as well as SLT members from P.S. 224.

The DOE will provide additional public engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K224, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone line and email address to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D19Proposals@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 provide comments on this proposal. All comments received at the above-noted Joint Public Hearing 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 Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

K224 has the capacity to serve 735 students.⁴ During the current (2015-2016) school year, K224 is serving 502 students, yielding an estimated building utilization rate of 68%.⁵ This means that the building is

⁴ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

⁵ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015. 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.

“under-utilized” and has space that could be used more efficiently to accommodate additional students.⁶ If this proposal is approved, P036K@K224 will open in September 2016 and serve 10 self-contained sections of elementary school students, for a total of approximately 60-80 students. In the 2016-2017 school year, P.S. 224 is projected to serve approximately 451-511 students. Therefore, it is projected that in the 2016-2017 school year there will be approximately 511-591 students served in K224, yielding an estimated building utilization rate of 70%-80%. If this proposal is approved, there will be sufficient space in K224 to accommodate P036K@K224 and P.S. 224.

II. Proposed or Potential Use of Building

As noted in Section I above, K224 has a target capacity of 735 students and currently serves 502 students in P.S. 224, yielding an estimated building utilization rate of 68%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, in the 2016-2017 school year P036K@K224 will serve approximately 60-80 students and P.S. 224 will serve approximately 511-591 students, yielding a projected utilization rate of 70%-80%.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K224 will be as follows:

DBN	School Name	2015-2016	2016-2017
19K224	P.S. 224 ⁷	K-5	K-5
75K036	P036K@K224	-	K-5

The chart below shows the current and projected enrollment and building utilization for K224 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ⁸	2016-2017 Projected Enrollment
19K224	P.S. 224	502	451-511
75K036	P036K@K224	-	60-80
Total Building Enrollment		502	511-591
Utilization		68%	70% - 80%

⁶ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum_1122015.pdf.

⁷ P.S. 224 also serves two sections of Pre-K in the 2015-2016 school year, and will continue to serve Pre-K in the 2016-2017 school year. This proposal is not expected to impact P.S. 224’s ability to serve Pre-K.

⁸ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students.

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, P036K@K224 and P.S. 224 will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation 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:
[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

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

A. Students

Impact on Current and Future Students Attending P.S. 224

The proposed opening and co-location of P036K@K224 at K224 with P.S. 224 is not expected to impact current or future student enrollment, admissions, or instructional programming at P.S.224.

P.S. 224 is an existing, zoned district elementary school that serves students in kindergarten through fifth grade and offers two full-day sections of Pre-K in K224. P.S. 224, will continue to give priority to students who live in its zone, as it has in the past, and in accordance with Chancellor’s Regulation A-101. This proposal is not expected to impact the admissions process for P.S. 224. General information about the elementary school admissions process can be found on the DOE’s website at:
<http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm> and in Appendix B of this EIS.

P.S. 224 serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”) and Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, P.S. 224 will continue to provide ICT classes, SC classes and SETSS, and students with disabilities will continue to receive their mandated 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 (“ELLs”) who are currently enrolled at P.S. 224 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S. 224 will continue to receive their mandated language services if this proposal is approved.

P.S. 224 currently offers the following special programs and extra-curricular activities:⁹

- **Special Programs:** Little Kids Rock, Waterford Learning, Mathletics, Puppetry in Practice
- **Extra-curricular Activities:** Student Government Association

The DOE does not anticipate that the proposed co-location will impact programming and extra-curricular activities at P.S. 224. 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 based on student interests, available resources, and staff support for those programs. That is true at all City

⁹ Information about P.S. 224’s extra-curricular activities and partnerships comes from school-reported data as of March 3, 2016, and from the school’s web site, available at <http://schools.nyc.gov/SchoolPortals/19/K224/default.htm>.

schools, which modify extra-curricular offerings annually based on student demand and available resources.

Impact on Other Organizations in K224

As stated above, K224 currently houses the Adult and Continuing Education Center. This proposal is not expected to impact the space or services offered by the Adult and Continuing Education Center.

Impact on the Pre-K Program

P.S. 224 offers two full-day sections of Pre-K. This proposal is not expected to impact the Pre-K program at P.S. 224. Incoming Pre-K students can apply to the Pre-K program through the centralized Pre-K admissions process. As with all Pre-K programs, the availability of Pre-K at P.S. 224 will be subject to continued funding availability and demand. Students will continue to be offered placement in Pre-K programs based on the priorities outlined in Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Please see Appendix B of this EIS for more information on Pre-K admissions.

Impact on Future District 75 Students

If approved, this proposal will add approximately 60-80 District 75 self-contained seats in K224 for District 75 elementary school students who are classified as autistic, multiply disabled, or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn.

P036K@K224 will admit future students in a manner consistent with current District 75 enrollment procedures. Students will be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their elementary school education. Should future students require inclusion programming, the District 75 Placement Office will work with the families to provide the appropriate district placement for each student. P036K@K224 is expected to serve students in a 12:1:1, 6:1:1 or 8:1:1 setting. For additional information about District 75 programs, please visit the DOE's website at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

If this proposal is approved, there will be sufficient space in K224 to accommodate P.S. 224 and P036K@K224 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 K224 conducted on February 12, 2016 by a representative from the Office of Space Planning, K224 has a total of 48 full-size rooms¹⁰, 7 half-size rooms¹¹, 3 quarter-size

¹⁰ Full-size classrooms have an area of 500 square feet or more.

¹¹ Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

rooms¹², and 3.5 full-size equivalent (“FSE”) rooms of designed administrative space. K224 also has the following shared spaces: an auditorium, gymnasium, multi-purpose room, library and cafeteria. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The science lab occupies 1 full-size space
- The music room occupies 1 full-size space
- The nurse’s office occupies 1.0 FSE of designed administrative space
- The custodian’s office occupies 1 half-size space
- The School Based Support Team (“SBST”) occupies 1.0 FSE of designed administrative space

Excluding the spaces outlined above, K224 has a total of 46 full-size rooms, 6 half-size rooms, 3 quarter-size rooms, and 1.5 FSE of designed administrative space available for use by P.S. 224 and P036K@K224. If this proposal is approved, both schools will receive at least their baseline Footprint allocation in K224.

Per the Footprint, P.S. 224’s current baseline Footprint allocation is 22 full-size rooms, 6 half-size rooms, and 4.5 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted P.S. 224’s baseline Footprint allocation to substitute 2 full-size rooms in lieu of 2 half-size rooms. Thus, P.S. 224’s adjusted baseline Footprint allocation is 24 full-size rooms, 4 half-size rooms, and 4.5 FSE spaces for administrative use, comprised of 1.5 FSE of designed administrative space, 2 full-size rooms and 2 half-size rooms. This yields a total adjusted baseline Footprint allocation of 26 full-size rooms, 6 half-size rooms and 1.5 FSE of designed administrative space. Currently, P.S. 224 is using 46 full-size rooms, 6 half-size rooms, 3 quarter-size rooms, and 1.5 FSE of designed administrative space. Therefore, P.S. 224 is using 20 full-size rooms and 3 quarter-size rooms above its adjusted Footprint allocation.

To take a conservative approach for space planning purposes, the DOE has assumed that P036K@K224 will serve 60-80 students in ten sections who will require 12:1:1, 8:1:1 or 6:1:1 sections.¹³ Therefore, P036K@K224 has a baseline Footprint allocation of 13 half-size rooms and 1.5 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted P036K@K224’s baseline Footprint allocation to substitute 13 full-size rooms in lieu of 13 half-size rooms. Thus, P.S. 224’s adjusted baseline Footprint allocation is 13 full-size rooms and 1.5 FSE spaces for administrative use, comprised of 1 full-size room and 2 quarter-size rooms. This yields a total adjusted baseline allocation of 14 full-size rooms and 2 quarter-size rooms.

There is sufficient space in K224 to accommodate P.S. 224 and P036K@K224. The adjusted baseline Footprint allocations of full-size rooms are detailed in the chart below:

¹² Quarter-size rooms have an area of less than 240 square feet.

¹³ 12:1:1, 8:1:1 and 6:1:1 self-contained sections are typically served in half-size rooms.

Adjusted Baseline Footprint Allocations for Full-Size Spaces

DBN	School Name	2015-2016	2016-2017
16K224	P.S. 224	26	26
75K036	P036K@K224	-	14
TOTAL		26	40
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		20	6

All necessary adjustments for administrative space 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 and programs, the instructional and programmatic needs of the co-located schools and programs, and the physical location of the excess space within the building.

Building Safety and Security

If this proposal is approved, P036K@K224 and P.S. 224 will develop a safety and security plan for the building prior to the first day of school in September 2016.

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 opening and co-location of P036K@K224 is intended to help meet the increased demand for District 75 self-contained elementary school seats throughout Brooklyn. Since the 2012-2013 school year, District 75 enrollment has grown by over 1,300 students. The DOE believes that the addition of this site in District 19 will help to address the need for additional District 75 elementary school seats in Brooklyn.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K224. This proposal is also not expected to impact the accessibility of K224, which is partially accessible.

IV. Enrollment, Admissions, and School Performance Information

P.S. 224

Admissions Data

Current Admissions	Pre-K: Standard Pre-K admissions process Grades K-5: Zoned
Admissions if this Proposal is Approved	Pre-K: Standard Pre-K admissions process Grades K-5: Zoned

Enrollment Data¹⁴

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	35	72	76	83	75	72	89	502
2016-2017 (projected)	36	65-75	65-75	70-80	80-90	70-80	65-75	451-511

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with IEPs	22%
Percentage of ELLs	6%
Percentage of Students Eligible for Free or Reduced Lunch	88%

¹⁴ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁵ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

School Performance Data

P.S. 224 Hale. A Woodruff	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁶			
1.1 Curriculum	Proficient	N/A ¹⁷	Proficient
1.2 Pedagogy	Developing	N/A	Proficient
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Developing	N/A	Well Developed
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	9%	13%
Math % Proficient (Levels 3 and 4)	12%	19%	18%
Other Key Performance Indicators			
Attendance Rate	93%	92%	91%
2015-2016 State Accountability Status¹⁸	Focus		

P036K@K224

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Grades K-5: Placement based on individual student needs/recommended special education services

Enrollment Data¹⁹

	Total Enrollment
2015-2016	-

¹⁶ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

¹⁷ Not all schools receive Quality Reviews every year. P.S. 224 did not have a Quality Review for the 2013-2014 school year.

¹⁸ 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>.

¹⁹ P036K@K224 has not yet opened, and therefore there is no existing enrollment for this organization in K224. The 2016-2017 enrollment projections for P036K@K224 are based on the planned number of sections in K224.

	Total Enrollment
2016-2017 (projected)	60-80

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELLs	10%
Percentage of Students Eligible for Free or Reduced Lunch	73%

School Performance Data

P.S. K036	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Proficient	N/A ²¹	Proficient
1.2 Pedagogy	Well Developed	N/A	Well Developed
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
Performance Data²²			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact costs or allocations at P.S. 224 at K224.

²⁰ Demographic data is not site specific and represents demographic data for P.S. K036 as a whole.

²¹ Not all schools receive Quality Reviews every year. P.S. K036 did not have a Quality Review for the 2013-2014 school year. Quality Review data is not site specific and represents school performance data for P.S. K036 as a whole.

²² Performance data and attendance data are not available for P.S. K036 because it is an alternate assessment program.

P036K@K224's basic operating budget will be determined by application of the District's Methodology and Management Matrix. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

This proposal is not expected to impact costs or allocations at P.S. 224 at K224. 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, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide²³ and FY16 School Allocation Memoranda²⁴ 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 this consolidation.

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

A. Personnel Needs

The proposed opening and co-location is not expected to change the number of personnel positions assigned to P.S. 224, nor is it expected to significantly alter the duties of current staff at P.S. 224.

P036K@K224 will likely hire additional staff – teachers and paraprofessionals – in advance of the program's opening in K224, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and the United Federation of Teachers ("UFT"). The precise number of positions needed for the 2016-2017 school year will be determined once District 75 placements are made in the spring of 2016.

B. Administration

No change in school supervisory or administrator positions at P.S.224 is expected as a result of this proposal.

P036K@K224 may hire school supervisors and/or administrative personnel to accommodate the opening of P036K@K224 in September of 2016.

C. Transportation

If this proposal is approved, transportation will continue to be provided according to Chancellor's Regulation A-801 to students attending P.S. 224: <http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>. Similarly, students attending P036K@K224 will receive transportation services in accordance with Chancellor's Regulation A-801.

This proposal is not expected to impact the transportation schedule of P.S.224 during the current school year (2015-2016).

²³The FSF Guide is available on the DOE website at:

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

²⁴ The FY16 School Allocation Memoranda are available at:

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

D. Other Support Services

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

VII. Building Information

Building		K224
Type of Building		PS
Year Built		1930
Overall BCAS rating		2.57
2014-2015 Blue Book Target Building Utilization		71%
2014-2015 Blue Book Target Building Capacity		735
FY 2015 Maintenance Costs	Labor	\$26,337
	Materials	\$15,570
	Maintenance, repair, and service contracts	\$85,659
	Custodial operations costs—Materials	\$7,063
	Custodial operations costs—Custodial Allocation	\$291,635
FY 2015 Energy Costs	Electric	\$135,284
	Gas	\$37,064
	Steam	N/A
	Oil	\$24,721
Projects completed during the current or prior school year		Electrical Lighting Fixtures, High Efficiency Lighting Fixtures, Classroom Connectivity
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office

Appendix A: Target Capacity and Utilization

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

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>

, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

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

Appendix B: School Admissions

Elementary School Admissions

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

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;

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

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

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

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²⁵ a Non-Public School Placement, or specialized programs,²⁶ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Pre-K Admissions

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

²⁵ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 347 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

²⁶ 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.

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.*
- b. Students residing in the zone, who do not have a sibling at the school.*
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

* Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. 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.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

Appendix C: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these 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.