

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Site of an Existing District 75 School P.S. K140 (75K140) with P.S. 026 Jesse Owens (16K026) and Madiba Prep Middle School (16K681) in Building K026 Beginning in 2016-2017

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. K140 (75K140),² an existing District 75 school,³ in building K026 (“K026”), to be called “P140K@K026,” beginning in the 2016-2017 school year. K026 is located at 1014 Lafayette Avenue, Brooklyn, NY 11221 in Community School District 16 (“District 16”). If this proposal is approved, P140K@K026 will be co-located with P.S. 026 Jesse Owens (16K026, “P.S. 26”), an existing district elementary school currently serving students in kindergarten through fifth grade and offering a full-day pre-kindergarten (“Pre-K”) program, and Madiba Prep Middle School (16K681, “Madiba Prep”), an existing district middle school currently serving students in grades sixth through eighth. K026 also currently houses the District 16 Superintendent’s office.

Building K026 also currently houses Frederick Douglass Academy IV Secondary School (16K393, “FDA IV”), however, per a previously approved Educational Impact Statement (“EIS”), FDA IV will be re-sited⁴ to building K057, located at 125 Stuyvesant Avenue, Brooklyn, NY 11221, beginning in the 2016-2017 school year. The proposal to re-site FDA IV to K057 was approved by the Panel for Educational Policy on December 16, 2015. More information about the proposal to re-site FDA IV to K057 can be found at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/December2015SchoolProposals>.

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 a new site for an existing District 75 school, P140K@K026, beginning in the 2016-2017 school year. P140K@K026 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”). P140K@K026 is projected to serve nine sections of students in self-contained sections in

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. K140 currently serves students at four sites: (1) Building K258, located at 141 Macon Street, Brooklyn, NY 11216; (2) Building K021, located at 180 Chauncey Street, Brooklyn, NY 11233; (3) Building K263, located at 210 Chester Street, Brooklyn, NY 11212; and (4) Building K304, located at 280 Hart Street, Brooklyn, NY 11206. This proposal is not anticipated to have an impact on P.S. K140’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 310 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>.

⁴ A “re-siting” means that students will attend classes in a building different from the building in which they currently attend classes.

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 54-72 District 75 self-contained seats in K026 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.

Public Engagement

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

- On February 3, 2016, representatives from the District 75 office conducted a walkthrough of K026 and a School Leadership Team (“SLT”) debrief was held. 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, the CEC 16, the District 16 Superintendent, the District 75 superintendent and senior staff of the District 75 office, and SLT members from P.S. 26 and Madiba Prep.

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

- An optional community meeting prior to the Joint Public Hearing 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
- A Joint Public Hearing to be held at K026. 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.
- 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 D16Proposals@schools.nyc.gov.
- A 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 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/March242016SchoolProposals>.

K026 has the capacity to serve 1,053 students.⁵ During the 2015-2016 school year the building is serving 452 students, yielding an estimated building utilization rate of 43%.⁶ This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.⁷ If this proposal is approved, in 2016-2017, P140K@K026 will open in September 2016 serving nine self-contained sections of elementary school students, for a total of approximately 54-72 students; meanwhile, in the 2016-2017 school year, P.S. 26 will serve approximately 183-243 students and Madiba Prep will serve approximately 135-165 students. Therefore, it is projected that there will be approximately 372-480 students served in K026, yielding an estimated building utilization rate of 35%-46%. If this proposal is approved, there will be sufficient space in K026 to accommodate P140K@K026, P.S. 26, and Madiba Prep.

II. Proposed or Potential Use of Building

As noted in Section I above, K026 has a target capacity of 1,053 students and currently serves 452 students across P.S. 26, Madiba Prep, and FDA IV, yielding a projected building utilization rate of 43%. 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, P140K@K026 will serve approximately 54-72 students, P.S. 26 will serve approximately 183-243 students, and Madiba Prep will serve approximately 135-165 students. As explained above, the projected utilization rate of the building that year is expected to be 35%-46% if this proposal is approved.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K026 will be as follows:

DBN	School Name	2015-2016	2016-2017
16K026	P.S. 026 Jesse Owens ⁸	K-5	K-5
16K681	Madiba Prep Middle School	6-8	6-8
16K393	Frederick Douglass Academy IV Secondary School	9-12	-
75K140	P140K@K026	-	K-5

The chart below shows the projected enrollment and building utilization for building K026 if this proposal is approved:

⁵ 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>.

⁶ 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. 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.

⁷ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 12, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum_1122015.pdf

⁸ P.S. 26 also serves 1 section of Pre-K in 2015-2016, and will continue to serve Pre-K in 2016-2017.

DBN	School Name	2015-2016 Enrollment ⁹	2016-2017 Projected Enrollment
16K026	P.S. 026 Jesse Owens	208	183 - 243
16K681	Madiba Prep Middle School	171	135 - 165
16K393	Frederick Douglass Academy IV Secondary School	73	-
75K140	P140K@K026	-	54-72
Total Building Enrollment		452	372-480
Utilization		43%	35% - 46%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, P140K@K026, P.S. 26, and Madiba Prep 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.¹⁰

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

A. Students

Impact on Current and Future Students Attending P.S. 26

The proposed opening and co-location of P140K@K026 with P.S. 26 and Madiba Prep in K026 is not expected to impact current or future student enrollment or instructional programming at P.S.26.

⁹ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015.

¹⁰ On December 2, 2015, the DOE released an updated Footprint that includes increased allocations of administrative space. The baseline and adjusted baseline allocations of space in 2016-2017 school year and beyond reflect this change.

P.S. 26 serves students in kindergarten through fifth grades and offers one full-day section of pre-kindergarten.

P.S. 26 serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”), Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). P.S. 26 will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. 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 enrolled at P.S. 26 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S. 26 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 26 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in K026 during and after the school day:¹¹

- **Special Programs:** Title I Reading and Mathematics; Saturday Academy for ELA and mathematics for grades 3-5; Academic Intervention Services for grades K-5; Art/Literacy Program; STEM Mobile Lab; Technology Code.org computer program; Awards assemblies
- **Extra-curricular Activities:** African Dance Program; Chess during school; Chess after school program; Monthly assembly programs; Annual spring festival; Parents Annual Fashion Show; Olympic Sports Day; Math Relay Olympics; Field Day; President’s Council of Pupils and Turn Around Tuesdays; Friday Clubs; Movie Nights
- **Partnerships:** Metropolitan Upper Guild Urban Voices for grades K-2; Activity Works (teaching and physical activity program); Technology grants (Borough President Eric Adams and District 36 Council Member Robert Cornegy); Medgar Evers College ~ Student Teachers; Brooklyn Museum of Arts; Park Department – Jesse Owens Playground re-structure

If this proposal is approved, P.S. 26 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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 Future Elementary School Students in District 16

This proposal is not expected to impact the admissions process for district elementary schools in District 16. P.S. 26 is an existing district school that currently serves students in kindergarten through fifth grade and offers a full-day Pre-K program. Non-charter district schools, including P.S. 26, that are zoned will continue to give priority to students who live in their zone, as they have in the past and in accordance with Chancellor’s Regulation A-101.

¹¹ Information about P.S. 26’s extra-curricular activities and partnerships comes from school-reported data as of February 4, 2016, and from the school’s web site, available at <http://schools.nyc.gov/SchoolPortals/16/K026/AboutUs/Overview/default.htm>.

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 Appendix B of this EIS.

Impact on Current and Future Students Attending Madiba Prep

The proposed opening and co-location of P140K@K026 with P.S. 26 and Madiba Prep in K026 is not expected to impact current or future student enrollment, admissions, or instruction, or extracurricular programming at Madiba Prep.

Madiba Prep currently serves general education students and students requiring special education services, including students enrolled in ICT and SC special education classes, as well as students receiving SETSS. If this proposal is approved, Madiba Prep will continue to provide ICT, SC, and SETSS classes, and students with disabilities will continue to receive mandated services in accordance with their IEP. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, ELL students are enrolled at Madiba Prep and receive ESL services. If this proposal is approved, students at Madiba Prep will continue to receive their mandated language services.

Madiba Prep currently offers the following extra-curricular activities, clubs, sports, and partnerships:¹²

- **Clubs and Extracurricular Activities:** Video Game Design, App Design, Digital Music Production, Boat Making, Drumming, Tennis, Dance, Visual Arts, Photography, Statistics for Athletes, Fencing, Robotics, Basketball, Poetry Writing, Student Government, Theater
- **Sports:** Nike Girls Basketball, Nike Boys Basketball, CHAMPS Boys Basketball, Tennis, Flag football, Volleyball
- **Partnerships:** Medgar Evers College Pipeline Initiative, NYU Poly, Fencers Club, Good Shepherds, Alvin Ailey, Columbia University, Carnegie Hall, NIKE, and Google, 81st Precinct

If this proposal is approved, Madiba Prep will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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 Admissions of Future Middle School Students in District 16

This proposal is not expected to impact the admissions process for middle schools in District 16. Madiba Prep currently admits students through the DOE's middle school admissions process using an unscreened admissions method, giving priority to students and residents of District 16 and then open to students and residents of Brooklyn.

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,

¹² Information about Madiba Prep's extra-curricular activities and partnerships comes from school-reported data as of February 3, 2016.

which is updated yearly and can be found on the DOE's website at:
<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

Please see Appendix B of this EIS for more information on middle school enrollment.

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 26. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 26 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten 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-kindergarten admissions.

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

P.S. 26 and Madiba Prep currently admit students through the OTC process. This proposal is not expected to impact the placement of OTC students in P.S. 26 or Madiba Prep. Please see Appendix B of this EIS for more information on the OTC process.

Impact on Future District 75 Students

If approved, this proposal will add approximately 54-72 District 75 self-contained seats in K026 for District 75 elementary school students who are classified as autistic or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn.

P140K@K026 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 office will work with the families to provide the appropriate district placement for each student. P140K@K026 is expected to serve students in a 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 K026 to accommodate P.S. 26, Madiba Prep, and P140K@K026 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 building walkthrough completed on October 22, 2015 by a representative of the Office of Space Planning, K026 has a total of 59 full-size rooms, 6 half-size rooms, 4 quarter-size rooms, and 7.5 full-size equivalent (“FSE”) rooms of designed administrative space. K026 has the following shared spaces: an auditorium, gymnasium, 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:

- Science labs occupy 2 full-size spaces
- The school based support team occupies 1 full-size space
- The teacher’s lounge occupies 1 half-size space
- The custodian’s office occupies 1 half-size space
- The nurse’s office occupies 0.5 FSE of designed administrative space
- The District 16 Superintendent’s office occupies 3.0 FSE of designed administrative space

Excluding the spaces outlined above, K026 has a total of 56 full-size rooms, 4 half-size rooms, 4 quarter-size rooms, and 4.0 FSE to be used by P.S. 26, Madiba Prep, and P140K@K026. All schools will receive at least their baseline Footprint allocation in K026.

Per the Footprint, P.S. 26’s current baseline Footprint allocation is 12 full-size rooms, 4 half-size rooms, and 2.5 FSE spaces for administrative use. Due to a lack of half-size rooms in the building, P.S. 26’s adjusted baseline allocation is 15 full-size rooms, 1 half-size room, and 2.5 FSE spaces for administrative use. Currently, P.S. 26 is using 23 full-size rooms, 1 half-size room, and 4.75 FSE spaces for administrative use, made up of 1 full-size room, 1 half-size room, 3 quarter-size rooms, and 2.5 FSE of designed administrative space. Therefore, P.S. 26 is using 8 full-size rooms and 2.25 FSE spaces for administrative use above its adjusted Footprint.

Per the Footprint, Madiba Prep’s current baseline Footprint allocation is 10 full-size rooms, 4 half-size rooms, and 3.0 FSE spaces for administrative use. Due to a lack of half-size rooms in the building, Madiba Prep’s adjusted baseline allocation is 14 full-size rooms and 3.0 FSE spaces for administrative use. Currently, Madiba Prep is using 14 full-size rooms and 3.25 FSE spaces for administrative use, made up of 3 full-size rooms and 1 quarter-size room. Therefore, Madiba Prep is using 0.25 FSE spaces for administrative use above its adjusted Footprint.

Per the Footprint, FDA IV’s current baseline Footprint allocation is 4 full-size rooms, 2 half-size rooms, and 2.0 FSE spaces for administrative use. Due to a lack of half-size rooms in the building, FDA IV’s adjusted baseline allocation is 6 full-size rooms and 2.0 FSE spaces for administrative use. Currently, FDA IV is using 13 full-size rooms and 4.5 FSE spaces for administrative use, made up of 2 full-size rooms, 2 half-size rooms, and 1.5 FSE of designed administrative space. Therefore, FDA IV is using 7 full-size rooms and 2.5 FSE spaces for administrative use above its adjusted Footprint. As FDA IV will not be in K026 in the 2016-2017 school year and beyond, all space currently in use by FDA IV will be available for use between P.S. 26, Madiba Prep, and P140K@K026.

To take a conservative approach for space planning purposes, DOE has assumed that P140K@K026 will serve 54-72 students who will require 8:1:1 or 6:1:1 sections.¹³ Therefore, P140K@K026 has a baseline instructional Footprint of 11 half-size rooms, and the equivalent of 1.5 FSE of designed administrative space. Due to a lack of half-size rooms in K026, P140K@K026’s adjusted baseline allocation is 11 full-size rooms and the equivalent of 1.5 FSE of administrative space, made up of 1 full-size room and 1 half-size room.

There is sufficient space in K026 to accommodate P.S. 26, Madiba Prep, and P140K@K026. The baseline

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

allocations of full-size rooms are detailed in the chart below:

Baseline Footprint Allocation for Full-Size Spaces			
DBN	School Name	2015-2016	2016-2017
16K026	P.S. 26	15	15
16K681	Madiba Prep	17	17
16K393	FDA IV	6	-
75K140	P140K@K026	-	12
TOTAL		38	44
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		18	12

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 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 P140K@K026, P.S. 26, and Madiba Prep 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 co-location of P140K@K026 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. Overall, the DOE believes the need for additional District 75 seats in Brooklyn may be addressed with the addition of this site in District 16.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K026. This proposal is also not expected to impact the accessibility of K026, which is not accessible.

IV. Enrollment, Admissions, and School Performance Information

P.S. 26

Admissions Data

Current Admissions	Pre-kindergarten: Standard pre-kindergarten admissions process Grades K-5: Zoned
Admissions if this Proposal is Approved	Pre-kindergarten: Standard pre-kindergarten 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	16	32	37	30	31	30	32	208
2016-2017 (projected)	18	30-40	30-40	30-40	25-35	25-35	25-35	183-243

Demographic Data¹⁵

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with IEPs	26%
Percentage of ELLs	6%
Percentage of Students Eligible for Free or Reduced Lunch	8%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁶			

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

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

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/ronlyres/8C11A001-7E78-469D-996F->

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)	18%	22%	27%
Math % Proficient (Levels 3 and 4)	27%	25%	25%
Other Key Performance Indicators			
Attendance Rate	91%	89%	90%
2015-2016 State Accountability Status¹⁷	Good Standing		

Madiba Prep

Admissions Data

Current Admissions	Grades 6-8: Middle school admissions process with priority to students and residents of District 16 and students and residents of Brooklyn Admissions method: Unscreened
Admissions if this Proposal is Approved	Grades 6-8: Middle school admissions process with priority to students and residents of District 16 and students and residents of Brooklyn Admissions method: Unscreened

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	51	46	74	171
2016-2017 (projected)	50-60	45-55	40-50	135-165

[B0C3703CEA81/0/QualityReviewRubric1415.pdf](http://www.p12.nysed.gov/QualityReviewRubric1415.pdf). Not all schools receive Quality Reviews every year. P.S. 26 did not have a Quality Review for the 2012-2013 and 2014-2015 school years.

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>.

Demographic Data

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with IEPs	29%
Percentage of ELLs	7%
Percentage of Students Eligible for Free or Reduced Lunch	84%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A ¹⁸	N/A	Developing
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Developing
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	6%	4%	10%
Math % Proficient (Levels 3 and 4)	2%	5%	9%
Other Key Performance Indicators			
Attendance Rate	95%	92%	91%
2015-2016 State Accountability Status	Good Standing		

P140K@K026

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

¹⁸ Not all schools receive Quality Reviews every year. Madiba Prep did not have a Quality Review for the 2012-2013 and 2013-2014 school years.

Enrollment Data¹⁹

	Total Enrollment
2015-2016	-
2016-2017 (projected)	54-72

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELLs	13%
Percentage of Students Eligible for Free or Reduced Lunch	71%

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Developing	Proficient	N/A ²¹
1.2 Pedagogy	Developing	Proficient	N/A
2.2 Assessment	Developing	Proficient	N/A
3.4 High Expectations	Proficient	Proficient	N/A
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	N/A
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		

¹⁹ P140K@K026 is not placed in K026 for the 2015-2016 school year, therefore there is no existing enrollment in the building.

The 2016-2017 enrollment projections for P140K@K026 are based on the planned number of sections in K026.

²⁰ Demographic data for P140K@K026 is not site specific and represents program P.S. K140 as a whole.

²¹ Not all schools receive Quality Reviews every year. P.S. K140 did not have a Quality Review for the 2014-2015 school year.

²² Performance data and attendance data are not available for 75K140 because it is an alternate assessment program.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact costs or allocations at P.S. 26 or Madiba Prep in K026.

P140K@K026'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.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. 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 co-location is not expected to change the number of personnel positions assigned to P.S.26 or Madiba Prep, nor is it expected to significantly alter the duties of current staff at P.S.26 or Madiba Prep.

P140K@K026 will likely hire additional staff – teachers and paraprofessionals – in advance of the program's opening in K026, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and 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.26 or Madiba Prep are expected as a result of this proposal.

P140K@K026 may hire school supervisors and/or administrative personnel to accommodate the opening of P140K@K026 in September of 2016.

C. Transportation

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

This proposal is not expected to impact the transportation schedule of P.S.26 or Madiba Prep.

²³Available 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		K026
Type of Building		PS
Year Built		1955
Overall BCAS rating		2.79
2014-2015 Blue Book Target Building Utilization		52%
2014-2015 Blue Book Target Building Capacity		1,053
FY 2015 Maintenance Costs	Labor	\$28,244
	Materials	\$42,890
	Maintenance, repair, and service contracts	\$22,783
	Custodial operations costs—Materials	\$8,671
	Custodial operations costs—Custodial Allocation	\$268,282
FY 2015 Energy Costs	Electric	\$96,946
	Gas	\$83,343
	Steam	N/A
	Oil	N/A
Projects completed during the current or prior school year		FY13 RESO A Playground Redevelopment, Full Program Accessibility/ Low Voltage Electrical
Projects proposed in the capital plan		Boiler Conversion, Climate Control, Exterior Masonry, IP Surveillance Camera Installation
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Multipurpose Room,

	Nurse's Office, Science Lab
--	-----------------------------------

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, 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. 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:

- 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:

- 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;
- 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,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 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 schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- 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.

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.

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);
- 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 2016-2017 school year will be in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines 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.

Over-the-Counter ("OTC") Placements

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or

- Left the New York City school system and have returned;²⁷ 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,²⁸ international schools,²⁹ 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.

²⁷ 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.

²⁸ 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.

²⁹ 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 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.

Any space remaining beyond the baseline or adjusted baseline Footprint allocation will be excess space available to P.S. 26, Madiba Prep, and P140K@K026.