

EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Re-Siting and Co-Location of M.S. 266 Park Place Community Middle School (13K266) and the Inclusion Program of P077K@K902 (75K077) with Existing School P.S. 93 William H. Prescott (13K093) in Building K093 Beginning in the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily re-site and co-locate¹ M.S. 266 Park Place Community Middle School (13K266, “M.S. 266”) and the inclusion program of one site of P077K (75K077, “P077K@K902”) to Building K093 (“K093”) beginning in the 2015-2016 school year. M.S. 266 is a middle school that serves students in grades six through eight. P077K@K902 is a District 75² program that serves students in grades six through twelve.³ Students in the P077K@K902 inclusion program, which serves students on the autism spectrum, are served in M.S. 266’s general education classes. M.S. 266 and P077K@K902 are currently co-located in Building K902 (“K902”), which is located at 62 Park Place, Brooklyn, NY 11217 in Community School District 13 (“District 13”). If this proposal is approved, M.S. 266 and a portion of P077K@K902 would be temporarily re-sited to K093, located at 31 New York Ave, Brooklyn, NY 11216, also in District 13, for a two-year period beginning in the 2015-2016 school year. If this proposal is approved, M.S. 266 and the inclusion program of P077K@K902⁴ would be re-sited to K093 where they will be co-located with P.S. 93 William H. Prescott (13K093, “P.S. 93”), an existing zoned elementary school that serves students in kindergarten through fifth grade and offers a full-day pre-kindergarten program.

Due to exterior and interior building facilities issues, the New York City School Construction Authority (“SCA”) will need to complete extensive construction and facilities repairs on M.S. 266’s current school building, K902. The SCA anticipates the project will take approximately two years to complete. Conditions in the building during these repairs will necessitate that students be served elsewhere for the duration of the construction; as a result, both M.S. 266 and P077K@K902 must be temporarily re-sited to other buildings.⁵

¹ A “co-location” means that two or more school organizations are located in the same building, often sharing large common spaces like the auditorium, gymnasium and cafeteria. A “re-siting” means that a school will be located in a building different from the building in which the school currently serves its students.

² 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 410 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>.

³ P077K@K902 is one site of a multi-sited District 75 program, 75K077. 75K077 also has sites in the following buildings: K164, located at 4211 14th Avenue, Brooklyn, NY, 11219; K178, located 2163 Dean Street, Brooklyn, NY 11233; K555, located at 2900 Bedford Avenue, Brooklyn, NY 11210; and K917, located at 350 Coney Island Avenue, Brooklyn, NY 11218.

⁴ All future references to P077K@K902 indicate the school’s inclusion program only.

⁵ Since both schools currently located at K902 do need to be re-sited for the duration of the construction at K902, the DOE is also issuing a separate Educational Impact Statement (“EIS”) that describes the temporary partial re-siting and co-location of P077K@K902’s non-inclusion classes. That EIS can be found here:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/March2015SchoolProposals>.

Given these circumstances, the DOE has determined that a temporary re-siting to a building within M.S. 266's current school district is most appropriate. Additionally, students in P077K@K902's inclusion program would be re-sited along with M.S. 266 in order to provide those students with the opportunity to continue their educational programming within M.S. 266's general education classes. K093 is located approximately 1.8 miles from K902. After construction and facilities upgrades are complete, M.S. 266 and P077K@K902 students will be able to return to their current school building, which will have much improved facilities and learning conditions.

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

- A walkthrough of building K093 with a member of DOE senior leadership on November 24, 2014, and a meeting after the walkthrough with the P.S. 93 principal, School Leadership Team members, M.S. 266 Principal, and a representative from Community Education Council ("CEC") 13 to discuss the proposal further, take questions and concerns from both school communities, and determine whether significant logistical or other concerns would prevent the implementation of this proposal if approved by the Panel for Educational Policy ("PEP").

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

- Two joint public hearings to be held at buildings K902 and K093. These meetings are open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of each hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal until 6 p.m. on the day before the PEP meeting where this proposal will be voted on by PEP members. Comments can be submitted in any language by calling 212-374-0208 or emailed in any language to D13Proposals@schools.nyc.gov. All comments received at the above noted hearing or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6 p.m. on the day before the PEP meeting.
- PEP meeting at which PEP members will 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.
- Information on the joint public hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/March2015SchoolProposals>.

Where possible, the DOE aims to utilize available space in other local school buildings to serve students during a temporary period of construction. To this end, each year, the DOE evaluates public school buildings throughout the City that are "under-utilized" or have extra space to accommodate additional students. According to the 2013-2014 Enrollment, Capacity, and Utilization Report (the "Blue Book"), K093 has the capacity to serve 702 students, and currently serves 306 students,⁶ yielding a utilization rate of 44%.⁷ This means that K093 is "under-utilized" and has space to accommodate additional students.⁸

⁶ All figures are from the 2014-2015 Audited Register as of October 31, 2014.

⁷ All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Audited Register (as of October 31, 2014). This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Pages/EnrollmentCapacityUtilization.aspx>.

Therefore, K093 has the capacity to accommodate M.S. 266 and P077K@K902's inclusion program, which currently serve 129 students and nine students, respectively.

If this proposal is approved by the PEP, M.S. 266 and the students in P077K@K902's inclusion program will be temporarily re-sited and co-located with P.S. 93 in the 2015-2016 and 2016-2017 school years. M.S. 266 and P077K@K902 students will no longer attend classes in K902 during this time. Instead, they will attend classes in K093, where M.S. 266 and P077K@K902's inclusion students will be co-located with P.S. 93. After the re-siting in 2015-2016, P.S. 93, M.S. 266, and P077K@K902's inclusion program will serve approximately 406-496 students in K093, yielding a projected utilization rate of 58%-71%. This demonstrates that there is sufficient space for the two schools at K093.

M.S. 266 and P077K@K902's inclusion students' return to building K902 for the 2017-2018 school year is contingent on the completion of construction at K902 by September 2017. As noted, the DOE currently plans to move M.S. 266 and P077K@K902's inclusion students to building K093 for the 2015-2016 and the 2016-2017 school years. If construction of K902 is not completed by September 2017, the DOE will issue a separate EIS extending M.S. 266's and P077K@K902's inclusion students' co-location at K093 or detailing an alternate siting plan for M.S. 266 and P077K@K902's inclusion students until the construction at K902 is complete.

II. Proposed or Potential Use of Building

As referenced above, K093 has the capacity to serve 702 students. If this proposal is approved, in the 2015-2016 school year, K093 will serve approximately 296-356 students from P.S. 93 and approximately 110-140 students from M.S. 266 and P077K@K902's inclusion students⁹ for a total of 406-496 students, yielding an estimated building utilization rate of 58%-71%. In 2016-2017, K093 would serve approximately 311-371 students from P.S. 93 and 120-150 students from M.S. 266 and P077K@K902's inclusion program for a total of 431-521 students, yielding an estimated building utilization rate of 61%-74%.

The current and projected grade spans for P.S. 93 and M.S. 266 in K093, under this proposal, are indicated in the chart below:

DBN	School Name	2014-2015	2015-2016	2016-2017
13K093	P.S. 93 William H. Prescott	K-5	K-5	K-5
13K266 ¹⁰	M.S. K266 - Park Place Community Middle School	6-8	6-8	6-8

⁸ 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/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.

⁹ All future references to M.S. 266's enrollment figures also refer to P077K@K902's inclusion students.

¹⁰ P077K@K902's inclusion students are also enrolled in grade six through eight.

The chart below shows the current and projected enrollment and building utilization rates for K093, if this proposal is approved:

DBN	School Name	2014-2015 Audited Register	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment
13K093	P.S. 93 William H. Prescott	306	296 - 356	311 - 371
13K266 ¹¹	M.S. K266 - Park Place Community Middle School	¹²	110 - 140	120 - 150
Total Building Enrollment		306	406 - 496	431 - 521
Utilization		44%	58% - 71%	61% - 74%

If this proposal is approved, P.S. 93 and M.S. 266 will each receive their baseline instructional allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III.B 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/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

The DOE’s projected utilization rates for the 2015-2016 school year 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 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 high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate than the SCA’s projection. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity will increase because we expect a fifth grade class will have more students than a kindergarten class. This is reflected in the DOE’s goal for maximum classroom capacity, which is higher for fifth grade classrooms than for kindergarten classrooms. In this example, assuming enrollment is constant, the utilization rate will decrease.

According to the 2013-2014 Blue Book, which is available 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 school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers (“UFT”) contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

There are currently no other proposed uses or plans for building K093. Any future significant changes to

¹¹ Includes enrollment of P077K@K902’s inclusion students.

¹² M.S. 266 is located in K902 for the 2014-2015 school year.

school utilization in K093 may be proposed in a future EIS, if one is required pursuant to Chancellor's Regulation A-190, and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.

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

A. Students

If this proposal is approved, M.S. 266 P077K@K902's inclusion students will be re-sited from K902 beginning in the 2015-2016 school year. For the 2015-2016 and 2016-2017 school years, M.S. 266 and P077K@K902's inclusion program's sixth through eighth grade students will be served in K093 and co-located with P.S. 93. The DOE does not anticipate that this proposed temporary re-siting and co-location would impact the admissions, enrollment, or programming at M.S. 266 or P.S. 93.

Impact on Current and Future Students at M.S. 266

If the re-siting of M.S. 266 is approved, the DOE does not anticipate that this proposal will impact admissions at M.S. 266. M.S. 266 is an existing District 13 choice middle school that serves students in sixth through eighth grades and admits students through the middle school admissions process using a screened admissions method, with a priority for District 13 students and residents. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at M.S. 266, although students that apply to M.S. 266 based on the school's current location may choose other options during the school's re-siting to K093, which is located approximately 1.8 miles from the school's current location in a different neighborhood.

M.S. 266 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and students receiving Special Education Teacher Support Services ("SETSS"). The existing ICT classes and SETSS will continue to be provided at M.S. 266 if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs ("IEPs"). IEP services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners ("ELLs") who are enrolled at M.S. 266 receive English as a Second Language ("ESL") services. All current and future students enrolled at M.S. 266 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

M.S. 266 currently offers the following programs, extra-curricular activities and partnerships:¹³

- **Academic Opportunities**
 - Regents Classes: Integrated Algebra, Earth Science or Living Environment, Spanish/French
 - Enrichment Classes: Chess, Visual Arts, Music Appreciation and Theory, Second Language, Computer Science, Health & Fitness, Advocacy
 - Language Classes: French, Spanish
- **Extra-curricular Activities and Clubs:** Student Government, Community Service Club, NYU-

¹³ Information from the District 13 Middle School Directory, school website available at, http://schools.nyc.gov/NR/rdonlyres/FD53255A-467A-4426-8103-E8164E6FB656/0/D13_1029.pdf and from school-reported data as of January 27, 2015.

WYSE Girl's Club, NYU- STEM Robotics, Homework Help, Saturday Academy, International Trips, Springbrook Farm Vermont Trip, Strings Orchestra- Violin, Viola and Cello, Symphonic Band- Winds, Brass and Percussions, Snowboarding, Basketball, Cheerleading, College Tour

- **Special Programs:** Arts Connection Afterschool Program, Farms for City Kids, Chess in the Schools, Chill Foundation, VH1- Save the Music, Little Kids Rock, Brooklyn Connections & Brooklyn Public Library, Parent Academy, Usher Look Foundation New Service in the Schools Grant Recipient, Broadway Jr., National Junior Honors Society,
- **Sports:** Boys: Basketball (League), Girls: Cheerleading, Co-ed: Badminton, Basketball (Developmental), Fencing, Volleyball

The DOE does not anticipate that this proposal will impact the programming, current extra-curricular activities, or partnerships at M.S 266. M.S. 266 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the temporary re-siting to K093 may change the way those programs are configured. Additionally, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

K093 is located approximately 1.8 miles from K902, M.S. 266's current school building. Students who reside closest to K902 may have a slightly longer commute to school, during the temporary time period that M.S 266 is co-located in K093. Because building K902 cannot accommodate students during the construction period, all M.S. 266 students will attend school exclusively at K093 and will not travel between buildings.

Impact on Current and Future P077K@K902 Inclusion Students

The DOE does not anticipate that the proposed temporary re-siting and co-location of P077K@K902's inclusion students at K093 will impact admissions, current or future student enrollment, or instructional programming for these students. As previously stated, students in the P077K@K902 inclusion program are served in M.S 266's general education classes. Students are placed in District 75 programs based on their individual needs and recommended special education services. New incoming students in this program will enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability. Currently, students at P077K@K902's inclusion program have the opportunity to participate in all clubs, sports teams and extra-curricular activities in the same manner as students at M.S. 266. If this proposal is approved, they will continue to have this opportunity.

Impact on Current and Future Students at P.S. 93

P.S. 93 is an existing District 13 zoned elementary school that serves students in kindergarten through fifth grade and offers a full day pre-kindergarten program. P.S. 93 serves general education students and students requiring special education services, including students currently enrolled in ICT classes, Self-Contained ("SC") classes and students receiving SETSS. The existing ICT classes, SC classes and SETSS will continue to be provided at P.S. 93. If this proposal is approved, students with disabilities will continue to receive services in accordance with their IEPs. IEP services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as ELLs who are enrolled at P.S. 93 receive ESL services. All current and future

students enrolled at P.S. 93 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 93 currently offers the following program, extra-curricular activities and partnerships:¹⁴

- **Extra-curricular Activities and Partnerships:** New York University Tutorial Program, Noel Pointer Music Program, Brooklyn Botanical Gardens, Medgar Evers College, Disney, Brooklyn Youth Chorus, LEAP.

The DOE does not anticipate that this proposal will impact the current extra-curricular activities or partnerships at P.S. 93. P.S. 93 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests and available resources. However, the re-siting of M.S. 266 to K093 may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Impact on the Pre-Kindergarten Program

P.S. 93 is currently serving two sections of full-day pre-kindergarten. This proposal is not expected to impact the pre-kindergarten program at P.S. 93. 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. 93 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-101.¹⁵ Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-k, residing in the district, and residing in the borough.

Impact on Future Middle School Students in District 13

This proposal is not expected to impact the admissions process at M.S. 266; students would continue to be able to apply to M.S. 266 and to a variety of other middle school options in District 13 through the middle school admissions process. M.S. 266 currently admits students through the middle school admissions process using a screened admissions method, with a priority for District 13 students and residents. M.S. 266 selects applicants using the following admissions criteria:

- Essay/Writing Sample
- Review of Attendance & Punctuality
- Review of Grades & Test Scores
- Student Interview
- Teacher Recommendation

Through the middle school admissions process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students

¹⁴ Information from school website, available at <http://schools.nyc.gov/SchoolPortals/13/K093/default.htm> and from school-reported data as of January 2, 2015.

¹⁵ The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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 Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site 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 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);
- K-8 schools with a screened, unscreened, or limited 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 method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a "new schools" application. 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 recommended for 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.

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

M.S. 266 also admits students through the OTC admissions process. This proposal is not expected to impact the placement of those students while M.S. 266 is temporarily sited in K093.

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

- New to the New York City school system; or
- Left the New York City school system and have returned;¹⁶ or

¹⁶ 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

- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

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

Impact on Future Elementary School Students in District 13

This proposal is not expected to impact the admissions process at P.S. 93. P.S. 93 will continue to give priority to students who live in its zone, as it has done in the past and in accordance with 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>.

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, 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.

placement may be granted admission to a zoned school.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 program, a Non-Public School Placement, or specialized programs,¹⁷ 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, ELLs will also be admitted to elementary schools in the same manner as their peers who are not ELLs. Any students requiring ELL services will continue to receive appropriate services at P.S. 93.

B. Schools

If this proposal is approved, M.S. 266 and P077K@K902's inclusion students would be re-sited to K093 for the 2015-2016 and 2016-2017 school years. In 2015-2016, M.S. 266 and P077K@K902's inclusion program are projected to enroll 110-140 students and P.S. 93 is projected to enroll 296-356 students in K093, and the projected utilization for K093 would be approximately 58-71%. In 2016-2017, M.S. 266 and P077K@K902's inclusion program are projected to enroll 120-150 students and P.S. 93 is projected to enroll 311-371 students in K093, and the projected utilization for K093 would be approximately 61%-74%.

As mentioned earlier in this EIS, if this proposal is approved, P.S. 93, M.S. 266 and P077K@K902's inclusion students will each have sufficient instructional space in K093 pursuant to the Footprint. Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of 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 the school's principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are SC. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For 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 classroom for each general education or Integrated Co-Teaching section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty classrooms 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.

¹⁷ Specialized programs refer to a set of programs that are not in every community 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.

For grades six through twelve the Footprint assumes that students move from class to class and that rooms should be programmed at maximum efficiency. The Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated room. Principals are asked to program their schools efficiently so that rooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

According to a space review completed on November 7, 2014 by a representative of the Office of Space Planning, K093 has a total of 38 full-size spaces (“FS”), 1 half-size space (“HS”), 4 quarter-size spaces (“QS”) and 3.0 full-size equivalent spaces (“FSE”) of designed administrative space for instructional and administrative purposes. K093 has the following shared spaces: an auditorium, gymnasium, library and cafeteria. The below spaces contain building services and will not be included in the allocation of space for any school:

- The Nurse’s Office occupies 1.0 FSE of designed administrative space
- The teacher’s lounge occupies 1 FS space.
- School Based Support Services occupies 1 QS space

Excluding the spaces outlined above, K093 has a total of 37 FS, 1 HS, 3 QS and 2.0 FSE to be used by M.S 266 and P.S. 93 after the proposed temporary re-siting of M.S 266. Both schools will receive at least their baseline footprint allocation in K093.

P.S. 93’s baseline instructional footprint consists of 17 FS, 5 HS, and 2.5 FSE of administrative space (the administrative space consists of 2.0 FSE of designed administrative space and 2 QS rooms). Based on an insufficient number of HS spaces in K093, P.S. 93’s baseline footprint has been adjusted to consist of 21 FS, 1 HS, and 2.5 FSE of administrative space. The school’s current space usage is 16 FS rooms and 1 QS room above its adjusted baseline instructional footprint. Per the Footprint, in 2015-2016 and 2016-2017, P.S. 93 will be allocated 21 FS, 1 HS, and 2.5 FSE for instructional and administrative use at K093.

M.S 266’s baseline instructional footprint consists of 9 FS, 1 HS, and 2.0 FSE of administrative space. Based on an insufficient number of HS rooms in K093, M.S. 266’s Footprint has been adjusted to consist of 10 FS rooms and 2.0 FSE (consisting of 2 FS rooms). Per the Footprint, in 2015-2016 and 2016-2017, M.S. 266 will be allocated 12 FS spaces for instructional and administrative use at K093; this will include 10 FS rooms for instructional purposes and 2 FS rooms for administrative use. P077K@K902’s inclusion students will be served entirely in M.S 266’s footprint.

There is sufficient space in K093 to accommodate P.S 93, M.S. 266, and P077K@K902’s inclusion students during the temporary re-siting. The baseline allocations of full-size instructional rooms are detailed in the chart below:

**Baseline and Adjusted Baseline Footprint Full Size Room Allocations
For P.S. 93 and M.S. 266**

DBN	School Name	2015-2016	2016-2017
13K093 ¹⁸	P.S. 93	21	21
13K266	M.S. 266	12	12
Full Size Rooms Available To Be Allocated		37	37
Full Size Rooms in Excess of Baseline and Adjusted Baseline Allocations of Full Size Rooms¹⁹		4	4

If this proposal for the re-siting of M.S. 266 and P077K@K902’s inclusion students to K093 is approved, there will be sufficient space in K093 to meet all of P.S. 93, M.S. 266 and P077K@K902’s inclusion students’ instructional and administrative needs.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. If this proposal is approved, a relocation planning committee consisting of the Office of Space Planning, Division of School Facilities, and representatives and staff at P.S. 93 and M.S. 266 will work together to keep the impacted school communities informed and help plan the temporary relocation to the new facility.

Additionally, as discussed above, this proposal would provide M.S. 266 and P077K@K902’s inclusion students with a school building to temporarily house students while significant facilities upgrades and construction are undertaken at its current school building, K902. Once construction is complete and K902 is ready for occupation, M.S. 266 and P077K@K902’s inclusion students will return to the building, which will have an upgraded facility and improved learning conditions.

Building Safety and Security

If this proposal is approved, P.S. 93 and M.S. 266 will develop a safety and security plan for K093 prior to the first day of school in September 2015.

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

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

¹⁸ P077K@K902’s inclusion students will be served entirely in M.S. 266’s space allocation.

¹⁹ Includes adjustments made to the full size room allocation due to insufficient number of half size rooms and/or designed administration spaces in K093.

- Providing professional development and support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The DOE strives to provide all students with a high quality education that meets all of their needs. Given the facilities issues at K902 and the need to re-site all students in the K902 building during construction, the DOE believes that re-siting M.S. 266 and P077K@K902’s inclusion students to a school building within its current school district during the period of construction is the best course of action at this time.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K093. This proposal is not expected to impact the accessibility of the K093 building, which is classified as “not accessible.”

There are no other proposed uses or plans for building K093.

IV. Enrollment, Admissions and School Performance Information

P.S. 93

Admissions Data

Current Admissions	K-5: Zoned
Future Admissions	K-5: Zoned

Enrollment Data²⁰

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Audited Register)	28	53	41	47	55	38	44	306
2015-2016 (projections)	36	50-60	50-60	35-45	40-50	50-60	35-45	296-356
2016-2017 (projections)	36	50-60	50-60	50-60	35-45	40-50	50-60	311-371

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	11%
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²⁰ All figures are from the 2014-2015 Audited Register as of October 31, 2014.

²¹ All figures are from the 2014-2015 Audited Register as of October 31, 2014.

Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	10%
Percentage of Students Eligible for Free or Reduced Lunch	96%

School Performance Data

P.S. 93 William H. Prescott	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score ²²	N/A ²³	N/A	Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	50%	19%	28%
Math % Proficient (Levels 3 and 4)	55%	19%	22%
Other Key Performance Indicators			
Attendance Rate	92%	90%	90%
State Accountability Status	14-15 Good Standing ²⁴		

M.S. 266

Admissions Data

Current Admissions	6-8: Screened; priority for District 13 residents
Future Admissions	6-8: Screened; priority for District 13 residents

Enrollment Data²⁵

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Audited Register)	44	34	51	129
2015-2016 (projections)	40-50	40-50	30-40	110-140

²² For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²³ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 93 did not have a Quality Review for the 2011-2012, and 2012-2013 school years.

²⁴ 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 Web site at:

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁵ All figures are from the 2014-2015 Audited Register as of October 31, 2014. Includes enrollment of P077K@K902’s inclusion students.

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017 (projections)	40-50	40-50	40-50	120-150

Demographic Data²⁶

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	0%
Percentage of Students Eligible for Free or Reduced Lunch	81%

School Performance Data

M.S. 266 - Park Place Community Middle School	2011-2012	2012-2013	2013-2014
School Quality			
Quality Review Score ²⁷	N/A ²⁸	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	30%	11%	6%
Math % Proficient (Levels 3 and 4)	47%	10%	7%
Other Key Performance Indicators			
Attendance Rate	92%	91%	90%

²⁶ All figures are from the 2014-2015 Audited Register as of October 31, 2014. These figures do not include demographic data for P077K@K902's inclusion students, which are as follows: 100% of students receive ICT or SC services, and have IEPs. 100% of students are eligible for free or reduced price lunch; None of the students are ELLs.

²⁷ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁸ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 93 did not have a Quality Review for the 2011-2012, and 2012-2013 school years.

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate M.S. 266 and P077K@K902's inclusion students to K093 is approximately \$27,720. This cost will include moving all existing materials and furniture from the current site.²⁹

The proposal should not otherwise affect the cost of instruction. 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 Guide³⁰ and FY15 School Allocation Memoranda³¹ for additional information on cost of instruction. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed re-siting is not expected to significantly alter the duties of current staff at P.S. 93, M.S. 266 or P077K@K902. The DOE does not anticipate any additional staffing needs at P.S. 93, M.S. 266 or P077K@K902 as a result of this proposal.

B. Transportation

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

If this proposal is approved, M.S 266 would be temporarily moving approximately 1.8 miles from its current location beginning in the 2015-2016 school year. This may result in different M.S 266 students being eligible for busing or other modes of transportation than in past years, depending on the distance from each student's home residence to K093. The DOE cannot yet determine transportation eligibility for incoming students; however, this will also be subject to Chancellor's Regulation A-801.³² The Office of Pupil Transportation will make the final determination as to the mode of transportation to be provided to each student.

C. Other Support Services

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

²⁹ Based on average per pupil re-siting costs provided by the Office of Space Planning.

³⁰ The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/FSF_Guide.pdf.

³¹ The FY15 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.pdf.

³² Chancellor's Regulation A-101 can be found at the following link: <http://schools.nyc.gov/NR/rdonlyres/A3665C05-1677-42F6-BF90-ACD20BD2F817/40305/A801.pdf>.

VII. K093 Building Information

Building		K093
Type of Building		PS
Year Built		1909
Overall BCAS rating		2.75
2013-2014 Target Building Utilization		48%
2013-2014 Target Building Capacity		702
FY 2014 Maintenance Costs	Labor	\$1,632
	Materials	\$455
	Maintenance, repair, and service contracts	\$18,796
	Custodial operations costs—Materials	n/a
	Custodial operations costs—Custodial Allocation³³	\$379,644
FY 2014 Energy Costs	Electric	\$62,805
	Gas	\$428
	Steam	n/a
	Oil	\$102,371
Projects completed during the current or prior school year		Electrical Lighting Fixtures
Projects proposed in the capital plan		Floors
Accessibility of the building		No Accessibility
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office

³³ FY 2014 custodial services are managed by a private facility management company. Therefore, fringe benefits, service contracts, minor maintenance and supplies are included in Custodial Operations amount.