



Campaign for Fiscal Equity, Inc.

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**Public Comment on Proposed Extension of the Co-Location of PAVE
Charter School (84K651) and PS 15 Patrick F. Daly (15K015
in School Building K015
Submitted April 14, 2010**

Overview

The Campaign for Fiscal Equity (CFE) leads a coalition of parents, students, education advocates and the public working to ensure the constitutional right of the opportunity for a “sound basic education” for every public school student in New York. This right was established by the final decision of the New York State Court of Appeals in *CFE v. State* after 13 years of litigation. CFE worked closely with the Governor and the legislature to enact the Education Budget and Reform Act of 2007 that provided a multi-year infusion of new school funding; the creation of a clear cut system of accountability that will focus on implementing key educational strategies; and a fair and simple funding formula, known as Foundation Aid, to distribute school aid to districts based on the needs of students. This final resolution came on top of a settlement on capital funding after the Appellate Division decision in 2006.

The 2007 legislation provided a total commitment of \$3.2 billion in new state operating funding over four years for New York City Public Schools, including \$2.35 billion additional in foundation aid. In addition to the new state funds, New York City was required to add an additional \$2.2 billion over four years, providing \$5.4 billion in new money to ensure this right becomes reality. In keeping with the constitutional mandate, CFE is committed to ensure that all of the new funding and accountability measures are implemented so as to make the opportunity for a sound basic education a reality. CFE, as the plaintiff, is the guardian of these funds intended to raise the overall school budget so that students with the greatest educational need can make academic progress, graduate high school, and become civic participants who can compete in the global economy.

A substantial portion of the CFE trial focused on the deplorable state of New York City’s school facilities. On March 23, 2006, the Appellate Division, 1st Department directed the State to provide New York City’s public schools with \$4.7 billion to \$5.63 billion in operating aid and \$9.2 billion in capital funding by the budget deadline of April 1, 2006.

On March 28, 2006, the New York State Legislature authorized \$11.2 billion in funds and borrowing authority for new capital projects in New York City and State public schools.

For New York City this meant a \$1.8 billion grant for projects listed in the NYC 5 Year Capital Plan as of June 2005 and the allowance of the Transitional Finance Authority (TFA) to issue up to \$9.4 billion in bonds with the debt partially paid by State Building Aid to finance projects listed in the 2005-06 capital plan as amended at any time. The legislation was intended to flow a significant amount of state funding to remedy the CFE facilities problem, enable New York City to extend its bonding authority for school capital projects, facilitate bonding by utilizing the pledge of State Building Aid reimbursement, and finally address the rate of Building Aid reimbursement from the state to the city.

CFE Continues to Focus Policy Research on NYC's School Facilities

Post litigation, CFE develops and produces high quality research informing the practices needed to support high need low performing students and schools. As a major component of the litigation, extensive evidence was offered on the state of the city's school facilities in contributing to the denial of a sound basic education. The court accepted that evidence and CFE continues to research the state of the city's school facilities. In November 2007, CFE released "A Seat of One's Own," a major study that examined class size conditions and challenges in the City's 408 lowest performing schools. The 2007 Education and Budget Reform Act also required New York City to prioritize class size reduction in low performing and overcrowded schools and develop a five year class size reduction plan. In May of 2009, CFE released "Maxed Out: New York City School Overcrowding Crisis," which examined data from every school in New York City to provide a comprehensive overview of the most urgently overcrowded schools and school districts and proposed a policy framework for the Department of Education to tackle the crisis. Several other research reports on school facility issues are in progress.

CFE's Role in Commenting on the Extension of the Co-Location

PS15's Parent Community originally called for an independent analysis of the utilization of the PS15 school building. CFE was contacted because of our extensive work on school facilities. CFE participates as a member of the Building Educational Success Together (BEST), a national coalition of partners who are involved with joint development and joint use issues through research, policy, and analysis. CFE asked Mary Filardo, the Executive Director of the 21st Century School Fund and Coordinator of

BEST, whether she could provide the independent analysis. Ms. Filardo is a national expert on school facilities and has participated in school planning as it relates to co-location of schools. Ms. Filardo accepted the invitation and has produced a report and analyses. CFE respectfully submits Ms. Filardo's assessment, spreadsheets and floor plan as evidence that the DOE needs to carefully reconsider its recommendation to extend the co-location of the PAVE Charter School in the PS15 school building.



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TO: Helaine Doran, Campaign for Fiscal Equity
New York, New York

FROM: Mary Filardo, Executive Director, 21st Century School Fund

RE: Utilization of PS 15

Date: April 13, 2010

In response to your request to review the utilization of PS15 as it related to the expansion of the public charter school co-located within the PS 15 building, I am providing you some observations from our visit to the school last week and my review of various school district documents that you were able to provide me. In order to try to understand the space adjacencies and relative sizes, I also got some help from a project management firm here in the DC area to recreate the floor plan, as I did not have one. I have also included an excel spreadsheet of the measurements on the 2009-2010 turnaround survey and some charts that helped me better understand how space is distributed in the school. Hopefully these may be of help to others as well.

I hope our experience with school planning as it relates to co-location of schools, including of traditional with public charter schools here in Washington, DC, as well as our experience nationally with other BEST partners who are involved with joint development and joint use issues through research, policy analysis and with individual projects, will provide some help in finding solutions for the issues in contention at PS15.

From my review of documents and a visit to PS15, the school seems a poster child for a school that is effectively applying what is known about what works when educating children, particularly for schools with a large population of children from low income families:

- Manageable overall school enrollment size
- Small class sizes
- Parental involvement
- Special education inclusion and welcoming of special education students
- Wrap around services—including health, after-care, parent support
- Strong student and academic support services for both special education and regular ed students
- Active teaching and learning—indoors and outdoors—with content rich environment

PS 15 was built in the 1960s and is 80,000 gross square feet. It shares its building with community based organizations and supports school based delivery of social services, and includes a public charter school co-located within the school. These types and the extent of co-location and shared use at PS15 put it on the forefront of new practice in public education as it relates to public building use policy. The question posed to me was: “What do you see when looking at the space and programs at PS15? Is there still excess space that is under utilized at PS 15 that can be disposed of without compromising the quality of the learning experience for students at PS 15?”

First, I will describe my perspective as it relates to the expansion of public charter schools. The 21st Century School Fund, while primarily focused on the quality of public school facilities in urban districts in the traditional public schools, has also been involved in the development of public charter school facilities and in particular, a development in Washington, DC that included a traditional elementary school, a public charter high school and the city Department of Recreation. It is our position that ALL children should be in high quality facilities—those from traditional public schools and those at public charter schools. We will be presenting a seminar on public charter school facility planning at the National Charter Alliance Conference in July, in Chicago, supported by the U.S. Department of Education.

With this background, I offer my observations:

1. The basic classroom and cluster room sizes are on the small size, typical of 1960's schools. Classrooms are crowded and consequently some overflow spaces are needed so that the level of manipulatives, materials and instructional centers can be supported.
 - a. Using the DOE footprint guide, the range of space recommended for basic capacity classrooms (using 500 SF for 12:1:1 classrooms from D75) is a low of 14,550 Net Square Feet (NSF) and a high of 17,750 NSF. PS15 is using 15,835 NSF per the 2009-2010 Annual Facilities Survey.
 - b. Using DOE footprint guide, PS15 is permitted 3 cluster classrooms, the range of space recommended for these three rooms is between 3,000 and 3,900 NSF. PS15, while using 4 rooms, has only 2,800 NSF in cluster classrooms.
2. Special education classrooms for 12:1:1 are appropriately sized.
 - a. D75 identifies 500 NSF as the size for classrooms, which may be appropriate if the space is newly designed for this purpose, but since most classrooms at PS15 tend to be from 600-700 NSF, using a half size of the small classroom would create a substandard special education learning environment.
3. There are not well established industry design standards for special education support services for speech, OT or PT.
 - a. The use of approximately 2,800 NSF of space for special education support seems appropriate since there are approximately 136 students at PS15 who are designated as needing services.
 - b. The public charter school, based on informal conversation during my site visit, also has approximately 25 students designated as special education. It may make sense for the charter school to contract with PS15 for individual special ed

support services, rather than trying to duplicate all supports and spaces within one building.

4. The school level academic and student supports for regular students may be a little on the high side, but again, there are not standards.
 - a. The school has approximately 1,300 NSF of space in use for academic support for all the students. This seems a modest amount given the size of support staff and the services that the classrooms are receiving from academic support.
 - b. The student support space, approximately 2,100 NSF of space—for guidance, records, and a Public Health nurse may be a little on the high side. Included in this space total is room 117, a full sized room used by PS 15 for the health nurse, workshops for parents, a dance class and other activities not easily accommodated in the very crowded classrooms which could be evaluated for whether its utilization is optimized.
5. While the shared spaces of cafeteria, gym, auditorium and outdoor areas may be supporting a two school use in the current year with mostly minor issues, these spaces will not hold up under student population growth without custodial, maintenance, repair, and likely some schedule and space modifications.
6. The under development of the school library, which I know is in planning, seems a loss to the entire school community, and should be brought on line, with a vision for its operation and use that includes both PS 15 and the charter school, as well as the community.

While I did not have much time to speak with the public charter school and arrived unannounced, the Dean of Students was gracious enough to walk me through their areas. These observations are limited, but may be useful.

1. The classroom spaces were some of the larger rooms and seemed adequate for the grades and class sizes.
2. The office areas that were without windows or ventilation did not seem healthy or as if they should be habited on a regular basis.

There are three elements critical to any successful shared use—collaborative process, comprehensive educational facility planning and space design modifications to support shared use. It seems that improvements are needed in all three areas. It is also true that even with the best of process and planning, space is a constraint that is only increased at great expense and with sufficient time.

My overall impression is that even following the most optimal collaborative planning process and support from DOE, that it will not be possible for PS 15 to support the continued expansion of PAVE per the DOE proposal. I think it may be possible to free up space equivalent to 1 classroom and one half classroom without having a negative effect on PS 15. However, since these spaces are on the first floor and currently used by PS 15 and their community partners, even this requires some space reorganization, relocation, and design modification of existing spaces to limit the negative impact of losing these additional spaces. The DOE needs to provide PS15 with a architectural space planner to work with the PS15 school and community, including PAVE, to develop educational specifications related to their program and the community based programs and services—including after-school.

- DOE needs to set aside a budget for space and furniture modifications—including relocation services within the school so that rooms can be more efficiently utilized without hurting the programs and services.
- DOE needs to provide ventilation into the 2nd floor charter offices if they are to be routinely occupied.
- DOE needs to cap the enrollment of PAVE at 2 classes per grade up to 3rd at PS15 and help them find a location to place its upper grades (some 4th and succeeding grades) until PAVE has a permanent location, or work with PS15 to feed PAVE students into PS15 at the upper grades until class size at PS15 is fully enrolled.
- DOE needs to help PS 15 and PAVE to explore shared use of special ed student support services.
- DOE needs to help PS 15 get library fully online for the next school year.

PS 15 Space Detail

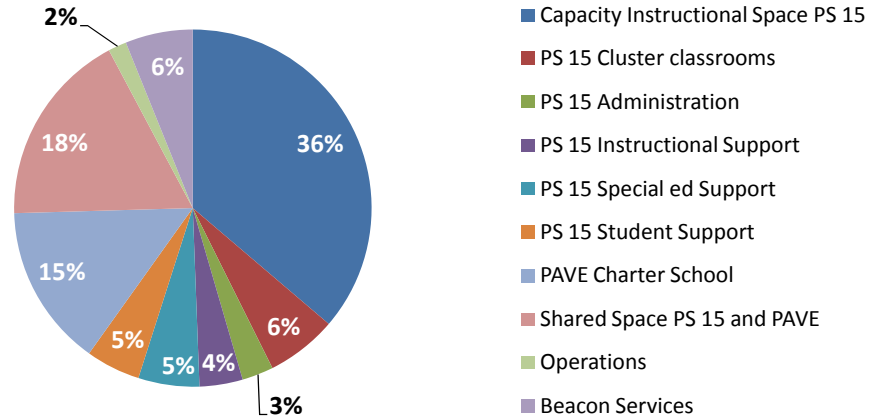
Room No	Type Use	Org Name	A/C	2009-10 Room Category	2009-10 Function	Square Footage	Register
105	Administration	P.S. 15 - BROOKLYN	Y	ADMINISTRATIVE SPACE	GENERAL/MAIN OFFICE	360	NA
107	Administration	P.S. 15 - BROOKLYN	Y	ADMINISTRATIVE SPACE	PRINCIPAL'S OFFICE	273	NA
128	Administration	P.S. 15 - BROOKLYN	N	ADMINISTRATIVE SPACE	OTHER OFFICE/BOOK ROOM	616	NA
						1,249	
131	Capacity Instruction CTT 1st	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	CTT	616	23
203	Capacity Instruction CTT 2nd	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	SECOND GRADE	675	25
222	Capacity Instruction CTT 3rd	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	THIRD GRADE	625	15
208	Capacity Instruction CTT 4th	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	CTT	700	21
121	Capacity Instruction CTT Kinder	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED REGULAR CLASSROOM	644	15
113	Capacity Instruction PK Full Day	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	PRE-K FULL DAY	768	14
119	Capacity Instruction PK Full Day	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	PRE-K FULL DAY	598	17
123	Capacity Instruction PK Full Day	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	PRE-K FULL DAY	400	18
226	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FIFTH GRADE	700	20
228	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FIFTH GRADE	616	12
231	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FIFTH GRADE	672	18
133	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FIRST GRADE	648	22
207	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FOURTH GRADE	700	16
209	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	FOURTH GRADE	675	20
118	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	KINDERGARTEN	736	12
120	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	KINDERGARTEN	864	14
204	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	SECON D GRADE	594	20
220	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	THIRD GRADE	696	20
223	Capacity Instruction Regular	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	THIRD GRADE	616	16
115	Capacity Instruction Sp Ed 12:1:1	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED CLASSROOM	783	7
213	Capacity Instruction Sp Ed 12:1:1	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED CLASSROOM	625	11
127	Capacity Instruction Sp Ed 12:1:1	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED CLASSROOM	588	12
206	Capacity Instruction Sp Ed 12:1:1	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED CLASSROOM	621	11
217	Capacity Instruction Sp Ed 12:1:1	P.S. 15 - BROOKLYN	Y	REGULAR CLASSROOM	NON-D75 SPED CLASSROOM	675	12
						15,835	
106	Instructional Support	P.S. 15 - BROOKLYN	Y	SPECIALTY INSTRUCTION	FUNDED - READING	616	NA
135	Instructional Support	P.S. 15 - BROOKLYN	N	ADMINISTRATIVE SPACE	TEACHER'S ROOM	400	NA
111	Instructional Support	P.S. 15 - BROOKLYN	Y	OTHER INSTRUCTIONAL SUPPORT	ACADEMIC INTERVENTION SERVICES	384	NA
229	Instructional Support	P.S. 15 - BROOKLYN	N	SPECIALTY INSTRUCTION	FUNDED - ESL	312	NA
						1,712	
126	Non-Capacity Instruction	P.S. 15 - BROOKLYN	N	SPECIALTY INSTRUCTION	MUSIC ROOM	756	NA
219	Non-Capacity Instruction	P.S. 15 - BROOKLYN	Y	SPECIALTY INSTRUCTION	SCIENCE DEMO	616	NA
221	Non-Capacity Instruction	P.S. 15 - BROOKLYN	Y	SPECIALTY INSTRUCTION	ART ROOM	700	NA
235	Non-Capacity Instruction	P.S. 15 - BROOKLYN	Y	SPECIALTY INSTRUCTION	MUSIC ROOM	728	
						2,800	

PS 15 Space Detail

Room No	Type Use	Org Name	A/C	2009-10 Room Category	2009-10 Function	Square Footage	Register
141	Special Ed Support	P.S. 15 - BROOKLYN	N	SPECIAL EDUCATION SUPPORT	PHYSICAL THERAPY	352	NA
104	Special Ed Support	P.S. 15 - BROOKLYN	Y	SPECIAL EDUCATION SUPPORT	SPEECH	667	NA
129	Special Ed Support	P.S. 15 - BROOKLYN	N	SPECIAL EDUCATION SUPPORT	SBST	350	NA
129A	Special Ed Support	P.S. 15 - BROOKLYN	N	SPECIAL EDUCATION SUPPORT	SBST	336	NA
205	Special Ed Support	P.S. 15 - BROOKLYN	N	SPECIALTY INSTRUCTION	FUNDED - READING	364	NA
205A	Special Ed Support	P.S. 15 - BROOKLYN	Y	SPECIAL EDUCATION SUPPORT	SETSS	338	NA
						2,407	
103	Student Support	P.S. 15 - BROOKLYN	Y	ADMINISTRATIVE SPACE	GUIDANCE OFFICE	702	NA
125	Student Support	P.S. 15 - BROOKLYN	N	ADMINISTRATIVE SPACE	PARENT'S ROOM	336	NA
211	Student Support	P.S. 15 - BROOKLYN	Y	ADMINISTRATIVE SPACE	GUIDANCE OFFICE	390	NA
117	Student Support	P.S. 15 - BROOKLYN	N	ADMINISTRATIVE SPACE	NURSE/ MEDICAL SUITE	728	NA
						2,156	
201	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	FIRST GRADE	672	NA
202	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	SECOND GRADE	775	NA
230	Administration	PAVE ACADEMY CHARTER SCHOOL	Y	ADMINISTRATIVE SPACE	PRINCIPAL'S OFFICE	338	NA
233B	Administration	PAVE ACADEMY CHARTER SCHOOL	N	ADMINISTRATIVE SPACE	TEACHER'S ROOM	325	NA
237	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	KINDERGARTEN	720	NA
238	Administration	PAVE ACADEMY CHARTER SCHOOL	N	ADMINISTRATIVE SPACE	PRINCIPAL'S OFFICE	468	NA
239	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	KINDERGARTEN	672	NA
245	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	FIRST GRADE	728	NA
246	Capacity	PAVE ACADEMY CHARTER SCHOOL	Y	REGULAR CLASSROOM	CTT	702	NA
246A	Special Ed Support	PAVE ACADEMY CHARTER SCHOOL	N	SPECIAL EDUCATION SUPPORT	SPECIAL ED SUPPORT	220	NA
247	Administration	PAVE ACADEMY CHARTER SCHOOL	N	ADMINISTRATIVE SPACE	DEAN 'S OFFICE	400	NA
233A	Special Ed Support	PAVE ACADEMY CHARTER SCHOOL	N	SPECIAL EDUCATION SUPPORT	SPEECH	390	NA
						6,410	
101	Operations	P.S. 15 - BROOKLYN	Y	FACILITY OPERATIONS	GENERAL BUILDING SUPPORT	336	NA
124	Operations	P.S. 15 - BROOKLYN	Y	FACILITY OPERATIONS	GENERAL BUILDING SUPPORT	390	NA
						726	
137	Shared Space	P.S. 15 - BROOKLYN	N	PUBLIC ASSEMBLY	STUDENT CAFETERIA	1800	NA
140	Shared Space	P.S. 15 - BROOKLYN	N	PHYSICAL EDUCATION	GYMNASIUM	2964	NA
142	Shared Space	P.S. 15 - BROOKLYN	N	PUBLIC ASSEMBLY	AUDITORIUM	2156	NA
224	Shared Space	P.S. 15 - BROOKLYN	N	PUBLIC ASSEMBLY	LIBRARY	800	NA
						7,720	
109	Community School	RED HOOK BEACON - BROOKLYN	Y	OUTSIDE ORGANIZATIONS	OTHER ORGANIZATION	812	NA
227	Community School	RED HOOK BEACON - BROOKLYN	Y	SPECIALTY INSTRUCTION	COMPUTER LAB	575	NA
130	Community School	BEACON		HEALTH SUITE	NURSE/ MEDICAL SUITE	616	NA
108	Community School	P.S. 15 - BROOKLYN	N	OUTSIDE ORGANIZATIONS	OTHER ORGANIZATION	675	NA
						2,678	

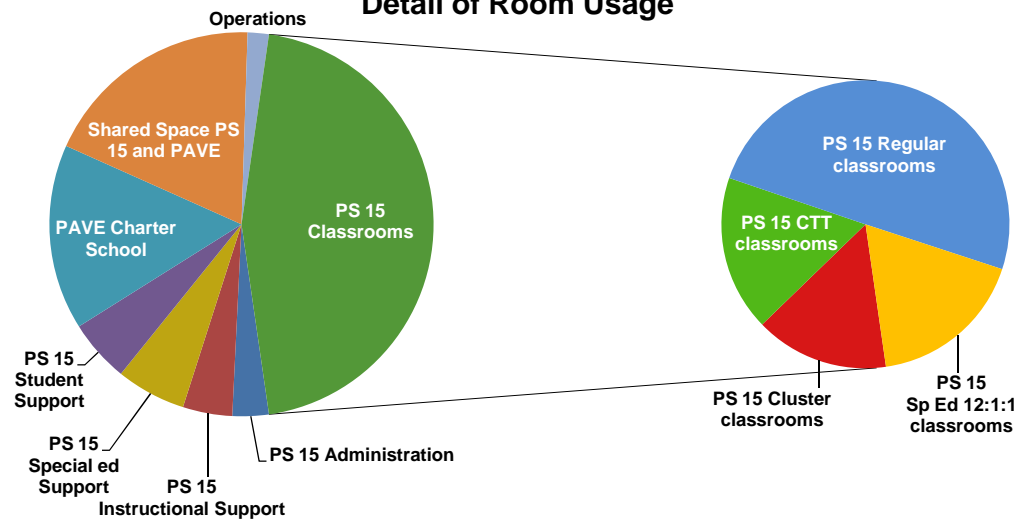
Total Gross SF per Building Assessment Report	80,000
Capacity Instructional Space PS 15	15,835
PS 15 Cluster classrooms	2,800
PS 15 Administration	1,249
PS 15 Instructional Support	1,712
PS 15 Special ed Support	2,407
PS 15 Student Support	2,156
PAVE Charter School	6,410
Shared Space PS 15 and PAVE	7,720
Operations	726
Beacon Services	2,678
Total Program and Administrative Space	43,693
Program/Administrative Space to Gross Ratio	0.55
Stairs, lobby, hallways, toilets, mechancial rooms, kitche	36,307

Building Square Footage by Function

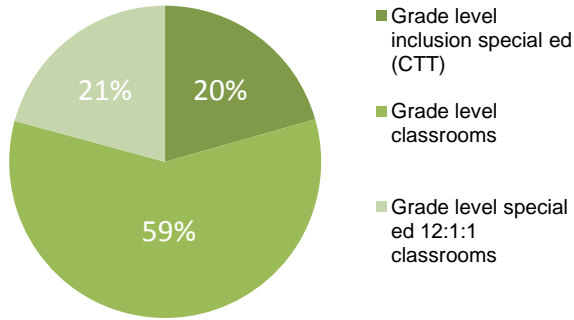


Beacon Services	2,678
PS 15 Administration	1,249
PS 15 Instructional Support	1,712
PS 15 Special ed Support	2,407
PS 15 Student Support	2,156
PAVE Charter School	6,410
Shared Space PS 15 and PAVE	7,720
Operations	726
PS 15 Cluster classrooms	2,800
PS 15 CTT classrooms	3,260
PS 15 Regular classrooms	9,283
PS 15 Sp Ed 12:1:1 classrooms	3,292
Total	43,693

Detail of Room Usage



Instructional Square Footage by Classroom Type



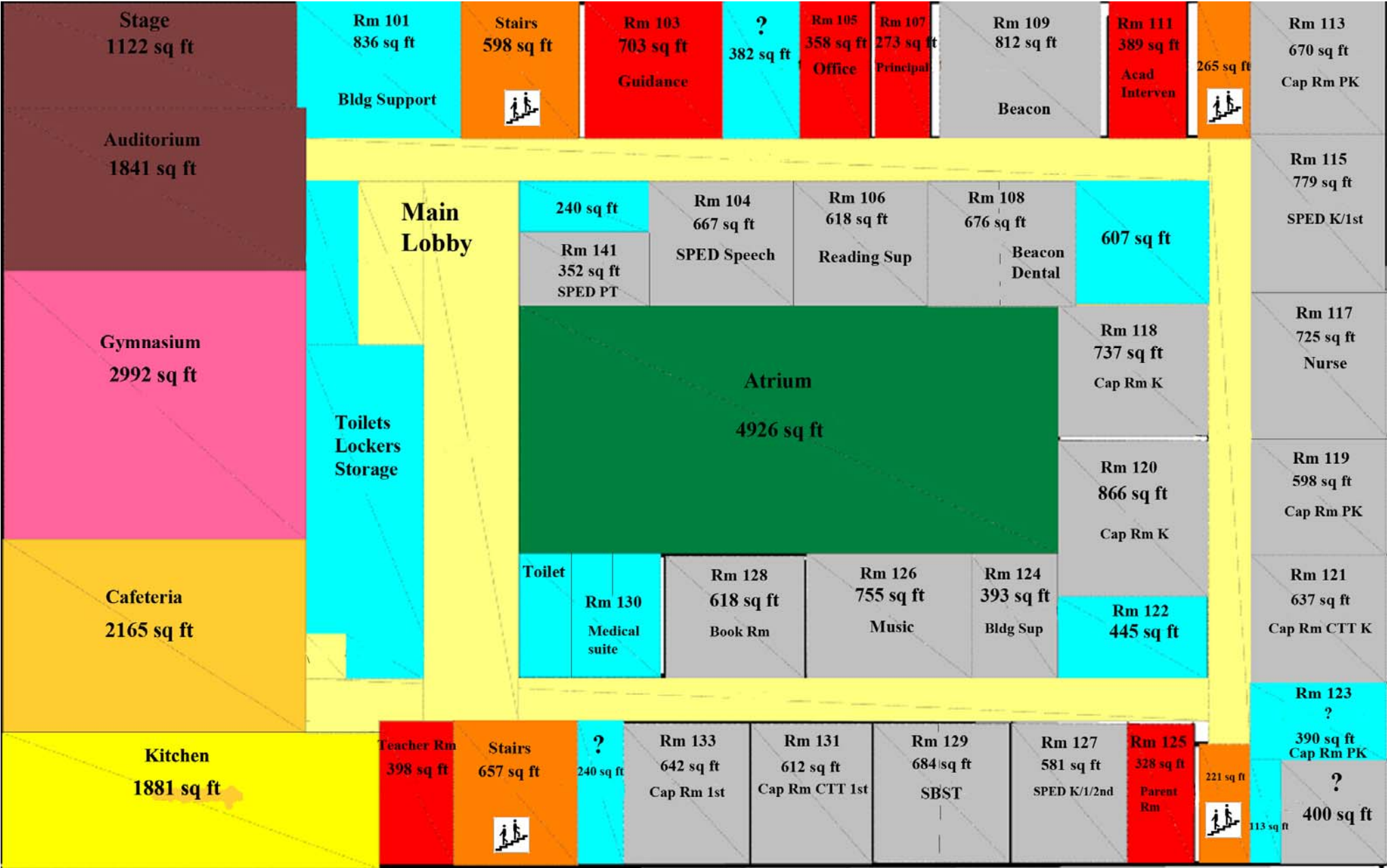
Types of Capacity Classrooms		
Grade level inclusion special ed	3260	5
Grade level classrooms	9283	14
Grade level special ed 12:1:1	3292	5

Room No	Type use	2009-10 Function	Square Footage	Register	Footprint Min	Footprint Max	Formula Room Capacity	Special Ed Class
131	Capacity Instruction CTT 1st	CTT	616	23	600	750		CTT
203	Capacity Instruction CTT 2nd	CTT	675	25	600	750	25	CTT
222	Capacity Instruction CTT 3rd	CTT	625	15	600	750		CTT
208	Capacity Instruction CTT 4th	CTT	700	21	600	750		CTT
121	Capacity Instruction CTT Kinder	CTT	644	15	500	500		CTT
113	Capacity Instruction PK Full Day	PRE-K FULL DAY	768	14	750	1000	22	
119	Capacity Instruction PK Full Day	PRE-K FULL DAY	598	17	750	1000	17	
123	Capacity Instruction PK Full Day	PRE-K FULL DAY	400	18	750	1000	11	
226	Capacity Instruction Regular	FIFTH GRADE	700	20	600	750	29	
228	Capacity Instruction Regular	FIFTH GRADE	616	12	600	750		12:01:01
231	Capacity Instruction Regular	FIFTH GRADE	672	18	600	750	29	
133	Capacity Instruction Regular	FIRST GRADE	648	22	600	750	25	
207	Capacity Instruction Regular	FOURTH GRADE	700	16	600	750	29	
209	Capacity Instruction Regular	FOURTH GRADE	675	20	600	750	29	
118	Capacity Instruction Regular	KINDERGARTEN	736	12	750	1000		
120	Capacity Instruction Regular	KINDERGARTEN	864	14	750	1000	14	
204	Capacity Instruction Regular	SECON D GRADE	594	20	600	750	25	
220	Capacity Instruction Regular	THIRD GRADE	696	20	600	750	25	
223	Capacity Instruction Regular	THIRD GRADE	616	16	600	750	25	
115	Capacity Instruction Sp Ed 12:1:1	NON-D75 SPED CLASSROOM	783	7	500	500		12:01:01
213	Capacity Instruction Sp Ed 12:1:1	NON-D75 SPED CLASSROOM	625	11	500	500		12:01:01
127	Capacity Instruction Sp Ed 12:1:1	NON-D75 SPED CLASSROOM	588	12	500	500		12:01:01
206	Capacity Instruction Sp Ed 12:1:1	NON-D75 SPED CLASSROOM	621	11	500	500		12:01:01
217	Capacity Instruction Sp Ed 12:1:1	NON-D75 SPED CLASSROOM	675	12	500	500		12:01:01
TOTAL			15,835					

PS 15 Redhook

April 14, 2010

First Floor



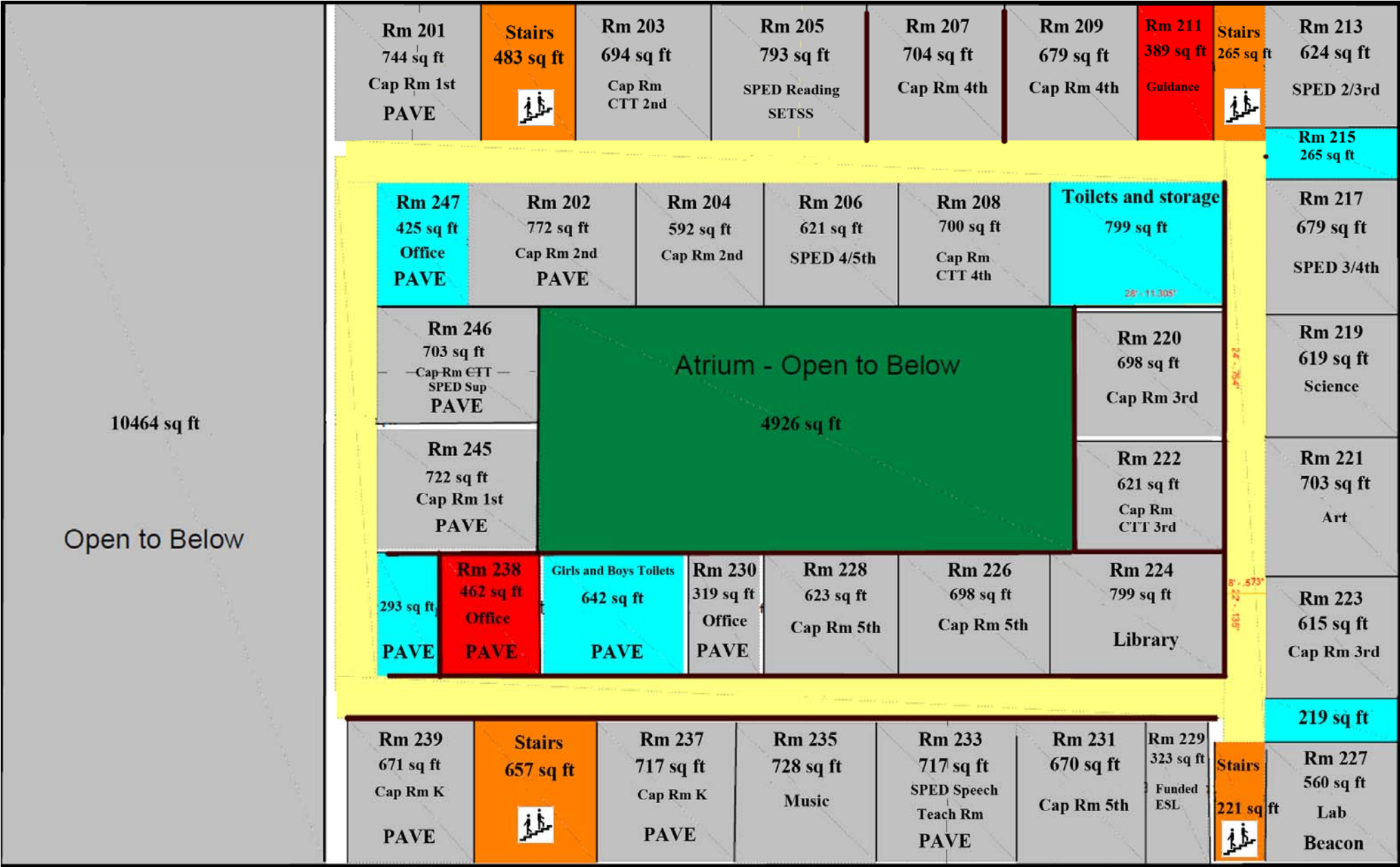
Prepared by the 21st Century School Fund (www.21csf.org) to be used as a planning tool.

Room sizes are estimates based on 2009-2010 building survey and exterior building dimensions, however drawing is to scale.

PS 15 Redhook

April 14, 2010

Second Floor



Prepared by the 21st Century School Fund (www.21csf.org) to be used as a planning tool.

Room sizes are estimates based on 2009-2010 building survey and exterior building dimensions, however drawing is to scale.

Mary Filardo
Executive Director, 21st Century School Fund

Ms. Filardo founded 21CSF in 1994 to provide the District of Columbia and other urban communities with leadership, innovative financing solutions, research, and public policy analysis of school facility issues. She is a leading national authority on school facility planning, management and financing, has written extensively on these public school facility issues, and developed software to support long-range facilities master planning. She serves on the Advisory Boards of the National Clearinghouse for Educational Facilities, Save Our Schools New Orleans, and the Center for Cities & Schools at the University of California, Berkeley. She is also a member of the International Program Advisory Board of the Public Education Network and the national jury for the Richard Riley Award for Schools as Centers of Community. Before establishing 21CSF, she worked for 25 years in the private sector in building and residential construction management and was an active public school parent during the nineteen years her children were enrolled in the DC public schools.

Education & Training

- MPP in Public Policy and Public Finance, University of Maryland
- BA in Philosophy and Mathematics, St John's College
- 1979 Truman Scholar from the District of Columbia

Key Publications:

- Vincent, Jeff, Mary Filardo and Ping Sung (2008) Linking School Construction Investments to Equity, Smart Growth and Healthy Communities. Paper presented at the 2008 Florida Critical Issues Symposium on School Siting and Healthy Communities.
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Key Research Grants & Contracts:

- Study of Quality Public School Options with the Brookings Institution, Urban Institute and the 21st Century School Fund, Office of the State Superintendent of Education of the District of Columbia, \$100,000 (21st Century School Fund portion).
- School Planning and Analysis in the Reorganization of DCPS Schools 2007, Office of the Deputy Mayor, \$100,000.
- Research Initiatives of Building Educational Success Together (Ford Foundation grants - \$1.3M)
 - Impact of Facilities on Learning (with Mark Schneider, SUNY Stony Brook);
 - Teaching and Facilities in Chicago and Washington, DC (with Mark Schneider and Jack Buckley, SUNY Stony Brook);
 - Study of Principals and Facilities in New Jersey, (with Mark Schneider);
 - Study of Student Outcomes and Environmental Compliance in LAUSD (with Jack Buckley)
- Development of the DCSchoolSearch.com website and associated research (State University of New York, Stony Brook - \$80,000)
- Development of *Facilities Information Management: A Guide for State and Local Education Agencies* (National Center for Education Statistics/Council of Chief State School Officers -\$30,000)
- Two studies: *Master Facilities and Program Coordination* and *Attracting and Retaining Residents through Strategic Placement of Quality Schools* (Brookings Institution - \$150,000)
- Research and authoring of *Public School Capital Improvement Programs Basic Elements and Best Practices: Guidance for the District of Columbia* (World Bank - \$40,000)