

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Site of an Existing District 75 School P233Q (75Q233) with P.S./M.S. 42 R. Vernam (27Q042) in Building Q042 Beginning in 2014-2015

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new site of P233Q (75Q233, “P233Q”),¹ an existing District 75 school², in building Q042 (“Q042”), to be called “P233Q@Q042,” beginning in the 2014-2015 school year. Building Q042 is located at 488 Beach 66 Street, Queens, NY 11692 in Community School District 27 (“District 27”). If this proposal is approved, P233Q@Q042 will be co-located with P.S./M.S. 42 R. Vernam (27Q042, “P.S./M.S. 42”), an existing zoned school serving students in kindergarten through eighth grades and offering a pre-kindergarten program.³ 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.

Based on projected need for District 75 seats, the District 75 office is seeking to increase its capacity to serve students with autism and intellectual disabilities within Queens. If this proposal is approved, the DOE will open a new site for an existing District 75 school, P233Q, in the 2014-2015 school year to help meet growing demand. P233Q@Q042 will serve a range of students across grades kindergarten through eight who are classified as autistic or intellectually disabled under an Individualized Education Program (“IEP”). P233Q@Q042 is projected to serve seven sections of students in self-contained sections in 12:1:1, 8:1:1, or 6:1:1 classroom settings (ratio of students:teacher:paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services, and are referred to District 75 during a period that extends into summer. Students may be served in this program throughout the course of their elementary and middle school education. Q042 also houses two community-based organizations (“CBO”), Project Hope⁴ and New York Junior Tennis & Learning.⁵ This proposal is not expected to impact the continued siting of these programs in Q042.

¹ P233Q currently serves students at seven sites: (1) Building Q686 located at 91-03 Metropolitan Avenue, Queens, NY 11375; (2) Building Q025 located at 34-65 192 Street, Queens, NY 11358; (3) Building Q036 located at 187-01 Foch Boulevard, Queens, NY 11412; (4) Building Q835 located at 109-36 204th Street, Queens, NY 11412; (5) Building Q226 located at 121-10 Rockaway Boulevard, Queens, NY 11420; (6) Building Q650 located at 94-06 104th Street, Queens, NY 11416; and (7) Building Q875 located at 114-43 142 Street, Queens, NY 11436. This proposal is not anticipated to have an impact at P233Q’s other sites.

² District 75 provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or 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 Queens, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

³ Pre-kindergarten is a program that can be offered either half-day or full-day and is subject to funding and demand.

⁴ Information about Project Hope can be found on their Web site: <http://www.projecthope.org/>.

⁵ Information about New York Junior Tennis & Learning can be found on their Web site: <http://www.nyjtl.org/>.

According to the 2012-2013 Enrollment, Capacity, Utilization Report (“Blue Book”)⁶, Q042 has a target capacity of 1,311 students. (The concept of “target capacity” is explained below in Section II). During the 2013-2014 school year the building is serving 648 students,⁷ yielding an estimated building utilization rate of 49%.⁸ This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.⁹ In the 2014-2015 school year, when P233Q@Q042 opens, it is projected that there will be 660-792 students served in Q042, yielding a building utilization rate of 50%-60%.

If this proposal is approved, P233Q@Q042 will open in September 2014 serving seven self-contained sections of elementary and middle school students, for a total of 42-84 students.

II. Proposed or Potential Use of Building

According to the 2012-2013 Enrollment, Capacity, Utilization Report (“Blue Book”), Q042 has a target capacity of 1,311 students. (The concept of “target capacity” is explained below). During the 2013-2014 school year the building is serving 648 students, yielding a building utilization rate of 49%. This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.

If this proposal is approved, P233Q@Q042 will open in September 2014 serving seven self-contained sections of elementary and middle school students, for a total of 42-84 students.¹⁰

The current and proposed grade spans for P233Q@Q042 and P.S./M.S. 42 over a two-year period are indicated in the chart below:

DBN	School Name	Grade Spans	
		2013-2014	2014-2015
27Q042	P.S./M.S. 042	K-8	K-8
75Q233	P233Q@Q042	-	K-8

⁶ The 2012-2013 Enrollment, Capacity, Utilization Report (“the “Blue Book”) can be found here:

http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf.

⁷ All figures are from the 2013-2014 Audited Register as of October 31, 2013.

⁸ All references to building utilization rates in this document are based on target capacity data from the 2012-2013 Blue Book and enrollment data from the 2013-2014 Audited Register as of October 31, 2013. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁹ The 2013-2014 Under-Utilized Space Memorandum and List was published on the DOE’s Web site on December 27, 2013. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/156511/UnderutilizedSpaceMemorandum201314_12272013_FINAL.pdf.

¹⁰ The enrollment projections for P233Q@Q042 are based on the planned number of District 75 sections in building Q042.

The total current and projected student enrollment for P233Q@Q042 and P.S./M.S. 42 over a two-year period, as well as the current and projected building utilization rates, are indicated in the chart below:

DBN	School Name	2013-2014 Audited Enrollment	2014-2015 Projected Enrollment
27Q042 ¹¹	P.S./M.S 042	648	618 - 708
75Q233	P233Q@Q042	-	42 - 84
Total Building Enrollment		648	660 - 792
Utilization		49%	50% - 60%

If this proposal is approved, there will be approximately 660 - 792 total students served in building Q042 beginning in the 2014-2015 school year. The projected utilization rate for Q042 as a result of this proposal will be approximately 50% - 60% in 2014-2015, meaning there is sufficient space to accommodate P233Q@Q042 in the building.

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2012-2013_Classic.pdf, 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).

The most recent year for which target capacity has been calculated for buildings is 2012-2013. As described earlier in this EIS, the DOE’s projected utilization rates for the 2013-2014 school year and beyond are based on the 2012-2013 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, goal classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2013-2014 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 would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth grade classroom, the building’s target capacity would increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact

¹¹ Total current and projected enrollment at P.S. 42 includes two half-day sections of pre-kindergarten.

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 would decrease.

This proposal is not expected to impact P.S./M.S. 42's ability to expand their pre-kindergarten program if it opts to and is approved to do so. Should P.S./M.S. 42 be approved to expand their pre-kindergarten program, the DOE anticipates there will be sufficient space in building Q042 to accommodate P233Q@Q042 and additional pre-kindergarten sections. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S./M.S. 42 will be subject to available funding.

There are currently no other proposed uses or plans for building Q042.

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

A. Students

Impact on Students Currently Attending P.S./M.S. 42

The proposed co-location of P233Q@Q042 is not expected to impact current student enrollment or instructional programming at P.S./M.S. 42.

P.S./M.S. 42 serves students in kindergarten through eighth grades and offers two half-day sections of pre-kindergarten.

P.S./M.S. 42 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching ("ICT") classes and Self-Contained ("SC") special education classes, as well as students receiving Special Education Teacher Support Services ("SETSS"). P.S./M.S. 42 will continue to provide ICT, SC, and SETSS classes as necessary and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending P.S./M.S. 42 and, as such, may vary from year to year. Additionally, P.S./M.S. 42 serves students classified as English Language Learners ("ELLs"). ELL students at P.S./M.S. 42 receive English as a Second Language ("ESL") classes. All current and future ELL students attending P.S./M.S. 42 will receive ELL services in accordance with DOE policy.

Impact on Extra-curricular Programming and Partnerships

According to the District 27 Middle School Directory,¹² the school's Web site¹³, and school-reported data as of February 27, 2014, P.S./M.S. 42 currently offers the following special programs and initiatives, extra-curricular activities, and partnerships in the Q042 building during and after the school day:

- **Special programs and initiatives:** Monthly Student Driven Assemblies linked to Curriculum Units, Holiday Dinners for the School Community, Etiquette Day, Sports Day, Holiday Dances and Movie Nights for students and families, Positive Behavior Intervention Program, Community

¹² Extra-curricular offerings reflect those listed by P.S./M.S. 42 in the 2013-2014 District 27 Directory of NYC Middle Schools: <http://schools.nyc.gov/NR/rdonlyres/A1DC754F-16D9-41F2-8ED8-1FC36163C74D/0/20132014D27MSD.pdf>.

¹³ P.S./M.S. 147's Web site is available at: <http://schools.nyc.gov/schoolportals/27/q042/default.htm>.

Service, Cultural arts programs, enrichment classes, Project ARTS, after-school tutorial, counseling, recreational programs, extended Library hours

- **Sports – Boys:** Flag Football, Tennis, Track and Field, Volleyball
- **Sports – Girls:** Flag Football, Tennis, Volleyball
- **Sports – Co-ed:** Basketball, Flag Football, Soccer
- **Extra-curricular activities:** School chorus, junior tennis league
- **Partnerships:** Robin Hood Foundation, Parent Leadership Volunteers, Kiwanis Club of Rockaway, Principal For a Day, Community Volunteers for the Annual Read Aloud Day.

P.S./M.S. 42 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposed co-location 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 Future Elementary School Students in District 27

This proposal is not expected to impact the admissions process at P.S./M.S. 42 for students entering elementary school. In addition, the DOE does not anticipate that this proposal will impact enrollment at P.S./M.S. 42. P.S./M.S. 42 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. 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.

Elementary 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at P.S./M.S. 42.

Impact on Future Middle School Students in District 27

This proposal is not expected to impact the middle school admissions process at P.S./M.S. 42. In addition, the DOE does not anticipate that this proposal will impact enrollment at P.S./M.S. 42. P.S./M.S. 42 currently admits students through the middle school application process using an unscreened admissions method, with a first priority to continuing fifth-grade students. Other students residing in the 27Q042 zone have second priority to P.S./M.S. 42 for sixth-grade. Other students and residents of District 27 have third priority to P.S./M.S. 42 for sixth-grade. Students zoned to P.S./M.S. 42 may also apply to a range of programs provided on the application, described in more detail below.

Through the middle school application 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 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>.

In District 27, some students do not complete the middle school application and instead articulate directly to their zoned middle school from their elementary school upon graduation. As with elementary schools, a student’s zoned school is determined by his or her home address. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. A zoned middle school gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor’s Regulation A-101.¹⁴

As part of the middle school application 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);

¹⁴ The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

- 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 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; and
- 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 2014-2015 school year was in December. Additionally, new middle schools designated to open throughout the City for the 2014-2015 school year will be available for students to consider in March. Eligible students will have the opportunity to submit a “new schools” application in March. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Calendar/default>.

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

P.S./M.S. 42 admits students through the OTC admissions process. This proposal is not expected to impact the placement of those students in building Q042.

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;¹⁵ or
- 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,

¹⁵ 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.

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, such as District 27, students may simply report to their zoned middle school.

Impact on Future Pre-Kindergarten Students

This proposal is not expected to impact the pre-kindergarten program at P.S./M.S. 42. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students who are pre-registered or enrolled at the time of application submission and will be enrolled in kindergarten through fifth grade at the start of the following school year at P.S./M.S. 42 will have first priority for admission to the pre-kindergarten program at P.S./M.S. 42. Students who reside in the P.S./M.S. 42 zone who do not have siblings enrolled at P.S./M.S. 42 will have second priority for admission.

This proposal is not expected to impact P.S./M.S. 42's ability to expand their pre-kindergarten program if it opts to and is approved to do so. Should P.S./M.S. 42 be approved to expand their pre-kindergarten program, the DOE anticipates there will be sufficient space in building Q042 to accommodate P233Q@Q042 and additional pre-kindergarten sections. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S./M.S. 42 will be subject to available funding.

Impact on Future District 75 Students

If approved, this proposal will add approximately 42-84 District 75 self-contained seats in the Q042 building for District 75 elementary and middle 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 Queens.

P233Q@Q042 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 and middle 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. P233Q@Q042 is expected to serve students in a 6:1:1, 8:1:1, or 12:1:1 setting. For additional information about District 75 programs, please visit the DOE's Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Community-based Organizations

Q042 also houses two CBOs, Project Hope and New York Junior Tennis & Learning. This proposal is not expected to impact the continued siting of these programs in Q042.

B. Schools

Building Q042 has adequate capacity to accommodate P.S./M.S. 42 and P233Q@Q042. In 2014-2015, when both schools are operating at full scale, there will be approximately 660 - 792 total students being served in the building. The projected utilization rate for Q042 at that point is approximately 50% - 60%.

The estimated enrollments for P.S. 42 and P233Q@Q042 are shown in Section IV below.

If this co-location proposal is approved, there will be sufficient space to continue serving students at P.S./M.S. 42 and P233Q@Q042 pursuant to the Citywide Instructional Footprint (the “Footprint”). Please visit the DOE 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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walkthrough of the building, where he/she is accompanied by 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 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 grades six through twelve the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline rooms for student support services, resources rooms, and administrative space based on the type of school, grades a school serves and its enrollment at scale. As in other situations where schools are co-located, the schools would need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, and the library. Specific decisions regarding the allocation of the shared spaces will be made by the Building Council, consisting of principals from both co-located schools, in conjunction with the DOE’s Office of Space Planning.

According to a building walkthrough completed on February 27, 2014 by a representative of the Office of Space Planning, Q042 has a total of 62 full-size rooms,¹⁶ 5 half-size rooms,¹⁷ 5 quarter-size rooms¹⁸, and 5.5 full-size equivalent (“FSE”) rooms of designed administrative space. Of this total, the below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

- The nurse’s office occupies 1.0 FSE of designed administrative space;
- The School Based Support Team occupies 1.0 FSE of designed administrative space;
- The teacher’s café occupies 1 half-size space;
- The custodian’s office occupies 2 quarter-size spaces;
- The school safety office occupies 0.5 FSE of designed administrative space;
- The gym office occupies 1 quarter-size space;
- Project Hope occupies 1 half-size space; and

¹⁶ Full-size classrooms have an area of 500 square feet or more.

¹⁷ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

¹⁸ Quarter-size classrooms have an area of less than 240 square feet and can be utilized as administrative space or as resource rooms.

- The New York Junior Tennis & Learning occupies 1 full-size space.

Excluding the shared spaces outlined above, Q042 has a total of 61 full-size rooms, 3 half-size rooms, 2 quarter-size rooms, and 3.0 FSE rooms of designed administrative space remaining, which totals 66 FSE rooms that can be allocated to the schools in Q042 during the proposed co-location of P233Q@Q042 with P.S./M.S. 42. Q042 also has a gymnasium, an auditorium, cafeterias, and a library.

Currently in the 2013-2014 school year, P.S./M.S. 42 has a baseline footprint allocation of 26 full-size rooms, 9 half-size rooms, and 4.5 FSE rooms for administrative use. Due to building configuration and a deficit of half-size rooms and designed administrative rooms, P.S./M.S. 42's footprint has been adjusted to 34 full-size rooms, 3 half-size rooms, and 3.0 FSE of designed administrative space. This means that there are 27 full-size rooms and 2 quarter-size rooms remaining in the Q042 building in excess above the footprint of P.S./M.S. 42.

To take a conservative approach for space planning purposes, DOE has assumed that P233Q@Q042 will serve 42-84 students who will require 12:1:1 sections. Therefore, P233Q@Q042 has a baseline footprint allocation of 8 full-size rooms, 1 half-size room, and the equivalent of 1.5 FSE administrative spaces. Due to building configuration and a deficit of designed administrative rooms, the Footprint of P811Q@Q147 has been adjusted to 10 full-size rooms and 1 half-size room for instructional and administrative purposes. If P233Q@Q042 has a smaller adjusted footprint based on student classroom assignments under their IEPs, any excess space will be allocated equitably between the schools by the Building Council.

The adjusted baseline allocation of full-size instructional rooms for the 2013-2014 school year and beyond is detailed in the chart below:

**Adjusted Baseline Footprint
Allocation for Full-Size Space**

DBN	School Name	2013-2014	2013-2014
27Q042	P.S./M.S. 42	34	34
75Q233	P233Q@Q042	-	10

TOTAL	34	44
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS	27	17

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may continue to be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among proposed schools in the building as described below. There will be sufficient instructional and administrative space in Q042 for P.S./M.S. 42 and P233Q@Q042.

If this proposal is approved, the Office of Space Planning will work with the new 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. In addition, the Office of Space Planning would work with the schools in building Q042 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

This proposal is not expected to impact P.S./M.S. 42's ability to expand their pre-kindergarten program if it opts to and is approved to do so. Should P.S./M.S. 42 be approved to expand their pre-kindergarten program, the DOE anticipates there will be sufficient space in building Q042 to accommodate P233Q@Q042 and additional pre-kindergarten sections. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S./M.S. 42 will be subject to available funding. There are currently no other proposed uses or plans for building Q042.

Building Safety and Security

Both schools will develop a safety and security plan for the Q042 building prior to the first day of school in September 2014.

The DOE makes available the following supports to schools relating to 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;
- 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 proposed co-location of P233Q@Q042 is intended to meet the increased demand for self-contained, District 75 elementary and middle school seats in Queens. Since the 2011-2012 school year, District 75 enrollment has grown by over 1,300 students. Yet, approximately 900 eligible District 75 students who live within the geographical confines of District 27 currently must travel outside of the District to attend a District 75 program. Thus, the DOE has identified an additional need for District 75 seats in District 27.

Building Q042 in District 27 is under-utilized and has space to accommodate additional students. The DOE strives to ensure that all families have access to schools that meet their children's needs. To this end, the DOE is proposing to utilize the excess space at Q042 for P233Q@Q042 to ensure that more District 27 students recommended for placement in a District 75 school can attend school in their home district.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q042. This proposal is also not expected to impact the accessibility of building Q042 (partially accessible).

IV. Enrollment, Admissions, and School Performance Information

P233Q @Q042

Admissions Data

Current Admissions	N/A
Admissions after proposed co-location of P233Q @Q042	Placement based on individual student needs/recommended special education services

Enrollment Data¹⁹

	Total Enrollment
2013-2014 (Audited)	-
2014-2015 (projections)	42-84

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	99%
Percentage of English Language Learner Students	16%
Percentage of Students Eligible for Free or Reduced Lunch	51%

¹⁹ The enrollment projections for P233Q@Q042 are based on the planned number of sections in building Q042. All projections for the 2014-2015 school year assume that total enrollment, based on planned sections, will be sustained.

²⁰ Demographic data for P233Q@Q042 is not site specific and represents program P233Q as a whole.

School Performance Data

75Q233	2010-2011	2011-2012	2012-2013
School Performance and Progress			
Overall Progress Report Grade ²¹	N/A	N/A	N/A
Quality Review Score ²²	N/A ²³	N/A	N/A
Performance Data²⁴			
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 ²⁵	84%	86%	85%
2013-2014 State Accountability Status	N/A ²⁶		

P.S./M.S. 42

Admissions Data

Current Admissions	<p>PK: Standard universal pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: Unscreened</p>
Admissions after proposed co-location of P233Q@Q042	<p>PK: Standard universal pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p> <p>Grades 6-8: Unscreened</p>

²¹ As an alternate assessment school, P233Q does not receive a progress report.

²² For more information about Quality Reviews, please visit the DOE Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

²³ Not all schools receive a Quality Review every year. P233Q received a well developed on its latest Quality Review in 2009-2010.

²⁴ Performance data is not available for P233Q.

²⁵ Attendance rate based on Period Attendance Reporting (“PAR”) process, which is available at <http://schools.nyc.gov/AboutUs/data/stats/attendance/default.htm>. The PAR attendance rate is calculated through a different process than Progress Report attendance rates.

²⁶ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. District 75 schools do not receive a State Accountability Status categorization. For more information, please visit the SED Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data²⁷

	PK ²⁸	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2013-2014 (Audited)	18	74	77	87	57	64	83	71	58	59	648
2014-2015 (projections)	18	70-80	70-80	70-80	80-90	50-60	60-70	80-90	65-75	55-65	618-708

Demographic Data²⁹

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	21%
Percentage of English Language Learner Students	3%
Percentage of Students Eligible for Free or Reduced Lunch	94%

School Performance Data

P.S./M.S 042 R. Vernam	2010-2011	2011-2012	2012-2013
School Performance and Progress			
Overall Progress Report Grade	C	C	C
Quality Review Score ³⁰	N/A	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	23%	24%	9%
Math % Proficient (Levels 3 and 4)	38%	31%	6%
Other Key Performance Indicators			
Attendance Rate	88%	89%	88%
2013-2014 State Accountability Status	Focus ³¹		

²⁷ All figures are as a percentage of total students from the 2013-2014 Audited Register.

²⁸ Pre-Kindergarten (PK) is a program that can be offered both half-day and full-day. Total current and projected enrollment at P.S./M.S. 42 includes two half-day sections of pre-kindergarten.

²⁹ All figures are from the 2013-2014 Audited Register as of October 31, 2013.

³⁰ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review>.

³¹ New York State Education Department (NYSED) identified the school as a Focus school, defined by NYSED as among the lowest-performing schools in the state based on its results with certain high-needs student groups.

V. Initial Impact on Budget and Cost of Instruction

This proposal is not expected to impact initial costs or allocations at P.S./M.S. 42 in building Q042.

P233Q@Q042'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.

Please refer to FY14 School Allocation Memorandum No. 27³² for additional information on cost of instruction for District 75 Citywide Education Programs and how other school allocations will be impacted as a result of register changes at P233Q. 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 co-location is not expected to change the number of personnel positions assigned to P.S./M.S. 42, nor is it expected to significantly alter the duties of current staff at P.S./M.S. 42.

P233Q@Q042 will hire additional staff – teachers and paraprofessionals – in advance of the program's opening in Q042, 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 2014-2015 school year will be determined once District 75 placements are made in the spring of 2014.

B. Administration

No change in school supervisory or administrator positions at P.S./M.S. 42 are expected as a result of this proposal.

P233Q@Q042 may hire school supervisors and/or administrative personnel to accommodate the opening of P233Q@Q042 in September of 2014.

C. 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>.

This proposal is not expected to impact the transportation schedule of P.S./M.S. 42.

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.

³² The FY14 School Allocation Memorandum No. 27 is available at:
http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam27.pdf.

VII. Building Information

Building		Q042
Type of Building		PS
Year Built		1925
Overall BCAS rating		2.46
2012-2013 Target Building Utilization		48%
2012-2013 Target Building Capacity		1,311
FY 2013 Maintenance Costs	Labor	\$23,805
	Materials	\$33,232
	Maintenance, repair, and service contracts	\$51,255
	Custodial operations costs—Materials	\$8,687
	Custodial operations costs—Custodial Allocation	\$264,752
FY 2013 Energy Costs	Electric	\$192,240
	Gas	\$25,508
	Steam	NA
	Oil	\$150,796
Projects completed during the current or prior school year		FY13 Reso A Technology, IEH PO 18-Floors in 4 Rooms, Emergency Protective Measures- Hurricane Sandy
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Art Rooms, Auditorium , Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Labs