

EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Re-Siting of a Portion of P.S. R037 (75R037) and Co-location with I.S. R002 George L. Egbert (31R002) in Building R002 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily re-site¹ and co-locate² eight sections of P.S. R037 (75R037, “P037R@R840”), an existing District 75 school,³ from its current location in building R840 (“R840”) and its adjacent transportable classroom units (R819, “TCUs”), located at 15 Fairfield Street, Staten Island, NY 10308 in Community School District 31 (“District 31”), to building R002 (“R002”) for a three year period beginning in the 2017-2018 school year. If this proposal is approved, eight sections of P037R@R840 will be temporarily re-sited to R002, located at 333 Midland Avenue, Staten Island, NY 10306, also in District 31 where the school will serve students in sixth through twelfth grade for three years beginning in the 2017-2018 school year. P037R@R840 will be co-located in R002 with I.S. R002 George L. Egbert (31R002, “I.S. 2”), an existing district middle school currently serving students in sixth through eighth grades. R002 is approximately 3.7 miles from R840.

P037R@R840 is one of six sites of the existing District 75 school, P.S. R037, serving students in kindergarten through eighth grade with the classification of autism, intellectual disability or multiple disabilities on their Individualized Education Program (“IEP”). Currently, P037R@R840 serves ten sections of middle school students in sixth through eighth grade and twenty-eight sections of elementary school students in kindergarten through fifth grade at R840 and the adjacent TCUs. If this proposal is approved, eight sections of P037R@R840 currently serving students in grades six through eight will be temporarily re-sited to R002 for a three year period beginning in the 2017-2018 school year, during which time it may serve students ranging from grades six through twelve. Of these eight sections, four are currently served in R840 and the other sections are served in the adjacent two TCUs.

The School Construction Authority (“SCA”) has identified R840 as a location where a new addition could be built, which would allow P037R@R840 to serve all of its students in permanent space and increase the total future enrollment of District 75 students served at R840, without reliance on TCU capacity. In order for construction of the addition to begin, the TCUs must be removed. Currently, P037R@R840 is serving four sections of students within the TCUs and R840 does not have sufficient space to accommodate these students while the addition is built. Thus, the DOE is proposing to temporarily re-site these four sections currently served in the TCUs to facilitate their removal and allow for construction of the addition to commence, along with four additional sections from R840, which will allow P037R@R840 to increase its elementary enrollment at R840 to add four new elementary sections of P037R@R840 in R840 beginning in the 2017-2018 school year. Therefore, this proposal will not only allow for the construction of the addition

¹ A “re-siting” means that students will attend classes in a different building than in previous years.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, libraries, and cafeterias.

³ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 349 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>.

to R840 and facilitate the removal of the TCUs, but it also has the benefit of increasing the number of elementary school sections of P037R@R840 served at R840 in the 2017-2018 school year and beyond.

After the conclusion of the 2019-2020 school year, once the TCUs are removed and the construction of the addition at R840 is complete, the eight sections temporarily re-sited to R002 can be accommodated in the main building at R840 and P037R@R840 can serve all of its students in permanent space. The completed addition at R840 will also enable P037R@R840 to serve additional sections of students and increase the overall capacity available to serve District 75 students on Staten Island. After the eight sections of P037R@R840 return to R840, the DOE may reassess space in R002 and District 75 seat need across Staten Island. Any further significant change in building utilization would be subject to a separate EIS under Chancellor's Regulation A-190.

Community Engagement

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

- On February 28, 2017 representatives from the District 75 office conducted a walkthrough of R002 and held a follow-up meeting. At the meeting, DOE representatives were available to answer questions and address concerns from representatives of the impacted school communities. Participants included representatives from the DOE's Office of District Planning and Office of Space Planning, the Community Education Council for District 31 ("CEC 31"), senior staff of the District 75 office, as well as the Principals and SLT members from I.S. 2 and P.S. R037.

The DOE will provide additional community engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- Two Joint Public Hearings to be held at R840 and R002. 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 the hearings.
- Dedicated phone line and email address for this proposal to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing D31Proposals@schools.nyc.gov.
- A Panel for Educational Policy ("PEP") meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comments on this proposal. All comments received at the above-noted Joint Public Hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/April192017SchoolProposals>

R002 has the capacity to serve 1,254 students.⁴ During the current 2016-2017 school year, I.S. 2 is serving 867 students, yielding an estimated building utilization rate of 69%.⁵ This means that the building is “under-utilized” and has space that could be used more efficiently to accommodate additional students.⁶ This Educational Impact Statement (“EIS”) proposes to re-site eight sections of P037R@R840 to R002, which would add approximately 46-48 additional students in the building. In the 2017-2018 school year, I.S. 2 is projected to serve approximately 860-890 students. Therefore, it is projected that in the 2017-2018 school year there will be approximately 906-938 students served in R002, yielding an estimated building utilization rate of 72%-75%. In the 2019-2020 school year, during the final year of the temporary re-siting, P037R@R840 is projected to serve 46-48 students and I.S. 2 is projected to serve 870-900 students yielding an estimated building enrollment of 916-948 students and a utilization rate of 73%-76%. Thus, if this proposal is approved, there will be sufficient space in R002 to accommodate eight sections of P037R@R840 and I.S. 2.

P037R@R840’s return to R840 after the conclusion of the 2019-2020 school year is contingent on the completion of construction at R840 by September 2020. As noted above, the DOE is proposing temporarily to re-site eight sections of P037R@R840 to R002 for a three-year period beginning in the 2017-2018 school year. If construction at R840 is not completed in time for the 2020-2021 school year, the DOE would need to issue a separate EIS in order to extend P037R@R840’s students’ temporary co-location at R002 or detail an alternate siting plan for P037R@R840’s students until the construction at R840 is complete.

II. Proposed or Potential Use of Building

As noted in Section I above, R002 has a target capacity of 1,254 students and currently serves 867 students in I.S. 2, yielding an estimated building utilization rate of 69%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, in the 2017-2018 school year eight sections of P037R@R840 will serve approximately 46-48 students and I.S. 2 will serve approximately 860-890 students in R002, yielding a projected utilization rate of 72%-75%.

⁴ According to the 2015-2016 Enrollment, Capacity and Utilization Report (the “Blue Book”) available online at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁵ All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2016-2017 Audited Register as of October 31, 2016. 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/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

⁶ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on April 13, 2016. The memo can be accessed at: <http://schools.nyc.gov/NR/ronlyres/1F9EEB94-A7F6-461E-915F-6F6869825A14/0/UnderutilizedSpaceMemorandum20162017.pdf>.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in R002 will be as follows:

DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
31R002	I.S. 2	6-8	6-8	6-8	6-8	6-8
75R037	PS037R@R840	-	6-12	6-12	6-12	-

The chart below shows the current and projected enrollment and building utilization for R002 if this proposal is approved:

DBN	School Name	2016-2017 Enrollment ⁷	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
31R002	I.S. 2	867	860-890	870 - 900	870 - 900	870 - 900
75R037	PS037R@R840	-	46-48	46 - 48	46 - 48	-
Total Building Enrollment		867	906-938	916 - 948	916 - 948	870 - 900
Utilization		69%	72% - 75%	73% - 76%	73% - 76%	69% - 72%

As stated above, more information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, eight sections of P037R@R840 and I.S. 2 will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

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

A. Students

If this proposal is approved, eight sections of P037R@R840 that currently serve middle school students in sixth through eighth grades will be re-sited from R840 beginning in the 2017-2018 school year and will serve students in sixth through twelfth grades at R002. For the 2017-2018, 2018-2019 and 2019-2020 school years, these eight sections of P037R@R840 will be co-located with I.S. 2 which will continue to serve students in sixth through eighth grade in R002. The DOE does not anticipate that this proposed temporary re-siting and co-location would impact the admissions, enrollment, or programming at I.S. 2, nor

⁷ 2016-2017 Audited Register as of October 31, 2016 for district schools and, for the District 75 program, self-reported by the District 75 Office as of February 27, 2017. Projected enrollment is based on 2016-2017 enrollment.

is it expected to impact enrollment or admissions at P037R@R840 in R840 or R002, although some current students at R840 and the TCUs will instead be served at R002.

Impact on Current and Future Students Attending P037R@R840

As noted above, P037R@R840 currently serves students in kindergarten through eighth grade in the main building R840 and in two adjacent TCUs. If this proposal is approved, the temporary re-siting of eight sections of P037R@R840 to R002 would facilitate the removal of TCUs at R840 and enable construction of the addition at R840, providing much-needed future District 75 capacity in Staten Island. It will also help meet the current increased demand for District 75 self-contained (“SC”) elementary school seats throughout Staten Island.

If this proposal is approved, in the 2017-2018 school year, eight sections of P037R@R840 students currently served in grades six through eight will be served in R002, which is located 3.7 miles away from R840. If approved, this proposal will help create permanent, long-term classroom space for District 75 school students with the classification of autism, intellectual disability or multiple disabilities on their IEPs. This permanent space is necessary to deliver high quality services and programs to District 75 students as well as meet the demand for District 75 SC programming in Staten Island.

P037R@R840 is projected to serve eight sections of students in SC 6:1:1 and 8:1:1 classroom settings (ratio of students: teacher: paraprofessional) in R002, including the four sections currently served in the TCUs adjacent to R840. The proposal is not expected to impact current student enrollment or instructional programming at P037R@R840.

P037R@R840 currently offers the following programs, extra-curricular activities, and partnerships:⁸

- **Special Programs:** Adaptive Design
- **Extra-curricular Activities:** CHAMPS Sports, Boy Scouts, Girl Scouts
- **Partnerships:** On Your Mark, Inc., Marquee Studios

The DOE does not anticipate that this proposal will impact the programming, current extra-curricular activities, or partnerships at P037R@R840. P037R@R840 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the temporary re-siting of eight sections of P037R@R840 to R840 may change the way those programs are configured. Additionally, some activities may need to share classroom and outdoor 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.

P037R@R840 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

⁸ School-reported and website information confirmed as of March 2, 2017.

the course of their 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.

For additional information about District 75 programs, please visit the DOE's website at: <http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Current and Future Students Attending I.S. 2

The proposed temporary re-siting and co-location of eight sections of P037R@R840 at R002 with I.S. 2 is not expected to impact current or future student enrollment, admissions, or instructional programming at I.S. 2.

I.S. 2 is an existing district middle school that serves students in sixth through eighth grades. I.S. 2 currently admits students to two different programs through the middle school admissions process. The "Scholars Program" uses a composite score admissions method, where students are evaluated for admission based on their report card grades, state exams, attendance, and punctuality. This program is available to students and residents of District 31. The "Zoned Program" is open to students living in the I.S. 2 zone. This proposal is not expected to impact the admissions processes for I.S. 2. General information about the middle school admissions process can be found in Appendix B of this EIS.

I.S. 2 currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") and SC special education classes and students receiving Special Education Teacher Support Services ("SETSS") and related services. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and future students enrolled at I.S. 2 will continue to receive all mandated special education services if this proposal is approved, in accordance with their IEPs.

In addition, English Language Learner ("ELL") students currently enrolled at I.S. 2 receive English as a New Language ("ENL") services. If this proposal is approved, these services will continue to be provided and all students will receive their mandated services.

I.S. 2 currently offers the following academic courses, extra-curricular activities and sports:⁹

- **Academic Courses:**
 - Language: Italian, Spanish; Accelerated: Spanish, Italian; Elective: Instrumental Music, Chorus, Fine Art, Ecology Forum, VE Enterprise
- **Extra-curricular Activities:**
 - United Activities Unlimited; Boroughwide Band; Urban Advantage Program (with the American Museum of Natural History)
- **Sports:**
 - CHAMPS Sports—Coed: European Team Handball, Netball; Sports: Basketball, Cheerleading

The DOE does not anticipate that the proposed temporary re-siting and co-location will impact programming and extra-curricular activities at I.S. 2. Students will continue to have the opportunity to

⁹ Information about I.S. 2's extra-curricular activities and partnerships comes from school-reported data as of February 28, 2017 and the middle school directory available at: <http://schools.nyc.gov/NR/ronlyres/3A67D077-4D9C-4A13-9F1D-09EF79E5B6AC/0/2017NYCMiddleSchoolDirectoryDistrict31.pdf>

participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Enrollment Impact for Over-the-Counter (“OTC”) Students

I.S. 2 currently admits students through the OTC placement process. If this proposal is approved, I.S. 2 will continue to admit students through the OTC placement process.

Please see Appendix B of this EIS for more information on the OTC process.

B. Schools

If this proposal is approved, there will be sufficient space in R002 to accommodate I.S. 2 and eight sections of P037R@R840 students pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint: http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

According to a walk-through and survey of R002 conducted on August 4, 2016 by a representative from the Office of Space Planning, R002 has a total of 50 full-size rooms¹⁰, 12 half-size rooms¹¹, 1 quarter-size room¹², and 5.0 full-size equivalent (“FSE”) rooms of designed administrative space. R002 also has the following shared spaces: a gymnasium, auditorium, cafeteria and library. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The custodian’s office occupies 1 half-size room.
- School safety occupies 1 half-size room.
- A teacher cafeteria occupies 1 half-size room.
- The nurse’s office occupies 0.5 FSE room of designed administrative space.
- The School Based Support Team (“SBST”) occupies 1.0 FSE room of designed administrative space.

Excluding the spaces outlined above, R002 has a total of 50 full-size rooms, 9 half-size rooms, 1 quarter-size room, and 3.5 FSE of designed administrative space available for use by I.S. 2 and P037R@R840. If this proposal is approved, both schools will receive at least their baseline Footprint allocation in R002.

Per the Footprint, I.S. 2’s current baseline Footprint allocation is 30 full-size rooms, 9 half-size rooms, and 6.0 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted I.S. 2’s baseline Footprint allocation to substitute 8 full-size rooms in lieu of 8 half-size rooms. Thus, I.S. 2’s adjusted baseline Footprint allocation is 38 full-size rooms, 1 half-size room, and 6.0 FSE spaces for administrative use, comprised of 5 half-size rooms and 3.5 FSE rooms of designed administrative space. This yields a total adjusted baseline Footprint allocation of 38 full-size rooms, 6 half-size rooms and 3.5 FSE of designed administrative space. Currently, I.S. 2 is using 50 full-size rooms, 9 half-size rooms, 1 quarter-size rooms, and 3.5 FSE rooms of designed administrative space. Therefore, I.S. 2 is using 12 full-size rooms, 3 half-size rooms and 1 quarter-size room above its adjusted Footprint allocation. I.S. 2’s adjusted baseline Footprint allocation is expected to remain the same throughout the implementation of this proposal.

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

¹¹ Half-size classrooms have an area of 250 square feet or more, but less than 500 square feet.

¹² Quarter-size rooms have an area of less than 250 square feet.

If this proposal is approved, P037R@R840 will serve 46-48 students in eight sections who will require 8:1:1 or 6:1:1 sections.¹³ Therefore, during all three years of the temporary re-siting, P037R@R840 will have a baseline Footprint allocation of 10 half-size rooms and 1.5 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted P037R@R840's baseline Footprint allocation to substitute 10 full-size rooms in lieu of 10 half-size rooms. Thus, I.S. 2's adjusted baseline Footprint allocation is 10 full-size rooms and 1.5 FSE spaces for administrative use, comprised of 3 half-size rooms. This yields a total adjusted baseline allocation of 10 full-size rooms and 3 half-size rooms.

There is sufficient space in R002 to accommodate I.S. 2 and P037R@R840. The adjusted baseline Footprint allocations of full-size rooms are detailed in the chart below:

Adjusted Baseline Footprint Allocations for Full-Size Spaces						
DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
31R002	I.S. 2	38	38	38	38	38
75R037	P037R@R840	-	10	10	10	-
	TOTAL	38	48	48	48	38
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		50	50	50	50	50
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		12	2	2	2	12

All necessary adjustments for administrative space or other purposes have been reflected in the chart above.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools and programs, the instructional and programmatic needs of the co-located schools and programs, and the physical location of the excess space within the building.

Building Safety and Security

If this proposal is approved, P037R@R840 and I.S. 2 will develop a safety and security plan for the building prior to the first day of school in September 2017.

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;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

¹³ 8:1:1 and 6:1:1 SC sections are typically served in half-size rooms.

C. Community

This proposal is intended to facilitate the removal of TCUs at R840 and enable construction of the addition at R840, providing much-needed future District 75 capacity in Staten Island. It will also help meet the current increased demand for District 75 SC elementary school seats throughout Staten Island.

As mentioned above, if this proposal is approved, the new temporary location will be 3.7 miles away from R840. As a result of this location change, some students will have to travel a greater distance to reach the new school building, while the commute of other students will be reduced, depending on students' home location. In addition, this will result in different and likely more students being eligible for busing or other modes of transportation, depending on the distance from each student's home residence to R002.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at R002. This proposal is also not expected to impact the accessibility of R002, which is currently not accessible.

IV. Enrollment, Admissions, and School Performance Information

I.S. 2

Admissions Data

Current Admissions	Grades 6-8: Zoned and Composite Score
Admissions if This Proposal Is Approved	Grades 6-8: Zoned and Composite Score

Enrollment Data¹⁴

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017	296	286	285	867
2017-2018 (projected)	290-300	290-300	280-290	860-890
2018-2019 (projected)	290-300	290-300	290-300	870-900
2019-2020 (projected)	290-300	290-300	290-300	870-900
2020-2021 (projected)	290-300	290-300	290-300	870-900

¹⁴ 2016-2017 Audited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

Demographic Data¹⁵

% Students with Disabilities (any student receiving an IEP)	25%
% English Language Learners	5%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	67%

School Performance Data

I.S 2	2013-14	2014-15	2015-16
School Quality Indicators^{16 17}			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data¹⁸			
English Language Arts % Proficient (Levels 3 and 4)	30%	34%	40%
Math % Proficient (Levels 3 and 4)	27%	28%	31%
Other Key Performance Indicators			
Attendance Rate	92%	93%	94%
2016-2017 State Accountability Status¹⁹	Good Standing		

¹⁵ Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

¹⁶ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

¹⁷ Not all schools receive Quality Reviews every year. I.S. 002 did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

¹⁸ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

¹⁹ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

P037R@R840

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions if This Proposal Is Approved	Placement based on individual student needs/recommended special education services

Enrollment Data²⁰

PS037R@R840 in R002	Grades 6-12 Enrollment
2016-2017	-
2017-2018 (projected)	46-48
2018-2019 (projected)	46-48
2019-2020 (projected)	46-48
2020-2021 (projected)	-

Demographic Data²¹

% Students with Disabilities (any student receiving an IEP)	100%
% English Language Learners	5%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

²⁰ Enrollment self-reported by the District 75 Office as of February 27, 2017. Projected enrollment is based on 2016-2017 enrollment.

²¹ Demographic data for P.S. R037 is not site-specific and represents the P.S. R037 program as a whole. Demographic data are based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>, at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

School Performance Data²²

	2013-14	2014-15	2015-16
School Quality Indicators^{23, 24}			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Well Developed	N/A
Performance Data²⁵			
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 ²⁶	N/A	N/A	N/A
2015-2016 State Accountability Status²⁷	N/A		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate eight sections of P037R@R840 to R002 is approximately \$14,400. These costs will include moving all existing materials and furniture from R840 and the TCUs to R002.

This proposal is not expected to impact costs or allocations at I.S. 2 at R002. 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.

P037R@R840'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.

²² School Performance Data for P.S. R037 is not site-specific and represents the P.S. R037 program as a whole.

²³ The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at:

<http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

²⁴ Not all schools receive Quality Reviews every year. 75R037 did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

²⁵ Performance data is not available for 75R037 because it is an alternate assessment program.

²⁶ School-level attendance data is not available for 75R037 because it is an alternate assessment program.

²⁷ State Accountability Status is not available for 75R037 because it is an alternate assessment program.

Please refer to the FSF Guide²⁸ and FY16 School Allocation Memoranda²⁹ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this temporary re-siting.

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

A. Personnel Needs

The proposed temporary re-siting and co-location is not expected to change the number of personnel positions assigned to I.S. 2, nor is it expected to significantly alter the duties of current staff at I.S. 2.

As a result of this proposal, some teachers and staff from P037R@R840 who had previously reported to R840 and adjacent TCUs will now report to R002 for a period of three years beginning in the 2017-2018 school year. In addition, should P037R@R840 need to hire additional staff – teachers and paraprofessionals – to support the temporary re-siting and co-location in R002, hiring will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and the United Federation of Teachers (“UFT”).

B. Administration

No change in school supervisory or administrator positions at I.S. 2 is expected as a result of this proposal.

As a result of this proposal, some supervisory or administrative personnel from P037R@R840 who had previously reported to R840 and adjacent TCUs will now report to R002 for a period of three years beginning in the 2017-2018 school year. P037R@R840 may hire school supervisors and/or administrative personnel in support of the program’s temporary re-siting and co-location in R002

C. Transportation

If this proposal is approved, some P037R@R840 students will attend P037R@R840 in R002 for a period of three years, which is approximately 3.7 miles from P037R@R840’s current location at R840. As a result of this re-siting, some students will have to travel a greater distance to reach the new school building, while other students will have to travel a shorter distance. Students attending P037R@R840 at R002 will receive transportation services in accordance with Chancellor’s Regulation A-801.

If this proposal is approved, transportation will continue to be provided according to Chancellor’s Regulation A-801 to students attending I.S. 2. More information about Chancellor’s Regulation A-801 can be accessed at: <http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation schedule of I.S. 2 during the current school year (2016-2017). This proposal is not expected to affect transportation practices at I.S. 2 for the 2017-2018 school year or in future school years.

²⁸Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf.

²⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html.

D. Other Support Services

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

VII. Building Information

Building		R002
Type of Building		IS/JHS
Year Built		1963
Overall BCAS rating		2.56
2015-2016 Blue Book Target Building Utilization*		65%
2015-2016 Blue Book Target Building Capacity*		1254
FY 2016 Maintenance Costs	Labor	\$46,374
	Materials	\$20,553
	Maintenance, repair, and service contracts	\$22,868
	Custodial operations costs—Materials	\$10,912
	Custodial operations costs—Custodial Allocation	\$357,696
FY 2016 Energy Costs	Electric	\$83,245
	Gas	\$1,340
	Steam	n/a
	Oil	\$34,808
Projects completed during the current or prior school year		EXTERIOR:EXTERIOR WALLS CLASSROOM CONNECTIVITY NEW/RETROFIT TELEPHONE/INTERCOM SYSTEMS
Projects proposed in the capital plan		ELECTRICAL LIGHTING FIXTURES CONSTR PNS - - - - SANDY:INTERIOR/HEATING/FLOOD/ELEC/CLIMATE CTR CONSTR In-Progress 1/20/2015 A 1/18/2017 F IEH PO18-WATER MAIN CONSTR In-Progress 5/24/2013 A - - EMERGENCY PROTECTIVE MEASURES - HURRICANE SANDY CONSTR In-Progress 10/31/2012 A - -
Accessibility of the building		No Accessibility
Building attributes		NURSE/MEDICAL SUITE DUPLICATING/COPY ROOM ART ROOM MUSIC ROOM LIBRARY SCIENCE LAB COMPUTER LAB SCIENCE PREP ROOM AUDITORIUM GYMNASIUM TEACHER'S CAFETERIA

Appendix A: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, a building’s target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated “target capacities” of those organizations. Each school organization’s “target capacity” is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE’s goals for maximum classroom capacities (which are lower than the United Federation of Teachers [“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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE’s projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2016-2017 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building’s target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix B: School Admissions

Middle School Admissions

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district’s Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student’s customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;

- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a “new schools” application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

OTC Placement

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;³⁰ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high 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 their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process.

³⁰ 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.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that base admissions decisions on students’ academic criteria) that have a two year track record of not meeting their enrollment targets through the high school admissions process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened an audition schools, transfer schools,³¹ international schools,³² and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

Appendix C: Instructional Footprint

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

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or 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 classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

³¹ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: www.goingforme.org.

³² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.