

## **AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Re-siting and Co-location of a District 75 School (P009Q@277) with P.S. 182 (28Q182) in Building Q277 Beginning in the 2012-2013 School Year**

### **I. Summary of Proposal**

On January 26, 2012, the New York City Department of Education (“DOE”) issued a proposal to re-site one program of a multi-site District 75 school, P009Q@277 (“P009Q@277”), and co-locate it with P.S. 182 Samantha Smith (28Q182, “P.S. 182”) in building Q277 beginning in the 2012-2013 school year.<sup>1</sup> Building Q277 is a brand new building designed to accommodate these two existing schools, and it is expected to be completed for the 2012-2013 school year. P009Q@277 is currently located in building Q973 (“Q973”) at 112-15 71<sup>st</sup> Road, Forest Hills, NY 11375 in Community School District 28. If this proposal is approved, P009Q@277 will be re-sited to school building Q277, located at 153-27 88<sup>th</sup> Avenue, Jamaica, NY 11432, in Community School District 28, and it will be co-located with P.S. 182 beginning in the 2012-2013 school year.<sup>2</sup>

P009Q@277 is an existing District 75 school that serves a combined total of 50 students in kindergarten through 5<sup>th</sup> grade during the 2011-2012 school year.<sup>3</sup> P009Q is a multi-site District 75 school that currently has six sites in Queens, including building Q973.<sup>4</sup> P009Q@277 serves students classified as Emotionally Disturbed (“ED”) or Intellectually Disabled (“ID”) in Self-Contained (“SC”) sections in 12:1:1 and 8:1:1 classroom settings (ratio of students: teacher: paraprofessional).<sup>5</sup> Students are placed in District 75 programs based on their individual needs and recommended special education services. Building Q277 will provide P009Q@277 with a brand new facility with space that has been designed specifically for District 75 programming. The designed capacity of the D75 space in Q277 is 60 students.<sup>6</sup>

P.S. 182 is a zoned district elementary school that serves 817 students in kindergarten through third grade, including Pre-Kindergarten, during the 2011-2012 school year.<sup>7</sup> Currently, P.S. 182 is temporarily sited in three buildings in Community School District 28 while the construction on building Q277 is completed: Q882, which is located at 90-36 150 Street, Jamaica, NY 11435; Q883, which is located at 90-40 150 Street, Jamaica, NY 11435; and Q278, an annex for P.S. 182 students which is located at 88-13 Parsons Boulevard, Jamaica, NY 11432. P.S. 182 is also expected to move to building Q277 in September 2012. In

<sup>1</sup> District 75 provides citywide educational, vocational, and behavioral support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or have multiple disabilities. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>2</sup> 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.

<sup>3</sup> All District 75 projections referenced for the 2012-13 school year and beyond assume that total enrollment as of October 31, 2011 will be sustained.

<sup>4</sup> The five other sites for P009Q are: Q005, Q009, Q058, Q202, and Q209.

<sup>5</sup> School-reported data.

<sup>6</sup> School Construction Authority Building Completions Report as of June 3, 2011.

<sup>7</sup> Pre-kindergarten is a program that can be offered both half-day or full-day; the projection figures represent the full day equivalency and is subject to funding and demand.

<sup>8</sup> 2011 Audited Register.

a separate Educational Impact Statement (“EIS”), the DOE proposed the re-siting and grade reconfiguration of P.S. 182 in building Q277. This proposal was approved by The Panel for Educational Policy (“PEP”) on January 19, 2010. All utilization rates and projected enrollment below take into account P.S. 182’s continued use of building Q278 as an annex.

If this proposal is approved, P009Q@277 will be re-sited and co-located in building Q277 with P.S. 182 beginning in the 2012-2013 school year. If this proposal is approved, the combined enrollment in 2012-2013 of P009Q@277 and P.S. 182 in buildings Q277 and Q278 will be approximately 940 – 995 students, yielding a building utilization rate of 105-111%.<sup>9</sup> The concept of “utilization rate” is explained in Section II below.

This amended Educational Impact Statement (“EIS”) corrects an error in the description of the effect on transportation in Section VI.D.

## II. Proposed or Potential Use of Building

Building Q277 is designed to have a target capacity of 665 students.<sup>10</sup> Within building Q277, space has been designed separately for each of the two schools. P009Q@277’s designated space is designed to have a target capacity of 60 students. P.S. 182’s designated space is designed to have a target capacity of 605 students. As noted in Section I of this EIS, the DOE will retain the lease on building Q278 and use the space for an annex to P.S. 182’s main building, Q277. The target capacity for building Q278 is 232 students. If this proposal is approved, during the 2012-2013 school year, when P009Q@277 is co-located with P.S. 182, there will be approximately 940 – 995 students served in Q277 and Q278, yielding a building utilization rate of 105-111%.<sup>11</sup> During the 2013-2014 school year, when P.S. 182 is at full scale, there will be approximately 1,035 – 1,100 students served in Q277 and Q278 yielding a building utilization rate of 115 - 123%.<sup>12</sup>

The proposed grade spans for the schools in buildings Q277 and Q278 are as follows:

DBN	School Name	2011-12	2012-13	2013-14
28Q182	P.S. 182 Samantha Smith	0K-03	0K-04	0K-05

<sup>9</sup> Enrollment reflects 2011-2012 enrollment, and utilization compares this enrollment with the planned capacity of building Q277 and Q278. Please note that building capacity and utilization figures are not always a precise indicator of whether a school is under or over-utilized. Where appropriate, the Office of Space Planning will conduct a detailed walk-through of the building in order to assess the amount of available space in the building.

<sup>10</sup> The official target capacity and utilization rates for the 2011-2012 school year and beyond are not yet available. All references to building utilization rates in this document are based on the designed capacity of building Q277 as per the Program of Requirements from the School Construction Authority.

<sup>11</sup> Based on 2011 Audited Register.

<sup>12</sup> All references to building utilization rates in this document are based on target capacity data from the 2010-2011 Blue Book. Utilization rates referenced for the 2011-2012 school year is based on audited enrollment and do not include Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31, 2011. 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. These utilization rates include P.S. 182’s use of buildings Q277 and Q278.

75Q009	P009@Q277	0K-05	0K-05	0K-05
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The proposed enrollment and building utilization rates for the schools in buildings Q277 and Q278 are as follows:

School Name	2011-2012 Audited Enrollment <sup>13</sup>	2012-2013 Projected Enrollment	2013-2014 Projected Enrollment <sup>14</sup>
P.S. 182 Samantha Smith	817	893 - 943	988 - 1048
Q009@Q277	-	47 - 52	47 - 52
<b>Total Building Enrollment</b>	817	940 - 995	1035 - 1100
<b>Utilization</b>	126%	105% - 111%	115% - 123%

Under this proposal, P009Q@277 would serve elementary-aged students classified as Emotionally Disturbed (“ED”) or Intellectually Disabled (“ID”) in Self-Contained (“SC”) sections in 12:1:1 and 8:1:1 classroom settings (ratio of students: teacher: paraprofessional) in building Q277. P.S. 182 would serve pre-kindergarten through fifth grade in buildings Q277 and Q278 when it reaches full scale in 2013-2014.<sup>15</sup>

As described in more detail in the Enrollment Capacity Utilization Report (“Blue Book”), which is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2010-2011-BlueBook.pdf>, 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 standards 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 2010-2011. The DOE’s projected utilization rate for building Q277 is based on the designed capacity of building Q277. The DOE’s projected utilization rates assume that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates 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 high school administrative rooms are not assigned a capacity.

<sup>13</sup> Utilization reflects P.S. 182’s current location in buildings Q882, Q883, and Q278.

<sup>14</sup> Utilization reflects P.S. 182’s future location in buildings Q277 and Q278.

<sup>15</sup> Pre-Kindergarten is a program that is subject to funding and demand.

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 that the DOE's standard for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. Moreover, if a room previously used as a general education classroom is subsequently used as a SC classroom, as they are for District 75, 12:1:1, 8:1:1, and 6:1:1 classroom settings (ratio of students: teacher: paraprofessional), the building's target capacity would decrease because we expect that a SC class will have fewer students than a general education class.

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not count for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation, as described above. Section III. B. sets forth the baseline number of rooms to be allocated to each school pursuant to the Footprint as well as the total number of rooms in a building to provide a more complete picture of the availability of space in a building.

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

#### A. Students

##### *Impact on P009Q@277 Students*

Building Q277 will provide P009Q@277 with brand new facilities that have been designed specifically for District 75 programming.

Building Q277 is approximately three miles from P009Q@277 in building Q973's current site. Once sited at building Q277, all students at P009Q@277 will continue to receive busing services in accordance with Chancellor's Regulation A-801.<sup>16</sup> Parents should consult that regulation for a full explanation of the DOE's busing practices. Briefly, Special Education students will continue to receive busing services in accordance with their Individualized Education Programs ("IEPs"). Pursuant to the State Education Law, the DOE must provide transportation for Special Education students.

##### *Impact on P.S. 182 Students*

If this proposal is approved, the re-siting and co-location of P009Q@277 with P.S. 182 is not expected to have any impact on P.S. 182's admissions or academic or extra-curricular programs offered by the school.

Special programs and extracurricular activities at P.S. 182 include:<sup>17</sup>

- Saturday Academies, Family Mornings, Adult ESL classes
- The Explorers after-school program.

The DOE does not anticipate that this proposal would impact P.S. 182's extracurricular or community partnership programs. Similarly, P.S. 182 would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would

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<sup>16</sup> <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

<sup>17</sup> 2010-11 Comprehensive Educational Plan.

not impact those opportunities. Students would continue to have the opportunity to participate in a variety of extracurricular programs, though the specific programs offered at a given school are subject to annual change based on student demand and available resources.

The DOE does not anticipate that this proposal will affect the ability of P.S. 182 to meet the needs of their current or future students with disabilities. P.S. 182 currently offers Special Education Teacher Support Services (“SETSS”) and Integrated Co-Teaching (“ICT”) classes. These existing SETSS and ICT classes and services will continue to be provided if this proposal is approved, and students with disabilities will continue to receive mandated services in accordance with their IEPs. Similarly, future students with IEPs will continue to receive mandated services at P.S. 182. Students with IEPs are admitted to elementary schools in the same manner as their non-disabled peers. The DOE will support elementary schools by reviewing students’ IEPs to focus on addressing the needs of students with disabilities by providing individualized service models that ensure students have access to the general education curriculum to the greatest extent possible. Any students with IEPs will continue to receive appropriate services at the elementary school in which they are enrolled.

In accordance with DOE policy, English Language Learner (“ELL”) students are admitted to schools in the same manner as their non-ELL peers. Current and future ELL students at P.S. 182 would continue to receive mandated services.

#### *Impact on Current and Future District 75 Students*

This proposal is not anticipated to impact the admissions process for D75 programs. Students will continue to be placed in District 75 schools based on individual student needs and recommended special education services.

New incoming kindergarten students would seek placement through the D75 placement process, consistent with current practice. D75 elementary and middle school students seeking placement are admitted through referrals from the D75 Placement Office and are offered a placement based on the geographic location of their residence, the programs outlined in their IEPs, and seat availability.

District 75 families of students who are in elementary school SC classes and who are articulating into middle school work with their District 75 school and placement staff to identify the middle school programs that best meet their needs. 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. For additional information about District 75 programs, please visit the DOE website at: <http://schools.nyc.gov/Offices/District75/default.htm>.

#### *Impact on Current and Future Students in Q973*

P009Q@277 is the only school currently located in Q973. If this proposal is approved, P009Q@277 will be re-sited from Q973 at the end of the 2011-2012 school year. The DOE will continue to monitor space availability at Q973 and may site an additional school in the building at a future date.

## **B. Schools**

The estimated enrollments for P009Q@277 in buildings Q973 and Q277, and P.S. 182 in buildings Q277 and Q278, are shown in the tables below:

P009@Q277	Grades KG-5 (Total Enrollment)
2011-12 (audited)	50
2012-13 (proj.)	47-52
2013-14 (proj.)	47-52

P.S. 182	PK <sup>18</sup>	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	18	99	286	259	155	-	-	817
2012-13 (proj.)	18	95 - 105	95 - 105	280 - 290	255 - 265	150 - 160	-	893 - 943
2013-14 (proj.)	18	95 - 105	95 - 105	95 - 105	280 - 290	255 - 265	150 - 160	988 - 1,048

If this proposal is approved, there will be sufficient space in buildings Q277 and Q278 to accommodate P009Q@277 and P.S. 182 pursuant to the Citywide Instructional Footprint (the “Footprint”) beginning in 2012-2013, and in 2013-2014 when P.S. 182 reaches full scale. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

[http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf)

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or ICT section and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an

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<sup>18</sup> PK is a program that can be offered both half-day or full-day. The projection figures represent the full day equivalency.

equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. Building Q277 has been designed specifically to accommodate the two schools being sited there, and each school has its own designated space. Space will be allocated to each school accordingly.

The two schools are projected to serve a total of 940 – 995 students in Q277 and Q278 in the 2012-2013 school year, yielding a building utilization rate of 105 - 111%. In the 2013-2014 school year, the two schools are projected to serve a total of 1,035 – 1,100 students in Q277 and Q278, yielding building utilization rates of 115 – 123%. Building Q277 is designed to have a target capacity of 665 students. Within building Q277, space has been designed separately for each of the two schools. P009Q@277's designated space is designed to have a target capacity of 60 students. P.S. 182's designated space is designed to have a target capacity of 605 students.

In 2011-2012, P009Q@277's enrollment is 50 students. Building Q277 includes space designed for a District 75 program with an enrollment of 60 students.

If this proposal is approved, P009Q@277 will move to its new facility after the 2011-2012 school year. As in other situations where schools are co-located, beginning in the 2012-2013 school year (if this proposal is approved), P009Q@277 and P.S. 182 will share large common rooms in the building, namely the auditorium, cafeteria, gymnasium, and potentially certain specialty classrooms. 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 Office of Space Planning.

Per the previous EIS proposing the re-siting and grade reconfiguration of P.S. 182 in building Q277, and according to the Program of Requirements ("POR"), 28 full-size classrooms, 4 half-size classrooms and 14 administrative spaces in the new Q277 building can be allocated to P.S. 182. The POR is a document that includes, but is not limited to: the number of rooms the new building will have, what types of instruction or other needs they are structurally designed to serve, and the size and capacity of each room and the building as a whole. There will continue to be a small discrepancy between the size of the school and the baseline allocation pursuant to the Footprint. For an elementary school serving four sections per grade, the baseline Footprint allocation includes 30 full-size classrooms, 4 half-size classrooms, and the equivalent of 3-5 classrooms for administrative and student support services. Therefore, at full scale, P.S. 182 may need to continue usage of the Q278 annex to accommodate all of its students. Q278 is a leased facility with 25 years remaining on the lease. It has 12 classrooms, an administrative room and a gymnasium and cafeteria.

In addition, a new building currently under construction in the district, Q314, will provide an additional 414 seats of elementary capacity to the neighborhood which will help to relieve overcrowding.

The POR also details that P009Q@Q277 will be allocated 2 administrative rooms, 5 full-size classrooms and 5 administrative and support rooms. There will be sufficient space to serve students in P009Q@Q277 pursuant to the Footprint. The building also has an auditorium, gymnasium, cafeteria, library and a play yard with over 3,500 square feet for students in pre-kindergarten through third grade and another yard with over 8,500 square feet for students in fourth through fifth grade.

Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

### C. Community

The proposed re-siting of P009Q@277 in building Q277 provides the school with a brand new facility that has been designed specifically for District 75 programming.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q277.

## IV. Enrollment, Admissions and School Performance Information

### P009Q@277

#### Admissions Data

<b>Current Admissions</b>	Placement based on individual student needs/recommended special education services.
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#### Enrollment Data

	Grades KG-5 (Total Enrollment)
2011-12 (audited)	50
2012-13 (proj.)	47-52
2013-14 (proj.)	47-52

#### Demographic Data

Percentage of Students Receiving ICT or SC Services <sup>19</sup>	100%
Percentage of Students with Individualized Education Programs <sup>20</sup>	98%
Percentage of English Language Learner Students <sup>21</sup>	18%
Percentage of Students Eligible for Free or Reduced Lunch <sup>22</sup>	64%

<sup>19</sup> Students Receiving ICT and SC services as percentage of total students from the 2011 audited register. These percentages are not site specific and represent program Q009 as a whole.

<sup>20</sup> Students with Individualized Education Programs as percentage of total students from the 2011 audited register. These percentages are not site specific and represent program Q009 as a whole.

<sup>21</sup> English Language Learner students as percentage of total students from the 2011 audited register. These percentages are not site specific and represent program Q009 as a whole.

<sup>22</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, J July 5, 2011. These percentages are not site specific and represent program Q009 as a whole.

**School Performance Data**

There is no performance data available for P009Q @277.

**P.S. 182**

**Admissions Data<sup>23</sup>**

<b>Current Admissions</b>	<b>Grades K-3: Zoned</b>
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**Enrollment Data**

	PK <sup>24</sup>	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2011-12 (audited)	18	99	286	259	155	-	-	817
2012-13 (proj.)	18	95 - 105	95 - 105	280 - 290	255 - 265	150 - 160	-	893 - 943
2013-14 (proj.)	18	95 - 105	95 - 105	95 - 105	280 - 290	255 - 265	150 - 160	988 - 1,048

**Demographic Data**

Percentage of Students Receiving ICT or SC Services <sup>25</sup>	9%
Percentage of Students with Individual Education Programs <sup>26</sup>	11%

<sup>23</sup> In a separate EIS, approved by the PEP on January 19, 2010, it was determined that P.S. 182 will expand to include grades K-5.

<sup>24</sup> PK is a program that can be offered both half-day or full-day. The projection figures represent the full day equivalency.

<sup>25</sup> Students receiving ICT and SC services as percentage of total students from the 2011 audited register.

<sup>26</sup> Students with Individual Education Programs as percentage of total students from the 2011 audited register.

Percentage of English Language Learner Students <sup>27</sup>	39%
Percentage of Students Eligible for Free or Reduced Lunch <sup>28</sup>	96%

**School Performance Data**

There is no performance data available for P.S. 182.

**V. Initial Costs and Savings**

The estimated cost of relocating P009Q@277 to Q277 is \$9,179.10-\$10,155.60. This cost includes moving all existing materials from the current site.

**VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services**

**A. Personnel Needs**

The proposed re-siting of P009Q@277 to building Q277 is not expected to change the number of personnel positions assigned to P009Q@277, nor is it expected to significantly alter the duties of current staff at P009Q@277.

**B. Cost of Instruction**

This proposal should not impact the operating budget or costs of instruction at P009Q@277 or P.S. 182. The basic operating budgets for P009Q@277 and P.S. 182 are determined by the same Fair Student Funding (FSF) formula used at all other New York City District public schools. Under FSF, schools receive City tax levy funding on a per-pupil basis based on the grade level of the student. FSF entitlements are subject to annual variation, but for 2011-2012, the base per-pupil entitlement for elementary schools is \$4,085.30.

FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs. As the total number of students enrolled grows, the overall budget will increase accordingly, allowing the school to meet the instructional needs of its larger student population. Similarly, if the total number of students enrolled falls, the budget shrinks accordingly, as the school will need fewer supplies and potentially a smaller staff.

In addition, FSF awards supplemental entitlements on a per-pupil basis for students who have additional needs and therefore cost more to educate. For example, during the 2011-2012 school year, elementary schools received an additional \$1,633.71 per pupil for each English Language Learner they enrolled. At the elementary level, supplemental funds are also awarded for each student who requires special education services or who is eligible for free or reduced-price lunch. For middle and high schools, supplemental funds are awarded to each student who is an ELL student, who requires special education services, or who is

<sup>27</sup> English Language Learner students as percentage of total students from the 2011 audited register.

<sup>28</sup> Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 8, FY12, July 5, 2011.

performing below grade level upon enrollment. In the case of students who fall into more than one of these categories, schools are awarded supplemental funding to meet all of those needs.

As with all other schools citywide, P009Q@277 and P.S.182 may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll. P.S. 182 is currently eligible for Title I funding.

While schools do receive supplemental support for special education students through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their special education students as defined by their IEPs. If this proposal is approved, P009Q@277 and P.S. 182 will receive funds to meet the needs of all special education students in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of changes in enrollment that may occur do not represent net/incremental system costs. All dollar amounts are based on FY12 entitlements and are subject to variation based on adjustments to the DOE’s overall operating budget.

If this proposal is approved, re-siting and co-locating P009Q@277 in Q277 would not affect the costs of instruction at P009Q@277 or P.S. 182.

### **C. Administration**

As noted above, the proposed re-siting and co-location of P009Q@277 in building Q277 is not expected to change the number of personnel positions assigned to P009Q@277 or P.S. 182, nor is it expected to significantly alter the duties of current staff at P009Q@277 or P.S. 182.

### **D. Transportation**

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

Building Q277 is approximately three miles from P009Q@277’s current site in building Q973. Once sited at building Q277, all students at P009Q@277 will continue to receive busing services in accordance with Chancellor’s Regulation A-801.<sup>29</sup> Parents should consult that regulation for a full explanation of the DOE’s busing practices. Briefly, Special Education students will continue to receive busing services in accordance with their Individualized Education Programs.

### **E. Other Support Services**

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

## **VII. Building Information**

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<sup>29</sup> <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

Building data is not yet available for building Q277 due to construction. The data for building Q278 is in the table below.

<b>Building</b>		Q278
<b>Type of Building</b>		Early Childhood
<b>Year Built</b>		1965
<b>Overall BCAS rating</b>		2.66
<b>2010-2011 Target Building Utilization</b>		120%
<b>2010-2011 Target Building Capacity</b>		232
<b>FY 2011 Maintenance Costs</b>	<b>Labor</b>	\$0
	<b>Materials</b>	\$0
	<b>Maintenance and repair contracts</b>	\$0
	<b>Service contracts</b>	\$400,222
	<b>Custodial operations costs—Materials</b>	\$0
	<b>Custodial operations costs—Custodial Allocation</b>	\$0
<b>FY 2011 Energy Costs</b>	<b>Electric</b>	\$0
	<b>Gas</b>	\$0
	<b>Oil</b>	Lease with all services paid out as part of rent
<b>Projects completed during the current or prior school year</b>		No projects identified
<b>Projects proposed in the capital plan</b>		No projects identified
<b>Accessibility of the building</b>		Building is not functionally programmatically accessible
<b>Building attributes</b>		Cafeteria, Multipurpose Room, & Nurse's Office