

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Extension of the Co-location of P.S. X010 (75X010) with P.S. 396 (10X396) and M.S. 390 (10X390) in Building X026, Beginning in the 2013-2014 School Year**

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

On August 15, 2013, the Chancellor of the New York City Department of Education (“DOE”) issued an Emergency Declaration to implement the proposal to co-locate<sup>1</sup> a new site of an existing District 75 school,<sup>2</sup> P.S. X010 (75X010, “P010X@026X”),<sup>3</sup> in building X026 (“X026”), located at 1930 Andrews Avenue, Bronx, New York 10453, in Community School District 10 (“District 10”) at the start of the 2013-2014 school year.<sup>4</sup> X026 also houses P.S. 396 (10X396, “P.S. 396”), a zoned elementary school that serves kindergarten through fifth grade students and offers a full day pre-kindergarten program and an Autism Spectrum Disorders Nest (“ASD Nest”) program; and M.S. 390 (10X390, “M.S. 390”), a choice middle school that serves sixth through eighth grade students. P010X@026X currently serves students classified as autistic or learning disabled in kindergarten through fifth grades.<sup>5</sup> Consistent with state law, the co-location will remain in effect for six months, or until approved by the Panel for Educational Policy (“PEP”) to continue for a longer period. Thus, PEP approval is needed for P010X@026X to remain in the building beyond February 2014.

The DOE now proposes to extend the duration of the co-location of P010X@026X. Under this proposal, P010X@026X will continue to serve students in kindergarten through fifth grades at X026 long-term.

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<sup>1</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>2</sup> 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 310 sites in the Bronx, 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>.

<sup>3</sup> P.S. X010 currently serves students at nine sites: (1) Building X101 located at 2750 Lafayette Avenue, Bronx, NY 10465 (the primary site); (2) Building X015 located at 2195 Andrews Avenue, Bronx, NY 10453; (3) Building X152 located at 1007 Evergreen Avenue, Bronx, NY 10472; (4) Building X162 located at 600 Saint Ann’s Avenue, Bronx, NY 10455; (5) Building X234 at 2050 Prospect Avenue, Bronx, NY 10457; (6) Building X415 located at 925 Astor Avenue, Bronx, NY 10469; (7) Building X817 located at 1680 Hoe Avenue, Bronx, NY 10460; and (8) Building X240 located at 1501 Jerome Avenue, Bronx, NY 10452; and (9) Building X026 located at 1930 Andrews Avenue, Bronx, NY 10453. This proposal is not anticipated to have an impact at P.S. X010’s other sites.

<sup>4</sup> The Emergency Declaration is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/documents/CPED/default.htm>.

<sup>5</sup> Although the Emergency Declaration indicated that P010X@026X would serve District 75 students in grades one through five, incoming kindergarten students were also enrolled at this site during the District 75 placement process. As such, this site currently serves students in grades kindergarten through five. Because District 75’s flexible programming places students in class sections based on their needs, multiple grade levels can be served in one section. Therefore, there was no need to create an additional section specifically for kindergarten students, and neither the enrollment or space needs of P010X@026X was impacted.

As discussed in the Emergency Declaration, in summer 2013, there was a significant, unanticipated increase in need for District 75 seats in the Bronx for the 2013-2014 school year. It was necessary to create a new P.S. X010 site to serve five additional sections of incoming District 75 students who could not be accommodated at the existing P.S. X010 sites or in other existing District 75 programs serving students with similar needs in the Bronx. Building X026 was the most appropriate location for the new P.S. X010 site because there was excess space in the building to accommodate additional students.

If this proposal is approved, P010X@026X will be sited in X026 long-term, where it will continue to serve students in kindergarten through fifth grades.

X026 also houses an Adult and Continuing Education program, which operates in one classroom during school hours, in addition to offering services after school hours. This proposal is not expected to impact the continued siting of that program in X026.

X026 also houses two community-based organizations (“CBOs”), Morris Heights Health Center and Sports and Arts in School Foundation. This proposal is not expected to impact the continued siting of those programs in X026.

## II. Proposed or Potential Use of Building

According to the 2012-2013 Enrollment, Capacity, Utilization Report, X026 has a target capacity to serve 1,096 students.<sup>6</sup> (The concept of “target capacity” is explained below). In the 2013-2014 school year, the building serves approximately 774 students, including P010X@026X’s students, for a building utilization rate of approximately 71%.<sup>7</sup> This means that the building is “under-utilized.”<sup>8</sup> There is sufficient space to accommodate P010X@026X, P.S. 396, and M.S. 390 with additional space for each school in excess of their respective baseline allocations, as discussed in more detail below.

If this proposal is approved, P010X@026X will continue to serve students in building X026 long-term.

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<sup>6</sup> 2012-2013 Enrollment, Capacity, Utilization Report (“Blue Book”)

<sup>7</sup> 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 Budget Register Projections. 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.

<sup>8</sup> The most recent Under-Utilized Space Memorandum and List was updated on November 20, 2012, and can be accessed at: [http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012\\_vFINALforprint.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/134525/UnderutilizedSpaceMemorandum112012_vFINALforprint.pdf). The most recent Under-Utilized Space Memorandum Addendum was updated on August 28, 2013, and can be accessed at: [http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum\\_August2013vFINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/6D8EA76A-82FA-4740-9ED1-66BCABEE8BFB/149149/UUMemorandumAddendum_August2013vFINAL.pdf).

If this proposal is approved, the grade spans for all school organizations in the X026 building in the 2013-2014 school year and beyond will be:

<b>Grade Spans<sup>9</sup></b>		
<b>DBN</b>	<b>School Name</b>	<b>2013-2014 and Beyond</b>
10X396	P.S. 396	K-5
10X390	M.S. 390	6-8
75X010	P010X@026X	K-5

The chart below shows the enrollment for all schools in X026 for the 2013-2014 school year and beyond, as well as the X026 building utilization rate, if this proposal is approved:

<b>DBN</b>	<b>School Name</b>	<b>2013-2014 Enrollment and Beyond</b>
10X396	P.S. 396	368
10X390	M.S. 390	376
75X010 <sup>10</sup>	P010X@026X	30
<b>Total Building Enrollment</b>		<b>774</b>
<b>Utilization</b>		<b>71%</b>

If this proposal is approved, there will be approximately 774 total students served in X026 for the duration of the 2013-2014 school year. The projected utilization rate for X026 as a result of the extension of the co-location of P010X@026X will be approximately 71% in 2013-2014.

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](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

<sup>9</sup> The table reflects only those grades served in the X026 building.

<sup>10</sup> Enrollment figures reflect only those students served in building X026.

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).

As described earlier in this Educational Impact Statement (“EIS”), the DOE’s 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 high school 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 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.

There are currently no other proposed uses or plans for building X026.

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

#### A. Students

Beginning in the 2013-2014 school year, P010X@026X serves kindergarten through fifth grade students in building X026 with P.S. 396 and M.S. 390. If this proposal is approved, students enrolled in P010X@026X will be able to continue their education at P010X@026X and future students will be able to be served at this site.

#### *Impact on Students Currently Attending Schools in the X026 Building*

The proposed extension of P010X@026X’s temporary co-location is not expected to impact current student enrollment, admissions or instructional programming at P.S. 396 or M.S. 390.

#### *P.S. 396*

P.S. 396 serves students in kindergarten through fifth grades and offers a full day pre-kindergarten program. As described in more detail below, P.S. 396 admits kindergarten through fifth-grade students who reside in its zone in accordance with Chancellor’s Regulation A-101. The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/chancellorsRegulations/default.htm>.

P.S. 396 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. 396 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 Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities attending P.S. 396 and, as such, may vary from year to year.

In addition, P.S. 396 offers an ASD Nest program, which uses a reduced class size ICT program model for higher functioning children with ASD. Sited within supportive neighborhood schools, the ASD Nest program is designed to help children learn how to function well academically, behaviorally, and socially in school and in their community. The proposal is not anticipated to impact the ASD Nest program at P.S. 396.

Additionally, P.S. 396 serves students classified as English Language Learners (“ELLs”). ELL students at P.S. 396 receive English as a Second Language (“ESL”) classes. All current and future ELL students attending P.S. 396 will receive ESL services in accordance with DOE policy.

### *M.S. 390*

M.S. 390 is an existing choice middle school serving students in grades six through eight. As described in more detail below, M.S. 390 admits sixth through eighth grade students through the District 10 Middle School Choice Process.

M.S. 390 currently offers ICT classes, SC special education classes, and SETSS. Students with disabilities receive services in accordance with the IEP developed for each student. Thus, 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 students enrolled at M.S. 390 will continue to receive their mandated special education services throughout the implementation of this proposal and beyond. M.S. 390 currently offers ESL services in all grades. If this proposal is approved, M.S. 390 will continue to offer this program, and ELL students will continue to receive mandated services in accordance with DOE policy.

### *P010X@026X*

P010X@026X is one site of a District 75 school that currently serves students in grades kindergarten to five that have IEPs for SC instruction. P010X@026X admits students through the District 75 referral process that is described in greater details below.

This proposal will allow P010X@026X to continue serving SC sections of 6:1:1 instruction (ratio of students: teacher: paraprofessional) in X026 in kindergarten through fifth grades on a long-term basis. Without this site, there will not be enough seats to serve every student recommended for placement in a District 75 program in the Bronx.

### *Impact on Extra-curricular Programming and Partnerships*

According to school reported data and P.S. 396’s school Web site, P.S. 396 currently offers the following special programs and initiatives, extracurricular activities, and partnerships in the X026 building during and after the school day:<sup>11, 12</sup>

- **Special programs and initiatives:** Bronx Arts Learning Community School (BALC), Arts Residency, Guided Reading, Academic Intervention Specialist, Saturday Academy, Tutoring, Readers Theater, Positive Behavioral Interventions & Support School, ASD Nest
- **Extra-curricular activities:** Boys and Girls Sports, Girls Running Club, Musical Theater Club, Healthy Living Workshop, Community Service, Community Gardening, Technology Club, Movie club

<sup>11</sup> School reported programs as of September 30, 2013.

<sup>12</sup> For more information, visit <http://www.ps396.org/> and P.S. 396’s page in the District 10 Elementary School Directory at <http://schools.nyc.gov/NR/rdonlyres/218C5038-0FE7-4EFD-98A0-C24D41A4FD2B/0/201314ESDBronxD10.pdf>.

- **Partnerships:** Teachers College, Bronx Arts and Learning Community, New York University, Bank Street College, GrowNYC, Morris Heights Health Clinic

According to the Middle School Directory and school reported data, M.S. 390 currently offers the following special programs and initiatives, extracurricular activities, and partnerships in the X026 building during and after the school day:<sup>13, 14</sup>

- **Special programs and initiatives:** Community Services Opportunities, Big Brothers Big Sisters, Sports & Arts Program, Girl Scouts, Astor On-site Full Service Clinic, Bronx High School of Science
- **Extra-curricular activities:** After-school Academic Enrichment Programs, Band, Chorus, Newspaper, Art, Drama, Stepping, Tennis, Boys & Girls Regents Prep, Chess Club, MOUSE Squad, Career Awareness & High School Readiness (Project Success), Girls Leadership & Refinement Academy, Peer Mediation & Conflict Resolution Training, Middle School Quality Initiative Model, Health Club, Boys Basketball, Girls Basketball, Girls Volleyball
- **Partnerships:** Columbia University, Cornell University, Mercy College, Hunter College, City University of New York/New York Initiative for Emergent Bilinguals (NYIEB), Riverdale Country School, GEAR UP, Big Brothers Big Sisters, Girls Scouts of the USA, DreamYard, FHI 360, Morris Heights Health Center, Astor Services for Children & Families, Saint Barnabas Medical Center

According to school reported data, P010X@026X does not currently offer special programs and partnerships outside of the school day.

P.S. 396 and M.S. 390 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the proposed extension of the 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 their offerings annually based on student demand and available resources.

### *Impact on Future Elementary School Students in District 10*

This proposal is not expected to impact the admissions process at P.S. 396. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at P.S. 396. P.S. 396 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:

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<sup>13</sup> School reported programs as of September 30, 2013.

<sup>14</sup> For more information, visit <http://schools.nyc.gov/SchoolPortals/10/X390/default.htm> and M.S. 390's page in the District 10 Middle School Directory at <http://schools.nyc.gov/NR/rdonlyres/23A1CC16-CDB8-4D03-B36F-C64169689AAA/0/201213D10MSD.pdf>.

- 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.

Additionally, as discussed above, P.S. 396 currently offers an ASD Nest program. Upon referral, students can apply to ASD Nest programs through a centralized admissions process managed by the Division of Students with Disabilities and ELLs. This proposal is not expected to impact the ASD Nest admissions process.<sup>15</sup>

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. 396.

### *Impact on the Pre-Kindergarten Program*

This proposal is not expected to impact the pre-kindergarten program at P.S. 396. 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. 396 will have first priority for admission to the pre-kindergarten program at P.S. 396. Students who reside in the P.S. 396 zone who do not

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<sup>15</sup> For additional information on ASD Nest programs and how to apply, please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/ASD.htm>.

have siblings enrolled at P.S. 396 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 396 will be subject to continued funding availability and demand.

### *Impact on Future Middle School Students in District 10*

This proposal is not expected to impact the admissions process at M.S. 390. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at M.S. 390. M.S. 390 offers two programs: a zoned program with a focus on the humanities, and a limited unscreened program, Excel Academy, with a focus on language and leadership. Both programs are offered through the middle school application process, which is described below. M.S. 390's zoned program offers priority to students who reside in the X390 zone, in accordance with the Chancellor's Regulation A-101.<sup>16</sup> Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Students zoned to M.S. 390 may also apply to a range of programs provided on the application, described in more detail below.

The Excel Academy program admits students through the limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, attending an open house event, visiting the school's exhibit at any one of the Middle School Fairs, or going on a tour of the school.

If this proposal is approved, both the zoned program and Excel Academy will continue to admit students through their respective current admissions methods.

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.<sup>17</sup> 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 10, some students do not complete the application and instead articulate directly to their zoned middle school from their elementary school upon graduation. 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 school gives priority to incoming sixth graders who reside in its zone, in accordance with the Chancellor's Regulation A-101.<sup>18</sup>

With 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);

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<sup>16</sup> The full details of A-101 can be found at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

<sup>17</sup> District 10 shares a middle school choice process with District 9, which means that students have equal preference for choice schools and programs in both districts.

<sup>18</sup> 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;
- 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 is 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. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>19</sup> 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*

If this proposal is approved, M.S. 390 will continue to admit students over-the-counter (“OTC”) at the beginning of the school year. Students will be given an OTC placement depending on the needs of the community, preference of parents, and availability of seats. This proposal is not expected to impact the placement of those students in building X026.

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;<sup>20</sup> 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

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<sup>19</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>20</sup> 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.

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

### *Impact on Future District 75 Students in District 10*

If approved, this proposal will add 30 District 75, self-contained seats for elementary school students who are classified as autistic or learning disabled on their IEPs in the X026 building on a permanent basis. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in District 10.

Students will be placed in class sections based on their needs and may be served in this program throughout the course of their elementary school education. P010X@026X is expected to continue serving students in a 6:1:1 setting.

P010X@026X will admit future students in a manner consistent with current District 75 enrollment procedures. Students will continue to 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. For additional information about D75 programs, please visit the DOE's Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

### *Impact on the Adult and Continuing Education Program*

X026 houses an Adult and Continuing Education program. This program operates in one classroom during school hours in addition to offering services after school hours. This proposal is not anticipated to impact the program's services or continued siting in X026.

### *Impact on Community-Based Organizations*

X026 also houses two community-based organizations ("CBOs"), Morris Heights Health Center and Sports and Arts in School Foundation. This proposal is not expected to impact the continued siting of those programs in X026.

## **B. Schools**

Building X026 has adequate capacity to accommodate P.S. 396, M.S. 390, and P010X@026X. In 2013-2014, when all three schools are operating at full scale, there are approximately 774 total students being served in the building. The projected utilization rate for X026 at that point is approximately 71%.

The estimated enrollments for P.S. 396, M.S. 390, and P010X@026X 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. 396, M.S. 390, and P010X@026X 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](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 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 all co-located schools, in conjunction with the DOE's Office of Space Planning.

According to a building walkthrough completed on September 19, 2012 and updated desk survey performed on May 10, 2013 by a representative of the Office of Space Planning, X026 has a total of 58 full-size rooms,<sup>21</sup> 6 half-size rooms,<sup>22</sup> 6 quarter-size rooms,<sup>23</sup> and 4.5 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 science lab currently occupies 1 full-size space;
- The library currently occupies 1 full-size space;
- School Based Support Services occupies 1 half-size space and 1 quarter-size space;
- The custodian's office occupies 1 quarter-size space;
- The Adult and Continuing Education program occupies 1 full-size space;
- Morris Heights Health Center, a CBO housed in the building, occupies 1.5 FSE of designed administrative space; and
- Sports and Arts in School Foundation, a CBO housed in the building, occupies 1 full-size space.

Excluding the shared spaces outlined above, X026 has a total of 54 full-size rooms, 5 half-size rooms, 4 quarter-size rooms, and 3.0 FSE rooms of designed administrative space remaining, which totals 60.5 FSE rooms that can be allocated to the schools in X026 during the proposed

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<sup>21</sup> Full-size classrooms have an area of 500 square feet or more.

<sup>22</sup> Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

<sup>23</sup> Quarter-size classrooms have an area of less than 240 square feet and can be utilized as administrative space or as resource rooms.

extension of the co-location of P010X@026X with P.S. 396 and M.S. 390. X026 also has a gymnasium, an auditorium, three cafeterias, and a library.

Currently in the 2013-2014 school year, P.S. 396 has a baseline footprint allocation of 24 full-size rooms, 4 half-size rooms, and 3.0 FSE rooms for administrative use. The school's current space allocation is 24 full-size rooms, 4 half-size rooms, and 3.25 FSE rooms for administrative use. This means that P.S. 396 is currently allocated .25 FSE rooms for administrative use above its footprint.

Currently in the 2013-2014 school year, M.S. 390 has a baseline footprint allocation of 15 full-size rooms, 3 half-size rooms, and 3.0 FSE rooms for administrative use. Due to the limited number of half-size rooms in the building, M.S. 390's footprint has been adjusted to include 2 full-size rooms in lieu of 2 half-size rooms, making the school's adjusted footprint allocation 17 full-size rooms, 1 half-size room, and 3.0 FSE rooms for administrative use. The school's current space allocation is 22 full-size rooms, 1 half-size room, and 4.25 FSE rooms for administrative use. This means that M.S. 390 is currently allocated 5 full-size rooms and 1.25 FSE rooms for administrative use above its footprint.

Currently in the 2013-2014 school year, P010X@026X has a baseline footprint allocation of 7 half-size rooms, and 1.5 FSE rooms for administrative use. Due to the limited number and location of half-size rooms in the building, P010X@026X's footprint has been adjusted to include 6 full-size rooms for instructional and administrative use in lieu of 7 half-size rooms and 1.5 FSE rooms for administrative use, which totals 5.0 FSE of space. P010X@026X has been allocated 6 full-size rooms, which is 1 FSE above its adjusted baseline allocation.

To better address P010X@026X's programmatic needs, the Office of Space Planning plans to convert a number of full-size rooms into half-size rooms for instructional and administrative use. P010X@026X will continue to operate in the allocated rooms throughout the construction, and will continue to receive its baseline allocation of space. Furthermore, the construction is not anticipated to impact the spaces allocated to P.S. 396 or M.S. 390.

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 (current and final)
10X396	P.S. 396	24
10X390	M.S. 390	17
75X010	P010X@026X	6
<b>TOTAL</b>		<b>47</b>
<b>ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>		<b>7</b>

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 be allocated for

administrative purposes. There will be sufficient instructional space in X026 for P.S. 396, M.S. 390, and P010@026X.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building. In addition, the Office of Space Planning would work with the schools in building X026 to ensure a smooth transition, if necessary, of any rooms currently being used above schools' footprint allocations.

There are no other proposed uses or plans for building X026 at this time.

### *Building Safety and Security*

All schools developed a safety and security plan for the X026 building prior to the first day of school in September 2013.

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 extension of the co-location of P010X@026X is intended to meet the increased demand for self-contained, District 75 elementary seats in the Bronx.

In addition to existing elementary school options, students in District 10 may also apply to attend several charter schools that serve elementary school grades and provide a preference to District 10 residents through the charter lottery application process. Detailed information about charter schools will also be published annually and would be available in print or on the DOE’s Web site here: <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building X026. This proposal is also not expected to impact the fact that building X026 is partially programmatically accessible.

## IV. Enrollment, Admissions and School Performance Information

### P.S. 396 (10X396)

#### Admissions Data

<b>Current Admissions</b>	<b>Pre-K:</b> Standard Universal Pre-K Admissions Process <b>Grades K-5:</b> Zoned
<b>Admissions After Proposed Extension of the Co-location of P010X@026X</b>	<b>Pre-K:</b> Standard Universal Pre-K Admissions Process <b>Grades K-5:</b> Zoned

#### Enrollment Data<sup>24</sup>

	<b>PK</b> <sup>25</sup>	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2013-2014 (projections)	28	60	59	61	56	52	52	368

#### Demographic Data<sup>26</sup>

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with IEPs	23%
Percentage of ELL Students	19%
Percentage of Students Eligible for Free or Reduced Lunch	91%

<sup>24</sup> All figures are from the 2013-2014 Budget Register Projections.

<sup>25</sup> Pre-kindergarten (PK) is a program that can be offered both half-day and full day; the projection figure represents the full day equivalency.

<sup>26</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

### School Performance Data

<b>P.S. 396</b>	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	B	B	C
Quality Review Score <sup>27</sup>	N/A <sup>28</sup>	N/A	N/A
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	39%	42%	32%
Math % Proficient (Levels 3 and 4)	72%	62%	51%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93%	92%	92%
<b>2012-2013 State Accountability Status<sup>29</sup></b>	In Good Standing		

### M.S. 390 (10X390)

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 9 and 10 Middle School Choice Process <b>Admissions Method:</b> Zoned and Limited Unscreened
<b>Admissions After Proposed Extension of the Co-location of P010X@026X</b>	<b>Grades 6-8:</b> District 9 and 10 Middle School Choice Process <b>Admissions Method:</b> Zoned and Limited Unscreened

#### Enrollment Data<sup>30</sup>

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2013-2014 (projections)	114	111	151	376

<sup>27</sup> Quality Reviews rate schools on the following four-point scale: “Underdeveloped” or “U” (the lowest possible rating); “Developing” or “D”; “Proficient” or “P”; and “Well Developed” or “W” (the highest possible rating). Not all schools receive a Quality Review each year. For more information about Quality Reviews, please visit the DOE’s Web site at: <http://schools.nyc.gov/Accountability/tools/review>.

<sup>28</sup> Not all schools receive a Quality Review every year.

<sup>29</sup> This status is determined by the New York State Education Department (“SED”) under the No Child Left Behind Act. For more information, please visit SED’s Web site at: <http://www.p12.nysed.gov/irs/accountability>.

<sup>30</sup> All figures are from the 2013-2014 Budget Register Projections.

### Demographic Data<sup>31</sup>

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	20%
Percentage of ELL Students	34%
Percentage of Students Eligible for Free or Reduced Lunch	96%

### School Performance Data

M.S. 390	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	C	B	B
Quality Review Score	N/A	N/A	D
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	19%	21%	21%
Math % Proficient (Levels 3 and 4)	32%	37%	33%
<b>Other Key Performance Indicators</b>			
Attendance Rate	93%	93%	93%
<b>2012-2013 State Accountability Status</b>	In Good Standing		

### P010X@026X (75X010)

#### Admissions Data

<b>Current Admissions</b>	<b>Grades K-5:</b> Placement based on individual student needs/recommended special education services
<b>Admissions After Proposed Extension of the Co-location of P010X@026X</b>	<b>Grades K-5:</b> Placement based on individual student needs/recommended special education services

### Enrollment Data<sup>32</sup>

	Total Enrollment (Grades K-5)
2013-2014 (projections)	30

<sup>31</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

<sup>32</sup> Projections for P010X@026X are based on a standard plan of six 6:1:1 self-contained sections.

### Demographic Data<sup>33</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	13%
Percentage of Students Eligible for Free or Reduced Lunch	100%

### School Performance Data<sup>34</sup>

P010X	2009-2010	2010-2011	2011-2012
<b>School Performance and Progress</b>			
Overall Progress Report Grade	A	B	A
Quality Review Score	N/A	N/A	P
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	7%	8%	11%
English Language Arts % Proficient (Levels 3 and 4) – Alternate Assessment	95%	98%	94%
Math % Proficient (Levels 3 and 4)	11%	15%	23%
Math % Proficient (Levels 3 and 4) – Alternate Assessment	99%	96%	99%
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>35</sup>	84%	82%	84%
<b>2012-2013 State Accountability Status</b>	N/A <sup>36</sup>		

## V. Initial Costs and Savings

This proposal is not expected to impact the budget or cost of instruction at P.S. 396, M.S. 390 or P010X@026X in building X026.

<sup>33</sup> All figures are as a percentage of total students from the 2012-2013 Audited Register (as of October 26, 2012).

<sup>34</sup> School performance data for P010X@026X represents students in all its existing sites, not just students located in the X026 building.

<sup>35</sup> 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.

<sup>36</sup> District 75 schools do not receive a State Accountability Status categorization.

Please refer to the Fair Student Funding (“FSF”) Guide<sup>37</sup> and FY14 School Allocation Memoranda<sup>38</sup> for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P010X@026X.

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

### **A. Personnel Needs**

The proposed extension of the co-location is not expected to change the number of personnel positions assigned to P.S. 396, M.S. 390, or P010X@026X, nor is it expected to significantly alter the duties of current staff at P.S. 396, M.S. 390 or P010X@026X. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

### **B. Administration**

No change in school supervisory or administrative positions at P.S. 396, M.S. 390, or P010X@026X are expected as a result of this proposal.

### **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 schedules of the other schools located in the X026 building.

### **D. Other Support Services**

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

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<sup>37</sup> The FSF Guide is available at:  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam01\\_1c.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam01_1c.pdf).

<sup>38</sup> The FY14 School Allocation Memoranda are available at:  
[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy13\\_14/FY14\\_PDF/sam21.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy13_14/FY14_PDF/sam21.pdf).

## VII. Building Information

<b>Building</b>	X026	
<b>Type of Building</b>	PS	
<b>Year Built</b>	N/A	
<b>Overall BCAS rating</b>	2.61	
<b>2012-2013 Target Building Utilization</b>	68%	
<b>2012-2013 Target Building Capacity</b>	1096	
<b>FY 2012 Maintenance Costs</b>	<b>Labor</b>	\$76,681
	<b>Materials</b>	\$22,224
	<b>Maintenance and repair contracts</b>	\$58,019
	<b>Service contracts</b>	\$4,038
	<b>Custodial operations costs—Materials</b>	\$8,902
	<b>Custodial operations costs—Custodial Allocation</b>	\$329,904
<b>FY 2012 Energy Costs</b>	<b>Electric</b>	\$152,020
	<b>Gas</b>	\$767
	<b>Steam</b>	N/A
	<b>Oil</b>	\$97,950
<b>Projects completed during the current or prior school year</b>	FY13 Reso A Gymnasium Upgrade, Water Penetration,/Roofs/Parapets/Ext Masonry, Elevators & Escalators, ECE-Theatrical Lighting, Classroom Connectivity, IEH PO 18 Mechanical Rm B24	
<b>Projects proposed in the capital plan</b>	Elevators, Flood Elimination	
<b>Accessibility of the building</b>	Partially Accessible	
<b>Building attributes</b>	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab	