

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Temporary Re-siting and Co-location of a Portion of P.S. 19 Marino Jeantet (24Q019) with P.S. 110 (24Q110) and P.S. Q277 (75Q277) in Building Q315 for Three Years Beginning in the 2016-2017 School Year

I. Summary of Proposal

On October 2, 2015, the New York City Department of Education (“DOE”) issued an Educational Impact Statement (“EIS”) describing a proposal to temporarily re-site and co-locate¹ the kindergarten and a portion of the first grade cohort of P.S. 19 Marino Jeantet (24Q019, “P.S. 19”) from buildings Q819 (“Q819”) and Q914 (“Q914”), located at 98-02 Roosevelt Avenue, Queens, NY 11368, in Community School District 24 (“District 24”) to building Q315 (“Q315”), located at 96-18 43rd Avenue, Queens, NY 11368. In the original proposal, P.S. 19’s re-sited kindergarten and first grade students would be co-located with existing district elementary school P.S. 110 (24Q110, “P.S. 110”) and existing District 75 school P.S. Q277 (“P277Q@Q315”)² in building Q315 for the 2016-2017 school year. The DOE also proposed that for the 2017-2018 and 2018-2019 school years, P.S. 19 would no longer serve kindergarten students in building Q315, but a portion of P.S. 19’s first grade would continue to be co-located with P.S. 110 and P277Q@Q315.

In the original proposal, during the 2017-2018 and 2018-2019 school years, P.S. 19’s kindergarten students would be temporarily re-sited to building Q269 (“Q269”), located at 86-37 53rd Avenue, Queens, NY 11373, in District 24. P.S. 19 would be the only school located in Q269 during that period.

Due to extensive community feedback, the DOE is now issuing a revised EIS which only describes the proposed use of the Q315 building during the construction of P.S. 19’s addition. This EIS has also been revised to reflect the grades that will be served in the Q315 building by P.S. 19. Instead of P.S. 19’s first grade students being served in the Q315 building during the 2017-2018 and 2018-2019 school years, as originally proposed, only the students from P.S. 19’s kindergarten cohort will be accommodated in Q315 with P.S. 110 and P277Q@Q315 during these last two years of construction. In addition, this proposal now reflects updated building capacity numbers from the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”) as well as updated enrollment numbers from the Unaudited Register as of October 31, 2015.

If this revised proposal is approved, the kindergarten and a portion of first grade of P.S. 19 would be re-sited and co-located with existing district elementary school P.S. 110 and existing District 75 school P277Q@Q315 in building Q315 in the 2016-2017 school year. Q315 is located approximately 0.3 miles from Q019 (“Q019”). P.S. 110 is phasing in and will reach full scale in the 2017-2018 school year. As it adds a grade each year, the space available in building Q315 will be reduced. Consequently, there will not be sufficient space in building Q315 to accommodate all of the P.S. 19 students that need to be re-sited during the construction of the addition. In the 2017-2018 school year, only P.S. 19’s kindergarten cohort will be served in the Q315 building. In the 2018-2019 school year, the last year of the construction project,

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

² P.S. Q277 is an existing multi-site District 75 school that served a combined total of 141 students in kindergarten through twelfth grades during the 2014-2015 school year. P.S. Q277 currently has 3 sites in Queens.

students from P.S. 19's kindergarten cohort that can be accommodated within the available space in the Q315 building will be served there.

In addition to its main building, mini building, and Transportable Classroom Units ("TCUs"), P.S. 19 also uses building Q269 as an annex. This proposal assumes that P.S. 19 will continue to use space in Q269 for the 2016-2017 school year. The DOE anticipates that P.S. 19 will no longer serve students in building Q269 following the 2016-2017 school year.³ As stated previously, during the second and third year of construction, the space available in building Q315 will diminish as P.S. 110 continues to phase-in and there will not be sufficient space for P.S. 19 to meet all of its instructional needs. The DOE will continue to work with the community to identify an additional site to accommodate P.S. 19's students that cannot be accommodated in buildings Q315 or Q019 for the 2017-2018 and 2018-2019 school years. At a later date, a separate EIS will be posted discussing the proposed re-siting of these P.S. 19 students to the yet to be determined building.⁴

If approved, this proposal would facilitate the removal of TCUs and enable the School Construction Authority ("SCA") to begin construction on a replacement structure that will create additional capacity in building Q019. According to the SCA's 2015-2019 Capital Plan, there is funding for new capacity in this portion of District 24.⁵ P.S. 19's addition is one of the projects planned for the use of those funds. Construction is scheduled to begin in the 2016-2017 school year and will require the temporary re-siting of some of P.S. 19's students for three years. At this time, the DOE is looking into additional options to re-site a portion of P.S. 19 for the 2017-2018 and 2018-2019 school years. Where possible, the DOE aims to utilize available space in other local school buildings to alleviate overcrowding or serve students during a temporary period of construction. The project is anticipated to increase the elementary school seat capacity in District 24 and provide P.S. 19 with the needed capacity to serve all of its zoned students.

P.S. 19 is a zoned elementary school that currently serves students in kindergarten through fifth grade in main building Q019, mini-building Q819, and TCUs Q914. A portion of P.S. 19's kindergarten cohort is also currently served in an annex in building Q269, where it is currently co-located with P.S. 211, an un-zoned elementary school serving students in kindergarten through second grade.

P.S. 110 is a zoned elementary school that serves students in kindergarten through third grade in building Q315. When P.S. 110 reaches full scale in the 2017-2018 school year, it will serve students in kindergarten through fifth grade.⁶ P277Q@Q315 serves students in kindergarten through fifth grade in building Q315 who have been classified as autistic or intellectually disabled on their Individualized Education Programs ("IEPs").

In the spring of 2015, the SCA approved the removal of P.S. 19's mini-building and TCUs following the 2015-2016 school year in conjunction with the construction of a permanent addition. With the removal of the TCUs, the DOE seeks to improve learning conditions at P.S. 19. The construction of the addition is anticipated to take three years, during which time P.S. 19 will need additional capacity to accommodate the students displaced from the capacity lost as a result of the removal of the TCUs and mini-building at Q019.

- Public engagement was conducted throughout the course of creating this proposal, which included:
 - A walkthrough of building Q315 with a Deputy Chancellor on September 18, 2015 to discuss the proposal, take questions and concerns from the school communities, and determine whether significant logistical or other concerns would prevent the implementation of this

³ The proposed use of the Q269 building beyond the 2016-2017 school year has yet to be determined.

⁴ The DOE anticipates that P.S. 19's kindergarten and first grade students that cannot be accommodated in Q315 will be re-sited to the yet to be determined building for the 2017-2018 and 2018-2019 school years.

⁵ http://www.nycsca.org/Community/CapitalPlanManagementReportsData/CapPlan/05072015_15_19_CapitalPlan.pdf

⁶ For more information about the school's phase in, see here: http://schools.nyc.gov/NR/rdonlyres/D7B638C0-65C7-4075-9F73-5B631C64E959/171069/24Q110_ResitingandColocation_EIS_vfinal.pdf.

- proposal if approved by the Panel for Educational Policy (“PEP”). Participants included the principals and School Leadership Team (“SLT”) members of P.S. 110, P277Q@Q315, and P.S. 19, and other DOE leadership members. The District 24 Community Education Council (“CEC 24”) was also present and participated in the walkthrough.
- A meeting with members of CEC 24 on September 29, 2015 to discuss district planning needs, including the potential temporary re-siting of P.S. 19.
 - Three community meetings were held in regard to this proposal. The first was held on October 7, 2015 at the Q019 building; a second on October 9, 2015 at the Q269 building; and the third meeting on October 15, 2015 at the Q315 building. Community meetings are open to the public and held prior to the Joint Public Hearing (“JPH”). Representatives from the DOE met with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- The DOE will provide additional public engagement opportunities following this posting including:
 - An optional community meeting open to the public prior to the JPH for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
 - Two JPHs: one to be held at building Q315 and another to be held at building Q019. 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 hearing.
 - Dedicated phone and email lines to accept public comment at any time following the posting of this proposal until 6:00 p.m. on the day before the PEP meeting. Comments can be submitted in any language by calling 212-374-7621 or emailed in any language to D24Proposals@schools.nyc.gov. All comments received at the above noted hearings or through phone or email lines will be addressed by the DOE in an analysis of public comment, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.
 - 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 comment on this proposal.

Information on the JPH and PEP meeting can be found on the DOE website at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>.

II. Proposed or Potential Use of Building

According to the SCA, Q315 has the capacity to serve a total of 1,110 students. Currently the building serves approximately 932 students, yielding an estimated building utilization rate of approximately 84%. The pre-kindergarten center (“Pre-K Center”) at Q315 will no longer operate in the building in the 2016-2017 school year. The SCA and DOE will work to identify alternate sites to replace pre-kindergarten seats lost in the Q315 building. If this proposal is approved, in 2016-2017, P.S. 110 is projected to serve approximately 565 - 615 kindergarten through fourth grade students, P277Q@Q315 is projected to serve approximately 40 - 42 kindergarten through fifth grade students, and P.S. 19 is projected to serve approximately 515 - 535 kindergarten and first grade students at Q315. This will result in a total projected building enrollment of 1,120 - 1,192 students, yielding a building utilization rate of 101% -107%.⁷ In 2017-2018, P.S. 110 is projected to serve approximately 760 - 820 kindergarten through fifth grade students,

⁷ All references to building utilization rates in this document are based on target capacity data from the designed capacity of building Q315 as per the Program of Requirements (“POR”) from the SCA and the 2015-2016 Unaudited Register as of October 31, 2015. 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.

P277Q@Q315 is projected to serve approximately 40 - 42 kindergarten through fifth grade students, and P.S. 19 is projected to serve approximately 330 - 340 kindergarten students at Q315. This will result in a total projected building enrollment of 1,130 - 1,202 students, yielding a building utilization rate of 102% - 108%. In the last year of the proposal, 2018-2019, P.S. 110 is projected to serve approximately 915 - 975 kindergarten through fifth grade students, P277Q@Q315 is projected to serve approximately 40 - 42 kindergarten through fifth grade students, and P.S. 19 is projected to serve approximately 220 - 230 kindergarten students at Q315. This will result in a total projected building enrollment of 1,175 - 1,247 students, yielding a building utilization rate of 106% - 112%.

If this proposal is approved, P.S. 19 will serve its kindergarten and a portion of its first grade students at Q315 during the 2016-2017 school year. It will be co-located with P.S. 110 and P277Q@Q315. Another portion of P.S. 19’s first grade students would attend school in P.S. 19’s annex at Q269 and the remaining portion of P.S. 19’s first grade students would continue to attend school at P.S. 19 at Q019 in the 2016-2017 school year. In the 2017-2018 school year, P.S. 19’s kindergarten would be co-located with P.S. 110 and P277Q@Q315 in Q315. A portion of P.S. 19’s first grade students would be served in Q019 and at a yet to be determined building. The DOE anticipates that P.S. 19 will no longer serve students at Q269 beginning in the 2017-2018 school year.⁸ In the 2018-2019 school year, a portion of P.S. 19’s kindergarten will be co-located with P.S. 110 and P277Q@Q315 in Q315. A portion of P.S. 19’s first grade students would be served in Q019 and the remaining portion of P.S. 19’s kindergarten and first grade students that cannot be accommodated in the Q315 building would be served in the yet to be determined building.

Current and projected grade spans for the Q315, Q269, and Q019 buildings are displayed in the charts below.

Grade Spans at Q315

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
24Q110	P.S. 110	K-3	K-4	K-5	K-5	K-5
75Q277	P277Q@Q315	K-5	K-5	K-5	K-5	K-5
24Q331	Pre-K Center	Pre-K	-	-	-	-
24Q019 @ Q315	P.S. 19	-	K-1	K	K	-

Grade Spans at Q269

DBN	School Name	2015-2016	2016-2017	2017-2018 ⁹	2018-2019	2019-2020
24Q211	P.S. 211	K-2	K-3	-	-	-
24Q019 @ Q269	P.S. 19	K	1	-	-	-

⁸ The proposed use of the Q269 building beyond the 2016-2017 school year has yet to be determined.

⁹ The proposed use of the Q269 building beyond the 2016-2017 school year has yet to be determined.

Grade Spans at Q019

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
24Q019	P.S. 19	K-5	1-5	1-5	1-5	K-5

If this proposal is approved, current and projected enrollment and utilization for the Q315, Q269, and Q019 buildings are displayed in the charts below.¹⁰

Projected Enrollment and Utilization in Building Q315

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
24Q110	P.S. 110	390	565 - 615	760 - 820	915 - 975	1,085 - 1,145
75Q277	P277Q@Q315	42	40 - 42	40 - 42	40 - 42	40 - 42
24Q331	Pre-K Center	500	-	-	-	-
24Q019@Q315	P.S. 19	-	515 - 535	330 - 340	220 - 230	-
Total Building Enrollment		932	1,120 - 1,192	1,130 - 1,202	1,175 - 1,247	1,125 - 1,187
Utilization		84%	101% - 107%	102% - 108%	106% - 112%	101% - 107%

Projected Enrollment and Utilization in Building Q269

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment ¹¹	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
24Q211	P.S. 211	236	310 - 350	-	-	-
24Q019@Q269	P.S. 19	100	40 - 50	-	-	-
Total Building Enrollment		336	350 - 400	-	-	-
Utilization		109%	113% - 129%	-	-	-

¹⁰ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and/or POR provided by the SCA and 2015-2016 Unaudited Register as of October 31, 2015. 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/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

¹¹ The proposed use of the Q269 building beyond the 2016-2017 school year has yet to be determined.

Projected Enrollment and Utilization in Building Q019

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
24Q019	P.S. 19	1,896	1,430 - 1,480	1,465 – 1,515	1,480 – 1,530	2,030 – 2,090
Total Building Enrollment		1,896	1,430 - 1,480	1,465 – 1,515	1,480 – 1,530	2,030 – 2,090
Utilization		144%	123% - 128%	126% - 131%	128% - 132%	102% - 105%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, P.S. 19, P.S. 110, and P277Q@Q315 will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). Although a utilization rate in excess of 100% may suggest that a building will be over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. More details about space are available in Section III.B and Appendix C of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf.

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

A. Students

Impact on Current and Future Students at P.S. 19

This proposal is not expected to impact current or future student enrollment, instructional programming, or the admissions process at P.S. 19.

As noted above, P.S. 19 is a zoned elementary school currently serving students in kindergarten through fifth grade in main building Q019, mini-building Q819, its annex in Q269, and its TCUs. The addition will add much needed elementary seat capacity to District 24, but will require the temporary re-siting of a portion of P.S. 19’s kindergarten and first grade students for three years.

If this proposal is approved, P.S. 19 students entering kindergarten and a portion of its first grade would attend P.S. 19 at Q315 in the 2016-2017 school year. Another portion of P.S. 19’s first grade students would attend school in P.S. 19’s annex at Q269 and the remaining portion of first grade students would continue to attend school at P.S. 19 at Q019 in the 2016-2017 school year. As P.S. 110 continues to phase in, there will be less space in the Q315 building to accommodate P.S. 19’s kindergarten and first grade students. Consequently, in the 2017-2018 school year, only P.S. 19’s kindergarten cohort will be served in the Q315 building. In the 2018-2019 school year, the last year of the construction project, P.S. 19’s kindergarten cohort that can be served in the space available within the Q315 building will be accommodated. P.S. 19 students that cannot be accommodated in the Q315 building or the Q019 building

in the 2017-2018 and 2018-2019 school year will be re-sited to a yet to be determined building in a separate proposal.

All P.S. 19 students enrolled in grades two through five would continue to attend P.S. 19 at Q019. The DOE plans for P.S. 19 to serve all of its students in main building Q019 and the new permanent addition adjacent to building Q019 after the 2018-2019 school year.

P.S. 19 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes, Self-Contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”). P.S. 19 will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at P.S. 19 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S. 19 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 19 currently offers the following special programs, extra-curricular activities, and partnerships:¹²

- **Special Programs:** Peer tutoring; Read Aloud; ELA Share Fair; Book Fair and Author Study; Math, Science, and Technology Fair; School-wide dramatic production; Interscholastic Math League; America's Choice Reader's Workshop, Writer's Workshop, and Math Workshop; Four Schools Within A School; Extended Day Literacy and Math.
- **Extra-curricular Activities:** Panasonic Kids Witness News; glee club, chess club, and orchestral strings clubs; March of Dimes Mini-Walk; Penny Harvest; 21st Century after school enrichment program, including music, dance, photojournalism, photography, drama, computer, creative, and instrumental music.
- **Partnerships:** Robin Hood Foundation, Bronx Zoo, Carnegie Hall, St. Luke's Ensemble, Kids Project, Louis Armstrong Jazz, NYC Police Department, NYC School Volunteers Program, New York Philharmonic, Moveable Museum, Newsday, Bond Street Theater, Museum of Modern Art, and Whitney Museum.

The DOE does not anticipate that this proposal will impact the current special programs, extra-curricular activities, or partnerships at P.S. 19. P.S. 19 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests and available resources. However, the re-siting or co-location may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

Since building Q315 is located approximately 0.3 miles from Q019 and building Q269 is located approximately 1.4 miles from Q019, students will not be expected to travel back and forth between buildings during the school day.¹³ The P.S. 19 students who are re-sited to Q315 will be served exclusively in the Q315 building during the school day. The P.S. 19 students proposed to be served in Q315 would be supervised by the P.S. 19 administration.

¹² School-reported data as of September 2015.

¹³ A portion of P.S. 19's first grade students will be served in building Q269 for the 2016-2017 school year. The DOE does not anticipate that P.S. 19 will serve students in Q269 after the 2016-2017 school year.

Impact on Current and Future Students at P.S. 110

This proposal is not expected to impact current or future student enrollment, instructional programming, or the admissions process at P.S. 110.

P.S. 110 is a zoned elementary school currently serving students in kindergarten through third grade in building Q315. P.S. 110 serves general education students and students requiring special education services, including students currently enrolled in ICT classes, SC special education classes, and students receiving SETSS. P.S. 110 will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as ELLs who are enrolled at P.S. 110 receive ESL services. All current and future students enrolled at P.S. 110 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 110 currently offers the following extra-curricular activities and partnerships:¹⁴

- **Extra-curricular Activities:** Community Friday, Monthly Town Hall, Coffee & Conversation, Title III Saturday Academy
- **Partnerships:** Flamenco Vivo, Open Hand Theater, The New Victory Theater, NYPD School Safety Division

The DOE does not anticipate that this proposal will impact the current extra-curricular activities or partnerships at P.S. 110. P.S. 110 will continue to offer special programs and initiatives, and extra-curricular programs based on student interests and available resources. However, 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 extra-curricular offerings annually based on student demand and available resources.

Impact on Future Elementary School Students in District 24

This proposal to temporarily re-site and co-locate a portion of P.S. 19's students to Q315 is not expected to impact the admissions process at P.S. 19 or P.S. 110. Both P.S. 19 and P.S. 110 will continue to give priority to students who live in their elementary school zones, as they have in the past in accordance with Chancellor's Regulation A-101.

See Appendix B of this EIS for more information on elementary school enrollment.

Impact on Current and Future District 75 Students

The DOE does not anticipate that this proposal will impact current student enrollment, instructional programming, or the admissions process at P277Q@Q315.

P277Q@Q315 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

¹⁴ School-reported data as of September 2015.

services, the student's home district, and whether the student has siblings in the articulating school. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their elementary school education. Should future students require inclusion programming, the District 75 office will work with the families to provide the appropriate district placement for each student. For additional information about District 75 programs, please visit the DOE's website at: <http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

If this proposal is approved, the kindergarten and a portion of first grade of P.S. 19 will be co-located with P.S. 110 and P277Q@Q315 for the 2016-2017 school year. As P.S. 110 continues to phase in, there will be less space in the Q315 building to accommodate P.S. 19's kindergarten and first grade students. Consequently, in the 2017-2018 school year, only P.S. 19's kindergarten cohort will be served in the Q315 building. In the 2018-2019 school year, P.S. 19's kindergarten cohort that can be served in the space available within the Q315 building will be accommodated. Q315 has the capacity to accommodate a portion of P.S. 19's re-sited students each year, as well as all of P.S. 110's and P277Q@Q315's students throughout the duration of the proposal. The P.S. 19 students that cannot be accommodated in the Q315 building will be re-sited to the yet to be determined building in a separate proposal.

Pursuant to the Footprint, there will be sufficient space to accommodate P.S. 19, P.S. 110, and P277Q@Q315 in building Q315. 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>.

As in other situations where schools are co-located, the schools will need to share large common and specialty rooms in the building, such as the cafeteria, the gymnasium, the auditorium, 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 space review of Q315 conducted by the Queens Director of Space Planning on September 14, 2015, the building has a total 51 full-size rooms ("FS"), 16 half-size rooms ("HS"), 2 quarter-size rooms ("QS"), and 4.5 full-size equivalent ("FSE") administrative spaces. This total includes a science lab, 2 science demo rooms, an art room, and a music room. Q315 will also include a gymnasium, a gymnasium¹⁵, a library and a cafeteria, all of which will be shared by P.S. 110, P277Q@Q315, and P.S. 19.

Q315 also contains spaces dedicated to building services and school safety in addition to a teacher's cafeteria. Building services and the teacher's cafeteria occupy 2 HS rooms. The school nurse's office occupies 1.0 FSE designed administrative space and the school-based support team occupies 0.5 FSE designed administrative space. None of these spaces will be included in the allocation of space for an individual school.

Excluding the shared spaces outlined above, Q315 has a total of 51 FS rooms, 14 HS rooms, 2 QS rooms, and 3.0 FSE administrative spaces remaining to be allocated among the co-located schools in Q315.

The DOE projects that approximately 515 - 535 P.S. 19 kindergarten and first grade students will be sited in Q315 for the 2016-2017 school year. Per the Footprint, P.S. 19 would be allocated a baseline of 21 FS rooms, 9 HS rooms for resource, and 4.0 FSE for administrative purposes. However, due to building configuration and P.S. 110's increased enrollment as it phases in, P.S. 19 will need to re-program in this location. If this proposal is approved, for the 2016-2017 school, P.S. 19 will have an adjusted Footprint of

¹⁵ A gymnasium is an auditorium that retains adequate space for physical education.

20 FS rooms for instructional use, an adjusted allocation of 1 HS room for resource, and 1.0 FSE for administrative spaces. This means that P.S. 19 will operate under Footprint in building Q315 by 1 FS room, 8 HS rooms and 3.0 FSE administrative spaces in the 2016-2017 school year.

In the 2017-2018 school year, approximately 330-340 of P.S. 19’s kindergarten students will be sited in Q315. Per the Footprint, P.S. 19 would be allocated a baseline of 16 FS rooms, 6 HS rooms for resource, and 3.5 FSE for administrative purposes. However, due to building configuration and P.S. 110’s increased enrollment as it phases-in, P.S. 19 will need to re-program. If this proposal is approved, P.S. 19 will be allocated 14 FS rooms for instructional use, an adjusted allocation of 1 HS rooms for resource, and 1.0 FSE for administrative purposes. This means that P.S. 19 will operate under Footprint in building Q315 by 2 FS, 5 HS rooms, and 2.5 FSE administrative spaces in the 2017-2018 school year.

In the 2018-2019 school year, approximately 220-230 of P.S. 19’s kindergarten students will be sited in Q315. Per the Footprint, P.S. 19 would be allocated a baseline of 9 FS rooms, 4 HS rooms for resource, and 3.0 FSE for administrative purposes. However, due to building configuration and P.S. 110’s increased enrollment as it phases-in, P.S. 19 will need to re-program. If this proposal is approved, P.S. 19 will be allocated 9 FS rooms for instructional use, an adjusted allocation of 1 HS rooms for resource, and 1.0 FSE for administrative purposes. This means that P.S. 19 will operate under Footprint in building Q315 by 3 HS rooms and 2.0 FSE administrative spaces in the 2018-2019 school year.

P.S. 110 will serve students in kindergarten through fourth grade at Q315 in the 2016-2017 school year. P.S. 110’s baseline space allocation will be 28 FS rooms, 4 HS rooms, and 4.5 FSE spaces for administrative use. Per the Footprint, P.S. 110 will be allocated additional rooms for instructional and administrative use in each subsequent year until its enrollment stabilizes.¹⁶ In the 2017-2018 school year, P.S. 110 will be allocated 35 FS rooms, 7 HS rooms, and 5.5 FSE spaces for administrative use. In the 2018-2019 school year, P.S. 110 will be allocated 40 FS rooms, 7 HS rooms, and 6.0 FSE spaces for administrative use.

The DOE projects that P277Q@Q315 will serve between 40 and 42 students during the 2016-2017 school year and beyond in space specifically designated for District 75 in Q315. P277Q@Q315 is allocated 2 FS rooms, 5 HS rooms, and 1.00 FSE for instructional and administrative purposes.

The adjusted baseline allocations of full-size instructional rooms are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019
24Q110	P.S. 110	22	28	35	40
75Q277	P277Q@Q315 ¹⁷	2	2	2	2
24Q019	P.S. 19@Q315	-	20	14	9
24Q331	Pre-K Center	25	-	-	-
TOTAL		49	50	51	51
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		2	1	0	0

¹⁶ For additional information about P.S. 110’s space allocation as the school phases in and enrollment stabilizes, please see P.S. 110’s PEP-approved re-siting proposal: http://schools.nyc.gov/NR/rdonlyres/D7B638C0-65C7-4075-9F73-5B631C64E959/171069/24Q110_ResitingandColocation_EIS_vfinal.pdf.

¹⁷ Due to building configuration, the majority of the D75 program’s allocation in Q315 is comprised of half-size rooms. Those rooms do not appear in the table, which lists only full-size room allocations.

After each school has received its baseline or adjusted baseline footprint allocation, there will be one excess full-size room remaining in the building in the 2016-2017 school year, as detailed in the chart above.¹⁸ The Building Council will determine the equitable distribution of excess rooms among existing schools in the building as described below.

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 Q315. 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.

Building Safety and Security

If this proposal is approved, P.S. 110, P277Q@Q315, and P.S. 19 will develop a safety and security plan for Q315 prior to the first day of school in September 2016.

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.

There are no other proposed uses or plans for building Q315 at this time.

C. Community

As noted above, the DOE seeks to improve learning conditions long term at P.S. 19. The removal of the mini-building and TCUs at P.S. 19 will allow for the construction of an addition, creating permanent instructional space for P.S. 19 that will significantly increase the capacity of P.S. 19’s main building. It will also provide additional elementary seats in the district.

The proposed temporary re-siting and co-location of a portion of P.S. 19’s students is intended to provide P.S. 19 with the space to continue serving its students as well as the ability to admit new students during the construction period. At this time, the DOE is looking into additional building options to re-site the P.S. 19 students that cannot be accommodated in buildings Q315 or Q019 for the 2017-2018 and 2018-2019 school years. P.S. 19’s students will be temporarily served in buildings that have or will have excess space to compensate for the loss of capacity in its mini-building and TCUs.

This proposal is not expected to impact the ability of community members and organizations to obtain school buildings use permits at Q315.

¹⁸ On December 2, 2015, the DOE released an updated Footprint that includes increased allocations of administrative space. The baseline and adjusted baseline allocations of space in 2016-2017 school year and beyond reflect this change.

IV. Enrollment, Admissions and School Performance Information

P.S. 110

Admissions Data

Current Admissions	K-3: Zoned
Admissions after Phase-in and Co-location	K-5: Zoned

Enrollment Data^{19,20}

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	201	115	30	44	-	-	390
2016-2017 (projections)	195-205	195-205	110-120	25-35	40-50	-	565-615
2017-2018 (projections)	195-205	195-205	195-205	110-120	25-35	40-50	760-820
2018-2019 (projections)	195-205	195-205	195-205	195-205	110-120	25-35	915-975
2019-2020 (projections)	195-205	195-205	195-205	195-205	195-205	110-120	1,085-1,145

Demographic Data²¹

Percentage of Students Receiving ICT or SC Services	12%
Percentage of Students with IEPs	15%
Percentage of ELLs	35%
Percentage of Students Eligible for Free or Reduced Lunch	89%

School Performance Data

P.S. 110 opened in the 2012-2013 school year and is phasing in to serve students in kindergarten through fifth grade. P.S. 110 is currently serving students in third grade, the first grade in which state assessments are administered, therefore no performance data is available.

¹⁹ P.S. 110 will complete phasing in all grades in 2017-2018; however, as a result of the rezoning, planned incoming kindergarten cohorts are larger than the current kindergarten cohort. Therefore, P.S. 110 will reach stable enrollment in 2020-2021 with 1,080 – 1,140 students in grades K-5. For additional information about P.S. 110’s phase in, please see P.S. 110’s PEP-approved re-siting proposal: http://schools.nyc.gov/NR/rdonlyres/D7B638C0-65C7-4075-9F73-5B631C64E959/171069/24Q110_ResitingandColocation_EIS_vfinal.pdf

²⁰ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

²¹ All figures are calculated as a percentage of total students from the 2015-2016 Unaudited Register as of October 31, 2015.

P277Q@Q315

Admissions Data

Current Admissions	Placement based on individual student needs/recommended special education services
Admissions after Co-location	Placement based on individual student needs/recommended special education services

Enrollment Data

	Total Enrollment
2015-2016	42
2016-2017 (projections)	40-42
2017-2018 (projections)	40-42
2018-2019 (projections)	40-42
2019-2020 (projections)	40-42

Demographic Data^{22,23}

Percentage of Students Receiving ICT or SC Services	99%
Percentage of Students with IEPs	100%
Percentage of ELLs	38%
Percentage of Students Eligible for Free or Reduced Lunch	46%

School Performance Data

P.S. Q277 opened in the 2013-2014 school year. Therefore, no performance data is available.

²² All figures are calculated as a percentage of total students from the 2015-2016 Unaudited Register as of October 31, 2015.

²³ Demographic figures represent P.S. Q277 across all sites and may not represent the demographics of P277Q@Q315 in building Q315.

P.S. 19

*Admissions Data*²⁴

Current Admissions	Grades K-5: Zoned
Admissions After Co-location	Grades K-5: Zoned

*Demographic Data*²⁵

Percentage of Students Receiving ICT or SC Services	16%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	58%
Percentage of Students Eligible for Free or Reduced Lunch	68%

School Performance Data

P.S. 19	2012-2013	2013-2014	2014-2015
School Quality Indicators ^{26,27}			
1.1 Curriculum	N/A	N/A	p ²⁸
1.2 Pedagogy	N/A	N/A	P
2.2 Assessment	N/A	N/A	P
3.4 High Expectations	N/A	N/A	WD
4.2 Teacher Teams and Leadership Development	N/A	N/A	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	22%	22%	25%
Math % Proficient (Levels 3 and 4)	27%	35%	33%
Other Key Performance Indicators			
Attendance Rate ²⁹	96%	95%	N/A
2015-2016 State Accountability Status ³⁰		Good Standing	

²⁴ Admissions data pertains to P.S. 19 students served at Q269, Q315, and Q019.

²⁵ All figures are calculated as a percentage of total students from the 2015-2016 Unaudited Register as of October 31, 2015.

²⁶ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

²⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 19 did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

²⁸ Quality Review Scores are abbreviated as follows: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁹ Attendance Rate for 2014-2015 is not available at this time.

³⁰ This status is determined by State Education Department (“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>.

P.S. 19 Enrollment Data at Q315³¹

	Grade KG	Grade 1	Total Enrollment
2015-2016	-	-	-
2016-2017 (projections)	330-340	185-195	515-535
2017-2018 (projections)	330-340	-	330-340
2018-2019 (projections)	220-230	-	220-230
2019-2020 (projections)	-	-	-

P.S. 19 Enrollment Data at Q269³²

	Grade KG	Grade 1	Total Enrollment
2015-2016	100	-	100
2016-2017 (projections)	-	40-50	40-50
2017-2018 (projections) ³³	-	-	-
2018-2019 (projections)	-	-	-

P.S. 19 Enrollment Data at Q019³⁴

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	237	383	349	320	300	307	1,896
2016-2017 (projections)	-	95-105	380-390	345-355	315-325	295-305	1,430-1,480
2017-2018 (projections)	-	95-105	330-340	380-390	345-355	315-325	1,465-1,515
2018-2019 (projections)	-	95-105	330-340	330-340	380-390	345-355	1,480-1,530
2019-2020 (projections)	330-340	330-340	330-340	330-340	330-340	380-390	2,030-2,090

³¹ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

³² All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

³³ The proposed use of the Q269 building beyond the 2016-2017 school year has yet to be determined.

³⁴ All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate a portion of P.S. 19 to Q315 is up to approximately \$116,657. These costs will include moving all existing materials and furniture from Q019.

This proposal is not expected to adversely impact the budget or cost of instruction at P.S. 110 or P277Q@Q315 in building Q315, nor P.S. 19 in Q269 and Q019. 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.

Please refer to the FSF Guide³⁵ and FY16 School Allocation Memoranda³⁶ 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 register changes at P.S. 110, P277Q@Q315, and P.S. 19. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions currently assigned to P.S. 110, P277Q@Q315, or P.S. 19. It is also not expected to significantly alter the duties of current staff at P.S. 110, P277Q@Q315, or P.S. 19.

P.S. 110 may need to hire additional teachers and administrative staff as the school phases-in. The precise number of positions needed for the 2016-2017 school year would be determined once annual enrollment projections are released in the spring of 2016. Similarly, the number of new positions created to serve students in the new grades would be determined based on annual enrollment projections that become available as the school grows to serve those grades. The school will follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Administration

There are no expected changes in school supervisory or administrator positions at P.S. 110, P277Q@Q315, or P.S. 19 as a result of this proposal.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

This proposal is not expected to impact the transportation schedules of P.S. 110, P277Q@Q315, or P.S. 19.

D. Other Support Services

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

³⁵ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf

³⁶ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html.

VII. Building Information

Building		Q315
Type of Building		N/A
Year Built		N/A
Overall BCAS rating		N/A
2014-2015 Blue Book Target Building Utilization		N/A
2014-2015 Blue Book Target Building Capacity		N/A
FY 2015 Maintenance Costs	Labor	No data as building did not open until FY16
	Materials	\$0
	Maintenance, repair, and service contracts	\$0
	Custodial operations costs—Materials	\$0
	Custodial operations costs—Custodial Allocation	\$0
FY 2015 Energy Costs	Electric	\$0
	Gas	\$0
	Steam	\$0
	Oil (FY 2014)	\$0
Projects completed during the current or prior school year		N/A
Projects proposed in the capital plan		N/A
Accessibility of the building		Fully Accessible
Building attributes		N/A

Building		Q269
Type of Building		PS
Year Built		1951
Overall BCAS rating		2.5
2014-2015 Blue Book Target Building Utilization		104%
2014-2015 Blue Book Target Building Capacity		309
FY 2015 Maintenance Costs	Labor	\$10,648
	Materials	\$2,613
	Maintenance, repair, and service contracts	\$5,858
	Custodial operations costs—Materials	\$2,380
	Custodial operations costs—Custodial Allocation	\$76,652
FY 2015 Energy Costs	Electric	\$43,123
	Gas	\$18,485
	Steam	N/A
	Oil (FY 2014)	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		None
Accessibility of the building		No Accessibility
Building attributes		Cafeteria, Nurse's Office

Building		Q019
Type of Building		PS
Year Built		1923
Overall BCAS rating		2.4
2014-2015 Blue Book Target Building Utilization		139%
2014-2015 Blue Book Target Building Capacity		1,160
FY 2015 Maintenance Costs	Labor	\$28,102
	Materials	\$8,295
	Maintenance, repair, and service contracts	\$37,524
	Custodial operations costs—Materials	\$8,190
	Custodial operations costs—Custodial Allocation	\$330,909
FY 2015 Energy Costs	Electric	\$146,191
	Gas	\$50,886
	Steam	N/A
	Oil (FY 2014)	N/A
Projects completed during the current or prior school year		Flood Elimination, Cafeteria/Multipurpose Room Upgrade, Exterior Masonry, Parapets, Roofs, Addition
Projects proposed in the capital plan		Addition
Accessibility of the building		No Accessibility
Building attributes		Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office

Appendix A: Target Capacity and Utilization

As described in more detail in the Enrollment, Capacity, Utilization Report (“Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.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 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 2014-2015. As described above, the DOE’s projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 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 2015-2016 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

Elementary School Admissions

The DOE offers choice, or non-zoned elementary schools and zoned elementary schools. A student's zoned school is determined by his or her home address 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>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional 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.

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- b. out-of-district students whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. In-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,³⁷ a Non-Public School Placement, or specialized programs,³⁸ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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 in accordance with DOE policy.

³⁷ 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 347 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>.

³⁸ Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

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.