

EDUCATIONAL IMPACT STATEMENT:

The Proposed Opening and Co-Location of a New Site of an Existing District 75 School (75Q277) with P.S. 76 William Hallet (30Q076) in Building Q076 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to open and co-locate a new site¹ of an existing District 75 school, 75Q277,² in building Q076 (“Q076”), to be called “P277Q@Q076” beginning in the 2016-2017 school year. Q076 is located at 36-36 10th Street, Queens, NY 11106 in Community School District 30 (“District 30”). If this proposal is approved, P277Q@Q076 will serve elementary school students and will be co-located³ with P.S. 76 William Hallet (30Q076, “P.S. 76”), an existing zoned elementary school that serves students in kindergarten through fifth grades and offers a pre-kindergarten (“Pre-K”) program. Q076 also houses a District 30 Pre-K Center (30Q389, “Pre-K Center”) and a community-based organization (“CBO”): Steinway Child and Family Services. Independent of this proposal, the CBO currently housed in Q076 will be replaced by the Mental Health Providers of Western Queens CBO beginning in the 2016-2017 school year.

Based on a projected increased need for District 75 seats, the District 75 Placement Office is seeking to increase its capacity to serve students within Queens who have been classified as having autism or intellectual disabilities, and offer a District 75 program placement to elementary school students who reside in Queens. The DOE has identified a need for additional District 75 elementary school seats in this borough. If this proposal is approved, the DOE will open a new District 75 site, P277Q@Q076, beginning in the 2016-2017 school year. P277Q@Q076 will serve a range of students across kindergarten through fifth grades who are classified as autistic or intellectually disabled under an Individualized Education Program (“IEP”). P277Q@Q076 is projected to serve eight sections of students in self-contained (“SC”) 6:1:1, 8:1:1, or 12:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs based on their individual needs and recommended special education services, and are referred to District 75 during a period that extends into summer. Students may be served in this program throughout the course of their education.

If approved, this proposal will add approximately 48-96 District 75 SC seats in Q076 for District 75 elementary school students who are classified as autistic or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 SC programming in Queens and to increase access to such programs in District 30 in particular.

¹ 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 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

² P.S. Q277 is an existing multi-site District 75 school that served a combined total of 204 students in kindergarten through twelfth grades during the 2015-2016 school year. P.S. Q277 currently has 5 sites in Queens.

³ A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

Public Engagement

Public engagement was conducted throughout the course of creating this proposal, which included:

- A walkthrough of building Q076 with a member of Senior Leadership on March 1, 2016 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 proposal if approved by the Panel for Educational Policy (“PEP”). Participants included the District 30 Superintendent, a representative from the District 75 Office, the Principal of P.S. 76, members of the P.S. 76 Parent Teachers Association (“PTA”), and other DOE leadership members. The District 30 Community Education Council (“CEC 30”) was also present and participated in the walkthrough.

The DOE will provide additional public engagement opportunities following this posting including:

- An optional community meeting open to the public prior to the Joint Public Hearing (“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.
- A JPH to be held at Q076. This meeting is 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. Comments can be submitted in any language by calling 212-374-7621 or emailed D30Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comments on this proposal. All comments received before 6:00 p.m. on the day before the PEP meeting, at the above-noted hearing or through phone or email lines, will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

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/April202016SchoolProposals>

Building Q076 has a target capacity to serve 776 students.⁴ P.S. 76 is currently serving 557 students in Q076 and the Pre-K Center is currently serving 4 students, yielding a building utilization rate of approximately 72%. If this proposal is approved, P277Q@Q076 will open in September 2016 in Q076 serving eight SC sections of elementary school students, for a total of approximately 48-96 students. P.S. 76 is projected to serve 547-607 students, and the Pre-K Center is projected to serve 36 students in Q076 in the 2016-2017 school year. Therefore the total projected enrollment for building Q076 will be 631-739, yielding an estimated building utilization rate of 81%-95% in the 2016-2017 school year. Accordingly, the DOE believes there is sufficient space in Q076 to support this proposal.

II. Proposed or Potential Use of Building

As noted in Section I above, Q076 has the target capacity to serve 776 students. Q076 currently serves 561 students, yielding a building utilization rate of 72%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A.

⁴ According to the 2014-2015 Enrollment, Capacity and Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

If this proposal is approved, P277Q@Q076 will open in September 2016 in Q076 serving eight SC sections of elementary school students, for a total of approximately 48-96 students.⁵ The total projected enrollment for building Q076 in the 2016-2017 school year is 631-739, yielding an estimated building utilization rate of 81%-95%. The current and proposed grade spans for P.S. 76 and P277Q@Q076 over a two-year period are indicated in the chart below:

Grade Spans			
DBN	School Name	2015-2016	2016-2017
30Q076 ⁶	P.S. 76	K-5	K-5
30Q389	Pre-K Center	PK	PK
75Q277	P277Q@Q076	-	K-5

If this proposal is approved, current and projected enrollment and utilization for Q076 is displayed in the chart below.⁷

DBN	School Name	2015-2016 Enrollment⁸	2016-2017 Projected Enrollment
30Q076	P.S. 76	557	547 - 607
30Q389	Pre-K Center	4	36
75Q277	P277Q@Q076	-	48 - 96
Total Building Enrollment		561	631-739
Utilization		72%	81% - 95%

As previously mentioned, more information on target capacity and utilization is available in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, P.S. 76, the Pre-K Center and P277Q@Q076 will receive their adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III

⁵ The enrollment projections for P277Q@Q076 are based on the planned number of District 75 sections in Q076.

⁶ P.S. 76 also serves pre-kindergarten.

⁷ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more 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>.

⁸ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

and Appendix C of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/InstructionalFootprint>.

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

A. Students

The proposed co-location of P277Q@Q076 with P.S. 76 and the Pre-K Center is not expected to impact current student enrollment or instructional programming at P.S. 76 or the Pre-K Center. P.S. 76 will continue to serve students in kindergarten through fifth grades as well as Pre-Kindergarten and the Pre-K Center will continue to serve students in building Q076.

Impact on Elementary School Students at P.S. 76

P.S. 76 currently serves general education students and students requiring special education services, including students enrolled in Integrated Co-Teaching (“ICT”) and SC special education classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, P.S. 76 will continue to provide ICT, SC, and SETSS classes and students with disabilities will continue to receive mandated services in accordance with their IEP. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, English Language Learner (“ELL”) students are enrolled at P.S. 76 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at P.S. 76 will continue to receive their mandated services.

P.S. 76 currently offers the following programs and extra-curricular activities and has the following partnerships:⁹

- **Clubs and Activities:** Cooking Program, Dance Program, Chess Program, Eco Club, and Yearbook Club
- **Athletics:** Co-ed Sports Clinics – Basketball, Soccer, and Softball
- **Partnerships:** Power Play, NYU Parent Corps, Cook Shop for Families Program, One Breath with Coach Ted Gustus, Arts for All, Teachers College Reading and Writing Project, Jacob A. Riis Neighborhood Settlement, Hour Children Inc., Cornell Cooperative Extension NYC, Empire Blue Cross with Health Plus Parent workshops, and Parents as Arts Partners

If this proposal is approved, P.S. 76 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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 Students in District 30

⁹ Information from the District 30 Elementary School Directory, school website available at <http://schools.nyc.gov/NR/rdonlyres/AEE073B6-71CE-429B-9CC0-BB81D59F0770/0/2016NYCKinderGartenDirectoryQueensENGLISH.pdf> as of January 18, 2016, and from school reported data as of February 23, 2016.

This proposal will not impact P.S. 76's current admissions processes. P.S. 76 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.

General information about the elementary school admissions process can be found in Appendix B of this EIS and on the DOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/Elementary/Resources/default.htm>.

Impact on Current and Future Pre-Kindergarten Students at the Pre-K Center

This proposal is not expected to impact the pre-kindergarten program at the Pre-K Center at Q076. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten through the Pre-K Center will be subject to continued funding availability and demand.

Impact on Current and Future Pre-Kindergarten Students at P.S. 76

This proposal is not expected to impact the pre-kindergarten program at P.S. 76. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 76 will be subject to continued funding availability and demand.

Impact on Current and Future District 75 Students

If approved, this proposal will add approximately 48-96 District 75 SC seats in Q076 for District 75 elementary school students who are classified as autistic or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 SC programming in Queens.

P277Q@Q076 will admit future students in a manner consistent with current District 75 enrollment procedures. Students will be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their elementary 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. P277Q@Q076 is expected to serve students in a 6:1:1, 8:1:1, or 12:1:1 setting. For additional information about District 75 programs, please visit the DOE's website at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Other Organizations in Building Q076

As stated above, Q076 currently provides space for the CBO Steinway Child and Family Services. Steinway Child and Family Services is not expected to lose any space or reduce the services it offers as a result of this proposal. Independent of this proposal, beginning in the 2016-2017 school year, the CBO Steinway Child and Family Services will no longer continue its services in building Q076. However, the CBO Mental Health Providers of Western Queens will occupy the space currently occupied by Steinway Child and Family Services and begin offering its services in Q076 beginning in the 2016-2017 school year.

B. Schools

If this proposal is approved, there will be sufficient space in Q076 to accommodate P.S. 76, the Pre-K

Center, and P277Q@Q076 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE’s website to access the Footprint: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

According to a walk through and survey of Q076 conducted on February 2, 2016 by a representative from the Office of Space Planning, Q076 includes 46 full-size rooms, 10 half-size rooms, 1 quarter-size room, and 7.0 full-size equivalent (“FSE”) rooms of designed administrative space. Q076 also includes: a cafeteria, an auditorium, a library, and a gymnasium. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The teacher’s cafe occupies 1 full-size space
- The custodian’s office occupies 1 half-size space
- The nurse’s office occupies 0.5 FSE room of designed administrative space
- The School Based Support Team occupies 1.5 FSE rooms of designed administrative space
- The CBO, Steinway Child and Family Services, occupies 0.5 FSE room of designed administrative space¹⁰

Excluding the spaces outlined above, Q076 has a total of 45 full-size rooms, 9 half-size rooms, 1 quarter-size room, and 4.5 FSE rooms of designed administrative space remaining to be allocated in Q076.

Per the Footprint, in the 2015-2016 school year, P.S. 76’s current baseline allocation is 26 full-size rooms, 10 half-size rooms, and 4.5 FSE rooms for administrative use. Due to a lack of half-size rooms in the building, P.S. 76’s adjusted baseline allocation is 34 full-size rooms, 2 half-size rooms, and 4.5 FSE spaces for administrative use. Currently, P.S. 76 is using 43 full-size rooms, 8 half-size rooms, and 6.25 FSE rooms for administrative use. Therefore, P.S. 76 is using 9 full-size rooms and 6 half-size rooms, and 1.75 FSE spaces for administrative use above its baseline Footprint. If this proposal is approved, P.S. 76 will continue to receive its adjusted baseline allocation in the 2016-2017 school year and each subsequent year.

Per the Footprint, the Pre-K Center’s current baseline allocation is 2 full-size rooms. If this proposal is approved, the Pre-K Center will continue to be allocated 2 full-size rooms during the 2016-2017 school year.

P277Q@Q076 will serve 48-96 students who will require 8:1:1, 6:1:1, or 12:1:1 sections.¹¹ Therefore, P277Q@Q076 has a baseline instructional Footprint of 10 half-size rooms and the equivalent of 1.5 FSE rooms of designed administrative space. Due to a lack of half-size rooms in Q076, P277Q@Q076’s adjusted baseline allocation is 7 full-size rooms, 5 half-size rooms, and the equivalent of 1.5 FSE rooms of administrative space, made up of 1 full-size room and 1 half-size room.

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

DBN	School Name	2015-2016	2016-2017
30Q076	P.S. 76	34	34
30Q389	Pre-K Center	2	2
75Q277	P277Q @Q076	-	7
TOTAL		36	43

¹⁰ Independent of this proposal, beginning in the 2016-2017 school year the current CBO in Q076 will no longer exist and new CBO, Mental Health Providers of Western Queens will be housed in Q076 and will occupy Steinway Child and Family Services’ space (0.5 FSE room of designed administrative space).

¹¹ 8:1:1 and 6:1:1 SC sections are typically served in half-size rooms; 12:1:1 SC sections are typically served in full-size rooms.

ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS

9	2
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After each school has received its baseline or adjusted baseline footprint allocation, as detailed in the chart above, there will be an excess of 2 full-size rooms, 2 half-size rooms, and 1 quarter-size room in the 2016-2017 school year. 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 Q076. 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, P277Q@Q076 and all the other schools in Q076, as of the 2016-2017 school year, will develop a safety and security plan for the building prior to the first day of school in September 2016.

The DOE makes the following safety and security supports available to schools:

- 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 Q076 at this time.

C. Community

The proposed co-location of P277Q@Q076 is intended to meet the increased demand for District 75 SC elementary school seats throughout Queens. Since the 2012-2013 school year, District 75 enrollment has grown by over 1300 students. Overall, the DOE believes the need for additional District 75 seats in Queens may be addressed with the addition of this site in District 30.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q076, which is not accessible.

IV. Enrollment, Admissions and School Performance Information

P277Q@Q076

Admissions Data

Current Admissions	N/A
Admissions if this Proposal is Approved	Placement based on individual student needs/recommended special education services

Enrollment Data¹²

	Total Enrollment
2015-2016	-
2016-2017 (projected)	48-96

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	99%
Percentage of Students with Individualized Education Programs	100%
Percentage of English Language Learner Students	38%
Percentage of Students Eligible for Free or Reduced Lunch	49%

P.S. 76

Admissions Data

Current Admissions	Grades K-5: Elementary School Zoned Admissions Process; Admissions method: Zoned
Admissions if this Proposal is Approved	Grades K-5: Elementary School Zoned Admissions Process; Admissions method: Zoned

¹² The enrollment projections for P277Q@Q076 are based on the planned number of District 75 sections in Q076.

¹³ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students. Demographic data for P277Q@Q076 is not site specific, but rather represents program P.S. Q277 as a whole.

*Enrollment Data*¹⁴

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	65	97	87	82	77	74	75	557
2016-2017 (projected)	72	90-100	90-100	80-90	75-85	70-80	70-80	547-607

*Demographic Data*¹⁵

Percentage of Students Receiving ICT or SC Services	29%
Percentage of Students with Individualized Education Programs	34%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced Lunch	67%

School Performance Data

P.S. 76	2012-2013	2013-2014	2014-2015
School Quality Indicators ¹⁶¹⁷			
1.1 Curriculum	N/A	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Developing
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	14%	16%	12%
Math % Proficient (Levels 3 and 4)	17%	26%	25%
Other Key Performance Indicators			
Attendance Rate	93%	92%	93%
2015-2016 State Accountability Status	Good Standing ¹⁸		

¹⁴ All figures are from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁵ All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students.

¹⁶ 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>

¹⁷ Not all schools receive Quality Reviews every year. P.S. 76 did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

¹⁸ 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>.

V. Initial Impact on Budget and Cost of Instruction

P277Q@Q076's basic operating budget will be determined by application of the District's Methodology and Management Matrix. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

This proposal is not expected to adversely impact the budget or cost of instruction at P.S. 76 or the Pre-K Center in Q076. 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 Guide¹⁹ and FY16 School Allocation Memoranda²⁰ 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. 76. 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

P277@Q076 will likely hire additional staff – teachers and paraprofessionals – in advance of the program's opening in Q076, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. The precise number of positions needed for the 2016-2017 school year and subsequent school years will be determined once District 75 placements are made in the spring of 2016. Those decisions will be made at the school based on need and budgetary considerations.

The proposed co-location is not expected to change the number of personnel positions assigned to P.S. 76 or the Pre-K Center nor is it expected to significantly alter the duties of current staff at P.S. 76 or the Pre-K Center.

B. Administration

No change in school supervisory or administrator positions at P.S. 76 or the Pre-K Center are expected as a result of this proposal.

P277Q@Q076 may hire school supervisors and/or administrator personnel to accommodate the opening of P277Q@Q076 in September 2016.

C. Transportation

There will be no change to existing transportation practices at P.S. 76 or the Pre-K Center during the current school year (2015-2016). This proposal is not expected to affect transportation practices at P.S. 76 or the Pre-K Center for the 2016-2017 school year or in future school years.

¹⁹ Available on the DOE website at:

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

²⁰ Available on the DOE website at:

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

If this proposal is approved, transportation will continue to be provided to students attending P.S. 76 according to Chancellor's Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

D. Other Support Services

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

VII. Building Information

Building		Q076
Type of Building		PS
Year Built		1965
Overall BCAS rating		2.75
2014-2015 Blue Book Target Building Utilization		72%
2014-2015 Blue Book Target Building Capacity		776
FY 2015 Maintenance Costs	Labor	\$4,498
	Materials	\$0
	Maintenance, repair, and service contracts	\$4,932
	Custodial operations costs—Materials	\$0
	Custodial operations costs—Custodial Allocation	\$435,270
FY 2015 Energy Costs	Electric	\$101,252
	Gas	\$28,972
	Steam	N/A
	Oil	N/A
Projects completed during the current or prior school year		None
Projects proposed in the capital plan		Playground Redevelopment, Exterior Masonry, Parapets, Classroom Connectivity, New/Retrofit Telephone/Intercom Systems
Accessibility of the building		No Accessibility
Building attributes		Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

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 kindergarten at 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;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and as 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 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 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;
- h. Students other than those in (d) and (f) who are residents of another district.

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

- a. Students who reside in the school's district 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 school year;
- b. Students who reside outside the school's district 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 school year;
- 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. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²¹ a Non-Public School Placement, or specialized programs,²² are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities 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 receive appropriate services in accordance with DOE policy.

Pre-kindergarten applicants are considered for placement in schools based on standard admissions priorities, as outlined below and in accordance with Chancellor's Regulation A-101:

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.*
- b. Students residing in the zone, who do not have a sibling at the school.*
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-K program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.
- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

* Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

²¹ 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>.

²² Specialized programs refer to a set of programs that are not in every district 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.

Any space remaining beyond the baseline or adjusted baseline Footprint allocation will be excess space available to schools at P.S. 76 and P277Q@Q076.