

## **AMENDED EDUCATIONAL IMPACT STATEMENT: The Proposed Re-Siting of P.S. 211 (24Q211) To New Building Q298 Beginning in the 2017-2018 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 re-site<sup>1</sup> P.S. 211 (24Q211, “P.S. 211”) to new building Q298 (“Q298”) beginning in the 2017-2018 school year. P.S. 211 is an existing un-zoned elementary school that serves students who are overflowed from their zoned schools in the Corona and Elmhurst neighborhoods of Community School District 24 (“District 24”). P.S. 211 opened in the 2013-2014 school year in its current location, building Q269 (“Q269”).

The EIS for this proposal has been amended to remove all language and information related to a separate proposal to temporarily re-site a portion of P.S. 19 Marino Jeantet (24Q019, “P.S. 19”) to Q269 for the 2017-2018 and 2018-2019 school years. The proposal to re-site a portion of P.S. 19 to Q269 for the 2017-2018 and 2018-2019 school years has been withdrawn from the November Panel for Educational Policy (“PEP”) meeting.

The EIS for this proposal has also been amended to update building Q269’s capacity and utilization rates per the 2014-2015 Enrollment, Capacity, and Utilization Report (“Blue Book”) data. The enrollment data has also been updated within this EIS to reflect the 2015-2016 unaudited register data as of November 2, 2015.

According to the School Construction Authority’s (“SCA”) 2015-2019 Capital Plan, there is funding for new capacity in District 24.<sup>2</sup> New building Q298 is one of the projects planned with the use of those funds. Construction on the Q298 building is anticipated to be completed in the summer of 2017 and prior to the start of the 2017-2018 school year. Moving P.S. 211 to Q298 is anticipated to increase the elementary school seat capacity in District 24 and provide P.S. 211 a permanent building to serve its students long-term.

Building Q298 will be located at 50-51 98<sup>th</sup> Street, Queens, NY 11368, in District 24. P.S. 211 is an existing un-zoned elementary school that currently serves students in kindergarten through second grade in building Q269, located at 86-37 53<sup>rd</sup> Avenue, Queens, NY 11373, in District 24. P.S. 211 is phasing in to serve students in kindergarten through fifth grade at scale and is currently co-located in building Q269 with a portion of the kindergarten of P.S. 19. P.S. 19 is an existing elementary school serving students in kindergarten through fifth grade.

If this proposal is approved, P.S. 211 will be re-sited to Q298 beginning in the 2017-2018 school year. P.S. 211 will no longer serve any students in Q269 following the conclusion of the 2016-2017 school year and will serve all its students in Q298 beginning in the 2017-2018 school year. When it moves to Q298 in the 2017-2018 school year, P.S. 211 will serve students in kindergarten through fourth grade. P.S. 211 will reach full grade-span scale in the 2018-2019 school year when it will serve students in kindergarten through fifth grade in Q298.

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<sup>1</sup> A “re-siting” means that a school will be located in a building different from the building in which the school currently serves its students.

<sup>2</sup> [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/CapPlan/05072015\\_15\\_19\\_CapitalPlan.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/CapPlan/05072015_15_19_CapitalPlan.pdf).

- Public engagement was conducted throughout the course of creating this proposal, which included:
  - Meeting with members of Community Education Council (“CEC”) 24 on September 29, 2015 to discuss planning needs, including the potential re-siting of P.S. 211.
  - A community meeting on October 9, 2015, which was open to the public and where representatives from the DOE met with the school community to discuss the proposal and take questions, comments, and feedback.
- The DOE will provide the following public engagement opportunities following this posting including:
  - A Joint Public Hearing (“JPH”) to be held at Q269. 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 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](mailto:D24Proposals@schools.nyc.gov). All comments received at the above noted hearing 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/November2015SchoolProposals>.

According to the SCA, Q298 will have the capacity to serve a total of 796 students.<sup>3</sup> If this proposal is approved, P.S. 211 is projected to serve approximately 450-500 kindergarten through fourth-grade students at Q298 in the 2017-2018 school year. This will yield a building utilization rate of 57%-63%.<sup>4</sup> In the 2018-2019 school year, when P.S. 211 is at scale and serving students in kindergarten through fifth grade, it will serve approximately 595-655 students in building Q298, yielding a building utilization rate of 75%-82%. While P.S. 211 will be at scale in the 2018-2019 school year, the entering kindergarten cohorts will increase to align with the increased capacity of building Q298. Once P.S. 211’s enrollment stabilizes in the 2022-2023 school year, the school will serve approximately 870-930 kindergarten through fifth grade students in building Q298, yielding a building utilization rate of 109%-117%. Q298 will be located approximately 1.3 miles from Q269, P.S. 211’s current location.

## II. Proposed or Potential Use of Building

Building Q298 is a new building currently under construction. The SCA expects Q298 to be completed in the summer of 2017 and is confident Q298 will be ready for occupancy by September 2017. The re-siting of P.S. 211 is contingent upon the completion of this new building before September 2017. Should Q298’s opening be delayed beyond September 2017, the DOE will

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<sup>3</sup> The official target capacity and utilization rates for Q298 for the 2017-2018 school year and beyond are not yet available. All references to Q298 building utilization rates in this document are based on the designed capacity of building Q298 as per the Program of Requirements (“POR”) from the SCA.

<sup>4</sup> All references to building utilization rates in this document are based on target capacity data from the designed capacity of building Q298 as per the POR from the SCA and the 2015-2016 Unaudited Register as of November 2, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

reassess its plans for P.S. 211 and building Q298.

Current and projected grade spans for the Q269 and Q298 buildings are displayed in the charts below.

Grade Spans at Q269				
DBN	School Name	2015-2016	2016-2017	2017-2018
24Q211	P.S. 211	K-2	K-3	-
24Q019	P.S. 19	K	K	K

If this proposal is approved, the grade spans for P.S. 211 in the Q298 building over a six-year period will be:

Grade Spans at Q298									
DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
24Q211	P.S. 211	-	-	K-4	K-5	K-5	K-5	K-5	K-5

The chart below shows the current and projected enrollment and building utilization rates for Q269, if this proposal is approved:<sup>5,6</sup>

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment
24Q211	P.S. 211	236	305 - 345	-
24Q019	P.S. 19	100	95 - 105	95 - 105
<b>Total Building Enrollment</b>		336	400 - 450	95 - 105
<b>Utilization</b>		109%	129% - 146%	31% - 34%

<sup>5</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and 2015-2016 Unaudited Register as of November 2, 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/Pages/default.aspx>.

<sup>6</sup> Enrollment projections based on 2015-2016 Unaudited Register as of November 2, 2015 for 24Q211, which are subject to change if P.S. 211 were to become a zoned school.

The chart below shows the projected enrollment and building utilization for Q298 over a six-year period, if this proposal is approved:<sup>7,8</sup>

DBN	School Name	2015-2016 Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment	2021-2022 Projected Enrollment	2022-2023 Projected Enrollment
24Q211	P.S. 211	-	-	450 - 500	595 - 655	695 - 755	755 - 815	815 - 875	870 - 930
<b>Total Building Enrollment</b>		-	-	450 - 500	595 - 655	695 - 755	755 - 815	815 - 875	870 - 930
<b>Utilization</b>		-	-	57% - 63%	75% - 82%	87% - 95%	95% - 102%	102% - 110%	109% - 117%

Although a utilization rate in excess of 100% may suggest that a building will be over-utilized or over-crowded in a given year, this rate does not account for the fact that rooms may be programmed for more efficient or different uses than the standard assumptions in the utilization calculation. More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, P.S. 211 will receive its baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). 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](http://schools.nyc.gov/NR/rdonlyres/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/169580/DOEFootprint_91114newlogo.pdf).

Any future significant changes to school utilization in Q298 would be proposed in a separate EIS and be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

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

#### A. Students

P.S. 211 is an un-zoned elementary school that opened in September 2013 in building Q269 to alleviate overcrowding in District 24 and serve as an overflow site for the district. In cases where students must be diverted from the zoned school in the student’s grade because of overcrowding, the student is entitled to an alternative placement within the district of residence. It is in this manner that students have enrolled at P.S. 211. Students attending P.S. 211 were zoned to overcrowded schools in District 24 and were overflowed to P.S. 211.

If this proposal is approved, P.S. 211 will be re-sited to Q298, which will be located in District 24’s Corona/Elmhurst neighborhood. Q298 will be located approximately 1.3 miles from the

<sup>7</sup> All references to building utilization rates in 2017-2018 and beyond are based on projected capacity data from the Program of Requirements (“POR”) from the SCA, district school enrollment projections based on the 2015-2016 Unaudited Register as of November 2, 2015 for district schools. 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.

<sup>8</sup> P.S. 211 will complete phasing in all grades in 2018-2019. Enrollment projections are based on 2015-2016 Unaudited Register, and are subject to change if P.S. 211 were to become a zoned school.

school's current location in building Q269. If this proposal is approved and P.S. 211 is re-sited to new building Q298, the DOE will propose that P.S. 211 become a zoned elementary school, which will require the creation of a new zone. Zoning decisions require a separate public review process to be conducted by the CEC. The DOE will propose a zoning plan for P.S. 211 to be discussed in public meetings and voted on by the District 24 CEC with the aim of approving a new zone for P.S. 211 prior to the scheduled occupancy date of the new building. This new zone, if approved, will help to alleviate overcrowding at schools in the immediate area of building Q298 that overflow students outside of the neighborhood.

### *Impact on Current and Future Students at P.S. 211*

If this proposal is approved, all students currently enrolled in P.S. 211 will have the right to continue attending P.S. 211 when it moves to building Q298. This proposal is not expected to impact current enrollment or instructional programming at P.S. 211.

P.S. 211 serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT") classes and students receiving Special Education Teacher Support Services ("SETSS"). P.S. 211 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 Individualized Education Program ("IEPs"). IEP services may vary from year to year as they are tailored to meet the individual needs of the students with disabilities currently enrolled in a school. In addition, students classified as English Language Learners ("ELLs") who are enrolled at P.S. 211 receive English as a Second Language ("ESL") services. All current and future students enrolled at P.S. 211 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 211 currently offers the following extra-curricular activities and partnerships<sup>9</sup>:

- **Extra-curricular Activities:** Enrichment and Intervention, Guided Reading, Monthly Town Hall
- **Partnerships:** Advancement via Individual Determination

The DOE does not anticipate that this proposal will impact the current extra-curricular activities or partnerships at P.S. 211. The school 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 for Future Elementary Students in District 24*

As stated above, the DOE intends to propose a zone for P.S. 211 to be implemented for the 2017-2018 school year. If this proposal is approved and P.S. 211 is re-sited to the Q298 building, and if the District 24 CEC approves a zoning proposal for P.S. 211, incoming kindergarten students who reside in the new P.S. 211 zone will be given priority to the school in 2017-2018. If this proposal

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<sup>9</sup> School reported data as of September 14, 2015.

is approved but the District 24 CEC does not approve a zoning proposal for P.S. 211, the school will continue to enroll students who are overflowed from other District 24 elementary schools.

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

## **B. School**

If this proposal is approved, there will be sufficient space at Q298 to accommodate P.S. 211 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/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint\\_91114newlogo.pdf](http://schools.nyc.gov/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf).

According to the Program of Requirements ("POR"), Q298 has 40 full-size ("FS") rooms<sup>10</sup>, 9 half-size rooms ("HS"), 1 quarter-size room ("QS"), and 7.0 full-size equivalent ("FSE") rooms of designed administrative/office spaces. This total includes a science lab, 2 science demo rooms, an art room, and a music room. Q298 will also include a gymnasium, a gymnasium, a library and a cafeteria.

The building also has 1.0 FSE of designed administrative space for the medical suite, 1.0 FSE of designed administrative space for the school-based support team, and 1 FS room for occupational/physical therapy. Q298 also contains spaces dedicated to building services. The designed administrative spaces, the FS room for occupation/physical therapy, and spaces dedicated to building services will not be included in the allocation of space for P.S. 211.

Excluding the spaces outlined above, Q298 has a total of 39 FS rooms, 9 HS rooms, 1 QS room, and 5.0 FSE administrative spaces remaining to be allocated in Q298.

If this proposal is approved, P.S. 211's enrollment is expected to increase each year until it stabilizes in the 2022-2023 school year. When P.S. 211 moves to Q298 in the 2017-2018 school year, it will serve students in kindergarten through fourth grade. Per the Footprint, P.S. 211 will have a baseline space allocation of 21 FS rooms, 4 HS rooms, and 3.5 FSE spaces for administrative use. In the 2018-2019 school year, P.S. 211 will have a baseline space allocation of 26 FS, 5 HS, and 4.0 FSE for administrative use. Per the Footprint, P.S. 211 will be allocated additional rooms for instructional and administrative use in each subsequent year until its enrollment stabilizes. P.S. 211's baseline Footprint allocation at full scale and stable enrollment in the 2022-2023 school year includes 35 FS rooms, 5 HS rooms, and 5.5 FSE administrative spaces. P.S. 211 will likely need to re-program to support an increase in enrollment as the school phases in, and thus may use some of its allocated cluster full-size spaces to program resource rooms and classrooms for self-contained sections.

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<sup>10</sup> Building Q298 has two designed full-size pre-kindergarten rooms; however, the DOE will make a determination about siting pre-kindergarten in building Q298 closer to the building's opening.

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

DBN	School Name	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
24Q211	P.S. 211	21	26	29	32	34	35
<b>TOTAL</b>		<b>21</b>	<b>26</b>	<b>29</b>	<b>32</b>	<b>34</b>	<b>35</b>
<b>ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS</b>		<b>18</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>4</b>

In the 2022-2023 school year, after P.S. 211 has received its baseline or adjusted baseline footprint allocation, there will be 4 excess FS rooms in building Q298. Schools often use excess FS and QS rooms for administrative purposes. Therefore, during the course of the phase-in of P.S. 211, some of the excess FS rooms may be allocated for administrative purposes. The number of excess rooms will decrease as P.S. 211’s baseline footprint allocation increases to reflect its larger population.

There are no other proposed uses or plans for building Q298 at this time.

*Building Safety and Security*

If this proposal is approved, P.S. 211 will develop a safety and security plan for Q298 prior to the first day of school in September 2017.

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

- Providing “Best Practices Standards for Creating and Sustaining a Safe and Supportive School” as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

**C. Community**

The proposed re-siting of P.S. 211 to a newly constructed building is expected to have a positive impact on the community by providing a new facility that will add elementary school capacity to the district. Building Q298 will provide increased elementary school capacity in the Corona/Elmhurst portion of the district, which is perpetually overcrowded. This proposal will allow hundreds of students who were previously overflowed to schools across the district to attend a school in their community and close to their homes. The DOE supports parent choice and strives to ensure that all families have access to high-quality schools that meet their children’s needs.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the Q298 building. This proposal is not expected to impact the accessibility of building Q298, which will be fully accessible when built.

## IV. Enrollment, Admissions and School Performance Information

### P.S. 211

#### *Admissions Data*

<b>Current Admissions</b>	K-2: Un-zoned
<b>Admissions after Re-siting and Phase-in</b>	K-4: Zoned <sup>11</sup>

#### *Enrollment Data<sup>12,13</sup>*

	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2015-2016 Enrollment	94	90	52	-	-	-	236
2016-2017 (projections)	90-100	85-95	85-95	45-55	-	-	305-345
2017-2018 (projections)	145-155	90-100	85-95	85-95	45-55	-	450-500
2018-2019 (projections)	145-155	145-155	90-100	85-95	85-95	45-55	595-655
2019-2020 (projections)	145-155	145-155	145-155	90-100	85-95	85-95	695-755
2020-2021 (projections)	145-155	145-155	145-155	145-155	90-100	85-95	755-815
2021-2022 (projections)	145-155	145-155	145-155	145-155	145-155	90-100	815-875
2022-2023 (projections)	145-155	145-155	145-155	145-155	145-155	145-155	870-930

<sup>11</sup> Zone contingent upon a rezoning proposal and CEC approval. If CEC does not approve a zone for P.S. 211, the school will remain un-zoned.

<sup>12</sup> P.S. 211 will complete phasing in all grades in 2018-2019.

<sup>13</sup> All figures are from the 2015-2016 Unaudited Register as of November 2, 2015 and do not reflect potential enrollment changes as a result of rezoning. Rezoning proposal contingent on CEC approval.

*Demographic Data*<sup>14</sup>

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with Individualized Education Programs	13%
Percentage of English Language Learner Students	68%
Percentage of Students Eligible for Free or Reduced Lunch	95%

*School Performance Data*

P.S. 211 opened in the 2013-2014 school year and is phasing in to serve kindergarten through fifth grade. P.S. 211 has not yet served third grade, the first grade in which state assessments are administered, and therefore no performance data is available.

## V. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate P.S. 211 to Q298 is approximately \$75,230. This cost will include moving all existing materials and furniture from the current site.

This proposal is not expected to adversely impact the operating budget or cost of instruction at P.S. 211. 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 Guide<sup>15</sup> and FY16 School Allocation Memoranda<sup>16</sup> 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. 211. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

Should this proposal create a need for additional administrative space or function, the cost of voice and data lines will be fully covered by the DOE. This allocation is subject to approval by the Office of Space Planning.

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

### A. Personnel Needs

The proposed re-siting of P.S. 211 is not expected to change the number of personnel positions currently assigned to P.S. 211, nor is it expected to significantly alter the duties of current staff at P.S. 211.

New administrative staff and non-pedagogical positions will be created at P.S. 211 over the course of the school's phase-in. P.S. 211 is expected to hire additional teachers as each new grade is added. The hiring of new personnel and staff for P.S. 211 will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. The

<sup>14</sup> All figures are as a percentage of total students from the 2015-2016 Unaudited Register, as of November 2, 2015.

<sup>15</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf).

<sup>16</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html).

precise number of positions needed for the 2017-2018 school year and beyond, as P.S. 211's enrollment stabilizes, will be determined once annual enrollment projections are released in the spring prior to the commencement of a new school year. Similarly, the number of new positions created to serve students in the new grades will be determined based on annual enrollment projections that become available as the school grows to serve those grades.

#### **B. Administration**

P.S. 211 is expected to hire school supervisors and/or administrative personnel as needed throughout the course of the school's phase-in.

#### **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 schedule of P.S. 211.

#### **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 data does not exist for Q298, as the building is still under construction.

## 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/Pages/default.aspx>, 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. The SCA calculated the target capacity for building Q298 for the 2017-2018 school year. The DOE’s projected utilization rates for the 2017-2018 school year and beyond are based on the SCA’s projected capacity for the new building, which assumes that the components underlying that target capacity remain constant.

## 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, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of un-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,<sup>17</sup> a Non-Public School Placement, or specialized programs,<sup>18</sup> 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.

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<sup>17</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 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>.

<sup>18</sup> 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](mailto: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.