

EDUCATIONAL IMPACT STATEMENT:

The Proposed Temporary Partial Re-siting and Co-location of

P.S. 19 Marino Jeantet (24Q019) with P.S. 211 Elm Tree Elementary

(24Q211) in Building Q298 Beginning in the 2017-2018 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to temporarily re-site¹ and co-locate² a portion of the first grade of P.S. 19 Marino Jeantet (24Q019, “P.S. 19”) to new building Q298 (“Q298”), located at 50-51 98th Street, Queens, NY 11368, for the 2017-2018 school year. P.S. 19 is a zoned elementary school that currently serves students in kindergarten through fifth grades across three buildings in District 24: building Q019 (“Q019”), located at 98-02 Roosevelt Avenue, Queens, NY 11368; building Q315 (“Q315”), located at 43-18 97th Place, Queens, NY 11368; and building Q269 (“Q269”), located at 86-37 53rd Avenue, Queens, NY 11373.

On December 3, 2015, DOE posted an Educational Impact Statement (“EIS”) to temporarily re-site and co-locate the kindergarten and a portion of the first grade of P.S. 19 from mini-building Q819 (“Q819”) and Transportable Classroom Units (TCUs) Q914 (“Q914”) to Q315 for three years beginning in the 2016-2017 school year. This proposal, which was approved by the Panel for Educational Policy (“PEP”) at their January 20, 2016 meeting, enabled the School Construction Authority (“SCA”) to remove Q819 and Q914 and begin a three-year construction project to build an addition to Q019.³

In the December 3rd EIS, the DOE recognized the need to identify an additional site to accommodate P.S. 19 for the second and third years of the construction period as less space becomes available in Q315, where P.S. 19 is co-located with P.S. 110 (24Q110) and a District 75 school, P.S. Q277 (75Q277, “P277Q@Q315”).⁴ As P.S. 110, a zoned elementary school, continues to phase in additional grades, there will be less space available in Q315 to serve P.S. 19 students. Currently, P.S. 110 serves kindergarten through fourth grade students and will be at scale by the 2017-2018 school year, serving kindergarten through fifth grade. Consequently, at the start of the 2017-2018 school year, there will not be sufficient space in Q315 to meet all of P.S. 19’s instructional needs.

The DOE has since learned from the SCA that the Q019 addition will only take two years to complete, not three. The addition will now be ready for occupancy at the start of the 2018-2019 school year instead of the 2019-2020 school year. Consequently, P.S. 19 will now require space in Q315 for a total of two years, instead of three, and will only need an additional site for only one year, 2017-2018.

The DOE is now proposing to temporarily re-site the portion of P.S. 19’s first grade that is currently housed in Q315, as well as the portion housed in Q269, to Q298. Q298 is a new building opening in the 2017-2018 school year that will also house P.S. 211 Elm Tree Elementary School (24Q211, “P.S. 211”), per a re-siting

¹ A “re-siting” means that part or all of a school will be located in a different building than the building in which the school is currently located.

² A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

³ The EIS can be accessed here: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/SchoolProposalsJanuary202016PEP>.

⁴ P.S. Q277 is an existing multi-site District 75 school with 3 sites in Queens. It is projected to serve a total of 48 students in kindergarten through fifth at Q315. Because District 75 programs do not have budget register projections, enrollment for 75Q277 is based on enrollment as of October 14, 2016.

proposal approved by the PEP on November 19, 2015.⁵ P.S. 211 is an unzoned elementary school that currently serves kindergarten through third grades in Q269 alongside P.S. 19, and is phasing in to serve kindergarten through fifth grades. If this proposal is approved, P.S. 19 and P.S. 211 would move together from Q269 to Q298 and continue to be co-located for the 2017-2018 school year, albeit in a new location. Q298 is located approximately 0.7 miles from Q019 and 0.5 miles from Q315, substantially closer than Q269, which is about 1.5 miles from Q019 and 1.2 miles from Q315.

If this proposal is approved, at the conclusion of the 2016-2017 school year, P.S. 19 will no longer serve students in Q269 and will instead serve students in Q019, Q315, and Q298 in the 2017-2018 school year. Specifically, kindergarten will be served in Q315, a portion of first grade will be served in Q298, and all other students will be served in Q019. Once the Q019 addition is complete in 2018-2019, all P.S. 19 students will be served in Q019.

If the addition at Q019 is not complete prior to the 2018-2019 school year, the DOE may issue a new proposal for an alternative siting in accordance with Chancellor's Regulation A-190.⁶

In a separate EIS, the DOE is concurrently proposing to temporarily re-site a portion of P.S. 143 Louis Armstrong (24Q143, "P.S. 143") beginning in 2017-2018 to Q269, where P.S. 19 currently serves a portion of its first grade alongside P.S. 211.⁷ This proposal to re-site a portion of P.S. 19 is not contingent on the proposal to re-site P.S. 143 to Q269. However, the proposal to re-site P.S. 143 to Q269 is contingent on the approval of this proposal.

Community Engagement

Engagement was conducted in the course of creating this proposal. This engagement includes the following:

- Principal Estro, of P.S. 211, held a School Leadership Team ("SLT") meeting on October 11, 2016 where she discussed the proposal, answered questions, and solicited feedback.
- Principal Calibar, of P.S. 19, held a SLT meeting on October 17, 2016 where she discussed the proposal, answered questions, and solicited feedback.
- The DOE Office of District Planning attended a meeting with members of the District 24 Community Education Council and Superintendent Chan on October 25, 2016 to discuss district planning needs, including this proposal.

The DOE will offer public engagement opportunities following this posting including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take question, comments, and feedback.

⁵ More information about this proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals>.

⁶ More information about Chancellor's Regulation A-190 can be found: <http://schools.nyc.gov/NR/rdoonlyres/7D8147A2-7A0C-4BAC-A762-33B69C137AD6/0/A190SignificantChangesinSchoolUtilizationRegulation.pdf>.

⁷ More information about this proposal is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/December212016SchoolProposals>.

- Two Joint Public Hearings to be held at Q315 and Q269. These meeting will be open to the public and attendees are encouraged to comment on this proposal during 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 emailing D24Proposals@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 comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting 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.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/December212016SchoolProposals>.

Q298 is a new building currently under construction. According to the SCA, Q298 will have the capacity to serve a total of 796 students.⁸ If this proposal is approved, P.S. 19 will serve approximately 300-305 first-grade students in Q298 in 2017-2018, and P.S. 211 will serve approximately 355-405 students in kindergarten through fourth grade. This yields a total projected building enrollment of 655-710, and a utilization rate of 82%-89%.⁹

II. Proposed or Potential Use of Building

As noted above, Q298 is a new building currently under construction. According to the SCA, Q298 will have the capacity to serve a total of 796 students. 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 partial re-siting of P.S. 19 is contingent upon the completion of this building before September 2017. Should Q298's opening be delayed beyond September 2017, the DOE will reassess its plans for P.S. 19 and Q298.

If this proposal is approved, in the 2017-2018 school year, P.S. 19 is projected to serve approximately 300-305 first grade students and P.S. 211 is projected to serve approximately 355-405 kindergarten through fourth grade students at Q298. This will result in a total projected building enrollment of 655-710 students, yielding a building utilization rate of 82%-89%.¹⁰

P.S. 19 will no longer occupy space in Q298 after the conclusion of the 2017-2018 school year. In the 2018-2019 school year, when the addition is anticipated to be ready for occupancy, the P.S. 19 first grade housed at Q298, as well as the kindergarten housed at Q315, will return to the newly expanded Q019.

⁸ 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 796 students per the Program of Requirements ("POR") from the SCA.

⁹ Unless otherwise noted, all references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning 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/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

¹⁰ Building utilization for Q298 is based on a capacity of 796 students per the POR for Q298.

According to the Blue Book, Q019 has a target capacity to serve 1,080 students.¹¹ In the current 2016-2017 school year, P.S. 19 serves 1,376 first through fifth grade students in Q019, yielding a building utilization rate of 127%. If this proposal is approved, P.S. 19 is projected to serve approximately 1,340-1,385 first through fifth grade students at Q019 in the 2017-2018 school year. This will result in a total projected building enrollment of 1,340-1,385, yielding a building utilization rate of 124%-128%. Per the POR from the SCA, the addition at Q019 is expected to provide an additional 844 elementary seats, which will increase the total capacity of Q019 to 1,924 seats. At the start of the 2018-2019 school, when construction is complete and the kindergarten and first grade at Q315 and Q298, respectively, return to Q019, P.S. 19 is projected to serve approximately 1,990-2,050 kindergarten through fifth grade students, yielding a building utilization rate of 103%-107%.

Current and projected grade spans for the Q298, Q019, Q315, and Q269 buildings are displayed in the tables below.

Grade Spans at Q298

DBN	School Name	2016-2017	2017-2018	2018-2019
24Q019	P.S. 19	-	1	-
24Q211	P.S. 211	-	K-4	K-5

Grade Spans at Q019

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

Grade Spans at Q315

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

¹¹ The 2016-2017 and 2017-2018 building capacity for Q019 is based on the 2015-2016 Blue Book target capacity of 1,080 seats. In the 2018-2019 school year, an addition being constructed at Q019 is expected to be completed. According to the POR, the addition at Q019 will have a capacity of 844 seats. Therefore, Q019's target capacity for the 2018-2019 school year is expected to be 1,924 seats.

Grade Spans at Q269

DBN	School Name	2016-2017	2017-2018	2018-2019
24Q019	P.S. 19	1	-	-
24Q143	P.S. 143	-	1-2	1-2
24Q211	P.S. 211	K-3	-	-

If this proposal is approved, the tables below show enrollment and utilization for buildings Q298, Q019, Q315, and Q269.

Enrollment and Utilization in Building Q298¹²

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment ¹³	2018-2019 Projected Enrollment
24Q019	P.S. 19	-	300 - 305	-
24Q211	P.S. 211	-	355 - 405	450 - 510
Total Building Enrollment		-	655 - 710	450 - 510
Utilization		-	82% - 89%	57% - 64%

¹² Building utilization for Q298 is based on a capacity of 796 students per the POR for Q298.

¹³ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

Enrollment and Utilization in Building Q019¹⁴

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
24Q019	P.S. 19	1,376	1,340 - 1,385	1,990 - 2,050
Total Building Enrollment		1,376	1,340 - 1,385	1,990 - 2,050
Utilization		127%	124% - 128%	103% - 107%

Enrollment and Utilization in Building Q315

DBN	School Name	2016-2017 Budget Register Projections ¹⁵	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
24Q019	P.S. 19	538	330 - 340	-
24Q110	P.S. 110	502	670 - 730	820 - 880
75Q277	P277Q@Q315	48	40 - 50	40 - 50
Total Building Enrollment		1,088	1,040 - 1,120	860 - 930
Utilization		258% ¹⁶	247% - 266%	204% - 221%

¹⁴ The 2016-2017 and 2017-2018 building capacity for Q019 is based on the 2015-2016 Blue Book target capacity of 1,080 seats. In the 2018-2019 school year, an addition being constructed at Q019 is expected to be completed. According to the POR, the addition at Q019 will have a capacity of 844 seats. Therefore, Q019's target capacity for the 2018-2019 school year is expected to be 1,924 seats.

¹⁵ Enrollment for P.S. 19 and P.S. 110 is based on the 2016-2017 Budget Register Projections. Because District 75 schools do not have Budget Register projections, enrollment is based on enrollment as of October 14, 2016.

¹⁶ 2015-2016 Blue Book Capacity for Q315 excludes space used by the Mosaic Pre-K Center ("24Q331"), which was sited at Q315 during the 2015-2016 school year but is not sited at Q315 in the 2016-2017 school year. Q315 opened in the 2015-2016 school year after being constructed with a capacity of 1,110 students per the POR. The DOE expects that future Blue Book target capacity for Q315 will significantly increase above the current Blue Book target capacity of 421 once space that had been occupied by 24Q331 in 2015-2016 is allocated a target capacity by the SCA. Therefore, the DOE believes that Q315 has sufficient capacity to temporarily re-site a portion of P.S. 19.

Enrollment and Utilization in Building Q269

DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
24Q019	P.S. 19	51	-	-
24Q143	P.S. 143	-	495 - 515	500 - 520
24Q211	P.S. 211	281	-	-
Total Building Enrollment		332	495 - 515	500 - 520
Utilization		107%	160% - 166%	161% - 168%

More information on target capacity and utilization is available in Appendix A of this EIS. More details about space are available in Section III. B and Appendix C of this EIS. The Citywide Instructional Footprint (“the Footprint”), which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

There are currently no other proposed uses for building Q298. Any future significant changes to school utilization in Q298 would be proposed in a future 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, Schools, and Community

A. Students

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

As noted above, P.S. 19 is a zoned elementary school currently serving students in kindergarten through fifth grade across three sites: in its main building Q019, co-located space in Q315, and co-located space in Q269. If this proposal is approved, P.S. 19 will no longer serve students in Q269 after the conclusion of the 2016-2017 school year, and will serve fewer students in Q315. Students from both locations would be re-sited to Q298 for the 2017-2018 school year. These re-sitings are necessary to facilitate the construction of an addition to building Q019, which will add much needed elementary seat capacity to District 24, and enable P.S. 19 to serve all of its students in one location.

If this proposal is approved, beginning in the 2017-2018 school year, the first grade currently served in Q315 and Q269 would be re-sited to Q298. Incoming kindergarten students would continue to be served at Q315. P.S. 19 will continue to serve a portion of first grade in its main building, Q019, along with P.S. 19 students enrolled in grades two through five. Beginning in the 2018-2019 school year, all P.S. 19 kindergarten and first-grade students would be served in Q019. P.S. 19 would then operate in a single location, serving all of its kindergarten through fifth grade students in the newly expanded Q019.

While this proposal is not expected to impact current enrollment, it may impact future student enrollment based on distance. Q315 is approximately 0.5 miles from Q298 and Q269 is approximately 1.2 miles from Q298.¹⁷ As a result of this change in location, some current students may request to transfer to a different school, while new students may enroll from different areas of the district as compared to where current students are coming from. However, any P.S. 19 students who prefer a different school option may seek a transfer for the 2017-2018 school year through the Office of Student Enrollment (“OSE”) by speaking first with school administrators and then visiting a Family Welcome Center, which will work to match students based on their needs and seat availability, in accordance with Chancellor’s Regulation A-101. This proposed change in location is also expected to impact student transportation eligibility, which is discussed in Section VI below

If the re-siting is approved, the DOE does not anticipate that this proposal will impact admissions at P.S. 19. P.S. 19 is an existing District 24 zoned elementary school that serves students in kindergarten through fifth grades and admits students through the elementary school admissions process.

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”). The existing ICT, SC, and SETSS classes will continue to be provided at P.S. 19 if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). IEP services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. In addition, students classified as English Language Learners (“ELLs”) who are enrolled at P.S. 19 receive English as a New Language (“ENL”) 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 programs, extra-curricular activities and partnerships:¹⁸

- **Special Programs:** Science and Technology Fair, School-wide dramatic production, Four Schools Within A School, Extended Day Literacy and Math, Tutor-Hub, Glee Club, Chess in the Schools, STEM based activities with Hall of Science, Leading in Me, Leadership Program Violence Prevention program, and Engineering for Kids.
- **Extra-curricular Activities:** Chess club, Yearbook club, Odyssey of the Mind, Basketball team, Sports Explorer, Tennis, Writing Enrichment, Math Games, Early Reading Program, Robin Hood Library after-school hours, Game-coding, Purfek Academy, Music Engineering, Corona Youth Orchestra at PS 19, and ESDVP grant after school enrichment program, including robotics, hands on engineering.
- **Partnerships:** Beacon-Hanac, Robin Hood Foundation, 92nd Street Y, Louis Armstrong Jazz, New York Cares Volunteers Program, New York Philharmonic, Arts Connect, Engineering for Kids, Leader in Me, The Leadership Program, Foodbank, Western Queens Mental Health Program, Corona Youth Orchestra, Smile NY, American Ballet, and Hispanic Federation.

The DOE does not anticipate that this proposal will impact current programming, current extra-curricular activities, or partnerships at P.S. 19. P.S. 19 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the temporary re-

¹⁷ Other distances between buildings are as follows: Q315 is approximately 0.3 miles away from Q019, Q269 is approximately 1.4 miles away from Q019, and Q315 is approximately 1.1 miles from Q269. Q298 is approximately 0.7 miles away from Q019. Once the addition is complete, P.S. 19 will be able to operate within one continuous space at the start of the 2018-2019 school year.

¹⁸ School-reported information confirmed as of October 28, 2016.

siting to Q298 may change the way those programs are configured or the location in which they are offered. 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.

The P.S. 19 students who are re-sited to Q298 will be served exclusively in the Q298 school building during the regular day and will not be expected to travel to Q019 or Q315. The P.S. 19 students proposed to be served in Q298 would be supervised by the P.S. 19 administration.

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

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 is an unzoned elementary school that opened in September 2013 in building Q269 to alleviate overcrowding in District 24 and to serve as an overflow site for the district. It serves general education students and students requiring special education services, including students currently enrolled in ICT, SC classes, and students receiving SETSS. P.S. 211 will continue to provide these ICT, SC, and SETSS classes at Q298. 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 with disabilities currently enrolled in a school. In addition, students classified as ELLs who are enrolled at P.S. 211 receive ENL services. All current and future students enrolled at P.S. 211 will continue to receive all their mandated special education and/or ELL services at Q298.

P.S. 211 currently offers the following extra-curricular activities and partnerships:¹⁹

- **Extra-curricular Activities:** After School Program, After School Club Activities
- **Partnerships:** New York Cares, Cool Culture, CookShop, ASTEP, Food Harvest, Metro Plus, Move To Improve, UFT Homework Help, New York City Compost Project, New York City Department of Health & Mental Hygiene, Grow NYC, and Reading A-Z.

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, pursuant to the PEP-approved re-siting of P.S. 211 to Q298, these services will now be offered in the school's new location. 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 is not expected to impact the admissions process at P.S. 19. P.S. 19 will continue to give priority to students who live in its zone, as it has done in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at: <http://schools.nyc.gov/NR/rdonlyres/1CC25F63-74E8-41A6-8031-490F206F148D/0/A101.pdf>.

¹⁹ School-reported information as of October 20, 2016.

P.S. 211 will continue to enroll students who are overflowed from other District 24 elementary schools and will be available as a non-zoned option to families through the kindergarten admissions process, offering priority to students with enrolled siblings in accordance with Chancellor's Regulation A-101.

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

B. Schools

If this proposal is approved, the portion of P.S. 19's first-grade currently served at Q315 and Q269 will be re-sited to Q298 for the 2017-2018 school year. P.S. 19's kindergarten cohort will continue to be served at Q315, and the rest of P.S. 19 will continue to be served at Q019. At the start of the 2018-2019 school year, when the addition for P.S. 19 is anticipated to be complete, P.S. 19 will no longer serve students in Q315 or Q298, and will serve all students in the expanded Q019.

Pursuant to the Footprint, there will be sufficient space to accommodate a portion of P.S. 19 and all of P.S. 211 in Q298. 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 an analysis of floor plans conducted by the Queens Director of Space Planning, Q298 has a total of 43 full-size rooms ("FS"), 9 half-size rooms ("HS"), and 4.0 full-size equivalent ("FSE") administrative spaces. This total includes a science lab, two science demo rooms, an art room, and a music room. Q298 will also include a gymnasium, a gymatorium, a library, and a cafeteria.

Q298 also contains spaces dedicated to building services. The medical suite occupies 1.0 FSE of designed administrative space, the school-based support team occupies 0.5 FSE of designed administrative space, and 1 HS room is used for custodial services. Space dedicated to building services will not be included in the allocation of space for P.S. 19 or P.S. 211.

Excluding the spaces outlined above, Q298 has a total of 43 FS rooms, 8 HS, and 2.5 FSE administrative spaces remaining to be allocated among the co-located schools in Q298.

The DOE projects that approximately 300-305 first grade students from P.S. 19 will be sited in Q298 for the 2017-2018 school year. Per the Footprint, P.S. 19 would be allocated a baseline of 11 FS, 2 HS, and 3.0 FSE rooms for administrative purposes. However, due to building configuration, P.S. 19 will receive an adjusted baseline allocation of 13 FS rooms for instructional use and 3.0 FSE of administrative space, comprised of 3 FS rooms.

At the start of the 2017-2018 school year, P.S. 211 will serve approximately 355-405 students in kindergarten through fourth grade at Q298. Per the Footprint P.S. 211's baseline space allocation will be 20 FS rooms, 6 HS rooms, and 3.5 FSE spaces for administrative use. Due to the lack of HS spaces available in the building that are appropriate for instruction, P.S. 211 will be allocated an adjusted Footprint in 2017-2018 of 21 FS rooms, 5 HS rooms, and 3.5 FSE for administrative purposes, comprised of 2.5 FSE of designed administrative space and 2 HS rooms.

The baseline allocations of full-size instructional and administrative rooms are detailed in the table below:

DBN	School Name	2016-2017	2017-2018
24Q019@Q298	P.S. 19	-	16
24Q211	P.S 211	-	21
Total		-	37
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		-	6

After each school has received its adjusted baseline Footprint allocation, there will be some excess FS rooms remaining in Q298, as detailed in the table above. P.S. 211 will regain the capacity occupied by P.S. 19 in Q298 in the 2018-2019 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 Q298. 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.

C. Community

The DOE strives to ensure that families have access to high-quality schools that meet the needs of all children. Creating permanent instructional space for P.S. 19 will increase the building’s capacity and improve learning conditions for students. It will also provide additional elementary seats in the district, specifically Corona, where the average building utilization of schools serving students in kindergarten through fifth grade is 137%.

Where possible, the DOE aims to utilize available space in other local school buildings to temporarily serve students during periods of construction. Since Q298 is a new building and P.S. 211 will be phasing in, serving students in kindergarten through fourth grade at the start of the 2017-2018 school year, adequate space will be available for a portion of P.S. 19 students for one year. This re-siting will provide P.S. 19 with the needed space to serve current students and admit new students during the duration of construction less than a mile from its main building.

Due to the updated timeline of construction at Q019, completing the addition by the 2018-2019 school year, the re-siting will take place for only one year, instead of two, reducing time P.S. 19 students occupy temporary space in Q298. The new structure at Q019 will enable students in all grades to share a unifying educational experience in a single structure.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at Q315, which is fully accessible, or Q269, Q298, and Q019 which are not accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 19

Admissions Data

Current Admissions	Grades K-5: Zoned
Admissions if This Proposal Is Approved	Grades K-5: Zoned

Enrollment Data²⁰ - P.S. 19 Total Enrollment

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget register projections)	335	332	355	332	317	294	1,965
2017-2018 (projected)	330-340	330-340	325-335	350-360	325-335	310-320	1,970-2,030
2018-2019 (projected)	330-340	330-340	330-340	325-335	350-360	325-335	1,990-2,050

Demographic Data²¹

% Students with Disabilities (any student receiving an IEP)	21%
% English Language Learners	58%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	100%

²⁰ Projected enrollment figures are based on 2016-2017 Budget Register Projections.

²¹ Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

School Performance Data

P.S. 19	2013-2014	2014-2015	2015-2016
School Quality Indicators²²			
1.1 Curriculum	N/A ²³	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Well Developed	N/A
Performance Data²⁴			
English Language Arts % Proficient (Levels 3 and 4)	22%	25%	31%
Math % Proficient (Levels 3 and 4)	35%	33%	31%
Other Key Performance			
Attendance Rate	95%	96%	N/A ²⁵
2016-2017 State Accountability Status²⁶	Good Standing		

²² The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

²³ Not all schools receive Quality Reviews every year. P.S. 19 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

²⁴ Performance data for the 2013-2014 school year and the 2014-2015 school year is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Reports are not available for the 2015-2016 school year, 2015-2016 performance data is from the New York State data available at: <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

²⁵ Attendance data for the 2015-2016 school year is not yet available.

²⁶ 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. 211

Admissions Data

Current Admissions	Grades K-3: Non-Zoned
Admissions if This Proposal Is Approved	Grades K-4: Non-Zoned

Enrollment Data

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017 (budget register projections)	100	64	71	46	-	-	281
2017-2018 (projected)	95-105	95-105	60-70	65-75	40-50	-	355-405
2018-2019 (projected)	95-105	95-105	95-105	60-70	65-75	40-50	450-510

Demographic Data

% Students with Disabilities (any student receiving an IEP)	13%
% English Language Learners	68%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	95%

School Performance Data

P.S. 211	2013-2014	2014-2015	2015-2016
School Quality Indicators			
1.1 Curriculum	N/A ²⁷	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Developing	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data²⁸			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate	N/A	N/A	N/A
2016-2017 State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The estimated cost to temporarily partially re-site the portion of P.S. 19 first graders at Q315 and Q269 to Q298 in the 2017-2018 school year is up to approximately \$73,200.00. This cost will include moving some existing materials and furniture from Q315 and Q269 to Q298.²⁹

The estimated cost to relocate the portion of P.S. 19 first graders served at Q298 and kindergarten students served at Q315 to its main building, Q019, in the 2018-2019 school year is up to approximately \$73,200.00. This cost will include moving some existing materials and furniture from Q298 and Q315 to Q019.

This proposal is not expected to impact the operating budget or costs of instruction at P.S. 19. Most funding in schools’ budgets is allocated on a per pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, English language Learners (ELLs), and those with other supplemental academic needs.

²⁷ Not all schools receive Quality Reviews every year. P.S. 211 did not have a Quality Review for the 2013-2014 and 2015-2016 school years.

²⁸ Performance data is not available for P.S. 211, which opened and began phasing in starting in the 2013-2014 school year and served students in kindergarten through grade two in 2015-2016. Performance data is based on exams that are given to students starting in third grade.

²⁹ Based on average per pupil re-siting costs provided by the Division of Space Management.

Please refer to the FSF Guide³⁰ and FY17 School Allocation Memoranda³¹ for additional information on cost of instruction.

This proposal is not expected to impact costs or allocations at P.S. 211 in building Q298.

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

A. Personnel Needs

The proposal is not expected to change the number of personnel positions currently assigned to P.S. 19, although some teachers and staff who had previously been located at Q315 or Q269 will now be located at Q298. It is also not expected to significantly alter the duties of current staff at P.S. 19.

B. Administration

There are no expected changes in school supervisory or administrative positions at P.S. 19 as a result of this proposal, although some of the P.S. 19 administrators will be located at Q298.

C. Transportation

If this proposal is approved, a portion of P.S. 19 students would be temporarily moving approximately 0.7 miles from its current location beginning in the 2017-2018 school year. As a result of this re-siting, some students will have to travel a greater distance to reach the new school building, while other students will have to travel a shorter distance. This may result in different P.S. 19 students being eligible for busing or other modes of transportation than in past years, depending on the distance from each student's home residence to Q019. The DOE cannot yet determine transportation eligibility for incoming students; however, this will also be subject to Chancellor's Regulation A-801.³² The Office of Pupil Transportation will make the final determination as to the mode of transportation to be provided to each student.

D. Other Support Services

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

³⁰ Available at the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf

³¹ Available at the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html

³² Chancellor's Regulation A-801 can be found at the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

VII. Building Information

Building		Q019 ³³
Type of Building		PS
Year Built		1924
Overall BCAS rating		2.64
2015-2016 Blue Book Target Building Utilization		153%
2015-2016 Blue Book Target Building Capacity		1,273
Maintenance Costs	Labor (FY 2015)	\$27,101
	Materials (FY 2015)	\$7,037
	Maintenance, repair, and service contracts (FY 2015)	\$98,501
	Custodial operations costs—Materials (FY 2016)	\$8,190
	Custodial operations costs—Custodial Allocation (FY 2016)	\$384,819
FY 2016 Energy Costs	Electric	\$138,952
	Gas	\$33,581
	Steam	N/A
	Oil	\$4,937
Projects completed during the current or prior school year		Interior:Structural:Foundation Walls Cafeteria Lighting:Lighting Fixture - Fluorescent Interior:Cafeteria:Floor Finish Exterior:Exterior Walls Exterior:Coping Exterior:Parapets Exterior:Roofing:Roofing Exterior:Roofing:Specialties
Projects proposed in the capital plan		Addition - Design in progress demolition fo P.S. 19 - Queens - Design in Progress
Accessibility of the building		No Accessibility
Building attributes		Auditorium Cafeteria Gymnasium Library Nurse's Office

³³ Building data includes Q819 and Q914.

Building		Q315 ³⁴
Type of Building		N/A
Year Built		N/A
Overall BCAS rating		N/A
2015-2016 Blue Book Target Building Utilization		102%
2015-2016 Blue Book Target Building Capacity		421
Maintenance Costs	Labor (FY 2015)	\$51
	Materials (FY 2015)	\$0
	Maintenance, repair, and service contracts (FY 2015)	\$12,022
	Custodial operations costs—Materials (FY 2016)	\$9,310
	Custodial operations costs—Custodial Allocation (FY 2016)	\$302,331
FY 2016 Energy Costs	Electric	\$241,629
	Gas	\$38,484
	Steam	N/A
	Oil	\$0
Projects completed during the current or prior school year		New/Retrofit Telephone/Intercom Systems
Projects proposed in the capital plan		Fire Alarm - 8/3/2015 F
Accessibility of the building		Fully Accessible
Building attributes		None

³⁴ Building Q315 opened in the 2015-2016 year, and not all data is available yet.

Building		Q298 ³⁵
Type of Building		N/A
Year Built		N/A
Overall BCAS rating		N/A
2015-2016 Blue Book Target Building Utilization		N/A
2015-2016 Blue Book Target Building Capacity		N/A
FY 2015 Maintenance Costs	Labor	No data as building will 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

³⁵ Building data is not yet available for Q298, which is currently under construction and will open in September of 2017.

Building		Q269
Type of Building		PS
Year Built		N/A
Overall BCAS rating		2.5
2015-2016 Blue Book Target Building Utilization		93%
2015-2016 Blue Book Target Building Capacity		310
Maintenance Costs	Labor (FY 2015)	\$9,143
	Materials (FY 2015)	\$2,554
	Maintenance, repair, and service contracts (FY 2015)	\$4,134
	Custodial operations costs—Materials (FY 2016)	\$2,380
	Custodial operations costs—Custodial Allocation (FY 2016)	\$87,806
FY 2016 Energy Costs	Electric	\$38,503
	Gas	\$12,007
	Steam	N/A
	Oil	\$0
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

Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, 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 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 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 2016-2017 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 zoned, non-zoned, and choice elementary schools.³⁶ 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 and in accordance with Chancellor's Regulation A-101:

- 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 OSE 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 and in accordance with Chancellor's Regulation A-101:

- 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 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;
- 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;

³⁶ 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.

- 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,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 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 be also admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services to receive appropriate services in accordance with DOE policy.

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

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of applications submission and will be in grades K-5 in the school at the start of the following September;
In some cases, dependent upon the timing of the approval of a rezoning plan, a student's zoned district school may change during the application period. In such cases, the student continues to have priority to the original zoned school.
- b. Zoned students other than those in (a);
- 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 September who are residents of that district;
- d. Out-of-district students whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- e. In-district students;
- f. Out-of-district students

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

- a. 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 September who are residents of that district;
- b. Out-of-district students, whose verified siblings will be enrolled in grades K-5 at the start of the following September;
- c. In-district students;

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 349 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 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.

- d. Out-of-district students.

For both kindergarten and pre-kindergarten, if there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

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.