

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-Siting and Co-location of P.S. 110 (24Q110) with a New Site of an Existing District 75 School P.S. Q277 (75Q277) in New Building Q315 Beginning in the 2015-2016 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site P.S. 110 (24Q110, “P.S. 110”) and to co-locate the school with an existing District 75 school, P.S. Q277 (75Q277, “P277Q@Q315”), in new building Q315 (“Q315”) beginning in the 2015-2016 school year.¹ P.S.110 opened in the 2012-2013 school year in its current location, building Q841, with the intention of moving to new building Q315 once construction is complete. The Q315 building will be ready in fall of 2015, at which point P.S. 110 will begin serving students there. Currently, 95% of students attending P.S. 110 reside in neighborhoods close to Q315. Moving P.S. 110 to Q315 will offer students an opportunity to attend an elementary school within their community.

Building Q315 is located at 96-18 43rd Avenue, Queens, NY 11368, in Community School District 24 (“District 24”). P.S. 110 is an existing un-zoned elementary school that currently serves students in kindergarten through second grade in building Q841 (“Q841”), located at 48-25 37th Street, Queens, NY 11101, in District 24. P.S. 110 is phasing in to serve students in kindergarten through fifth grade at scale and is currently co-located in building Q841 with a portion of P.S. 199 Maurice A. Fitzgerald (24Q199, “P.S. 199”),² an existing elementary school serving students in kindergarten through fifth grade.³ P277Q@Q315 is a new site of an existing multi-site District 75 school.⁴ 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. A “co-location” means that two or more school organizations are located in the same building, often sharing large common spaces like the auditorium, gymnasium and cafeteria.

If this proposal is approved, P.S. 110 will be re-sited to Q315 and P277Q@Q315 will open in Q315 beginning in the 2015-2016 school year. Q315 will serve as the long term site for both organizations. P.S. 110 will no longer serve any students in Q841 following the conclusion of the 2014-2015 school year and will serve all its students in Q315 beginning in the 2015-2016 school

¹ District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 410 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

² P.S. 199 is split-sited across the following four sites: main building Q199 (“Q199”) and its adjacent transportable classroom units (“Q938”) located at 39-20 48th Avenue, Queens, NY 11104, Annex Q777 (“Q777”) located at 50-15 44th Street, Queens, NY 11377, and Annex Q841 (“Q841”) located at 48-25 37th Street, Queens, NY 11101.

³ The Panel for Educational Policy (“PEP”) approved P.S. 199’s grade expansion on May 29, 2014. The approved EIS describing the grade expansion can be found here: http://schools.nyc.gov/NR/rdonlyres/1DD21B74-8CFD-415B-8200-7E9F3B324068/159950/24Q199_EIS_vFINALFINAL.pdf.

⁴ P.S. Q277 is an existing multi-site District 75 school that serves a combined total of 141 students in kindergarten through twelfth grades during the 2014-2015 school year. P.S. Q277 currently has 3 sites in Queens.

year. When it moves to Q315 in the 2015-2016 school year, P.S. 110 will serve students in kindergarten through third grade. P.S. 110 will reach full scale in the 2017-2018 school year when it will serve students in kindergarten through fifth grade in Q315. P277Q@Q315 will serve students in kindergarten through fifth grade who have been classified as autistic or intellectually disabled on their Individualized Education Program (“IEP”).

P.S. 110 is an existing un-zoned elementary school that serves students who are overflowed from their zoned schools in the Corona and Elmhurst neighborhoods of District 24. On May 27, 2014, the District 24 Community Education Council (“CEC”) approved a plan to create an elementary school zone for building Q315. If this proposal is approved and P.S. 110 is re-sited to the Q315 building, the school will begin to operate as a zoned elementary school in September 2015, serving students residing in the zone approved by the CEC. The change in P.S. 110’s admissions process will alleviate overcrowding at schools surrounding Q315.

According to the School Construction Authority (“SCA”), Q315 will have the capacity to serve a total of 1,110 students and includes designed space for a District 75 school.⁵ If this proposal is approved, Q315 is projected to serve approximately 360 – 400 kindergarten through third grade students at P.S. 110 and 36 – 72 kindergarten through fifth grade students at P277Q@Q315 in the 2015-2016 school year. This will result in a total projected building enrollment of 396 – 472 students, yielding a building utilization rate of 36% – 43%.⁶ In the 2017-2018 school year, when P.S. 110 has reached full scale serving students in kindergarten through fifth grade, there will be a total of approximately 756 – 852 students in building Q315, yielding a projected building utilization rate of 68% – 77%. While P.S. 110 will serve its full complement of grades in 2017-2018, the re-zoning plan approved for this building will increase the size of the school’s entering kindergarten cohorts to align with the increased capacity of building Q315. Once P.S. 110’s enrollment stabilizes in the 2020-2021 school year, the school will serve 1,080– 1,140 students in kindergarten through fifth grade.⁷ Between P.S. 110 and P277Q@Q315, Q315 is projected to serve a total of 1,116 – 1,212 students in building Q315 in the 2020-2021 school year, yielding an estimated building utilization rate of 101% – 109%.

II. Proposed or Potential Use of Building

Building Q315 is a new building currently under construction. The SCA expects Q315 to be completed by September 2015. The re-siting of P.S. 110 is contingent upon the completion of this new building and the SCA is confident Q315 will be ready for occupancy by September 2015. However, should Q315’s opening be delayed beyond September 2015, the DOE will reassess its plans for P.S. 110, P277Q@Q315 and building Q315.

Once complete, building Q315 will have an estimated capacity of 1,110 students. P.S. 110 will enroll 360 – 400 kindergarten through third grade students in 2015-2016 and will add one grade each year until reaching its full grade span serving approximately 720 – 780 students in kindergarten through fifth grade during the 2017-2018 school year. P.S. 110 will complete phasing

⁵ As reported from the designed capacity of building Q315 as per the Program of Requirements (“POR”) from the School Construction Authority (“SCA”).

⁶ All references to building utilization rates in this document are based on target capacity data from the designed capacity of building Q315 as per the POR from the SCA and the 2014-2015 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

⁷ Enrollment projections are based on a phase-in plan of 7 general education or Integrated Co-Teaching kindergarten sections. Actual enrollment, however, depends on applicant demand.

in all grades in 2017-2018; however, the future projected kindergarten classes are larger than the current kindergarten class as a result of the re-zoning. The increase in the size of P.S. 110’s future kindergarten classes will align enrollment in the building with the capacity of Q315. P.S. 110 will reach stable enrollment in 2020-2021 with 1,080 – 1,140 students in kindergarten through fifth grade. P277Q@Q315 is expected to serve approximately 36 – 72 kindergarten through fifth grade students beginning in the 2015-2016 school year. Once P.S. 110 has phased-in all grades in 2017-2018, P.S. 110 and P277Q@Q315 are projected to serve a total of 756 – 852 students in building Q315, yielding an estimated building utilization rate of 68% – 77%. Once P.S. 110 is at stable enrollment in 2020-2021, P.S. 110 and P277Q@Q315 are projected to serve a total of 1,116 – 1,212 students in building Q315, yielding an estimated building utilization rate of 101% – 109%.

If this proposal is approved, the grade spans for all proposed school organizations in the Q315 building over a seven-year period will be:

Grade Spans								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q110	PS 110	-	K-3	K-4	K-5	K-5	K-5	K-5
75Q277	P277@Q315	-	K-5	K-5	K-5	K-5	K-5	K-5

The chart below shows the projected enrollment and building utilization for building Q315, if this proposal is approved.⁸

DBN	School Name	2014-2015 Budget Projections	2015-2016 Projected Enrollment	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment	2020-2021 Projected Enrollment
24Q110	P.S. 110	-	360 - 400	540 - 590	720 - 780	855 - 915	995 - 1,055	1,080 - 1,140
75Q277	P277Q@Q315	-	36 - 72	36 - 72	36 - 72	36 - 72	36 - 72	36 - 72
Total Building Enrollment		-	396 - 472	576 - 662	756 - 852	891 - 987	1,031 - 1,127	1,116 - 1,212
Utilization⁹		-	36% - 43%	52% - 60%	68% - 77%	80% - 89%	93% - 102%	101% - 109%

⁸ P.S. 110 will complete phasing in all grades in 2017-2018; however, the current kindergarten class is smaller than future projected incoming classes. Therefore, P.S. 110 will reach stable enrollment in 2020-2021 with 1,080 – 1,140 students in grades K-5.

⁹ All references to building utilization rates in this document are based the School Construction Authority (SCA) Building Completions Report and 2014-2015 Budget Register Projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

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, as described in Section III.B.

The SCA calculated the target capacity for building Q315 for the 2015-2016 school year. The DOE's projected utilization rates for the 2015-2016 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.

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 (scheduled use of classrooms, maximum classroom capacity, etc.) may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity, because high school administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate than the SCA's projection. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a 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, assuming enrollment is constant, the utilization rate will decrease.

An official building utilization rate will not be available until after the school building opens. At that time, the utilization rate will be described in more detail in the Enrollment, Capacity, and Utilization Report (the "Blue Book"), which is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf. A building's target utilization rate is calculated by dividing the aggregated enrollment of all school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of 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).

If this proposal is approved, P.S. 110 and P277Q@Q315 will receive their baseline allocations of space pursuant to the Citywide Instructional Footprint. More details about space are available in Section III.B of this Educational Impact Statement ("EIS"). Please visit the DOE's Web site to access the Footprint, which guides space allocation and use in City schools:

http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

Any future significant changes to school utilization in Q315 will be proposed in a separate EIS and be subject to separate approval by the Panel for Educational Policy ("PEP") in accordance with Chancellor's Regulation A-190.

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

A. Students

P.S. 110 is an un-zoned elementary school currently serving students in building Q841 as construction on new building Q315 is completed. P.S. 110 opened in September 2012 with the intention of being permanently located in the Q315 building. P.S. 110's new location is in District 24's Corona/Elmhurst neighborhood approximately 3.5 miles from the school's current location in building Q841. Although Q315 is several miles from Q841 in the Corona/Elmhurst neighborhood, P.S. 110's new building will be much more conveniently located for the majority of students attending the school. P.S. 110 opened to alleviate overcrowding in Corona/Elmhurst and, currently, 95% of students attending P.S. 110 are zoned to schools in that neighborhood.¹⁰ If this proposal is approved, P.S. 110 will be re-sited to new building Q315 beginning in the 2015-2016 school year.

If this proposal is approved, P.S. 199 will be the only school organization located in Q841 beginning in the 2015-2016 school year. Any future significant changes to school utilization in Q841 would be proposed in a separate EIS and be subject to separate approval by the PEP in accordance with Chancellor's Regulation A-190.

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

If this proposal is approved, all students currently enrolled in P.S. 110 will have the right to continue attending P.S. 110 when it moves to building Q315. This proposal is not expected to impact current enrollment or instructional programming at P.S. 110. As a result of this proposal and the rezoning described above, P.S. 110's enrollment will gradually increase until it reaches stable enrollment in the 2020-2021 school year.

P.S. 110 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. 110 will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEPs. IEP services may vary from year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners ("ELLs") who are enrolled at P.S. 110 receive English as a Second Language ("ESL") services. All current and future students enrolled at P.S. 110 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 110 currently offers the following extra-curricular activities and partnerships¹¹:

- **Extra-curricular Activities:** Instrumental Music (guitar), Enrichment and Intervention, Guided Reading, Monthly Town Hall
- **Partnerships:** Ballet Hispanico, NYPD School Safety Division

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

¹⁰ ATS as of September 9, 2014.

¹¹ School reported data as of September 23, 2014.

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.

Enrollment Impact for Future Elementary Students in District 24

P.S. 110 is currently an existing un-zoned elementary school that serves students who are overflowed from their zoned schools, predominantly in the Corona/Elmhurst neighborhood. As mentioned above, on May 27, 2014, the District 24 CEC approved a plan to create an elementary school zone for building Q315 beginning in the 2015-2016 school year. If this proposal is approved and P.S. 110 is re-sited to the Q315 building, P.S. 110 will become a zoned elementary school in September 2015 and P.S. 110 will provide admissions priority to students residing in its zone.

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.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school, a Non-Public School Placement, or specialized programs,¹² 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 at P.S. 110.

Impact on Future D75 Students

The proposal to re-site P.S. 110 to building Q315 is not expected to impact the admissions process at P277Q@Q315.

P277Q@Q315 will admit future students in a manner consistent with current District 75 enrollment procedures. Should future students require inclusion programming, the District 75 office will work with the families to provide the appropriate district placement for each student. Students will be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student's home district, and whether the student has siblings in the articulating school. For additional information about D75 programs, please visit the DOE's Web site at: <http://schools.nyc.gov/Offices/District75/default.htm>.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate P.S. 110 and P277Q@Q315 pursuant to the 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 the school's principal.

For elementary schools serving students in kindergarten through fifth grade (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 students in kindergarten through fifth grade 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.

¹² Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

The Footprint allocates a number of baseline full-size equivalent (“FSE”) classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE 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.

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 the SCA’s guidelines for the construction of Q315, the building will include 58 full-size rooms, 5 half-size rooms, 5 quarter-size rooms, and 9.0 FSE administrative spaces.¹³ This total includes a science lab, 2 science demo rooms, an art room and a music room. Q315 will also include a gymnasium, a gymnasium, a library and a cafeteria, all of which will be shared by P.S. 110 and P277Q@Q315.

Q315 also contains two spaces dedicated to building services. The school nurse’s office will occupy 1.25 FSE designed administrative spaces and the school-based support team will occupy 0.5 FSE designed administrative space. Neither of these spaces will be included in the allocation of space for an individual school.

Excluding the shared spaces outlined above, Q315 has a total of 58 full-size rooms, 5 half-size rooms, 5 quarter-size rooms, and 7.25 FSE administrative spaces remaining to be allocated among the co-located schools in Q315.

If this proposal is approved, P.S. 110’s enrollment will increase each year until it stabilizes in the 2020-2021 school year. When P.S. 110 moves to Q315 in the 2015-2016 school year, it will serve students in kindergarten through third grade. P.S. 110’s baseline space allocation will be 12 full-size rooms, 2 half-size rooms, and 3.0 FSE spaces for administrative use. Per the Footprint, P.S. 110 will be allocated additional rooms for instructional and administrative use in each subsequent year until its enrollment stabilizes. P.S. 110’s baseline Footprint allocation at full scale and stable enrollment includes 41 full-size rooms, 11 half-size rooms, and 6.5 FSE administrative spaces. P.S. 110 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. P.S. 110 will use full-size rooms in lieu of half-size rooms for a portion of its self-contained classes and resource rooms. As such, P.S. 110’s allocation has been adjusted to include 7 full-size rooms in lieu of 7 half-size rooms. P.S. 110’s adjusted baseline allocation is 48 full-size rooms, 4 half-size rooms, and 6.5 FSE of administrative space.

The DOE projects that P277Q@Q315 will serve between 36 and 72 students during the 2015-2016 school year and beyond in space specifically designated for District 75 in Q315. According to the POR, P277Q@Q315 will be allocated 7 full-size rooms, 1 half-size room, and 3 quarter-size rooms and 0.75 FSE for instructional and administrative purposes.

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

¹³ Q315’s Program of Requirements (“POR”).

DBN	School Name	2014-2015 (current) ¹⁴	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
24Q110	P.S. 110	12	19	26	34	42	45	48
75Q277	P277Q@Q315	-	7	7	7	7	7	7
TOTAL		12	26	33	41	49	52	55
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS		N/A	32	25	17	9	6	3

Schools often use excess full-size and quarter-size rooms for administrative purposes. Therefore, during the course of the phase-in of P.S. 110, some of the excess full-size rooms may be allocated for administrative purposes. 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 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. During the course of P.S. 110’s phase-in, the number of excess rooms will decrease as P.S. 110’s baseline footprint allocation increases to reflect its larger population.

Building Safety and Security

If this proposal is approved, both P.S. 110 and P277Q@Q315 will develop a safety and security plan for Q315 prior to the first day of school in September 2015.

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 support to Children’s First Network (CFN) Safety Liaisons;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

C. Community

The proposed re-siting of P.S. 110 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 Q315 will provide increased elementary school capacity in the Corona/Elmhurst portion of the district, which is perpetually overcrowded. Furthermore, 95% of students currently attending P.S. 110 are zoned to schools in the Corona/Elmhurst area and have to travel 3.5 miles to attend P.S. 110.¹⁵ This proposal will allow hundreds of students who were

¹⁴ Students are served in building Q841 during the 2014-2015 school year.

¹⁵ ATS as of September 9, 2014.

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 Q315 building. This proposal is not expected to impact the accessibility of building Q315, which is fully accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 110

Admissions Data

Current Admissions	K-2: Un-zoned
Admissions after Re-siting and Phase-in	K-5: Zoned

Enrollment Data^{16,17}

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Budget Projections)	102	45	52	-	-	-	199
2015-2016 (projections)	180-190	95-105	40-50	45-55	-	-	360-400
2016-2017 (projections)	180-190	180-190	95-105	40-50	45-55	-	540-590
2017-2018 (projections)	180-190	180-190	180-190	95-105	40-50	45-55	720-780
2018-2019 (projections)	180-190	180-190	180-190	180-190	95-105	40-50	855-915
2019-2020 (projections)	180-190	180-190	180-190	180-190	180-190	95-105	995-1,055
2020-2021 (projections)	180-190	180-190	180-190	180-190	180-190	180-190	1,080-1,140

¹⁶ P.S. 110 will complete phasing in all grades in 2017-2018; however, as a result of the rezoning, planned incoming kindergarten cohorts are larger than the current kindergarten cohort. Therefore, P.S. 110 will reach stable enrollment in 2020-2021 with 1,080 – 1,140 students in grades K-5.

¹⁷ 2014-2015 Budget Register Projections represent P.S. 110’s enrollment in its current space in building Q841.

Demographic Data^{18,19}

Percentage of Students Receiving ICT or SC Services	5%
Percentage of Students with Individualized Education Programs	8%
Percentage of English Language Learner Students	44%
Percentage of Students Eligible for Free or Reduced Lunch	96%

School Performance Data

P.S. 110 opened in the 2012-2013 school year and is phasing in to serve kindergarten through fifth grade. P.S. 110 has not served third grade students yet and therefore no performance data is available.

P277Q@Q315

Admissions Data

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

Enrollment Data

	Total Enrollment
2014-2015 (Budget Projections)	-
2015-2016 (projections)	36-72
2016-2017 (projections)	36-72
2017-2018 (projections)	36-72
2018-2019 (projections)	36-72
2019-2020 (projections)	36-72
2020-2021 (projections)	36-72

¹⁸ All figures are as a percentage of total students from the 2013-2014 Audited Register.

¹⁹ Demographic figures represent P.S. 110 in its current building Q841 and may not represent the demographics of P.S. 110 when it moves into its permanent space in building Q315.

Demographic Data^{20,21}

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	98%
Percentage of English Language Learner Students	20%
Percentage of Students Eligible for Free or Reduced Lunch	54%

School Performance Data

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

IV. Initial Impact on Budget and Cost of Instruction

The estimated cost to relocate P.S. 110 to Q315 is approximately \$42,750. This cost will include moving all existing materials and furniture from the current site.

This proposal should not otherwise impact the operating budget or costs of instruction at P.S. 110. 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 Guide²² and FY15 School Allocation Memoranda²³ for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 110. 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.

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

A. Personnel Needs

New administrative staff and non-pedagogical positions will be created at P.S. 110 and P277Q@Q315 over the course of the schools' phase-ins. P.S. 110 is expected to hire additional teachers as each new grade is added. The precise number of positions needed for the 2015-2016 school year will be determined once annual enrollment projections are released in the Spring of 2015. Similarly, the number of new positions created to serve students in the new grades will be

²⁰ All figures are as a percentage of total students from the 2013-2014 Audited Register.

²¹ Demographic figures represent P.S. Q277 across all sites and may not represent the demographics of P277Q@Q315 in building Q315.

²² The FSF Guide is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf.

²³ The FY15 School Allocation Memoranda are available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33.

determined based on annual enrollment projections that become available as the school grows to serve those grades.

B. Administration

P.S. 110 is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the school's phase-in. P277Q@Q315 will hire additional staff – teachers and paraprofessionals – in advance of the program's opening in Q315, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. The precise number of positions needed for the 2015-2016 school year will be determined once District 75 placements are made in the spring of 2015.

C. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

D. Other Support Services

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

VI. Building Information

Building data does not exist for Q315, as the building is still under construction.