

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Grade Expansion of P.S. 305 Learners and Leaders (24Q305) from a K-3 to a K-5 School, and the Partial Re-Siting of P.S. 305 Learners and Leaders to Building Q320, Beginning in the 2015-2016 School Year**

#### **I. Summary of Proposal**

The New York City Department of Education (“DOE”) is proposing to expand P.S. 305 Learners and Leaders (24Q305, “Learners and Leaders”), and partially re-site a portion of Learners and Leaders, beginning in the 2015-2016 school year. Learners and Leaders currently serves students in kindergarten through third grade. This requires students to attend another school for fourth and fifth grades before beginning middle school in sixth grade. Under this proposal, Learners and Leaders will expand to serve students in kindergarten through fifth grade, a portion of who will be served in new building Q320. Students who transition to another school in fourth grade will remain in their new school for only two years before moving on to middle school, leaving them with very little time to adjust to a new school environment and new academic expectations before facing another transition and adjustment. This community-initiated proposal is intended to create a more stable environment for students by reducing the number of transitions students must make in their formative years. Additionally, this proposal creates additional elementary school capacity in District 24, a historically over-crowded district.

Learners and Leaders is an existing zoned Early Childhood Center (“ECC”)<sup>1</sup> currently located in building Q245 (“Q245”) at 378 Seneca Avenue, Queens, New York 11385, in Community School District 24 (“District 24”). Learners and Leaders currently enrolls students in kindergarten through third grade and shares a zone with P.S. 81 Jean Paul Richter (24Q081, “P.S. 81”), a zoned elementary school serving students in kindergarten through fifth grade.

The School Construction Authority (“SCA”) is constructing building Q320 (“Q320”) located approximately 150 feet from Q245 at 360 Seneca Avenue, Queens, New York 11385. Q320 has been designed to serve students in elementary school grades and is expected to be ready for occupancy by the 2015-2016 school year. A “re-siting” means that students will attend classes in a different building than the one in which they attended classes the previous year. If this proposal is approved, a portion of Learners and Leaders will be re-sited to Q320 and the school will grow to utilize both Q245 and Q320 beginning in the 2015-2016 school year.

This is a proposal to implement a “grade expansion” and a partial re-siting whereby a portion of Learners and Leaders will be re-sited from Q245 to Q320 prior to the beginning of the 2015-2016 school year. At Q245 and Q320, Learners and Leaders will gradually grow to serve students in kindergarten through fifth grade beginning in the 2015-2016 school year. If this proposal is approved by the Panel for Educational Policy (“PEP”), Learners and Leaders will enroll its first fourth grade cohort in September 2015 during the school’s first year in building Q320.

The proposal to expand Learners and Leaders was initiated by the school community. In Fall 2013, Learners and Leaders’ leadership team submitted an application for a grade expansion. The application included the principal’s rationale for expansion, which cited evidence of Learners and Leaders’ academic success, and a letter of support from Learners and Leaders’ network leader. That application was further

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<sup>1</sup> ECCs are district schools that serve students in kindergarten through second grade or kindergarten through third grade.

supported by parents, the broader school community, the Community Educational Council of District 24 (“CEC”), and multiple elected officials. This suggests a high level of satisfaction within the school, its parent body and the broader community, and the expectation that an expanded Learners and Leaders will meet the needs of children. Based on the school’s record of academic success, additional capacity created by the new Q320 building, and vast community support, the DOE approved Learners and Leaders’ grade expansion request, pending approval of this proposal by the PEP.

The DOE strives to increase quality options for students. As part of the provisional approval process, the DOE evaluates each school’s instructional capacity to serve the expanded school level by working in close collaboration with the superintendent to develop clear benchmarks focused in multiple areas, including curriculum, instructional leadership, and staff and family engagement to demonstrate the school’s capacity to expand.

If the expansion is not implemented, the DOE may propose an alternate use of space in Q320 that involves a significant change in school utilization, which would be the subject of a future Educational Impact Statement (“EIS”) in accordance with Chancellor’s Regulation A-190. For the purposes of this proposal, it is assumed that Learners and Leaders will be able to expand its grade levels from K-3 to K-5. This proposed partial re-siting will provide Learners and Leaders with facilities that are fully functionally accessible.

On October 22, 2013, the CEC approved a plan to rezone the elementary school zone Learners and Leaders shares with P.S. 81. If this proposal to expand and re-site a portion of Learners and Leaders is approved, Learners and Leaders will enroll larger cohorts of incoming kindergarten students beginning in September 2015. This proposal will create much-needed additional elementary school capacity for students in District 24.

If this proposal is approved, Learners and Leaders will begin serving students in fourth grade in the 2015-2016 school year and will serve students across buildings Q245 and Q320.<sup>2</sup> Learners and Leaders will expand gradually, adding one grade level each year over a two-year period. The school will reach its full grade span in the 2016-2017 school year with 631– 691 students in kindergarten through fifth grade. Since Learners and Leaders will begin enrolling larger cohorts of incoming kindergarten students in the 2015-2016 school year, the school will reach stable in enrollment in 2020-2021 with 756 – 816 students in kindergarten through fifth grade.

Buildings Q245 and Q320 have a combined target capacity of 782 students. If this proposal is approved, in the 2020-2021 school year, when Learners and Leaders reaches full scale and stable enrollment across the two buildings, Learners and Leaders will enroll 756 – 816 students, yielding a combined projected building utilization rate of approximately 97% – 104%.

Thus, the DOE believes that there is sufficient space to accommodate Learners and Leaders’ kindergarten through fifth grade in buildings Q245 and Q320, if this proposal is approved.

Building Q245 also houses a community-based organization (“CBO”), YMCA Ridgewood, which provides services to the Learners and Leaders community. This proposal is not expected to impact the continued siting of this program in Q245.

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<sup>2</sup> It is at the principal’s discretion to decide which grade levels of students will be served in the Q245 and Q320 buildings. Per principal reported information as of October 3, 2014, beginning in the 2015-2016 school year students in grades kindergarten through two will be served in building Q245 and students in grades three through five will be served in building Q320.

## II. Proposed or Potential Use of Building

According to the 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”), building Q245 has a target capacity to serve 310 students. According to the Program of Requirements (“POR”),<sup>3</sup> building Q320 will have a target capacity to serve 472 students. Buildings Q245 and Q320 will have a combined target capacity of 782 students in the 2015-2016 school year and beyond.

If this proposal is approved, Learners and Leaders will expand to serve approximately 511– 561 students in grades kindergarten through four in the 2015-2016 school year. In 2016-2017, the final year of Learners and Leaders’ grade expansion, Leaders and Leaders will serve approximately 631– 691 students in grades kindergarten through five. Since Learners and Leaders will begin enrolling larger cohorts of kindergarten beginning in the 2015-2016 school year, Learners and Leaders will reach full-scale and stable enrollment in the 2020-2021 school year, at which point it will enroll approximately 756 – 816 students across buildings Q245 and Q320. In 2020-2021, building Q245 will have an estimated building utilization rate of 128% - 137% and building Q320 will have an estimated building utilization rate of 76%-83%. Buildings Q245 and Q320 will have a combined estimated utilization rate between 97% – 104%.

There will be sufficient space to serve Learners and Leaders’ students in Q245 and Q320 pursuant to the DOE’s Instructional Footprint (the “Footprint”) during and after the grade expansion is completed, as described in further detail in Section III.B.

The table below summarizes the grade span of Learners and Leaders over the course of seven years in Q245:

Grade Spans in Q245								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q305	Learners and Leaders	K-3	K-2	K-2	K-2	K-2	K-2	K-2

The table below summarizes the grade span of Learners and Leaders over the course of seven years in Q320:

Grade Spans in Q320								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q305	Learners and Leaders	-	3-4	3-5	3-5	3-5	3-5	3-5

<sup>3</sup> The School Construction Authority develops a Program of Requirements for all new construction buildings.

The table below shows the total current and projected building enrollment and utilization for Learners and Leaders' expansion in Q245:

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
24Q305	Learners and Leaders (PK, Grades K-2)	409	351 - 381	371 - 401	396 - 426	396 - 426	396 - 426	396 - 426
<b>Total Building Enrollment</b>		409	351 - 381	371 - 401	396 - 426	396 - 426	396 - 426	396 - 426
<b>Utilization<sup>4</sup></b>		132%	113% - 123%	120% - 129%	128% - 137%	128% - 137%	128% - 137%	128% - 137%

The table below shows the total current and projected building enrollment and utilization for Learners and Leaders' expansion in Q320:

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
24Q305	Learners and Leaders (Grades 3-5)	-	160 - 180	260 - 290	270 - 300	315 - 345	335 - 365	360 - 390
<b>Total Building Enrollment</b>		-	160 - 180	260 - 290	270 - 300	315 - 345	335 - 365	360 - 390
<b>Utilization<sup>5</sup></b>		-	34% - 38%	55% - 61%	57% - 64%	67% - 73%	71% - 77%	76% - 83%

<sup>4</sup> All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book, the School Construction Authority (SCA) Building Completions Report, 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.

<sup>5</sup> All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book, the School Construction Authority (SCA) Building Completions Report, 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.

The table below shows the total combined current and projected building enrollment and utilization for Learners and Leaders’ expansion in Q245 and Q320:

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
24Q305	Learners and Leaders	409	511 - 561	631 - 691	666 - 726	711 - 771	731 - 791	756 - 816
<b>Total Building Enrollment</b>		409	511 - 561	631 - 691	666 - 726	711 - 771	731 - 791	756 - 816
<b>Capacity</b>		310 <sup>6</sup>	782	782	782	782	782	782
<b>Utilization<sup>7</sup></b>		132%	65% - 72%	81% - 88%	85% - 93%	91% - 99%	93% - 101%	97% - 104%

As described in more detail in the Blue Book, which is available at [http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014\\_Bookone\\_Target.pdf](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 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 2013-2014. As described above, the DOE’s projected utilization rates for the 2015-2016 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building’s usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students’ needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building’s overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth grade classroom, the building’s target capacity will increase because we expect that a fifth grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE’s goal for maximum classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

<sup>6</sup> During the 2014-2015 school year, Learners and Leaders will only be in the Q245 building.

<sup>7</sup> All references to building utilization rates in this document are based on target capacity data from the 2013-2014 Blue Book, the School Construction Authority (SCA) Building Completions Report, 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.

The SCA calculated the target capacity for building Q320 for 2015-2016. The DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the SCA's projected capacity for new building Q320 and the 2013-2014 Blue Book capacity for building Q245, which assumes that the components underlying that target capacity remain constant. An official combined building utilization rate will not be available until after the 2015-2016 Blue Book is published. At that time, the utilization rate will be described in more detail in the Blue Book.

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

#### A. Students

If this proposal is approved, Learners and Leaders will expand to serve students in kindergarten through fifth grade and a portion of the school will be re-sited to new building Q320 beginning in the 2015-2016 school year. This will allow for students enrolled in Learners and Leaders to continue attending the school through fifth grade.

Learners and Leaders will be the only school organization in buildings Q245 and Q320. Any future significant changes to school utilization in Q245 or Q320 will 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 Students Currently Attending Learners and Leaders*

The proposed grade expansion and partial re-siting will give current third-grade students at Learners and Leaders the option to remain at Learners and Leaders through fifth grade. Previously, third-grade students at Learners and Leaders applied to elementary schools in District 24 that offer grades four and five. Details of where third-grade students at Learners and Leaders attended fourth grade for the 2014-2015 school year are included in Section III.C below. This proposal is not expected to impact Learners and Leaders' current or future third-grade students' ability to apply to other schools after the third grade.

This proposal is not expected to impact current enrollment or instructional programming at Learners and Leaders. Learners and Leaders 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"). Learners and Leaders will continue to provide these ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their Individualized Education Program ("IEP"). IEP services may vary from year to year as they are tailored to meet the individual needs of the students currently enrolled in a school. In addition, students classified as English Language Learners ("ELLs") who are enrolled at Learners and Leaders receive English as a Second Language ("ESL") services. All current and future students enrolled at Learners and Leaders will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

Learners and Leaders currently offers the following extra-curricular activities and partnerships<sup>8</sup>:

- **Extra-curricular Activities:** YMCA after-school program, Target Grant – Family Reading Nights, enrichment for third grade students, after-school ESL programming, Family Fit Program, YMCA Saturday Program, Soccer Clinic, community garden, Little Kids Rock, ballet

<sup>8</sup> School reported data as of September 17, 2014.

- **Partnerships:** International YMCA, Department of Youth, NYC Ballet, New Victory Theater, Cook Shop NYC Foodbank, Cook Shop for Families

Learners and Leaders will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the grade expansion and partial re-siting may change the way those programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Future Elementary School Students in District 24*

This proposal is not expected to impact the admissions process at Learners and Leaders. If this proposal is approved, enrollment will increase at Learners and Leaders as the school begins serving students in fourth and fifth grade. The additional capacity gained by building Q320 will allow Learners and Leaders to serve additional students across all grades. Learners and Leaders will continue to give priority to students who live in the zone it shares with P.S. 81, as it has in the past and in accordance with Chancellor's Regulation A-101.<sup>9</sup> The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

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

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

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school, or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

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<sup>9</sup> On October 22, 2013, the District 24 Community Education Council ("CEC") approved a plan to rezone the elementary school zone Learners and Leaders shares with P.S. 81. If this proposal is approved, Learners and Leaders will accept larger cohorts of incoming kindergarten students beginning in September 2015.

- 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,<sup>10</sup> a Non-Public School Placement, or specialized programs,<sup>11</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services at Learners and Leaders.

### *Impact on Community-based Organizations*

Q245 also houses a CBO, YMCA Ridgewood. This proposal is not expected to impact the continued siting of this program in building Q245.

## **B. Schools**

Learners and Leaders is the only school in its current building, Q245, and it is anticipated to be the only school in its newly constructed building, Q320.

If this proposal is approved, there will be sufficient space in buildings Q245 and Q320 to accommodate Learners and Leaders pursuant to the Footprint during and after Learners and Leaders' proposed grade expansion. Please visit the DOE website to access the Footprint, which guides space allocation and use in City schools: [http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

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 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 Self-Contained special education section served by the school. In addition to these rooms, schools serving

<sup>10</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 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>.

<sup>11</sup> 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](mailto:specializedprograms@schools.nyc.gov).

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.

According to a space review completed on September 22, 2014 by a representative of the Office of Space Planning, Q245 has a total of 19 full-size spaces, 5 half-size spaces, 3 quarter-size spaces, and 2.0 FSE (“full-size equivalent”) spaces for instructional and administrative purposes. Furthermore, according to the POR dictating the facilities available at Q320, there are a total of 26 full-size spaces, 3 half-size spaces, and 4.75 FSE for instructional and administrative purposes. This equals a total of 45 full-size spaces, 8 half-size spaces, 3 quarter-size spaces, and 6.75 FSE to be used by Learners and Leaders during and after its proposed grade expansion. Of this total, the below spaces contain building services and will not be included in the allocation of space for any individual school:

- The school based support team (“SBST”) occupies 1.5 FSE spaces;
- The custodian’s office occupies 1 quarter-size space;
- A multi-purpose room occupies 1 full-size space;
- The nurse’s suite occupies 1 half-size and 0.5 FSE space; and
- YMCA Ridgewood occupies 1 quarter-size space.

Excluding the spaces outlined above, Q245 and Q320 have a total of 44 full-size rooms, 7 half-size rooms, 1 quarter-size room, and 4.75 FSE spaces to be used by Learners and Leaders during and after its proposed grade expansion. Q245 and Q320 also have the following common areas: a cafeteria, an auditorium, a library, a gymnasium, a multi-purpose room and a science lab.

Per the Footprint, in 2015-2016, during the first year of the proposed grade expansion, Learners and Leaders will be allocated 25 full-size rooms, 6 half-size rooms, and 3.5 FSE for instructional and administrative use. When Learners and Leaders reaches full-scale and stable enrollment in the 2020-2021 school year, it will be allocated 33 full-size rooms, 10 half-size rooms, and 4.0 FSE to accommodate its increased enrollment and grade span. Due to building configuration, Learners and Leaders will be using 3 full-size rooms in lieu of 3 half-size rooms for self-contained sections and resource rooms. This leads to an adjusted allocation of 36 full-size rooms, 7 half-size rooms, and 4.0 FSE for instructional and administrative purposes.

There is sufficient space in Q245 and Q320 to accommodate Learners and Leaders’ new elementary school grades both during and after the expansion. The baseline allocations of full-size instructional rooms are detailed in the chart below:

**Baseline Footprint Allocation for Full-Size Classrooms**

DBN	School Name	2014-2015 <sup>12</sup>	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
24Q305	Learners and Leaders	19	25	30	32	34	35	36

<b>TOTAL</b>	-	<b>25</b>	<b>30</b>	<b>32</b>	<b>34</b>	<b>35</b>	<b>36</b>
<b>TOTAL TO BE ALLOCATED ROOMS IN EXCESS OF BASELINE ALLOCATION OF FULL-SIZE INSTRUCTIONAL ROOMS</b>	-	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>44</b>
	-	<b>19</b>	<b>14</b>	<b>12</b>	<b>10</b>	<b>9</b>	<b>8</b>

<sup>12</sup> Students are served in building Q245 during the 2014-2015 school year.

Schools often use excess full-size, half-size, quarter-size, and designed administrative rooms for administrative purposes. Therefore, some of the excess full-size rooms may be allocated for administrative purposes. There will be sufficient instructional space in Q245 and Q320 for Learners and Leaders as it expands to serve grades kindergarten through fifth grade.

There are currently no other proposed uses or plans for buildings Q245 or Q320 at this time.

### *Building Safety and Security*

If this proposal is approved, Learners and Leaders will develop a safety and security plan for buildings Q245 and Q320 prior to the first day of school in September 2015. The DOE makes available the following supports to schools around safety and security:

- Best Practice 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 NYPD),
- Technical assistance when incidents occur via the Borough Safety Directors,
- Professional development and support to CFN Safety Liaisons,
- Professional development and kits for Building Response Teams, and
- Monitoring and certifying School Safety Plans annually.

### **C. Community**

The proposal to expand Learners and Leaders was initiated by the school community. This suggests a high level of satisfaction within the school, its parent body, and the broader community as well as the expectation that an expanded Learners and Leaders will suit the needs of the students attending Learners and Leaders. The grade expansion of Learners and Leaders to serve students in kindergarten through fifth grade along with the capacity of building Q320 will create approximately 240-260 elementary school seats.

If this proposal is approved, the expansion of Learners and Leaders may have a small impact on enrollment at other District 24 elementary schools, since students who would have attended other elementary schools in the district for fourth and fifth grades may now attend Learners and Leaders for fourth and fifth grade. In particular, P.S. 81, which shares an elementary school zone with Learners and Leaders, may be impacted by the expansion of Learners and Leaders. Based on 2012-2013 and 2013-2014 Audited Registers, a majority of Learners and Leaders' third grade students attended P.S. 81 for fourth grade. Given this information, the DOE anticipates that P.S. 81 will see a decrease in the number of Learners and Leaders students enrolled in fourth and fifth grade. The District 24 elementary schools to which Learners and Leaders students articulated in 2013-2014 are listed below (the table does not reflect students who left the system or articulated to schools outside of District 24). These schools will likely enroll fewer students from Learners and Leaders and more students from other schools.

DBN	School Name	Grade Span <sup>13</sup> 2014-2015	Grade Span at Scale <sup>14</sup>	Number of P.S. 305 3rd Graders that Articulated in 2013-2014 <sup>15</sup>	Total Number of 4th Graders Served in 2013-2014 <sup>16</sup>
24Q049	P.S. 49 Dorothy Bonawit Kole	K-8	K-8	1	133
24Q068	P.S. 68 Cambridge	K-5	K-5	5	103
24Q071	P.S. 71 Forest	K-5	K-5	2	165
24Q081	P.S. 81 Jean Paul Richter	K-5	K-5	60	209
24Q088	P.S. 88 Seneca	K-5	K-5	1	171
24Q113	P.S./I.S. 113 Anthony J. Pranzo	K-8	K-8	1	145
24Q153	P.S. 153 Maspeth Elem	K-6	K-6	1	215
24Q229	P.S. 229 Emanuel Kaplan	K-5	K-5	1	218
24Q239	P.S. 239	K-5	K-5	1	118
24Q877	The 51 Avenue Academy (The Path To Academic Excellence)	4-5	4-5	1	281

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits for building Q245. Building Q320 provides an additional space that will be available for organizations and community members in District 24.

<sup>13</sup> 2013-2014 grade span does not include Pre-Kindergarten.

<sup>14</sup> Grade span at scale does not include Pre-Kindergarten.

<sup>15</sup> Based on the 2012-2013 Audited Register (as of October 26, 2012) and the 2013-2014 Audited Register (as of October 31, 2013), respectively.

<sup>16</sup> 2013-2014 Audited Register (as of October 31, 2013).

## IV. Enrollment, Admissions, and School Performance Information

### *Learners and Leaders (24Q305)*

#### Admissions Data

<b>Current Admissions</b>	<b>Grades K-3: Zoned</b>
<b>Admissions During and After Partial Re-Siting and Grade Expansion</b>	<b>Grades K-5: Zoned</b>

#### Enrollment Data<sup>17</sup>

	<b>PK</b>	<b>Grade KG</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Total Enrollment</b>
2014-2015 (Budget Projections)	36	100	103	81	89	-	-	409
2015-2016 (projections)	36	120-130	95-105	100-110	75-85	85-95	-	511-561
2016-2017 (projections)	36	120-130	120-130	95-105	100-110	75-85	85-95	631-691
2017-2018 (projections)	36	120-130	120-130	120-130	95-105	100-110	75-85	666-726
2018-2019 (projections)	36	120-130	120-130	120-130	120-130	95-105	100-110	711-771
2019-2020 (projections)	36	120-130	120-130	120-130	120-130	120-130	95-105	731-791
2020-2021 (projections)	36	120-130	120-130	120-130	120-130	120-130	120-130	756-816

#### Demographic Data<sup>18</sup>

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	15%
Percentage of ELLs	18%
Percentage of Students Eligible for Free or Reduced Lunch	92%

<sup>17</sup> All figures are from the 2014-2015 Budget Register Projections.

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

School Performance Data

<b>Learners and Leaders</b>	2011-2012	2012-2013	2013-2014
<b>School Performance and Progress</b>			
Quality Review Score <sup>19</sup>	N/A <sup>20</sup>	P	N/A <sup>21</sup>
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	54%	17%	26%
Math % Proficient (Levels 3 and 4)	65%	31%	53%
<b>Other Key Performance Indicators</b>			
Attendance Rate	94%	94%	N/A
<b>2013-2014 State Accountability Status</b>	13-14 Good Standing <sup>22</sup>		

<sup>19</sup> For more information about Quality Reviews, please visit the DOE Web site at:

<http://schools.nyc.gov/Accountability/tools/review>.

<sup>20</sup> A Quality Review measures how well a school is organized to support student achievement. Learners and Leaders only started receiving Quality Review Scores beginning in the 2012-2013 school year.

<sup>21</sup> Not all schools receive Quality Reviews every year. Learners and Leaders did not have a Quality Review for the 2013- 2014 school year.

<sup>22</sup> This status is determined by the SED under the No Child Left Behind Act. For more information, please visit the SED’s Web site at: <http://www.p12.nysed.gov/irs/accountability/>.

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

The estimated cost to relocate a portion of Learners and Leaders to Q320 is \$19,119. This cost will include moving all existing materials and furniture from the current site.<sup>23</sup> The expansion of a school creates the need for one-time OTPS funding to cover any additional textbooks and supplies that may be required. The OTPS per capita allocation to offset these costs has historically been \$80 per student.<sup>24</sup> Since Learners and Leaders' grade expansion is expected to initially result in approximately 160-180 additional fourth and fifth grade seats, the DOE estimates that Learners and Leaders would receive a one-time award of approximately \$12,800 - \$14,400 in 2015-2016 based on projected registers.<sup>25</sup>

If grade appropriate furniture is not available onsite, the school may receive additional furniture packages. In FY 2015, the cost of a furniture package for each elementary school class section will be approximately \$6,500-\$7,500.<sup>26</sup> 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.

The proposal should not otherwise affect the cost of instruction, although the operating budget will increase with the increase in enrollment. Most funding in schools' budgets is allocated on a per pupil basis, based on the Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

Please refer to the FSF Guide<sup>27</sup> and FY15 School Allocation Memoranda<sup>28</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Learners and Leaders. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

### A. Personnel Needs

Learners and Leaders will need to hire additional teachers during its grade expansion as the total number of students enrolled in the school begins to increase in 2015-2016. The precise number of positions needed for the 2015-2016 school year would be determined once annual enrollment projections are released in the spring of 2015. Similarly, the number of new positions created to serve students in fourth and fifth grade would be determined based on annual enrollment projections available as the school grows to serve that grade.

<sup>23</sup> Based on average per pupil re-siting costs provided by the Office of Space Planning.

<sup>24</sup> [School Allocation Memorandum No. 21, FY 15: Other than personal Services \(OTPS\) for New Schools \(Start-Up Costs\)](#)

<sup>25</sup> The fourth and fifth grade enrollment in 2016-2017, the first year when Learners and Leaders' grade expansion would be at scale, was used to calculate its one-time award. However, the number of permanent fourth and fifth grade seats created by this proposal and the rezoning is 240-260.

<sup>26</sup> Office of Space Planning Memorandum

<sup>27</sup> The FSF Guide is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf).

<sup>28</sup> The FY15 School Allocation Memoranda is available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf).

Administrative staff and non-pedagogical positions at Learners and Leaders may also be added over the course of the grade reconfiguration. Those decisions would be made at the school based on need and budgetary considerations.

Some current P.S. 81 staff positions may be excessed due to anticipated declining enrollment associated with the introduction of fourth and fifth grades at Learners and Leaders. It is difficult to precisely predict the number of affected positions.

Any excessing that might be necessary would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (“UFT”) contract would require excessing to take place in reverse seniority order within each given teaching license area. Most teachers working in grades one through six hold a “common branches” license, regardless of their students’ age.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving as substitute teachers in other City schools. Should there be a vacancy in the school in a teacher’s license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers’ seniority.

When addressing the proposal’s impact on personnel, it is important to recognize that the fourth and fifth grade students who would otherwise have enrolled in P.S. 81 will now have the option to remain at Learners and Leaders. As mentioned above, Learners and Leaders will hire new teachers to serve their larger student populations. Consequently, this proposal would not necessarily result in a net loss of teaching positions within the Citywide system.

## **B. Cost of Instruction**

Learners and Leaders’ proposed enrollment increases will result in budget increases. Please refer to the FSF Guide<sup>29</sup> and FY15 School Allocation Memoranda<sup>30</sup> for additional information on how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Learners and Leaders. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

## **C. Administration**

Learners and Leaders may hire school supervisory and/or administrative personnel as needed as a result of its grade expansion.

## **D. 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>.

A portion of Learners and Leaders will be served in Q320 which is down the block from its current site.

## **E. Other Support Services**

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

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<sup>29</sup> [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam01\\_1b.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam01_1b.pdf)

<sup>30</sup> [http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy14\\_15/FY15\\_PDF/sam33](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy14_15/FY15_PDF/sam33)

## VII. Building Information

Building data does not exist for Q320, as the building is still under construction.

<b>Building</b>		Q245
<b>Type of Building</b>		PS
<b>Year Built</b>		2008
<b>Overall BCAS rating</b>		1.08
<b>2013-2014 Target Building Utilization</b>		134%
<b>2013-2014 Target Building Capacity</b>		310
<b>FY 2013 Maintenance Costs</b>	<b>Labor</b>	\$6,403
	<b>Materials</b>	\$1,585
	<b>Maintenance, repair, and service contracts</b>	\$14,177
	<b>Custodial operations costs—Materials</b>	\$2,448
	<b>Custodial operations costs—Custodial Allocation</b>	\$149,595
<b>FY 2013 Energy Costs</b>	<b>Electric</b>	\$170,852
	<b>Gas</b>	\$10,053
	<b>Steam</b>	N/A
	<b>Oil</b>	N/A
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Fully Accessible
<b>Building attributes</b>		Cafeteria, Library, Multi-purpose Room, Nurse's Office