

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Expansion of P.S. 251 (29Q251) from a K-3 to a K-5 School Beginning in 2015-2016

I. Summary of Proposal

The purpose of this proposal is to expand the grades served by P.S. 251 (29Q251, “P.S. 251”). P.S. 251 is an existing elementary school that serves students in kindergarten through third grade and offers two sections of a full-day pre-kindergarten program. The New York City Department of Education (“DOE”) believes that P.S. 251 families will benefit if students continue to be served at P.S. 251 for fourth and fifth grades. Currently, P.S. 251 students must transition to a new elementary school in fourth grade. These students may face transitional challenges as they 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 and reduce the number of transitions students must make in their formative years.

P.S. 251 is a choice elementary school located in building Q251 (“Q251”) at 144-51 Arthur Street, Queens, NY 11413, in Community School District 29 (“District 29”). Building Q251 is tandem to building Q231 (“Q231”), located at 145-00 Springfield Boulevard, Queens, NY 11413, which houses Collaborative Arts Middle School (29Q355, “Collaborative Arts”) and Community Voices Middle School (29Q356, “Community Voices”), two existing district middle schools that serve students in sixth through eighth grades. “Tandem buildings” are two separate buildings with separate entrances which are joined by a central core containing large shared spaces, such as auditoriums, gymnasiums, and/or cafeterias. P.S. 251 is co-located in tandem buildings Q231 and Q251 (“Q231/Q251”) with Collaborative Arts and Community Voices. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. Q231/Q251 also houses a community-based organization (“CBO”), KJK Tutoring Center.¹ If this proposal is approved, P.S. 251 currently plans to serve students in building Q251 and Collaborative Arts and Community Voices currently plan to serve students in building Q231 throughout the duration of the grade expansion. P.S. 251, Collaborative Arts, and Community Voices leadership may decide to site students in either building Q231 or Q251 throughout the grade expansion, based on the discretion of the Building Council. Details of the Q231/Q251 Building Council are included in Section III.B below.

If this proposal is approved, students at P.S. 251 will have the opportunity to continue in the school for fourth grade beginning in the 2015-2016 school year and fifth grade beginning in the following year. P.S. 251 will reach its full grade span in the 2016-2017 school year, when it will serve students in kindergarten through fifth grade.

As mentioned above, P.S. 251 currently offers two sections of a full-day pre-kindergarten program. This proposal will not impact P.S. 251’s ability to offer pre-kindergarten. The DOE’s pre-kindergarten programs are maintained based on available funding, student enrollment, and space availability, and the DOE anticipates that pre-kindergarten will continue to be offered at P.S. 251 in 2015-2016 and beyond, subject to continuing funding, demand and space availability.

The proposal to expand P.S. 251 was initiated by the school community. In Fall 2013, the P.S. 251 leadership team submitted an application for a grade expansion. The application included the principal’s rationale for expansion, which cited evidence of P.S. 251’s academic success, and a letter of support from

¹ Information about KJK Tutoring Center can be found on their Web site: <http://www.kjktutoring.org>.

P.S. 251's network leader. That application was further supported by parents, the broader school community, the Community Educational Council of District 29, 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 P.S. 251 will meet the needs of children. Additionally, DOE officials visited P.S. 251 and conducted interviews with the applicant team, concluding that the school is well positioned to begin a successful grade expansion. Based on the school's record of academic success, the DOE approved P.S. 251's grade expansion request, pending approval of this proposal by the Panel for Educational Policy ("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.

The DOE is planning to reduce the incoming kindergarten enrollment at P.S. 251 beginning in September 2015 in order to accommodate the proposed grade expansion. Details of the year-by-year reduction are included in Section III.B below. Beginning in September 2014, P.S. 251 will enroll 45-55 kindergarten students, as opposed to the 70-80 kindergarten students it has enrolled in recent years. The DOE does not anticipate reducing P.S. 251's enrollment if this proposal is not approved.

According to the 2013-2014 Enrollment, Capacity, Utilization Report ("Blue Book"), building Q231 has the capacity to serve 1,214 students, building Q251 has the capacity to serve 336 students, and Q231/Q251 has a combined capacity to serve 1,550 students. In the 2014-2015 school year, building Q231 is projected to serve a total of approximately 916 students, yielding an estimated utilization rate of 75%, and building Q251 is projected to serve a total of 350 students, yielding an estimated utilization rate of 104%. The buildings combined are projected to serve a total of approximately 1,266 students, yielding a combined utilization rate of 82%.² If this proposal is approved, in 2016-2017 when P.S. 251 reaches full scale serving students in kindergarten through fifth grade, building Q251 is projected to serve a total of 451-511 students, yielding a utilization rate of 134%-152%, and building Q231 is projected to serve a total of approximately 855-915 students, yielding an estimated utilization rate of 70% -75 percent. The buildings combined will serve approximately 1,306-1,426 students and have an estimated utilization rate of 84%-92% in the 2016-2017 school year. Although P.S. 251 will reach full scale in 2016-2017, its enrollment and utilization rate will decline in future years as the school enrolls smaller kindergarten cohorts and graduates the larger, current cohorts. P.S. 251's enrollment will not stabilize until the 2020-2021 school year when it will serve 381-441 students in kindergarten through fifth grade³, yielding an estimated utilization rate for building Q251 of 113%-131%. The buildings combined will serve approximately 1,236-1,356 students and will have an estimated utilization rate of 80%-87%. As discussed in Section III.B, the buildings have sufficient space to accommodate this grade expansion.

² All references to building utilization rate in this document are based on target capacity data from the 2013-2014 Blue Book and the 2014-2015 Budget Register Projections. All references to target capacity for building K112 in this document are based on target capacity data from the 2013-2014 Blue Book. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools.

³ Enrollment projections are based on a phase-in plan of two general education or Integrated Co-Teaching sections. Actual enrollment for 2015-2016 and beyond, however, depends on applicant demand.

II. Proposed or Potential Use of Building

There is sufficient space in Q231/Q251 to accommodate P.S. 251’s proposed grade expansion. According to the Blue Book, Q231/Q251 has the capacity to serve 1,550 students.⁴ In the 2014-2015 school year, the building is projected to serve a total of approximately 1,266 students, yielding a utilization rate of 82%.⁵ If this proposal is approved, Q231/Q251 will serve approximately 1,306-1,426 students and have an estimated utilization rate of 84%-92% in 2016-2017 when P.S. 251 reaches its full grade span. As mentioned above, P.S. 251’s incoming kindergarten cohorts will be smaller when it begins to expand to serve students through fifth grade, and the school’s enrollment will not stabilize until the 2020-2021 school year. At that point, Q231/Q251 will serve approximately 1,236-1,356 students and will have an estimated utilization rate of 80%-87%. As discussed in Section III.B, Q231/Q251 has sufficient space to accommodate this grade expansion.

If this proposal is approved, P.S. 251 will begin serving fourth grade in Q231/Q251 in 2015-2016 and will add fifth grade in 2016-2017, when it will reach its full grade span.

The proposed grade spans for P.S. 251, Collaborative Arts and Community Voices over a seven-year period are as follows:

Grade Spans								
DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
29Q251	P.S. 251 Queens	K-3	K-4	K-5	K-5	K-5	K-5	K-5
29Q355	Collaborative Arts Middle School	6-8	6-8	6-8	6-8	6-8	6-8	6-8
29Q356	Community Voices Middle School	6-8	6-8	6-8	6-8	6-8	6-8	6-8

The projected enrollment for P.S. 251, Collaborative Arts and Community Voices and building utilization rates for Q231/Q251 over the course of seven years is described in the table below.⁶

DBN	School Name	2014-2015 Budget Projections	Projected Enrollment					
			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
29Q251 ⁷	P.S. 251 Queens	350	391 - 441	451 - 511	451 - 511	431 - 491	406 - 466	381 - 441
29Q355	Collaborative Arts Middle School	466	445 - 475	450 - 480	450 - 480	450 - 480	450 - 480	450 - 480
29Q356	Community Voices Middle School	450	415 - 445	405 - 435	405 - 435	405 - 435	405 - 435	405 - 435

⁴ 2013-2014 Enrollment, Capacity, Utilization Report (“Blue Book”).

⁵ All references to building utilization rates in this document are based on target capacity data from the 2011-2012 Blue Book and enrollment data from the 2013-2014 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.

⁶ 2014-2015 enrollment projections are from Budget Register Projections. Projections for 2015-2016 and beyond are based on a kindergarten enrollment plan of two general education sections.

⁷ Total current and projected enrollment at P.S. 251 includes two full-day sections of pre-kindergarten.

Total Building Enrollment	1,266	1,251 - 1,361	1,306 - 1,426	1,306 - 1,426	1,286 - 1,406	1,261 - 1,381	1,236 - 1,356
Utilization	82%	81% - 88%	84% - 92%	84% - 92%	83% - 91%	81% - 89%	80% - 87%

According to the Blue Book, building Q231, which houses and is anticipated to continue to house Collaborative Arts and Community Voices, has the capacity to serve 1,214 students.⁸ In the 2014-2015 school year, the building is projected to serve a total of approximately 916 students, yielding a utilization rate of 75%. If this proposal is approved, the building will serve approximately 855-915 students and have an estimated utilization rate of 70%-75% in 2020-2021 when P.S. 251 reaches its full grade span and the school’s enrollment has stabilized.

The projected enrollment for Collaborative Arts and Community Voices and building utilization rates for Q231 over the course of seven years is described in the table below:

DBN	School Name	2014-2015 Budget Projections	Projected Enrollment					
			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
29Q355	Collaborative Arts Middle School	466	445 - 475	450 - 480	450 - 480	450 - 480	450 - 480	450 - 480
29Q356	Community Voices Middle School	450	415 - 445	405 - 435	405 - 435	405 - 435	405 - 435	405 - 435
Total Building Enrollment		916	860 - 920	855 - 915	855 - 915	855 - 915	855 - 915	855 - 915
Utilization		75%	71% - 76%	70% - 75%	70% - 75%	70% - 75%	70% - 75%	70% - 75%

According to the Blue Book, building Q251, which houses and is anticipated to continue to house P.S. 251, has the capacity to serve 336 students. In the 2014-2015 school year, the building is projected to serve a total of approximately 350 students, yielding a utilization rate of 104%. If this proposal is approved, the building will serve approximately 381-441 students and have an estimated utilization rate of 113%-131% in 2020-2021 when P.S. 251 has reached full grade span and the school’s enrollment has stabilized.

The projected enrollment for P.S. 251 and building utilization rates for Q251 over the course of seven years is described in the table below:

DBN	School Name	2014-2015 Budget Projections	Projected Enrollment					
			2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
29Q251	P.S. 251 Queens	350	391 – 441	451 - 511	451 - 511	431 - 491	406 - 466	381 - 441
Total Building Enrollment		350	391 – 441	451 - 511	451 - 511	431 - 491	406 - 466	381 - 441
Utilization		104%	116% - 131%	134% - 152%	134% - 152%	128% - 146%	121% - 139%	113% - 131%

⁸ P.S. 251, Collaborative Arts, and Community Voices leadership may decide to site students in either building Q231 or Q251 throughout the grade expansion, based on the discretion of the Building Council.

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.

As described in more detail in the Enrollment, Capacity, Utilization Report (“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 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 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 2014-2015 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 2014-2015 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.

For more detail on room allocations, see section III.B below. Please visit the DOE’s Website to access the Footprint, which guides space allocation and use in City schools:

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

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

A. Students

Impact on Students Currently Attending P.S. 251

P.S. 251’s grade expansion will allow current P.S. 251 students to continue attending their elementary school uninterrupted through the fifth grade. Previously, third-grade students at P.S. 251 had to enroll in a different school for grades four and five. Details of where third-grade students at P.S. 251 attended fourth grade for the 2014-2015 school year are included in Section III.C below. This proposal is not expected to impact current or future third-grade students’ ability to attend other schools after the third grade should they choose to do so.

This proposal is not expected to impact instructional programming for current students at P.S. 251. P.S. 251 serves general education students and students requiring special education services, including students

currently enrolled in Integrated Co-Teaching (“ICT”) classes, and Self-Contained (“SC”) special education classes, and students receiving Special Education Teacher Support Services (“SETSS”) and related services. Upon admission, the school works with parents of students requiring special education services to develop an individualized education program (“IEP”) that reflects the resources that the school can offer as appropriate for the student. Thus, services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. If this proposal is approved, students at P.S. 251 will continue to receive special education services in accordance with their IEPs.

In addition, students classified as English Language Learner (“ELL”) students are enrolled at P.S. 251 and receive English as a Second Language (“ESL”) services. If this proposal is approved, students at P.S. 251 will continue to receive their mandated services.

P.S. 251 currently offers the following special programs and extra-curricular activities:⁹

Special Academic Programs and Extra-Curricular Activities: Home-Work Help; Academic Enrichment/Remedial Help; Test Prep; Theme Days; Dance, Music Appreciation, Karate, Science Club; International Club; Performances Parent Workshops in collaboration with P.S. 251.

There are no proposed changes to the extra-curricular programs or partnerships currently offered at P.S. 251 due to this proposal. If this proposal is approved, P.S. 251 will continue to offer these extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed grade expansion will not impact those opportunities, but it 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 all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

Impact on Middle School Students in Q231

The proposed grade expansion of P.S. 251 is not expected to impact current enrollment or instructional programming at Collaborative Arts or Community Voices.

Collaborative Arts and Community Voices currently serve general education students and students requiring special education services, including students enrolled in ICT classes and SC special education classes, as well as students receiving SETSS. If this proposal is approved, ICT, SC, and SETSS classes at Collaborative Arts and Community Voices will continue to be provided and students with disabilities will continue to receive mandated services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities attending each school and, as such, may vary from year to year. In addition, ELL students are enrolled at both Community Voices and Collaborative Arts and receive ESL services. If this proposal is approved, students at Community Voices and Collaborative Arts will continue to receive their mandated services.

Collaborative Arts currently offers the following special programs, extra-curricular activities, and partnerships:¹⁰

Special Academic Programs and Extra-Curricular Activities: Student Government, Broadway Jr.,

⁹ School-reported data as of October 2, 2014.

¹⁰ School-reported data as of October 5, 2014.

Creative Writing, Poetry, Hip Hop Dance, Ballet, Girls Club, Games, Boys Step, Yearbook, Art, Competitive Dance, Overage Homework Center, Cheerleading

Special Programs: Chorus, Dance, Visual Arts, Theatrical Arts, Advisory, Monthly Progress Reports, Small Group Tutoring, Technology Integration, Merit-based Initiatives, Officer Education program, Boys Mentor Program

CHAMPS Sports – Girls: Double-Dutch

CHAMPS Sports – Co-ed: Fitness Club, Basketball, Flag Football

Community Voices currently offers the following special programs, extra-curricular activities, and partnerships:¹¹

Special Academic Programs and Extra-Curricular Activities: Tutoring & Enrichment, Book Club, Art, Tech Club, Dance, Step Team, Cheerleading, Chess, School Magazine, Student Council, Debate Team, Drama

Special Programs: Summer Bridge Program, Computer-based Instruction, Project-based Learning, Service Learning, Advisory, Youth Media Project, 21st Century World Questions Course, CoVo goes to College program

CHAMPS Sports – Co-ed: Basketball, Track & Field

The DOE does not anticipate that this proposal will affect the extra-curricular programs or partnerships that will be offered at Collaborative Arts or Community Voices. Collaborative Arts and Community Voices will continue to offer special programs and initiatives and extra-curricular programs based on student interests, available resources, and staff support for those programs. However, the grade expansion 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 extracurricular 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 the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 251. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 251 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-kindergarten programs based on the priorities outlined in Chancellor's Regulation A-101. Students receive priority based on several factors, such as residing in the zone, having a sibling enrolled at the school in kindergarten through fifth grade at the start of the following school year, being zoned to a school that does not offer pre-kindergarten, residing in the district, and residing in the borough.

¹¹ Extra-curricular offerings reflect those listed by Community Voices in the 2015-2016 District 29 Directory of NYC Middle Schools: http://schools.nyc.gov/NR/rdonlyres/1C394D07-46D4-4DF6-91C2-20828F0372B9/0/MSD_D29.pdf.

Impact on Future Elementary School Students in District 29

This proposal is not expected to impact the admissions process at P.S. 251. P.S. 251 will continue to have a choice admissions process, as it has 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/RulesPolicies/ChancellorsRegulations/default.htm>.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,¹² are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated 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. 251.

Impact on Future Middle School Students in District 29

This proposal is not expected to impact the admissions process at Collaborative Arts or Community Voices. In addition, the DOE does not anticipate that this proposal will significantly impact enrollment at Collaborative Arts or Community Voices. Both middle schools currently admit students through the middle school application process using an unscreened admissions method.

Through the middle school application process, students will be offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directory which can be found at <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that this directory is updated yearly. General information about the middle school application process can be found on the DOE's Web site at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school application process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a screened, unscreened, or limited unscreened admissions method for the middle school grades that have available seats for middle school students;

¹² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

- 6-12 schools with an unscreened, limited unscreened or screened admissions method for middle school students.
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions method.

The Citywide deadline for fifth graders to submit middle school applications for the 2015-2016 school year is in December. Additionally, new middle schools designated to open throughout the City for the 2015-2016 school year will be available for students to consider. Pending PEP approval to open new schools, eligible students will have the opportunity to submit a “new schools” application. Information about middle school application deadlines will be available at the following link:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Calendar/default.htm>.

Middle school students with IEPs, with the exception of those recommended for placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated 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 are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Enrollment Impact for Over-the-Counter (“OTC”) Students

Collaborative Arts and Community Voices both also admit students through the OTC admissions process. This proposal is not expected to impact the placement of those students at Collaborative Arts and Community Voices.

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a NYC school at the time school started. These students fall into one of four categories:

- New to the New York City school system; or
- Left the New York City school system and have returned;¹³ or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a middle school eligible student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on the district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student’s needs. However, in many districts, students may simply report to their zoned middle school.

¹³ Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

B. Schools

The proposed expansion of P.S. 251 to serve students in kindergarten through fifth grades will allow current and future students enrolled in P.S. 251 to continue attending that school through fifth grade.

Q251/Q231 has adequate capacity to accommodate the expansion of P.S. 251 at full scale. P.S. 251 is projected to enroll an estimated 381-441 students across kindergarten through fifth grade and in the pre-kindergarten program in 2020-2021. At that point, P.S. 251 will be at full scale and the projected utilization for tandem buildings Q231 and Q251 will be approximately 80%-87%.

Pursuant to the Citywide Instructional Footprint (the “Footprint”), there is sufficient space to accommodate the grade expansion of P.S. 251 in tandem buildings Q231 and Q251. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools (available in the Key Documents section): <http://schools.nyc.gov/community/planning/changes/default.htm>.

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served and number of classes per grade at that school. For existing schools, the Footprint is applied to the current number of sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school 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 one full-size or half-size room to accommodate each self-contained (“SC”) special education section served by the school. In addition to these rooms, schools serving kindergarten through fifth grades 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.

According to a walk-through of Q231/Q251 conducted by the Office of Space Planning on September 16, 2014, building Q231 has a total of 52 full-size rooms, 11 half-size rooms, 6 quarter-size rooms, and the full-size equivalent of 5.5 of designed administrative spaces. Building Q251 has a total of 22 full-size rooms, 3 half-size rooms, 18 quarter-size rooms, and the full-size equivalent of 3.5 designed administrative spaces. Buildings Q231 and Q251 combined have a total of 74 full-size rooms, 14 half-size rooms, 24 quarter-size rooms, and the full-size equivalent of 9.0 designed administrative spaces. Q231/Q251 also has the following rooms, which are currently shared amongst the co-located schools: one gymnasium, one cafeteria, one auditorium, and one library.

The following rooms are shared spaces or contain building services, and will not be included in P.S. 251’s, Community Voices, or Collaborative Arts’ baseline allocations:

- The nurse’s office occupies 1.0 designed administrative space and one quarter-size room
- The custodian’s office occupies one half-size room
- The computer lab occupies one full-size room
- The school-based support team occupies one half-size room and 1.5 designed administrative spaces
- The school safety office occupies one quarter-size room

- The dance room occupies one full-size room
- KJK Tutoring Center occupies one quarter-size room
- The library occupies one full-size room

Excluding the spaces outlined above, building Q231 has a total of 51 full-size rooms, 9 half-size rooms, 5 quarter-size rooms, and the full-size equivalent of 3.5 of designed administrative spaces. Building Q251 has a total of 20 full-size rooms, 3 half-size rooms, 16 quarter-size rooms, and the full-size equivalent of 3.0 designed administrative spaces.¹⁴ Buildings Q251 and Q231 combined currently have a total of 71 full-size rooms, 12 half-size rooms, 21 quarter-size rooms, and 6.5 designed administrative spaces available to be allocated in Q231/Q251.

Currently, P.S. 251 has a baseline Footprint allocation of 17 full-size rooms, 4 half-size rooms, and 3.0 FSE of administrative spaces. However, due to a deficit of half-size rooms, P.S. 251's footprint has been adjusted to 17 full-size rooms, 3 half-size rooms, 2 quarter-size rooms, and 3.0 FSE of designed administrative space. In 2020-2021, when P.S. 251 is at full scale and the school's enrollment has stabilized as the result of smaller incoming kindergarten cohorts beginning in the 2015-2016 school year, P.S. 251 will have an adjusted baseline allocation of 17 full-size rooms, 3 half-size rooms, 2 quarter-size and the equivalent 3.0 FSE administrative spaces.

Currently, Collaborative Arts has a baseline allocation of 17 full-size rooms, 8 half-size rooms, and 3.5 FSE of designed administrative spaces. Due to a deficit of half-size rooms and designed administrative spaces, Collaborative Arts's footprint has been adjusted to 22 full-size rooms, 4 half-size rooms, 2 quarter-size, and 1.0 FSE of designed administrative space. In 2020-2021, when P.S. 251 is at full grade scale and the school's enrollment has stabilized as the result of smaller incoming kindergarten cohorts beginning in the 2015-2016 school year, Collaborative Arts will be allocated an adjusted baseline of 22 full-size rooms, 4 half-size rooms, 2 quarter-size, and the equivalent 1.0 FSE administrative spaces.

Currently, Community Voices has a baseline allocation of 18 full-size rooms, 5 half-size rooms, and 3.5 FSE of administrative spaces. Due to a deficit of half-size rooms and designed administrative spaces, Community Voices' footprint has been adjusted to 20 full-size rooms, 3 half-size rooms, and 2.5 FSE of designed administrative space. In 2020-2021, when P.S. 251 is at full grade scale and the school's enrollment has stabilized as the result of smaller incoming kindergarten cohorts beginning in the 2015-2016 school year, Community Voices will be allocated an adjusted baseline of 20 full-size rooms, 3 half-size rooms, and the equivalent 2.5 FSE administrative spaces.

¹⁴ P.S. 251 currently uses 3 full-size rooms as a lunch room and serving area. At the discretion of the P.S. 251 leadership, these 3 full-size rooms can be reconfigured for instructional use.

The adjusted baseline allocation of full-size instructional rooms for the 2014-2015 school year and beyond is detailed in the chart below:

**Adjusted Baseline
Footprint Allocation for
Full-Size Space**

DBN	School Name	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
29Q251	P.S. 251	17	19	20	20	19	18	17
29Q355	Collaborative Arts	22	22	22	22	22	22	22
29Q356	Community Voices	20	20	20	20	20	20	20

TOTAL	59	61	62	62	61	60	59
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS	12	10	9	9	10	11	12

Schools often use excess full-size and quarter-size rooms for administrative purposes. Therefore, some of the excess full-size rooms may continue to be allocated for administrative purposes. The Building Council will determine the equitable distribution of excess rooms among proposed schools in the building as described below. There will be sufficient instructional and administrative space in Q231/Q251 for P.S. 251, Collaborative Arts, and Community Voices.

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. In addition, the Office of Space Planning would work with the schools in building Q231/Q251 to ensure a smooth transition, if necessary, of any rooms currently being used above schools’ footprint allocations.

Building Safety and Security

If this proposal is approved, P.S. 251, Collaborative Arts, and Community Voices will develop a safety and security plan for Q231/Q251 prior to the first day of school in September 2015. This plan will have changes, as needed, to account for the additional grade levels.

The DOE makes available the following supports to schools relating to 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 DOE strives to ensure that all families have access to schools that meet their children’s needs. The proposed expansion of P.S. 251 to serve students in fourth and fifth grade is intended to meet those goals by allowing current students to remain at the school for the duration of elementary school and minimize the number of transitions P.S. 251 students must make. As described above, this expansion was initiated and supported by the P.S. 251 school community.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at building Q231/Q251. This proposal is also not expected to impact the accessibility of building Q231/Q251 (not accessible).

If this proposal is approved, the expansion of P.S. 251 may have a small impact on enrollment at other District 29 elementary schools, since students who would have attended other elementary schools in District 29 for grades four and five may now attend P.S. 251. However, given the small cohort size at P.S. 251 and the wide array of other schools to which P.S. 251 students have historically transitioned, this proposal is not expected to have a material impact on any individual elementary school. Furthermore, because P.S. 251’s future kindergarten enrollment will be reduced by 20-30 seats, the 20-30 students who would have otherwise enrolled at P.S. 251 in kindergarten may now enroll at other District 29 schools, including those that typically enroll P.S. 251 students in fourth grade, offsetting the impact of any reduction in fourth grade enrollment. The District 29 elementary schools to which P.S. 251 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 29):

DBN	School Name	Grade Span ¹⁵ 2014-2015	Grade Span at Scale ¹⁶	Number of P.S. 251 3rd Graders that Articulated in 2013- 2014 ¹⁷	Total Number of 4th Graders Served in 2013-2014 ¹⁸
29Q038	P.S. 38 Rosedale	K-5	K-5	13	44
29Q295	P.S./I.S. 295	K-8	K-8	10	62
29Q176	P.S. 176 Cambria Heights	K-5	K-5	<10 ¹⁹	124

¹⁵ 2013-2014 grade span does not include pre-Kindergarten.

¹⁶ Grade span at scale does not include pre-Kindergarten.

¹⁷ Based on the 2012-2013 Audited Register (as of October 26, 2012) and the 2013-2014 Audited Register (as of October 31, 2013), respectively.

¹⁸ 2013-2014 Audited Register (as of October 31, 2013)

¹⁹ Consistent with and pursuant to the Federal Family Education Rights and Privacy Act, totals below 10 have been suppressed in this document.

29Q270	The Gordon Parks School	K-8	K-8	<10	86
29Q036	P.S. 36 Saint Albans School	K-5	K-5	<10	61
29Q052	P.S. 52 Queens	K-5	K-5	<10	60
29Q132	P.S. 132 Ralph Bunche	K-5	K-5	<10	41
84Q704	Merrick Academy - Queens Public Charter School	K-6	K-6	<10	80
29Q181	P.S. 181 Brookfield	K-5	K-5	<10	53
29Q037	Cynthia Jenkins School	K-5	K-5	<10	76
29Q118	P.S. 118 Lorraine Hansberry	K-5	K-5	<10	92
29Q136	P.S. 136 Roy Wilkins	K-5	K-5	<10	89
29Q156	P.S. 156 Laurelton	K-5, 8	K-5	<10	66

IV. Enrollment, Admissions and School Performance Information

P.S. 251

Admissions Data

Current Admissions	Pre-K: Standard Universal Pre-K Admissions Process ²⁰ K-3: Choice
Admissions after Proposed Grade Reconfiguration	Pre-K: Standard Universal Pre-K Admissions Process K-5: Choice

²⁰ Information about the Standard Universal Pre-K Admissions Process is published on the DOE website: <http://schools.nyc.gov/ChoicesEnrollment/PreK/default.htm>.

Enrollment Data²¹

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2014-2015 (Budget Projections)	36	73	92	84	65	-	-	350
2015-2016 (projections)	36	45-55	85-95	85-95	80-90	60-70	-	391-441
2016-2017 (projections)	36	45-55	60-70	85-95	85-95	80-90	60-70	451-511
2017-2018 (projections)	36	45-55	60-70	60-70	85-95	85-95	80-90	451-511
2018-2019 (projections)	36	45-55	60-70	60-70	60-70	85-95	85-95	431-491
2019-2020 (projections)	36	45-55	60-70	60-70	60-70	60-70	85-95	406-466
2020-2021 (projections)	36	45-55	60-70	60-70	60-70	60-70	60-70	381-441

Demographic Data²²

Percentage of Students Receiving ICT or SC Services	8%
Percentage of Students with Individualized Education Programs	15%
Percentage of English Language Learner Students	1%
Percentage of Students Eligible for Free or Reduced Lunch	77%

School Performance Data

P.S. 251	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score ²³	NA ²⁴	N/A	N/A
Performance Data			

²¹ All figures are from the 2014-2015 Budget Register Projections.

²² All figures are as a percentage of total students from the 2013-2014 Audited Register. P.S. 251 does not yet serve fourth and fifth grades. Therefore, this data reflects the demographics of its current students in grades kindergarten through three.

²³ For more information about Quality Reviews, please visit the DOE Web site at <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

²⁴ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Thus, P.S. 251 did not have a Quality Review for the 2011-2012, 2012-2013, and 2013-2014 school years.

English Language Arts % Proficient (Levels 3 and 4)	50%	26%	36.2%
Math % Proficient (Levels 3 and 4)	51%	39%	50.7%
Other Key Performance Indicators			
Attendance Rate	95%	94%	N/A
2013-2014 State Accountability Status	13-14 Good Standing ²⁵		

Collaborative Arts

Admissions Data

Current Admissions	6-8: District 29 Middle School Choice Process
Admissions after Proposed Grade Reconfiguration	6-8: District 29 Middle School Choice Process

Enrollment Data²⁶

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Budget Projections)	154	149	163	466
2015-2016 (projections)	150-160	150-160	145-155	445-475
2016-2017 (projections)	150-160	150-160	150-160	450-480
2017-2018 (projections)	150-160	150-160	150-160	450-480
2018-2019 (projections)	150-160	150-160	150-160	450-480
2019-2020 (projections)	150-160	150-160	150-160	450-480
2020-2021 (projections)	150-160	150-160	150-160	450-480

²⁵ 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 Web site at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

²⁶ All figures are from the 2014-2015 Budget Register Projections.

Demographic Data²⁷

Percentage of Students Receiving ICT or SC Services	15%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	2%
Percentage of Students Eligible for Free or Reduced Lunch	72%

School Performance Data

Collaborative Arts Middle School	2011-2012	2012-2013	2013-2014
<i>School Performance and Progress</i>			
Quality Review Score	NA	N/A	P
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	29%	8%	7.9%
Math % Proficient (Levels 3 and 4)	38%	8%	9.2%
<i>Other Key Performance Indicators</i>			
Attendance Rate	94%	94%	N/A
2013-2014 State Accountability Status	13-14 Good Standing		

Community Voices

Admissions Data

Current Admissions	6-8: District 29 Middle School Choice Process
Admissions after Proposed Grade Reconfiguration	6-8: District 29 Middle School Choice Process

²⁷ All figures are as a percentage of total students from the 2013-2014 Audited Register.

Enrollment Data²⁸

	Grade 6	Grade 7	Grade 8	Total Enrollment
2014-2015 (Budget Projections)	138	152	160	450
2015-2016 (projections)	135-145	135-145	145-155	415-445
2016-2017 (projections)	135-145	135-145	135-145	405-435
2017-2018 (projections)	135-145	135-145	135-145	405-435
2018-2019 (projections)	135-145	135-145	135-145	405-435
2019-2020 (projections)	135-145	135-145	135-145	405-435
2020-2021 (projections)	135-145	135-145	135-145	405-435

Demographic Data²⁹

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced Lunch	69%

²⁸ All figures are from the 2014-2015 Budget Register Projections.

²⁹ All figures are as a percentage of total students from the 2013-2014 Audited Register.

School Performance Data

Community Voices Middle School	2011-2012	2012-2013	2013-2014
School Performance and Progress			
Quality Review Score	NA	N/A	D
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	31%	7%	11.1%
Math % Proficient (Levels 3 and 4)	40%	3%	5.9%
Other Key Performance Indicators			
Attendance Rate	92%	93%	N/A
2013-2014 State Accountability Status	13-14 Good Standing		

V. Initial Impact on Budget and Cost of Instruction

The expansion of a school creates the need for one-time Other than Personnel Services (“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.³⁰ Since P.S. 251’s grade expansion is expected to initially result in approximately 140-160 additional fourth and fifth grade seats, the DOE estimates that Learners and Leaders would receive a one-time award of approximately \$11,200 -\$12,800 in 2015-2016 based on projected registers.³¹

If grade appropriate furniture is not available on-site, the school may receive additional furniture packages. The cost of a furniture package for each class section is approximately \$6,500-\$7,500.³² 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 current by 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.

³⁰ [FY14 School Allocation Memorandum 21: Other Than Personal Services “OTPS” for New Schools](#)

³¹ The fourth and fifth grade enrollment in 2016-2017, the first year when P.S. 251’s 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 is 120-140.

³² Office of Space Planning Memorandum.

Please refer to the FSF Guide³³ and FY15 School Allocation Memoranda³⁴ 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. 251. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact initial costs or allocations at Collaborative Arts or Community Voices in Q231/Q251.

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

A. Personnel Needs

The proposed expansion is not expected to significantly alter the duties of current staff at P.S. 251.

New administrative staff and non-pedagogical positions may be created at P.S. 251 over the course of the school's expansion. P.S. 251 is expected to hire additional teachers as each new grade is added. 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 needed in 2016-2017 would be determined based on annual enrollment projections that become available in the spring of 2016. District schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

This proposal is not expected to impact personnel at Collaborative Arts or Community Voices.

B. Administration

P.S. 251 may hire school supervisors and/or administrative personnel as needed throughout the course of the school's grade expansion.

No change in school supervisory or administrator positions at Collaborative Arts or Community Voices are expected as a result of this proposal.

C. Transportation

Transportation at P.S. 251 will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/rdonlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

This proposal is not expected to impact the transportation practices of the other schools located in the Q231/Q251 building.

D. Other Support Services

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

³³ The FSF Guide is available at:

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

³⁴ The FY15 School Allocation Memoranda is available at:

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

VII. Building Information

Building		Q251/Q231
Type of Building		PS / IS
Year Built		1973 / 1963
Overall BCAS rating		2.44
2013-2014 Target Building Utilization		99% / 77%
2013-2014 Target Building Capacity		336 / 1,214
FY 2013 Maintenance Costs	Labor	\$16,099
	Materials	\$4,559
	Maintenance, repair, and service contracts	\$11,115
	Custodial operations costs—Materials	\$11,486
	Custodial operations costs—Custodial Allocation	\$339,726
FY 2013 Energy Costs	Electric	\$143,615
	Gas	\$66,797
	Steam	N/A
	Oil	\$8,115
Projects completed during the current or prior school year		Classroom Connectivity
Projects proposed in the capital plan		Building Upgrade: Elevators and Escalators, Classroom Connectivity, New/Retrofit Telephone/Intercom System
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium (tandem Q231), Gymnasium (tandem Q231), Library, Multi-purpose Room, Nurse's Office