

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Grade Truncation of P.S. 262 El Hajj Malik El Shabazz School (16K262) from a K-8 School to a K-5 School in the 2017-2018 School Year**

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

The New York City Department of Education (“DOE”) is proposing to truncate the middle school grades served by P.S. 262 El Hajj Malik El Shabazz School (16K262, “P.S. 262”) beginning in the 2017-2018 school year so that it will no longer serve sixth through eighth grades. P.S. 262 is an existing zoned school currently serving students in kindergarten through eighth grade and also offering a pre-kindergarten (“pre-K”) program. P.S. 262 is housed in building K262 (“K262”) which is located at 500 Macon Street, Brooklyn, NY 11233 in Community School District 16 (“District 16”). If this proposal is approved by the Panel for Educational Policy (“PEP”), P.S. 262 will no longer serve or enroll students in sixth through eighth grade after the conclusion of the 2016-2017 school year. Beginning in the 2017-2018 school year, P.S. 262 will only serve students in kindergarten through fifth grade, and the school is expected to continue offering a pre-K program. K262 also contains a community-based organization (“CBO”), Sports and Arts in Schools Foundation (“SASF”).

As discussed further in Section III of this Educational Impact Statement (“EIS”), this proposal was developed in collaboration with the District 16 Community Superintendent, who believes that the truncation of the middle school grades will benefit P.S. 262 and District 16 families. The DOE is proposing to truncate the middle school grades of P.S. 262 so that P.S. 262 can focus exclusively on its elementary school grades and continue building a quality elementary school option.

In addition to this proposal, the DOE is also issuing another proposal affecting a District 16 middle school option. In a separate EIS, the DOE is proposing the closure of M.S. 584 (16K584), an existing District 16 middle school that currently serves students in sixth through eighth grades in building K335 (“K335”), located at 130 Rochester Avenue, Brooklyn, NY 11213 in District 16.<sup>1</sup> If that proposal is approved, M.S. 584 will close at the end of the 2016-2017 school year and will no longer exist as a middle school option beginning in the 2017-2018 school year. The proposal to close M.S. 584 and the proposal to truncate the middle school grades served by P.S. 262 are not contingent upon one another and will be voted on separately by the PEP. If both proposals are approved, there is still sufficient capacity in middle schools throughout District 16 to accommodate current M.S. 584 and P.S. 262 middle school students, as well as future students who might have attended M.S. 584 or P.S. 262 for middle school if they remained open as middle school options. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 16.

This proposal is expected to help reduce the excess of over 1,550 middle school seats in District 16 by decreasing the number of middle school seats at P.S. 262 and supporting the enrollment at other middle schools across the district of future students who otherwise may have attended middle school at P.S. 262. P.S. 262 has seen an overall decline in enrollment over the last four years. Over the last four years, the school’s kindergarten through eighth grade enrollment has decreased by 27% and middle school enrollment has decreased by 16%.<sup>2</sup> In the 2015-2016 school year, about 41% of fifth grade students chose not to

<sup>1</sup> More information about this proposal can be found online at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

<sup>2</sup> Current enrollment is based on 2016-2017 unaudited register and is compared to the 2012-2013 Audited Register.

remain at P.S. 262 for middle school. Given the low demand for the middle schools grades at P.S. 262, the school community has requested the truncation of its middle school grades by the DOE.

If this proposal is approved, P.S. 262 will no longer enroll or serve middle school students beginning in the 2017-2018 school year. Students in sixth and seventh grade in the 2017-18 school year who meet promotional criteria will be offered a seat at another middle school in District 16 or a middle school in their district of residence. Eighth grade students who meet promotional criteria may continue on to the high school to which they are matched in the High School Admissions Process, described in greater detail in Appendix C of this EIS. Students in the sixth, seventh, and eighth grades who do not meet promotional criteria and must repeat a grade that is no longer served by P.S. 262 will also be offered a seat at another middle school in District 16 or a middle school in their district of residence. On the middle school application, P.S. 262 was available to students and residents of District 16. The middle school application was due December 1<sup>st</sup>, 2016. For any families who ranked P.S. 262 on the middle school application, that selection will not be used for the matching process. Student application choices will be moved up accordingly in the rankings or a student may participate in the middle school appeals process and be matched to another middle school option.

### *Community Engagement*

Engagement was conducted over the course of creating this proposal. This engagement included the following:

- On January 11, 2017, the Office of District Planning discussed the potential proposal with Community Education Council 16 and answered questions and addressed concerns.
- On January 17, 2017, the District 16 Community Superintendent and DOE representatives from the Office of District Planning met with representatives of the School Leadership Team of P.S. 262 to answer questions and address concerns about the proposal.

The DOE will provide additional public engagement opportunities following this posting, including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K262. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D16Proposals@schools.nyc.gov](mailto:D16Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. All comments received at the above-noted hearing or through phone or email lines by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

## II. Proposed or Potential Use of Building

According to the 2015-2016 Enrollment Capacity Utilization Report, (the “Blue Book”), K262 has the capacity to serve 640 students.<sup>3</sup> In the current 2016-2017 school year, K262 serves 381 total students, yielding an estimated utilization rate of 60%.<sup>4</sup> If this proposal is approved, P.S. 262 is projected to serve approximately 178-238 students in the 2017-2018 school year, yielding an estimated building utilization rate of 28%-37%. P.S. 262 will be serving kindergarten through fifth grade and will continue to offer pre-K at K262. More details about building utilization rate are available in Appendix B of this EIS.

The two tables below show enrollment and utilization for K262:

### Grade Spans in K262

DBN	School Name	2016-2017	2017-2018
16K262	P.S. 262 <sup>5</sup>	K-8	K-5

### Enrollment and Utilization in K262

DBN	School Name	2016-2017 Enrollment <sup>6</sup>	2017-2018 Projected Enrollment
16K262	P.S. 262	381	178 - 238
<b>Total Building Enrollment</b>		381	178 - 238
<b>Utilization</b>		60%	28% - 37%

More information on target capacity and utilization rate is available in Appendix B of this EIS. If this proposal is approved, P.S. 262 will receive its baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III and Appendix D of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

<sup>3</sup> The Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>4</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and the 2016-2017 Unaudited Register as of October 31, 2016. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>5</sup> P.S. 262 offers pre-K programming in the 2016-2017 school year.

<sup>6</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

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

#### A. Students

If this proposal is approved, beginning in the 2017-2018 school year, P.S. 262 will no longer serve students in sixth through eighth grades. In the 2017-2018 school year, P.S. 262 will only serve kindergarten through fifth grade and offer a pre-K program. There are a sufficient number of middle school seats in District 16 to accommodate all current middle school students from P.S. 262. Similarly, there is a sufficient number of middle school seats to accommodate any future middle school students who would have been served at P.S. 262. There is currently an excess of about 1,550 middle school seats in District 16. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 16.

If this proposal is approved, students being served in kindergarten through fifth grade will no longer be able to attend sixth grade at P.S. 262. They will, however, continue to have access to a broad range of middle school options.

#### *Impact on Current and Future Students at P.S. 262*

This proposal is not expected to impact programming, admissions, or enrollment for students being served in kindergarten through fifth grade or the pre-K program at P.S. 262. With respect to instruction, P.S. 262 will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2016-2017 school year.

P.S. 262 currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained (“SC”) Special Education classes, Integrated Co-Teaching (“ICT”) classes, and students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”) and this proposal will not result in any reduction in the school’s ability to provide special education services to students who need them. 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 P.S. 262 receive English as a New Language (“ENL”) services. All current and future students enrolled at P.S. 262 will continue to receive all their mandated special education and/or ENL services if this proposal is approved.

The elementary school grades at P.S. 262 are zoned and P.S. 262 will continue to give priority to elementary school students who live in its zone, as it has in the past and in accordance with Chancellor’s Regulation A-101.

General information about the elementary school admissions process can be found on the DOE’s website at: <http://schools.nyc.gov/ChoicesEnrollment/Elementary/default.htm> and Appendix C of this EIS.

P.S. 262 currently admits students through the middle school admissions process via an unscreened admissions process. Priority is given to continuing fifth grade students and then to students and residents of District 16. If this proposal is approved, P.S. 262 will no longer admit middle school students as of the 2017-2018 school year, although students in District 16 will continue to have access to a broad variety of middle school options, described further below.

P.S. 262 currently offers the following extra-curricular activities, partnerships, and athletic sports:<sup>7</sup>

**Extra-curricular Activities:** Spanish Classes; Science Classes; Literacy Classes; Noel Pointer Strings Program; Student Government; SMART Board, Laptop, and iPad Technologies; Chess-in-the-Schools; After-School Programs; Gardening Club

**Partnerships:** SASF; Petals-N-Bells Girls Mentoring Program

**Athletic Sports:** Volleyball; Basketball; Softball; Tennis; Yoga

If this proposal is approved, P.S. 262 will no longer offer extra-curricular activities for middle school grades sixth through eighth as of the 2017-2018 school year. The DOE does not anticipate that the proposed truncation of P.S. 262 will impact programming and extra-curricular activities for kindergarten through fifth grade students. 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 based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

Students currently attending P.S. 262 will continue to be served at P.S. 262 for the remainder of the 2016-2017 school year. However, if the proposed truncation of P.S. 262's middle school grades is approved, P.S. 262 will no longer enroll or serve sixth through eighth grade students after the conclusion of the 2016-2017 school year.

Current fifth grade students who meet promotional criteria and have received a placement offer to P.S. 262 for sixth grade will participate in the middle school appeals process and be matched to another middle school option.

If students do not meet promotional requirements and must repeat a grade that is no longer offered by P.S. 262, those students will be provided a seat at a District 16 middle school, or their district of residence (if different). Please see Appendix C of this EIS for more information regarding the middle school admissions process.

Current eighth grade students who meet promotional criteria will complete middle school at P.S. 262. At the end of the 2016-2017 school year, eighth grade students who graduate may enroll in the high school to which they were matched in the Citywide High School Admissions Process. See Appendix C of this EIS for more information on high school admissions.

### *Impact on the Pre-K Program*

This proposal is not expected to impact the pre-K program at P.S. 262. Incoming pre-K students can apply to the pre-K program through the centralized pre-K admissions process. As with all pre-K programs, the availability of pre-K at P.S. 262 will be subject to continued funding availability and demand. Students will continue to be offered placement in pre-K programs based on the priorities outlined in 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>.

Please see Appendix C of this EIS for more information on pre-K admissions.

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<sup>7</sup> Information is from the District 13 Middle School Directory, available at <http://schools.nyc.gov/NR/rdonlyres/60D069F4-989D-46A4-900A-596B6C42881F/0/2017NYCMiddleSchoolDirectoryDistrict16.pdf> last visited on January 27, 2017 and from school-reported data as of January 25, 2017.

### *Impact on Future Elementary Students in District 16*

This proposal is not expected to impact the admissions process for district elementary schools in District 16. Through the elementary school admissions process, students are offered the opportunity to apply to a range of elementary schools within their district, and/or schools with borough-wide or citywide eligibility.

Please see Appendix C of this EIS for more information on elementary school enrollment.

### *Impact on Future Middle School Students in District 16*

This proposal to truncate the middle school grades of P.S. 262 is not expected to impact the admissions process at other District 16 middle schools. If this proposal is approved, students in District 16 will no longer have the opportunity to enroll in P.S. 262 for middle school. They will, however, continue to have access to a broad range of middle school options, listed in Appendix A of this EIS. As described in greater detail in Section C below, there are a sufficient number of sixth grade seats in District 16 to accommodate future students who may have otherwise enrolled in P.S. 262 for sixth grade.

Through the middle school admissions process, students are 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 admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

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

General information about the middle school admissions process can also be found in Appendix C of this EIS.

### *Impact on Over-the-Counter Students*

In addition to admitting students through the elementary and middle school admissions process, P.S. 262 also admits some middle school students through the over-the-counter ("OTC") placement process. However, if this proposal is approved, in the 2017-2018 school year P.S. 262 will no longer enroll OTC students. There is sufficient capacity at other District 16 middle schools to accommodate any students who may have otherwise enrolled in P.S. 262 OTC for middle school.

Please see Appendix C of this EIS for more information on the OTC process.

### *Impact on Community Based Organizations*

K262 houses the CBO SASF, which provides services to P.S. 262. The DOE does not anticipate that this proposal will impact the space allocated to SASF in K262. If this proposal is approved, SASF will continue to have the opportunity to provide services to P.S. 262.

## **B. Schools**

P.S. 262 will continue to serve students in K262 if this proposal is approved, though P.S. 262 will no longer serve sixth through eighth grade students as of the 2017-2018 school year. K262 has adequate capacity to accommodate P.S. 262 students. If this proposal is approved, P.S. 262 is projected to enroll an estimated 178-238 students in the 2017-2018 school year. At that point, the projected utilization rate for K262 would be approximately 28%-37%.

The estimated enrollment and building utilization figures for P.S. 262 in K262 are shown in Sections II and IV of this EIS.

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate P.S. 262 after P.S. 262's middle school truncation. Please see Appendix D of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

### *Building Safety and Security*

P.S. 262 will develop a safety and security plan for K262 prior to the first day of school in September 2017.

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 kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

## C. Community

As noted above, this proposal was developed in collaboration with the District 16 Community Superintendent, who believes that the truncation of the middle school grades will benefit the P.S. 262 and District 16 communities. The DOE believes that the proposed truncation of the middle school grade at P.S. 262 will provide P.S. 262 with the opportunity to focus exclusively on its elementary school grades and further P.S. 262's ability to serve as an elementary school option for the students in its community. This proposal is also expected to help reduce the excess of middle school capacity in District 16 by decreasing the number of middle school seats at P.S. 262. The DOE believes that given the number of available excess middle school seats in District 16, this proposal will support middle schools in the District.

There are six other district schools<sup>8</sup> that serve middle school grades and can provide seats to those students (see Appendix A of this EIS). District 16 middle schools currently have the capacity to serve approximately 2,650 students in grades six through eight while only 1,098 students are currently enrolled in 2016-2017. This means that District 16 currently has an excess of about 1,550 middle school seats in district schools. If the truncation of P.S. 262 is approved, District 16 schools will have the capacity to serve approximately 2,400 students in grades six through eight and will have an excess of about 1,300 middle school seats. Additionally, if the concurrent proposal to close M.S. 584 in K335 is also approved, District 16 schools will have the capacity to serve approximately 2,050 students in grades six through eight and will have an excess of about 950 middle school seats. Therefore, if one or both of these proposals are approved, the DOE believes that there is sufficient capacity in District 16 schools to accommodate the students who might otherwise attend the middle school grades of P.S. 262 or M.S. 584. Additionally, this truncation aims to support enrollment at other middle schools in the district that may enroll current and future students who may have otherwise enrolled at P.S. 262.

There are also approximately 1,250 middle school students being served in six charter schools in District 16. Students in District 16 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the grade truncation of P.S. 262 may have an impact on enrollment at other

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<sup>8</sup> The DOE is also proposing the closure of M.S. 584 to be voted on by the PEP at its March 22<sup>nd</sup> meeting. If this proposal is approved, M.S. 584 will no longer exist as a middle school option. More details on this proposal can be located at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>.

district and the charter schools serving middle school grades in District 16, as students who may have attended P.S. 262 for middle school may enroll in these schools. As described above, this is not expected to substantially impact any particular school given the volume of excess middle school seats in the district.

Please see Appendix A of this EIS for a list of district and charter schools serving middle school grades in District 16.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K262 or the accessibility of K262, which is not accessible.

## IV. Enrollment, Admissions and School Performance Information

### *P.S. 262*

#### Admissions Data

<b>Current Admissions</b>	<p><b>Pre-K:</b> Standard pre-K admissions process</p> <p><b>Grades K-5:</b> Zoned</p> <p><b>Grade 6:</b> Unscreened</p>
<b>Admissions if Proposal is Approved</b>	<p><b>Pre-K:</b> Standard pre-K admissions process</p> <p><b>Grades K-5:</b> Zoned</p>

#### Enrollment Data<sup>9</sup>

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017	19	27	26	44	36	36	34	63	63	33	381
2017-2018 (projected)	18	20-30	20-30	20-30	40-50	30-40	30-40	-	-	-	178-238

#### Demographic Data<sup>10</sup>

% Students with Disabilities (any student receiving an IEP)	21%
% English Language Learners	4%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	93%

<sup>9</sup> 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017 enrollment.

<sup>10</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

P.S 262	2013-2014	2014-2015	2015-2016
<b>School Quality Indicators<sup>11</sup></b>			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Proficient	N/A	Proficient
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Well Developed	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Performance Data<sup>12</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	27%	29%	26%
Math % Proficient (Levels 3 and 4)	17%	22%	13%
<b>Other Key Performance Indicators</b>			
Attendance Rate	91%	92%	92%
<b>2016-2017 State Accountability Status<sup>13</sup></b>	Good Standing		

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

If this proposal is approved, funding will decrease to P.S. 262 since the school will no longer serve middle school grades. Beginning in the 2017-2018 school year, the DOE will cease to allocate funds to P.S. 262 for the middle school grades. Therefore, the DOE expects this proposal to reduce the school’s budget.

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ENL students, and those with other supplemental academic needs. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As stated above, as a result of this proposal, the total number of students enrolled at P.S. 262 is expected to decline beginning in the 2017-2018 school year, meaning that the school’s budget is expected to decrease, and it may need fewer teachers and fewer supplies to meet the needs of its student population.

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the

<sup>11</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>. Not all schools receive Quality Reviews every year. P.S. 262 did not have a Quality Review for the 2014-2015 school year.

<sup>12</sup> Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

<sup>13</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

city, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide<sup>14</sup> and FY17 School Allocation Memoranda<sup>15</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at P.S. 262. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

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

### A. Personnel Needs

If this proposal is approved, some current P.S. 262 staff may be excessed due to the elimination of grades six through eight. It is difficult to precisely predict the number of affected positions.

Any excessing that may be necessary would be conducted in accordance with existing labor contracts. For example, the current UFT contract would require excessing to take place in reverse seniority order within each given teaching license area.

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.

Students who would otherwise have enrolled in P.S. 262's sixth through eighth grades would now be enrolled in other middle schools and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

### B. Administration

If this proposal is approved, some administrative positions may be excessed as the school truncates its middle school grades, as administrative needs may decrease as the school serves a decreasing student population and fewer grades. As noted above, all excessing will take place in accordance with existing labor contracts.

### C. Transportation

There will be no change to existing transportation practices at P.S. 262 during the current school year (2016-2017). This proposal is not expected to affect transportation practices at P.S. 262 for the 2017-2018 school year or in future school years.

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<sup>14</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/FY17\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/FY17_PDF/FSF_Guide.pdf).

<sup>15</sup> The FY17 School Allocation Memoranda are available at the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/AM\\_FY17\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html).

If this proposal is approved, transportation will continue to be provided to students attending P.S. 262 and according to Chancellor’s Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

**D. Other Support Services**

The provision of certain support services is described above. Other support services will continue to be provided consistent with citywide policy.

**VII. Building Information**

<b>Building</b>	K262	
<b>Type of Building</b>	PS	
<b>Year Built</b>	1961	
<b>Overall BCAS rating</b>	P.S. 262 El Hajj Malik El Shabazz School	
<b>2015-2016 Blue Book Target Building Utilization</b>	68%	
<b>2015-2016 Blue Book Target Building Capacity</b>	640	
<b>FY 2016 Maintenance Costs</b>	<b>Labor</b>	\$15,203
	<b>Materials</b>	\$4,140
	<b>Maintenance, repair, and service contracts</b>	\$181,946
	<b>Custodial operations costs—Materials</b>	\$5,740
	<b>Custodial operations costs—Custodial Allocation</b>	\$266,800
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$48,044
	<b>Gas</b>	\$846
	<b>Steam</b>	n/a
	<b>Oil</b>	\$47,237
<b>Projects completed during the current or prior school year</b>	Educational Enhancements - Educational Enhancements - Science Lab Upgrades EXTERIOR: Exterior Walls	
<b>Projects proposed in the capital plan</b>	ESCO LIGHTING FIXTURES CLASSROOM CONNECTIVITY	
<b>Accessibility of the building</b>	No Accessibility	
<b>Building attributes</b>	NURSE/MEDICAL SUITE PHYSICAL THERAPY SCIENCE PREP ROOM LIBRARY MUSIC ROOM SCIENCE LAB COMPUTER LAB AUDITORIUM GYMNASIUM	

## Appendix A: District 16 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 16:

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment <sup>16</sup>	2015-2016 School Capacity <sup>17</sup>	2016-2017 School Utilization
<b>District-wide Choice Options</b>								
16K035	M.S. 035 Stephen Decatur	272 MACDONOUGH STREET	6-8	6-8	Unscreened	181	423	43%
16K057	J.H.S. 057 Whitelaw Reid	125 STUYVESANT AVENUE	6-8	6-8	Unscreened	213	341	62%
16K267	M.S. 267 Math, Science & Technology	800 GATES AVENUE	6-8	6-8	Unscreened	161	664	24%
16K308	P.S. 308 Clara Cardwell	616 QUINCY STREET	K-8	K-8	Unscreened	306	647	47%
16K584 <sup>18</sup>	M.S. 584	130 ROCHESTER AVENUE	6-8	6-8	Unscreened	78	324	24%
16K681	Madiba Prep Middle School	1014 LAFAYETTE AVENUE	6-8	6-8	Unscreened	136	315	43%
<b>Charter Options</b>								
84K360	Launch Expeditionary Learning Charter School	1580 DEAN STREET	6-8	6-8	Lottery	311	371	84%
84K406	Teaching Firms of America-Professional Preparatory Charter School	616 QUINCY STREET	K-6	K-6	Lottery	439	357	123%
84K593 <sup>19</sup>	Excellence Boys Charter School	239 PATCHEN AVENUE	K-8	K-8	Lottery	788	-	N/A
84K648	Bedford Stuyvesant Collegiate Charter School	800 GATES AVENUE	5-8	5-12	Lottery	342	992	34%
84K731 <sup>Err or! Bookmark not defined.</sup>	Brooklyn Excelsior Charter School	856 QUINCY STREET	K-8	K-8	Lottery	523	-	N/A
84K782 <sup>19</sup>	Bedford Stuyvesant New Beginnings Charter School	82 LEWIS AVENUE	K-8	K-8	Lottery	653	-	N/A

<sup>16</sup> 2016-17 Unaudited Register as of October 31, 2016 for district schools and the charter headcount as of October 1, 2016 for charter schools. It reflects the enrollment for all grades served by the school.

<sup>17</sup> School capacity is from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

<sup>18</sup> If the concurrent proposal to close M.S. 584 is approved, the school will no longer exist as a middle school option in District 16.

<sup>19</sup> These schools are located in private space and therefore do not have utilization rates.

## Appendix B: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ("UFT") contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2016-2017 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

## Appendix C: School Admissions

### *Elementary School Admissions*

The DOE offers zoned, non-zoned, and choice elementary schools.<sup>20</sup> A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to kindergarten at zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

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

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

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

Applicants are admitted to kindergarten at non-zoned schools in the following order of priority and in accordance with Chancellor's Regulation A-101:

- a. Students who reside in the school's district whose verified siblings are pre-registered or enrolled at the time of the application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- b. Students who reside outside the school's district whose verified siblings are pre-registered enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year;
- c. students currently attending the school's pre-kindergarten program who reside in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;

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<sup>20</sup> District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- d. students currently attending the school's pre-kindergarten program who reside outside the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- e. Students other than those in (a) and (c) above who are residents of that district;
- f. Students other than those in (b) and (d) above who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,<sup>21</sup> a Non-Public School Placement, or specialized programs,<sup>22</sup> are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services to receive appropriate services in accordance with DOE policy.

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

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

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

- a. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following September who are residents of that district;

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<sup>21</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 349 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>

<sup>22</sup> Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

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

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

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to 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 Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- 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 zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 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 methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending 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.

### *High School Admissions*

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the

high school application, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High Schools Admissions Test (“SHSAT”), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round 2. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted 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.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2017-2018 school year is December 1, 2016. The 2017 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online on the DOE’s website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

### *Pre-kindergarten School Admissions*

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

- a. Students residing in the zone, who have a sibling at the school in grades K-5 the following September.<sup>23</sup>
- b. Students residing in the zone, who do not have a sibling at the school.
- c. Students residing in the district, who have a sibling at the school, and who have no zoned school or whose zoned school has no pre-k program.
- d. Students residing in the district, who have a sibling at the school, and who are zoned to a different school which has a pre-K program.

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<sup>23</sup> Does not apply to non-zoned schools. Throughout New York City, there are district schools without a zone called non-zoned schools. For non-zoned schools, the first two Admissions Priorities above do not apply. District 1 (Lower East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

- e. Students residing in the borough, who have a sibling at the school.
- f. Students residing out-of-borough, who have a sibling at the school.
- g. Students residing in the district, who have no zoned school or whose zoned school has no pre-K program
- h. Students residing in the district, who are zoned to a different school which has a pre-K program.
- i. Students residing in the borough.
- j. Students residing out-of-borough.

If there are more applicants than available seats within a priority group, seats will be assigned by random selection to members of that group.

### *Over-the-Counter (“OTC”) Placements*

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;<sup>24</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high 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 their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and into the opening of school when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school’s enrollment projection and the results of the admissions process. If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that base admissions decisions on students’ academic criteria) that have a two year track record of not meeting their enrollment targets through the high school admissions process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened an audition schools, transfer

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<sup>24</sup> 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.

schools,<sup>25</sup> international schools,<sup>26</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools. The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past.

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<sup>25</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at:

<sup>26</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix D: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-K programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.