

EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of Essence School (19K311) in Building K190 at the End of the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing the closure of Essence School (19K311, “Essence”), an existing district middle school serving students in sixth through eighth grades in building K190 (“K190”), located at 590 Sheffield Avenue, Brooklyn, NY 11207 in Community School District 19 (“District 19”). Essence is currently co-located¹ in K190 with P.S. 190 Sheffield (19K190, “P.S. 190”), a district elementary school serving students in kindergarten through fifth grade and offering a full-day pre-kindergarten program. K190 also houses the Community Based Organization (“CBO”) Good Shepherd.

The DOE is proposing to close Essence based on its persistently low enrollment, poor performance, and lack of demand from students and families. If this proposal is approved, Essence 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. DOE staff will work individually with current sixth- and seventh-grade students, as well as eighth-grade students who do not meet promotional criteria, to ensure that those students are offered seats in other higher-performing district middle schools. Current eighth-grade students who meet promotional criteria will complete middle school at Essence at the end of the 2016-2017 school year, and can apply to high school through the high school admissions process.²

There is sufficient capacity in middle schools throughout District 19 to accommodate current Essence students, as well as future students who might have attended Essence if it remained open as a middle school option. If the proposed closure of Essence is approved, all current sixth- and seventh-grade students and eighth-grade students who do not meet promotional criteria will receive individualized enrollment support from the Superintendent’s staff and Family Welcome Center counselors, focusing on each student’s interests, to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 19 or their zoned middle school district (if different) before being discharged from Essence. Please see Appendix A of this Educational Impact Statement (“EIS”) for a list of schools serving middle school grades in District 19.

Concurrently with this closure proposal, the DOE is also issuing another proposal affecting a District 19 middle school option. In a separate EIS, the DOE is proposing to truncate the middle school grades served by P.S. 306 Ethan Allen (19K306, “P.S. 306”) beginning in the 2017-2018 school year, also in District 19.³ If that proposal is approved, beginning in the 2017-2018 school year, P.S. 306 will no longer enroll or serve students in sixth through eighth grades after the conclusion of the 2016-2017 school year, and will only serve students in kindergarten through fifth grade and offer a pre-kindergarten program. The proposal to close Essence School and the proposal to truncate the middle school grades served by P.S. 306 are not contingent upon one another and will be voted on separately by the Panel for Educational Policy (“PEP”). If both proposals are approved, there is still sufficient capacity in middle schools throughout District 19 to accommodate current Essence and P.S. 306 middle school students, as well as future students who might

¹ A “co-location” means that two or more school organizations are located in the same building and may share common spaces such as the auditorium, gymnasium, library and cafeteria.

² More information about the high school admissions process can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

³ More information about this proposal can be found online at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/March222017SchoolProposals>

have attended Essence or P.S. 306 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 19.

Rationale for Closure

Essence is one of a cohort of 86 schools that have been designated by the DOE as Renewal Schools.⁴ Schools selected to be Renewal Schools were assigned a “Priority” or “Focus” accountability status by the New York State Department of Education (SED),⁵ demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Reviews.⁶ (In four instances, which did not include Essence, schools were selected to be Renewal Schools per the Chancellor’s discretion).

Through the Renewal School program, long-struggling schools are receiving clear guidance on the progress they need to make, as well as intensive resources and supports to make sustainable improvements and to ensure that every student in New York City receives a high-quality education and is on track to graduate ready for college and career. Many Renewal Schools are improving as a result of these supports. However, for schools that aren’t showing progress, additional strategies such as closure may be considered.

The DOE is proposing to close Essence because it has struggled with persistently low enrollment, poor performance, and lack of demand from students and families, despite multiple prior interventions such as changes in programming and leadership. During the 2013-2014 school year, Essence served 149 students in sixth through eighth grades. In the current 2016-2017 school year, Essence is serving a total of just 109 students, which represents a 27% decline in enrollment in the past three years. In 2015-2016, only 4% of students at Essence were proficient in ELA, compared to 20% districtwide and 37% citywide, and 4% of students were proficient in Math, compared to 14% districtwide and 32% citywide.⁷

As mentioned above, if the proposed closure of Essence is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the Superintendent’s staff and Borough Family Welcome Center (“FWC”) counselors, who will help students and families in thinking through the options presented in order to ensure students choose the right school to continue their education for the 2017-2018 school year. This will involve an application process by which students will be offered options including higher-performing district middle schools. Eighth-grade students who do not meet promotional requirements will also receive individualized support and be offered a seat at a higher-performing school. All students will receive alternative options for enrollment in District 19 and their district of residence (if different) before being discharged from Essence. Students who applied to Essence for sixth grade through the middle school application process will have that choice removed from their applications and be matched to another school ranked on their application where possible. Most students are matched to one of the programs ranked on their application, but it is not guaranteed. If a student does not match to one of the programs ranked on their application, they will receive a placement in a school where they are eligible to attend middle school.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 19.

⁴ More information regarding the School Renewal Program can be found online at <http://schools.nyc.gov/AboutUs/schools/RenewalSchool#schools>.

⁵ SED assigns an accountability status to each district school – Good Standing, Local Assistance Plan, Focus or Priority. For more information on accountability designations, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>.

⁶ Schools can earn the following scores on Quality Review: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

⁷ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

Community Engagement

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

- Calls were made to families in both the morning and afternoon of January 9, 2017 in English and Spanish to notify them of the proposed closure and the community meeting scheduled for January 17, 2017.
- Letters notifying families of this proposed closure, as well as about community meeting scheduled for January 17, 2017, were backpacked home with students on January 9, 2017.
- The Superintendent, along with key representatives from DOE Central and Field offices, held a community meeting on January 17, 2017 to provide information and answer any questions families had about the proposed closure of Essence. Approximately 50 members of the public attended this meeting. Participants primarily requested information on the other school options that would be available to their children who currently attend the school.

The DOE will provide other community engagement opportunities following this posting, including:

- An optional community meeting open to the public, prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at K190. This meeting is open to the public and attendees are encouraged to comment on this proposal during the public comment portion of the hearing.
- A dedicated phone and email address 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 D19Proposals@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 Enrollment, Capacity, and Utilization Report (the “Blue Book”), K190 has the target capacity to serve a total of 639⁸ students and currently serves a total of 269 students across Essence and P.S. 190 in the 2016-2017 school year, yielding a building utilization rate of approximately 42%.⁹ The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. Additional enrollment and utilization information is detailed in the following section.

⁸ According to the 2015-2016 Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-ReportsData#Enrollment-Capacity-Utilization-69>.

⁹ All references to the 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. 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.

If this proposal is approved, Essence will close at end of the 2016-2017 school year and will no longer exist as a middle school option. As noted above, K190 is currently serving a total of 269 students and is therefore currently considered “under-utilized.”¹⁰ If the closure of Essence is approved, in the 2017-2018 school year, building K190 is projected to serve 133-193 students in P.S. 190, yielding a projected utilization rate of 21-30% and will therefore be further under-utilized, meaning it will have more capacity to accommodate additional students. If this proposal is approved, the DOE anticipates issuing another proposal for the use of that space, which is to be determined. Any future significant changes to school utilization in K190 would be proposed in a future EIS, if one is required, pursuant to Chancellor’s Regulation A-190, and would be subject to separate approval by the PEP in accordance with Chancellor’s Regulation A-190.

The proposed grade spans and programs for all schools in building K190 if the proposal to close Essence is approved by the PEP are as follows:

Grade Spans in K190			
DBN	School Name	2016-2017	2017-2018
19K311	Essence	6-8	-
19K190 ¹¹	P.S. 190	K-5	K-5

The table below shows the current and projected enrollments for all schools in K190, as well as the current and projected building utilization rates if this proposal is approved by the PEP:

Enrollment and Utilization in K190 ¹²			
DBN	School Name	2016-2017 Enrollment ¹³	2017-2018 Projected Enrollment
19K311	Essence	109	-
19K190	P.S. 190	160	133-193
Total Building Enrollment		269	133-193
Utilization		42%	21% - 30%

¹⁰ The most recent Under-Utilized Space Memorandum and List was published on the DOE’s website on April 13, 2016. The memo can be accessed at: <http://schools.nyc.gov/NR/rdonlyres/1F9EEB94-A7F6-461E-915F-6F6869825A14/0/UnderutilizedSpaceMemorandum20162017.pdf>.

¹¹ P.S. 190 offers a Pre-K program in the 2016-2017 school year. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 190 will be subject to continued funding availability and demand.

¹² Enrollment is inclusive of students in the pre-kindergarten program at P.S. 190.

¹³ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017.

If this proposal is approved, Essence will no longer exist as a middle school option and will therefore no longer receive its baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”) in K190. P.S. 190 will continue to receive its baseline or adjusted baseline allocation of space pursuant to the Footprint.

More details about space are available in 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%20Footprint).

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

A. Students

Impact on Current Students at Essence

If this proposal is approved, Essence will close at the end of the 2016-2017 school year and will no longer exist as a middle school option in District 19 beginning in the 2017-2018 school year. All current students will continue at Essence for the remainder of the 2016-2017 school year.

Academic and Extra-Curricular Offerings

With respect to academics, Essence will continue offering all classes to support current students as they work to meet mandated promotional requirements for the remainder of the 2016-2017 school year. Essence serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”). Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students. All current students enrolled at Essence will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at Essence receive English as a New Language (“ENL”) services. If this proposal is approved, these services will continue to be provided to those students currently attending Essence and all students will receive their mandated services for the duration of the school year.

Current Essence students who receive special education or ENL services will continue to receive those services at their new schools and will receive individualized support from the Superintendent’s staff and FWC counselors to find a seat aligned to their needs and interests.

As a Renewal School, Essence has been transformed into a Community School, partnering with the community-based organization Good Shepherd. Approval of this proposal will not impact Essence’s status as a Renewal or Community School for the remainder of the school year. Additional academic and social-emotional supports may be offered to all current Essence students before school and after-school, and summer expanded learning time activities to address students’ identified needs and accelerate their learning in preparation for the transition to a new school environment for the 2017-2018 school year.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Essence for the duration of the current 2016-2017 school year.

Essence's extra-curricular activities, clubs and sports include:¹⁴

- **Instructional Programs:** English as a New Language, Rosetta Stone, Extended Learning Time, Saturday Academy, Summer Session
- **Extracurricular Activities and Partnerships:** Student Government, Good Shepherd Lunch Café, Good Shepherd Services After-School Program, Robotics (Sponsored by STEM and Medgar Evers College), New Victory Theater Group, Man Up, Mr. Boyd LLC Boys Mentoring Group, NFL Play 60, NBA Fit, Shen Wei Dance Company
- **Sports:** Fitness Club, Flag Football, Basketball, Cross Country/Track, Double Dutch

If this proposal is approved, Essence will close after the 2016-2017 school and will no longer offer the above-referenced instructional programs, extra-curricular activities and partnerships or sports. However, current Essence students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City schools, which annually modify extra-curricular offerings based on student demand and available resources.

Current Sixth- and Seventh-Grade Students at Essence

If the proposed closure of Essence is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the Superintendent's staff and FWC counselors, focusing on each student's interests, to find a seat that is aligned to his or her needs. This will include an application process through which students will be offered options of higher-performing district middle schools from which to choose. All students will receive placement at an alternate school option for enrollment in District 19 or their district of residence (if different) before being discharged from the closing school.

Please see Appendix A of this EIS for a list of schools serving middle school grades in District 19.

As described above in Section II above as well as in Section III C below, there will be sufficient capacity across District 19 to accommodate all current sixth- and seventh-grade students from Essence, as well as eighth-grade students who do not meet promotional criteria, should they so choose to enroll in other District 19 middle schools.

Current Eighth-Grade Students at Essence

Current eighth-grade students who meet promotional criteria will complete middle school at Essence. At the end of the 2016-2017 school year, eighth-grade students who meet promotional criteria will enroll in the high school to which they were matched through the citywide high school admissions process. See Appendix C of this EIS for more information on high school admissions.

Current eighth-grade students at Essence who do not meet promotional criteria will receive individualized enrollment support from the Superintendent's staff and FWC counselors, focusing on each student's interests to find a seat that is aligned to his or her needs. Each student will receive an alternate placement in District 19 and their middle school district of residence (if different) before being discharged from the closing school.

See Appendix A of this EIS for more information on other middle schools in District 19.

¹⁴ School-reported data as of January 27, 2017.

Impact on Current and Future Students at P.S. 190

The proposal to close Essence in K190 is not expected to impact current or future enrollment, academic offerings, or extra-curricular programming at P.S. 190.

P.S. 190 currently serves general education students and students requiring special education services, including students currently enrolled in ICT and SC classes and students receiving SETTS and related services. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. This proposal will not affect the provision of mandated special education services to such students. All current and future P.S. 190 students will receive their mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled at P.S. 190 receive ENL services. If this proposal is approved, these services will continue to be provided at P.S. 190, and all students will receive their mandated services.

P.S. 190 currently offers the following instructional programs, extra-curricular activities, sports and partnerships:¹⁵

- **Partnerships:** Teaching Matters and Project Arts
- **Extra-curricular Activities:** Lunchtime music, dance and gym clubs, after school test-preparation, Saturday Academy
- **Sports:** Track

The DOE does not anticipate that this proposal will impact the current partnerships, extra-curricular activities, or sports offered to students at P.S. 190. P.S. 190 will continue to offer special programs, initiatives, extra-curricular programs and partnerships based on students' interests and available resources, though the specific programs offered are always subject to change. That is true at any City school, as all schools modify extra-curricular offerings annually based on student demand and available resources.

If this proposal is approved, there will be no impact on the manner in which P.S. 190 admits students for elementary school. P.S. 190 is a zoned elementary school in District 19. If this proposal is approved, P.S. 190 will continue to give priority to students who live in the 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 in Appendix B of this EIS.

Impact on Future Middle School Students in District 19

This proposal to close Essence is not expected to impact the admissions process for other district middle schools in District 19. As mentioned above, the DOE has issued a separate proposal to truncate the middle school grades at P.S. 306. These two proposals are not contingent upon one another and will be voted on separately by the PEP.

Essence currently admits students through two admissions methods: screened and unscreened. Essence admits students through the screened program using the following selection criteria: 4th grade New York State ELA and Math Exams, academic and personal behaviors, attendance and punctuality, essay and writing sample, final 4th grade report card and student interview. Students will no longer have access to Essence and will no longer be admitted through its admissions methods if this proposal is approved by the

¹⁵ School-reported data as of February 1, 2017.

PEP. Incoming sixth graders who applied to Essence will have that choice removed from their applications and will be matched to another school ranked on their application where possible. Most students are matched to one of the programs ranked on their application, but it is not guaranteed. If a student does not match to one of the programs ranked on their application, they will receive a placement in a school where they are eligible to attend middle school. As described in greater detail in Section C below, there will continue to be sufficient middle school seats in District 19 to accommodate future students who may have otherwise enrolled in Essence.

District 19 middle school students will continue to have access to a wide range of middle school options. 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 processes. Information about all of these options and their admissions processes 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>.

If this proposal is approved, the closure of Essence may have a small impact on enrollment at other district and charter schools serving middle school grades in District 19. Please see Appendix A for a list of district and charter schools serving middle school grades in District 19. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on one particular school given that Essence is a small school and current and future students are expected to be dispersed across a range of school options.

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

Enrollment Impact on Over-the-Counter ("OTC") Placements

In addition to admitting students through the middle school admissions processes, Essence currently admits some students through the OTC process. If this proposal is approved, Essence will no longer admit OTC students in the future. If this proposal is approved, other middle schools in District 19 will continue to admit students through the OTC process and will enroll OTC students who may have otherwise enrolled at Essence.

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

Impact on the Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 190. 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. 190 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. The full details of Chancellor's Regulation A-101 can be found at:

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

Impact on CBOs

K190 houses the CBO Good Shepherd, which provides services to Essence as part of the Renewal Schools program. Good Shepherd does not provide any services to P.S. 190. As a result of this proposal, if approved, Good Shepherd will no longer be sited in K190 after the closure of Essence at the end of the 2016-2017 school year. Good Shepherd will continue to provide services to Essence throughout the duration of the current 2016-2017 school year. The DOE will work with Good Shepherd to identify another middle school in District 19 that may partner with Good Shepherd and receive related services that were previously provided to students in Essence.

B. Schools

If this proposal is approved, there will be sufficient space in K190 to accommodate P.S. 190 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint:

http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint.

According to a walk-through and survey of K190 conducted on October 26, 2016 by a representative from the Office of Space Planning, K190 has a total of 41 full-size rooms,¹⁶ 6 half-size rooms,¹⁷ 5 quarter-size rooms,¹⁸ and 2.5 full-size equivalent ("FSE") rooms of designed administrative space. K190 also has the following shared spaces: an auditorium, two gymnasiums, a cafeteria, and a library. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The teacher's café occupies 1 half-size space.
- The School Based Support Team ("SBST") occupies 1 full-size space.
- The nurse's office occupies 1.0 FSE of designed administrative space.
- The custodian's office occupies 1 half-size space.
- The CBO Good Shepherd occupies 3 full-size spaces in the current 2016-2017 school year but will vacate this space prior to the 2017-2018 school year.

Excluding the spaces outlined above, K190 has a total of 37 full-size rooms, 4 half-size rooms, 5 quarter-size rooms, and 1.5 FSE of designed administrative space available for use by P.S. 190 and Essence. If this proposal is approved, Essence will no longer be allocated space in K190 and P.S. 190 will receive at least its baseline Footprint allocation in K190.

Per the Footprint, Essence's current baseline Footprint allocation is 6 full-size rooms, 3 half-size rooms, and 3.0 FSE spaces for administrative use. Due to a lack of half-size spaces in the building suitable for instruction, the DOE adjusted Essence's baseline Footprint allocation to substitute 3 full-size rooms in lieu of 3 half-size rooms. Thus, Essence's adjusted baseline Footprint allocation is 9 full-size rooms and 3.0 FSE spaces for administrative use, comprised of 2 full-size rooms and 4 quarter-size rooms. This yields a total adjusted baseline Footprint allocation of 11 full-size rooms and 4 quarter-size rooms. Currently, Essence is using 16 full-size rooms, and 4 quarter-size rooms. Therefore, Essence is using 5 full-size rooms above its adjusted Footprint allocation. If this proposal is approved, Essence will no longer be allocated space in K190 after the conclusion of the 2016-2017 school year.

Per the Footprint, P.S. 190's current baseline Footprint allocation is 12 full-size rooms, 4 half-size rooms, and 2.5 FSE spaces for administrative use, comprised of 1 full-size room and 1.5 FSE of designed administrative space. This yields a total adjusted baseline Footprint allocation of 13 full-size rooms, 4 half-size rooms, and 1.5 FSE of designed administrative space. Currently, P.S. 190 is using 21 full-size rooms, 4 half-size rooms, 1 quarter-size room and 1.5 FSE of designed administrative space. Therefore, P.S. 190 is using 8 full-size rooms and 1 quarter-size rooms above its baseline Footprint allocation.

Should this proposal be approved, there is sufficient space in K190 to continue to accommodate P.S. 190's baseline Footprint allocation. The baseline and adjusted baseline Footprint allocations of full-size rooms are detailed in the chart below:

¹⁶ Full-size classrooms have an area of 500 square feet or more.

¹⁷ Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

¹⁸ Quarter-size rooms have an area of less than 240 square feet.

Adjusted Baseline Footprint Allocations for Full-Size Spaces			
DBN	School Name	2016-2017	2017-2018
19K311	Essence	11	-
19K190	P.S. 190	13	13
	TOTAL	24	13
ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		13	27

All necessary adjustments for administrative space or other purposes have been reflected in the chart above.

If this proposal is approved, Essence will no longer be allocated space in K190 and P.S. 190 will receive at least its baseline Footprint allocation in K190.

Building Safety and Security

If this proposal is approved, P.S. 190 will develop a new safety and security plan for the building prior to the first day of school in September 2017.

The DOE makes the following safety and security supports available to schools:

- 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, the DOE is proposing to close Essence because of declining enrollment as well as poor performance. During the 2013-2014 school year, Essence served 149 students in sixth through eighth grades. In the current 2016-2017 school year, Essence is serving a total of 109 students, which represents a 27% decline in enrollment in the past three years. In 2015-2016, only 4% of students at Essence were proficient in ELA, compared to 20% districtwide and 37% citywide, and 4% of students were proficient in Math, compared to 14% districtwide and 32% citywide.¹⁹ As such, the DOE is proposing to close Essence to ensure that all families have access to high quality options that meet their children’s needs.

As mentioned above, DOE staff will work individually with current sixth- and seventh-grade students, as well as eighth-grade students who do not meet promotional criteria, to ensure those students are offered seats in other district middle schools in District 19 or their district of residence (if different). This will include an application process through which students will be offered higher-performing district middle school options. Current eighth-grade students who meet promotional criteria will complete middle school at Essence at the end of the 2016-2017 school year, and have the opportunity to apply to high school through the high school admissions process.

District 19 district schools currently have the capacity to serve approximately 7,700 students in grades six through eight while only 4,951 such students are currently enrolled in 2016-2017. This means that District

¹⁹ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

19 currently has an excess of about 2,750 middle school seats in district schools. If the closure of Essence is approved, District 19 schools will have the capacity to serve approximately 7,400 students in grades six through eight and will have an excess of about 2,450 middle school seats. Additionally, if the concurrent proposal to truncate the middle school grades of P.S. 306 in K306 is also approved, District 19 schools will have the capacity to serve approximately 7,100 students in grades six through eight and will still have an excess of about 2,150 middle school seats.

There are also approximately 900 middle school students being served in five charter schools in District 19. Students in District 19 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 closure of Essence may result in a slight increase in enrollment at other District 19 middle schools that would enroll current sixth- and seventh-grade students from Essence, as well as eighth-grade students who do not meet promotional requirements. Please see Appendix A of this EIS for a list of district and charter schools serving middle school grades in District 19. If this proposal is approved, enrollment at schools listed in Appendix A may increase slightly.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K190. This proposal is not expected to impact the accessibility of K190, which is partially accessible.

IV. Enrollment, Admissions, and School Performance Information

Essence

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Process: Screened, Unscreened
Admissions if This Proposal Is Approved	N/A

Enrollment Data²⁰

	Grade 6	Grade 7	Grade 8	Total Enrollment
2016-2017	39	33	37	109
2017-2018 (projected)	-	-	-	-

²⁰ 2016-2017 Unaudited Register as of October 31, 2016.

Demographic Data²¹

% Students with Disabilities (any student receiving an IEP)	35%
% English Language Learners	21%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	90%

School Performance Data

Essence	2013-2014 ²²	2014-2015	2015-2016
School Quality Indicators ²³			
1.1 Curriculum	N/A	Proficient	Proficient
1.2 Pedagogy	N/A	Developing	Proficient
2.2 Assessment	N/A	Proficient	Proficient
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Developing	Proficient
Performance Data ²⁴			
English Language Arts % Proficient (Levels 3 and 4)	5%	2%	4%
Math % Proficient (Levels 3 and 4)	5%	2%	4%
Other Key Performance Indicators			
Attendance Rate	91%	90%	92%
2016-2017 State Accountability Status ²⁵	Priority School		

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

²² Not all schools receive Quality Reviews each year. Essence did not have a Quality Review for the 2013-2014 school year.

²³ The 2015-2016 Quality Review Reports 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>.

²⁴ Performance data is from the School Quality Reports available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>.

²⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

P.S. 190

Admissions Data

Current Admissions	<p>Pre-kindergarten: Standard pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p>
Admissions if This Proposal Is Approved	<p>Pre-kindergarten: Standard pre-kindergarten admissions process</p> <p>Grades K-5: Zoned</p>

Enrollment Data²⁶

	PK	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2016-2017	18	25	17	26	29	24	21	160
2017-2018 (projected)	18	20-30	20-30	10-20	20-30	25-35	20-30	133-193

Demographic Data

% Students with Disabilities (any student receiving an IEP)	11%
% English Language Learners	2%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	95%

²⁶ 2016-2017 Unaudited Register as of October 31, 2016. Projected enrollment is based on 2016-2017.

School Performance Data

P.S. 190	2013-2014 ²⁷	2014-2015	2015-2016
School Quality Indicators			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	15%	27%	36%
Math % Proficient (Levels 3 and 4)	13%	23%	24%
Other Key Performance Indicators			
Attendance Rate	88%	88%	90%
2016-2017 State Accountability Status	Good Standing		

V. Initial Costs and Savings, and Cost of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to Essence and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer needed at the school, are unsuccessful in finding other employment opportunities in the department. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

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

A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Essence will be excessed after the closure.²⁸ All excessing would be conducted in accordance with existing labor contracts.

Excessed teachers will be eligible to apply for positions in other district schools. Any teachers who do not find a position would be placed in the ATR pool where they would provide coverage for short- and long-term instructional needs while they continue to look for a regular assignment.

This proposal is not expected to impact personnel needs for P.S. 190.

²⁷ Not all schools receive Quality Reviews every year. P.S. 190 did not have a Quality Review for the 2013-2014 or 2015-2016 school years.

²⁸ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

B. Administration

If this proposal is approved, all school supervisor and/or administrator positions assigned to Essence would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

This proposal is not expected to impact the administration at P.S. 190.

C. Transportation

If this proposal is approved, transportation for students at Essence would continue to be provided through the end of the 2016-2017 school year according to Chancellor's Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

This proposal is not expected to affect transportation practices at P.S. 190 for the 2016-2017 school year or in future school years. Transportation will continue to be provided to DOE schools in accordance with Chancellor's Regulation A-801.

D. Other Support Services

The provision of certain support services is described above. Other support services would continue to be provided consistent with citywide policy if this proposal is approved, until closure is complete.

This proposal is not expected to impact support services for P.S. 190.

VII. Building Information

Building		K190
Type of Building		PS
Year Built		1924
Overall BCAS rating		2.4
2015-2016 Blue Book Target Building Utilization		47%
2015-2016 Blue Book Target Building Capacity		639
FY 2016 Maintenance Costs	Labor	\$2,709
	Materials	\$275
	Maintenance, repair, and service contracts	\$10,698
	Custodial operations costs— Materials	\$5,460
	Custodial operations costs— Custodial Allocation	\$264,174
FY 2016 Energy Costs	Electric	\$96,174
	Gas	\$24,722
	Steam	n/a
	Oil	\$1,842
Projects completed during the current or prior school year		Exterior Masonry, Parapets EXTERIOR: Roofing, Roofing Specialties
Projects proposed in the capital plan		Classroom Connectivity, FY16 RESO A Technology
Accessibility of the building		Partially Accessible
Building attributes		MUSIC ROOM TEACHER'S CAFETERIA AUDITORIUM COMPUTER LAB NURSE/MEDICAL SUITE SCIENCE LAB LIBRARY GYMNASIUM MUSIC ROOM ART ROOM GYMNASIUM

Appendix A: District 19 Middle School Options

All students will receive alternative options for enrollment in District 19 or their middle school district of residence (if different) before being discharged from the closing school. Please see the table below for a list of district and charter schools serving middle school grades in District 19 besides Essence.

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment ²⁹	2015-2016 School Capacity ³⁰	2016-2017 School Utilization
District Options								
19K089	P.S. 089 Cypress Hills	265 WARWICK STREET	K-8	K-8	Screened For Language	444	460	97%
19K171	I.S. 171 Abraham Lincoln	528 RIDGEWOOD AVENUE	6-8	6-8	Unscreened	458	808	57%
19K218	J.H.S. 218 James P. Sinnott	370 FOUNTAIN AVENUE	6-8	6-8	Screened, Zoned	392	541	72%
19K292	J.H.S. 292 Margaret S. Douglas	301 VERMONT STREET	6-8	6-8	Screened, Unscreened	579	1865	31%
19K306 ³¹	P.S. 306 Ethan Allen	970 VERMONT STREET	K-8	K-8	Unscreened	457	1020	45%
19K364	I.S. 364 Gateway	1426 FREEPORT LOOP	6-8	6-8	Screened, Zoned	322	484	67%
19K404	Academy for Young Writers	1065 ELTON STREET	6-12	6-12	Limited Unscreened	566	529	107%
19K409	East New York Family Academy	2057 LINDEN BOULEVARD	6-12	6-12	Screened	511	337	152%
19K422	Spring Creek Community School	1065 ELTON STREET	6-10	6-12	Limited Unscreened	397	426	93%
19K452	Frederick Douglass Academy VIII Middle School	1400 PENNSYLVANIA AVENUE	6-8	6-8	Screened	324	405	80%
19K654	Van Siclen Community Middle School	800 VAN SICLEN AVE	6-8	6-8	Limited Unscreened	306	472	65%
19K661	Vista Academy	350 LINWOOD STREET	6-8	6-8	Limited Unscreened	381	486	78%
19K662	Liberty Avenue Middle School	350 LINWOOD STREET	6-8	6-8	Limited Unscreened	443	492	90%

²⁹ 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.

³⁰ 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.

³¹ If the concurrent proposal to truncate the middle school grades of P.S. 306 is approved, beginning in the 2017-2018 school year, P.S. 306 will not serve middle school grades and will no longer exist as a middle school option.

19K663	School of the Future Brooklyn	574 DUMONT AVENUE	6-8	6-8	Limited Unscreened	144	304	47%
19K678	East New York Middle School of Excellence	605 SHEPHERD AVENUE	6-8	6-8	Limited Unscreened	249	402	62%
19K760 ³²	Highland Park Community School	528 RIDGEWOOD AVENUE	6-8	6-8	Unscreened	298	106	192%
Charter Options								
84K358	Achievement First East New York Charter School	557 PENNSYLVANIA AVENUE	K-12	K-12	Lottery	834	712	117%
84K386	Invictus Preparatory Charter School	370 FOUNTAIN AVENUE	5-8	5-8	Lottery	269	294	91%
84K740 ³³	Brooklyn Scholars Charter School	2635 LINDEN BOULEVARD	K-8	K-8	Lottery	697	N/A	N/A
84K774	Achievement First Apollo Charter School	350 LINWOOD STREET	K-7	K-8	Lottery	757	477	159%
84K807 ³⁴	Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA)	1962-84 LINDEN BLVD.	6	6-8	Lottery	59	N/A	N/A

³² Utilization is based on 2015-2016 capacity and 2015-2016 enrollment from the 2015-2016 Blue Book because the school is phasing in.

³³ Brooklyn Scholars Charter School is in private space and therefore capacity and utilization are not provided.

³⁴ Collegiate Academy for Mathematics and Personal Awareness Charter School is in private space and therefore capacity and utilization are not provided.

Appendix B: Target Capacity and Utilization

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

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

Appendix C: School Admissions

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 was December 1, 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.

Elementary School Admissions

The DOE offers choice, non-zoned, and zoned elementary schools. A student’s zoned school is determined by his or her home address in accordance with Chancellor’s Regulation A-101. Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

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

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

Applicants are admitted to non-zoned schools in the following order of priority:

- a. in-district students 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 September;
- b. out-of-district students 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 September;

- 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;
- 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. in-district students other than those in (a) and (c) above; out-of-district students other than those in (b) and (d) above.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,³⁵ a Non-Public School Placement, or specialized programs,³⁶ are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible. In accordance with DOE policy, ELL students will also be admitted to elementary schools in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

Pre-K 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.*
- 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.
- 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.

* 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.

³⁵ 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 347 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>.

³⁶ 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/enrollment/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

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

OTC Placement

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;³⁷ 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 FWC 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 FWC 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 schools,³⁸ international schools,³⁹ 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.

³⁷ 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.

³⁸ 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: www.goingforme.org.

³⁹ 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-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.