

EDUCATIONAL IMPACT STATEMENT:

The Proposed Grade Truncation of P.S. 327 Dr. Rose B. English (23K327) from a K-8 School to a K-5 School Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to truncate the grades served by P.S. 327 Dr. Rose B. English (23K327, “P.S. 327”) beginning in the 2016-2017 school year so that it will no longer serve grades six through eight at scale. P.S. 327 is an existing district school serving students in grades kindergarten through eight and offering a pre-kindergarten (“Pre-K”) program in building K327 (“K327”), located at 111 Bristol Street, Brooklyn, NY 11212 in Community School District 23 (“District 23”). K327 also houses P.S. K396 (75K369, “P396K@I327K”)¹, one site of an existing multi-sited District 75 program², serving students in an inclusion program³ in kindergarten through fifth grades. If this proposal is approved by the Panel for Educational Policy (“PEP”), P.S. 327 will no longer enroll sixth-grade students after the 2015-2016 school year, seventh-grade students after the 2016-2017 school year, and eighth-grade students after the 2017-2018 school year. In the 2018- 2019 school year, P.S. 327 will only serve students in kindergarten through fifth grades.

As discussed further in Section III of this Educational Impact Statement (“EIS”), this proposal was developed in collaboration with the District 23 Community Superintendent and P.S. 327 leadership, who believe that the truncation of grades six through eight will benefit the P.S. 327 and District 23 communities.

If this proposal is approved, P.S. 327 will have the opportunity to focus exclusively on its elementary school grades. This truncation will enable P.S. 327 to continue building a high quality elementary school option for the District 23 community.

Last year, approximately 50% of fifth grade students did not choose to remain in P.S. 327 for middle school. Given this low demand, the school community has requested the truncation of its middle school grades by the DOE. If this proposal is approved, the truncation will allow the school community to focus exclusively on the elementary school grades and will no longer offer seats to its middle school grades that are not in high demand.

In addition, this proposal is expected to help reduce the excess of 1,500 middle school seats in District 23, by decreasing the number of seats at P.S. 327 and supporting the enrollment at other middle schools across the district that will enroll future students who may have otherwise attended middle school at P.S. 327.

If this proposal is approved, P.S. 327 will gradually stop serving middle school students, serving one fewer

¹ 75K369 currently serves students at twelve sites. This proposal is not anticipated to impact P369K’s other sites.

² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

³ In a District 75 inclusion program, students with disabilities receive special education services in a general education classroom along with general education students. Thus, students at P396K@I327K are enrolled in general education classes at P.S. 327 based on their Individualized Education Program (“IEP”) recommendations and receive Special Education Teacher Support Services (“SETSS”) from a District 75 special education teacher.

grade each year beginning in the 2016-2017 school year, when it will no longer enroll sixth-grade students. Current sixth- and seventh-grade students who meet promotional criteria may remain in P.S. 327 for the remainder of middle school. 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 below. If students do not meet promotional criteria and must repeat a grade that is no longer served by P.S. 327, those students will be offered a seat at another middle school in District 23. Current fifth-grade students who meet promotional criteria and received offers to attend P.S. 327 for middle school, through the middle school admissions process, will receive individualized enrollment support from the Superintendent's staff and Family Welcome Center counselors, with a focus on each student's interests to find an alternative seat that is aligned to his or her needs.

Public engagement was conducted in the course of creating this proposal, which included:

- A meeting that DOE joined via a conference call with P.S. 327 School Leadership Team ("SLT") members on January 25, 2016 to discuss the potential proposal.
- An SLT meeting held on February 24, 2016 to discuss the proposal and receive feedback from the P.S. 327 SLT.

The DOE will provide additional public engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will 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 building K327. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- A dedicated phone line 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 D23Proposals@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 can provide comment on this proposal. All comments received at the above-noted hearing or through the dedicated phone line or email address 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.

Information on the Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

II. Proposed or Potential Use of Building

K327 has the capacity to serve 734 students.⁴ In the current 2015-2016 school year, K327 serves 535 total students, yielding an estimated utilization rate of 73%.⁵ If this proposal is approved, P.S. 327 and P396K@I327K in K327 are projected to serve approximately 437-519 students in the 2016-2017 school year. P.S. 327 will be serving kindergarten through fifth grades, seventh and eighth grades, and offering Pre-K. This will yield an estimated building utilization rate of 60%-71%. In the 2017-2018 school year, P.S. 327 and P396K@I327K in K327 are projected to serve approximately 387- 459 total students. P.S. 327 will be serving kindergarten through fifth grade, eighth grade, and Pre-K, and this will yield an estimated building utilization rate of 53%-63%. In the 2018-2019 school year, once the truncation is complete, P.S. 327 and P396K@I327K in K327 will serve approximately 332-394 total students and serve kindergarten through fifth grades, yielding an estimated building utilization rate of 45%-54%. More details about building utilization rate are available in Appendix B of this EIS.

The current and proposed grade spans and enrollment for P.S. 327 and P396K@I327K, as well as the projected building utilization rates, are shown in the two charts below:

DBN	School Name	2015-2016	2016-2017	2017-2018	2018-2019
23K327	P.S. 327 Dr. Rose B. English ⁶	K-8	K-5, 7-8	K-5, 8	K-5
75K396	P.S. K396	3-5	3-5	3-5	3-5

DBN	School Name	2015-2016 Enrollment ⁷	2016-2017 Projected Enrollment	2017-2018 Projected Enrollment	2018-2019 Projected Enrollment
23K327	P.S. 327 Dr. Rose B. English	527	431 - 511	381 - 451	326 - 386
75K396	P.S. K396	8	6 - 8	6 - 8	6 - 8
Total Building Enrollment		535	437 - 519	387 - 459	332 - 394
Utilization Rate		73%	60% - 71%	53% - 63%	45% - 54%

⁴ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

⁵ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015. 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/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

⁶ P.S. 327 offers a Pre-K program in the 2015-2016 school year.

⁷ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

More information on target capacity and utilization rate is available in Appendix B of this EIS. If this proposal is approved, P.S. 327 and P396K@I327K will receive their baseline or adjusted 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>.

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

A. Students

If this proposal is approved, P.S. 327 will gradually stop serving middle school students, serving one fewer grade each year. Beginning in the 2016-2017 school year, it will no longer enroll sixth-grade students. In the 2018-2019 school year, after the final year of the truncation, P.S. 327 will no longer serve middle school grades and will only serve kindergarten through fifth grades. There are a sufficient number of sixth-grade seats in District 23 to accommodate any P.S. 327 students who are required to repeat the sixth grade in the 2016-2017 school year, the seventh grade in the 2017-2018 school year, or the eighth grade in the 2018-2019 school year. Similarly, there are a sufficient number of middle school seats in District 23 to accommodate any future middle school students who would have been served at P.S. 327. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 23.

If this proposal is approved, there will be no impact on students being served in kindergarten through fourth grades.

Impact on Current and Future Students at P.S. 327

With respect to instruction, P.S. 327 will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2015-2016 school year.

P.S. 327 currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained (“SC”) Special Education classes and students receiving Special Education Teacher Support Services (“SETSS”). P.S. 327 also serves students in Integrated Co-Teaching (“ICT”) classes. If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Program (“IEP”) and this proposal will not result in any reduction in the schools’ 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. 327 receive English as a Second Language (“ESL”) services. All current and future students enrolled at P.S. 327 will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

P.S. 327 currently admits students through the middle school admissions process via an unscreened admissions method, described in greater detail in Appendix C. If this proposal is approved, P.S. 327 will no

longer admit middle school students as of the 2016-2017 school year, although students in District 23 will continue to have access to a broad variety of middle school options, described further below.

P.S. 327 currently offers the following extra-curricular activities and partnerships:⁸

Extra-curricular activities and partnerships: Dance/Step, Culinary Arts, Vocal Music, Drama, Debate Club, Robotics, Social Media For Kids, Needle Point Arts, Filmmaking, Trips to cultural institutions, Intramural Athletics, Field Athletic Days, Community Service, Teach For Tomorrow Partnership

Athletic Sports: Double Dutch, Flag Football, Basketball, Step, and Volleyball.

If this proposal is approved, P.S. 327 will no longer offer extra-curricular activities for middle school grades as of the 2018-2019 school year; however, for kindergarten through fifth grades, the DOE does not anticipate that the proposed truncation of P.S. 327 will impact programming and extra-curricular activities. 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.

If the proposed truncation of P.S. 327 is approved, in the 2016-2017 school year, P.S. 327 will no longer serve sixth-grade students after the conclusion of the 2015-2016 school year, will no longer serve seventh-grade after the conclusion of the 2016-2017 school year, and will no longer serve eighth-grade after the conclusion of the 2017-2018 school year. Current students in sixth- and seventh- grade who are eligible for promotion, as well as any current seventh- and eighth-grade students who do not meet promotional requirements, will continue to be served at P.S. 327 in the 2016-2017 school year.

Current fifth-grade students who meet promotional criteria and have received a placement offer to P.S. 327 for sixth-grade will participate in the middle schools appeals process and matched to another middle school option.

Current eighth-grade students who meet promotional criteria will complete middle school at P.S. 327. At the end of the 2015-2016 school year, eighth-grade students who graduate will 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.

If students do not meet promotional requirements and must repeat a grade that is no longer served by P.S. 327, those students will be offered a seat at another middle school in District 23.

Impact on the Pre-K Program

This proposal is not expected to impact the Pre-K program at P.S. 327. 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. 327 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.

⁸ School-reported data as of February 2016.

Impact on Current and Future Students at P396K@I327K

This proposal will have no impact on the services currently offered or received at P396K@I327K. P396K@I327K is one site of a multi-sited District 75 program serving students in Kindergarten through eighth grades. In the current 2015-2016 school year, the program is serving eight elementary school-aged students with a wide range of disabilities.

Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P396K@I327K will continue to receive all mandated services.

Incoming students in this program will continue to enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

As mentioned above, P396K@I327K is an inclusion program. In a District 75 inclusion program, students with disabilities receive special education services in a general education classroom along with general education students. Thus, students at P396K@I327K are enrolled in general education classes at P.S. 327 based on their IEP recommendations and receive SETSS from a District 75 special education teacher.

For more information regarding this application process please refer to the following Web site:
<http://schools.nyc.gov/Offices/District75/default.htm>.

Impact on Future Elementary Students in District 23

This proposal is not expected to impact the admissions process for district elementary schools in District 23. P.S. 327 is an existing district school that currently serves students in kindergarten through eighth grades and offers a full-day Pre-K program. Non zoned districts schools, including P.S. 327, that are a choice option, continue to give priority to students who reside in the district, as they have in the past and in accordance with Chancellor's Regulation A-101.

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. Students may also choose to apply to a number of schools that manage their own admissions process.

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

Impact on Future Middle School Students in District 23

This proposal to truncate the middle school grades of P.S. 327 is not expected to impact the admissions process at other District 23 middle schools. If this proposal is approved, students in District 23 will no longer have the opportunity to enroll in P.S. 327 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 will continue to be sufficient sixth-grade seats in District 23 to accommodate future students who may have otherwise enrolled in P.S. 327.

P.S. 327 uses the unscreened admissions methods for the sixth grade, giving priority to articulating fifth graders and then to students residing in District 23.

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 process, P.S. 327 also currently admits some students through the OTC placement process. This proposal will not impact P.S. 327's ability to continue to do so in the remaining grades. However, if this proposal is approved in the 2016-2017 school year, P.S. 327 will no longer enroll OTC students in grades it does not serve.

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

B. Schools

P.S. 327 and P396K@I327K will continue to serve students in K327 if this proposal is approved, though P.S. 327 will no longer serve sixth through eighth grades students as of the 2018-2019 school year. K327 has adequate capacity to accommodate P.S. 327 and P396K@I327K students. If this proposal is approved, P.S. 327 and P396K@I327K are projected to enroll an estimated 437-519 students in 2016-2017 and P.S. 327 will no longer admit middle school students. At that point, the projected utilization rate for K327 would be approximately 60%-71%.

The estimated enrollment and building utilization figures for all school organizations in K327 over a three year period 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. 327 and P396K@I327K after P.S. 327's middle school truncation. If this proposal is approved, it will not have an impact on space for P396K@I327K. 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>.

Building Safety and Security

If this proposal is approved, the truncation of the middle school grades at P.S. 327 is not intended to impact the current Safety and Security Plan ("SSP") for K327.

Should any changes be made to the existing SSP for the K327 school building, the SSP will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the SSP is approved, it will be submitted to the New York City Police Department ("NYPD") for final approval and certification by the NYPD.

C. Community

As noted above, this proposal was developed in collaboration with the District 23 Community Superintendent and P.S. 327's school leadership, who believe that the truncation of the middle school grades will benefit the P.S. 327 and District 23 communities. The DOE believes that the proposed truncation of the middle school grades at P.S. 327 will provide P.S. 327 with the opportunity to focus

exclusively on its elementary school grades. This truncation will enable P.S. 327 to continue building a high quality elementary school option for the District 23 community.

The DOE believes that given the number of available excess middle school seats in District 23, this truncation will not unduly burden middle schools in District 23 or elsewhere. In the 2014-2015 school year, P.S. 327 enrolled only 57 sixth-grade students and decreased to 47 students in the 2015-2016 school year. In District 23, in addition to P.S. 327, there are 23 schools that serve middle school grades and can provide seats to those students (see Appendix A).

District 23 district schools currently have the capacity to serve approximately 4,300 students in sixth through eighth grades, however there were only 2,760 middle school students enrolled and occupying these seats in 2015-2016. This means that District 23 currently has an excess of over 1,500 middle school seats in its district schools. If the grade truncation of P.S. 327 is approved, District 23 schools will have the capacity to serve approximately 4,100 students in grades six through eight and will continue to have an excess of over 1,300 middle school seats. Therefore, if the grade truncation of P.S. 327 is approved, the DOE believes that there is sufficient capacity in District 23 schools to accommodate the students in the middle school grades of P.S. 327.

There are also six charter schools in District 23 serving approximately 1,300 middle school students. Students in District 23 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. 327 may have a small impact on enrollment at other district and charter schools serving middle school grades in District 23, as students who may have attended P.S. 327 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 for a list of district and charter schools serving middle school grades in District 23.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K327. This proposal is not expected to impact the accessibility of K327, which is partially accessible.

IV. Enrollment, Admissions and School Performance Information

P.S. 327

Admissions Data

Current Admissions	<p>Pre-K: Standard Pre-K admissions process</p> <p>Grades K-5: District 23 Elementary School Choice Process</p> <p>Grades 6-8: District 23 Middle School Choice Process</p> <p>Admissions Method: Unscreened</p>
Admissions if Proposal is Approved	<p>Pre-K: Standard Pre-K admissions process</p> <p>Grades K-5: District 23 Elementary School Choice Process</p> <p>Grades 6-8: N/A</p> <p>Admissions Methods: N/A</p>

Enrollment Data⁹

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	36	46	40	69	64	61	52	47	47	65	527
2016-2017 (projected)	36	40-50	50-60	35-45	65-75	60-70	55-65	-	45-55	45-55	431-511
2017-2018 (projected)	36	40-50	50-60	50-60	35-45	65-75	60-70	-	-	45-55	381-451
2018-2019 (projected)	36	40-50	50-60	50-60	50-60	35-45	65-75	-	-	-	326-386

Demographic Data¹⁰

Percentage of Students Receiving ICT or SC Services	14%
Percentage of Students with Individualized Education Programs	23%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced-Price Lunch	91%

⁹ All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

¹⁰ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

School Performance Data

P.S. 327	2012-2013	2013-2014	2014-2015
<i>School Quality Indicators</i>^{11,12}			
1.1 Curriculum	Developing	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Proficient	N/A	Developing
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<i>Performance Data</i>			
English Language Arts % Proficient (Levels 3 and 4)	9%	12%	10%
Math % Proficient (Levels 3 and 4)	9%	10%	3%
<i>Other Key Performance Indicators</i>			
Attendance Rate	88%	86%	88%
<i>2015-2016 State Accountability Status</i>¹³	Focus		

¹¹ The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>.

¹² A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 327 did not have a Quality Review for the 2013-2014 school years.

¹³ 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>.

P396K@I327K

Admissions Data

Current Admissions	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services
Admissions if Proposal is Approved	District 75 Placement Is Based on Individual Student Needs/Recommended Special Education Services

Enrollment Data

	Total Enrollment
2015-2016	8
2016-2017 (projected)	6-8
2017-2018 (projected)	6-8
2018-2019 (projected)	6-8

Demographic Data¹⁴

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with Individualized Education Programs	99%
Percentage of English Language Learner Students	17%
Percentage of Students Eligible for Free or Reduced-Price Lunch	77%

¹⁴ Demographic data for P396K@I327K is not site specific and represents program P396K@I327K as a whole.

School Performance Data

75K396 ¹⁵	2012-2013	2013-2014	2014-2015
School Quality Indicators¹⁶			
1.1 Curriculum	N/A	Well Developed	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Well Developed	N/A
Performance Data¹⁷			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Other Key Performance Indicators			
Attendance Rate ¹⁸	N/A	N/A	N/A
2015-2016 State Accountability Status	Good Standing		

V. Initial Impact on Budget and Cost of Instruction

If this proposal is approved, funding will decrease each year as P.S. 327 no longer serves middle school grades. Once the truncation of P.S. 327’s middle school grades is fully implemented, the DOE will cease to allocate funds to P.S. 327 for the middle school grades. Therefore, the DOE expects this proposal to reduce the school’s budget, although this may be offset by any future increases in enrollment in the elementary school grades.

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, ELL 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.

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 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.

¹⁵ Performance data for P396K@I327K is not site specific and represents program P396K@I327K as a whole.

¹⁶ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P396K@I327K did not have a Quality Review for the 2012-2013 and 2014-2015 school year.

¹⁷ Because P396K@I327K is an alternative assessment program, school performance data is not available.

¹⁸ Because P396K@I327K is an alternative assessment program, attendance rates are not available.

Please refer to the FSF Guide¹⁹ and FY16 School Allocation Memoranda²⁰ 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. 327. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact costs or allocations at P396K@I327K in building K327.

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

A. Personnel Needs

If this proposal is approved, some current P.S. 327 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. 327'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. This proposal is not expected to impact staff at P396K@I327K.

B. Administration

If this proposal is approved, some P.S. 327's administrative positions may be excessed as the school truncates its middle school grades since 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.

This proposal is not expected to impact administrative positions at P396K@I327K.

C. Transportation

¹⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf.

²⁰ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fv15_16/AM_FY16_pg1.html.

There will be no change to existing transportation practices at P.S. 327 during the current school year (2015-2016). This proposal is not expected to affect transportation practices at P.S. 327 and P396K@I327K for the 2015-2016 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending P.S. 327 and P396K@I327K 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

Building		K327
Type of Building		PS
Year Built		1967
Overall BCAS rating		2.68
2014-2015 Blue Book Target Building Utilization		81%
2014-2015 Blue Book Target Building Capacity		734
FY 2015 Maintenance Costs	Labor	\$18,863
	Materials	\$2,746
	Maintenance, repair, and service contracts	\$101,806
	Custodial operations costs— Materials	\$10,080
	Custodial operations costs— Custodial Allocation	\$472,044
FY 2015 Energy Costs²¹	Electric	\$154,085
	Gas	\$1,646
	Steam	N/A
	Oil	\$211,176
Projects completed during the current or prior school year		Classroom Connectivity

²¹ Energy Costs merged with Tandem building K396

Projects proposed in the capital plan	Science Lab Upgrades, Electrical Systems
Accessibility of the building	Partially Accessible
Building attributes	Art Room, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

Appendix A: District 23 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 23.

DBN	School Name	Address	Grade Span 2015-2016	Grade Span at Scale	Admissions Method	2015-2016 Enrollment ²²	2014-2015 School Capacity ²³	2015-2016 School Utilization
District-wide Choice Options								
23K041	P.S. 041 Francis White	411 THATFORD AVENUE	K-8	K-8	Unscreened	499	692	72%
23K137	P.S./I.S. 137 Rachel Jean Mitchell	121 SARATOGA AVENUE	K-8	K-8	Unscreened	295	419	70%
23K155	P.S./ I.S. 155 Nicholas Herkimer	1355 HERKIMER STREET	K-8	K-8	Unscreened	497	786	63%
23K165	P.S. 165 Ida Posner	76 LOTT AVENUE	K-8	K-8	Unscreened	406	538	75%
23K178	P.S. 178 Saint Clair Mckelway	2163 DEAN STREET	K-8	K-8	Unscreened	364	892	41%
23K184	P.S. 184 Newport	273 NEWPORT STREET	K-8	K-8	Unscreened	503	800	63%
23K284	P.S. 284 Lew Wallace	213 OSBORN STREET	K-8	K-8	Unscreened	535	492	109%
23K323	P.S./I.S. 323	210 CHESTER STREET	K-8	K-8	Unscreened	443	617	72%
23K327	P.S. 327 Dr. Rose B. English ²⁴	111 BRISTOL STREET	K-8	K-8	Unscreened	527	734	72%
23K363	Brownsville Collaborative Middle School	85 WATKINS STREET	6-8	6-8	Limited Unscreened	97	266	36%
23K392	I.S. 392	104 SUTTER AVENUE	6-8	6-8	Screened	258	329	78%
23K518	Kappa V	985 ROCKAWAY AVENUE	6-8	6-8	Screened	192	424	45%
23K522	Mott Hall IV	1137 HERKIMER STREET	6-8	6-8	Screened	182	423	43%
23K644	Eagle Academy for Young Men II	1137 HERKIMER STREET	6-12	6-12	Limited Unscreened	584	702	83%
23K664	Brooklyn Environmental	251 MCDUGAL STREET	6-8	6-8	Unscreened	113	109	104%

²² Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students for district schools and the charter headcount as of October 1, 2015 for charter schools. It reflects the enrollment for all grades served by the school.

²³ School capacity is based on target capacity from the 2014-2015 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

²⁴ If this proposal is approved, P.S. 327 will no longer admit middle school students as of the 2016-2017 school year.

	Exploration School (BEES)							
23K668	Riverdale Avenue Middle School	76 RIVERDALE AVENUE	6-8	6-8	Limited Unscreened	125	106	118%
23K671	Mott Hall Bridges Academy	210 CHESTER STREET	6-8	6-8	Limited Unscreened	206	442	47%
23K697	Teachers Preparatory High School	226 BRISTOL STREET	6-12	6-12	Screened	346	646	54%
Charter Options								
84K626	Achievement First Brownsville Charter School	2021 BERGEN STREET	K-8	K-12	Lottery	831	750	111%
84K710	Brownsville Collegiate Charter School	364 SACKMAN STREET	5-12	5-12	Lottery	476	1000	48%
84K711	Leadership Preparatory Brownsville Charter School	985 ROCKAWAY AVENUE	K-7	K-12	Lottery	693	666	104%
84K737	Brownsville Ascend Charter School	1501 PITKIN AVENUE	K-7	K-12	Lottery	921	N/A ²⁵	N/A
84K775	Leadership Preparatory Ocean Hill Charter School	51 CHRISTOPHER AVENUE	K-7	K-12	Lottery	703	526	134%
84K777	Ocean Hill Collegiate Charter School	1137 HERKIMER STREET	5-8	5-8	Lottery	320	266	120%

Appendix B: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers ["UFT"] contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target

²⁵ 84K737 is in private space and thus capacity figures are not available.

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 choice, or non-zoned, elementary schools 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. 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:

- 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 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 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:

- 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;
- 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,²⁶ a Non-Public School Placement, or specialized programs,²⁷ 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 will receive appropriate services in accordance with DOE policy.

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.²⁸
- 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

²⁶ 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>.

²⁷ 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.

²⁸ 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.

East Side, Manhattan), District 7 (South Bronx) and District 23 (Brownsville, Brooklyn) are choice districts, which means they do not have any zoned schools.

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);
- 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, limited unscreened, 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 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines is 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 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, they may

also apply to any of the 8 Specialized High Schools requiring the Specialized High School Admissions Test, as well as up to 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

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 for the school year that commences the following September.

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. Students will receive Round Two results in May for the upcoming school year.

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 ensure that students with disabilities 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 receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 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.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at High School Fairs, Family Welcome Centers, or on the DOE website at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

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.²⁹

²⁹ 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.

- 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.

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 New York City school at the time school started. These students fall into one of four categories:

- New to the New York City school system;
- Left the New York City school system and have returned;³⁰
- 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 student eligible for middle or high school arrives for OTC 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 requiring an OTC middle school placement 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 at the start of the school year 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.

³⁰ 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.

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.

High school screened programs (those that base admissions decisions on students’ academic criteria) which 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 and audition schools, transfer schools,³¹ international schools,³² 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.

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.

³¹ 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.

³² International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.