

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Consolidation of Upper School @ P.S. 25 (16K534) with P.S. 308 Clara Cardwell (16K308) in Building K308 Beginning in the 2016-2017 School Year**

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

The New York City Department of Education (“DOE”) is proposing to consolidate the Upper School @ P.S. 25 (16K534, “Upper School”) with P.S. 308 Clara Cardwell (16K308, “P.S. 308”) in building K308 (“K308”), located at 616 Quincy Street, Brooklyn, NY 11221 beginning in the 2016-2017 school year. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively.

The DOE is proposing to consolidate Upper School with P.S. 308 because both schools have struggled with low enrollment, which creates budgetary and programmatic challenges, and because consolidation would support healthy enrollment at the consolidated P.S. 308. Upper School is an existing District 16 middle school that serves students in grades six through eight in building K025 (“K025”), located at 787 Lafayette Avenue, Brooklyn, NY 11221. P.S. 308 is an existing District 16 school serving students in grades kindergarten through eight, and offering a full-day pre-kindergarten program (“Pre-K”) in K308. K025 is 0.5 miles from K308. If this proposal is approved, Upper School and P.S. 308 will be combined such that students, staff, and resources of Upper School will become part of P.S. 308 in K308, and Upper School will no longer exist as a distinct school option as of the 2016-2017 school year.

Teaching Firms of America – Professional Preparatory Charter School (84K406, “TFOA”), a charter school serving students in grades kindergarten through five, is co-located<sup>1</sup> with P.S. 308 in K308. K308 also houses the Community-Based Organization (“CBO”) Sports and Arts in Schools Foundation (“SASF”). If this proposal is approved, the consolidated school will be co-located with TFOA and SASF will continue to provide services and maintain its space in K308.

As noted above, Upper School is currently housed in K025, where it is co-located with P.S. 25 Eubie Blake School (16K025). Per a prior proposal approved by the Panel for Educational Policy (“PEP”) on January 20, 2016, Success Academy Charter School – NYC 7 (84KTBD) will open in K025 beginning in the 2016-2017 school year. If approved, this proposal will not impact the previously approved opening of Success Academy Charter School – NYC 7 (84KTBD) in K025. Additionally, if approved, this proposal is not expected to impact the remaining school organizations in K025, although the removal of Upper School will likely result in adjustments to space allocations among the remaining co-located schools.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.<sup>2</sup> Upper School and P.S. 308 are both identified as Focus schools.<sup>3</sup> If this proposal is approved, the newly consolidated P.S.

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<sup>1</sup> “Co-location” means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, libraries and cafeterias.

<sup>2</sup> More information on New York State Education Department accountability status can be found at: <http://www.p12.nysed.gov/accountability/APA/home.html>.

<sup>3</sup> SED identified “Focus Schools” as Title I schools with the lowest student subgroup proficiency on the statewide assessments or high schools with the lowest graduation rate for subgroups of students. These schools were initially

308 will continue to be a Focus school.

In addition, Upper School is currently one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools.<sup>4</sup> Schools selected to be Renewal Schools were assigned the state accountability status of “Priority” or “Focus” by SED, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review at the time of selection (four schools – but not Upper School - were selected to be Renewal Schools per the Chancellor’s discretion).

As a Renewal School, Upper School is currently being transformed into a Community School.<sup>5</sup> Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges. If this proposal is approved, the consolidated P.S. 308 would not be designated as a Renewal School, but it would be designated as a Community School. Accordingly, while Upper School receives funds as both a Community School and a Renewal School, the consolidated P.S. 308 would only receive funding through the Community School program.

### *Rationale for Consolidation*

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. Since most funding in schools’ budgets is allocated on a per-pupil basis based on Fair Student Funding (“FSF”) per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford the full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

Both Upper School and P.S. 308 are under-enrolled. The DOE is proposing to consolidate Upper School with P.S. 308 based primarily on the benefits students in both school communities would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, students attending the consolidated P.S. 308 will have access to a wider variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 16 Superintendent to address limited resources and low enrollment at Upper School and P.S. 308, which became evident over the course of conversations between the District 16 Superintendent and the principals of Upper School and P.S. 308. In addition to working with the school communities, the District 16 Superintendent has worked closely with various DOE offices to determine the best path to support the students at both schools. The consolidation of Upper School with P.S. 308 will improve resources at the

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identified in 2012-2013. A new list of Focus schools will be released in 2016 at which time the old list will sunset. More information is available at: <http://www.p12.nysed.gov/accountability/FocusDistrictOverview.html>.

<sup>4</sup> Information on the Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

<sup>5</sup> Information on the New York City Community Schools Initiative is available online at: <http://www1.nyc.gov/site/communityschools/index.page>

consolidated school and reduce the number of under-enrolled middle schools in the district.

### *Public Engagement*

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

- On October 23, 2015, the District 16 Superintendent announced the proposal at a scheduled Community Education Council 16 (“CEC 16”) meeting. In addition, United Federation of Teachers representatives, the Council of School Supervisors and Administrators (“CSA”), and the DC-37 union were notified on this same date.
- On October 26, 2015, the District 16 Superintendent held conversations with district and school leadership about the proposal, including school staff and leadership at both P.S. 308 and Upper School. Letters were sent home that day with students from both schools to inform families of the consolidation proposal.
- On October 28, 2015, parent meetings were held for P.S. 308 families and Upper School families to discuss the proposed consolidation.
- On December 10, 2015, the District 16 Superintendent hosted a District Leadership Team and Community Stakeholder meeting, which was attended by district and community representatives and local elected officials.
- On December 16, 2015, the District 16 Superintendent held a combined School Leadership Team (“SLT”) meeting with the SLTs of P.S. 308 and Upper School.
- On January 7, 2016, the Office of School Design and Charter Partnerships (“OSDCP”) and the District 16 Superintendent met with CEC 16 leadership to discuss the proposed consolidation.
- On February 29, 2016, a deputy chancellor from the DOE conducted a walkthrough of K308 and held an SLT debrief. The debrief and walkthrough were attended by the SLT’s from P.S. 308, Upper School, and TFOA, representatives from the DOE’s Office of District Planning, Office of Space Planning, Office of Safety and Youth Development, Family and Community Engagement, and OSDCP, representatives from CEC 16, representatives from the Brooklyn North Borough Field Support Center, and the District 16 Superintendent.

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

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE would meet with the school communities from P.S. 308 and Upper School (upon their request) to discuss the proposal and take questions, comments, and feedback.
- Joint Public Hearings to be held at K025 and K308, which will be open to the public and at which attendees are encouraged to provide comments on this proposal.
- Dedicated phone line and email address to accept public comments at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D16Proposals@schools.nyc.gov](mailto:D16Proposals@schools.nyc.gov).

- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcome to provide comments 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/2015-2016/April202016SchoolProposals>.

If this proposal is approved, Upper School will be consolidated with P.S. 308 beginning in the 2016-2017 school year. The consolidated P.S. 308 will continue to serve students in grades kindergarten through eight, and will continue to offer a full-day Pre-K program. Upper School will no longer exist as an individual school option, and current Upper School students will be accommodated at P.S. 308 (see Section III for more information).

Building K308 has the capacity to serve a total of 1,032 students.<sup>6</sup> If this proposal is approved, P.S. 308 is expected to absorb the enrollment of Upper School. Accordingly, in the 2016-2017 school year, P.S. 308 is expected to serve a projected 371-461 students in kindergarten through eighth grade and Pre-K, and TFOA is projected to serve approximately 360-420 students in kindergarten through fifth grade, yielding a projected building utilization rate of 71%-85%.<sup>7</sup>

## II. Proposed or Potential Use of Building

As noted in Section I above, K308 has a target capacity of 1,032 students and currently serves 747 students across P.S. 308 and TFOA, yielding a building utilization rate of 72%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, the newly consolidated P.S. 308 will serve approximately 371-461 students in the 2016-2017 school year, and TFOA is projected to serve approximately 360-420 students in kindergarten through fifth grade, resulting in a projected utilization rate of 71%-85%.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K308 will be as follows:

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<sup>6</sup> 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>.

<sup>7</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, 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 for district schools, and for charter schools, the charter headcount as of October 1, 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>.

DBN	School Name	2015-2016	2016-2017
16K308	P.S. 308 <sup>8</sup>	K-8	K-8
84K406	TFOA	K-5	K-5

The chart below shows the projected enrollment and building utilization for K308 if this proposal is approved:

DBN	School Name	2015-2016 Enrollment <sup>9</sup>	2016-2017 Projected Enrollment
16K308	P.S. 308	361	371 - 461 <sup>10</sup>
84K406	TFOA	386	360 - 420
<b>Total Building Enrollment</b>		747	713 - 863
<b>Utilization</b>		72%	71% - 85%

As noted, more information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated P.S. 308 and TFOA will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C of this EIS and in the accompanying BUP. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

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

<sup>8</sup> P.S. 308 also serves Pre-K in 2015-2016 and will continue to serve Pre-K in 2016-2017.

<sup>9</sup> Enrollment is based on 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 for district schools, and for charter schools, the charter headcount as of October 1, 2015..

<sup>10</sup> Enrollment increases projected for P.S. 308 in the 2016-2017 school year account for the enrollment absorbed from Upper School.

## A. Students

As noted in Section I above, Upper School currently serves students in grades six through eight, and P.S. 308 currently serves students in grades kindergarten through eight, in addition to offering a full-day Pre-K program. Because Upper School and P.S. 308 have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate Upper School with P.S. 308 in K308. If this proposal is approved, current Upper School students in sixth and seventh grade, as well as Upper School students in the eighth grade who must repeat a grade, will be served in the consolidated P.S. 308 in K308 beginning in the 2016-2017 school year, and new students will no longer enroll in Upper School. Current P.S. 308 students, with the exception of those who graduate eighth grade in the current school year, will continue to be served at P.S. 308. If this proposal is approved, the consolidated P.S. 308 will continue to be co-located in K308 with TFOA.

### *Impact on Middle School Students Currently Attending Upper School and P.S. 308*

The proposed consolidation of Upper School with P.S. 308 may impact educational and/or extra-curricular programming available to current P.S. 308 middle school students. The consolidated P.S. 308 may offer new opportunities currently available at Upper School in place of or in addition to current offerings. If approved, students currently attending Upper School will gain access to the programming available at P.S. 308 and will no longer be served by Upper School as of the 2016-2017 school year, although many of the programs and services currently provided by Upper School may be offered instead by the consolidated P.S. 308.

Upper School and P.S. 308 currently serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”), Self-Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. 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. All current and future students enrolled at the consolidated P.S. 308 will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learners (“ELL”) students currently enrolled at Upper School or P.S. 308 receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated P.S. 308, and all students will receive their mandated services.

Current eighth-grade students who are on track to graduate will complete middle school at their current school (Upper School or P.S. 308) at the end of the 2015-2016 school year, provided they meet promotional criteria, and had the opportunity to apply for high school by December 1, 2015, through the Citywide High School Admissions Process.<sup>11</sup>

If this proposal is approved, current P.S. 308 sixth and seventh grade students, as well as eighth-grade students who are not on track to graduate, will continue to be served by the consolidated P.S. 308 alongside their new classmates from the former Upper School.

If this proposal is approved, current Upper School sixth and seventh grade students, as well as eighth grade students who are not on track to graduate, will be served at the consolidated P.S. 308

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<sup>11</sup> More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>

beginning in the 2016-2017 school year in K308, which is only 0.5 miles from their current school building, K025. It is expected that all current Upper School students, with the exception of those continuing on to high school, will attend the consolidated P.S. 308. However, any students who prefer a different school option may seek a transfer for the 2016-2017 school year through the Office of Student Enrollment (“OSE”). OSE will work to match students based on their needs and seat availability. As discussed in Section VI below, transportation for Upper School students attending the consolidated P.S. 308 will be provided in accordance with Chancellor’s Regulation A-801. Students who may not have been eligible for transportation at K025 may now be eligible in K308 and vice-versa; accordingly, transportation will be provided for students that qualify.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Upper School or P.S. 308 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

Upper School’s current extra-curricular activities, clubs, sports, and partnerships include:<sup>12</sup>

- **Extra-Curricular Activities and Clubs:** Student Council, Mentoring Programs, Technology Club, Dance, Art, Debate Team, Walking for the Cure, Penny Harvest
- **Sports:** Boys’ & Girls’ Basketball, Martial Arts, Track and Field, Volleyball, CHAMPS Co-ed Step
- **Partnerships:** Urban Advantage, MSQI, Partnership with Children, Pure Elements

P.S. 308 currently offers the following extra-curricular activities and sports:<sup>13</sup>

- **Extra-Curricular Activities and Clubs:** Technology, Chess Club, NYC Department of Equity and Access Empowering Boys Initiative, Boys High School Community Music and Arts Consortium (Instrumental/Vocal), Yearbook, Chorus, School Newspaper, Junior Leadership Program, Girls Empowerment and Motivated for Success Mentoring, Young Men’s Initiative Male Mentoring, Regents Prep, Specialize High School Prep, The I will Graduate Program Talent Initiative, Orchestra – Music, and Student Government
- **Sports:** CHAMPS Sports – Boys basketball, Co-ed badminton, Co-ed fitness club; football, soccer Dance; Drumming; Seasonal Sports; Arts & Crafts; Spirit Days

If this proposal is approved, the consolidated P.S. 308 will continue to offer extra-curricular programs 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 at all City schools, which modify extra-curricular offerings annually based on student demand and available resources. If this proposal is approved, the consolidated P.S. 308 may also offer programs and partnerships that are currently offered by Upper School after Upper School ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

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<sup>12</sup> Information from the District 16 Middle School Directory and the Upper School website available at: <http://schools.nyc.gov/SchoolPortals/16/K534/default.htm> as of November 18, 2015, and from school reported data as of December 2, 2015.

<sup>13</sup> Information from the District 16 Middle School Directory, available at: <http://schools.nyc.gov/NR/rdonlyres/0EA13D3C-6771-45B5-990C-AA304211596F/0/2016NYCMSDirectoryDistrict16.pdf>, and from school reported data as of March 3, 2016.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students due to the combination of the schools' individual resources.

### *Impact on Current and Future Elementary School Students at P.S. 308*

As previously noted, P.S. 308 currently serves students in grades kindergarten through eight and offers a pre-kindergarten program. Current students in the elementary grades of P.S. 308 are not expected to be adversely impacted by this proposal, although they may gain access to new or additional programming offered by the consolidated school as described above, including resources and services that will become available in P.S. 308 as a Community School.

As in the middle school grades, P.S. 308 currently serves general education students and students requiring special education services in the elementary grades, including students currently enrolled in ICT, SC special education classes and students receiving SETSS 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. All current and future elementary students enrolled at P.S. 308 will continue to receive all mandated special education services if this proposal is approved.

In addition, ELL students currently enrolled in P.S. 308's elementary grades receive ESL services. If this proposal is approved, these services will continue to be provided at P.S. 308, and all students will receive their mandated services.

As noted above, P.S. 308 currently offers the following extra-curricular activities and sports:

- **Extra-Curricular Activities and Clubs:** Technology, Chess Club, Drama Club, Morning Math, Steel Pan Drum and Visual Art, 21<sup>st</sup> Century Community Learning Center, Beacon After-school program, NYC Department of Equity and Access Empowering Boys Initiative, Apex Male mentoring, Boys and Girls High School Community Music and Arts Consortium (Instrumental/Vocal), 4-D Design Program (video production), Medgar Evers High School Regents Prep courses, Yearbook, Chorus, School Newspaper
- **Sports:** CHAMPS Sports – Boys basketball, Co-ed badminton, Co-ed fitness club; football, soccer Dance; Drumming; Seasonal Sports; Arts & Crafts; Spirit Days

If this proposal is approved, the consolidated P.S. 308 will continue to offer extra-curricular programs at the elementary level 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 at all City schools, which modify extra-curricular offerings annually based on student demand and available resources. If this proposal is approved, the consolidated P.S. 308 may also offer programs and partnerships that are currently offered by Upper School, which may also be available to P.S. 308's elementary students.

This proposal is not expected to impact the elementary school admissions process for P.S. 308. As a zoned, district school, P.S. 308 will continue to give priority to students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101.

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

### *Impact on Current and Future Students Attending TFOA*

TFOA is an existing charter school that currently serves students in grades kindergarten through five at K308.

This proposal is not expected to impact the educational and academic programming at TFOA. TFOA currently serves general education students and students requiring special education services, including students currently enrolled in ICT classes and students receiving SETSS 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. All current and future students enrolled at TFOA will continue to receive all mandated special education services if this proposal is approved.

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

TFOA currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day. The DOE does not anticipate that the proposed consolidation of Upper School and P.S. 308 will impact Teaching Firm's ability to continue to offer programming and extra-curricular activities based on student interests, available resources, and staff support for those programs.

This proposal is not expected to impact the admissions process for TFOA. TFOA will continue to admit students via lottery for kindergarten through fifth grade. Applications will be available on TFOA's website<sup>14</sup> and will also be available in hard copy in the school's main office. The deadline to submit an application for TFOA's lottery for the 2016-2017 school year will be no earlier than April 1, 2016. The date of TFOA's lottery has not yet been announced and will be determined at a later date. TFOA provides the following lottery preferences: (1) returning students, (2) siblings of current or accepted students, (3) applicants who reside within District 16, (4) children of staff members, and (5) applicants who receive free or reduced lunch (FRL)<sup>15</sup>, temporary assistance for needy families (TANF), supplemental nutrition assistance program (SNAP), and students in temporary housing.

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

If this proposal is approved, Upper School will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. Therefore, students in District 16 will no longer have the opportunity to enroll in Upper School for middle school; however, they will still have access to a broad range of middle school options, including P.S. 308.

Upper School currently admits students through the DOE's middle school admissions process using an unscreened admissions method, which gives priority to students and residents of District 16 and then to students and residents of Brooklyn. P.S. 308 currently admits students through the DOE's middle school admissions process using an unscreened admissions method, which gives priority to continuing P.S. 308 5<sup>th</sup> grade students, then to students residing in the P.S. 308 elementary school zone, and then to students and residents of District 16. If this proposal is approved, the consolidated P.S. 308 will continue to admit students through the DOE's middle school admissions

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<sup>14</sup> <http://tfoaprofessionalprep.org/>

<sup>15</sup> FRL lottery preference extends first to students in District 16 and Community School District 13 before extending citywide.

process using an unscreened admissions method with the same priority structure currently in place at P.S. 308 (described above).

If this proposal is approved, current fifth-grade students who meet promotional criteria and have received a placement offer to Upper School for sixth grade will have their assignment changed to P.S. 308. These students will also have the opportunity to participate in the middle schools appeals process and be matched to another middle school option.

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 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>.

Please see Appendix B of this EIS for more information on middle school enrollment.

### *Impact on CBOs*

K308 currently houses the CBO SASF. As described in the BUP that accompanies this proposal, SASF is currently allocated space in K308. This proposal is not expected to impact the space or services offered by SASF.

In addition, Upper School is currently served by two CBOs in K025: Pure Elements and Partnership with Children. If this proposal is approved, Partnership with Children, a CBO affiliated with the Community School program, will move to K308 with Upper School, and this proposal is not expected to impact the services offered by Partnership with Children. While Pure Elements is not expected to move to K308 with Upper School if this proposal is approved, after-school programming similar to that currently provided by Pure Elements may be offered through P.S. 308's partnerships with SASF and Partnership with Children.

### *Impact on Pre-K Program*

This proposal is not expected to impact the Pre-K program at P.S. 308. Families will continue to be able to 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. 308 is 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 B of this EIS for more information on Pre-K admissions.

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

Upper School and P.S. 308 both currently admit students through the Over-the-Counter ("OTC") process. If this proposal is approved, Upper School will no longer be a distinct school option and will cease to admit new students as of the 2016-2017 school year. The consolidated P.S. 308 will continue to admit students through the OTC process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school students in the district since the consolidated P.S. 308 will have adequate capacity to accommodate students who would have been admitted through the OTC process to either Upper School or P.S. 308. Please see Appendix B of this EIS for more information on the OTC process.

**B. Schools**

If this proposal is approved, Upper School and P.S. 308 will be consolidated such that Upper School will no longer be a distinct school option and will cease to admit new students as of the 2016-2017 school year; rather, the students from Upper School’s current sixth and seventh grades, as well as eighth-grade students who do not meet promotional criteria, will be served in P.S. 308 beginning in the 2016-2017 school year. As described in the BUP that accompanies this proposal, there will be sufficient instructional and administrative space in K308 to accommodate the consolidated P.S. 308 and TFOA pursuant to the Citywide Instructional Footprint (“the Footprint”), if this proposal is approved. For more information on the Footprint, which guides space allocation and use in City schools, see Appendix C of this EIS and [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

**C. Community**

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Upper School with P.S. 308 will result in a healthier enrollment at the consolidated school a budget that will allow the school to run more effectively. Because of the increased resources, the consolidated P.S. 308 will be able to enhance programs offered, creating a stronger school environment and an improved middle school option. In addition, as previously noted, the consolidated P.S. 308 will inherit Upper School’s status as a Community School. As such, the consolidated P.S. 308 will receive the resources that Upper School receives as a Community School, such as services offered by the CBO Partnership with Children.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at K308. This proposal is not expected to impact the accessibility of K308, which is partially accessible.

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

**Upper School**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> Middle school admissions process with priority to students and residents of District 16 and students and residents of Brooklyn <b>Admissions method:</b> Unscreened
<b>Admissions if This Proposal Is Approved</b>	<b>N/A</b>

*Enrollment Data*<sup>16</sup>

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	19	29	39	87
2016-2017 (projected)	-	-	-	-

*Demographic Data*<sup>17</sup>

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	32%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

*School Performance Data*

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b> <sup>18</sup>			
1.1 Curriculum	Developing	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	4%	6%	13%
Math % Proficient (Levels 3 and 4)	3%	3%	5%
<b>Other Key Performance Indicators</b>			
Attendance Rate	90%	88%	90%
<b>2015-2016 State Accountability Status</b> <sup>19</sup>	Focus		

<sup>16</sup> All figures are based on 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..

<sup>17</sup> All figures are 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.

<sup>18</sup> 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/QualityReviewRubricI415.pdf>. Not all schools receive Quality Reviews every year. Upper School did not have a Quality Review for the 2013-2014 school year.

<sup>19</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

**P.S. 308**

*Admissions Data*

<b>Current Admissions</b>	<p><b>Pre-K:</b> Standard universal Pre-K admissions process  <b>Grades K-5:</b> Zoned  <b>Grades 6-8:</b> Middle school admissions process with priority to continuing P.S. 308 5th grade students, students residing in the P.S. 308 elementary school zone, and then to students and residents of District 16  <b>Admissions method:</b> Unscreened</p>
<b>Admissions if This Proposal Is Approved</b>	<p><b>Pre-K:</b> Standard universal Pre-K admissions process  <b>Grades K-5:</b> Zoned  <b>Grades 6-8:</b> Middle school admissions process with priority to continuing P.S. 308 5th grade students, students residing in the P.S. 308 elementary school zone, and then to students and residents of District 16  <b>Admissions method:</b> Unscreened</p>

*Enrollment Data<sup>20</sup>*

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	16	25	28	28	34	31	25	53	58	63	361
2016-2017 (projected)	36	20-30	20-30	25-35	25-35	30-40	25-35	45-55	65-75	80-90	371-461

*Demographic Data<sup>21</sup>*

Percentage of Students Receiving ICT or SC Services	24%
Percentage of Students with Individualized Education Programs	28%
Percentage of English Language Learner Students	5%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

<sup>20</sup> All figures are based on 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.

<sup>21</sup> All figures represent 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

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>22</sup></b>			
1.1 Curriculum	Developing	N/A	Proficient
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Developing	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	14%	21%	15%
Math % Proficient (Levels 3 and 4)	5%	9%	3%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	90%	89%
<b>2015-2016 State Accountability Status<sup>23</sup></b>	Focus		

### TFOA

#### Admissions Data

<b>Current Admissions</b>	<b>Grades K-5:</b> Charter lottery application
<b>Admissions if This Proposal Is Approved</b>	<b>Grades K-5:</b> Charter lottery application

#### Enrollment Data<sup>24</sup>

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	49	73	69	73	72	50	386
2016-2017 (projected)	45-55	45-55	70-80	65-75	70-80	65-75	360-420

<sup>22</sup> Not all schools receive Quality Reviews every year. P.S. 308 did not have a Quality Review for the 2013-2014 school year.

<sup>23</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>24</sup> All figures are based on the charter headcount as of October 1, 2015.

*Demographic Data*<sup>25</sup>

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	14%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	88%

*School Performance Data*

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b> <sup>26</sup>			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
<b>Performance Data</b> <sup>27</sup>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	28%	19%
Math % Proficient (Levels 3 and 4)	N/A	22%	39%
<b>Other Key Performance Indicators</b>			
Attendance Rate <sup>28</sup>	N/A	N/A	92%
<b>2015-2016 State Accountability Status</b> <sup>29</sup>	Good Standing		

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

The estimated cost to re-locate Upper School to K308 is \$19,000. This cost will include moving all existing materials and furniture from the current site.<sup>30</sup>

Most funding in schools' budgets is allocated on a per-pupil basis, based on Fair Student Funding per capita allocation levels. As shown in Section IV above, P.S. 308's enrollment is expected to increase as a result of this consolidation and as a result, P.S. 308's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students,

<sup>25</sup> All figures represent a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

<sup>26</sup> Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. TFOA is authorized by the DOE. The authorizer's report can be found on the authorizer's website at <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

<sup>27</sup> School performance not yet available in 2012-2013 school year because the school was not yet serving third grade.

<sup>28</sup> Attendance data for TFOA is not available before 2014-2015 because the school was not yet serving grades kindergarten through four.

<sup>29</sup> This status is determined by State Education Department ("SED") under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>30</sup> Based on average per pupil re-siting costs provided by the Office of Space Planning.

and those students with other supplemental academic needs. Please refer to the FSF Guide<sup>31</sup> and FY16 School Allocation Memoranda<sup>32</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of this consolidation.

Furthermore, the consolidated P.S. 308 would not be designated as a Renewal School, as Upper School was, but it would be designated as a Community School. As a result, the consolidated school will receive funding through the Community School program but not through the Renewal School program.

This proposal should not otherwise impact the operating budget or costs of instruction at TFOA.

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

### A. Personnel Needs

If this proposal is approved, some Upper School and/or P.S. 308 staff members may be excessed when the school is consolidated. Where possible, the DOE will seek to minimize excessing<sup>33</sup> of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Upper School and P.S. 308 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve pool (“ATR”), meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

This proposal is not expected to impact the staffing of TFOA.

### B. Administration

If this proposal is approved, some supervisors and/or administrators from P.S. 308 and Upper School may be excessed when the school is consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

This proposal is not expected to impact administrative positions at TFOA.

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<sup>31</sup>Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf)

<sup>32</sup>The FY16 School Allocation Memoranda are available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html)

<sup>33</sup>Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

### **C. Transportation**

There will be no change to existing transportation practices at Upper School, P.S. 308, or TFOA during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to students attending TFOA and the consolidated P.S. 308 according to Chancellor's Regulation A-801:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>.

As described above, students who may not have been eligible for transportation at K025 may now be eligible in K308; accordingly, transportation will be provided for students that qualify and vice versa.

### **D. Other Support Services**

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

## VII. Building Information

<b>Building</b>		K308
<b>Type of Building</b>		PS
<b>Year Built</b>		1974
<b>Overall BCAS rating</b>		2.63
<b>2014-2015 Blue Book Target Building Utilization</b>		73%
<b>2014-2015 Blue Book Target Building Capacity</b>		1,032
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$28,677
	<b>Materials</b>	\$10,801
	<b>Maintenance, repair, and service contracts</b>	\$60,731
	<b>Custodial operations costs—Materials</b>	\$8,252
	<b>Custodial operations costs—Custodial Allocation</b>	\$366,947
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$128,581
	<b>Gas</b>	\$3,670
	<b>Steam</b>	N/A
	<b>Oil</b>	\$77,247
<b>Projects completed during the current or prior school year</b>		FY14 Reso A Library Upgrade
<b>Projects proposed in the capital plan</b>		IP Surveillance Camera Installation
<b>Accessibility of the building</b>		Partially Accessible
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>, 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’ 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 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 B: 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 OSE deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

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

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

- 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 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;
- 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,<sup>34</sup> a Non-Public School Placement, or specialized programs,<sup>35</sup> are admitted to schools in the same manner as general education students. Schools 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 are also 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.\*
- 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.

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<sup>34</sup> District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 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>.

<sup>35</sup> Specialized programs refer to a set of programs that are not in every district school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email [specializedprograms@schools.nyc.gov](mailto:specializedprograms@schools.nyc.gov).

\* 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.

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 are now available for students to consider. 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.

### *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; or
- Left the New York City school system and have returned;<sup>36</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a student eligible for middle or high school 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 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 beginning 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.

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,<sup>37</sup> international schools,<sup>38</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

## **Appendix C: 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

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<sup>36</sup> Per Chancellor’s Regulation A-101, students have the “right to return” to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>37</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>38</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained special education section served by the school. In addition to these rooms, schools serving 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 a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Any space remaining beyond the baseline or adjusted baseline Footprint allocation will be excess space available to the consolidated P.S. 308 and TFOA.