



Office of District Planning

Division of Operations

2017 CEC Orientation

August 14, 2017

NYCTM

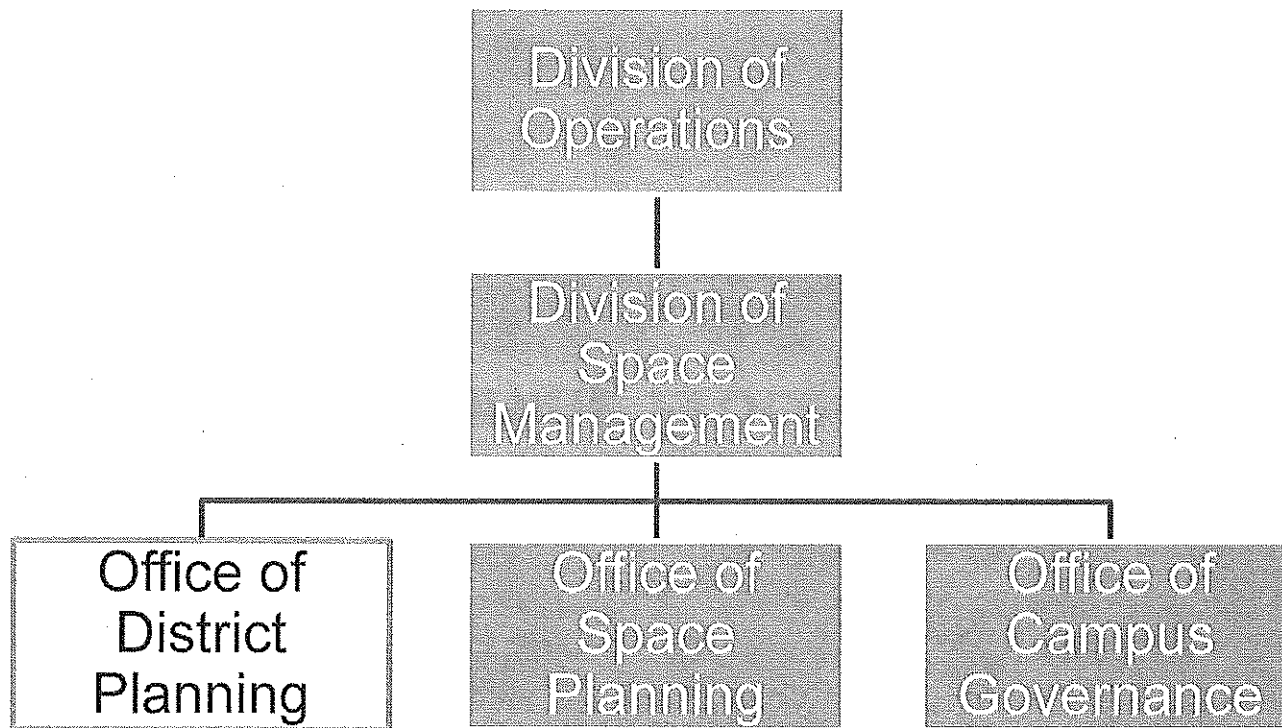
**Department of
Education**

Agenda

- I. Introductions
- II. The District Planning Process
- III. Chancellor's Regulation A-190
- IV. Rezoning and Chancellor's Regulation A-185
- V. Next Steps
- VI. Q & A

Division of Space Management

The Division of Space Management partners with Superintendents, Principals, and communities to identify and address district needs, primarily in the areas of school structure, learning conditions, access to schools and programs, and campus governance.



District Planning Process Overview

Guiding Principles

In developing strategic plans for a district, the following principles and priorities are considered:

School Structure

- Grade alignment
- Grade span
- School size

Learning Conditions

- TCU removal
- Overutilization

Access to Schools and Programming

- District 75 programs
- Pre-kindergarten expansion
- 3-K for All
- Other specialized programming
- New district and charter schools

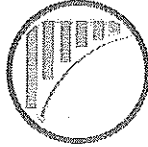
Planning Process Overview: Citywide Planning Priorities

The work of the Office of District Planning focuses on four main priority areas in our efforts to support all schools to improve and provide an excellent education for all students.

Overcrowding and Transportable Classroom Units



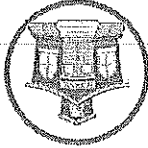
School Scale and Sustainability



Programmatic Needs



New and Reconfiguring Schools (district and charter)





Overcrowding and Transportable Classroom Units

- Schools where enrollment exceeds capacity or where Transportable Classroom Units (TCUs) are required to accommodate students must be addressed in order to improve learning conditions for students.
- This may include identifying opportunities to increase capacity or shifting enrollment from overcrowded schools to those with available seats.

School Scale and Sustainability



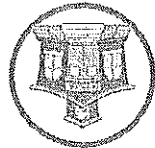
- Many schools across the city struggle with low enrollment, which creates budgetary and programmatic challenges.
- Supports or structural changes at these schools, such as consolidations, aim to provide students with a more robust educational experience.



Programmatic Needs

- In order to ensure students in each district have access to the unique programming that supports their needs and interests, specialized programs may be added or expanded at district schools.
- This includes programs aimed at particular populations, such as:
 - District 75 programs
 - ASD Nest or Horizon programs
- This also includes programs that may provide new types of academic opportunities for students, such as:
 - Pre-K
 - Gifted and Talented
 - Programs aimed at serving over-aged students

New and Reconfiguring Schools



- New district and charter schools in new construction or underutilized space may increase the availability of seats in overcrowded areas or provide families with access to a wider variety of school options to meet their needs.
- Similarly, as approved by their authorizers, charter schools may expand to serve new grade levels, and district schools may reconfigure the grades served to better align with standard entry points and meet demand at particular grade levels.

Levers for Change

In collaboration with Superintendents, the Division of Space Management partners with other offices across the DOE, including the Office of Student Enrollment, the Office of School Design and Charter Partnership, and the Division of Family and Community Engagement in particular, and community stakeholders to develop, propose, and implement changes to address some of our most pressing district needs and improve educational options and learning conditions for our students.

Levers for Change

- ✓ Rezoning
- ✓ Unzoning
- ✓ Consolidation
- ✓ Closure
- ✓ New School
- ✓ Grade Reconfiguration
- ✓ Re-siting
- ✓ New Program
- ✓ Enrollment Planning
- ✓ Redesign

Chancellor's Regulation A-190

Public Review Process and Chancellor's Reg A-190

- Chancellor's Regulation A-190 governs the public review process for any proposal resulting in a significant change in school utilization.
- Significant changes include:
 - Grade reconfigurations
 - Co-locations of new or existing schools
 - Re-sitings
 - Closures
 - Consolidations
- For every proposal for a significant change the NYCDOE is required to:
 - Publish an Educational Impact Statement (EIS) and Building Utilization Plan (BUP) where applicable
 - Schedule and convene a Joint Public Hearing to discuss the proposal
 - Produce and publish an Analysis of Public Comment
 - Arrange for the Panel for Educational Policy (PEP) to vote on it
- We provide additional opportunities for engagement to families in affected schools and other stakeholders, and solicit public comment throughout the proposal process.

Additional A-190 Engagement Practices

Additional opportunities for providing feedback on a proposal may include:

1) Conversations with community stakeholders

Who? Principal(s) and SLTs at impacted school(s)/Elected officials, Community and Citywide Education Council(s)

2) A Senior Leadership/Deputy Chancellor walkthrough and follow up debrief at impacted building(s) for proposals resulting in a new co-location

Who? Impacted Principal(s), SLT(s), PEP and CEC members

3) An optional community meeting, offered to any impacted school community, held before the Joint Public Hearing

Who? Principals, SLTs and individual school and local communities

A-190 Timeline

Major Activity	90+ days	60 days	45 days	30 days	15 days	24 hrs	PEP Vote
1. District, School, and CEC Engagement							
2. Senior Leadership Walkthrough (if applicable)							
3. Post Notice, EIS, BUP (no later than 45 days prior to PEP vote)*							
4. Community Meetings prior to Joint Public Hearing (optional)							
5. Conduct Joint Public Hearing* (30-45 days after posting EIS)							
6. Collection of Public Comments upon posting EIS*							
7. Post Analysis of Public Comment*							
8. PEP Vote*							

*Mandated by A-190

Rezoning and Chancellor's Regulation A-185

What Can Rezoning Accomplish?

- Create a zone for a new school
- Alleviate waitlists and overcrowding
- Equalize utilization across buildings in a district
- Increase or equalize diversity in or across zones

Process for Rezoning

1. Assess need to rezone, and identify potential solutions and impacted schools
2. Determine ideal zone size for entry grade
3. Develop scenarios and finalize new zone lines for proposal
4. Present proposal to CEC for vote
5. Communicate rezoning changes to various stakeholders (if approved)

Guiding Policies and Principles for Rezoning

- **When:** Rezoning should be approved in advance of elementary or middle school admissions application windows.
- **Who is affected:** Incoming Pre-K, kindergarten (or 6th grade students), or new students to the system are primarily impacted by rezonings. All currently enrolled students may remain in their school until graduation.
- **Sibling grandfathering:** When applying to a school impacted by a rezoning, children entering Pre-K and kindergarten with a sibling in grades K-5 at that school will maintain their zoned sibling priority to that school.
- **Standard admissions:** Schools will continue to admit students as outlined in the Chancellor's regulation A-101.
- **Standard busing:** The Office of Pupil Transportation (OPT) will follow standard procedure to determine bus service eligibility of general education students, as outlined by Chancellor's regulation A-801.

Rezoning Engagement Practices

- ODP collaborates with CEC rezoning subcommittees.
- ODP will share data workbooks specific to each rezoning.
- ODP will present at CEC monthly calendar or business meetings.
- ODP will attend SLT meetings at affected schools to share information and obtain feedback.

A-185 Timeline

Major Activity	2017				2018										
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV
1. Identify Needs: The need to rezone can be raised by the CEC, schools, or the community.															
2. Stakeholder Engagement: This includes engaging the CEC, school principal, communities, and elected officials. Feedback from these discussions inform potential zone lines.															
3. Zoning Scenario Development: The DOE analyzes enrollment trends, residential data, and school capacity to inform needs of the district and potential zoning scenarios.															
4. Presentation of Proposed Zone Lines to CEC: ODP and the Superintendent present zone line changes to the CEC at a public meeting.															
5. The CEC Votes: Within 45 days of proposal submission, the CEC votes on zonings scenario.															

*Rezoning votes take place on this timeline so that changes to school admissions/enrollment can be included in admissions process for the following school year.

NEXT STEPS:

- In the coming weeks, ODP will provide District Data Workbooks along with supporting documents to each CEC.
- These workbooks include extensive data used to inform district planning.
- This fall/winter, ODP will deliver a strategic planning presentation to each CEC, including an overview of the data as it relates to the identification of district needs and priorities and discussion with the CEC.

Planning Team Contact Information

Bronx Director- Bridget Mercier

- bmercier@schools.nyc.gov

Brooklyn North and Staten Island Director- Jamie Dollinger

- jdollinger@schools.nyc.gov (Districts 13,14,15,18,19,31,32)

Brooklyn South Associate Director- Kelly Krag- Arnold

- KKragarnold@schools.nyc.gov (Districts 16,17,20,21,22,23)

Manhattan Director- Sarah Turchin

- sturchin@schools.nyc.gov

Queens Director- Albery Corona

- acorona4@schools.nyc.gov

Questions?

- Tim Castanza - Deputy Senior Director of Strategic Engagement
tcastanza@schools.nyc.gov
- Will Candell - Associate Director of Analytics
wcandell@schools.nyc.gov
- The Office of District Planning
odp@schools.nyc.gov

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New Report Urges New York School Districts to Better Protect and Support Immigrant Students and Families

05.17.2017 | As the families of more than 190,000 immigrant students across New York State wrestle with the current climate of fear and uncertainty, a new report finds major inconsistencies in how New York's school districts are responding and the extent to which they are rising to the challenge of protecting and supporting the immigrant students and families they are charged to serve.

The report, *Safe Havens: Protecting and Supporting New York State's Immigrant Students* [PDF] — released today by The Education Trust–New York, Advocates for Children of New York, the New York Immigration Coalition and The Committee for Hispanic Children and Families, Inc. — finds that while the New York State Education Department (SED) and the Attorney General's Office, as well as several individual school districts, have taken a number of important steps, there is much more to do.

Based on a review of documents from the 25 school districts that together enroll 80 percent of the state's immigrant students, *Safe Havens* spotlights positive practices and troubling trends and highlights four critical areas where change is needed:

- Welcoming all students regardless of immigration status or national origin.
- Collection and handling of personal information.
- Responding to federal immigration officials.
- Supporting students and families when a parent, family member, or guardian is at risk of deportation or has been deported.

Drawing on the experiences of immigrant community-based organizations, advocates, and service providers, the report includes a set of recommendations for stronger supports at the state, school district and school levels. The report's recommendations include that SED: assist school districts to provide greater support for immigrant students to ensure their long-term success; reiterate that questions about national origin should not be asked during the student registration process; encourage school districts to adopt — and in some cases, strengthen — their protocols for how to respond to any request for access by ICE; and reinforce the importance of providing social-emotional support.

“The recommendations in *Safe Havens* provide a clear roadmap for steps that New York State and district leaders should take to ensure that immigrant students and their families feel safe and supported by public schools,” said Kim Sweet, Executive Director of Advocates for Children of New York. “We appreciate New York State’s and New York City’s efforts to date and believe that the recommendations in the report will assist school districts across New York in meeting the ongoing concerns of immigrant families.”

[Read the report \[PDF\]](#)

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