



# Office of District Planning Overview & CEC 28 Data Consultation

*Office of District Planning*

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# Office of District Planning: Structure

The Office of District Planning (ODP) is part of the First Deputy Chancellor's (FDC) division within NYC Public Schools.

Other offices under FDC Dan Weisberg include Student Enrollment, School Design, Labor, General Counsel, Non-public and Charter Schools, and Pathways.

ODP partners with these offices and others across NYC Public Schools on the District Planning Process.

This process includes creating annual strategic plans to support enrollment and be responsive to families in all 32 Community School Districts in partnership with school communities and stakeholders.

ODP has borough-based planning and analytics teams who manage the engagement, analysis, and proposal development that this process entails.

# District Planning Levers

ODP partners with school communities, CECs, Superintendents, other DOE offices, and additional stakeholders to assess district needs and priorities and develop strategic plans to address them.

Levers to make important school or district changes include:

- **Rezoning**
- **Unzoning**
- **School Mergers**
- **New Schools**
- **New Programs**
- **Grade Expansions and Truncations**
- **School Re-sitings**
- **Charter School Siting**
- **Enrollment Planning**

# District Data and Strategic Planning

- Every year, ODP shares and reviews district planning information with each CEC to identify key planning needs and priorities.
- These strategic planning conversations cover a variety of data used to inform the district planning process, including enrollment, demographics, and capacity.
- This data can help illuminate the district landscape, highlighting potential school or building crowding, enrollment trends, special programming gaps, or capacity needs.
- ODP, CECs, and other DOE and community stakeholders work together to identify potential opportunities to address planning needs and priorities throughout the district planning process.

# Potential Proposal at 28Q099

- NYCPS is currently considering a proposal to truncate the 6<sup>th</sup> grade at P.S. 99.
  - This idea was brought to the District 28 Superintendent's team and District Planning by the P.S. 99 SLT.
- A grade truncation means that next year P.S. 99 would no longer serve 6<sup>th</sup> grade (should this proposal be approved by the PEP).
  - Sixth grade enrollment declined by approx. 28% over the last 5 years and most fifth grade students already enroll in other middle school options.
- We anticipate beginning the formal process to propose this truncation in the coming weeks, as described on the next slide.

# Public Review Process for Significant School Changes

- Chancellor's Regulation A-190 governs the public review process for any proposal resulting in a significant change in school utilization. Significant changes include:
  - School grade level changes
  - Co-locations of new or existing schools
  - School re-sitings (or relocations)
  - School mergers
- For every significant change proposal, the DOE is required to:
  - Publish an Educational Impact Statement (EIS) and, where applicable, a Building Utilization Plan (BUP)
  - Hold a Joint Public Hearing with affected school communities and representatives from the CEC
  - Publish an Analysis of Public Comment
  - Arrange for the Panel for Educational Policy (PEP) to vote on the proposal

# Robust Proposal Engagement

- ODP is committed to robust and meaningful engagement. Beyond the legally mandated processes, ODP ensures there are several opportunities to collaborate on addressing district needs and gather feedback on potential proposals.
- Where requested and appropriate, ODP has partnered with community-based organizations and research institutions to support proposal development and engagement.

## CEC Collaboration

- Presentations by ODP at CEC calendar meetings that include the following:
  - Review of district data;
  - Discussion of district needs and CEC priorities; and
  - Conversations on potential scenarios.

## Conversations with Stakeholders

- Opportunities for affected schools, CECs, community members, elected representatives, and other stakeholders to discuss needs, opportunities, and potential proposals with ODP.

## Building Walkthroughs

- Tours of school buildings led by a representative of DOE leadership as needed.
- Participants can include school and district stakeholders, as well as CEC and PEP members.

## Community Meetings

- Opportunities for communities to gather and have an open discussion about potential school changes.
- Meetings can take place before or after a potential proposal is posted for PEP consideration.

# DATA SUMMARY HIGHLIGHTS



# APPENDIX

# What is a School Rezoning?

- Rezoning is a collaborative process where the geographic areas of school zones are changed and/or new zones are created, as governed by Chancellor's Regulation A-185.
- ODP and the Superintendent develop rezoning plans in partnership with the CEC and school communities.
- The CEC votes on rezoning proposals for their respective Community School District.

# What Can Rezonings Accomplish?

- Rezonings are an important lever for improving educational access and learning conditions.
- Rezonings can:
  - Create a zone for a new school option
  - Increase access to high quality schools
  - Increase diversity in or across zones
  - Alleviate overcrowding
  - Equalize or balance utilization across buildings

# Rezoning Process



- The need to rezone can be raised by the DOE, the CEC, schools, or the broader community.

- DOE analyzes enrollment trends, demographics, school capacity, student residential and housing stock data.

- A proposal for zone line changes is presented publicly to the CEC by the Office of District Planning and the Superintendent.
- There are opportunities for public feedback and Q&A.

- CEC votes within 45 days after a proposal is submitted.

## Ongoing: Community Engagement

- Conversations with the CEC, school principals and communities, elected officials, and other stakeholders.
- Community conversations continue throughout the rezoning process
- Feedback informs new zone lines.

# Key Terms

- **Building Capacity:** The total number of students a building can accommodate based on the programmatic use of instructional rooms.
- **Building Utilization:** Total enrollment of all schools in a building divided by capacity.
- **The Enrollment, Capacity & Utilization Report (“Blue Book”):** An annual document published by SCA that provides information on school organization and school building utilization.
- **Instructional Footprint:** The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels it serves and number of classes per grade it offers. For existing schools, the Footprint is applied to the current number of classes a school is programming.
- **School Construction Authority (SCA):** City agency that manages the construction of new school buildings, additions, annexes, and capially funded construction projects.