

Potential Rezoning and The Participatory Research Action (PAR) Project in District 15

September 29, 2020



Agenda

1. Current planning context
2. Background on potential rezoning and admissions changes
 - What is rezoning and what schools are potentially involved?
 - What prompted the DOE to explore potential zoning and admission changes?
 - What led to the PAR process?
3. PAR team presentation
4. Q & A

Current Planning Context

- As a system, we recognize the call to dismantle systemic racism and we seek to achieve equity, excellence, and resilience for all through our district planning work
- The COVID-19 pandemic continues to have an immense impact on NYC schools and communities
- Despite current uncertainties, the aim of this presentation is to continue the dialogue about potential changes and share updates on the important work the PAR team is doing in this unprecedented time

What is rezoning and which schools are potentially involved?

What is Rezoning?

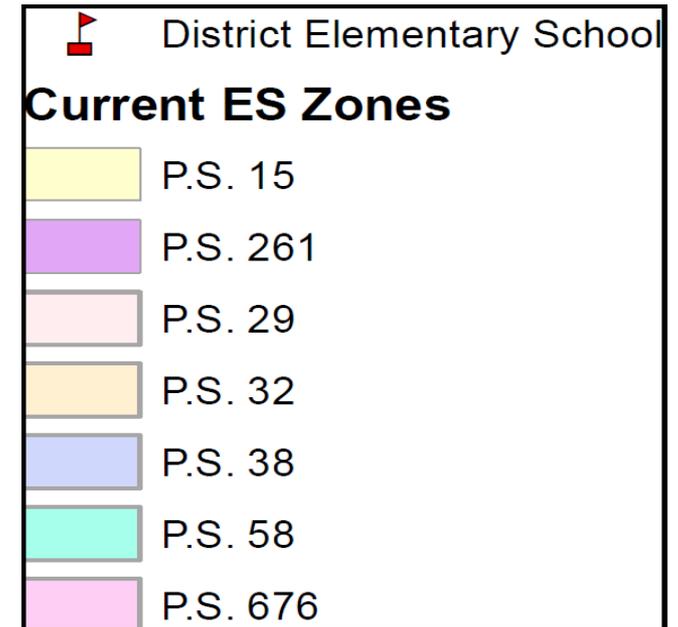
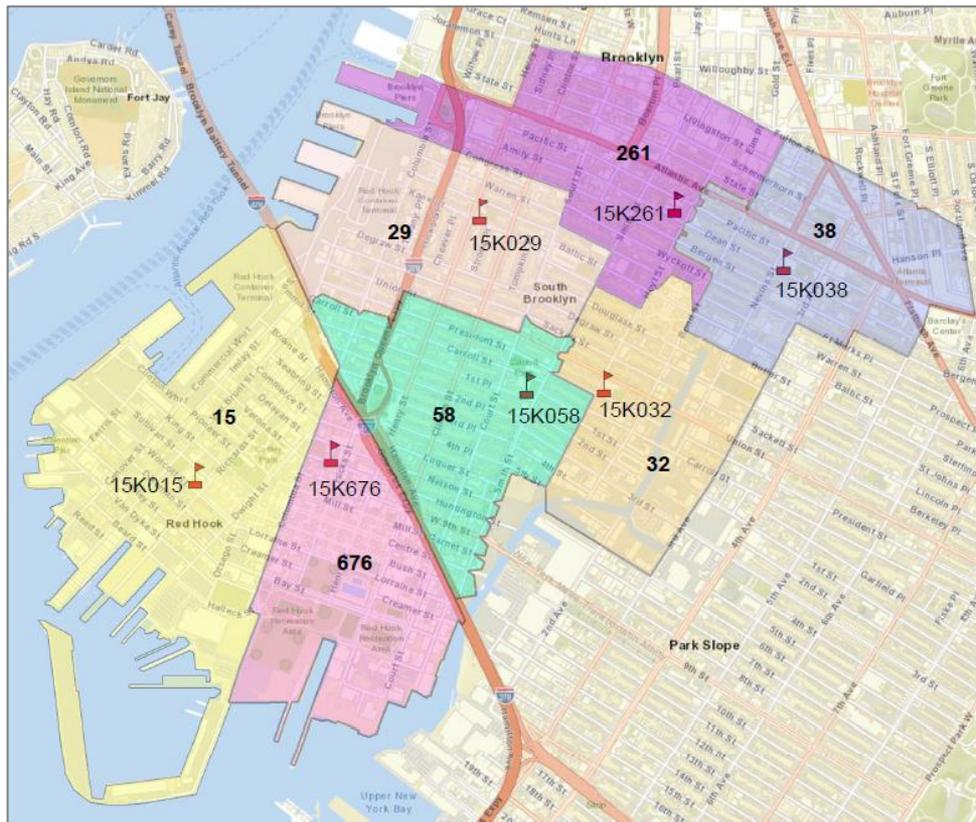
- A zoned school is a school that gives priority to attend based on residence within a defined geographical area, known as a zone
- Rezoning is a collaborative process where the geographic areas of zones are changed and/or new zones are created, as governed by Chancellor's Regulation A-185
- The Office of District Planning (ODP) works in partnership with the Superintendent, Community Education Council (CEC), school communities, and other stakeholders to develop rezoning plans
- The Superintendent ultimately submits a rezoning proposal to the CEC who votes on the plan

What Can Rezoning Accomplish?

- Rezoning is an important lever for expanding educational access, improving learning conditions and increasing integration
- Improve educational access
 - Create a zone for a new school option
 - Increase access to schools
 - Increase diversity in or across zones
 - Allow families to make informed decisions regarding their children's educational experience
- Improve learning conditions
 - Alleviate overcrowding
 - Reduce waitlists
 - Reduce overutilization
 - Equalize utilization across buildings
 - Remove Transportable Classroom Units (TCUs)

Which Schools May be Impacted?

- Seven schools in the northwestern area of District 15 may be impacted: P.S. 15, P.S. 676, P.S. 29, P.S. 32, P.S. 38, P.S. 58, and P.S. 261



What prompted the DOE to explore potential zoning and admission changes?

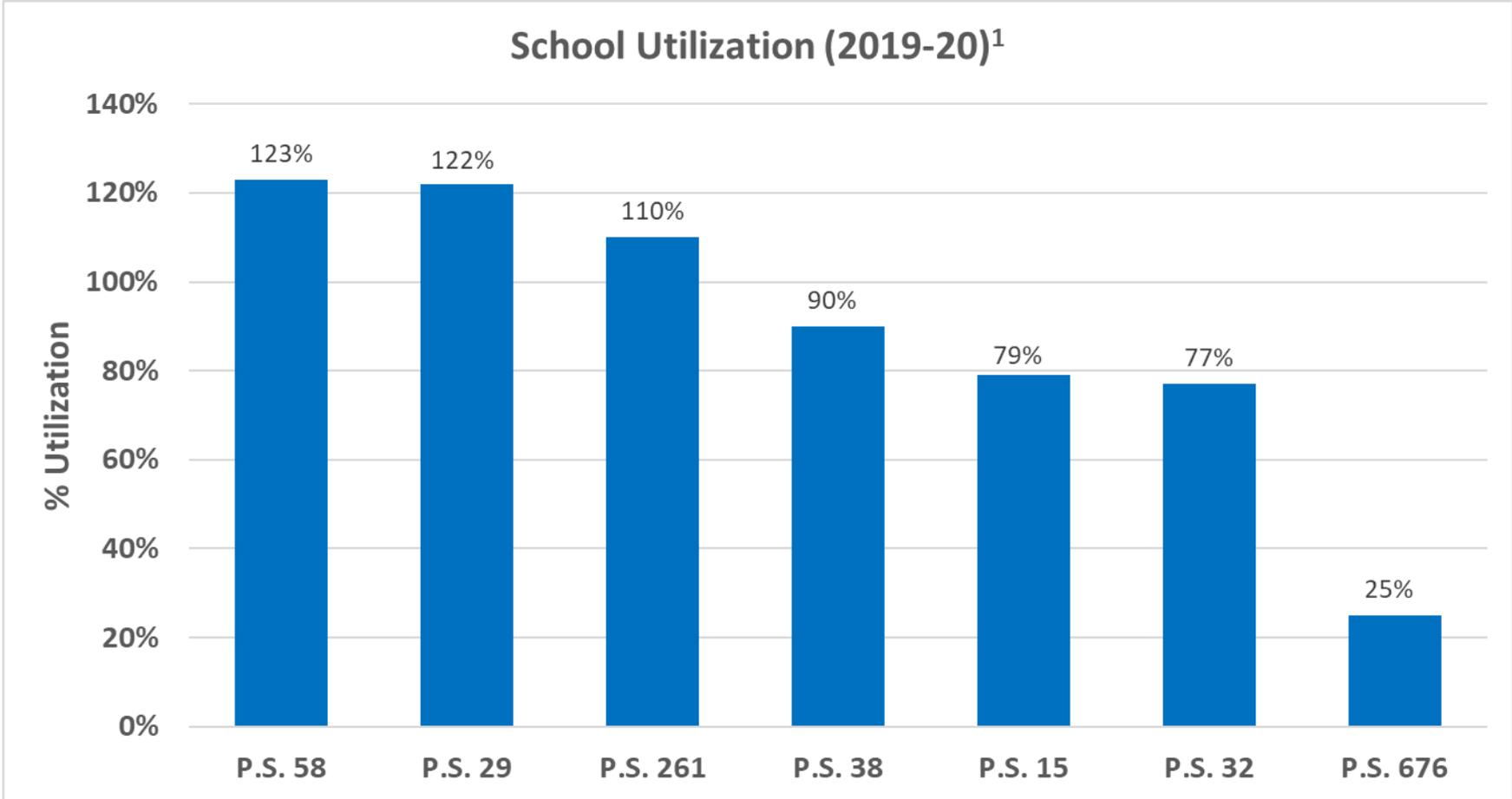
New Addition at Building K032

- In September of 2020, a new addition opened at building K032



- **436 new seats**
- **Designed early childhood and special education classrooms**
- **New cafeteria and library**
- **Rooftop playground**

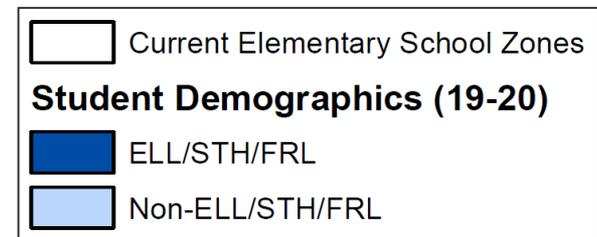
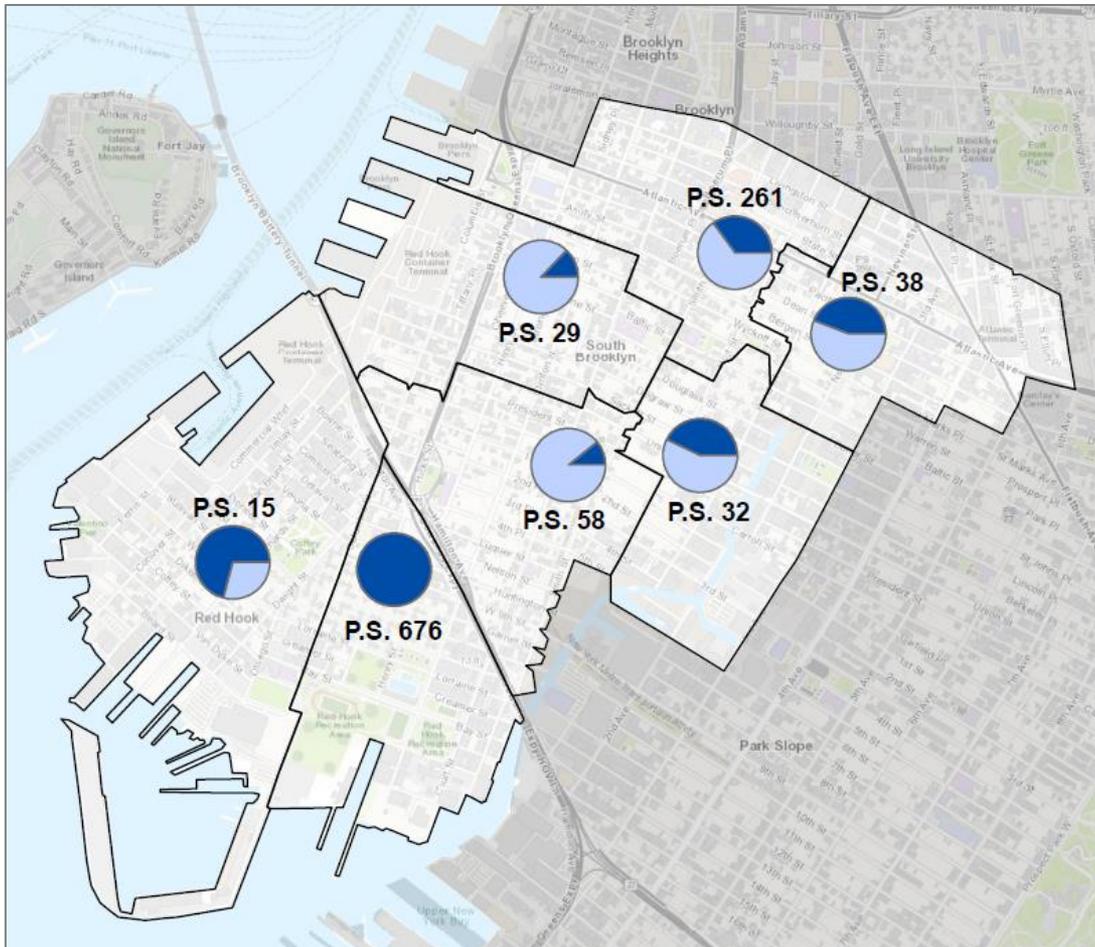
School Utilization and Overcrowding



(1) School (org) utilization based on 2019-20 Audited Register and 2018-19 Blue Book Capacity.

(2) P.S. 58 utilization only pertains to grades K-5 enrollment and building K058 capacity

Demographic Disparities¹



(1) Students in Temporary Housing (STH), English Language Learners (ELLs), and students who are income-eligible for Free and Reduced-Price Lunch (FRL). Current % STH, ELLs, FRL students based on 2019-20.

What led to the PAR process?

Initial Community Engagement Process

- In 2019, the DOE partnered with CEC 15, school communities, local organizations, and elected officials to host many meetings to discuss potential rezoning and gather feedback from community stakeholders
- During this process, the DOE presented two potential approaches that included both **changes to zone lines** and **admissions priorities** for STH, ELLs, and students income-eligible for FRL
 - Approach 1: Individual Zones
 - Approach 2: Shared Zone
- Not only did these approaches plan for the P.S. 32 addition, but they also aimed to address school utilization and demographic disparities
- The initial goal was to work toward proposing a rezoning for the CEC to consider in the fall of 2019 for implementation in the 2020-2021 school year, in-line with the opening of the K032

Community Feedback

- During the engagement process, the DOE received clear feedback from the community to consider delaying a proposal in order to:
 - Provide more time for community dialogue
 - Increase participation of historically underrepresented families in the process, particularly in Gowanus and Red Hook
 - More fully consider other approaches
 - Provide more time and resources to prepare for the changes

Response to Feedback

- In response to community feedback, the DOE did not proceed with a proposal for 2020-2021 implementation, in order to provide additional time and allow for further planning conversations
- The DOE committed to a PAR process - an approach that centers the voices and experiences of community members in the planning process
- The D15 PAR Project officially launched in February of 2020

District 15 Participatory Action Research

D15

PAR PROJECT

WHAT DOES EDUCATIONAL
EQUITY MEAN FOR OUR
COMMUNITY

Next Steps

- The PAR team will continue to conduct community outreach over the coming weeks
 - www.district15parproject.org
- The PAR team plans to share additional findings and/or recommendations later this Fall
- The timeline and decision for moving forward with a potential rezoning and/or other proposed changes would be made in collaboration among the DOE, PAR team, CEC, school communities, and other key community stakeholders

For Feedback and More Information

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