

EDUCATIONAL IMPACT STATEMENT:

The Proposed Re-siting and Co-location of Khalil Gibran International Academy (13K592) with the Metropolitan Corporate Academy (15K530) and the Brooklyn School for Career Development (75K753) in School Building K806

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to re-site and co-locate Khalil Gibran International Academy (13K592 “Khalil Gibran”), an existing middle school¹, from where it is presently located in building K287 at 50 Navy Street, Brooklyn, NY 11201, within the geographical confines of Community School District 13, to school building K806 (“K806”), located at 362 Schermerhorn Street, Brooklyn, NY 11217 within the geographical confines of Community School District 15 during the 2012-2013 academic year. If this proposal is approved Khalil Gibran would gradually stop serving middle school students in grades 6-8, and would instead serve high school students in grades 9-12 in K806. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias. In addition, a “re-siting” means a school will be located in a different building than the building in which it is currently located.

In a separate Educational Impact Statement (“EIS”) published on March 4, 2011, the DOE is proposing to implement a “grade reconfiguration.” Under this proposal, at the end of the 2010-2011 school year, Khalil Gibran would no longer enroll new sixth grade students. All eighth grade students who meet promotional standards would apply to high school through the Citywide High School Admissions Process, and students in the sixth and seventh grades who meet promotional requirements would remain at the school until the completion of the eighth grade. During the 2011-2012 school year, Khalil Gibran would serve seventh and eighth grade students in K287. At the end of the 2011-2012 school year, Khalil Gibran’s eighth grade would be re-sited to K806. In 2012-2013, Khalil Gibran would only serve eighth grade students and new ninth grade students in K806. After June 2013, Khalil Gibran would no longer serve any middle school grades. If during the grade reconfiguration process, a Khalil Gibran middle school student does not meet the promotional standards at the conclusion of the 2010-2011 school year and is required to repeat the grade in 2011-2012, that student would remain at the school and continue to work toward the completion of the eighth grade. Students who are unable to complete the necessary requirements for promotion to the ninth grade by June 2013 would be supported on an individual basis to ensure they are sufficiently accommodated and placed at another school.

If this proposal is approved, Khalil Gibran’s eighth grade class would be re-sited to K806 for the 2012-2013 school year and co-located in the building with the Metropolitan Corporate Academy (15K530 “MCA”), an existing high school that serves students in grades 9-12, and the Brooklyn School for Career Development (K753@530 “SCD”), a District 75² (“D75”) high school that currently enrolls students who

¹ Khalil Gibran was approved to open as a 6-12 secondary school in 2007. In 2007, it enrolled the first class of sixth grade students. The school has continued to phase in and currently serves students in grades 6-8 in K287.

² District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75 schools and programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York.

are emotionally disturbed in grades 9-12.³ SCD provides special education services to students who range in age from 14 to 21 years old and are classified with significant disabilities. SCD supports students who are working towards obtaining their New York State diploma or an Individualized Education Plan (“IEP”) certificate. There is a strong emphasis on curriculum, vocational skills as well as functional life skills to help students succeed after they leave school either for college, employment or post-secondary options.

At the conclusion of the 2012-2013 year, Khalil Gibran would no longer serve eighth grade or any middle school grades. Khalil Gibran would enroll its first class of ninth grade students in 2012-2013 in building K806. Khalil Gibran would continue to gradually phase-in high school grades by adding one grade each year, until it reaches full scale in 2015-2016 serving ninth through twelfth grade. In 2013-2014, Khalil Gibran would enroll students in grades nine and ten. In 2014-2015, Khalil Gibran would enroll students in grades nine through eleven. Finally, in the 2015-2016 school year, Khalil Gibran would achieve full scale and serve approximately 300-325 students in grades nine through twelve. The DOE is proposing to re-site Khalil Gibran to enable it to grow in space that is better equipped to serve high school grades.

Khalil Gibran currently enrolls middle school students from throughout Brooklyn through the students’ respective district middle school choice process. MCA currently enrolls high school students through the Citywide High School Admissions Process. SCD enrolls students in two ways: (1) through referrals from the District 75 Placement Office or (2) students who transfer from another D75 school.

At its February 1, 2011 meeting, the Panel for Educational Policy voted on and approved the proposal to phase out MCA due to its long-standing performance struggles. Beginning in September 2011, MCA will no longer admit new ninth-grade students.

MCA would complete phasing out in June 2014. Thus, Khalil Gibran would only be co-located with MCA for two years. In the long term, K806 will only house Khalil Gibran and SCD.

In 2009-2010, K806 had a target capacity of 419 students, and the building enrolled 461 students, yielding a utilization rate of 110%⁴ of target capacity.⁵ In 2010-2011, MCA and SCD enrolled a total of 353 students, yielding a utilization rate of 84%.⁶ In 2012-2013, K806 will have adequate capacity to accommodate SCD, MCA, and Khalil Gibran as it phases into the building. The DOE projects that in 2012-2013, the three schools—Khalil Gibran, MCA, and SCD—will have a combined enrollment of 310-400 students served, yielding an estimated utilization rate of 95% of target capacity.³ By 2014-2015, when Khalil Gibran is fully phased in and when MCA is phased out, the building would serve approximately 305-365 students combined, yielding an approximate utilization rate of 87%. By 2015-2016, SCD and Khalil Gibran combined would serve approximately 380-415 students, yielding an approximate utilization

³ 75 K753 currently serves students in two sites other than K753@530: (1) K753 Main Site, Brooklyn Transition Center, which serves high school-aged students at 510 Clermont Avenue, Brooklyn, NY 11238; (2) K753@660, Clara Barton H.S 901, which serves high school-aged students at 901 Classon Avenue, Brooklyn, NY 11225. The proposed re-siting and co-location of Khalil Gibran is not anticipated to impact these other sites. All references to the District 75 school in this proposal refer to K753@530, and the school will be referred to in this document as SCD. SCD refers to the K753 students who attend classes in the K806 building located at 362 Schermerhorn Street, Brooklyn, NY 11217.

⁴ The utilization rate for 2009-2010 may have been higher than 100% because it includes enrollment in the building at both MCA and SCD. However, some SCD students may participate in off-site work training, and therefore the enrollment of the building may reflect a greater number than the total number of students in the building on a given day.

⁵ The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building

rate of 99%. It is important to note that the utilization rate takes into account the total building enrollment. However, SCD students take classes in the K806 building, but many of the students also participate in job training activities at work sites, so not all of the enrolled SCD students are in the building at the same time.

If approved, this co-location proposal would not impact students enrolled at SCD. SCD would continue to serve its current students and will continue to offer all mandated services. In addition, SCD is not expected to lose any space as a result of this proposal.

Background on the DOE's Decision-Making Process

Khalil Gibran opened in 2007 in partnership with New Visions for Public Schools, an organization that has created more than 100 new small schools in New York City, and the Arab-American Family Support Center (AAFSC), a Brooklyn secular social service agency. The school offers a rigorous, interdisciplinary curriculum using project-based learning and integrates an international theme with the study of the Arabic language. The school's goal is to prepare students for college and successful careers and to foster an understanding of different cultures, a love of learning, and desire for excellence in all of its students.

When Khalil Gibran originally opened it was proposed that the school would eventually serve sixth through twelfth grade students. Khalil Gibran began by enrolling sixth grade students. However, since its opening, Khalil Gibran has struggled to recruit and retain middle school students. The number of students attending the school each year has substantially declined. As a result, Khalil Gibran has faced a number of instructional and operational challenges, which will likely remain should the school continue on its current trajectory. Middle schools typically have extremely varied and rich instructional offerings, especially in the sciences and languages, as well as extra-curricular activities. As schools are funded on a per pupil basis, the impact of low enrollment means that the school could lose the resources necessary to sustain a high-functioning learning environment. It would become extremely challenging to align teacher and student schedules, effectively program students, offer a wide variety of classes and enrichment activities, and focus on building strong school culture. As a result, the learning outcomes for students attending Khalil Gibran could be severely compromised.

Although the school was originally approved to serve students in grades 6-12, the DOE, in consultation with New Visions for Public Schools and the school community, has determined that truncating the middle school grades at Khalil Gibran is necessary due to low demand and declining enrollment in the middle school grades. However, the DOE believes that Khalil Gibran should still continue to be an option for high school students as originally planned in 2007. Successfully phasing in new high school grades would require the school to be re-sited to a location that is better equipped to serve high school age students.

If this proposal is approved, Khalil Gibran would admit its first ninth grade cohort of approximately 75-100 students during the 2012-2013 school year. It would offer a rigorous, college-preparatory program open to students through the Citywide High School Admissions Process. Khalil Gibran would continue to offer a project based curriculum with an Arabic language and international theme, however, the school would no longer offer the Arabic dual language program at the high school level.

The school would have a Limited Unscreened admissions method offering priority to students or residents of Brooklyn. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

II. Proposed or Potential Use of Building

School building K806 has the capacity to serve 419 students. In 2009-2010, K806 enrolled 461 students and had a utilization rate of 110% percent of target capacity. In 2010-2011, MCA and SCD enrolled a total of 353 students, yielding a utilization rate of 84%.

If this co-location proposal is approved, Khalil Gibran would gradually phase in to K806 with 105-135 students in grades eight and nine during the 2012-2013 school year. Combined, Khalil Gibran, MCA, and SCD would enroll approximately 310-400 students, yielding an approximate utilization rate of 95%. At the end of June 2013, Khalil Gibran would no longer serve eighth grade. Khalil Gibran would expand to serve students in grades nine and ten during the 2013-2014 school year, and would add one grade per academic year until it reaches its complete grade span of 9-12 in 2015-2016, serving approximately 300-325 students. Khalil Gibran would be temporarily co-located with MCA as it phases out. Long-term, only Khalil Gibran and SCD would share space in K806. In 2015-2016 once MCA has completed phasing out and once Khalil Gibran has completed phasing in, the building would enroll 380-415 students, yielding a utilization rate of approximately 99%.

Over the next four years, the proposed grade spans for the schools in the building are as follows:⁷

| School Name | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|---------|---------|---------|
| School for Career Development | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 | 9-12 |
| Metropolitan Corporate Academy High School | 9-12 | 10-12 | 11-12 | 12 | N/A | N/A |
| Khalil Gibran | N/A | N/A | 8-9 | 9-10 | 9-11 | 9-12 |

SCD would continue to serve approximately 80-90 students in grades 9-12.

As described in more detail in the Enrollment, Capacity, Utilization Report, which is available at http://source.nycsca.org/pdf/capitalplan/2009-10/BB_2009_2010.pdf, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for classroom capacities (which are aspirational targets that are lower than the UFT contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom).

The most recent year for which target capacity has been calculated for buildings is 2009-2010. As described earlier in this EIS, the DOE's projected utilization rates for the 2010-2011 school year and beyond are based on the 2009-2010 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2010-2011 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 would result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is

⁷ As MCA phases out, some students may technically be classified in grades "no longer served" at the school. This would occur in situations where current students were "held over" because they had not accumulated sufficient credits to be promoted to the next grade. For example, a current ninth-grade student who only earned four credits during the 2010-2011 school year would technically still be considered a ninth-grade student in 2011-2012. In those cases, students would still be served in MCA and would have access to appropriate courses to support their continued progress toward graduation.

subsequently used as fifth grade classroom, the building's target capacity would 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 standard for classroom capacity is higher for fifth grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate would decrease.

The K806 building is not functionally accessible.

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

A. Students

In September 2012, Khalil Gibran would be housed in the K806 building and would be open to prospective ninth-grade students who meet the school's selection criteria through the Citywide High School Admissions Process. Admissions to Khalil Gibran would be open to any New York City student. The school will have a Limited Unscreened admissions method, giving priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs. Priority would also be given to students or residents of Brooklyn.

As discussed, on February 1, 2011, the PEP approved the proposal to phase out MCA. MCA will complete its phase-out by June 2014. The DOE does not anticipate that this proposal would affect instructional programming or the admissions process at SCD.

Impact on Students Currently Attending School in the K806 Building

1. Impact on current MCA Students

As described in the EIS concerning the proposed phase-out of MCA, all current MCA students would have the opportunity to graduate from MCA assuming that they continue to earn credits on schedule.

Students who are repeating the ninth grade would complete high school at MCA if they earn credits on schedule. As the school becomes smaller, these students would receive more individualized attention to ensure they are receiving the support they need to succeed and graduate. Students would also be encouraged to meet with their guidance counselor to review their progress toward graduation and, in appropriate cases, to consider applying to a Transfer High School⁸ or enrolling in a Young Adult Borough Enrollment Center ("YABC").⁹

⁸ Transfer Schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. Each Transfer School determines criteria for admission individually. Students graduate with a high school diploma from the Transfer High School they attend. To set up an interview for admission or learn more about a Transfer School, students must work with a guidance counselor at their school.

⁹ Young Adult Borough Centers are evening academic programs designed to meet the needs of high school students who might be considering dropping out because they are behind or because they have adult responsibilities that make attending school in the daytime difficult. Students graduate with a diploma from their home school after they have earned all of their credits and passed all of the required exams while attending the YABC.

The proposed co-location of Khalil Gibran would not impact the educational options of students currently attending MCA. With respect to academics, MCA High School would continue offering all necessary classes to support current students as they work to meet graduation requirements and earn their high school diplomas. As total enrollment at the school shrinks, the school would likely need to scale back its elective course offerings. It is difficult to predict how those changes might be implemented as decisions would rest with school administrators and be based on student demand as well as staff and budget conditions at the school. As appropriate, the DOE would work with MCA to ensure that students continue to have opportunities to pursue elective academic coursework through collaborative offerings with other schools in the building, online coursework, or in partnership with higher education institutions in the City.

In addition, MCA offers two academic programs through the High School Admissions Process: Metropolitan Corporate Academy and the College and Career Institute. Students currently enrolled in those programs would continue to have access to the academic classes they need to complete their program requirements.

The DOE does not anticipate that this proposal would impact partnerships at MCA. MCA currently has partnerships with several community organizations including: New York City College of Technology, City College, and Hospital Audiences. Students take college courses at the NYC College of Technology and City College. Through the partnership with Hospital Audiences, students can participate in a theater arts programs that focuses on health and self-esteem issues.¹⁰

Those partnerships would continue to support current students as MCA phases out, though it is possible that the nature and scope of those partnerships would change based on shifting need and resource availability as the school moves toward closure. The DOE would work with MCA staff to enhance existing partnerships or develop new partnerships as the school phases out if specific, new student needs emerge during the phase-out period. As appropriate, the DOE will work with SCD and Khalil Gibran to introduce or enhance partnerships with the community organizations that MCA students currently enjoy.

According to the 2010-2011 High School Directory, MCA currently offers the following sports: Basketball, Track, and Weightlifting Clubs.

According to the High School Directory, MCA offers the following extracurricular activities: Peer Tutoring, Next Step, SAT Prep, College Tours, Academic Tutoring, Service Learning, Internships, PM School, Guitar/Percussion Ensemble, Chorus, African Dance, Debate Team Club, Student/Faculty Book Club, Parent Book Club, and Running Club.

MCA would continue to offer student athletics and other extracurricular programs options, but the number and range of programs offered may gradually diminish due to declining student enrollment as the school phases out. That is true for any City student as all schools modify extracurricular offerings annually based on student demand and available resources.

MCA also currently offers Self-Contained (“SC”) classes and Special Education Teacher Support Services (“SETSS”). It also has an English as a Second Language program (“ESL”). English Language Learners at MCA will continue to receive all mandated services as the school phases out. Students with disabilities will likewise continue to receive all mandated services in accordance with their Individualized Education Plans.

A more detailed description of the potential impact that the phase-out of MCA would have on Brooklyn and Citywide high school students is outlined in a separate EIS, posted in December 2010. Please visit the DOE’s website to access that Educational Impact Statement:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2010-2011/Feb12011Proposals>.

¹⁰ <http://hainyc.org/>

2. Impact on Current SCD Students

SCD provides special education services to students who range in age from 14 to 21 years old and who have significant disabilities. SCD supports students who are working towards obtaining their New York State diploma or an IEP certificate.¹¹ Students currently enrolled at SCD would continue to have access to all necessary classes in order to support them as they work towards meeting their individual and program goals.

SCD students have access to extracurricular offerings at K753's main site at the Brooklyn Transition Center ("BTC"), through the BTC Academy after school program. The BTC Academy runs from 3:00pm to 5:00pm on Tuesdays and Thursdays during school days. Teachers work with students to further develop, reinforce and provide additional resources to assist in classroom instruction outside the normal school day.

Current extracurricular programs include: Regents/Regent Competency Test ("RCT") prep in all subject areas, cheerleading, weight training, and basketball. SCD students will continue to have access to these programs and the after school program will not be impacted by this proposal.

The DOE does not anticipate that the co-location of Khalil Gibran in K806 will impact future student enrollment, instructional programming, or the admissions process at SCD.

3. Impact on future Khalil Gibran eighth grade students who would be Re-Sited

As discussed, Khalil Gibran's eighth grade would be re-sited during the 2012-2013 school year. There are no immediate proposed changes to available instructional or extracurricular programs currently offered at Khalil Gibran as a result of the re-siting. That said, the availability of certain offerings at the school would inevitably be impacted as the school completes its grade reconfiguration and serves an increasingly smaller middle school student population.

With respect to academics, Khalil Gibran would continue to offer all necessary classes to support current students as they work to meet promotional requirements. As total enrollment in the middle grades shrinks, the school may scale back its special programs and initiatives or enrichment classes. It is difficult to predict how those changes might be implemented as decisions will rest with school administrators and will be made based on student demand as well as staff and budget conditions at the school.

Khalil Gibran currently offers an Arabic dual language program to its middle school students. Dual language programs typically provide academic instruction in English for 50% of the school day, and instruction in another language for 50% of the day. While the dual language program at Khalil Gibran will not be offered at the high school level, current students, including those eighth grade students who are re-sited to K806, will continue to have access to the dual language program until the school completes its truncation. Khalil Gibran does not anticipate that it will offer a dual language program as it phases in additional high school grades because it does not anticipate that there will be demand for the dual language program. Despite this, the school will continue to offer Arabic language classes for the high school grades.

¹¹ A student with a disability may become eligible to receive a High School IEP Diploma after meeting one of the following two criteria: 1) The student is at the end of the year in which he/she attains the age of twenty-one and has achieved the educational goals based on the appropriate level of the learning standards, established by the commissioner, as specified in the student's current IEP. 2) Upon application of the student or student's parent, at any time after the student has attended school or has received a substantially equivalent education elsewhere for at least twelve years, excluding kindergarten, and has achieved the educational goals based on the appropriate level of the learning standards established by the commissioner as specified in the student's current IEP.

Khalil Gibran currently offers enrichment activities in Arabic language and culture and technology and language classes in Arabic. Khalil Gibran also offers the following programs: Kaplan Advantage, Safe Horizon, Ramp-Up Literacy, Council for Unity, Achieve 3000, Advisory, Test Preparation, extended day, and Saturday Academy.

Khalil Gibran offers the following extracurricular activities: music club, dance club, theater club, creative writing club, chess club, literary magazine club, yearbook club, debate team, robotics club, class leadership program, Principal's Council, student government, fitness club, and co-educational basketball.

Khalil Gibran would continue to offer these options, but the number and range of programs offered may gradually diminish due to a change in student enrollment as the school completes its grade reconfiguration. Again, it is difficult to predict precisely how those changes might be implemented as decisions will rest with school administrators and will be made based on student interests and available resources. That is true for any City students as all schools modify extracurricular offerings annually based on student demand and available resources.

In addition, the DOE does not anticipate that this proposal would impact the community partnerships that Khalil Gibran currently has in the K287 building. Khalil Gibran is currently partnered with the Brooklyn Museum, Brooklyn-Queens Conservatory of Music, New York Theater Workshop, New York Writers' Coalition, New Visions for Public Schools, CHAMPS, and the Arab-American Family Support Center.

Khalil Gibran currently offers Self-Contained Classes ("SC") and Special Education Teacher Support Services ("SETSS"). It also has an English as a Second Language ("ESL") program for English Language Learners ("ELLs"). The existing SC and SETSS classes would continue to be provided as Khalil Gibran undergoes its grade reconfiguration and students with disabilities will continue to receive mandated services in accordance with their Individualized Education Plans ("IEPs"). Current students at Khalil Gibran who receive ELL services will continue to receive mandated ELL services as the school completes its grade reconfiguration.

Impact on Future High School Students

In New York City, high school admissions are based on a Citywide choice process, with students ranking up to 12 high schools in order of preference during the "Main Round" of high school admissions, Khalil Gibran would begin to admit students through the High School Admissions Process for entry to the ninth grade during the 2012-2013 school year. As discussed, MCA is in the process of phasing out and therefore will no longer enroll any new students through the high school admissions process.

SCD will continue to enroll high school students in two ways: (1) through referrals from the District 75 Placement Office and or (2) students who transfer from another D75 school. There would be no change to SCD's enrollment process as a result of this proposal.

Khalil Gibran will have a Limited Unscreened admissions method, in the humanities and interdisciplinary interest area, offering priority to students or residents of Brooklyn. Limited Unscreened schools give admissions priority to students who demonstrate interest in the school by attending an Information Session, Open House events, or visiting the school's exhibit at any one of the High School Fairs.

Students who will be enrolled in the eighth grade during the 2011-2012 school year and are interested in applying to Khalil Gibran would participate in the High School Admissions Process next school year for a ninth-grade seat in September 2012. The High School Admissions Process permits student applicants to list up to twelve high school programs in order of preference on his/her application. Students submit these applications in early December.

There are three rounds to the High School Admissions Process:

Specialized High Schools Round: Students who took the Specialized High School Admissions Test and are eligible based on their test score as well as students who auditioned and qualified for La Guardia High School for the Arts receive both a specialized high school offer and, if they received one, their Main Round offer at the same time in February. Students who receive a specialized high school offer as well as a Main Round offer must choose between the two.

Main Round: All eighth-grade students (minus those who qualified and accepted their specialized high school offer) are in this round, which occurs in late March. Generally, just before this round is executed, new schools are announced and all eighth graders who would want to apply to any of the new schools would have the opportunity to re-submit their high school application. The new high school application would list students' new options, in order of preference, and supersede the application previously submitted in December 2010.

Supplementary Round: Any student who is not matched in the Main Round would have to complete a new high school application in April. The choices available for these students include any school that has available seats at the conclusion of the Main Round.

For more information regarding the timeline and deadlines for the High School Admissions Process, please refer to the following website: <http://schools.nyc.gov/ChoicesEnrollment/High/Calendar/default.htm>.

Students with Individualized Education Plans (“IEPs”) are admitted to high schools in the same manner as general education students. Schools are expected to create programs that meet the needs of all students and ensure appropriate exposure to a general education curriculum. Therefore, the placement process for students with IEPs and ELLs is the same process as described above.

In addition to the High School Admissions Process, some students receive placement into schools through the “over-the-counter” process. Over-the-counter (OTC) placement is a term that refers to 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 NYC 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; or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101)¹²
- Did not submit a high school application.

When a student needs an over-the-counter placement, his or her school assignment is determined by his or her interest, home address and which schools have available seats, and where applicable, transfer guidelines. The student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that would meet the student’s needs.

There is a peak enrollment period occurring just prior to and into the opening of school 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.

¹² Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

If the Division of Portfolio Planning 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.

Screened programs (those that have academic criteria) which have a two-year track record of not filling projected enrollment targets through the High School Admissions Process are “de-screened” for OTC students in order to increase the number of options for students. In addition, screened and audition schools, transfer schools, international schools and alternative programs are offered to OTC students through referral.¹³ In this way, the DOE is able to offer individual OTC students the widest breadth of options across a large number of schools.

The number of schools that admit students during the peak enrollment period has grown steadily over time, which means that students arriving during this period are being offered more options than in the past. In the 2010-2011 school year, 481 schools that serve grades nine through twelve accepted students during the peak enrollment period, compared to 428 four years ago. Moreover, in Brooklyn, the number of schools that admit students during this period has increased from 125 to 142.

Non-District 75 high school students with IEPs are admitted in the same manner as general education students. Schools are expected to create programs that meet the needs of all students ensuring the greater exposure to a general education curriculum. Therefore, placement for students with IEPs is the same process as described above.

Detailed information about new and existing high schools is published annually in the new schools directory, available in print at a Borough Enrollment Center or on the DOE website:
<http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

B. Schools

The proposed co-location of Khalil Gibran in K806 is intended to offer additional seats at the high school level in Brooklyn and to provide Khalil Gibran with a more appropriate facility to meet the needs of high school age students. K806 has enough capacity to accommodate MCA as it phases out, as well as SCD and Khalil Gibran as it phases in.

¹³ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model. Transfer schools are small, academically rigorous high schools designed to re-engage who have dropped out or who have fallen behind and now have fewer credits than they should for their age (these students are called "over age and under-credited").

The table below outlines the projected enrollment ranges for the schools in K806 as MCA phases out and Khalil Gibran phases-in.¹⁴

| School Name | Projected Enrollment | | | | | |
|---------------|-------------------------|---------|---------|---------|------------------------|-----------|
| | 2010-2011 ¹⁵ | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-2016 |
| MCA | 271 | 200-250 | 125-175 | 50-75 | School would be closed | N/A |
| SCD | 82 | 80-90 | 80-90 | 80-90 | 80-90 | 80-90 |
| Khalil Gibran | N/A | N/A | 105-135 | 150-175 | 225-275 | 300-325 |
| Total | 353 | 280-340 | 310-400 | 280-340 | 305-365 | 380-415 |
| Utilization | 84% | 67-81% | 74-95% | 67-81% | 73-87% | 91-99% |

As MCA phases out, the total enrollment in the building will decline. As described in the chart above, the enrollment at Khalil Gibran will gradually grow as the school adds an additional grade each year. In 2015-2016, when MCA has phased out and Khalil Gibran has phased in, K806 will serve approximately 380 to 415 students and will have a target building utilization of 99%. There will be enough room in the building to support MCA, SCD and Khalil Gibran as MCA phases out and Khalil Gibran phases in.

The DOE uses the Instructional Footprint to set 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. (Please visit the New York City Department of Education website to access the Instructional Footprint, which guides space allocation and use in City schools: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf)

For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal.

For grades 6-12, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms for student support services and resource rooms.¹⁶ Additionally, all schools receive a baseline of the approximate equivalent of 1 full-size classroom and 1 half-size classroom for administrative services.

¹⁵ 2010 audited enrollment.

¹⁶ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 half size classrooms, etc.

Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools in conjunction with the Building Council and the Office of Space Planning. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

According to the building survey completed by the DOE in October 2010, there are 20 full-size instructional rooms plus 1 science lab in K806, for a total of 21 full-size spaces. There are also 8 half-size spaces and 27 quarter-size spaces which are typically used for administrative purposes.

MCA is currently using 18 full-size spaces and 1 science lab, 5 half-size rooms and 17 quarter-size rooms. Based on its current enrollment, MCA should be allocated a baseline of 12 full-size spaces according to the Footprint. In other words, MCA is currently 7 full-size rooms over the baseline Footprint allocation. MCA's enrollment will decline as it continues to phase out. As the number of students is reduced, the Footprint allocation of rooms for MCA will also be reduced.

SCD is currently using 2 full-size spaces, 3 half-size spaces, and 7 quarter-size spaces. This is consistent with SCD's baseline footprint allocation for full size rooms. This is based on the fact that not all of the enrolled SCD students are in the building at the same time, since many participate in internships and job training outside of the building.

At each stage of the proposed phase-out of MCA and the phase-in of Khalil Gibran, there will be additional rooms in the building over the baseline requirement per the footprint. The allocation of these excess rooms will be made in conjunction with the Building Council and the Office of Space Planning.

The table below outlines the baseline number of full-size rooms that each school should be allocated based on the enrollment through the course of the phase-out of MCA and phase-in of Khalil Gibran.

| School Name | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| MCA | 12 | 8-10 | 5-7 | 2-3 | N/A | N/A |
| SCD | 2 | 2 | 2 | 2 | 2 | 2 |
| Khalil Gibran | N/A | N/A | 4-5 | 6-7 | 9-11 | 12-13 |
| Total | 14 | 10-12 | 11-14 | 10-12 | 11-13 | 14-15 |

If the co-location proposal is approved, in the first year of the implementation of this plan, MCA would be allocated a baseline of 5-7 full-size spaces based on its projected enrollment of 125-175 students. Khalil Gibran would be allocated a baseline of 4-5 full-size spaces, and SCD would continue to be allocated a baseline of 2 full-size spaces in 2012-2013. This represents 11-14 full-size rooms, and thus there is adequate space in K806 for all schools in 2012-2013 and throughout the phase-out period for MCA.

At full scale in 2015-2016, Khalil Gibran will be allocated a baseline of 12-13 full-size spaces and SCD will be allocated 2 full-size spaces for a total of 14-15 rooms. All excess rooms would be equitably allocated among the co-located schools in the building. As in other situations where schools are co-located, the schools would need to share certain large common and specialty rooms in the building, such as the gymnasium, auditorium, and cafeteria. Specific decisions regarding the allocation of the shared spaces would be made by the Building Council, consisting of the principals from all co-located schools, in conjunction with the DOE Office of Space Planning.

There are currently no planned upgrades for the K806 building as part of the Capital Plan.

Building Safety and Security

The DOE makes available the following supports to schools around safety and security:

- Best Practices Standards for Creating and Sustaining a Safe and Supportive School as a resource guide;
- Reviewing and monitoring school occurrence data and crime data (in conjunction with the Criminal Justice Coordinator and NYPD);
- Technical assistance when incidents occur via the Borough Safety Directors;
- Professional development and support to CFN Safety Liaisons;
- Professional development and kits for Building Response Teams;
- Monitor and certify School Safety Plans annually.

C. Community

The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The proposed co-location of Khalil Gibran in K806 is intended to offer an additional high school option for students and residents in Brooklyn and throughout the city. Re-locating and re-siting Khalil Gibran in K806 will enable the school to meet the needs of high school age students in a more appropriate facility.

The DOE believes that placing Khalil Gibran in K806 will offer students the opportunity to study the Arabic language and culture and explore careers that require bilingual and bi/multi-cultural skills such as international business, diplomacy, linguistics, journalism and other related fields. In developing these skills, students will be well prepared for college, careers and positions as civic leaders in their community. High School students will graduate with an understanding of different cultural perspectives, a love of learning and a desire for excellence. Khalil Gibran is committed to providing a challenging education in order to allow students to reach their full potential and become leaders who will have an impact on the world.

The DOE, in consultation with New Visions for Public Schools and the school community, has determined that truncating the middle school grades at Khalil Gibran is necessary due to low demand and declining enrollment in the middle school grade. However, the DOE believes that Khalil Gibran should still continue with its plan to serve high school students. If the proposal to truncate Khalil Gibran's middle school grades is approved, there are a number of middle schools with available capacity in District 13 to replace the seats lost by the grade truncation.

The DOE assesses the impact of school utilization changes on high school admissions from a borough-wide perspective, rather than a district or individual building basis. In Brooklyn, there are 91,483 available high school seats. Khalil Gibran will add an additional 300-325 new high school seats in Brooklyn. Millennium Brooklyn (15K684) has also been approved by the PEP to open on the John Jay Campus in building K460, and will enroll approximately 400-450 students in grades 9-12 when it completes its phase-in by 2014-2015.

Khalil Gibran will begin enrolling ninth grade students for the first time during the 2012-2013 school year. Rising eighth grade students will be eligible to apply during next year's high school application process. Applications to attend high school in 2012-2013 will be due in December 2011. The High School Directory for 2012-2013 will be available on the DOE website and at Borough enrollment centers this spring.

Information regarding both new and existing schools is published annually in the City's High School Directory, available in print at DOE middle schools and Borough Enrollment Offices or on the DOE website here: <http://schools.nyc.gov/ChoicesEnrollment/High/Directory/default.htm>.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K806.

IV. Enrollment, Admissions and School Performance Information

The impacted schools for this proposal are Metropolitan Corporate Academy High School and SCD.

Metropolitan Corporate Academy High School

Admissions Data

| | |
|---|--|
| Current Admissions | Grades 9-12: High School Admissions Process; Admissions Method: Educational Option, Screened |
| Admissions after Phase-out Proposal in 2011-2012 | N/A |

Enrollment Data

| | |
|--|---------|
| Current Grades Served | 9-12 |
| Current 2010-2011 Enrollment¹⁷ | 271 |
| Grades Served after Phase-Out Proposal in 2011-2012 | 10-12 |
| Projected 2011-2012 Enrollment | 200-250 |
| Grades Served after Phase-Out Proposal in 2012-2013 | 11-12 |
| Projected 2012-2013 Enrollment | 125-175 |
| Grades Served after Phase-Out Proposal in 2013-2014 | 12 |
| Projected 2013-2014 Enrollment | 50-75 |
| Grades Served after Phase-Out Proposal in 2014-2015 | N/A |
| Projected Enrollment 2014-2015 | N/A |

¹⁷ 2010 audited enrollment

Demographic Data

| | |
|---|-----|
| Percentage Students Receiving CTT or SC services ¹⁸ | 14% |
| Percentage Students with Individual Education Plan ¹⁹ | 18% |
| Percentage English Language Learner Students ²⁰ | 2% |
| Percentage of Students Eligible for Free or Reduced Lunch ²¹ | 79% |

School Performance Data

| Metropolitan Corporate Academy High School ²² | 2007-2008 | 2008-2009 | 2009-2010 |
|--|-----------|-----------|-----------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | C | D | C |
| Quality Review Score | UPF | U | |
| Graduation Data | | | |
| Four-Year Graduation Rate | 48% | 47% | 47% |
| Four-Year Regents Diploma Rate | 30% | 26% | 18% |
| Six-Year Graduation Rate | 71% | 64% | 59% |
| Other Key Indicators | | | |
| Percent of First-Year Students Earning 10+ Credits | 76% | 70% | 73% |
| Attendance Rate | 74% | 79% | 77% |
| 2010-2011 State Accountability Status | | | |
| Restructuring (advanced) - Comprehensive | | | |

District 75 School for Career Development (75K753)

Admissions Data

| | |
|---|--|
| Current Admissions | Placement Based on Individual Students Needs/ Recommended Special Education Services |
| Admissions after Phase-out Proposal in 2011-2012 | Placement Based on Individual Students Needs/ Recommended Special Education Services |

¹⁸ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

¹⁹ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁰ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²¹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

²² All data from the 2009-2010 Progress Report. MCA did not have Quality Review in 2009-2010.

Enrollment Data

| | |
|--|------------------|
| Current Grades Served | 9-12 |
| Current 2010-2011 Enrollment²³ | 82 ²⁴ |
| Grades Served after Phase-Out Proposal in 2011-2012 | 9-12 |
| Projected 2011-2012 Enrollment | 80-90 |
| Projected Enrollment at Scale | 80-90 |

Demographic Data²⁵

| | |
|---|------|
| Percentage Students Receiving CTT or SC services²⁶ | 100% |
| Percentage Students with Individual Education Plan²⁷ | 99% |
| Percentage English Language Learner Students²⁸ | 9% |
| Percentage of Students Eligible for Free or Reduced Lunch²⁹ | N/A |

School Performance Data

K753 does not have standard Progress Report Data.

Khalil Gibran

Admissions Data

| | |
|--|---|
| Current Admissions | Grades 6-8: Middle School Choice Process |
| Admissions after truncation Proposal in 2011-2012 | High School Admissions Process; Admissions Method: Limited Unscreened |

²³ 2010 audited register

²⁴ District 75 schools are not part of the D1-32 register projection process. Projected enrollment is assumed to remain consistent with current enrollment unless otherwise noted.

²⁵ 75K753 is sited at multiple locations, one of which is K806. This demographic data is for the entire 75K753 school, where students at K806 only make up a portion of the overall population. Therefore, this data may not be representative of only the students attending 75K753 at K806.

²⁶ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

²⁷ Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

²⁸ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

²⁹ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

Enrollment Data

| | |
|--|---------|
| Current Grades Served | 6,7,8 |
| Current 2010-2011 Enrollment³⁰ | 111 |
| Grades Served after Grade Reconfiguration Proposal in 2011-2012 | 7,8 |
| Projected 2011-2012 Enrollment | 70-80 |
| Grades Served after Grade Reconfiguration Proposal in 2012-2013 | 8, 9 |
| Projected 2012-2013 Enrollment | 105-135 |
| Grades Served after Grade Reconfiguration Proposal in 2013-2014 | 9-10 |
| Projected 2013-2014 Enrollment | 150-175 |
| Grades Served after Grade Reconfiguration Proposal in 2014-2015 | 9-11 |
| Projected Enrollment 2014-2015 | 225-275 |
| Grades Served after Grade Reconfiguration in 2014-2015 | 9-12 |
| Projected Enrollment 2014-2015 | 300-325 |

Demographic Data

| | |
|---|-----|
| Percentage Students Receiving CTT or SC services³¹ | 4% |
| Percentage Students with Individual Education Plan³² | 9% |
| Percentage English Language Learner Students³³ | 9% |
| Percentage of Students Eligible for Free or Reduced Lunch³⁴ | 92% |

³⁰ 2010 audited register

³¹ Students Receiving CTT and SC services as percentage of total students from the 2010-2011 Audited Register.

³² Students with Individual Education Plan as percentage of total students from the 2010-2011 Audited Register.

³³ English Language Learner students as percentage of total students from the 2010-2011 Audited Register.

³⁴ Percentage of Students Eligible for Free or Reduced Lunch from School Allocation Memorandum No. 9, FY11, June 30, 2010

School Performance Data

| Khalil Gibran International Academy | 2007-2008 | 2008-2009 | 2009-2010 ³⁵ |
|--|-----------|---|-------------------------|
| School Performance and Progress | | | |
| Overall Progress Report Grade | | A | C |
| Quality Review Score | | Underdeveloped with Proficient Features | Proficient |
| Performance Data³⁶ | | | |
| English Language Arts % Proficient (Levels 3 and 4) | 42% | 49% | 14% |
| Math % Proficient (Levels 3 and 4) | 44% | 43% | 11% |
| Other Key Performance Indicators³⁷ | | | |
| Attendance Rate | 91% | 91% | 88% |
| 2010-2011 State Accountability Status | | | |
| In Good Standing | | | |

IV. Initial Costs and Savings

The estimate to re-locate Khalil Gibran to the K806 building is \$6,572.56. This cost will include moving all existing furniture and materials from their current sites.

V. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

A. Personnel Needs

All teachers, administrative and non-pedagogical staff at MCA would be excessed³⁸ over the course of the phase-out. This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced.

SCD's teachers, administrative and non-pedagogical staff will not be impacted by this proposal.

³⁵ In 2010, the New York State Education Department adjusted the "cut scores" on annual mathematics and English Language Arts exams, raising the score required for students to achieve Level 3 (grade-level proficiency) or higher on the exam. As a result, the percent of students performing at grade level fell significantly at schools statewide, including most New York City schools. While the percent of students achieving proficiency declined, on average, New York City's students' raw scores on the tests remained largely unchanged relative to the prior year.

³⁶ Source: Progress Report

³⁷ Source: Progress Report

³⁸ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

All middle school teachers, administrators and non-pedagogical staff at Khalil Gibran may be excessed over the course of the grade reconfiguration.³⁹ This process would take place gradually as student enrollment declines with each successive graduating class. With fewer students, the school's staffing needs will naturally be reduced. As Khalil Gibran phases in high school grades, Khalil Gibran would need to hire additional teachers during each year of the grade expansion as the total number of students enrolled in the school increases over each year. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012.

All excessing would be conducted in accordance with existing labor contracts. For example, the current United Federation of Teachers (UFT) contract would require excessing to take place in reverse seniority order within each given teaching license area.

Barring system-wide layoffs, excessed teachers would be eligible to apply for other City positions, and any teacher who did not find a permanent position would be placed in the Absent Teacher Reserve pool, meaning that they would continue to earn their salary while serving in the capacity of a substitute teacher in other City schools. Should there be a vacancy in the school in a teacher's license area within one year of the teacher being excessed, the teacher would have a right of return to the school, consistent with applicable contractual provisions and law regarding teachers' seniority.

It is also important to understand that the students who would otherwise have enrolled in MCA will now be enrolled in the new schools phasing in on the campus and other new schools opening borough-wide, and those schools might need to hire additional staff. New staff positions would also be created due to the phase-in of new or replacement schools Citywide. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the Citywide system.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT. New schools hiring that have an impact on a school that is closing or phasing out, shall be required to hire up to 50% of the most senior qualified staff from the closing or phasing out school, if sufficient number of staff apply, until the impacted school is closed.

Khalil Gibran would need to hire teachers, administrative staff, and non-pedagogical (school support) staff during each year of the phase-in of its high school grades as the total number of students enrolled in the school increases. The precise number of positions needed for the 2012-2013 school year would be determined once annual enrollment projections are released in the spring of 2012. Similarly, the number of new positions created each year as each grade phases in would be determined based on annual enrollment projections available as the school grows to serve those grades. It is worth noting that teachers working in high schools typically hold secondary licenses with appropriate subject-area specialization. The school would hire appropriately licensed and credentialed teachers to work with its students as it grows.

New schools follow the hiring process consistent with the procedures set forth in the collective bargaining agreement between the DOE and UFT.

B. Cost of Instruction

Funding will be provided in accordance with enrollment levels, allowing the school to meet the instructional needs of its student population. This is how funding is awarded to all schools throughout the City, with budgets naturally increasing or decreasing as enrollment fluctuates from year to year.

In addition, FSF awards supplemental allocations on a per pupil basis to students who have additional needs and therefore cost more to educate. For example, during the 2010-2011 school year, high schools received an additional \$2,031 per pupil for each English Language Learner they enrolled.

³⁹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

As with all other schools Citywide, Khalil Gibran may receive additional “categorical” funding based on student characteristics and needs. For example, federal Title I funding is awarded to schools based on the proportion of low-income students they enroll.

While schools do receive supplemental support for students with disabilities through FSF, that only represents part of the funding provided to support those students. Schools are budgeted to meet the needs of their students with disabilities as defined by their Individual Education Plans (IEP). As Khalil Gibran expands, funding would continue to be provided to meet the needs of all students with disabilities in accordance with their IEPs.

Please note that increased or reduced per capita funds allocated to the school as a result of this proposal do not represent net/incremental system costs. All dollar amounts are based on FY10 allocations and are subject to annual variation based on adjustments to the DOE's overall operating budget.

C. Administration

Khalil Gibran is expected to hire school supervisors and/or administrator personnel as needed throughout the course of the schools' phase-in.

SCD's administrative personnel will not be impacted by this proposal.

D. Transportation

Transportation will be provided according to Chancellor's Regulation A-801:
<http://schools.nyc.gov/NR/ronlyres/21A1B11A-886B-4F74-9546-E875EE82A14C/40303/A801.pdf>.

Other Support Services

The provision of certain support services is described above. Other support services will continue to be provided consistent with Citywide policy.

VI. Building Information

| | |
|---|---|
| Type of Building | High School |
| Year Built | 1850 |
| Overall BCAS rating | 2.56 out of 5 |
| 2009-2010 Target Utilization | K806: 117% |
| 2009-2010 Target Capacity | K806: 419 |
| FY 2009 Maintenance Costs | Labor: \$19,853.39 Materials: \$13,330.07 Maintenance and Repair Contracts: \$7,597.64 Custodial Operations Costs—Materials: \$3,825.82 Custodial Operations Costs—Custodial Allocation: \$183,070.83 |
| FY 2009 Energy Costs | Electric: \$96,630.00 Gas: \$29,014.00 Oil: \$20,733.00 |
| Projects completed during the current or prior school year | CIP toilets - students. CTF - room conversion |
| Projects proposed in the capital plan | No projects identified |
| Accessibility of the building | Building is not functionally accessible |
| Building attributes | Cafeteria, Computer room, Library, Multi-purpose Room & Science Lab |