

## **EDUCATIONAL IMPACT STATEMENT:**

# **The Proposed Grade Truncation of Teachers Preparatory High School (23K697) from a Secondary School to a High School Beginning in the 2017-2018 School Year**

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

The New York City Department of Education (“DOE”) is proposing to truncate the grades served by Teachers Preparatory High School (23K697, “Teachers Prep”) from a secondary school to a high school beginning in the 2017-2018 school year. Teachers Prep is an existing district school serving students in grades six through twelve in building K175 (“K175”), located at 226 Bristol Street, Brooklyn, NY 11212 in Community School District 23 (“District 23”). Teachers Prep is co-located<sup>1</sup> in K175 with Frederick Douglass Academy VII (23K514, “FDA VII”), an existing district high school serving students in ninth through twelfth grade. If this proposal is approved by the Panel for Educational Policy (“PEP”), Teachers Prep will no longer enroll or serve sixth-grade students after the 2016-2017 school year, seventh-grade students after the 2017-2018 school year, and eighth-grade students after the 2018-2019 school year. Beginning in the 2019-2020 school year, Teachers Prep will only serve students in ninth through twelfth grade.

As discussed further in Section III of this Educational Impact Statement (“EIS”), this proposal was developed in collaboration with the Brooklyn High School Superintendent, who believe that the truncation of grades six through eight will benefit the Teachers Prep and District 23 communities. In the 2015-2016 school year, Teachers Prep had a total of just 69 students enrolled in grades six through eight. Such low demand and enrollment at the middle school level creates budgetary and programmatic challenges. This truncation will enable Teachers Prep to focus exclusively on its higher-enrolled high school grades and continue building a quality high school option for the District 23 community.

Additionally, District 23 currently has an excess of over 1,700 middle school seats. If this proposal is approved, it is expected to help reduce this excess and support the enrollment at other middle schools across the district as they enroll and serve future students who may have otherwise attended middle school at Teachers Prep.

If this proposal is approved, Teachers Prep will gradually stop serving middle school students, serving one fewer grade each year beginning in the 2017-2018 school year, when it will no longer enroll or serve sixth-grade students. Students in sixth and seventh grades in the 2016-2017 school year, and students in seventh grade in the 2017-2018 school year who meet promotional criteria may remain in Teachers Prep for the remainder of middle school. Eighth-grade students who meet promotional criteria may continue on to ninth grade at Teachers Prep or another high school to which they are matched in the high school admissions Process, described in greater detail in Appendix C of this EIS. If students do not meet promotional criteria and must repeat a grade that is no longer served by Teachers Prep, those students will be offered a seat at another middle school in District 23 or their district of residence.

If this proposal is approved, fifth-grade students who have submitted an application in the middle school admissions process ranking Teachers Prep as an option will have that choice removed, and all other

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<sup>1</sup> A co-location” means that two or more school organizations are located in the same building and may share common spaces, such as the auditorium, gymnasium, library, and cafeteria.

rankings will be moved up on the students' middle school applications.

### *Community Engagement*

Engagement was conducted in the course of creating this proposal, which included:

- The Brooklyn High Superintendent and the Office of District Planning attended a Teachers Prep School Leadership Team (“SLT”) meeting held on October 17, 2016 to discuss the proposal and receive feedback from the Teachers Prep SLT.

The DOE will provide additional public engagement opportunities, including:

- An optional community meeting open to the public prior to the Joint Public Hearing for this proposal, where representatives from the DOE will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at building K175. This meeting is open to the public and attendees are encouraged to provide comment on this proposal as part of the public comment portion of the hearing.
- A dedicated phone line and email address to accept public comment at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D23Proposals@schools.nyc.gov](mailto:D23Proposals@schools.nyc.gov).
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees can provide comment on this proposal. All comments received at the above-noted hearing or through the dedicated phone line or email address by 6:00 p.m. on the day before the PEP meeting will be addressed by the DOE in a public comment analysis, which is made available to the public after 6:00 p.m. on the day before the PEP meeting.

Information on the Joint Public Hearing and PEP meeting can be found on the DOE website at:

<http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2016-2017/December212016SchoolProposals>.

Building K175 has the capacity to serve a total of 1,020 students<sup>2</sup> and currently serves 539 students across Teachers Prep and FDA VII, yielding a building utilization rate of 53%.<sup>3</sup> If this proposal is approved, in the 2017-2018 school year, Teachers Prep will serve a projected 280-340 students in seventh through twelfth grade and FDA VII will serve a projected 190-230 students in ninth through twelfth grade, totaling a projected building enrollment of 470-570 students, yielding a projected building utilization rate of 46%-56% in the 2017-2018 school year. In the 2019-2020 school year, once Teachers Prep no longer serves students in the sixth through eighth grade, Teachers Prep will serve a projected 235-275 students in ninth through twelfth grade and FDA VII will serve a projected 190-230 students in ninth through twelfth grade, for a total building enrollment of 425-505 and a projected utilization rate of 42%-50%.

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<sup>2</sup> According to the 2015-2016 Enrollment, Capacity, and Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>.

<sup>3</sup> All references to building utilization rates in 2016-2017 and beyond are based on target capacity data from the 2015-2016 Blue Book and 2016-2017 Budget Register projections. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building.

## II. Proposed or Potential Use of Building

As described above, according to the 2015-2016 Blue Book, K175 has the capacity to serve 1,020 students. In the current 2016-2017 school year, Teachers Prep serves 329 student and FDA VII serves 210 students, totaling 539 total students, yielding an estimated utilization rate of 53%. If this proposal is approved, in the 2017-2018 school year when Teachers Prep is serving students in the seventh through twelfth grade, it will serve a projected 280-340 students and FDA VII will serve a projected 190-230 students in ninth through twelfth grade, for a total building enrollment of 470-570. This will yield an estimated building utilization rate of 46%-56%. In the 2018-2019 school year, when Teachers Prep will serve students in the eight through twelfth grade, it will serve a projected 260-310 students and FDA VII will serve a projected 190-230 students in ninth through twelfth grade, for a total building enrollment of 450-540. This will yield an estimated building utilization rate of 44%-53%. In the 2019-2020 school year, once the truncation is complete, Teachers Prep will serve a projected 235-275 students in the ninth through twelfth grade and FDA VII will serve approximately 190-230 total students ninth through twelfth grade, for a total building enrollment of 425-505. This will yield an estimated building utilization rate of 42%-50%. More details about building utilization rate are available in Appendix B of this EIS.

The table below shows the current and projected grade spans of the schools in K175 over a four-year period if this proposal is approved:

Grad Spans in K175					
DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020
23K697	Teachers Prep	6-12	7-12	8-12	9-12
23K514	FDA VII	9-12	9-12	9-12	9-12

The table below shows enrollment and utilization for building K175:

Enrollment and Utilization in K175					
DBN	School Name	2016-2017 Budget Register Projections	2017-2018 Projected Enrollment <sup>4</sup>	2018-2019 Projected Enrollment	2019-2020 Projected Enrollment
23K697	Teachers Prep	329	280 - 340	260 - 310	235 - 275
23K514	FDA VII	210	190 - 230	190 - 230	190 - 230
<b>Total Building Enrollment</b>		539	470 - 570	450 - 540	425 - 505

<sup>4</sup> Projected enrollment figures are based on the 2016-2017 Budget Register Projections.

<b>Utilization Rate</b>	53%	46% - 56%	44% - 53%	42% - 50%
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More information on target capacity and utilization is available in Appendix B of this EIS. If this proposal is approved, Teachers Prep and FDA VII will receive their baseline or adjusted baseline allocations pursuant to the Citywide Instructional Footprint (“Footprint”). More details about space are available in Section III and Appendix D of this EIS. The Footprint, which guides space allocation and use in city schools, can be found on the DOE website at: [http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

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

#### A. Students

If this proposal is approved, Teachers Prep will gradually stop serving middle school students, serving one fewer grade each year beginning in the 2017-2018 school year when it will no longer enroll or serve sixth-grade students. In the 2018-2019 school year, it will no longer enroll or serve seventh-grade students, and in the 2019-2020 school year, after the final year of the truncation, Teachers Prep will no longer enroll or serve eighth-grade students and will only serve students in ninth through twelfth grade. As noted above, there are a sufficient number of sixth-grade seats in District 23 to accommodate any Teachers Prep students who are required to repeat the sixth grade in the 2017-2018 school year, the seventh grade in the 2018-2019 school year, or the eighth grade in the 2019-2020 school year. Similarly, there are a sufficient number of middle school seats in District 23 to accommodate any future middle school students who would have otherwise been served at Teachers Prep. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 23.

If this proposal is approved, the DOE anticipates there will be no impact on the current or future enrollment or admissions for Teachers Prep high school grades. However, there may be changes and improvements in programming at the high school level after the truncation, when Teachers Prep will be able to focus exclusively on the high school grades.

#### *Impact on Current and Future Students at Teachers Prep*

With respect to instruction, Teachers Prep will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the 2016-2017 school year. If this proposal is approved, Teachers Prep will gradually stop offering and serving a middle school grade each year, until it will no longer serves students in sixth through eighth grade as of the 2019-2020 school year.

Teachers Prep currently serves general education students and students requiring special education services, including students currently enrolled in Self-Contained (“SC”) Special Education and Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). If this proposal is approved, students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“IEPs”) and this proposal will not result in any reduction in the school’s ability to provide special education services to students who need them. IEP services may vary from year to year, as they are tailored to meet the individual needs of the students currently enrolled in a

school.

In addition, students classified as English Language Learners (“ELLs”) who are enrolled at Teachers Prep receive English as a New Language (“ENL”) services. All current and future students enrolled at Teachers Prep will continue to receive all their mandated special education and/or ENL services if this proposal is approved.

If this proposed truncation is approved, Teachers Prep will no longer serve sixth-grade students after the conclusion of the 2016-2017 school year, will no longer serve seventh-grade students after the conclusion of the 2017-2018 school year, and will no longer serve eighth-grade students after the conclusion of the 2018-2019 school year.

Current students enrolled in grades six, seven, and eight who meet promotional criteria in 2016-2017 and subsequent years will be able to complete middle school at Teachers Prep. If students do not meet promotional requirements and must repeat a grade that is no longer served by Teachers Prep, those students will be offered a seat at another middle school in District 23 district of resident.

Students in the eighth grade who meet promotional criteria may continue on to ninth grade at Teachers Prep or in another high school to which they were matched in the Citywide high school admissions process. See Appendix C of this EIS for more information on high school admissions.

Teachers Prep currently admits middle school students via the middle school admissions process using a screened admissions method, described in greater detail in Appendix C. If this proposal is approved, Teachers Prep will no longer admit middle school students through the middle school admissions process as of the 2017-2018 school year, although students in District 23 will continue to have access to a broad variety of middle school options, described further below.

If this proposal is approved, fifth-grade students who have submitted an application in the middle school admissions process ranking Teachers Prep as an option will have that choice removed, and all other rankings will be moved up on the students’ applications.

Teachers Prep currently admits high school students through the high school admissions process, described in further detail in Appendix C, using an educational option (“Ed Opt”) admissions method, with priority for continuing eighth-grade students. Educational Option programs are meant to serve students having a wide range of academic levels. These programs admit students who have high, middle, and low reading levels. Half of the students in each reading level group will be selected based on their rankings from the school using multiple criteria. The other half will be selected randomly from the remaining applicants. Eighth-grade students at Teachers Prep will continue to receive priority to Teachers Prep for high school as the middle school grades phase out. After the truncation is complete after the 2018-2019 school year, Teachers Prep will no longer offer that priority, as there will no longer be any continuing eighth-grade students.

Teachers Prep currently offers the following extra-curricular activities, partnership, and athletics:<sup>5</sup>

- **Extra-curricular activities and programs:**  
Step Team, Art Club, Double Dutch, Drama, Future Teachers of America, Girls’ Leadership and

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<sup>5</sup> According to school-reported information as of November 1, 2016, and the middle school and the high school directory. More information can be found in the high school directory here: <http://schools.nyc.gov/NR/ronlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf> and District 17 middle school directory here: <http://schools.nyc.gov/NR/ronlyres/A967B37F-D577-4247-8D78-E8BDF30FA8F5/0/2017NYCMiddleSchoolDirectoryDistrict17.pdf>

Mentorship (GLAM), Boys' Leadership/Mentoring, National Honor Society, Peer Mediation, Peer Tutoring, Yearbook, Cheerleading, BAM Spoken

- **Partnerships:**  
Teach for Tomorrow: FEA Induction, Chalk Walk, Early Childhood Education, Child Psychology, History of Education
- **Athletics:**  
PSAL Sports—Boys: Baseball, Basketball; PSAL Sports—Girls: Basketball, Flag Football, Volleyball; PSAL Sports—Coed: Double Dutch;  
Middle School CHAMPS: Soccer, Track and Field, Developmental Basketball

Teachers Prep is expected to continue offering these programs and partnerships for the remainder of the 2016-2017 school year. If this proposal is approved, Teachers Prep will no longer offer extra-curricular activities for middle school grades as of the 2019-2020 school year once the school no longer serves any middle school students; the DOE anticipates that the proposed truncation of Teachers Prep may increase the programming and extra-curricular activities of Teachers Prep's students in grades nine through twelve, due to the focus on high school grades allowed by the proposed truncation. Students will continue to have the opportunity to participate in a variety of extra-curricular programs, though the specific programs offered at a given school are always subject to change based on student interests, available resources, and staff support for those programs. That is true at all City schools, which modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Current and Future Students at FDA VII*

This proposal is not expected to impact current or future enrollment, admissions, or programming at FDA VII.

FDA VII serves general education students and students requiring special education services, including students currently enrolled in ICT and SC special education classes and students receiving SETSS. Students with disabilities will continue to receive services in accordance with their IEPs. Services are tailored to meet the individual needs of the students with disabilities currently enrolled and, as such, may vary from year to year. All current and any future students enrolled at FDA VII will continue to receive all mandated special education services if this proposal is approved.

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

FDA VII currently admits high school students via the high school admissions process using a limited unscreened admissions method, described in greater detail below and in Appendix C. If this proposal is approved, there will be no impact on the admissions process for FDA VII.

FDA VII currently offers the following extra-curricular activities, clubs, and athletics:<sup>6</sup>

- **Extra-curricular activities and clubs:**  
Chess, Art, Women in Science, International Club, Yearbook, Computer, Wellness Committee, Annual Cultural Heritage Celebration, Student Government Organization, Annual Welcome Back

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<sup>6</sup> According to the 2017 high school directory. More information can be found online at: <http://schools.nyc.gov/NR/rdonlyres/00F2DEB3-4F50-4747-A14E-E53295E078DC/0/2017NYCHSDirectoryCitywideENGLISH.pdf>.

BBQ, RROCS, Gentlemen Scholars, National Honor Society, Poetry Out Loud Competition, Student Ambassadors Program, Senior Committee, Arts Festival

- **Partnerships:**  
CUNY College Now with Brooklyn College, Baruch College STEP (Science and Technology Entry Program), Brownsville Youth Court, Sponsors for Educational Opportunity (SEO), School Construction Authority Summer Internships, PENCIL Business School Partnership, Digital Ready, Girls ROCK, Summer Scholars
- **Athletics:**  
PSAL Sports—Boys: Baseball, Basketball PSAL Sports—Girls: Basketball, Flag Football, Volleyball PSAL Sports—Coed: Double Dutch  
School Sports: Intramural Sports, Cheerleading, STEP, Weight Lifting

The DOE does not expect this proposal will impact programming and extracurricular activities at FDA VII. If this proposal is approved, FDA VII will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources.

FDA VII currently admits high school students through the high school admissions process using a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. This proposal will not impact the admissions process of FDA VII.

### *Impact on Future Middle School Students in District 23*

This proposal to truncate the middle school grades of Teachers Prep is not expected to impact the admissions process at other District 23 middle schools. If this proposal is approved, students in District 23 will no longer have the opportunity to enroll in Teachers Prep for middle school. They will, however, continue to have access to a broad range of middle school options, listed in Appendix A of this EIS. As described in greater detail in Section C below, there will continue to be sufficient middle school seats in District 23 to accommodate future students who may have enrolled in Teachers Prep.

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, and/or schools with borough-wide or citywide eligibility. Students may also choose to apply to a number of schools that manage their own admissions process. Information about all of these options is printed in each district's Middle School Directory, which is updated yearly and can be found on the DOE's website at:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>.

General information about the middle school admissions process can also be found in Appendix C of this EIS.

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

In addition to admitting students through the middle and high school admissions processes, Teachers Prep and FDA VII also currently admit some students through the over-the-counter ("OTC") placement process in both middle and high school grades. This proposal will not impact Teachers Prep's or FDA VII's ability to continue to admit and serve OTC student in their high school grades. However, if this proposal is

approved, Teachers Prep will no longer enroll OTC students in grades it does not serve beginning in the 2017-2018 school year.

Please see Appendix C of this EIS for more information on the OTC process.

## **B. Schools**

Teachers Prep and FDA VII will continue to serve students in K175 if this proposal is approved, though Teachers Prep will no longer serve sixth- through eighth-grade students as of the 2019-2020 school year. K175 has adequate capacity to accommodate Teachers Prep and FDA VII students. If this proposal is approved, Teachers Prep and FDA VII are projected to enroll and serve an estimated 425-505 students in 2019-2020, when Teachers Prep will serve only high school students. At that point, the projected utilization rate for K175 would be approximately 42%-50%.

If this proposal is approved, pursuant to the Footprint, there will be sufficient space to accommodate Teachers Prep and FDA VII after Teachers Prep's middle school grades are truncated. If this proposal is approved, it will not have an impact on the Footprint allocation of FDA VII. Please see Appendix D of this EIS for more information on the Footprint, which guides space allocation and use in city schools, and visit the DOE's website to access the Footprint:

[http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional\\_Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional_Footprint).

According to a space assessment of K175 completed on October 18, 2016 by a representative from the Office of Space Planning, K175 has 38 full-size rooms, 7 half-size rooms, 4 quarter-size rooms, and 9.5 full-size equivalent ("FSE") rooms of designed administrative space. K175 also includes a gymnasium, an auditorium, and a cafeteria, all of which are currently shared spaces. FDA VII and Teachers Prep will continue to share these spaces if this proposal is approved. The below spaces are currently shared by the two schools:

- The school nurse's office occupies 1.0 FSE room of designed administrative space.
- The custodian's office occupies 1 quarter-size room.
- The School-Based Support Team occupies 1.0 FSE room of designed administrative space.
- A dance room occupies 1 full-size room.
- A weight room occupies 1 full-size room.

Excluding the shared spaces outlined above, K175 has a total of 36 full-size rooms, 7 half-size rooms, 3 quarter-size rooms, and 7.5 FSE rooms of designed administrative space remaining to be allocated in K175.

Per the Footprint, Teachers Prep's current baseline Footprint allocation is 11 full-size rooms, 5 half size rooms, and 3.5 FSE spaces for administrative use, comprised of 3.5 FSE rooms of designed administrative space. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted Teachers Prep's baseline Footprint allocation to substitute five full-size rooms in lieu of five half-size rooms. Thus, Teachers Prep's adjusted baseline allocation is 16 full-size rooms and 3.5 FSE rooms of designed administrative space. Currently, Teachers Prep is using 23 full-size rooms and 7.75 FSE rooms for administrative use, comprised of 3 half-size rooms, 3 quarter-size rooms, and 5.5 FSE rooms of designed administrative space. Therefore, Teachers Prep is using 7 full-size rooms and 4.25 FSE spaces for administrative use, comprised of 2.0 FSE rooms of designed administrative space, 3 quarter-size rooms, and 3 half size rooms, above its Footprint allocation.

If this proposal is approved, Teachers Prep will require less space each year as it stops serving middle school grades. In the 2019-2020 school year once the truncation of the middle school grades is complete, Teachers Prep's baseline Footprint allocation will be 8 full-size rooms, 4 half size rooms, and 3.0 FSE spaces for administrative use, comprised of 3.0 FSE rooms of designed administrative space. Due to a lack

of half-size spaces suitable for instructional use, the DOE has adjusted Teachers Prep’s baseline Footprint allocation to substitute 4 full-size rooms in lieu of 4 half-size rooms. Thus, Teachers Prep’s adjusted baseline allocation would be 12 full-size rooms and 3.0 FSE rooms of administrative space.

Per the Footprint, FDA VII’s current baseline Footprint allocation is 8 full-size rooms, 2 half-size rooms, and 2.5 FSE spaces for administrative use, comprised of 1 half-size room and 2.0 FSE rooms of designed administrative space. Currently, FDA VII is using 12 full-size rooms, 2 half-size rooms, and 4.0 FSE rooms of administrative space, comprised of 1 full-size room, 2 half-size rooms, and 2.0 FSE rooms of designed administrative space. Thus, FDA VII is using 4 full-size rooms and 1.5 FSE rooms of administrative space, comprised of 1 full-size room and 1 half size room, above its Footprint allocation. FDA VII’s baseline Footprint allocation will continue to be 8 full-size rooms, 2 half-size rooms, and 2.5 FSE spaces for administrative use in 2017-2018 and beyond.

The baseline or adjusted baseline allocations of full-size rooms in K175 are detailed in the chart below. The table below shows K175’s current space allocations, and space allocations for the 2017-2018 school year and beyond if this truncation proposal is approved.

DBN	School Name	2016-2017	2017-2018	2018-2019	2019-2020
23K697	Teachers Prep	16	15	14	12
23K514	FDA VII	8	8	8	8
<b>TOTAL</b>		<b>24</b>	<b>22</b>	<b>21</b>	<b>20</b>
<b>TOTAL FULL-SIZE ROOMS TO BE ALLOCATED</b>		<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>
<b>ROOMS IN EXCESS OF ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>		<b>12</b>	<b>14</b>	<b>15</b>	<b>16</b>

All necessary adjustments for administrative or other purposes have been reflected in the chart above.

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning 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.

### *Building Safety and Security*

If this proposal is approved, as of the 2017-2018 school year, Andries Hudde and I.S. 381 will develop a safety and security plan for the building prior to the first day of school in September 2017.

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

- Providing “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 the New York City Police Department);
- Providing technical assistance via the Borough Safety Directors when incidents occur;
- Providing professional development and kits for Building Response Teams; and
- Monitoring and certifying School Safety Plans annually.

### C. Community

As noted above, this proposal was developed in collaboration with the Brooklyn High School Superintendent and Teachers Prep school leadership, who believe that the truncation of the middle school grades will benefit the Teachers Prep and District 23 communities. The proposed truncation of the middle school grades of Teachers Prep will provide Teachers Prep with the opportunity to focus exclusively on its high school grades and support the school as it continues building a quality high school option for the District 23 community.

The DOE believes that given the number of available excess middle school seats in District 23, this proposal will also support healthier enrollment at middle schools in District 23. In the 2015-2016 school year, Teachers Prep enrolled only 69 middle school students. In District 23, there are 23 other schools that serve middle school grades and can provide seats to middle school students who would have otherwise attended Teachers Prep (see Appendix A).

District 23 district schools currently have the capacity to serve approximately 4,400 students in sixth through eighth grades; however there were only 2,665 middle school students enrolled and occupying these seats in 2016-2017. This means that District 23 currently has an excess of over 1,700 middle school seats in its district schools. If the grade truncation of Teachers Prep is approved, District 23 schools will have the capacity to serve approximately 4,300 students in grades six through eight and will continue to have an excess of over 1,600 middle school seats. Therefore, if the grade truncation of Teachers Prep is approved, the DOE believes that there is sufficient capacity in District 23 schools to accommodate the students in the middle school grades of Teachers Prep.

There are also six charter schools in District 23 serving approximately 1,500 middle school students. Students in District 23 can also apply to these schools. More information can be found on the DOE website at: <http://schools.nyc.gov/community/charters/information/directory.htm>.

If this proposal is approved, the grade truncation of Teachers Prep may have an impact on enrollment at other district and charter schools serving middle school grades in District 23, as students who may have attended Teachers Prep for middle school may enroll in these schools. As described above, this is not expected to substantially impact any particular school given the volume of excess middle school seats in the district. Please see Appendix A for a list of district and charter schools serving middle school grades in District 23.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K175. This proposal is not expected to impact the accessibility of K175, which is partially accessible.

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

*Teachers Prep*

Admissions Data

<b>Current Admissions</b>	<p><b>Grades 6-8:</b> District 23 Middle School Choice Process <b>Admissions Method:</b> Screened</p> <p><b>Grades 9-12:</b> Citywide High Schools Admissions Process with priority to continuing students <b>Admissions Method:</b> Ed. Opt.</p>
<b>Admissions if Proposal is Approved</b>	<p><b>Grades 6-8:</b> N/A</p> <p><b>Grades 9-12:</b> Citywide High Schools Admissions Process with priority to continuing students<sup>7</sup> <b>Admissions Method:</b><sup>8</sup> Ed. Opt.</p>

### Enrollment Data<sup>9</sup>

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2016-2017 (budget projections)	31	27	19	73	60	58	61	329
2017-2018 (projected)	-	25-35	20-30	70-80	55-65	55-65	55-65	280-340
2018-2019 (projected)	-	-	25-35	70-80	55-65	55-65	55-65	260-310
2019-2020 (projected)	-	-	-	70-80	55-65	55-65	55-65	235-275

### Demographic Data<sup>10</sup>

% Students with Disabilities (any student receiving an IEP)	25%
% English Language Learners	2%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	81%

<sup>7</sup> If this proposal is approved, current enrolled middle school students will continue to have priority as the middle school grades phase out. However once the middle school grades phase out completely, there will no longer be a priority.

<sup>8</sup> 8<sup>th</sup> grade students will no longer have priority.

<sup>9</sup> Projected enrollment figures are based on 2016-2017 Budget Register Projections.

<sup>10</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

Teachers Prep	2013-2014 <sup>11</sup>	2014-2015	2015-2016 <sup>11</sup>
<b>School Quality Indicators<sup>12</sup></b>			
1.1 Curriculum	N/A	Developing	N/A
1.2 Pedagogy	N/A	Developing	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Proficient	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Middle School Performance Data and Indicator<sup>13</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	14%	21%	20%
Math % Proficient (Levels 3 and 4)	17%	19%	12%
Attendance Rate	92%	90%	N/A
<b>High School Key Components of Performance and Progress<sup>14</sup></b>			
% Earning 10+ Credits in Year 1	74%	75%	N/A
4 Year Graduation Rate	67%	68%	N/A
6 Year Graduation Rate	87%	81%	N/A
4 Year College Readiness Index	23%	17%	N/A
Attendance Rate	81%	82%	N/A
<b>2016-2017 State Accountability Status<sup>15</sup></b>	Good Standing		

### FDA VII

### Admissions Data

<sup>11</sup> Not all schools receive Quality Reviews every year. Teachers Prep did not have a Quality Review for the 2013-2014 and 2015-2016 school year.

<sup>12</sup> The 2015-2016 Quality Review Report formally reports on these five Quality Indicators. Full descriptions of these Quality Indicators can be found in the 2016-2017 Quality Review Rubric, which is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/201617QualityReviewRubric.pdf>.

<sup>13</sup> Middle school performance data for the 2013-2014 school year and the 2014-2015 school year are Citywide data sourced from School Quality Reviews and are available at: <http://schools.nyc.gov/Accountability/tools/report/default.htm>. Because School Quality Review data are not yet available for the 2015-2016 school year, middle school performance data for the 2015-2016 school year are sourced from state exam data available at:

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Middle school attendance data for the 2015-2016 school year are not yet available.

<sup>14</sup> 2015-2016 Key Components of Performance and Progress data for high schools are not yet available.

<sup>15</sup> This status is determined by State Education Department (“SED”) under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Future Admissions</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions Process <b>Admissions Method:</b> Limited Unscreened

### Enrollment Data

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2016-2017 (budget projections)	48	49	47	66	210
2017-2018 (projected)	45-55	45-55	40-50	60-70	190-230
2018-2019 (projected)	45-55	45-55	40-50	60-70	190-230
2019-2020 (projected)	45-55	45-55	40-50	60-70	190-230

### Demographic Data<sup>16</sup>

% Students with Disabilities (any student receiving an IEP)	28%
% English Language Learners	3%
% Students qualifying for free or reduced price lunch or eligible for Human Resources Administration (HRA) benefits	89%

<sup>16</sup> Based on the 2015-2016 Audited Register as of October 31, 2015, as reported in the citywide Demographic Snapshot, which is available at: <http://schools.nyc.gov/AboutUs/schools/data/default.htm>.

### School Performance Data

FDA VII	2013-2014 <sup>17</sup>	2014-2015	2015-16
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A	Proficient	N/A
1.2 Pedagogy	N/A	Proficient	N/A
2.2 Assessment	N/A	Proficient	N/A
3.4 High Expectations	N/A	Well Developed	N/A
4.2 Teacher Teams and Leadership Development	N/A	Proficient	N/A
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	73%	67%	N/A
4 Year Graduation Rate	53%	57%	N/A
6 Year Graduation Rate	79%	68%	N/A
4 Year College Readiness Index	17%	21%	N/A
Attendance Rate	81%	78%	N/A <sup>18</sup>
<b>2016-2017 State Accountability Status<sup>19</sup></b>	Focus School		

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

If this proposal is approved, funding will decrease each year as Teachers Prep no longer serves middle school grades. Once the truncation of Teachers Prep middle school grades is fully implemented, the DOE will cease to allocate funds to Teachers Prep for the middle school grades. Therefore, the DOE expects this proposal to reduce the school’s budget.

Most funding in schools’ budgets is allocated on a per-pupil basis, based on current Fair Student Funding (“FSF”) per capita allocation levels. Schools receive additional funds for students with disabilities, ELL students, and those with other supplemental academic needs. FSF covers basic instructional expenses and FSF funds may, at the school’s discretion, be used to hire staff, purchase supplies and materials, or implement instructional programs.

As stated above, as a result of this proposal, the total number of students enrolled at Teachers Prep is expected to decline beginning in the 2017-2018 school year, meaning that the school’s budget is expected to decrease, and it may need fewer teachers and fewer supplies to meet the needs of its student population.

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

<sup>17</sup> Not all schools receive Quality Reviews every year. FDA VII did not have a Quality Review for the 2013-2014 and 2015-2016 school year.

<sup>18</sup> Attendance data for the 2015-2016 school year is not yet available.

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

city, with budgets increasing or decreasing as enrollment fluctuates from year to year. Regardless of enrollment shifts, students will be able to take the necessary courses staffed with appropriately licensed teachers to satisfy their graduation requirements.

Please refer to the FSF Guide<sup>20</sup> and FY16 School Allocation Memoranda<sup>21</sup> for additional information on cost of instruction and how the changes to FSF funding and other school allocations will be impacted as a result of register changes at Teachers Prep. Staffing changes are at the discretion of the school within the limits of contractual and mandated obligations.

This proposal is not expected to impact costs or allocations at FDA VII in building K175.

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

### A. Personnel Needs

If this proposal is approved, some current Teachers Prep staff may be excessed<sup>22</sup> due to the elimination of grades six through eight. It is difficult to precisely predict the number of affected positions.

Any excessing that may be necessary would be conducted in accordance with existing labor contracts. For example, the current 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 as substitute teachers 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.

If this proposal is approved, students who would otherwise have enrolled in Teachers Prep's sixth through eighth grade may enroll in other District 23 middle schools. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

This proposal is not expected to impact staff at FDA VII.

### B. Administration

If this proposal is approved, some Teachers Prep administrative positions may be excessed as the school truncates its middle school grades since administrative needs may decrease as the school serves a

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<sup>20</sup> Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/fy17\\_pdf/fsf\\_guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/fy17_pdf/fsf_guide.pdf)

<sup>21</sup>: Available at the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy16\\_17/AM\\_FY17\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy16_17/AM_FY17_pg1.html)

<sup>22</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

decreasing student population and fewer grades. As noted above, all excessing will take place in accordance with existing labor contracts.

This proposal is not expected to impact administrative positions at FDA VII.

### **C. Transportation**

This proposal is not expected to affect transportation practices at Teachers Prep and FDA VII in the 2016-2017 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending Teachers Prep and FDA VII according to Chancellor's Regulation A-801:

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

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

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

## VII. Building Information

<b>Building</b>		K175
<b>Type of Building</b>		HS
<b>Year Built</b>		1914
<b>Overall BCAS rating</b>		2.37
<b>2015-2016 Blue Book Target Building Utilization</b>		61%
<b>2015-2016 Blue Book Target Building Capacity</b>		1,020
<b>Maintenance Costs</b>	<b>Labor (FY 2015)</b>	\$18,301
	<b>Materials (FY 2015)</b>	\$4,612
	<b>Maintenance, repair, and service contracts (FY 2015)</b>	\$38,483
	<b>Custodial operations costs—Materials (FY 2016)</b>	\$6,230
	<b>Custodial operations costs—Custodial Allocation (FY 2016)</b>	\$307,445
<b>FY 2016 Energy Costs</b>	<b>Electric</b>	\$89,893
	<b>Gas</b>	\$31,072
	<b>Steam</b>	N/A
	<b>Oil</b>	\$3,950
<b>Projects completed during the current or prior school year</b>		None
<b>Projects proposed in the capital plan</b>		None
<b>Accessibility of the building</b>		Partially Accessible
<b>Building attributes</b>		Art Rooms Cafeteria Computer Rooms Gymnasium Library Nurse's Office Science Lab

## Appendix A: District 23 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 23.

DBN	School Name	Address	Grade Span 2016-2017	Grade Span at Scale	Admissions Method	2016-2017 Enrollment <sup>23</sup>	2015-2016 School Capacity <sup>24</sup>	2016-2017 School Utilization
<b>District-wide Choice Options</b>								
23K041	P.S. 041 Francis White	411 THATFORD AVENUE	K-8	K-8	Unscreened	497	709	70%
23K137	P.S./I.S. 137 Rachel Jean Mitchell	121 SARATOGA AVENUE	K-8	K-8	Unscreened	289	418	69%
23K155	P.S./ I.S. 155 Nicholas Herkimer	1355 HERKIMER STREET	K-8	K-8	Unscreened	490	786	62%
23K165	P.S. 165 Ida Posner	76 LOTT AVENUE	K-8	K-8	Unscreened	388	538	72%
23K178	P.S. 178 Saint Clair Mckelway	2163 DEAN STREET	K-8	K-8	Unscreened	335	892	38%
23K184	P.S. 184 Newport	273 NEWPORT STREET	K-8	K-8	Unscreened	501	754	66%
23K284	P.S. 284 Lew Wallace	213 OSBORN STREET	K-8	K-8	Unscreened	528	507	104%
23K323	P.S./I.S. 323	210 CHESTER STREET	K-8	K-8	Unscreened	448	617	73%
23K327	P.S. 327 Dr. Rose B. English	111 BRISTOL STREET	K-5,7-8	K-5	Unscreened	439	770	57%
23K363	Brownsville Collaborative Middle School	85 WATKINS STREET	6-8	6-8	Limited Unscreened	86	264	33%
23K392	I.S. 392	104 SUTTER AVENUE	6-8	6-8	Screened	296	329	90%
23K518	Kappa V	985 ROCKAWAY AVENUE	6-8	6-8	Screened	207	413	50%
23K522	Mott Hall IV	1137 HERKIMER STREET	6-8	6-8	Screened	160	357	45%
23K644	Eagle Academy for Young Men II	1137 HERKIMER STREET	6-12	6-12	Limited Unscreened	582	824	71%
23K664	Brooklyn Environmental Exploration School (BEES)	251 MCDOUGAL STREET	6-8	6-8	Unscreened	104	112	93%
23K668	Riverdale Avenue Middle School	76 RIVERDALE AVENUE	6-8	6-8	Limited Unscreened	116	311	37%
23K671	Mott Hall Bridges Academy	210 CHESTER STREET	6-8	6-8	Limited Unscreened	208	443	47%
23K697	Teachers Preparatory High School	226 BRISTOL STREET	6-12	6-12	Screened	329	646	51%
<b>Charter Schools</b>								

<sup>23</sup> Enrollment is from the 2016-17 Budget Register projections for district schools and the charter invoice projections as of August 17, 2016 for charter schools. It reflects the enrollment for all grades served by the school.

<sup>24</sup> School capacity is based on target capacity from the 2015-2016 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

84K626	Achievement First Brownsville Charter School	2021 BERGEN STREET	K-9	K-10	Lottery	906	795	114%
84K710	Brownsville Collegiate Charter School	364 SACKMAN STREET	5-8	K-1, 5-8	Lottery	325	400	81%
84K711	Leadership Preparatory Brownsville Charter School	985 ROCKAWAY AVENUE	K-8	K-8	Lottery	768	666	115%
84K737 <sup>25</sup>	Brownsville Ascend Charter School	1501 PITKIN AVENUE	K-8	K-8	Lottery	1009	N/A	N/A
84K775 <sup>26</sup>	Leadership Preparatory Ocean Hill Charter School	51 CHRISTOPHER AVENUE	K-8	K-8	Lottery	698	526	133%
84K777	Ocean Hill Collegiate Charter School	1137 HERKIMER STREET	5-8	k-3, 5-8	Lottery	339	294	115%

<sup>25</sup> 84K737 is in private space and thus capacity figures are not available.

<sup>26</sup> These figures reflect the enrollment at 84K775 in grades K-8. 84K775 also serves students in grades 9-11.

## Appendix B: Target Capacity and Utilization Rate

As described in more detail in the Blue Book, available online at: <http://www.nycsca.org/Community/Capital-Plan-Reports-Data#Enrollment-Capacity-Utilization-69>, 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 maximum classroom capacities (which are lower than the United Federation of Teachers ["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 target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2015-2016. As described above, the DOE's projected utilization rates for the 2016-2017 school year and beyond are based on the 2015-2016 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2016-2017 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

## Appendix C: School Admissions

### *Middle School Admissions*

Through the middle school admissions process, students are offered the opportunity to apply to a range of middle schools within their district, as well as to schools with borough-wide or Citywide eligibility. Students may also choose to apply to a number of schools that manage their own admission process. Information about all of these options is printed in each district's Middle School Directories, which can be found at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Publications/default.htm>. Please note that these directories are updated yearly. General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>.

With the middle school admissions process, students rank their preferences from among their eligible choices, which are pre-populated on each student's customized middle school application. These options may include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school) or composite score admissions method (a combination of factors are used to create one score for each applicant);
- Middle schools or programs with an unscreened or limited unscreened admissions method (limited unscreened schools admit students on the same basis as unscreened schools except that they give preference to students who have attended a school information session);
- Zoned middle schools;
- K-8 schools with a zoned, screened, or unscreened admissions method for the middle school grades that have available seats for middle school students;
- 6-12 schools with an unscreened, limited unscreened, or screened admissions method for middle school students;
- Schools with borough-wide or Citywide eligibility with unscreened, limited unscreened, or screened admissions methods.

The Citywide deadline for fifth-grade students to submit middle school applications for the 2017-2018 school year is in December 2016. Additionally, new middle schools designated to open throughout the city for the 2017-2018 school year will be available for students to consider in early 2017. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link: <http://schools.nyc.gov/ChoicesEnrollment/Calendar>.

Middle school students with IEPs, with the exception of those recommending placement in a District 75 school, are admitted to schools in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

In accordance with DOE policy, ELL students are admitted to middle school in the same manner as their peers who are not ELL students. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

## High School Admissions

In New York City, high school admissions is a Citywide choice process, with students ranking up to 12 high school programs in order of preference. In addition to the 12 available programs to which students may apply through the high school application, they may also apply to up to 8 of the Specialized High Schools requiring the Specialized High Schools Admissions Test (“SHSAT”), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

For the 2017-2018 school year, there are two application rounds in the high school admissions process:

**Round One:** All eligible eighth-grade and interested first-time ninth-grade students participate in this round. All students, including applicants to the Specialized High Schools, will receive offer results in March.

**Round Two:** All eligible eighth-grade and first-time ninth-grade students can apply to school programs with availability in Round Two. Any student who does not receive an offer in Round One must submit a Round Two application to receive an offer to a choice on the Round Two application. In addition, any student who received an offer in Round One may apply for programs with availability in Round Two. A student who participates in Round Two and has already received a Round One offer will have his or her Round One offer nullified if the student receives an offer in Round Two. The available programs for Round Two include school programs with availability and new schools or programs that will open or be available the following September. Detailed information about any new schools or programs are published with the list of schools with availability in Round 2. Students will receive Round Two results in May.

For more information about the high school admissions process, please visit:

<http://schools.nyc.gov/ChoicesEnrollment/High>.

High school students with IEPs, with the exception of those students recommended for a District 75 placement, are admitted in the same manner as general education students. Schools will ensure that students with disabilities continue to receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

Similarly, ELL students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will continue to receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2017-2018 school year is December 1, 2016. The 2017 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online on the DOE’s website at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

## OTC Placements

OTC is the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a 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;<sup>27</sup> or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle school or high school admissions processes for some other reason.

When a middle or high school-eligible student arrives for placement, his or her school assignment is determined by his or her interest, home address, which schools have available seats, and, where applicable, transfer guidelines. Students are eligible to attend middle school based on their district of elementary school attendance or the district to which the student’s address is zoned for middle school. In un-zoned districts, the middle school student visits a Family Welcome Center where he or she meets with a counselor who reviews options that will meet the student’s needs. In many districts, middle students may simply report to their zoned middle school. A high school student visits a Family Welcome Center directly.

There is a peak enrollment period occurring just prior to and 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.

If the Office of Student Enrollment determines that additional OTC seats may be needed, the number of seats available are reviewed and – if space allows – adjusted in those schools where the admissions methods are limited unscreened, educational option, or unscreened.

Screened programs (those that base admissions decisions on students’ academic criteria) that have a two year track record of not meeting their enrollment targets through the high school admissions process are “de-screened” for OTC in order to increase the number of options for students. In addition, screened an audition schools, transfer schools,<sup>28</sup> international schools,<sup>29</sup> and alternative programs are offered through referral. In this way, the DOE is able to offer individual students the widest breadth of options across a large number of schools.

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.

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<sup>27</sup> Per Chancellor's Regulation A-101, students have the "right to return" to their prior school following discharge within one calendar year of discharge, subject to available seats. Therefore, it is possible that non-zoned students arriving for an OTC placement may be granted admission to a zoned school.

<sup>28</sup> Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: [www.goingforme.org](http://www.goingforme.org).

<sup>29</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix D: Instructional Footprint

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and a school's representative.

For elementary schools serving grades kindergarten through five (and for all pre-kindergarten programs), the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size room for each general education or ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.