

## **EDUCATIONAL IMPACT STATEMENT:**

### **The Proposed Opening and Co-Location of a New Site of an Existing District 75 School P.S. K753 (75K753) with High School for Innovation in Advertising and Media (18K617), High School for Medical Professions (18K633), Urban Action Academy (18K642), and School for Cooperative Technical Education (79M645) in Building K500 Beginning in 2016-2017**

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

The New York City Department of Education (“DOE”) is proposing to open and co-locate<sup>1</sup> a new site of P.S. K753 (75K753),<sup>2</sup> an existing District 75 school,<sup>3</sup> in building K500 (“K500”), to be called “P753K@H500,” beginning in the 2016-2017 school year. K500 is located at 1600 Rockaway Parkway, Brooklyn, NY 11236, in Community School District 18 (“District 18”). If this proposal is approved, P753K@H500 will be co-located with High School for Innovation in Advertising and Media (18K617, “High School for Innovation”), a district high school serving students in ninth through twelfth grades, High School for Medical Professions (18K633, “Medical Professions”), a district high school serving students in ninth through twelfth grades, Urban Action Academy (18K642, “UAA”), a district high school serving students in ninth through twelfth grades, and School for Cooperative Technical Education (79M645, “Co-op Tech”), a multi-sited District 79 program<sup>4</sup> at K500 serving students ages 17 to 21. K500 also houses the Community-Based Organization (“CBO”) City Year.

Based on a projected increased need for District 75 seats across the borough, the District 75 Placement Office is seeking to increase its capacity to serve students who have been classified as having autism, intellectual disabilities and/or multiple disabilities who reside in Brooklyn. Since the 2012-2013 school year, District 75 enrollment has grown by over 1,300 students citywide. If this proposal is approved, the DOE will open a new site of an existing District 75 school, P753K@H500, beginning in the 2016-2017 school year. P753K@H500 will serve students across ninth through twelfth grade, who are classified as autistic, intellectually disabled or multiply disabled under an Individualized Education Program (“IEP”). P753K@H500 is projected to serve eight sections of students in self-contained sections in 8:1:1 or 6:1:1 classroom settings (ratio of students: teacher: paraprofessional). Students are placed in District 75 programs

<sup>1</sup> 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.

<sup>2</sup> P.S. K753 currently serves students at five sites across Brooklyn. This proposal is not anticipated to have an impact on P.S. K753’s other sites.

<sup>3</sup> 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, are sensory impaired and/or are multiply disabled. District 75 provides services to students in a variety of settings, including elementary, middle, and high schools, students’ homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE website for additional information about District 75 programs at: <http://schools.nyc.gov/Offices/District75/default.htm>.

<sup>4</sup> District 79 schools and programs provide academic, social, and emotional support to students under 21 years old who have experienced an interruption to their studies. Programs included General Educational Development (“GED”) preparation services, academic intervention, and referral services. More information about District 79 sites and programs can be found at: <http://schools.nyc.gov/Offices/District79/default.htm>.

based on their individual needs and recommended special education services.

If approved, this proposal will add approximately 48-64 self-contained seats in K500 for District 75 high school students who are classified as autistic, intellectually disabled or multiply disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn.

### *Public Engagement*

Public engagement was conducted by the DOE in the course of creating this proposal which included:

- Representatives from the District 75 office conducted a walkthrough of K500 on March 1, 2016 and a School Leadership Team (“SLT”) debrief was held. DOE representatives were available to answer questions and address concerns from representatives of the impacted school communities. In addition to representatives from the District 75 office, meeting participants included representatives from the DOE’s Office of District Planning, Office of Space Planning, and Office of the Chancellor, SLT members from High School for Innovation, Medical Professions, UAA, and Co-op Tech, and superintendents representing Transfer High Schools and District 79, respectively.

The DOE will offer other public engagement opportunities following this posting including:

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would 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 K500. This meeting is open to the public and attendees are encouraged to provide feedback on this proposal as part of the public comment portion of the hearing.
- Dedicated phone and email lines to accept public comment after the posting of this proposal. Comments can be submitted in any language by calling 212-374-0208 or emailing [D18Proposals@schools.nyc.gov](mailto:D18Proposals@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 are welcome to provide comment on this proposal. All comments received at the above-noted Joint Public Hearing or through phone or email lines 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.

More information about the upcoming Joint Public Hearing and PEP meeting can be found on the DOE website at: <http://schools.nyc.gov/AboutUs/Leadership/PEP/publicnotice/2015-2016/April202016SchoolProposals>.

K500 has the capacity to serve 1,944 students.<sup>5</sup> During the 2015-2016 school year the building is serving 1,046 students, yielding an estimated building utilization rate of 54%.<sup>6</sup> This means that the building is

<sup>5</sup> According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

<sup>6</sup> All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have

“under-utilized” and has space that could be used more efficiently to accommodate additional students.<sup>7</sup> If this proposal is approved, in 2016-2017, P753K@H500 will open in September 2016 serving eight self-contained sections of high school students, for a total of approximately 48-64 students; meanwhile, in the 2016-2017 school year, High School for Innovation will serve approximately 270-310 students, Medical Professions will serve approximately 390-430 students, UAA will serve approximately 260-300 students, and Co-op Tech will serve approximately 50-75 students. Therefore, it is projected that there will be approximately 1,018-1,179 students served in K500, yielding an estimated building utilization rate of 52%-61%. If this proposal is approved, there will be sufficient space in K500 to accommodate High School for Innovation, Medical Professions, UAA, Co-op Tech, and P753K@H500.

## II. Proposed or Potential Use of Building

As noted in Section I above, K500 has a target capacity of 1,944 students and currently serves 1,046 students across High School for Innovation, Medical Professions, UAA, and Co-op Tech, yielding a projected building utilization rate of 54%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, in the 2016-2017 school year, P753K@H500 will serve approximately 48-64 students, High School for Innovation will serve approximately 270-310 students, Medical Professions will serve approximately 390-430 students, UAA will serve approximately 260-300 students, and Co-op Tech will serve approximately 50-75 students. Thus, the total projected enrollment in K500 in the 2016-2017 school year is 1,018-1,179 students, yielding a projected utilization rate of 52%-61%.

If this proposal is approved, the grade spans served by each of the current and proposed school organizations in K500 will be as follows:

DBN	School Name	2015-2016	2016-2017
18K617	High School for Innovation in Advertising and Media	9-12	9-12
18K633	High School for Medical Professions	9-12	9-12
18K642	Urban Action Academy	9-12	9-12
79M645	School for Cooperative Technical Education	Ungraded	Ungraded
75K753	P753K@H500	-	9-12

The chart below shows the projected enrollment and building utilization for building K500 if this proposal is approved:

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been absent continuously for 30 days or more as of October 31, 2015. 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.

<sup>7</sup> The most recent Under-Utilized Space Memorandum and List was published on the DOE’s Web site on January 12, 2015. The memo can be accessed at: [http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum\\_1122015.pdf](http://schools.nyc.gov/NR/rdonlyres/026A3AE1-EA78-4845-8596-6560B71D547B/0/UnderutilizedSpaceMemorandum_1122015.pdf).

<b>DBN</b>	<b>School Name</b>	<b>2015-2016 Enrollment<sup>8</sup></b>	<b>2016-2017 Projected Enrollment</b>
18K617	High School for Innovation in Advertising and Media	290	270 - 310
18K633	High School for Medical Professions	412	390 - 430
18K642	Urban Action Academy	287	260 - 300
79M645	School for Cooperative Technical Education	57	50 - 75
75K753	P753K@H500	-	48 - 64
<b>Total Building Enrollment</b>		1,046	1,018 - 1,179
<b>Utilization</b>		54%	52% - 61%

If this proposal is approved, High School for Innovation, Medical Professions, UAA, Co-op Tech, and P753K@H500 will receive their baseline or adjusted baseline allocations of space pursuant to the Citywide Instructional Footprint (“the Footprint”).

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

#### A. Students

##### *Impact on Current and Future Students Attending High School for Innovation*

The proposed opening and co-location P753K@H500 in K500 is not expected to impact current or future student enrollment or instructional and extra-curricular programming at High School for Innovation.

High School for Innovation serves students in ninth through twelfth grades.

High School for Innovation serves general education students and students requiring special education services, including students currently enrolled in self-contained (“SC”) classes, Integrated Co-Teaching (“ICT”) classes and students receiving Special Education Teacher Support Services (“SETSS”). High

<sup>8</sup> Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015, excluding LTA students who have been absent continuously for 30 days or more as of October 31, 2015.

School for Innovation will continue to provide these SC classes, ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. 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 High School for Innovation receive English as a Second Language (“ESL”) services. All current and future students enrolled at High School for Innovation will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

High School for Innovation currently offers the following academic opportunities, extra-curricular activities and clubs, and sports in K500 during and after the school day:<sup>9</sup>

- **Academic Opportunities:** CTE endorsement in Computer Software and Media Applications; Advanced Regents Diploma; Microsoft Office Specialist Certifications; Adobe Certified Associate Program; Communications and Advertising Design Certification; Innovation in Advertising and Media (IAM) Endorsement; Industry Internships; Industry Mentor Program; Community Advertising Campaign Competition; CUNY College Now; College and Career Advisory Program
- **Extra-curricular Activities and Clubs:** Advertising Competition; Advertising Industry Council; After-School Tutoring; Campus Student Building Council; Chess; IAM News; Music Production; Saturday Academy; School Leadership Team; Student Government; Student Video Productions; Theater
- **Sports:** PSAL Sports – Boys: Baseball, Basketball, Football, Handball, Indoor Track, Outdoor Track, Rugby, Soccer, Wrestling; PSAL Sports – Girls: Basketball, Indoor Track, Outdoor Track, Rugby, Soccer, Softball, Tennis, Volleyball, Wrestling

If this proposal is approved, High School for Innovation will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Current and Future Students Attending Medical Professions*

The proposed opening and co-location of P753K@H500 in K500 is not expected to impact current or future student enrollment or instructional and extra-curricular programming at Medical Professions.

Medical Professions serves students in ninth through twelfth grades.

Medical Professions serves general education students and students requiring special education services, including students currently enrolled in SC classes, ICT classes and students receiving SETSS. Medical Professions will continue to provide these SC classes, ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. 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 ELLs who are enrolled at Medical Professions receive ESL services. All current and future students enrolled at Medical Professions will continue to receive all their

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<sup>9</sup> Information obtained from the 2016 New York City High School Directory, available at: [http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf).

mandated special education and/or ELL services if this proposal is approved.

Medical Professions currently offers the following academic opportunities, extra-curricular activities and clubs, and sports in K500 during and after the school day:<sup>10</sup>

- **Academic Opportunities:** Health Careers Explorations; College Planning and Access
- **Extra-curricular Activities and Clubs:** Afterschool programs; Chess; Community Service; Dance; Debate; Drama; Homework Help; Peer Mentoring; Peer Tutoring; Regents Preparation; Youth Leadership
- **Sports:** Boys: Baseball, Basketball, Football, Handball, Indoor Track, Outdoor Track, Rugby, Soccer, Wrestling; Girls: Basketball, Indoor Track, Outdoor Track, Rugby, Soccer, Softball, Tennis, Volleyball, Wrestling

If this proposal is approved, Medical Professions will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Current and Future Students Attending UAA*

The proposed opening and co-location of P753K@H500 in K500 is not expected to impact current or future student enrollment or instructional and extra-curricular programming at UAA.

UAA serves students in ninth through twelfth grades.

UAA serves general education students and students requiring special education services, including students currently enrolled in SC classes, ICT classes and students receiving SETSS. UAA will continue to provide these SC classes, ICT classes and SETSS if this proposal is approved. Students with disabilities will continue to receive services in accordance with their IEP. 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 ELLs who are enrolled at UAA receive ESL services. All current and future students enrolled UAA will continue to receive all their mandated special education and/or ELL services if this proposal is approved.

UAA currently offers the following special academic opportunities, extra-curricular activities and clubs, and sports in K500 during and after the school day:<sup>11</sup>

- **Academic Opportunities:** Electives in law, business, and community activism; Daily advisory classes; Weekly Town Hall Meetings; After-school Tutoring; Ongoing College Counseling; Trips to New York City Colleges and Out-of-State Universities; College Courses

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<sup>10</sup> Information obtained from the 2016 New York City High School Directory, available at: [http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf).

<sup>11</sup> Information obtained from the 2016 New York City High School Directory, available at: [http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory\\_English.pdf](http://schools.nyc.gov/NR/ronlyres/B0C37C45-E280-434D-9DF7-3251B7F895B0/0/2016HighSchoolDirectory_English.pdf).

- **Extra-curricular Activities and Clubs:** Chess; Community Service; Creative Writing; Dance; Design and Illustration; Digital Photography; Journalism; Law; Leadership in Sports; Peer Mediation; School of Rock; Student Council; Yearbook
- **Sports:** Boys: Baseball, Basketball, Football, Handball, Indoor Track, Outdoor Track, Rugby, Soccer, Wrestling; Girls: Basketball, Indoor Track, Outdoor Track, Rugby, Soccer, Softball, Tennis, Volleyball, Wrestling

If this proposal is approved, UAA will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location will not impact those opportunities. 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. That is true for any City student as all schools modify extra-curricular offerings annually based on student demand and available resources.

### *Impact on Future High School Students*

This proposal is not expected to impact the admissions process for high schools in District 18. High School for Innovation, Medical Professions, and UAA admit students through the High School Admissions Process, described in greater detail below.

High School for Innovation, Medical Professions, and UAA admit students through a limited unscreened admissions method. Limited unscreened programs 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.

General information about the High Schools Admissions Process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm> and Appendix B of this EIS.

### *Impact on Current and Future Students Attending Co-op Tech*

As noted earlier, K500 houses a District 79 program, Co-op Tech. As part of District 79 Alternative Schools and Programs, Co-op Tech provides part-time programming in which students receive rigorous technical instruction combined with meaningful career development opportunities and support services. Co-op Tech's main campus is located on 96<sup>th</sup> Street and 2<sup>nd</sup> Avenue in Manhattan. It offers 17 different Career and Technical Education ("CTE") classes, industry-recognized assessments and certifications, and work-based learning opportunities. Co-op Tech uses a "shared instructional model" which allows students to attend an academic program for a half-day at their home school or High School Equivalency Program ("HSE") and attend Co-op Tech's CTE classes for the other half of the day. Students participating in Co-op Tech's program remain on register at their home school<sup>12</sup> and will receive their diploma from their home school, provided they satisfy the applicable graduation requirements.

Across all sites, Co-op Tech serves approximately 1,500 students who are 17 to 21 years of age, many of whom face significant obstacles and need additional supports to succeed in their current academic setting. They represent a wide variety of ethnic and cultural backgrounds, disabilities and educational histories. Co-

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<sup>12</sup> Students who are post-graduates are only on register at Co-op Tech, as they no longer have a home school.

op Tech students attend over 130 traditional high schools and Pathways to Graduation<sup>13</sup> programs or are post-graduates<sup>14</sup> who have already obtained a diploma.

In an effort to offer CTE opportunities to as many DOE students as possible, Co-op Tech created smaller “satellites” in all five boroughs, providing students with cutting edge trade classes and technology training that meet the growing demands of our nation's workplace. The CTE program housed at Canarsie Campus, also known as “STEPS” Academy (Skills Training for Employment Program,) aims to empower young adults through academic and work-based learning aided by 21st century technology. All students, despite their individual challenges, gain the opportunity to learn in a nurturing and supportive environment to take their first “STEPS” to success. All students currently enrolled at STEPS have an IEP or disability and are 18 years old or older.

The DOE does not anticipate that the Co-op Tech program in K500 will be affected by the opening of a new District 75 program at K500.

### *Impact on Over-the-Counter (“OTC”) Students*

High School for Innovation, Medical Professions, and UAA currently admit students through the OTC process. This proposal is not expected to impact the placement of OTC students in High School for Innovation, Medical Professions, or UAA. Please see Appendix B of this EIS for more information on the OTC process.

### *Impact on Future District 75 Students*

If approved, this proposal will add approximately 48-64 District 75 self-contained seats in K500 for District 75 high school students who are classified as autistic, multiply disabled, or intellectually disabled on their IEPs. These additional seats are necessary to meet the increased demand for District 75 self-contained programming in Brooklyn.

P753K@H500 will admit future students in a manner consistent with current District 75 enrollment procedures. Students will be placed in District 75 schools based on individual student needs and recommended special education services. The following variables are taken into account when considering the best placement: whether the student needs a barrier free site, whether the student requires nursing services, the student’s home district, and whether the student has siblings in the articulating school. Students will be placed in class sections based on their needs and may be served in this program throughout the course of their high school education. Should future students require inclusion programming, the District 75 Placement Office will work with the families to provide the appropriate district placement for each student. P753K@H500 is expected to serve students in a 6:1:1, or 8:1:1, setting. For additional information about District 75 programs, please visit the DOE’s website at:

<http://schools.nyc.gov/Offices/District75/default.htm>.

### *Impact on CBO City Year*

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<sup>13</sup> Pathways to Graduation (formerly known as the “GED” program) helps students earn their High School Equivalency (HSE) while preparing them for college and career options. Students 18 - 21 years old can choose to participate in a full-time or part-time program. Students who are 17 years old may only enroll with parent or guardian permission, though final determinations are considered on a case-by-case basis. Pathways to Graduation is offered at no cost. There are over 65 locations throughout the five boroughs.

<sup>14</sup> In some instances, Co-op Tech serves students who have graduated from high school by supporting them as they find internships or post-graduate career opportunities that relate to the training received at Co-op Tech.

As mentioned above, K500 also currently houses the CBO City Year. City Year is not expected to lose any space nor is it expected to reduce its services in K500 as a result of this proposal.

## **B. Schools**

If this proposal is approved, there will be sufficient space in K500 to accommodate High School for Innovation, Medical Professions, UAA, Co-op Tech, and P753K@H500 pursuant to the Footprint. Please see Appendix C 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%20Footprint).

According to a building walkthrough completed on February 25, 2016 by a representative of the Office of Space Planning, K500 has a total of 84 full-size rooms,<sup>15</sup> 8 half-size rooms,<sup>16</sup> 2 quarter-size rooms,<sup>17</sup> and 14.0 full-size equivalent ("FSE") rooms of designed administrative space. K500 has the following shared spaces: an auditorium, gymnasium, cafeteria, and library. The below spaces are shared or contain building services and will not be included in the allocation of space for any individual school:

- The shared storage room occupies 1 full-size space
- The records room occupies 1 full-size space and 1 quarter-size space
- The fitness/weight room occupies 2 full-size spaces
- The football locker room occupies 1 full-size space
- The music room occupies 2 full-size spaces
- The school based support team occupies 2 half-size spaces and 0.5 FSE rooms of designed administrative space
- The custodian's office occupies 1 half-size space
- The nurse's office occupies 1 quarter-size space
- The Brooklyn High School Superintendent occupies 1.5 FSE rooms of designed administrative space
- A Community-Based Organization, City Year, occupies 0.25 FSE rooms of designed administrative space
- A school safety agent occupies 0.5 FSE rooms of designed administrative space

Excluding the spaces outlined above, K500 has a total of 77 full-size rooms, 5 half-size rooms, 0 quarter-size rooms, 11.25 FSE rooms of designed administrative space.

Per the Footprint, High School for Innovation's baseline Footprint allocation is 11 full-size rooms, 1 half-size room, and 3.0 FSE spaces for administrative use. Due to a lack of half-size rooms with respect to High School for Innovation's current location in the building, High School for Innovation's adjusted baseline allocation is 12 full-size rooms and 3.0 FSE spaces for administrative space. Currently, High School for Innovation is using 24 full-size rooms and 4.25 FSE spaces for administrative use, made up of 1 full size room and 3.25 FSE of designed administrative space. High School for Innovation will continue to receive its adjusted baseline allocation in the 2016-2017 school year.

Per the Footprint, Medical Professions' baseline Footprint allocation is 16 full-size rooms, 1 half-size room, and 3.5 FSE spaces for administrative use. Due to a lack of half-size rooms with respect to Medical Professions' current location in the building, Medical Professions' adjusted baseline allocation is 17 full-

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<sup>15</sup> Full-size classrooms have an area of 500 square feet or more.

<sup>16</sup> Half-size classrooms have an area of 240 square feet or more, but less than 500 square feet.

<sup>17</sup> Quarter-size rooms have an area of less than 240 square feet.

size rooms and 3.5 FSE spaces for administrative use, made up of 1 full-size room and 2.5 FSE of designed administrative space, for a total of 18 full-size rooms and 2.5 FSE of designed administrative space. Currently, Medical Professions is using 20 full-size rooms and 3.5 FSE spaces for administrative use, made up of 1 full-size room and 2.5 FSE of designed administrative space. Medical Professions will continue to receive its adjusted baseline allocation in the 2016-2017 school year.

Per the Footprint, UAA's baseline Footprint allocation is 12 full-size rooms, 1 half-size room, and 3.0 FSE spaces for administrative use. Currently, UAA is using 22 full-size rooms, 1 half-size room, and 6.0 FSE spaces for administrative use, made up of 1 full-size room and 5.0 FSE spaces of designed administrative space. UAA will continue to receive its baseline allocation in the 2016-2017 school year.

Per the Footprint, Co-op Tech's baseline Footprint allocation is 7 full-size rooms, 1 half-size room, and 3.0 FSE spaces for administrative use. Currently, Co-op Tech is using 7 full-size rooms, 1 half-size room, and 3.0 FSE spaces for administrative use, made up of 1 full-size space, 3 half-size spaces, and 0.5 FSE spaces of designed administrative use. Co-op Tech will continue to receive its baseline allocation in the 2016-2017 school year.

To take a conservative approach for planning purposes, DOE has assumed that P753K@H500 will serve 48-64 students who will require 6:1:1 or 8:1:1 sections.<sup>18</sup> Therefore, P753K@H500 has a baseline instructional footprint of 10 half-size rooms, and the equivalent of 1.5 FSE of designed administrative space. Due to a lack of half-size rooms, P753K@H500's adjusted baseline allocation is 10 full-size rooms and 1.5 FSE of administrative space, made up of 1.5 FSE spaces of designed administrative space.

There is sufficient space in K500 to accommodate High School for Innovation, Medical Professions, UAA, Co-op Tech, and P753K@H500. The baseline or adjusted baseline allocations of full-size rooms are detailed in the chart below:

<b>Baseline Footprint Allocation for Full-Size Spaces</b>			
<b>DBN</b>	<b>School Name</b>	<b>2015-2016</b>	<b>2016-2017</b>
18K617	High School for Innovation	12	12
18K633	Medical Professions	18	18
18K642	UAA	12	12
79M645	Co-op Tech	8	8
75K753	P753K@H500	-	10
<b>TOTAL</b>		<b>50</b>	<b>60</b>
<b>ROOMS IN EXCESS OF (OR UNDER) BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS</b>		<b>27</b>	<b>17</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 and programs, the

<sup>18</sup> 8:1:1 and 6:1:1 self-contained sections are typically served in half-size rooms.

instructional and programmatic needs of the co-located schools and programs, and the physical location of the excess space within the building.

### *Building Safety and Security*

If this proposal is approved P753K@H500, High School for Innovation, Medical Professions, UAA, and Co-op Tech will develop a safety and security plan for the building prior to the first day of school in September 2016.

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**

The proposed co-location of P753K@H500 is intended to help meet the increased demand for District 75 self-contained high school seats throughout Brooklyn. Since the 2012-2013 school year, District 75 enrollment has grown by over 1,300 students. Overall, the DOE believes the need for additional District 75 high school seats in Brooklyn will be addressed with the addition of this site in District 18.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K500. This proposal is also not expected to impact the accessibility of K500, which is not accessible.

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

### *High School for Innovation*

#### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

#### Enrollment Data<sup>19</sup>

<sup>19</sup> All figures are based on the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	89	99	54	48	290
2016-2017 (projected)	85-95	95-105	50-60	40-50	270-310

### Demographic Data<sup>20</sup>

Percentage of Students Receiving ICT or SC Services	13%
Percentage of Students with IEPs	19%
Percentage of ELLs	6%
Percentage of Students Eligible for Free or Reduced Lunch	75%

### School Performance Data

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>21</sup></b>			
1.1 Curriculum	N/A	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Proficient
3.4 High Expectations	N/A	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Proficient	Proficient
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	66%	82%	75%
4 Year Graduation Rate	68%	70%	80%
6 Year Graduation Rate	N/A <sup>22</sup>	74%	78%
4 Year College Readiness Index	6%	21%	27%
Attendance Rate	82%	85%	87%
<b>2015-2016 State Accountability Status<sup>23</sup></b>	Good Standing		

<sup>20</sup> All figures are as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015, excluding Long Term Absence (“LTA”) students who have been absent continuously for 30 days or more as of October 31, 2015.

<sup>21</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. High School for Innovation did not have a Quality Review for the 2012-2013 school year.

<sup>22</sup> The school opened in 2008-2009; therefore a 6-year graduation rate is not available until the 2013-2014 school year.

<sup>23</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>.

*Medical Professions***Admissions Data**

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 9-12:</b> Citywide High School 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>
2015-2016	110	100	103	99	412
2016-2017 (projected)	105-115	95-105	100-110	90-100	390-430

**Demographic Data**

Percentage of Students Receiving ICT or SC Services	11%
Percentage of Students with IEPs	14%
Percentage of ELLs	1%
Percentage of Students Eligible for Free or Reduced Lunch	90%

### School Performance Data

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>24</sup></b>			
1.1 Curriculum	Well Developed	N/A	N/A
1.2 Pedagogy	Proficient	N/A	N/A
2.2 Assessment	Proficient	N/A	N/A
3.4 High Expectations	Well Developed	N/A	N/A
4.2 Teacher Teams and Leadership Development	Well Developed	N/A	N/A
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	96%	96%	90%
4 Year Graduation Rate	93%	90%	95%
6 Year Graduation Rate	N/A <sup>25</sup>	94%	98%
4 Year College Readiness Index	26%	24%	15%
Attendance Rate	93%	91%	92%
<b>2015-2016 State Accountability Status</b>	Good Standing		

### UAA

### Admissions Data

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened
<b>Admissions if this Proposal is Approved</b>	<b>Grades 9-12:</b> Citywide High School Admissions Process <b>Admissions Method:</b> Limited Unscreened

### Enrollment Data

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	70	78	74	65	287
2016-2017 (projected)	65-75	65-75	70-80	60-70	260-300

<sup>24</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. Medical Professions did not have a Quality Review for the 2013-2014 and 2014-2015 school years.

<sup>25</sup> The school opened in 2008-2009; therefore a 6-year graduation rate is not available until the 2013-2014 school year.

### Demographic Data

Percentage of Students Receiving ICT or SC Services	21%
Percentage of Students with IEPs	22%
Percentage of ELLs	11%
Percentage of Students Eligible for Free or Reduced Lunch	70%

### School Performance Data

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>26</sup></b>			
1.1 Curriculum	Proficient	N/A	Developing
1.2 Pedagogy	Proficient	N/A	Developing
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	77%	82%	89%
4 Year Graduation Rate	68%	61%	60%
6 Year Graduation Rate	N/A <sup>27</sup>	66%	77%
4 Year College Readiness Index	10%	4%	5%
Attendance Rate	84%	85%	84%
<b>2015-2016 State Accountability Status</b>	Good Standing		

P753K@H500

### Admissions Data

<b>Current Admissions</b>	N/A
<b>Admissions if this Proposal is Approved</b>	<b>Grades 9-12:</b> Placement based on individual student needs/recommended special education services

<sup>26</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. UAA did not have a Quality Review for the 2013-2014 school year.

<sup>27</sup> The school opened in 2008-2009; therefore a 6-year graduation rate is not available until the 2013-2014 school year.

### Enrollment Data<sup>28</sup>

	Total Enrollment
2015-2016	-
2016-2017 (projected)	48-64

### Demographic Data<sup>29</sup>

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	98%
Percentage of ELLs	8%
Percentage of Students Eligible for Free or Reduced Lunch	70%

### School Performance Data

	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>30</sup></b>			
1.1 Curriculum	Well Developed	N/A	N/A
1.2 Pedagogy	Proficient	N/A	N/A
2.2 Assessment	Proficient	N/A	N/A
3.4 High Expectations	Well Developed	N/A	N/A
4.2 Teacher Teams and Leadership Development	Well Developed	N/A	N/A
<b>Key Components of Performance and Progress<sup>31</sup></b>			
% Earning 10+ Credits in Year 1	N/A	N/A	N/A
4 Year Graduation Rate	N/A	N/A	N/A
6 Year Graduation Rate	N/A	N/A	N/A
4 Year College Readiness Index	N/A	N/A	N/A
Attendance Rate	N/A	N/A	N/A
<b>2015-2016 State Accountability Status</b>	Good Standing		

<sup>28</sup> P753K@H500 is not placed in K500 for the 2015-2016 school year; therefore there is no existing enrollment in the building. The 2016-2017 enrollment projections for P753K@H500 are based on the planned number of sections in K500.

<sup>29</sup> Demographic data for P753K@H500 is not site specific and represents program P753K@H500 as a whole.

<sup>30</sup> The 2014-2015 Quality Review Report formally reports on these five Quality Indicators. The 2014-2015 Quality Review Rubric is available at: <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>. Not all schools receive Quality Reviews every year. 75K753 did not have a Quality Review for the 2013-2014 and 2014-2015 school years.

<sup>31</sup> Performance data is not available for 75K753 because it is an alternate assessment program.

## Co-op Tech

### Admissions Data

<b>Current Admissions</b>	<b>Ungraded Admissions Method:</b> Referral and Placement Interview
<b>Admissions if this Proposal is Approved</b>	<b>Ungraded Admissions Method:</b> Referral and Placement Interview

### Enrollment Data

	<b>Total Enrollment</b>
2015-2016	57
2016-2017 (projected)	50-75

### Demographic Data<sup>32</sup>

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with IEPs	4%
Percentage of ELLs	8%
Percentage of Students Eligible for Free or Reduced Lunch	29%

### School Performance Data

There is no performance data available for this program.

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

P753K@H500's basic operating budget will be determined by application of the District's Methodology and Management Matrix. Most funding in District 75 schools' budgets is allocated on a class program basis. Schools receive additional funds for services as mandated per students' IEPs.

This proposal is not expected to impact costs or allocations at High School for Innovation, Medical Professions, UAA, or Co-op Tech. Most funding in schools' budgets is allocated on a per pupil basis, based on Fair Student Funding ("FSF") per capita allocation levels. Schools receive additional funds for students with disabilities, ELLs, and those with other supplemental academic needs.

<sup>32</sup> Demographic data for Co-op Tech is not site specific and represents program the Co-op Tech program as a whole.

Please refer to the FSF Guide<sup>33</sup> and FY16 School Allocation Memoranda<sup>34</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 this consolidation.

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

### A. Personnel Needs

The proposed co-location is not expected to change the number of personnel positions assigned to High School for Innovation, Medical Professions, UAA, or Co-op Tech, nor is it expected to significantly alter the duties of current staff at High School for Innovation, Medical Professions, UAA, or Co-op Tech.

P753K@H500 will likely hire additional staff – teachers and paraprofessionals – in advance of the program’s opening in K500, which will be conducted consistent with the procedures set forth in the collective bargaining agreement between the DOE and United Federation of Teachers. The precise number of positions needed for the 2016-2017 school year will be determined once District 75 placements are made in the spring of 2016.

### B. Administration

No change in school supervisory or administrator positions at High School for Innovation, Medical Professions, UAA, or Co-op Tech are expected as a result of this proposal.

P753K@H500 may hire school supervisors and/or administrative personnel to accommodate the opening of P753K@H500 in September of 2016.

### C. Transportation

There will be no change to existing transportation practices at High School for Innovation, Medical Professions, UAA, or Co-op Tech during the current school year (2015-2016).

If this proposal is approved, transportation will continue to be provided to students attending High School for Innovation, Medical Professions, UAA, and Co-op Tech according to Chancellor’s Regulation A-801: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>. Similarly, students attending P753K@H500 will receive transportation services in accordance with Chancellor’s Regulation A-801.

### 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.

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<sup>33</sup>Available on the DOE website at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/FY16\\_PDF/FSF\\_Guide.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf).

<sup>34</sup> The FY16 School Allocation Memoranda are available at:

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor/allocationmemo/fy15\\_16/AM\\_FY16\\_pg1.html](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html).

## VII. Building Information

<b>Building</b>		K500
<b>Type of Building</b>		HS
<b>Year Built</b>		1964
<b>Overall BCAS rating</b>		2.55
<b>2014-2015 Blue Book Target Building Utilization</b>		54%
<b>2014-2015 Blue Book Target Building Capacity</b>		1,944
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$49,698
	<b>Materials</b>	\$15,468
	<b>Maintenance, repair, and service contracts</b>	\$59,587
	<b>Custodial operations costs—Materials</b>	\$20,626
	<b>Custodial operations costs—Custodial Allocation</b>	\$645,577
<b>FY 2015 Energy Costs<sup>35</sup></b>	<b>Electric</b>	\$204,988
	<b>Gas</b>	\$1,101
	<b>Steam</b>	N/A
	<b>Oil</b>	\$234,334
<b>Projects completed during the current or prior school year</b>		Electrical Lighting Fixtures, LL26 Exit Signs, Heating Plant Upgrade/Clim ate Control
<b>Projects proposed in the capital plan</b>		Elevators, Walk-in Freezer Replacement
<b>Accessibility of the building</b>		No Accessibility
<b>Building attributes</b>		Art Rooms, Auditorium, Cafeteria, Computer Room, Gymnasium, Library, Nurse's Office, Science Lab

<sup>35</sup> Energy data merged for K500 (main building) and K501 (athletic field).

## Appendix A: Target Capacity and Utilization

As described in more detail in the Blue Book, available online at:

<http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>,

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’ 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 2014-2015. As described above, the DOE’s projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 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 2015-2016 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 B: School Admissions

### *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, they may also apply to any of the 8 Specialized High Schools requiring the Specialized High School Admissions Test (“SHSAT”), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

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 for the school year that commences the following September.

**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. Students will receive Round Two results in May for the upcoming school year.

Information about the High School Admissions Process is available at:

<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 ensure that students with disabilities 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 receive appropriate services in accordance with DOE policy.

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at: <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>, offers a full list of high school programs Citywide.

Detailed information about new high schools, if applicable, is published annually in the new schools directory, available in print at high school fairs, Family Welcome Centers, and online at:

<http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

### *Over-the-Counter (“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 New York City 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>36</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 student eligible for middle or high school 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 requiring an OTC middle school placement 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.

High school screened programs (those that base admissions decisions on students’ academic criteria) which 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 and audition schools, transfer schools,<sup>37</sup> international schools,<sup>38</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.

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<sup>36</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>37</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: <http://www.goingforme.org>.

<sup>38</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

## Appendix C: 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 integrated co-teaching section and a full-size or half-size room to accommodate each self-contained 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 a number of baseline full-size equivalent classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.