

## **EDUCATIONAL IMPACT STATEMENT: The Proposed Closure of M.S. 596 Peace Academy (13K596) in Building K117 at the End of the 2015-2016 School Year**

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

The New York City Department of Education (“DOE”) is proposing the closure of M.S. 596 Peace Academy (13K596, “Peace Academy”), an existing district middle school serving students in sixth through eighth grades in building K117 (“K117”), located at 300 Willoughby Avenue, Brooklyn, NY 11205 in Community School District 13 (“District 13”). Peace Academy is currently co-located<sup>1</sup> in K117 with Brooklyn Community High School of Communication, Arts and Media (13K412, “BCAM”), a high school serving students in ninth through twelfth grades; a transfer high school, Brooklyn High School for Leadership and Community Service (13K616, “LACS”); and P369K@I596K (75K369, “P369K@I596K”),<sup>2</sup> one site of 75K369, an existing multi-sited District 75 program<sup>3</sup> serving students in sixth through eighth grades.

The DOE is proposing to close Peace Academy based on its persistently low enrollment, low performance, and lack of demand by students and families. If this proposal is approved, Peace Academy will close at the end of the 2015-2016 school year and will no longer exist as a middle school option beginning in the 2016-2017 school year. DOE staff will work individually with current sixth- and seventh-grade students, as well as eighth-grade students who are not on track to graduate, to ensure that those students are offered seats in other district middle schools. Current eighth-grade students who are on track to graduate and meet promotional criteria will complete middle school at Peace Academy at the end of the 2015-2016 school year, and can apply to high school through the high school admissions process.<sup>4</sup>

There is sufficient capacity in middle schools throughout District 13 to accommodate current Peace Academy students, as well as future students who might have attended Peace Academy if it remained open as a middle school option. If the proposed closure of Peace Academy is approved, all current sixth- and seventh-grade students and eighth-grade students who do not meet graduation requirements will receive individualized enrollment support from the superintendent’s staff and Family Welcome Center counselors, focusing on each student’s interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 13 and their zoned middle school district (if different) before being discharged from Peace Academy. Please see Appendix A of this Educational Impact Statement (“EIS”) for a list of schools serving middle school grades in District 13.

#### *Rationale for Closure*

The DOE has implemented an expanded support and supervision structure that provides for regular engagement and evaluation of schools to ensure that every student in New York City receives a high-

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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.

<sup>2</sup> 75K369 currently serves students at twelve sites. This proposal is not anticipated to impact 75K369’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> More information about the high school admissions process can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

quality education and is prepared for post-secondary success. As a result of this increased support, the DOE has identified schools that have experienced persistently low enrollment, low performance, and lack of demand by students and families, including Peace Academy. At Peace Academy, these ongoing challenges have contributed to a loss of per-pupil and state funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which have negatively impacted the school’s ability to improve student achievement. Student learning experiences are limited in variety beyond core subjects. Additionally, teachers have few opportunities for instructional collaboration with colleagues as they are often the only staff member teaching a particular subject area.

The DOE’s decision to propose a school for closure are informed by, but not limited to, the following considerations:

- The school is significantly under-enrolled;
- The school has low proficiency rates for ELA and math, or a low graduation rate;
- The school has persistent difficulty retaining its students; and
- The school has persistently low demand, despite efforts to attract students to the school.

Peace Academy has struggled with persistently low enrollment, low performance, and lack of demand by students and families, despite multiple prior interventions such as changes in programming, leadership, and name. During the 2010-2011 school year, Peace Academy served 178 students in sixth through eighth grades. In the current 2015-2016 school year, Peace Academy is serving fewer than 50 students, which represents a nearly 75% decline in enrollment in five years. The school had only 1.6 applicants per seat for the 2015-2016 school year, compared to the district median of 2.5 applicants per seat, with only 14% of applicants ranking Peace Academy as their first choice. In 2014-2015, only 2% of students at Peace Academy were proficient in ELA, compared to 30% citywide, and 7% of students were proficient in Math, compared to 31% citywide. The school is currently on the New York State receivership proposal list<sup>5</sup> and is labeled persistently dangerous.<sup>6</sup>

Peace Academy is one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools.<sup>7</sup> Schools selected to be Renewal Schools were assigned a “Priority” or “Focus” accountability status by the New York State Department of Education (SED),<sup>8</sup> demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Reviews.<sup>9</sup> (In four instances, schools were selected to be Renewal Schools per the Chancellor’s discretion). Peace Academy has a “Priority” accountability status and received a score of “Developing” on its most recent Quality Review. Despite programmatic, leadership and structural interventions, Peace Academy continues to struggle with enrollment, performance, and demand. Consequently, the DOE is proposing that Peace Academy close at the end of this school year.

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<sup>5</sup> In June 2015, a new state law designated 62 New York City school district schools for receivership under the Chancellor for the 2015-16 school year. The New York State Education Department calls these schools “Struggling” or “Persistently Struggling.” If these schools do not show “demonstrable improvement” or progress on certain benchmarks, they may be placed in independent, outside receivership. More information on demonstrable improvement and receivership can be found at <http://p12.nysed.gov/accountability/de/SchoolReceivership.html>.

<sup>6</sup> In New York State, all schools must report on the occurrence of violent and disruptive incidents and can be designated under State-established criteria as “persistently dangerous” based on the frequency and seriousness of such incidents. More information is available at <http://schools.nyc.gov/NR/rdonlyres/65DDAD8F-351C-4ABE-86A5-6A134DBEE200/0/201516PDSFAQ.pdf>.

<sup>7</sup> More information regarding the School Renewal Program can be found online at <http://schools.nyc.gov/AboutUs/schools/RenewalSchool#schools>.

<sup>8</sup> SED assigns an accountability status to each district school – Good Standing, Local Assistance Plan, Focus or Priority. SED identified “Priority Schools” as Title I or Title I-eligible schools based on the following factors: low achievement in the “All Students” group in terms of proficiency on the statewide assessments and a lack of progress for this group over a number of years; or, secondary schools with a graduation rate less than 60 percent for a number of years; or, schools implementing school intervention models using School Improvement Grants (SIG). For more information on accountability status, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

<sup>9</sup> Schools can earn the following scores on Quality Review: well-developed (“WD”), proficient (“P”), developing (“D”), or underdeveloped (“UD”). For more information about Quality Reviews, please visit the DOE website at: <http://schools.nyc.gov/Accountability/tools/review/default.htm>.

### *Public Engagement*

- Calls were made to families in both the morning and afternoon of Monday, December 14, 2015 in both English and Spanish to notify them of the proposed closure and the community meeting scheduled for December 17, 2015.
- Letters notifying families of this proposed closure and the December 17, 2015 community meeting were backpacked home with students.
- The Superintendent, along with key support from Central offices, held a community meeting on December 17, 2015 to answer any questions families had. Approximately 7 members of the public attended the meeting and expressed disappointment that the school would be proposed for closure.

The DOE will provide 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 K117. This meeting is open to the public and attendees are encouraged to comment on this proposal during 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 [D13Proposals@schools.nyc.gov](mailto:D13Proposals@schools.nyc.gov).
- A Panel for Educational Policy (“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.

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/February242016SchoolProposals>.

## **II. Proposed or Potential Use of Building**

Building K117 has the target capacity to serve a total of 1,051 students<sup>10</sup> and currently serves a total of 699 students, yielding a building utilization rate of approximately 67%.<sup>11</sup> The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix B of this EIS. Additional enrollment and utilization information is detailed in the following section.

If this proposal is approved, Peace Academy will close at the end of the 2015-2016 school year and will no longer exist as a middle school option. As noted above, K117 is currently serving a total of 699 students and is therefore operating below the target capacity. If the closure of Peace Academy is approved, building K117 is projected to serve 610-708 students in BCAM, LACS, and P369K@I596K, yielding a projected

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<sup>10</sup> According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”).

<sup>11</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 Unaudited Register 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 consolidated 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. The Blue Book is available at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

utilization rate of 58%-67%. K117 will then be considered “under-utilized” and will have excess space available. If this proposal is approved, the DOE may issue a separate proposal for the use of that space in the future.

Over a period of two years, the proposed grade spans for all schools and programs in building K117 are as follows, if the proposal to close Peace Academy is approved by the PEP:

DBN	School Name	2015-2016	2016-2017
13K596	Peace Academy	6-8	-
13K412	BCAM	9-12	9-12
13K616	LACS	9-12 <sup>12</sup>	9-12
75K369	P369K@I596K	6-8	6-8

Over a period of two years, the current and projected enrollments for all schools and programs in building K117 and the building utilization rate are shown in the table below, If the proposal is approved by the PEP:

DBN	School Name	2015-2016 Enrollment <sup>13</sup>	2016-2017 Projected Enrollment
13K596	Peace Academy	49	-
13K412	BCAM	383	365-405
13K616	LACS	231	215-255
75K369	P369K@I596K	36	30-48
<b>Total Building Enrollment</b>		699	610-708
<b>Utilization</b>		67%	58%-67%

<sup>12</sup> While transfer schools serve students in grades nine through twelve, they do not adhere to strict grade distinctions as students typically enroll at various stages of credit accumulation or number of Regents exams passed. This is reflected in enrollment charts throughout this document, which group students leveling grades nine through twelve.

<sup>13</sup> Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015.

If this proposal is approved, Peace Academy will no longer exist as a school option and will therefore no longer receive its baseline or adjusted baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”) in K117. In addition, BCAM, LACS and P369K@I596K will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint. More details about space allocation are available in Section III and Appendix D of this EIS. Please visit the DOE’s website to access the Footprint, which guides space allocation and use in City schools: [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, Peace Academy will close at the end of the 2015-2016 school year and will no longer exist as a middle school option in District 13 beginning in the 2016-2017 school year. All current students will continue at the school for the remainder of the 2015-2016 school year.

#### *Impact on Current Students at Peace Academy*

##### *Academic and Extra-Curricular Offerings*

With respect to academics, Peace Academy will continue offering all classes to support current students as they work to meet mandated articulation requirements for the remainder of the year.

Peace Academy currently serves general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) classes and Self-Contained special education (“SC”) classes, as well as students receiving Special Education Teacher Support Services (“SETSS”). Students with disabilities will continue to receive services in accordance with their Individualized Education Programs (“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 students enrolled at Peace Academy will continue to receive all mandated special education services for the duration of the school year if this proposal is approved.

In addition, English Language Learner (“ELL”) students currently enrolled at Peace Academy receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided to those students currently attending Peace Academy and all students will receive their mandated services for the duration of the school year.

Current Peace Academy students who receive special education or ESL services will continue to receive those services at their new schools and will receive individualized support from the superintendent’s staff and Family Welcome Center counselors to find a seat aligned to their needs and interests.

As a Renewal School, Peace Academy is also being transformed into a Community School and is partnered with the community-based organization Center for Supportive Schools.<sup>14</sup> As a Community School, Peace Academy has implemented new programming to support mental health and increase family engagement at the school. Approval of this proposal will not impact Peace Academy’s status as a Renewal School or a Community School for the remainder of the school year.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Peace Academy for the duration of the current (2015-2016) school year.

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<sup>14</sup> Community Schools are intended to be neighborhood hubs where students receive high-quality academic instruction, families can access social services, and communities congregate to share resources and address their common challenges.

Peace Academy's extra-curricular activities, clubs, and sports include:<sup>15</sup>

- **Extra-curricular Activities and Clubs:** Xposure (dance, drama, music production, film production, illustration, coding), Broadway Jr., ELT (tutoring, LeAP, Queen Genisis, BRICKS, Salvatori, small group instruction and test prep)
- **Sports:** Basketball

If this proposal is approved, Peace Academy will close after the 2015-2016 school year and will no longer offer the above-referenced extra-curricular activities and clubs. However, current Peace Academy students will have the opportunity to participate in programs, partnerships, extra-curricular activities and clubs at their new schools, which will be offered 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

### Current Sixth- and Seventh-Grade Students at Peace Academy

If the proposed closure of Peace Academy is approved, all current sixth- and seventh-grade students will receive individualized enrollment support from the superintendent's staff and Family Welcome Center counselors, focusing on each student's interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 13 and their zoned middle school district (if different) before being discharged from the closing school. Please see Appendix A for a list of schools serving middle school grades in District 13.

### Current Eighth-Grade Students at Peace Academy

Current eighth-grade students who are on track to graduate will complete middle school at Peace Academy. At the end of the 2015-2016 school year, eighth-grade students who graduate will enroll in the 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.

Current eighth-grade students at Peace Academy who are not on track to graduate will have the opportunity to enroll in a different middle school for the 2016-2017 school year and will receive individualized enrollment support from the superintendent's staff and Family Welcome Center counselors, focusing on each student's interests to find a seat that is aligned to his or her needs. All students will receive alternative options for enrollment in District 13 and their zoned middle school district (if different) before being discharged from the closing school. Please see Appendix A of this EIS for a list of schools serving middle school grades in District 13.

### *Impact on Current and Future Students at BCAM*

The proposal to close Peace Academy in K117 is not expected to impact current enrollment or academic or extra-curricular programming at BCAM.

BCAM 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 and related services. 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 BCAM will continue to receive all mandated special education services if this proposal is approved.

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<sup>15</sup> School-reported data as of January 7, 2016.

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

This proposal is not expected to impact the admissions process or enrollment at BCAM. BCAM currently admits students through the High School Admissions Process using an Educational Option admissions method.<sup>16</sup>

See Appendix C of this EIS for more information on high school admissions.

BCAM currently offers the following extra-curricular activities, programs and sports:<sup>17</sup>

- **Extra-curricular Activities and Programs:** Academic Centers, Animation, Batik T-Shirt Printing, Fashion Design, Modeling, Filmmaking, Hip-Hop African Dance, Hip-Hop/Spoken Word Poetry, Internships, Journalism, Music Production, Peer Mentoring, Portfolio Development, Spirit Squad Dance Team, Student Government, Yearbook and School Newspaper, Theater, Weightlifting, Yoga
- **Public Schools Athletic League Sports:** Basketball, Soccer, Flag Football, Stunt
- **School Sports:** Basketball, Soccer, Flag Football, Track and Field, Volleyball.

If this proposal is approved, BCAM will continue to offer programs, partnerships, extra-curricular activities and clubs 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students at LACS*

The proposal to close Peace Academy in K117 is not expected to impact current enrollment or academic or extra-curricular programming at LACS.

LACS 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 and related services. 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 LACS will continue to receive all mandated special education services if this proposal is approved.

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

This proposal is not expected to impact the admissions process or enrollment at LACS. LACS admits students on a rolling basis throughout the year using a school-based admissions method and is open to students who are 16 years and older and have attended another high school for at least one year.<sup>18</sup>

See Appendix C of this EIS for more information on transfer school admissions.

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<sup>16</sup> Educational Option (“Ed. Opt.”) programs are meant to serve a wide range of academic performers. Based on English Language Arts (ELA) standardized test scores from the prior school year, students are matched to Ed. Opt. programs based on the following distribution: 16% from the high reading level; 68% from the middle reading level; and 16% from the low reading level. Half of the students matched to Ed. Opt. programs will be selected based on their rankings from the school; the other half will be selected randomly.

<sup>17</sup> School-reported data as of January 8, 2016.

<sup>18</sup> Interested students and their parents/guardians should contact the school and schedule an intake appointment. More information about admissions to LACS and other transfer schools is available at [http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14\\_15forposting.pdf](http://schools.nyc.gov/NR/rdonlyres/21205E01-0646-409F-970B-1BCBE3A77972/0/AWTG14_15forposting.pdf).

LACS currently offers the following programs, partnerships, extra-curricular activities and clubs:<sup>19</sup>

- **Programs:** Learning to Work- Opportunities for Paid Internships, I-learn blended online learning, Community Service, Documentary Film/EVC, Open Mic, Community Meetings, Leadership Classes for all, Poetry Workshops, Hip Hop in History, Fitness, Roots Environmental Literacy, Robotics, College Now, AP Biology, Scholastic Off the Record Literacy Support, Tutoring Center.
- **Partnerships:** Brooklyn Bureau of Community Service, Generation Ready Literacy Support, TEN, Roots Environmental Literacy, Medgar Evers College Now, Columbia University, St. Joseph's College, City Tech-Robotics, Touro College, Pratt Institute, City College, Hunter College, San Francisco State University, Downtown Community Television Center, Educational Video Center (EVC) Documentary Program, Hip-Hop Re-Education Program, Robotics City College, Dance Theater, Generation Ready, Ten Network, Scholastic Identity and Voice
- **Extra-curricular Activities and Clubs:** Borough Student Advisory Council, Youth Leaders, Student Ambassadors, Community Service with CBO partner, Internships, Tutoring, Yearbook, Fitness, Art Club, Art Therapy, Film/Documentary, Basketball, Literacy, Poetry, Speaker's Bureau, Community Garden, Scholar Squads, Game room, sports partnership with other school on campus.

If this proposal is approved, LACS will continue to offer programs, partnerships, extra-curricular activities and clubs 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

### *Impact on Current and Future Students at P369K@I596K*

This proposal will have no impact on the services currently offered or received at P369K@I596K. P369K@I596K is one site of a multi-sited District 75 program serving students in sixth through eighth grades. In the current 2015-2016 school year, the program is projected to serve approximately 30-48 middle and high school-aged students with a wide range of disabilities. Students are placed in District 75 programs based on their individual needs and recommended special education services. If this proposal is approved, students at P369K@I596K will continue to receive all mandated services.

New incoming students in this program will continue to enter through the District 75 placement process, consistent with current practice. Students seeking placement are admitted through referrals from the District 75 Placement Office and are offered a placement based on geographic location of their residence, the programs outlined in their IEPs, and seat availability.

For more information regarding this application process please refer to the following Web site:

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

### *Enrollment Impact on Future Middle School Students in District 13*

This proposal to close Peace Academy is not expected to impact the admissions process at other District 13 middle schools. If this proposal is approved, students in District 13 will no longer have the opportunity to enroll in Peace Academy 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 sixth-grade seats in District 13 to accommodate future students who may have otherwise enrolled in Peace Academy.

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

<sup>19</sup> School-reported data as of January 8, 2016.

be found on the DOE's website at:

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

If this proposal is approved, the closure of Peace Academy may have a small impact on enrollment at other district and charter schools serving middle school grades in District 13. Please see Appendix A for a list of district and charter schools serving middle school grades in District 13. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on one particular school.

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

### *Enrollment Impact on Over-the-Counter ("OTC") Placements*

In the current 2015-2016 school year, Peace Academy has enrolled fewer than 10 OTC students thus far. If this proposal is approved, there is sufficient capacity in District 13 to accommodate any future students who may have enrolled at Peace Academy through OTC placement.

In addition to admitting students through the High School Admissions Process, BCAM currently admits some students through the OTC process. This proposal is not expected to impact the placement of students in BCAM through the OTC process.

As a transfer school, LACS does not receive OTC placements, but admits students on a rolling basis. P369K@I596K does not receive OTC placements, and will continue to enroll students through the District 75 placement process described above.

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

## **B. Schools**

If the proposed closure is approved by the PEP, Peace Academy will close at the end of the 2015-2016 school year. The proposed closure of Peace Academy is not expected to impact current enrollment, academic programming or extra-curricular programming at BCAM, LACS and P369K@I596K.

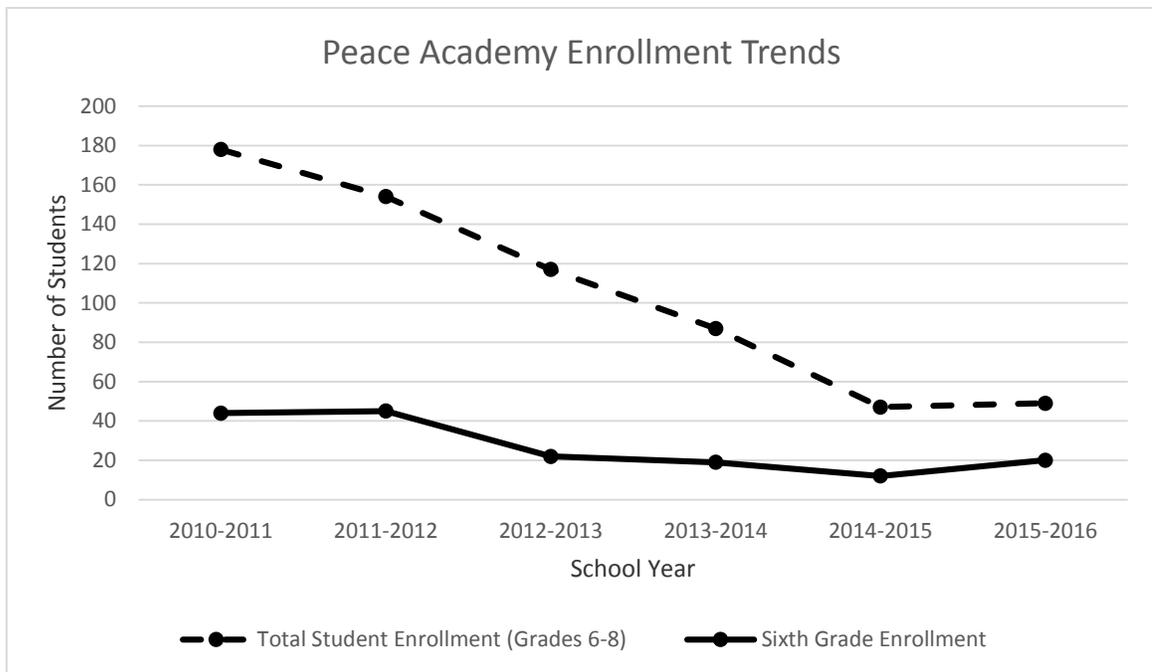
If this proposal is approved, Peace Academy will no longer exist as a school option and will therefore no longer receive its baseline or adjusted baseline allocation of space pursuant to the Footprint in K117. In addition, BCAM, LACS and P369K@I596K will continue to receive their baseline or adjusted baseline allocations of space pursuant to the Footprint.

More details about space allocation are available in Appendix D of this EIS. Please visit the DOE's website to access the Footprint, which guides space allocation and use in City schools:

<http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>

## **C. Community**

Peace Academy has experienced persistently low enrollment, performance issues, and lack of demand by students and families. These issues result in a loss of per-pupil and state funding, high staff turnover, and fewer extracurricular and athletic opportunities—all of which negatively impact the school's ability to improve student achievement. The DOE strives to ensure that all families have access to high-quality schools that meet their children's needs. The unsustainable and consistently declining student enrollment at Peace Academy over the past five years, as demonstrated in the chart below, along with persistent performance issues, indicates that there is a need to provide better options for current and future students in the Peace Academy community.



### Peace Academy Performance Trends

	2012-2013		2013-2014		2014-2015	
	Peace Academy	Citywide Average	Peace Academy	Citywide Average	Peace Academy	Citywide Average
ELA % Proficient (Levels 3 and 4)	4%	27%	4%	27%	2%	30%
Math % Proficient (Levels 3 and 4)	2%	34%	6%	29%	7%	31%

Students currently attending Peace Academy will have the opportunity to attend other middle schools beginning in the 2016-2017 school year. If the proposed closure of Peace Academy is approved, all current sixth- and seventh-grade students and current eighth-grade students who do not meet graduation requirements will receive individualized enrollment support from the superintendent’s staff and Family Welcome Center counselors, focusing on each student’s interests to find a seat that is aligned to their needs. These students will receive alternative options for enrollment in District 13 and their zoned middle school district (if different) before being discharged from the school.

District 13 district schools currently have the capacity to serve approximately 3,700 students in grades six through eight while only 2,155 such students are currently enrolled in 2015-2016. This means that District 13 currently has an excess of over 1,500 middle school seats in district schools. If the closure of Peace Academy is approved, District 13 schools will have the capacity to serve approximately 3,500 students in grades six through eight and will have an excess of over 1,300 middle school seats.

There are also seven charter schools in District 13 serving approximately 1,600 middle school students. Students in District 13 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 closure of Peace Academy may have a small impact on enrollment at other district and charter schools serving middle school grades in District 13. Please see Appendix A for a list of district and charter schools serving middle school grades in District 13. If this proposal is approved, enrollment at the schools listed in Appendix A may increase slightly; however, this proposal is not expected to have a material impact on one particular school.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at K117. This proposal is not expected to impact the accessibility of K117, which is not accessible.

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

##### Peace Academy

##### *Admissions Data*

<b>Current Admissions</b>	<b>Grades 6-8:</b> District 13 Middle School Admissions <b>Admissions Process:</b> Limited Unscreened
<b>Admissions if Closure Proposal Is Approved</b>	N/A

##### *Enrollment Data<sup>20</sup>*

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Total Enrollment</b>
2015-2016	20	11	18	49
2016-2017 (projections)	-	-	-	-

##### *Demographic Data<sup>21</sup>*

Percentage of Students Receiving ICT or SC Services	27%
Percentage of Students with IEPs	39%
Percentage of ELLs	12%
Percentage of Students Eligible for Free or Reduced Priced Lunch	92%

<sup>20</sup> All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>21</sup> All figures are reported as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

*School Performance Data*

<b>M.S. 596 Peace Academy</b>	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators<sup>22</sup></b>			
1.1 Curriculum	Developing	N/A <sup>23</sup>	Developing
1.2 Pedagogy	Developing	N/A	Developing
2.2 Assessment	Developing	N/A	Developing
3.4 High Expectations	Developing	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Developing	N/A	Proficient
<b>Performance Data</b>			
English Language Arts % Proficient (Levels 3 and 4)	4%	4%	2%
Math % Proficient (Levels 3 and 4)	2%	6%	7%
<b>Other Key Performance Indicators</b>			
Attendance Rate	89%	87%	86%
<b>2015-2016 State Accountability Status<sup>24</sup></b>	Priority		

**BCAM**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions <b>Admissions Method:</b> Educational Option
<b>Admissions if Closure Proposal Is Approved</b>	<b>Grades 9-12:</b> Citywide High Schools Admissions <b>Admissions Method:</b> Educational Option

<sup>22</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>.

<sup>23</sup> Not all schools receive Quality Reviews every year. Peace Academy did not have a Quality Review for the 2013-2014 school year.

<sup>24</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>.

*Enrollment Data*<sup>25</sup>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	121	98	83	81	383
2016-2017 (projections)	115-125	95-105	80-90	75-85	365-405

*Demographic Data*<sup>26</sup>

Percentage of Students Receiving ICT or SC Services	10%
Percentage of Students with IEPs	21%
Percentage of ELL Students	4%
Percentage of Students Eligible for Free or Reduced-Price Lunch	78%

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<sup>25</sup> All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>26</sup> All figures are reported as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

*School Performance Data*

<b>BCAM</b>	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A <sup>27</sup>	N/A	Well Developed
1.2 Pedagogy	N/A	N/A	Proficient
2.2 Assessment	N/A	N/A	Proficient
3.4 High Expectations	N/A	N/A	Well Developed
4.2 Teacher Teams and Leadership Development	N/A	N/A	Well Developed
<b>Key Components of Performance and Progress</b>			
% Earning 10+ Credits in Year 1	81%	79%	76%
4-Year Graduation Rate	70%	78%	78%
6-Year Graduation Rate	76%	77%	77%
4-Year College Readiness Index	17%	9%	14%
Attendance Rate	82%	84%	84%
<b>2015-2016 State Accountability Status</b>	Focus		

**LACS**

*Admissions Data*

<b>Current Admissions</b>	<b>Grades 9-12:</b> School-Based Admissions <b>Admissions Method:</b> Open to students age 16 or older who have attended at least one year of high school
<b>Admissions if Closure Proposal is Approved</b>	<b>Grades 9-12:</b> School-Based Admissions <b>Admissions Method:</b> Open to students age 16 or older who have attended at least one year of high school

<sup>27</sup> Not all schools receive Quality Reviews every year. BCAM did not have a Quality Review for the 2012-2013 school year or the 2013-2014 school year.

*Enrollment Data*<sup>28</sup>

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total Enrollment</b>
2015-2016	53	56	34	88	231
2016-2017 (projections)	50-60	50-60	30-40	85-95	215-255

*Demographic Data*<sup>29</sup>

Percentage of Students Receiving ICT or SC Services	4%
Percentage of Students with IEPs	15%
Percentage of ELL Students	5%
Percentage of Students Eligible for Free or Reduced-Price Lunch	71%

*School Performance Data*

LACS	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	N/A <sup>30</sup>	N/A	Proficient
1.2 Pedagogy	N/A	N/A	Developing
2.2 Assessment	N/A	N/A	Developing
3.4 High Expectations	N/A	N/A	Proficient
4.2 Teacher Teams and Leadership Development	N/A	N/A	Proficient
<b>Key Components of Performance and Progress</b>			
6-Year Graduation Rate	38%	34%	25%
Credits earned per year for students starting with 0-11 <sup>31</sup>	5.71	4.43	3.49
Attendance Rate	63%	57%	58%
<b>State Accountability Status</b>	Good Standing		

[P369K@I596K](mailto:P369K@I596K)

*Admissions Data*

<sup>28</sup> All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>29</sup> All figures are reported as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

<sup>30</sup> Not all schools receive Quality Reviews every year. LACS did not have a Quality Review for the 2012-2013 school year or the 2013-2014 school year.

<sup>31</sup> This Key Component of Performance and Progress is specific to Transfer High Schools.

<b>Current Admissions</b>	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services
<b>Admissions if Closure Proposal is Approved</b>	District 75 Placement is based on Individual Student Needs/Recommended Special Education Services

*Enrollment Data<sup>32</sup>*

	<b>Total Enrollment</b>
2015-2016	36
2016-2017 (projections)	30-48

*Demographic Data<sup>33</sup>*

Percentage of Students Receiving ICT or SC Services	100%
Percentage of Students with IEPs	100%
Percentage of ELL Students	10%
Percentage of Students Eligible for Free or Reduced-Price Lunch	63%

<sup>32</sup> All figures are from the 2015-2016 Unaudited Register as of October 31, 2015.

<sup>33</sup> All figures are reported as a percentage of total students from the 2015-2016 Unaudited Register, as of October 31, 2015.

### School Performance Data

P369K@I596K	2012-2013	2013-2014	2014-2015
<b>School Quality Indicators</b>			
1.1 Curriculum	Well Developed	N/A <sup>34</sup>	Well Developed
1.2 Pedagogy	Proficient	N/A	Well Developed
2.2 Assessment	Developing	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Well Developed	N/A	Well Developed
<b>Performance Data<sup>35</sup></b>			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	N/A
Math % Proficient (Levels 3 and 4)	N/A	N/A	N/A
<b>Other Key Performance Indicators<sup>36</sup></b>			
Attendance Rate	N/A	N/A	N/A
<b>2015-2016 State Accountability Status</b>	Good Standing		

## V. Initial Costs and Savings, and Cost of Instruction

If this proposal is approved, once the closure is implemented, the DOE will cease to allocate funds to Peace Academy and will repurpose all remaining funds previously allocated to the school. Potential additional costs to the system may occur, however, if the teachers and other school staff, who are no longer needed at the school, are unsuccessful in finding other employment opportunities in the department. These staff members would be placed in the Absent Teacher Reserve (“ATR”) pool, which is described further below.

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

### A. Personnel Needs

If this proposal is approved, all teachers, administrative, and non-pedagogical staff at Peace Academy will be excessed after the closure.<sup>37</sup> All excessing would be conducted in accordance with existing labor contracts.

Excessed teachers will be eligible to apply for positions in other district schools. Any teachers who do not find a position would be placed in the ATR pool where they would provide coverage for short- and long-term instructional needs while they continue to look for a regular assignment.

<sup>34</sup> Not all schools receive Quality Reviews every year. P369K@I596K did not have a Quality Review for the 2013-2014 school year.

<sup>35</sup> Because P369K@I596K is an alternative assessment program, school performance data is not available.

<sup>36</sup> Because P369K@I596K is an alternative assessment program, attendance rates are not available.

<sup>37</sup> Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

Students who would otherwise have enrolled in Peace Academy would now be enrolled in other District 13 middle schools, and those schools might need to hire additional staff. Consequently, this proposal would not necessarily result in an overall loss of teaching positions within the citywide system.

### **B. Administration**

If this proposal is approved, all school supervisor and/or administrator positions assigned to Peace Academy would be excessed when the school is closed. Again, all excessing would take place in accordance with existing labor contracts.

### **C. Transportation**

If this proposal is approved, transportation for students at Peace Academy would continue to be provided according to Chancellor's Regulation A-801, available at <http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>, until the closure is complete. This proposal is not expected to affect transportation practices at BCAM, LACS and P369K@I596K for the 2015-2016 school year or in future school years.

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

The provision of certain support services is described above. Other support services would continue to be provided consistent with citywide policy if this proposal is approved, until closure is complete.

## VII. Building Information

<b>Building</b>	K117	
<b>Type of Building</b>	IS/JHS	
<b>Year Built</b>	1955	
<b>Overall BCAS rating</b>	2.85	
<b>2014-2015 Blue Book Target Building Utilization</b>	68%	
<b>2014-2015 Blue Book Target Building Capacity</b>	1,051	
<b>FY 2015 Maintenance Costs</b>	<b>Labor</b>	\$35,029
	<b>Materials</b>	\$14,173
	<b>Maintenance, repair and service contracts</b>	\$69,345
	<b>Custodial operations costs—Materials</b>	\$12,226
	<b>Custodial operations costs—Custodial Allocation</b>	\$298,110
<b>FY 2015 Energy Costs</b>	<b>Electric</b>	\$109,807
	<b>Gas</b>	\$3,557
	<b>Steam</b>	N/A
	<b>Oil</b>	\$120,193
<b>Projects completed during the current or prior school year</b>	Exterior Masonry/Parapets/Roofs, Classroom Connectivity	
<b>Projects proposed in the capital plan</b>	Electrical Systems, IP Surveillance Camera Installation	
<b>Accessibility of the building</b>	No Accessibility	
<b>Building attributes</b>	Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office, Science Lab	

## Appendix A: District 13 Middle School Options

The table below lists all district and charter schools currently serving middle school grades in District 13.

DBN	School Name	Address	Grade Span 2015-2016	Grade Span at Scale	Admissions Method	2015-2016 Enrollment <sup>38</sup>	2014- 2015 School Capacity <sup>39</sup>	School Utilization
<b>District-wide Choice Options</b>								
13K113	M.S. 113 Ronald Edmonds Learning Center	300 ADELPHI STREET	6-8	6-8	Screened	414	1,185	35%
13K265	Dr. Susan S. McKinney Secondary School of the Arts	101 PARK AVENUE	6-12	6-12	Screened	434	674	64%
13K266	M.S. K266 - Park Place Community Middle School	31 NEW YORK AVE <sup>40</sup>	6-8	6-8	Screened	130	N/A	N/A
13K301	Satellite East Middle School	344 MONROE STREET	6-8	6-8	Screened	96	275	35%
13K313	Satellite West Middle School	209 YORK STREET <sup>41</sup>	6-8	6-8	Unscreened	77	299	26%
13K351	The Urban Assembly Unison School	170 GATES AVENUE	6-8	6-8	Limited Unscreened	148	306	48%
13K527	Urban Assembly Institute of Math and Science for Young Women	283 ADAMS STREET	6-12	6-12	Screened	477	614	78%
13K691	Fort Greene Preparatory Academy	100 CLERMONT AVENUE	6-8	6-8	Screened	244	235	104%
13K008	P.S. 008 Robert Fulton	37 HICKS STREET	K-8	K-8	Limited Unscreened	925	837	111%
13K282	P.S. 282 Park Slope	180 6 AVENUE	K-8	K-8	Limited Unscreened	895	860	104%
13K492	Academy of Arts and Letters	225 ADELPHI STREET	K-8	K-8	Screened	516	382	135%

<sup>38</sup> Enrollment is based on the 2015-2016 Unaudited Register as of October 31, 2015 for district schools and the charter headcount as of October 1, 2015 for charter schools. It reflects the enrollment for all grades served by the school.

<sup>39</sup> School capacity is based on target capacity from the 2014-2015 Blue Book. For schools serving students in more than one site, enrollment, capacity, and utilization reflect all grades served by the school.

<sup>40</sup> Per a proposal approved by the PEP on March 25, 2015, M.S. 266 Park Place Community Middle School is sited at this location for the 2015-2016 and 2016-2017 school years, after which it will return to 62 Park Place. More information is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2014-2015/March2015SchoolProposals>. Also, due to this temporary siting, capacity and utilization rates are not available.

<sup>41</sup> The PEP approved a proposal on November 19, 2015 to re-site Satellite West Middle School from its current location to new building K611, located at 19 Dock Street, as of the 2016-2017 school year. More information is available at <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/November2015SchoolProposals>.

Charter Options								
84K508	Achievement First Endeavor Charter School	510 WAVERLY AVENUE	K-12	K-12	Lottery	1007	N/A <sup>42</sup>	N/A-
84K517	Leadership Prep Bedford Stuyvesant Uncommon Prep Charter School	141 MACON STREET	K-9	K-12	Lottery	755	753	100%
84K536	Community Roots Charter School	51 SAINT EDWARDS STREET	K-8	K-8	Lottery	469	448	105%
84K702	Community Partnership Charter School	241 EMERSON PLACE	K-8	K-8	Lottery	509	461	110%
84K757	Unity Prep Charter School	432 MONROE STREET	6-8	6-12	Lottery	316	347	91%
84K780	Brooklyn East Collegiate Charter School	80 UNDERHILL AVENUE	5-10	5-12	Lottery	389	390	100%
84K803	Brooklyn LAB Charter School	250 JAY STREET	6-7	6-10	Lottery	250	N/A <sup>43</sup>	N/A

<sup>42</sup> 84K508 is in private space and thus capacity figures are not available.

<sup>43</sup> 84K803 is in private space and thus capacity figures are not available.

## Appendix B: 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>, 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 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 a 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 processes. Information about all of these options is printed in each district's Middle School Directory, 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 include:

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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, limited unscreened, 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 2016-2017 school year was in December 2015. Additionally, new middle schools designated to open throughout the city for the 2016-2017 school year will be available for students to consider in early 2016, and eligible students will have the opportunity to submit a “new schools” application at that time. Information about middle school application deadlines is 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 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, 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 match 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. Round Two choices 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.

For more information about the High School Admissions Process, please visit:

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

High school students with Individualized Education Programs (“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 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, English Language Learner (“ELL”) students are admitted to high schools in the same manner as their non-ELL peers. Any students requiring ELL services will 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, 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 or online at <http://schools.nyc.gov/ChoicesEnrollment/High/Resources/default.htm>.

### *Over-the-Counter (“OTC”) Placement*

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;
- Left the New York City school system and have returned;<sup>44</sup>
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101); or
- Did not participate in the middle or high school admissions processes for some other reason.

When a student eligible for middle or high school arrives for OTC 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 the 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 school 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 at the start of the school year 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>45</sup> international schools,<sup>46</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.

### *Transfer School Admissions*

Transfer schools do not participate in the High School Admissions Process. To enroll, students must contact a transfer school directly to schedule an intake interview. Students can refer to the following website for more

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<sup>44</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>45</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 college 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 Web site at: [www.goingforme.org](http://www.goingforme.org).

<sup>46</sup> International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

information about applying to a transfer school: [www.goingforme.org](http://www.goingforme.org). Students can also visit a Referral Center for High School Alternatives or a Family Welcome Center to learn more about their options. To search for City transfer schools, please refer to the Directory of High School Diploma & General Educational Development (“GED”) Programs available on the DOE’s website at <http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/AlternativesHS/directory.htm>

## 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 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 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.