

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of Global Neighborhood Secondary School (04M381) with P.S. 96 Joseph Lanzetta (04M096) in Building M096 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate Global Neighborhood Secondary School (04M381, “Global Neighborhood”), an existing middle school that currently serves students in sixth through eighth grades, with P.S. 96 Joseph Lanzetta (04M096, “P.S. 96”), an existing school serving students in kindergarten through eighth grades and a pre-kindergarten program, in building M096 (“M096”), located at 216 East 120th Street, New York, NY 10035, beginning in the 2016-2017 school year. The DOE is proposing to consolidate Global Neighborhood with P.S. 96 because Global Neighborhood has struggled with low enrollment, which creates budgetary and programmatic challenges. A “consolidation” means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, Global Neighborhood and P.S. 96 will be combined such that students, staff, and resources of Global Neighborhood will become part of P.S. 96, and Global Neighborhood will no longer exist as a distinct school option as of the 2016-2017 school year.

P.S. 96 and Global Neighborhood are currently co-located in building M096. 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. Building M096 also houses a community-based organization (“CBO”), Global Kids. If this proposal is approved, Global Kids will continue to provide services and maintain its space in M096.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan, Focus, or Priority.¹ If this proposal is approved, the newly consolidated school would not inherit the state accountability status of Global Neighborhood. Rather, the state accountability status of P.S. 96 would remain. P.S. 96 is identified as a Local Assistance Plan School (“LAP”).²

Global Neighborhood was previously identified as a Priority School and was implementing a School Innovation Fund (SIF) plan.³ For school year 2015-16 the school was de-identified as a Priority School and is now a school in “Good Standing”; however, the school continues to implement its SIF plan in 2015-2016. For school year 2016-17, SIF funding will be lost due to the consolidation of the school with P.S. 96. For additional information about the methodology used to calculate the progress of Priority schools please visit <http://www.p12.nysed.gov/accountability/documents/ProgressofPrioritySchools2015-16.doc>

¹ More information on New York State Education Department accountability status can be found at <http://www.p12.nysed.gov/accountability/APA/home.html>.

² Schools are identified as LAP for failing to make progress in ELA, Math, Science or Graduation Rate for a subgroup for multiple years; having large and increasing gaps in performance between specific subgroups of students or in the case where the school is not located in a low performing district; or having a subgroup perform at or below the benchmark used to identify low performing districts. Schools can be identified as LAP any year.

³ Information about SIF is available at <http://www.p12.nysed.gov/turnaround/SchoolInnovationFundSIFGrant.html>.

Rationale for Consolidation

Consolidation decisions are made on a case-by-case basis in partnership with the superintendent and impacted school communities. They are intended to improve under-enrolled schools and address the budgetary, programmatic, and performance challenges that arise as a result of low enrollment. A consolidation may also be proposed to allow the DOE to leverage a particularly strong school leader. Since most funding in schools' budgets is allocated on a per-pupil basis based on Fair Student Funding per capita allocation levels, schools that struggle with low enrollment may also subsequently struggle with funding issues. For example, they may not be able to afford a full range of services or specialized instruction. Consolidations support healthy school enrollment so that schools have the budgets necessary to operate effectively. Other potential benefits of consolidations include increased access to resources and improvements in school performance.

The DOE is proposing to consolidate Global Neighborhood with P.S. 96 based primarily on the benefits students would derive from the additional resources made available by consolidating the two school organizations into one. If this proposal is approved, students attending the consolidated P.S. 96 will have access to a wider variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for either individual school to offer in the absence of a consolidation. For example, the schools are in discussion with Mt. Sinai Hospital in regards to a partnership that would bring a school-based health clinic to M096 beginning in the 2016-2017 school year. In addition to increased resources, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization.

This proposal has been developed by the District 4 Superintendent in conjunction with the principals of the consolidating schools and the school communities through a collaborative planning process. The need to address limited resources and low enrollment at Global Neighborhood became evident over the course of conversations between the District 4 Superintendent and the principals of P.S. 96 and Global Neighborhood as they sought to build a collaborative co-location after Global Neighborhood was re-sited to M096. The consolidation of Global Neighborhood with P.S. 96 will improve resources at the consolidated school and reduce the number of under-enrolled middle schools in the district.

Global Neighborhood and P.S. 96 are currently co-located in M096. Collaboration between the P.S. 96 principal and the Global Neighborhood interim acting principal began during the summer of 2015 when Global Neighborhood was re-sited into M096 and has been continuing into the 2015-2016 school year. Presently the schools are sharing resources such as a computer lab and a dance studio. A full description of shared spaces is located in Section III.B. The CBOs that partner with each school are also each providing services to students across both schools, facilitating further interaction among students in the M096 building. Besides these efforts the schools will continue to work together by taking part in planning sessions throughout the year in order to ensure the consolidation is seamlessly executed in the 2016-2017 school year.

Public Engagement

Public engagement was conducted in the course of creating this proposal, including:

- A meeting led by the superintendent with teachers and staff of P.S. 96 and Global Neighborhood held on June 2, 2015.
- A meeting of the District Leadership Team (“DLT”) on June 4, 2015, at which the superintendent discussed this proposed consolidation.

- A parent meeting and information session held on June 8, 2015.
- A presentation made to the District 4 Community Education Council (“CEC 4”) on June 10, 2015 by the DOE Office of District Planning and District 4 Superintendent.
- A walkthrough of M096 with a member of DOE Senior Leadership on September 30th 2015 to discuss the proposal further and take questions and concerns from the school communities in advance of the Panel for Educational Policy (“PEP”) vote. Participants included the District 4 Superintendent as well as representatives from the Office of District Planning, the DOE Office of Space Planning, CEC 4, P.S. 96’s School Leadership Team, and Global Neighborhood’s School Leadership Team.

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 to discuss the proposal and take questions, comments, and feedback.
- A public hearing to be held at M096. This meeting is open to the public and attendees are encouraged to comment on this proposal during 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 212-374-3466 or emailing in any language D04Proposals@schools.nyc.gov. All comments received at the above-noted 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.
- 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 welcomed to provide comment on this proposal.

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/20152016/November2015SchoolProposals>.

If this proposal is approved, Global Neighborhood will be consolidated with P.S. 96 beginning in the 2016-2017 school year. The consolidated P.S. 96 will continue to serve students in kindergarten through eighth grade, and it will also continue to offer a pre-kindergarten program. Global Neighborhood will no longer exist as an individual school option, and current Global Neighborhood students will be accommodated at P.S. 96 (see Section III for more information).

Building M096 has the capacity to serve a total of 738 students.⁴ If this proposal is approved, P.S. 96 will absorb the enrollment of Global Neighborhood and will serve a projected 506-596 students in kindergarten through eighth grades and two sections of pre-kindergarten in the 2016-2017 school year. This will result in a total projected building enrollment of 506-596 students in M096,

⁴ According to the 2013-2014 Enrollment Capacity Utilization Report (the “Blue Book”).

yielding a building utilization rate of 69%-81%.⁵ This proposal is not expected to significantly change the total building enrollment since the schools already operate in the same building.

II. Proposed or Potential Use of Building

As noted in Section I above, building M096 has the capacity to serve 738 students and currently serves 585 students across P.S. 96 and Global Neighborhood, yielding a building utilization rate of 79%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A. If this proposal is approved, M096 will serve a total of approximately 506-596 students in the 2016-2017 school year, resulting in a projected utilization rate of 69%-81%.

Grade Spans			
DBN	School Name	2015-2016	2016-2017
04M096	P.S. 096 Joseph Lanzetta	K-8	K-8
04M381	Global Neighborhood Secondary School	6-8	-

The chart below shows the projected enrollment and building utilization for M096, if this proposal is approved:

DBN	School Name	2015-2016 Budget Projections	2016-2017 Projected Enrollment
04M096	P.S. 096 Joseph Lanzetta	463	506 - 596
04M381	Global Neighborhood Secondary School	122	-
Total Building Enrollment		585	506 - 596
Utilization ⁶		79%	69% - 81%

⁵ 2015-2016 building utilization rates are based on target capacity data from the 2013-2014 Blue Book and the 2015-2016 Budget Register Projections for district schools. 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/2013-2014_Bookone_Target.pdf.

⁶ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2013-2014 Blue Book, district school enrollment projections based on the 2015-2016 Budget Register Projections for district schools, and, for charter schools, the first invoiced enrollment for fiscal year 2016. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In

More information on target capacity and utilization is available in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, the newly consolidated P.S. 96 will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). More details about space allocation are available in Section III and Appendix C 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/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

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

A. Students

Global Neighborhood currently serves students in grades six through eight in M096. Because Global Neighborhood has struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate Global Neighborhood with P.S. 96 in M096. If this proposal is approved, current Global Neighborhood students in sixth and seventh grades, as well as Global Neighborhood students in the eighth grade who must repeat the grade, will be served in P.S. 96 beginning in the 2016-2017 school year. If Global Neighborhood is consolidated with P.S. 96, P.S. 96 will be the only school organization located in M096 as of the 2016-2017 school year, and new students will no longer enroll in Global Neighborhood.

Impact on Students Currently Attending P.S. 96 and Global Neighborhood

The proposed consolidation of Global Neighborhood with P.S. 96 may impact educational and/or extra-curricular programming available to P.S. 96 students at the middle school level, as the consolidated school may offer opportunities currently available at Global Neighborhood in place of or in addition to P.S. 96’s current offerings. If approved, students currently attending Global Neighborhood will gain access to the programming available at P.S. 96 and will no longer be served by Global Neighborhood as of the 2016-2017 school year, although many of the programs and services currently provided by Global Neighborhood would be offered instead by P.S. 96.

Current students in the elementary grades of P.S. 96 are not expected to be adversely impacted by this proposal, although they may gain access to new or additional programming offered by the consolidated school.

P.S. 96 and Global Neighborhood serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching (“ICT”) and Self-Contained (“SC”) special education classes and students receiving Special Education Teacher Support Services (“SETSS”) and related services. 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 and future students enrolled at P.S. 96 will continue to receive all mandated special education services if this proposal is approved.

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. The Blue Book is available at http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf.

In addition, English Language Learner (“ELL”) students currently enrolled at P.S. 96 and Global Neighborhood receive English as a Second Language (“ESL”) services. If this proposal is approved, these services will continue to be provided at the consolidated school, and all students will receive their mandated services.

Current eighth grade students who are on track to graduate will complete middle school at their current school (Global Neighborhood or P.S. 96) at the end of the 2015-2016 school year, provided they meet promotional criteria, and can apply to high school through the high school admissions process.⁷

If this proposal is approved, current P.S. 96 sixth and seventh grade students, as well as eighth grade students who are not on track to graduate, will continue to be served by P.S. 96 alongside their new classmates from the former Global Neighborhood. It is expected that all current Global Neighborhood students, with the exception of those continuing on to high school, will attend P.S. 96. However, any students who prefer a different school option may seek a transfer through the Office of Student Enrollment, which will work to match students based on their preferences, needs, and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Global Neighborhood or P.S. 96 for the duration of the current (2015-2016) school year. Both schools will continue to offer all programs to support current students as they work to meet promotional requirements through the end of the current school year.

P.S. 96’s extra-curricular activities, sports, and partnerships include:⁸

- **Extra-curricular Activities:** Learning Leaders Community Service and Urban Dove Recreational Program
- **Sports:** Basketball and Soccer
- **Partnerships:** Hunter College, Harlem Y, City Year, Lutheran Dental Clinic

Global Neighborhood currently offers the following extra-curricular activities and partnerships:⁹

- **Extra-curricular Activities:** Musical Theater, Technology, Art, an Algebra Regents course, and Light Sail
- **Partnerships:** Global Kids, Inc., Princeton Blairstown Center, Vaughn College

If this proposal is approved, P.S. 96 will continue to offer extra-curricular programs based on student interests, available resources, and staff support for those programs, though the specific programs offered at a given school are always subject to change. That is true for all City students, as all schools annually modify extra-curricular offerings based on student demand and available resources. If this proposal is approved, P.S. 96 may also offer programs and partnerships that are currently offered by Global Neighborhood after Global Neighborhood ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

If this proposal is approved, the DOE expects the consolidation to increase the programmatic opportunities available to students, due to the combination of the schools’ individual resources.

⁷ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

⁸ School reported data as of September 11, 2015.

⁹ School reported data as of September 11, 2015.

Impact on Future Elementary School Students in District 4

This proposal is not expected to impact the elementary admissions process or elementary enrollment at P.S. 96. P.S. 96 will continue to give priority to elementary students who live in its zone, as it has in the past and in accordance with Chancellor's Regulation A-101. The full details of Chancellor's Regulation A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

See Appendix B for more information on elementary school enrollment.

Impact on Future Middle School Students in District 4

Global Neighborhood currently admits students through the middle school admissions process using a limited unscreened admissions method. P.S. 96 currently admits students to middle school through the middle school admissions process using a screened admissions method. Pursuant to Chancellor's Regulation A-101, P.S. 96 gives preference to fifth grade students who wish to remain in the school, followed by students residing in the zone, followed by students and residents of District 4.

If this proposal is approved, Global Neighborhood will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated P.S. 96 will instead offer admissions to the seats previously available at Global Neighborhood. P.S. 96 will continue to admit students through the middle school admissions process. However, for the 2016-2017 school year and beyond, P.S. 96 will no longer use a screened admissions process for its middle school admissions and will instead admit middle school students through a limited unscreened admissions method, as Global Neighborhood currently does. Preference will continue to be given to fifth grade students who wish to remain in the school, followed by students residing in the zone, and students and residents of District 4.

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

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

General information about the middle school admissions process can be found on the DOE's website at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and Appendix B of this EIS.

Enrollment Impact on Future Over-the-Counter ("OTC") Students

P.S. 96 and Global Neighborhood also currently admit students through the OTC admissions process. If this proposal is approved, the consolidated P.S. 96 will continue to admit students through the OTC admissions process. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school students in the district since the consolidated P.S. 96 will have adequate capacity to accommodate students who would have been admitted through the OTC process to either school.

OTC placement refers to the method of enrolling students who need a school assignment because they were not part of any admissions process for entry grades and/or were not enrolled in a New

York City school at the beginning of the school year. 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;¹⁰
- Are seeking transfers (based on the guidelines outlined in Chancellor's Regulation A-101); or
- Did not participate in the middle school admissions process for some other reason.

When a student eligible for middle school arrives for OTC placement, his or her school assignment is determined by his or her interest, his or her home address, which schools have available seats, and, where applicable, transfer guidelines. Students 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 student visits a Borough Enrollment Office where he or she meets with a counselor who reviews options that will meet the student's needs. However, in many districts, students may simply report to their zoned middle school.

Impact on P.S. 96's Pre-Kindergarten Program

This proposal is not expected to impact the pre-kindergarten program at P.S. 96. Incoming pre-kindergarten students can apply to the pre-kindergarten program through the centralized pre-kindergarten admissions process. Verified zoned siblings of students enrolled at the consolidated P.S. 96 will have first priority for admission to the pre-kindergarten program at P.S. 96. Students who reside in the P.S. 96 zone who do not have siblings enrolled at P.S. 96 will have second priority for admission. As with all pre-kindergarten programs, the availability of pre-kindergarten at P.S. 96 will be subject to continued funding availability and demand.

Impact on CBOs

Building M096 houses a CBO, Global Kids, a program that provides youth with appropriately structured youth development activities. Global Kids is not expected to lose any space or reduce their services as a result of this proposal.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated P.S. 96 in M096 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/NR/rdonlyres/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

Any space remaining beyond the baseline or adjusted baseline allocations will be excess space available to the consolidated P.S. 96.

According to a walk-through and survey of building M096 conducted on September 16, 2015 by a representative from the Office of Space Planning, M096 includes 42 full-size rooms, 5 half-size rooms, 2 quarter-size rooms and 3.0 FSE rooms of designed administrative space. M096 also includes a gymnasium, an auditorium, a library and a cafeteria, all of which are currently shared

¹⁰ 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.

by P.S. 96 and Global Neighborhood, but would be used solely by the consolidated P.S. 96 if this proposal is approved. The below spaces are currently being shared by the two schools:

- The school nurse's office occupies 0.5 FSE room of designed administrative space.
- The custodian's office occupies 0.5 FSE room of designed administrative space.
- The School-Based Support Team ("SBST") occupies 0.5 FSE room of designed administrative space.
- A CBO occupies 1 full-size room.
- A science lab occupies 1 full-size room.
- A dance/band room occupies 1 full-size room.
- A technology lab occupies 1 full-size room.
- A teacher's lounge occupies 1 quarter-size room.

Excluding the shared spaces outlined above, M096 has a total of 38 full-size rooms, 5 half-size rooms, 1 quarter-size room, and 1.5 FSE room of designed administrative space remaining to be allocated in M096.

Per the Footprint, P.S. 96's current baseline allocation is 22 full-size rooms, 7 half-size rooms, and 3.5 FSE rooms for administrative use.¹¹ Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted P.S. 96's baseline allocation to substitute six full-size spaces in lieu of six half-size spaces. Thus, P.S. 96's adjusted baseline allocation is 28 full-size spaces, 1 half-size space, and 3.5 FSE rooms for administrative use, comprised of 1.5 FSE room of designed administrative space, 1 full-size room, and 2 half-size rooms, for a total of 29 full-size rooms, 3 half-size rooms, and 1.5 FSE room of designed administrative space. Currently, P.S. 96 is using 29 full-size rooms, 3 half-size rooms, 1.5 FSE room of administrative space, and 1 quarter-size room. Therefore, P.S. 96 is using 1 quarter-size room above its Footprint allocation.

Per the Footprint, Global Neighborhood's current baseline allocation is 6 full-size rooms, 1 half-size room, and 2.0 FSE rooms for administrative use. Due to a lack of half-size spaces suitable for instructional use, the DOE adjusted Global Neighborhood's baseline Footprint allocation to substitute a full-size space in lieu of a half-size space. Thus, Global Neighborhood's adjusted baseline allocation is 7 full-size rooms and 2.0 FSE rooms of administrative space, comprised of 1 full-size and 2 half-size rooms, for a total adjusted baseline allocation of 8 full-size and two half-size rooms. Currently, Global Neighborhood is using 9 full-size rooms and 2 half-size rooms. Therefore, Global Neighborhood is using 1 full-size room above its Footprint allocation.

If this proposal is approved, Global Neighborhood will be consolidated with P.S. 96, and P.S. 96's baseline space allocation will be 26 full-size rooms, 7 half-size rooms, and 4.0 FSE spaces for administrative use. Due to a lack of half-size spaces suitable for instructional use, the DOE has adjusted P.S. 96's baseline Footprint allocation to substitute seven full-size spaces in lieu of seven half-size spaces. Thus, P.S. 96's adjusted baseline allocation is 33 full-size rooms and 4.0 FSE rooms of administrative space, comprised of 1.5 FSE room of designed administrative space and 5 half-sized rooms.

¹¹ P.S. 96 was projected to serve two sections of pre-kindergarten. However, based on demand, the school is currently serving only one section. The current space allocation therefore reflects only one pre-kindergarten section. However, space remains available in M096 should the need for an additional pre-kindergarten section change. In future years, P.S. 96 is allocated space for two sections of pre-kindergarten.

The adjusted baseline allocations of full-size rooms in M096 are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017
04M381	Global Neighborhood	7	-
04M096	P.S. 96	29	33
TOTAL		37	33
TOTAL FULL-SIZE ROOMS TO BE ALLOCATED		38	38
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		1	5

Any space remaining beyond the baseline or adjusted baseline allocations will be excess space available to the consolidated P.S. 96.

Building Safety and Security

If this proposal is approved, the consolidated P.S. 96 will develop a safety and security plan for M096 prior to the first day of school in September 2016.

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

- 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

Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Global Neighborhood and P.S. 96 will result in a healthy enrollment at the school and provide the budget required to run effectively. Because of the increased resources, the consolidated P.S. 96 will be able to enhance programs offered, creating a stronger school environment and an improved K-8 school option. Further, there are numerous under-enrolled middle schools in District 4. By reducing the total number of middle schools in the district, other schools may experience an increase in demand and enrollment, which would result in increased resources for those schools.

If this proposal is approved, community members and organizations will be able to obtain school building use permits at the M096 building. This proposal is not expected to impact the accessibility of M096, which is fully accessible.

IV. Enrollment, Admissions and School Performance Information Global Neighborhood

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Limited Unscreened
Admissions after Consolidation	N/A

Enrollment Data¹²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	28	45	49	122
2016-2017 (projections)	-	-	-	-

Demographic Data¹³

Percentage of Students Receiving ICT or SC Services	30%
Percentage of Students with Individualized Education Programs	31%
Percentage of English Language Learner Students	19%
Percentage of Students Eligible for Free or Reduced-Price Lunch	96%

¹² All figures are based on the 2015-2016 Budget Register Projections.

¹³ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

Global Neighborhood Secondary School	2012-2013	2013-2014	2014-2015
School Quality Indicators^{14,15}			
1.1 Curriculum	P	N/A	P ¹⁶
1.2 Pedagogy	D	N/A	P
2.2 Assessment	P	N/A	WD
3.4 High Expectations	P	N/A	P
4.2 Teacher Teams and Leadership Development	P	N/A	WD
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	7%	6%	6%
Math % Proficient (Levels 3 and 4)	14%	18%	13%
Other Key Performance Indicators			
Attendance Rate ¹⁷	91%	91%	N/A
2015-2016 State Accountability Status¹⁸	Good Standing		

¹⁴ 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>.

¹⁵ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Global Neighborhood did not have a Quality Review for the 2013-2014 school years.

¹⁶ Quality Review Scores are abbreviated as follows: 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>.

¹⁷ Attendance Rate for 2014-2015 is not available at this time.

¹⁸ This status is determined by the New York 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>.

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Admissions Data

Current Admissions	Pre-Kindergarten: Standard universal pre-kindergarten admissions process Grades K-5: Zoned Grades 6-8: Middle School Admissions Process Grades 6-8 Admissions Method: Screened
Admissions after Consolidation	Pre-Kindergarten: Standard universal pre-kindergarten admissions process Grades K-5: Zoned Grades 6-8: Middle School Admissions Process Grades 6-8 Admissions Method: Limited Unscreened

Enrollment Data

	PK	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (projections)	36	40	40	45	41	49	47	53	54	58	463
2016-2017 (projections)	36	40-50	35-45	35-45	40-50	35-45	45-55	80-90	80-90	80-90	506-596

Demographic Data¹⁹

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	29%
Percentage of English Language Learner Students	21%
Percentage of Students Eligible for Free or Reduced-Price Lunch	78%

¹⁹ All figures are as a percentage of total students from the 2014-2015 Audited Register, as of October 31, 2014.

School Performance Data

P.S. 096 Joseph Lanzetta	2012-2013	2013-2014	2014-2015
School Quality Indicators^{20, 21}			
1.1 Curriculum	N/A	D	D ²²
1.2 Pedagogy	N/A	D	D
2.2 Assessment	N/A	D	D
3.4 High Expectations	N/A	D	WD
4.2 Teacher Teams and Leadership Development	N/A	D	P
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	9%	11%	10%
Math % Proficient (Levels 3 and 4)	5%	9%	5%
Other Key Performance Indicators			
Attendance Rate ²³	90%	90%	N/A
2015-2016 State Accountability Status²⁴	Local Assistance Plan		

V. Initial Impact on Budget and Cost of Instruction

The costs associated with this proposal are explained below.

Most funding in schools' budgets is allocated on a per pupil basis, based on FSF per capita allocation levels. As shown in Section IV above, P.S. 96's total enrollment is expected to increase as a result of the consolidation, and as a result P.S. 96's budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, English Language Learners, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁵

²⁰ 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>.

²¹ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. P.S. 96 did not have a Quality Review for the 2012-2013 or 2013-2014 school years.

²² Quality Review Scores are abbreviated as follows: 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>.

²³ Attendance Rate for 2014-2015 is not available at this time.

²⁴ This status is determined by the New York 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>.

²⁵ The FSF Guide is available at:

http://www.nycboe.net/AdminOrg/Finance/budget/dbor/dbor_intranet/DFPM_Budget_Resources/fy16/docs/FSF_School_Budget_Resource_Guide.pdf

and FY16 School Allocation Memoranda²⁶ 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.

As noted above, as a former Priority School, the NYCDOE received \$750,000 to support Global Neighborhood in SIF funding over the course of three years. In 2016-2017, the final year of funding, the NYCDOE would receive \$250,000. This funding may be discontinued as a result of this proposal; however, the NYCDOE may find alternate funding sources to support the consolidated school.

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

A. Personnel Needs

If this proposal is approved, the staff of P.S. 96 and the staff of Global Neighborhood will be consolidated. Where possible, the DOE will seek to minimize excessing²⁷ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Global Neighborhood and P.S. 96 will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed teachers will be eligible to apply for other City positions, and any teachers who do not find a permanent position will be placed in the absent teacher reserve (“ATR”) pool, meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

B. Administration

If this proposal is approved, supervisor and/or administrators from P.S. 96 and Global Neighborhood will be consolidated. Again, where possible, the DOE will seek to minimize excessing of represented staff during any consolidation. In the event that staff excessing is required, staff from P.S. 96 and Global Neighborhood will be merged into one list to determine seniority by license, and all contractual rules regarding excessing will apply.

Barring system-wide layoffs, excessed supervisors and/or administrators will be eligible to apply for other City positions, and any supervisors and/or administrators who do not find a permanent position will be placed in the ATR pool, meaning that they will continue to earn their salary while serving on a temporary basis in other City schools.

C. Transportation

There will be no change to existing transportation practices at P.S. 96 or Global Neighborhood during the current school year (2015-2016).

²⁶ The FY15 School Allocation Memoranda is available at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/AM_FY16_pg1.html

²⁷ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

If this proposal is approved, transportation will continue to be provided to students attending the consolidated P.S. 96 according to Chancellor's Regulation A-801:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-39/A-801.pdf>

D. Other Support Services

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

VII. Building Information

Building		M096
Type of Building		PS
Year Built		1964
Overall BCAS rating		2.59
2013-2014 Blue Book Target Building Utilization		69%
2013-2014 Blue Book Target Building Capacity		738
FY 2014 Maintenance Costs	Labor	\$67,291
	Materials	\$10,782
	Maintenance, repair, and service contracts	\$86,707
	Custodial operations costs—Materials	\$5,671
	Custodial operations costs—Custodial Allocation	\$228,421
FY 2015 Energy Costs	Electric	\$141,092
	Gas	\$2,198
	Steam	N/A
	Oil (FY 2014)	\$213,625
Projects completed during the current or prior school year		Classroom Connectivity, CTF-Room Conversion
Projects proposed in the capital plan		Fencing, Paved Area-Blacktop
Accessibility of the building		No Accessibility
Building attributes		Art Room, Auditorium, Cafeteria, Gymnasium, Library, Nurse's Office, Science Lab

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/2013-](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf)

[2014_Bookone_Target.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2013-2014_Bookone_Target.pdf), a building's target utilization rate is calculated by dividing the aggregated enrollment of all 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 standards 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 most recent year for which target capacity has been calculated for buildings is 2013-2014. As described above in this EIS, the DOE's utilization rates for the 2014-2015 school year and beyond are based on the 2013-2014 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, utilization rates for 2014-2015 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 high school 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 standard 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

Elementary School Admissions

A student's zoned school is determined by his or her home address in accordance with Chancellor's Regulation A-101. The full details of A-101 can be found at:

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>.

Zoned schools are obligated to serve all students residing in their zone, space permitting, regardless of when families show up to register. Applicants must be admitted to zoned schools in the following order of priority:

- a. Zoned students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September;
- b. Zoned students other than those in (a) above applying to the zoned school

If space allows, and if the Office of Student Enrollment deems appropriate based on district needs, additional offers may be authorized for the following priority groups, in the below order. Only the Office of Student Enrollment may authorize the placement of non-zoned students out of this priority order; for example, for students who cannot be accommodated at their zoned school or for special programs such as dual language or inclusion classes for students with Autism Spectrum Disorders.

- c. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 in the school at the start of the following school year in September who are not zoned to the school, but are residents of that district;
- d. Students whose verified siblings are pre-registered or enrolled at the time of application submission and will be enrolled in grades K-5 at the start of the following school year in September who are residents of another district;
- e. Students currently attending the school's pre-kindergarten program who reside outside the school's zone but in the school's district, without a sibling who will be in grades K-5 at the school in the following school year;
- f. Students currently attending the school's pre-kindergarten program who reside outside the school's zone and district, without a sibling who will be in grades K-5 at the school in the following school year;
- g. Students other than those in (c) and (e) above who are residents of that district; and
- h. Students other than those in (d) and (f) who are residents of another district.

Elementary school students with IEPs, with the exception of those recommended for placement in a District 75 school,²⁸ a Non-Public School Placement, or specialized programs,²⁹ are admitted to schools in the same

²⁸ 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 347 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>.

²⁹ Specialized programs refer to a set of programs that are not in every community school. These programs include bilingual special education programs and programs for students with Autism Spectrum Disorder. If a student is identified as requiring a specialized program, s/he may be offered a program as an alternative to the placement offered

manner as general education students. Schools will ensure that students with disabilities continue to receive mandated programs and 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 will also be admitted to elementary schools in the same manner as their peers who are not ELL students.

Middle School Admissions

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

With the middle school admissions process, students rank their preferences from among their eligible choices which are pre-populated on each student's customized middle school application. These options 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, 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 will be 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. Eligible students will have the opportunity to submit a "new schools" application in at that time. Information about middle school application deadlines will be available at the following link:

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

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

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

through the admissions and enrollment processes. For more information please visit <http://schools.nyc.gov/Academics/SpecialEducation/enrolling/specializedprograms/default.htm> or email specializedprograms@schools.nyc.gov.

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 ICT section and a full-size or half-size room to accommodate each SC special education section served by the school. In addition to these rooms, schools serving grades kindergarten through five receive an allocation of cluster or specialty rooms proportionate to the number of students enrolled. These spaces can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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

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