

REVISED EDUCATIONAL IMPACT STATEMENT: The Proposed Consolidation of Collaborative Academy of Science, Technology, & Language-Arts Education (01M345) and Grades 6-8 of Henry Street Secondary School for International Studies (01M292) with University Neighborhood Middle School (01M332) in Building M056 Beginning in the 2016-2017 School Year

I. Summary of Proposal

On February 5, 2016, the New York City Department of Education (“DOE”) posted a proposal to consolidate Collaborative Academy of Science, Technology, & Language-Arts Education (01M345, “CASTLE”), an existing middle school that currently serves students in sixth through eighth grades, and the middle school grades of Henry Street Secondary School for International Studies (01M292, “Henry Street”), an existing secondary school currently serving students in seventh through twelfth grades,¹ with University Neighborhood Middle School (01M332, “UNMS”), an existing middle school serving students in sixth through eighth grades, in the 2016-2017 school year. All of these schools are co-located² in building M056 (“M056”), which is located at 220 Henry Street, New York, NY 10002 in Community School District 1 (“District 1”). The DOE proposed to consolidate CASTLE, Henry Street’s middle school grades, and UNMS because these schools have 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, CASTLE, Henry Street’s middle school grades, and UNMS will be combined such that students, staff, and resources of CASTLE and Henry Street’s middle school grades will become part of UNMS. CASTLE and Henry Street will no longer exist as distinct middle school options for the 2016-2017 school year. Henry Street will continue to operate its high school grades as a separate organization in M056.

CASTLE, Henry Street, and UNMS are all currently co-located in M056 with Manhattan Charter School II (84M080, “MCS II”), an existing public charter school that currently serves students in kindergarten through fourth grade and is phasing in to serve students in kindergarten through fifth grade beginning in the 2016-2017 school year. M056 also houses two community-based organizations (“CBOs”): Henry Street Settlement and Turning Point. In addition, M056 houses a special educational facility, the New York City Center for Space and Science Education (“NYCCSSE”) and a School Based Health Clinic (“SBHC”). If this proposal is approved, Henry

¹ Until the current school year, Henry Street served students in grades six through twelve. For the 2015-2016 school year, fewer than 10 students enrolled in the sixth grade at Henry Street. As such, each of these students was offered the opportunity to enroll at another school and worked with the District 1 Superintendent to identify an option that met his or her needs. Consequently, Henry Street does not currently serve any sixth-grade students

² 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.

Street Settlement, Turning Point, NYCCSSE, and the SBHC will continue to provide services in M056.

The DOE is now revising the Educational Impact Statement (“EIS”) and Building Utilization Plan (“BUP”) that were posted on February 5, 2016, based on feedback received. The revised BUP updates the number of rooms designated as shared spaces in the 2016-2017 school year and beyond, including: allocating to the educational facility, NYCCSSE³, additional rooms to meet program demand and allow for expanded programmatic offerings; designating all the science demonstration rooms and science laboratories in M056 as shared spaces; and removing a shared classroom from the list of shared spaces in M056 because the building will no longer be configured in a way that requires this space to be shared between multiple organizations. These changes result in changes to the number of excess rooms available to be allocated to each school organization in M056. The DOE is also revising the proposed Shared Space Plan (“SSP”) for the 2016-2017 school year to reflect a gymnasium schedule that has been approved by all the schools in the building. The DOE is revising the EIS to reflect changes made to the revised BUP.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan (“LAP”), Focus, or Priority.⁴ CASTLE and UNMS are identified as schools in Good Standing, and Henry Street is identified as a Priority school. If this proposal is approved, the newly consolidated school would not inherit the “Priority” state accountability status of Henry Street. Rather, the current state accountability status of UNMS as a school in Good Standing would remain. However, Henry Street will continue to serve grades nine through twelve as a separate high school organization. As such, Henry Street will retain its Priority status.

In addition, Henry Street is currently one of a cohort of 94 schools that have been designated by the DOE as Renewal Schools.⁵ Schools selected to be Renewal Schools were assigned the state accountability status of Priority or Focus Schools by the State Department of Education, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review. (In four instances—but not in the case of Henry Street—schools were selected to be Renewal Schools per the Chancellor’s discretion.) Henry Street is currently a Renewal school.⁶

As a Renewal School, Henry Street is being transformed into a Community School. 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. The consolidated school would not be designated as a Renewal or Community School, but Henry Street would maintain its designation as a both a Renewal and Community School for its remaining high school grades.

³ NYCCSSE is an educational facility that hosts visits for classes throughout the city aimed at increasing students’ interest and excitement about science, technology, engineering and math through space and aviation science, using simulated space experiences. NYCCSSE offers single and multi-day class visits, week-long camps during spring break and summer vacation, extended in-school and after-school programs about aviation, engineering, and robotics, and also offers professional development for teachers. NYCCSSE has seen increased demand for its program and sought additional space to expand to serve more students throughout the city.

⁴ More information on New York State Education Department accountability statuses can be found at: <http://www.p12.nysed.gov/accountability/APA/home.html>.

⁵ Renewal school program overview: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

Henry Street currently receives a School Improvement Grant (“SIG”), which is planned to continue through the 2016-2017 school year. If this proposal is approved, Henry Street is expected to continue receiving SIG funding for its high school grades, although the exact amount is uncertain. Henry Street also receives a 21st Century Grant. If this proposal is approved, the portion of this grant associated with Henry Street’s middle school grades will shift to the consolidated UNMS, while the portion designated for the high school students will remain with Henry Street.

UNMS is currently receiving School Innovation Funding (“SIF”), which is planned to continue through the 2016-2017 school year. This proposal will not interfere with UNMS’s ability to continue receiving its SIF award. UNMS also receives a 21st Century grant. If this consolidation is approved, UNMS will continue to receive this grant.

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 (“FSF”) 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 the 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 CASTLE and Henry Street’s middle school grades with UNMS based primarily on the benefits students in all the school communities would derive from the additional resources made available by combining the three school organizations into one. If this proposal is approved, CASTLE and Henry Street students attending the consolidated UNMS will have access to a variety of academic and enrichment opportunities, interventions, and other supports that would not be financially feasible for any of the schools to offer in the absence of consolidation. For example, the consolidated UNMS will be able to increase its visual arts programming as a result of the increased resources resulting from the consolidation. In addition, the consolidation will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization. Furthermore, the consolidation will enable Henry Street—which will serve only high school grades if this proposal is approved—to focus on enhancing its high school programming and tailoring its curriculum, theme, and culture to provide a more robust and enriching high school experience to its students.

This proposal has been developed by the District 1 Superintendent in conjunction with the principals of the consolidating schools and the school communities through a collaborative planning process. In addition to working with the school communities, the Superintendent has worked closely with various DOE offices and the principals of CASTLE, Henry Street, and UNMS to determine the best path to support the students at the schools. The collaborative planning process culminated in a decision to consolidate these schools into one stronger middle school option.

Collaboration between CASTLE, Henry Street, and UNMS has already begun. These schools are already co-located, and throughout the remainder of the 2015-2016 school year, staff from all three schools will increase collaboration, focusing on developing shared instructional practices, sharing resources, and building a cohesive school culture. In addition to these efforts, the schools have initiated collaborative planning activities with staff and families. These activities will continue throughout the year to ensure the consolidation is seamlessly executed in the 2016-2017 school year, if approved.

Public Engagement

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

- The District 1 Superintendent led a meeting with the CASTLE staff and leadership on January 11, 2016, at which the Superintendent discussed the proposed consolidation.
- The District 1 Superintendent led a meeting with the Henry Street staff and leadership on January 11, 2016, at which the Superintendent discussed the proposed consolidation.
- The District 1 Superintendent led a meeting with the UNMS staff and leadership on January 11, 2016, at which the Superintendent discussed the proposed consolidation.
- Letters discussing the potential consolidation were sent home with students of CASTLE, Henry Street, and UNMS on January 14, 2016.
- The District 1 Superintendent led a meeting with the District 1 Community Education Council (“CEC 1”) on January 20, 2016 at which the Superintendent discussed the proposed consolidation.
- The District 1 Superintendent led a meeting with the District Leadership Team (“DLT”) on January 21, 2016, at which the Superintendent discussed the proposed consolidation.
- Parent meetings and information sessions were held on January 25, 2016 for the CASTLE, Henry Street, and UNMS communities.
- A meeting and walkthrough of M056 with a Deputy Chancellor were conducted on February 2, 2016 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 representatives from the DOE’s Office of District Planning and Office of School Design, CEC 1, CASTLE’s School Leadership Team (“SLT”), Henry Street’s SLT, and UNMS’s SLT. The meeting was led by the Deputy Chancellor during which the rationale for consolidation was discussed and all participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices. Preceding the meeting, a walkthrough of the buildings facilities was held.

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

- An optional community meeting prior to the Joint Public Hearing for this proposal. At the community meeting, representatives from the DOE would meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at M056. This meeting will be open to the public and attendees will be 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 D01Proposals@schools.nyc.gov.

- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting will also be open to the public and attendees will be welcome to provide comment on this proposal. All comments received at the above-noted hearing or through the 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 will be 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/April202016PanelMeeting>.

If this proposal is approved, CASTLE and Henry Street's middle school grades will be consolidated with UNMS beginning in the 2016-2017 school year. The consolidated UNMS will continue to serve students in grades six through eight. CASTLE and Henry Street will no longer exist as middle school options, and current CASTLE and Henry Street middle school students will be accommodated at UNMS (see Section III for more information). Henry Street will continue to serve students in grades nine through twelve as a separate high school.

M056 has the capacity to serve a total of 1,369 students.⁷ If this proposal is approved, in 2016-2017, UNMS is expected to absorb the enrollment of CASTLE and Henry Street's middle school grades and will serve a projected 230-260 students in sixth through eighth grades, Henry Street will serve a projected 125-165 students in ninth through twelfth grades, and MCS II will serve a projected 235-295 students in kindergarten through fifth grade. This will result in a total projected building enrollment of 590-720 students in M056, yielding a projected building utilization rate of 43%-53%.⁸ Additional enrollment and utilization information is detailed in the following section.

II. Proposed or Potential Use of Building

As noted in Section I above, M056 has a target capacity of 1,369 students and currently serves 594 students across CASTLE, Henry Street, UNMS, and MCS II, yielding a building utilization rate of 43%. The concept of "target capacity" and the related concept of "utilization rate" are explained in Appendix A of this EIS. If this proposal is approved, M056 will serve a total of approximately 590-720 students in the 2016-2017 school year, resulting in a projected utilization rate of 43%-53%.

⁷ According to the 2014-2015 Enrollment Capacity Utilization Report (the "Blue Book").

⁸ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

If the proposed consolidation is approved, the grade spans served by each of the current and proposed school organizations in M056 will be as follows:

Grade Spans			
DBN	School Name	2015-2016	2016-2017
01M332	UNMS	6-8	6-8
01M345	CASTLE	6-8	-
01M292	Henry Street	7-12	9-12
84M080	MCS II	K-4	K-5

The chart below shows the projected school enrollments and building utilization rates for M056, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment⁹	2016-2017 Projected Enrollment
01M332	UNMS	110	230 - 260
01M345	CASTLE	104	-
01M292	Henry Street	169	125 – 165
84M080	MCS II	211	235 - 295
Total Building Enrollment		594	590 - 720
Utilization¹⁰		43%	43% - 53%

More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated UNMS, Henry Street, and MCS II will receive their baseline or adjusted baseline allocations 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/4B3CDB70-5FCD-4DA5-82E0-6F83761B3D12/190379/DOEFootprint_December_2015.pdf.

⁹ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015.

¹⁰ All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book, the 2015-2016 Audited Register as of October 31, 2015 for district schools, and, for charter schools, the charter headcount as of October 1, 2015. This methodology is consistent with the manner in which the DOE conducts planning and calculates space allocations and funding for all schools. In determining the space allocation for co-located schools, the Office of Space Planning conducts a detailed site survey and/or space analysis of the building to assess the amount of space available in the building. The Blue Book is available at <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

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

A. Students

CASTLE currently serves students in grades six through eight in M056 and Henry Street currently serves students in grades seven through twelve in M056. Because CASTLE and Henry Street have struggled with low enrollment, which creates budgetary and programmatic challenges, the DOE is proposing to consolidate CASTLE and Henry Street's middle school grades with UNMS in M056. If this proposal is approved, current CASTLE and Henry Street students in sixth and seventh grades, as well as CASTLE and Henry Street students in the eighth grade who must repeat a grade, will be served in UNMS beginning in the 2016-2017 school year. If CASTLE and Henry Street's middle school grades are consolidated with UNMS, new middle school students will no longer enroll at CASTLE and Henry Street, although Henry Street will continue to serve high school grades. The consolidated UNMS will be co-located in M056 with Henry Street and MCS II.

Impact on Students Currently Attending CASTLE, Henry Street, and UNMS

The proposed consolidation of CASTLE and Henry Street's middle school grades with UNMS may impact educational and/or extra-curricular programming available to current UNMS students. The consolidated UNMS may offer new opportunities currently available at CASTLE and Henry Street in place of or in addition to current offerings. If approved, students currently attending CASTLE as well as Henry Street's middle school grades will gain access to the programming available at UNMS and will no longer be served by CASTLE or Henry Street for the 2016-2017 school year, although many of the programs and services currently provided by CASTLE and Henry Street would be offered instead by UNMS.

CASTLE, Henry Street, and UNMS serve general education students and students requiring special education services, including students currently enrolled in Integrated Co-Teaching ("ICT"), 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 the consolidated UNMS and in Henry Street's high school grades will continue to receive all mandated special education services if this proposal is approved.

In addition, English Language Learners ("ELL") students currently enrolled at CASTLE, Henry Street, and UNMS receive English Second Language ("ESL") services. If this proposal is approved, these services will continue to be provided at the consolidated UNMS and Henry Street's high school grades, 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 (CASTLE, Henry Street, or UNMS) 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.¹¹ Current eighth-grade students at Henry Street who meet promotional criteria will also have priority to remain at Henry Street for ninth grade.

¹¹ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

If this proposal is approved, current UNMS sixth and seventh grade students, as well as eighth grade students who are not on track to graduate, will continue to be served by UNMS alongside their new classmates from CASTLE and Henry Street. It is expected that all current CASTLE and Henry Street middle school students, with the exception of those continuing on to high school, will attend UNMS. However, any students who prefer a different school option for the 2016-2017 school year may seek a transfer through the Office of Student Enrollment (“OSE”). OSE will work to match students based on their needs and seat availability.

This proposal is not expected to impact any particular academic or extra-curricular program currently offered at CASTLE, Henry Street or UNMS for the duration of the current (2015-2016) school year. All 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.

UNMS current extra-curricular activities, sports, and partnerships include:¹²

- **Extra-curricular Activities:** Humanities and Math Academy, Bio for Life Club, Student Council, Restorative Justice Committee, Film Club, Video Production, Hip Dance, Glee Club, Crochet/Knitting Club, Project Arts, Book Club, One-on-One Integrated Technology Program, PM Homework Help
- **Sports:** Basketball, Yoga
- **Partnerships:** NYU Steinhardt School of Education, NYU School of Social Work, NYU's Metro Learning Center, Third Street Music, Credit DO, Henry Street Settlement, The Leadership Program, Fair Shake for Youth Program, LeAP Arts Program, Grand Street Settlement's CAPP Youth Health Education Program, NYC Space Science Education Center, Gouverneur Hospital's Turning Points Counseling Service, Hellen Keller ChildSight® Vision Program

CASTLE currently offers the following extra-curricular activities and partnerships:¹³

- **Extra-curricular Activities:** Robotics, Spoken Word, Dance, Tutoring, Video Production Fitness Training, Art, Study Skills, Martial Arts, CASTLE Radio, Youth Leadership Program
- **Sports:** Basketball
- **Partnerships:** Champs Sports, Henry Street Settlement, SONYC, Gouverneur Hospital, and Grand Street Settlement

Henry Street currently offers the following extra-curricular activities and partnerships at the middle

¹² School reported data on February 4, 2016.

¹³ School reported data on February 2, 2016.

school level:¹⁴

- **Extra-curricular Activities:** After-school program, Fitness Club, Math through Card Play, Girls Club, Cooking, Spoken Word, Homework Help
- **Partnerships:** RAMAPO

Henry Street currently offers the following extra-curricular activities, sports, and partnerships at the high school level:¹⁵

- **Extra-curricular activities and clubs:** Math through Card Play, Art, Poetry/Spoken Word, Anime, Young Women's Group, Social Club/Chess, Music and Audio production, Fitness Club, Student Government/Leadership, Homework Help Club, Cooking, Chinese Culture Club
- **Sports:** Boxing, Soccer, PSAL Basketball, Wrestling, Ping Pong, Volleyball
- **Partnerships:** Henry Street Settlement, Leadership Program

If this proposal is approved, the consolidated UNMS and Henry Street's high school 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, UNMS may also offer programs and partnerships that are currently offered by CASTLE and Henry Street's middle school after they cease to operate as distinct middle schools and therefore no longer offer their 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.

Impact on Future Middle School Students in District 1

UNMS, CASTLE, and Henry Street's middle school currently admit students through the middle school admissions process using a screened admissions method.

UNMS is open to students and residents of District 1, and has a regular program and a Next Generation Extended Learning Program at New York University. Both of UNMS's programs currently use the following selection criteria:

- Attendance & Punctuality
- Attendance at an Open House/School Tour

¹⁴ School reported data on February 2, 2016.

¹⁵ School reported data on February 2, 2016.

- Final 4th Grade Report Card

CASTLE is open to students and residents of District 1 and currently uses the following selection criteria:

- 4th Grade New York State ELA & Math Exams¹⁶
- Attendance & Punctuality
- Attendance at an Open House/School Tour
- Final 4th Grade Report Card

Henry Street middle school grades are open to students and residents of the borough of Manhattan and gives first priority to students and residents of District 1. Henry Street currently uses the following selection criteria:

- Attendance & Punctuality
- Attendance at an Open House/School Tour
- Final 4th Grade Report Card

If this proposal is approved, CASTLE and Henry Street will no longer be distinct middle school options and will cease to admit students as of the 2016-2017 school year. The consolidated UNMS will instead offer admission to more students to accommodate students who would have otherwise been served at CASTLE or Henry Street's middle school. UNMS will continue to offer two programs and admit students through the middle school admissions process in the methods used above. The consolidated school will only be open to students who reside in District 1.

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.

Impact on Future High School Students in District 1

Henry Street admits ninth-grade students through the High School Admissions Process, described in further detail in Appendix B. Henry Street admits students through a limited unscreened admissions method. Limited unscreened schools give admissions priority to students who demonstrate interest in the school by attending an information session, open house event, or visiting the school's exhibit at any one of the High School Fairs. If this proposal is approved Henry Street will no longer enroll or give admissions priority to students continuing from middle school, as Henry Street will no longer serve middle school grades.

¹⁶ New York State recently passed a law that prohibits the use of State ELA and math test scores for students in grades 3-8 as the sole, primary, or major factor for placement decisions; consistent with this law, CASTLE considers all of the factors listed above in admitting students.

See Appendix B of this EIS for more information on high school enrollment.

Impact on Current and Future Students at MCS II

MCS II is an existing charter school that currently serves students in kindergarten through fourth grade at M056. As mentioned above, MCS II will serve students in kindergarten through fifth grade beginning in the 2016-2017 school year. This proposal is not expected to impact enrollment at MCS II.

MCS II currently admits students through their charter application lottery process. MCS II provides lottery preference in the following order:

- Siblings of pupils already enrolled;
- Students indicating on the admissions application for kindergarten that they speak a language other than English at home; for grades first through third, are currently receiving ELL services, with priority given to those students who live in District 1;
- Students who primarily speak English at home and live within District 1; and
- All other eligible students entering kindergarten through third grade.

If this proposal is approved MCS II will retain its admissions method and priorities.

This proposal is not expected to impact the educational and academic programming at MCS II. MCS II serves general education students and students requiring special education services. Current and future students with disabilities at MCS II will continue to receive mandated services. MCS II also serves ELL students, and its current and future ELL students will continue to receive the same academic program.

MCS II currently has an extended school day and offers a variety of programs, special initiatives, and extra-curricular activities during its regular school day, as set by the charter school. The DOE does not anticipate that the proposed consolidation will impact the school's ability to continue to offer programming and extracurricular activities as it sees fit.

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

In addition to admitting students through the middle school and high school admissions process, CASTLE, Henry Street, and UNMS currently admit some students through the OTC process. If this proposal is approved, the consolidated UNMS will continue to admit students through the OTC placement process, as will Henry Street's high school grades. The consolidation is not expected to impact the DOE's ability to accommodate future OTC middle school students in the district since UNMS will have adequate capacity to accommodate middle school students who would have been admitted to CASTLE, Henry Street, or UNMS through the OTC process. Please see Appendix B of this EIS for more information on the OTC process.

B. Schools

If this proposal is approved, there will be sufficient space to accommodate the consolidated UNMS in M056 pursuant to the Footprint.

As described in the revised BUP that accompanies this proposal, there will be sufficient instructional and administrative space in M056 to accommodate the consolidated UNMS, Henry Street's high school grades, and MCS II pursuant to the Footprint, during and after the consolidation. 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.

More details about space allocation are available in Appendix C of this EIS and in the revised BUP that accompanies this proposal.

C. Community

The DOE believes that the consolidation of CASTLE and Henry Street's middle school grades with UNMS will benefit the CASTLE, Henry Street, UNMS, and District 1 communities by strengthening middle school options and providing increased services at the consolidated UNMS. As described above, this proposal has been developed through a collaborative planning process that included central DOE staff, the District 1 Superintendent, the Superintendents' staff, the principals of the schools proposed for consolidation, and the respective school communities.

CASTLE has experienced a significant drop in enrollment, from 262 students in the 2010-2011 school year, to 104 students in the 2015-2016 school year, a decline of 60%.¹⁷ Henry Street's middle schools grades have also experienced a significant drop in enrollment from 116 students in 2010-2011 school year, to 25 students in 2015-2016, a decline of 78%.¹⁸ UNMS has not seen a significant decline in enrollment but as of the 2015-2016 school year has an enrollment of 110 students. Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of CASTLE, Henry Street, and UNMS will result in a healthy enrollment at the consolidated UNMS and provide the budget required to run effectively. Because of the increased resources, the consolidated UNMS will be able to enhance programs offered, creating a stronger school environment and an improved middle school option for the community.

If this proposal is approved, community members and organizations will continue to be able to obtain school building use permits at M056. This proposal is not expected to impact the accessibility of M056, which is partially accessible.

¹⁷ Enrollment figures are based on the 2010-2011 Audited Register and the 2015-2016 Audited Register as of October 31, 2015.

¹⁸ Enrollment figures are based on the 2010-2011 Audited Register and the 2015-2016 Audited Register as of October 31, 2015. Note, however, that as described above, a small number of students interested in attending sixth grade at Henry Street for the 2015-2016 school year were placed elsewhere.

IV. Enrollment, Admissions and School Performance Information

UNMS

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Screened
Future Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Screened

Enrollment Data¹⁹

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	39	35	36	110
2016-2017 (projected)	80-90	65-75	85-95	230-260

Demographic Data²⁰

Percentage of Students Receiving ICT or SC Services	24%
Percentage of Students with Individualized Education Programs	38%
Percentage of English Language Learner Students	15%
Percentage of Students Eligible for Free or Reduced-Price Lunch	86%

¹⁹ All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

²⁰ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators^{21, 22}			
1.1 Curriculum	N/A	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	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	17%	17%
Math % Proficient (Levels 3 and 4)	8%	15%	16%
Other Key Performance Indicators			
Attendance Rate	91%	91%	92%
2015-2016 State Accountability Status²³	Good Standing		

²¹ 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>.

²² Not all schools receive Quality Reviews every year. UNMS did not have a Quality Review for the 2012-2013 and 2013-2014 school years.

²³ 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>.

CASTLE

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Screened
Future Admissions	N/A

Enrollment Data²⁴

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016	33	40	31	104
2016-2017 (projected)	-	-	-	-

Demographic Data²⁵

Percentage of Students Receiving ICT or SC Services	24%
Percentage of Students with Individualized Education Programs	39%
Percentage of English Language Learner Students	7%
Percentage of Students Eligible for Free or Reduced-Price Lunch	96%

²⁴ All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

²⁵ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators^{26, 27}			
1.1 Curriculum	Proficient	N/A	Proficient
1.2 Pedagogy	Proficient	N/A	Proficient
2.2 Assessment	Proficient	N/A	Proficient
3.4 High Expectations	Proficient	N/A	Proficient
4.2 Teacher Teams and Leadership Development	Proficient	N/A	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	12%	20%	22%
Math % Proficient (Levels 3 and 4)	10%	15%	14%
Other Key Performance Indicators			
Attendance Rate	91%	91%	91%
2015-2016 State Accountability Status²⁸	Good Standing		

²⁶ 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>.

²⁷ Not all schools receive Quality Reviews every year. CASTLE did not have a Quality Review for the 2013-2014 school year.

²⁸ 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>.

Henry Street

Admissions Data

Current Admissions	Grades 6-8: Middle School Admissions Process Admissions Method: Screened Grades 9-12: High School Admissions Process Admissions Method: Limited Unscreened
Future Admissions	Grades 6-8: N/A Grades 9-12: High Schools Admissions Process Admissions Method: Limited Unscreened

Enrollment Data²⁹

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2015-2016	-	14	11	37	46	33	28	169
2016-2017 (projected)	-	-	-	30-40	40-50	30-40	25-35	125-165

Demographic Data³⁰

Percentage of Students Receiving ICT or SC Services	29%
Percentage of Students with Individualized Education Programs	31%
Percentage of English Language Learner Students	14%
Percentage of Students Eligible for Free or Reduced-Price Lunch	88%

²⁹ All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

³⁰ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators³¹			
1.1 Curriculum	Proficient	Proficient	Developing
1.2 Pedagogy	Developing	Developing	Developing
2.2 Assessment	Proficient	Proficient	Developing
3.4 High Expectations	Proficient	Proficient	Developing
4.2 Teacher Teams and Leadership Development	Proficient	Proficient	Developing
Middle School Performance Data and Indicator			
English Language Arts % Proficient (Levels 3 and 4)	1%	3%	2%
Math % Proficient (Levels 3 and 4)	4%	3%	2%
Attendance Rate	84%	88%	84%
High School Key Components of Performance and Progress			
% Earning 10+ Credits in Year 1	62%	63%	86%
4 Year Graduation Rate	58%	43%	64%
6 Year Graduation Rate	68%	61%	73%
4 Year College Readiness Index	7%	7%	39%
Attendance Rate	78%	71%	77%
2015-2016 State Accountability Status³²	Priority		

³¹ 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>.

³² 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>.

MCS II

Admissions Data

Current Admissions	Grades K-4: Charter lottery application
Future Admissions	Grades K-5: Charter lottery application

Enrollment Data³³

	Grade KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total Enrollment
2015-2016	48	45	48	40	30	-	211
2016-2017 (projected)	45-55	45-55	40-50	45-55	35-45	25-35	235-295

Demographic Data³⁴

Percentage of Students Receiving ICT or SC Services	0%
Percentage of Students with Individualized Education Programs	20%
Percentage of English Language Learner Students	9%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

³³ All figures are based on the charter headcount as of October 1, 2015.

³⁴ All figures are reported as a percentage of total students from the 2015-2016 Audited Register as of October 31, 2015.

School Performance Data

	2012-2013	2013-2014	2014-2015
School Quality Indicators³⁵			
1.1 Curriculum	N/A	N/A	N/A
1.2 Pedagogy	N/A	N/A	N/A
2.2 Assessment	N/A	N/A	N/A
3.4 High Expectations	N/A	N/A	N/A
4.2 Teacher Teams and Leadership Development	N/A	N/A	N/A
Performance Data³⁶			
English Language Arts % Proficient (Levels 3 and 4)	N/A	N/A	26%
Math % Proficient (Levels 3 and 4)	N/A	N/A	49%
Other Key Performance Indicators			
Attendance Rate ³⁷	N/A	N/A	N/A
2015-2016 State Accountability Status³⁸	Good Standing		

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 Fair Student Funding ("FSF") per capita allocation levels. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide³⁹ and FY16 School Allocation Memorandum⁴⁰ 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.

Henry Street currently receives a SIG funding, which is planned to continue through the 2016-2017 school year. Henry Street is expected to continue receiving SIG funding for its high school grades if this proposal is approved, though the exact amount is uncertain. Henry Street also receives a 21st Century Grant in the amount of \$61,467. If this proposal is approved, the portion of this grant

³⁵ Charter schools do not receive Quality Reviews. They are monitored and evaluated by authorizers, who produce reports. MCS II is authorized by SUNY. The authorizer's report can be found on the authorizer's website at <http://schools.nyc.gov/community/charters/information/schoolperformancereports.htm>.

³⁶ Performance data not reported for 2012-2013 and 2013-2014 school years.

³⁷ Attendance rate not reported.

³⁸ 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>.

³⁹ Available on the DOE website at:

http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/FSF_Guide.pdf.

⁴⁰ The FY16 School Allocation Memorandum are available at:

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

associated with Henry Street's middle school grades will shift to the consolidated UNMS, while the portion designated for the high school students will remain with Henry Street. Finally, as described above, Henry Street's FSF is projected to decrease proportionately to the reduction in class size when Henry Street no longer serves students in seventh and eighth grades.

Once CASTLE is consolidated with UNMS, no further FSF will be allocated to it, as CASTLE will no longer exist.

UMNS is currently receiving SIF funding, which is planned to continue through the 2016-2017 school year. This proposal will not interfere with UMNS's ability to continue receiving its SIF award. UNMS also receives a 21st Century grant in the amount of \$21,058 per year. If this consolidation is approved, UNMS will continue to receive this grant. Finally, UNMS's FSF is expected to increase as the school absorbs CASTLE and Henry Street's middle school grades and increases in enrollment.

This proposal is not expected to impact the operating budget or costs of instruction at MCS II.

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

A. Personnel Needs

If this proposal is approved, some CASTLE, Henry Street, and/or UNMS staff members may be excessed when the schools are consolidated. Where possible, the DOE will seek to minimize excessing⁴¹ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from CASTLE, Henry Street and UNMS will be merged into a list to determine seniority by license as appropriate and in accordance with collective bargaining. 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 pool ("ATR"), meaning that they will continue to earn their salary while serving as substitute teachers in other City schools.

This proposal is not expected to impact the staffing of MCS II.

B. Administration

If this proposal is approved, some CASTLE, Henry Street, and/or UNMS administration members may be excessed when the schools are consolidated. Where possible, the DOE will seek to minimize excessing of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from CASTLE, Henry Street and UNMS will be merged into a list to determine seniority by license as appropriate and in accordance with collective bargaining. All contractual rules regarding excessing will apply.

⁴¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

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.

This proposal is not expected to impact the administration of MCS II.

C. Transportation

There will be no change to existing transportation practices at CASTLE, Henry Street, UNMS, and MCS II during the current school year (2015-2016) as a result of this proposal. This proposal is not expected to affect transportation practices at the consolidated UNMS, Henry Street's high school grades, or MCS II for the 2016-2017 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending Henry Street and the consolidated UNMS 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		M056
Type of Building		IS/JHS
Year Built		1968
Overall BCAS rating		2.65
2014-2015 Blue Book Target Building Utilization		47%
2014-2015 Blue Book Target Building Capacity		1,369
FY 2015 Maintenance Costs	Labor	\$67,890
	Materials	\$66,023
	Maintenance, repair, and service contracts	\$253,621
	Custodial operations costs— Materials	\$10,710
	Custodial operations costs— Custodial Allocation	\$284,678
FY 2015 Energy Costs	Electric	\$152,277
	Gas	\$1,134
	Steam	\$244,464
	Oil	\$0
Projects completed during the current or prior school year		Electrical Lighting Fixtures
Projects proposed in the capital plan		None
Accessibility of the building		Partially Accessible
Building attributes		Auditorium, Cafeteria, Gymnasium, 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/Pages/EnrollmentCapacityUtilization.aspx>, 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 B: School Admissions

Middle School Admissions

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

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

- Middle schools or programs with a screened admissions method (admission is based on criteria designated by the school);
- 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. 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 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.

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 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 up to 8 of the Specialized High Schools requiring the Specialized High School

Admissions Test (“SHSAT”), as well as any of the 6 studios at Fiorello H. LaGuardia High School of Music & Art and Performing Arts.

There are two application rounds in the High School Admissions Process:

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

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

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

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

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

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

The Citywide deadline for high school applications for the 2016-2017 school year was December 1, 2015. The 2016 New York City High School Directory, which is available in print at DOE middle schools, high school fairs, and Family Welcome Centers, or online at:

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

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

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

Over-the-Counter (“OTC”) 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; or

- Left the New York City school system and have returned;⁴² or
- Are seeking transfers (based on the guidelines outlined in Chancellor’s Regulation A-101);
or
- Did not participate in the middle school or high school admissions processes for some other reason.

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

There is a peak enrollment period occurring just prior to and into the beginning 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,⁴³ international schools,⁴⁴ 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.

⁴² 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.

⁴³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: www.goingforme.org.

⁴⁴ International schools are designed to provide quality education for recently arrived immigrant students through a unique educational model.

Appendix C: Instructional Footprint

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

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

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

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