

EDUCATIONAL IMPACT STATEMENT:

The Proposed Consolidation of Globe School for Environmental Research (11X272) with the School of Diplomacy (11X370) in Building X113 Beginning in the 2016-2017 School Year

I. Summary of Proposal

The New York City Department of Education (“DOE”) is proposing to consolidate Globe School for Environmental Research (11X272, “Globe School”), an existing middle school that currently serves students in grades six through eight, with the School of Diplomacy (11X370, “Diplomacy”), an existing middle school that serves students in grades six through eight, beginning in the 2016-2017 school year. The DOE is proposing to consolidate Globe School with Diplomacy because both 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. Proposals for consolidation seek to improve learning environments by combining the strengths and best practices of both schools and distributing resources to reinforce academic enrichment opportunities, interventions, and other supports. If this proposal is approved, Globe School and Diplomacy will be combined such that students, staff, and resources of Globe School will become part of Diplomacy, and Globe School will no longer exist as a distinct school option following the conclusion of the 2015-2016 school year.

Diplomacy and Globe School are co-located¹ in building X113 (“X113”), located at 3710 Barnes Avenue, Bronx, NY 10467 in Community School District 11 (“District 11”), along with the Forward School (11X287), an existing middle school that serves students in grades six through eight, and the Young Scholars Academy of the Bronx (11X289, “Young Scholars”), an existing middle school that serves students in grades six through eight. If this proposal is approved, the Forward School and Young Scholars will continue to serve students in grades six through eight in X113. Building X113 also houses the following community-based organizations (“CBOs”): Phipps Neighborhoods (“Phipps”), Astor Services for Children and Families (“Astor”), and Sports and Arts in Schools Foundation (“Sports and Arts”). If this proposal is approved, Phipps, Astor, and Sports and Arts will continue to provide services and maintain their space in the X113 building.

The New York State Education Department (“SED”) assigns an accountability status to each district school—Good Standing, Local Assistance Plan (“LAP”), Focus, or Priority.² Both Diplomacy and Globe School are identified as Priority schools.³ If this proposal is approved, the newly consolidated school would retain Diplomacy’s status as a Priority school.

¹ A co-location means that two or more school organizations are located in the same building and may share common spaces, such as auditoriums, gymnasiums, and cafeterias.

² More information on SED accountability status can be found at:
<http://www.p12.nysed.gov/accountability/APA/home.html>.

³ The SED identified “Priority Schools” as Title I schools among the lowest five percent in the State in terms of combined English language arts and mathematics performance that are not making progress, as well as those schools that have graduation rates below 60% for the last several years. Schools that were previously identified as Persistently Lowest Achieving and received School Improvement Grants in the 2011-12 school year were also identified as Priority Schools.

The DOE received School Improvement Grant (“SIG”) funding for both Diplomacy and Globe School for the 2014-2015 school year through the 2016-2017 school year; the schools are also eligible for extension funding in 2017-2018 and 2018-2019. If this proposal is approved, Globe School’s SIG funding for the 2016-2017 school year and beyond will be lost due to the consolidation with Diplomacy. Such funding totals up to \$1,250,000 (up to \$500,000 for the 2016-2017 school year, tentatively up to \$500,000 for the 2017-2018 school year, and tentatively up to \$250,000 for the 2018-2019 school year).⁴ However, Diplomacy was awarded the same amount of SIG funding and is expected to continue to receive its SIG funding, totaling up to \$1,250,000 between the 2016-2017 and 2018-2019 school years. The DOE is currently in conversations with SED about an increased SIG award due to Diplomacy’s increased enrollment following consolidation, if approved. The DOE will also pursue other funding opportunities as available.

Both Diplomacy and Globe School use SIG funding to partner with organizations and attain additional programs and supports for students and teachers. Students at the consolidated school will continue to receive the services and programming provided through SIG funding if the consolidation is approved, since Diplomacy is a SIG recipient and is using its SIG award by partnering with the same organizations and employing the same or similar supplemental programs and supports as Globe School. Moreover, a consolidated school is able to more efficiently offer services and programs to a larger student population, and those services and programs will benefit from more robust participation. For more details about this proposal’s projected impact on the consolidated school’s budget, including further details on how Globe School and Diplomacy are using their SIG awards, see Section V.

Young Scholars is a Focus school,⁵ and the Forward School is a LAP school.⁶ This proposal will not impact the accountability statuses of Young Scholars and the Forward School, which will maintain their respective accountability statuses.

Diplomacy, Globe School, and Young Scholars belong to a cohort of 94 schools that have been designated by the DOE as Renewal Schools.⁷ Schools selected to be Renewal Schools were assigned the state accountability status of Priority or Focus Schools by SED, demonstrated low academic achievement (in 2012, 2013, and 2014), and scored “Proficient” or below on their most recent Quality Review. (In four instances—which did not include Diplomacy, Globe School, or Young Scholars—schools were selected to be Renewal Schools per the Chancellor’s discretion). The Forward School is not a Renewal School.

As Renewal Schools, Diplomacy, Globe School, and Young Scholars are currently being transformed into Community Schools. 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. If this proposal is approved, Young Scholars and the consolidated Diplomacy would maintain their designations as Renewal Schools and Community Schools.

⁴ According to the SED, all SIG amounts listed for the 2016-2017, 2017-2018, and 2018-2019 school years respectively (for both schools) are tentative and subject to review, monitoring, and audit of approved program activities.

⁵ SED identified “Focus Schools” as Title I schools with the lowest student subgroup proficiency on the statewide assessments or middle schools with the lowest graduation rate for subgroups of students. These schools were initially identified in 2012-2013. A new list of Focus schools will be released in early 2016 at which time the old list will sunset. More information is available at: <http://www.p12.nysed.gov/accountability/FocusDistrictOverview.html>.

⁶ Schools are identified as LAP for having a subgroup of students that fails to make progress in English Language Arts, Math, Science or high school graduation rates for multiple years; having large and increasing gaps in performance between specific subgroups of students; or, for schools not located in a low-performing district, having a subgroup perform at or below the benchmark used for low-performing districts. Schools can be identified as LAP any year.

⁷ Information on the Renewal School program is available online at: <http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

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 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.

The DOE is proposing to consolidate Globe School with Diplomacy based primarily on the benefits students would derive from the combined resources made available by consolidating the two school organizations into one and from combining the strengths and best practices of each individual school into a single, larger organization. In this way, the DOE hopes that school consolidations will lead to improved school performance.

This proposal has been developed through a collaborative planning process led by the District 11 Superintendent with the Director of School Renewal for District 11, the principals of the schools proposed for consolidation, and their respective school communities, in partnership with the Office of School Design. The need to address low enrollment at Globe School became evident through conversations between the Superintendent and the leadership of Diplomacy and Globe School.

During the 2014-2015 school year, the schools on the X113 campus underwent comprehensive needs assessments that examined the schools' enrollments, curricula, instruction, leadership, programming, and relationships with CBOs and other organizations. These needs assessments were conducted by the District 11 Superintendent and Director of School Renewal for District 11, the Office of School Design, and the American Institutes for Research.

The needs assessments showed that the X113 campus has struggled with low performance and low enrollment. All four schools on the X113 campus have a state accountability status other than Good Standing,⁸ and three of the four schools are Renewal Schools.

Globe School has experienced a significant drop in enrollment from 487 students in the 2010-2011 school year to 195 students in the 2015-2016 school year, a decline of 60%.⁹ Diplomacy has also experienced a significant drop in enrollment, from 451 students in the 2010-2011 school year to 228 students in the 2015-2016 school year, a decline of 49%. Building X113 is currently under-utilized; the utilization of building X113 is discussed in further detail in Section II below.¹⁰

Globe School is the most under-enrolled school on the campus, and its consolidation with Diplomacy will allow the entire campus to better serve its 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 Globe School and Diplomacy will result in a healthier enrollment at the consolidated school and will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization. The proposal to consolidate Globe School and Diplomacy, thereby creating a larger organization with a healthier enrollment

⁸ A school is considered to be in Good Standing if it has not been identified as a School in Need of Improvement, in Corrective Action, Planning for Restructuring, Restructuring, Requiring Academic Progress, or as a School Under Registration Review. For definitions of state accountability statuses other than Good Standing, see footnotes 3, 5, and 6. More information is available on the SED website at: <http://www.p12.nysed.gov/irs/accountability/sini/about.html>.

⁹ Enrollment figures for Diplomacy and Globe School are from the Audited Register released October 31 of each year.

¹⁰ The DOE evaluates public school buildings throughout the City that are under-utilized, meaning they have space to accommodate additional students. The most recent Under-Utilized Space Memorandum and List was published on the DOE's website on January 30, 2015. The memo can be accessed at: http://schools.nyc.gov/NR/rdonlyres/CD331E87-1F67-4BD3-9126-9CE3BF7FA651/0/UnderutilizedSpaceMemorandum_1302015.pdf.

and more robust student body, is intended to be a long-term solution that creates a stronger school environment and an improved middle school option for the community.

In response to the needs of the campus, the District 11 Superintendent, the Director of School Renewal for District 11, and the leadership of the schools in X113 have created a detailed plan to redesign the campus. The proposed consolidation of Globe School and Diplomacy is central to the plan, as it will reduce the number of under-enrolled middle schools in the community and result in a stronger school option for middle school students in District 11.

The principals of all four schools have begun to collaborate in preparation for the redesign and potential consolidation. In the 2015-2016 school year, Globe School and Diplomacy staff members have benefitted from joint activities that will continue through the consolidation, including social and professional development activities and intra-school committees focused on curriculum, programming, shared space planning, rebranding the schools and campus, positive behavioral interventions and supports, and student promotion. The rebranding campaign will draw awareness to the changes happening on the X113 campus through the increased services the Renewal Schools are receiving as Community Schools, the effects of the redesign plan and the proposed consolidation, and other efforts to improve the schools and reduce under-enrollment.

The action plan also involves a comprehensive curricular redesign. An assessment of learning styles found that students at Globe School and School of Diplomacy tend to have visual and kinesthetic learning styles. The consolidated school will transition to integrating more interdisciplinary and thematic units that incorporate project based and blended learning opportunities, while also incorporating the performing arts connection within the curricula. School leaders will attend the Shubert Arts Leadership Institute sessions during the 2015-2016 school year and will increase their current partnerships in preparation to implement an arts program within the consolidated school for the 2016-2017 school year. The revised curricula, developed through inter-school committees, is planned to include: a humanities curriculum that encourages close-reading, student-led conversation, and use of the resources provided by New York City's cultural institutions to connect students' learning more deeply to their lives and communities; a math curriculum that focuses on Project-Based Inquiry and real world connections; and a science curriculum that also focuses on Project-Based Inquiry, application of the curriculum to tasks, field trips, and use of technology.

Students at Globe School and Diplomacy and the X113 campus are being prepared for the transitions of the campus redesign and the proposed consolidation through programs such as a campus-wide talent show, a program sponsored by Phipps and attended by students from Diplomacy and Globe School that took place during winter break, academic competitions such as MyON Independent Reading Campus Competition, and activities such as food drives and a competition to build a snowman out of recycled materials. Phipps and Astor, which currently serve students from Globe School and Diplomacy, will continue to serve students at the consolidated Diplomacy and are helping to familiarize the Globe School and Diplomacy communities with each other and the consolidation plan by leading rebranding efforts in addition to hosting joint activities.

The consolidation action plan includes the following parent and family engagements, if the consolidation is approved: letters to be sent home with students of Globe School to introduce them to the principal of Diplomacy and highlight the benefits of the consolidation; regularly-scheduled office hours offered by the principal of Diplomacy to families that would like to discuss the consolidation; the creation of a parent advisory board for the consolidated school; two joint parent meetings per month from March through August of 2016 if the proposal is approved; one-on-one meetings between parents of Globe School or Diplomacy students and Parent Coordinators or Phipps staff upon request; and joint parent events such as classes, games, and open houses.

Public Engagement

The following public engagement was conducted in the course of developing this proposal:

- The Office of District Planning gave a presentation to the District 11 Community Education Council (“CEC 11”) on September 8, 2015, during which consolidations were discussed generally as levers for school change.
- The Superintendent led a meeting on December 9, 2015, with staff and leadership of Globe School and Diplomacy at which the proposed consolidation was discussed.
- The District 11 Superintendent announced the proposed consolidation to the CEC 11 on December 9, 2015.
- Letters discussing the potential consolidation were sent home with students of Globe School and Diplomacy on December 9, 2015.
- Parent meetings and information sessions were held on December 14, 2015, for both Globe School and Diplomacy.
- A Deputy Chancellor meeting was held on February 1, 2016 at X113 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 11 Superintendent, representatives from the Office of the Superintendent, the Office of District Planning, the Office of Space Planning, the United Federation of Teachers, CEC 11, Diplomacy’s School Leadership Team, Globe School’s School Leadership Team, the Forward School’s School Leadership Team, and the Young Scholars School Leadership Team. The rationale for consolidation was discussed at the meeting, and all participants had the opportunity to ask questions and have them answered by the Deputy Chancellor and representatives from other offices. The Deputy Chancellor praised the school leaders for their collaboration, and interested representatives walked through the building after meeting with the Deputy Chancellor.

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 will meet with the school communities (upon their request) to discuss the proposal and take questions, comments, and feedback.
- A Joint Public Hearing to be held at X113. 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 at any time following the posting of this proposal. Comments can be submitted in any language by calling 212-374-5159 or emailing D11Proposals@schools.nyc.gov.
- A PEP meeting at which PEP members are anticipated to vote on several proposals, including this one, prior to implementation of the proposal. This meeting is also open to the public and attendees are welcomed to provide comment on this proposal. 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.

More information about the upcoming Joint Public Hearing and PEP meeting is available at: <http://schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2015-2016/March232016PanelMeeting>.

If this proposal is approved, Globe and Diplomacy will be consolidated beginning in the 2016-2017 school year. The consolidated Diplomacy will continue to serve students in grades six through eight. Globe School will no longer exist as an individual school option after the 2015-2016 school year, and current Globe School students will be accommodated at Diplomacy (see Section III for more information).

Building X113 has the capacity to serve a total of 1,592 students.¹¹ If this proposal is approved, Diplomacy will absorb the enrollment of Globe School and will serve a projected 400-430 students in grades six through eight in the 2016-2017 school year. The Forward School will serve a projected 220-250 students in grades six through eight in the 2016-2017 school year, and Young Scholars will serve a projected 260-290 students in grades six through eight in the 2016-2017 school year. This will result in a total projected building enrollment of 880-970 students in X113, yielding a building utilization rate of 55-61%.¹²

II. Proposed or Potential Use of Building

As noted in Section I above, building X113 has the target capacity to serve 1,592 students. X113 currently serves 956 students across Diplomacy, Globe School, the Forward School, and Young Scholars, yielding a building utilization rate of 60%. The concept of “target capacity” and the related concept of “utilization rate” are explained in Appendix A of this Educational Impact Statement (“EIS”). If this proposal is approved, X113 will serve a total of approximately 880-970 students in the 2016-2017 school year, resulting in a projected utilization rate of 55-61%.

If this proposal is approved, the grade spans served by each of the current and proposed school organization in X113 will be as follows:

¹¹ According to the 2014-2015 Enrollment Capacity Utilization Report (the “Blue Book”), available online at: <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2014-2015BlueBook.pdf>.

¹² All references to building utilization rates in 2015-2016 and beyond are based on target capacity data from the 2014-2015 Blue Book and the 2015-2016 Audited Register as of October 31, 2015. 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>.

DBN	School Name	2015-2016	2016-2017
11X370	School of Diplomacy	6-8	6-8
11X272	Globe School for Environmental Research	6-8	-
11X287	The Forward School	6-8	6-8
11X289	The Young Scholars Academy of The Bronx	6-8	6-8

The chart below shows the projected enrollment and building utilization for X113, if this proposal is approved:

DBN	School Name	2015-2016 Enrollment ¹³	2016-2017 Projected Enrollment
11X370	School of Diplomacy	228	400 - 430
11X272	Globe School for Environmental Research	195	-
11X287	The Forward School	248	220 - 250
11X289	The Young Scholars Academy of The Bronx	285	260 - 290
Total Building Enrollment		956	880 - 970
Utilization		60%	55% - 61%

The enrollment projections provided in the table above are based on the DOE’s standard methodology for calculating enrollment projections for EISs.¹⁴ More information on target capacity and utilization is available in Appendix A of this EIS. If this proposal is approved, the newly consolidated Diplomacy will receive its baseline allocation of space pursuant to the Citywide Instructional Footprint (“the Footprint”). In addition, the Forward School and Young Scholars will

¹³ Enrollment is based on the 2015-2016 Audited Register as of October 31, 2015.

¹⁴ The enrollment numbers provided in this EIS are only projections and are subject to change as a result of many factors, including changes in demand for the schools and any modifications to admissions practices in future years. All projections referenced for Diplomacy, Globe School, the Forward School, and Young Scholars for the 2015-2016 school year and for Diplomacy, the Forward School, and Young Scholars in 2016-2017 are based on 2015-2016 Audited Register and reflect the forward promotion of the cohorts by grade. Enrollment projections for the consolidated Diplomacy in 2016-2017 include the shifting of enrollment from Globe School to the consolidated Diplomacy.

also continue to receive their baseline allocations of space pursuant to 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/Offices/OSP/KeyDocuments/Instructional Footprint](http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional%20Footprint).

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

A. Students

Impact on Current Students at Diplomacy and Globe School

Both Globe School and Diplomacy currently serve students in grades six through eight in X113. Despite receiving SIG funding through 2018-2019, the DOE is proposing to consolidate Globe School with Diplomacy in X113 because both schools have struggled with low enrollment, which creates programmatic challenges. If this proposal is approved, current Globe School students in sixth and seventh grade, as well as Globe School students in the eighth grade who do not meet requirements for promotion, will be served in Diplomacy beginning in the 2016-2017 school year. However, any students who prefer a different school option may seek a transfer for the 2016-2017 school year through the Office of Student Enrollment, which will work to match students based on their needs and seat availability. Current Diplomacy students who do not move on to high school at the end of the 2015-2016 school year will continue to be served at the school alongside their new classmates from Globe School. If Globe School and Diplomacy are consolidated, new students will no longer enroll in Globe School after the conclusion of the 2015-2016 school year.

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

Diplomacy and Globe School 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 students at Globe School and all current and future students enrolled at Diplomacy will receive all mandated special education services if this proposal is approved.

In addition, English Language Learner ("ELL") students currently enrolled at Diplomacy and Globe School 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 at the end of the 2015-2016 school year, provided they meet promotional criteria, and had the opportunity to apply for high school by December 1, 2015, through the Citywide High

School Admissions Process.¹⁵

If this proposal is approved, current Diplomacy sixth- and seventh-grade students, as well as eighth-grade students who do not meet promotional requirements, will continue to be served by Diplomacy alongside their new classmates from the former Globe School. It is expected that all current Globe School students, with the exception of those continuing on to high school, will attend Diplomacy.

This proposal is not expected to impact any particular academic or extra-curricular programs currently offered at Globe School or Diplomacy 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.

Diplomacy currently offers the following extra-curricular activities and clubs, sports, and partnerships include:¹⁶

- **Extra-curricular activities and clubs:** Student Government, Drums, Drama, Urban Dance, Visual Art, Step, Fashion, Gaming, ARTfelt, Emceeing, Hip Hop Poetry, More Than Blogging, Skills & Drills, Spoken Word, Turn up the Music, We Make It Happen, Xtreme Fitness
- **Sports:** Football, Basketball, Volleyball, CHAMPS Sports Co-ed Dance and Fitness Club
- **Partnerships:** Phipps, Stella Adler Studios, OmniLearn, Urban Artbeat, Astor, Legacy Athletics, SISFI, Creative Connections, The Leadership Program, IDE, Generation Ready, Ramapo for Children, American Museum of Natural History, New York Hall of Science, Middle School Quality Initiative

Globe School currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹⁷

- **Extra-curricular activities and clubs:** Digital Media, Girls Club, Choreography, Vocal, Gaming, Arts and Crafts, Fashion, Living Environment Regents, Kaplan Specialized High School Preparation (Spring 2016)
- **Sports:** Basketball, Football
- **Partnerships:** Phipps, including Phipps Rising Stars After-School Program and Tutoring, Astor, OmniLearn Science, Leadership Young Men's and Women's Club, Creative Connections College and Career Readiness

If this proposal is approved, Diplomacy 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, Diplomacy may also offer programs and partnerships that are currently offered by Globe School after Globe School ceases to operate as a distinct school and therefore no longer offers its current programs and partnerships.

¹⁵ More information can be found online at: <http://schools.nyc.gov/ChoicesEnrollment/High/default.htm>.

¹⁶ School-reported information as of January 25, 2016.

¹⁷ School-reported information as of January 22, 2016.

Impact on Current Students at the Forward School and Young Scholars

If this proposal is approved, both the Forward School and Young Scholars will continue to serve students in grades six through eight in X113. This proposal is not anticipated to impact admissions or programming for current students at the Forward School or Young Scholars.

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

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

The Forward School currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹⁸

- **Extra-curricular activities and clubs:** Debate Team, SPA Crew Student Advisory Team
- **Sports:** Basketball, Dance, Flag Football
- **Partnerships:** Sports and Arts, Common Threads Culinary program, Creative Arts Theater Program, Middle School Quality Initiative, Bronx County Historical Society, Councilman Andy King's Anti-Gun/Violence Initiative

Young Scholars currently offers the following extra-curricular activities and clubs, sports, and partnerships:¹⁹

- **Extra-curricular activities and clubs:** Senior Yearbook Club, Saturday Academy, Choir, Museum Field Trips, Step Club, Basketball, Debate Team, Dance
- **Sports:** Flag Football, Track and Field, Volleyball
- **Partnerships:** Ramapo for Children, Phipps-CBO, Sports and Arts, Urban Advantage

If this proposal is approved, the Forward School and Young Scholars 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 schools, which annually modify extra-curricular offerings based on student demand and available resources.

Impact on Future Middle School Students in District 11

Globe School, Diplomacy, Young Scholars, and the Forward School currently admit students

¹⁸ School-reported information as of January 22, 2016.

¹⁹ School-reported information as of February 1, 2016.

through the middle school admissions process using an unscreened method. Globe School, Diplomacy, and Young Scholars give priority to students living in the schools' shared zone, then to students and residents of District 11, and then to the students and residents of the Bronx. The Forward School gives priority to students living in the schools' shared zone and then to students and residents of District 11.

If this proposal is approved, Globe School will no longer be a distinct school option and will cease to admit students as of the 2016-2017 school year. The consolidated Diplomacy will instead offer admissions to the sixth-grade seats previously available at Globe School. Young Scholars and the consolidated Diplomacy will continue to admit students through the middle school admissions process using an unscreened admissions method, giving priority to students living in the schools' shared zone, then to students and residents of District 11, and then to students and residents of the Bronx. The Forward School will continue to give priority to students living in the schools' shared zone and then to students and residents of District 11.

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 is available at: <http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm> and Appendix B of this EIS.

Impact on Over-the-Counter Students

In addition to the middle school admissions process, Diplomacy, Globe School, the Forward School, and Young Scholars also currently admit students through the over-the-counter ("OTC") process. If this proposal is approved, Globe School will no longer be a distinct school option and will not serve students in the 2016-2017 school year. The Forward School, Young Scholars, and the consolidated Diplomacy will continue to admit some students through the OTC process. Please see Appendix B of this EIS for more information on the OTC process.

Impact on CBOs

Building X113 houses the following CBOs: Astor, which provides mental health services for children and families and serves Diplomacy and Globe School; Phipps, which helps children, youth, and families in low-income communities rise above poverty and serves Diplomacy and Globe School; and Sports and Arts, an after-school program that provides skill-based activities designed to improve academic performance, health and wellness, self-confidence, and character and serves the Forward School and Young Scholars. Astor, Phipps, and Sports and Arts are 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 Diplomacy, as well as the Forward School and Young Scholars, in X113 pursuant to the Footprint. Please see Appendix C of this EIS for more information on the Footprint, which guides space allocation and use in City schools, and visit the DOE's website to access the Footprint: <http://schools.nyc.gov/Offices/OSP/KeyDocuments/Instructional Footprint>.

According to a building walkthrough performed on December 1, 2015 by a representative from the Office of Space Planning, X113 includes 68 full-size rooms, 18 half-size rooms, 8 quarter-size

rooms, and 6.5 full-size equivalent (“FSE”) rooms of designed administrative space. X113 also includes two gymnasiums, an auditorium, a library, and two cafeterias, which are shared spaces for Diplomacy, Globe School, the Forward School, and Young Scholars, and will be shared between the Forward School, Young Scholars, and the consolidated Diplomacy if this proposal is approved. The below spaces are also not included in the allocation of space for any individual school:

- The School-Based Support Team occupies 1.0 FSE room of designed administrative space.
- The nurse’s office occupies 0.5 FSE rooms of designed administrative space.
- The dance room occupies 1 full-size room.
- The teacher’s cafeteria occupies 1 full-size room.
- The school-based health clinic occupies 2 full-size rooms.
- Astor occupies 1 full-size room.
- Phipps occupies 1 full-size room.
- The custodian’s office occupies 1 half-size room.
- The campus computer service technician occupies 1 quarter-size room.

Excluding the shared spaces outlined above, X113 has a total of 62 full-size rooms, 17 half-size rooms, 7 quarter-size rooms, and 5.0 FSE rooms of designed administrative space remaining to be allocated in X113.²⁰

Per the Footprint, Diplomacy’s current baseline allocation is 10 full-size rooms, 3 half-size rooms, and 3.5 FSE rooms for administrative use, comprising 3 full-size rooms and 2 quarter-size rooms, for a total of 13 full-size rooms, 3 half-size rooms, and 2 quarter-size rooms. Currently, Diplomacy is using 15 full-size rooms, 5 half-size rooms, and 2 quarter-size rooms. Therefore, Diplomacy is using 2 full-size rooms and 2 half-size rooms above its Footprint allocation.

Per the Footprint, Globe School’s current baseline allocation is 9 full-size rooms, 4 half-size rooms, and 3.0 FSE rooms for administrative use, comprising 2.5 FSE rooms of designed administrative space and 2 quarter-size rooms. Due to building configuration, Globe School’s allocation has been adjusted to substitute 2 full-size rooms in lieu of 2 half-size rooms, for a total of 11 full-size rooms, 2 half-size rooms, and 3.0 FSE rooms for administrative space. Currently, Globe School is using 15 full-size rooms, 2 half-size rooms, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. Therefore, Globe School is using 4 full-size rooms above its Footprint allocation.

If this proposal is approved, Globe School and Diplomacy will be consolidated, and the consolidated Diplomacy’s baseline Footprint allocation for the 2016-2017 school year will be 19 full-size rooms, 6 half-size rooms, and 4.0 FSE rooms for administrative use, comprising 2 full-size rooms and 2.0 FSE rooms in designed administrative space, for a total of 21 full-size rooms, 6 half-size rooms, and 2.0 FSE rooms of designed administrative space.

Per the Footprint, the Forward School’s current baseline allocation is 10 full-size rooms, 4 half-size rooms, and 3.5 FSE rooms for administrative use, comprising 2.5 FSE rooms of designed administrative space and 1 full-size room, for a total of 11 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms of designed administrative space. Currently, the Forward School is using 13 full-size rooms, 5 half-size rooms, and 2.5 FSE rooms of designed administrative space. Therefore, the Forward School is using 2 full-size rooms and 1 half-size room above its Footprint allocation. In the 2016-2017 school year, the Forward School’s baseline allocation will be 10 full-size rooms, 4 half-size rooms, and 3.5 FSE rooms for administrative use, comprising 2.5 FSE rooms of designed

²⁰ Sports and Arts only uses a portion of a classroom and does not occupy a distinct space.

administrative space and 1 full-size room, for a total of 11 full-size rooms, 4 half-size rooms, and 2.5 FSE rooms of designed administrative space.

Per the Footprint, Young Scholars’ current baseline allocation is 13 full-size rooms, 4 half-size rooms, and 3.5 FSE rooms for administrative use, comprising 3 full-size rooms and 1 half-size room, for a total of 16 full-size rooms and 5 half-size rooms. Currently, Young Scholars is using 19 full-size rooms and 5 half-size rooms. Therefore, Young Scholars is using 3 full-size rooms above its Footprint allocation. In the 2016-2017 school year, Young Scholars’ baseline allocation will be 13 full-size rooms, 4 half-size rooms, and 3.5 FSE rooms for administrative use, comprising 3 full-size rooms and 1 half-size room, for a total of 16 full-size rooms and 5 half-size rooms.

The current and estimated future baseline Footprint allocations of full-size rooms in X113, including any full-size rooms allocated for administrative or other purposes, are detailed in the chart below:

DBN	School Name	2015-2016	2016-2017
11X272	Globe School	11	-
11X370	Diplomacy	13	21
11X287	The Forward School	11	11
11X289	Young Scholars	16	16
TOTAL		51	48
TOTAL FULL-SIZE ROOMS AVAILABLE FOR ALLOCATION		62	62
ROOMS IN EXCESS OF BASELINE OR ADJUSTED BASELINE ALLOCATION OF FULL-SIZE ROOMS		11	14

If this proposal is approved, the Office of Space Planning will work with the Building Council to ensure an equitable allocation of the excess space. In determining an equitable allocation, the Office of Space Planning may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

There are no other proposed uses or plans for building X113 at this time.

Building Safety and Security

If this proposal is approved, the Forward School, Young Scholars, and the consolidated Diplomacy will develop a safety and security plan for X113 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

The DOE believes that the consolidation of Globe School with Diplomacy will benefit the District 11 community by strengthening middle school options, providing improved services at Diplomacy, and improving the X113 campus. This proposal has been developed through a collaborative planning process in partnership with the Office of School Design that was led by the District 11 Superintendent with the Director of School Renewal for District 11, the principals of the schools proposed for consolidation, and their respective school communities.

Globe School has experienced a significant drop in enrollment from 487 students in the 2010-2011 school year to 195 students in the 2015-2016 school year, a decline of 60%.²¹ Diplomacy has also experienced a significant drop in enrollment, from 451 students in the 2010-2011 school year to 228 students in the 2015-2016 school year, a decline of 49%. Schools that struggle with low enrollment often simultaneously encounter budgetary issues because school funding is allocated on a per-pupil basis. The consolidation of Globe School and Diplomacy will result in a healthy enrollment at the consolidated school and will allow the schools to combine the strengths and best practices of each individual school into a single, larger organization. The proposal to consolidate Globe School and Diplomacy, thereby creating a larger organization with a healthier enrollment and more robust student body, is intended to be a long-term solution that creates a stronger school environment and an improved middle school option for the community.

The DOE believes the proposed consolidation will improve academic and social outcomes for all students in the X113 building. Furthermore, the DOE believes that the efforts outlined in the action plan and the increased enrollment at the consolidated Diplomacy will promote a more cohesive school culture.

As mentioned, Diplomacy, Globe School, and Young Scholars belong to a cohort of 94 schools that have been designated by the DOE as Renewal Schools. As Renewal Schools, Diplomacy, Globe School, and Young Scholars are currently being transformed into Community Schools. 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. If this proposal is approved, the Young Scholars and the consolidated Diplomacy would maintain their designations as Renewal Schools and Community Schools. The proposed consolidation will combine two Renewal Schools on the campus, providing the opportunity for the DOE to focus deeply on supporting the remaining two Renewal Schools, the consolidated Diplomacy and Young Scholars.

This proposal is not expected to impact the ability of community members and organizations to obtain school building use permits at X113. This proposal is not expected to impact the accessibility of X113, which is partially accessible.

²¹ Enrollment figures are from the Audited Register released October 31 of each year.

IV. Enrollment, Admissions and School Performance Information

School of Diplomacy (11X370)

Admissions Data

Current Admissions	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority
Admissions after Consolidation	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority

Enrollment Data²²

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (Audited Register)	88	69	71	228
2016-2017 (Projected)	135-145	135-145	130-140	400-430

Demographic Data²³

Percentage of Students Receiving ICT or SC Services	18%
Percentage of Students with Individualized Education Programs	30%
Percentage of English Language Learner Students	18%
Percentage of Students Eligible for Free or Reduced-Price Lunch	86%

²² All figures are based on the 2015-2016 Audited Register as of October 31, 2015.

²³ All figures are reported as a percentage of total students from the 2015-2016 Audited Register, as of October 31, 2015.

School Performance Data

The School of Diplomacy (11X370)	2012-2013	2013-2014	2014-2015
School Quality Indicators²⁴			
1.1 Curriculum	Developing	Developing	Proficient
1.2 Pedagogy	Developing	Proficient	Developing
2.2 Assessment	Developing	Developing	Proficient
3.4 High Expectations	Developing	Proficient	Proficient
4.2 Teacher Teams and Leadership Development	Developing	Developing	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	5%	8%	12%
Math % Proficient (Levels 3 and 4)	4%	6%	6%
Other Key Performance Indicators			
Attendance Rate	88%	86%	88%
2015-2016 State Accountability Status²⁵	Priority		

Globe School for Environmental Research (11X272)*Admissions Data*

Current Admissions	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority
Admissions after Consolidation	None

²⁴ 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>.

²⁵ This status is determined by SED under the New York State waiver for the No Child Left Behind Act. For more information, please visit the SED website at: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>.

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (Audited Register)	49	63	83	195
2016-2017 (Projected)	-	-	-	-

Demographic Data

Percentage of Students Receiving ICT or SC Services	27%
Percentage of Students with Individualized Education Programs	32%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced-Price Lunch	91%

School Performance Data

The Globe School (11X272)	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Developing	N/A ²⁶	N/A
1.2 Pedagogy	Developing	N/A	N/A
2.2 Assessment	Developing	N/A	N/A
3.4 High Expectations	Proficient	N/A	N/A
4.2 Teacher Teams and Leadership Development	Proficient	N/A	N/A
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	10%	8%	8%
Math % Proficient (Levels 3 and 4)	6%	10%	6%
Other Key Performance Indicators			
Attendance Rate	87%	87%	90%
2015-2016 State Accountability Status	Priority		

²⁶ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. The Globe School did not have a Quality Review for the 2013-2014 or 2014-2015 school years.

The Forward School (11X287)*Admissions Data*

Current Admissions	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority
Admissions after Consolidation	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (Audited Register)	71	76	101	248
2016-2017 (Projected)	75-85	70-80	75-85	220-250

Demographic Data

Percentage of Students Receiving ICT or SC Services	23%
Percentage of Students with Individualized Education Programs	25%
Percentage of English Language Learner Students	8%
Percentage of Students Eligible for Free or Reduced-Price Lunch	83%

School Performance Data

The Forward School (11X287)	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	N/A ²⁷	Developing	Proficient
1.2 Pedagogy	N/A	Developing	Developing
2.2 Assessment	N/A	Developing	Proficient
3.4 High Expectations	N/A	Developing	Proficient
4.2 Teacher Teams and Leadership Development	N/A	Proficient	Proficient
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	8%	9%	6%
Math % Proficient (Levels 3 and 4)	9%	6%	3%
Other Key Performance Indicators			
Attendance Rate	89%	89%	89%
2015-2016 State Accountability Status	Local Assistance Plan		

The Young Scholars Academy of the Bronx (11X289)*Admissions Data*

Current Admissions	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority
Admissions after Consolidation	Grades 6-8: middle school admissions process Admissions Method: unscreened with zone priority

²⁷ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. The Forward School did not have a Quality Review for the 2012-2013 school year.

Enrollment Data

	Grade 6	Grade 7	Grade 8	Total Enrollment
2015-2016 (Audited Register)	85	93	107	285
2016-2017 (Projected)	85-95	85-95	90-100	260-290

Demographic Data

Percentage of Students Receiving ICT or SC Services	20%
Percentage of Students with Individualized Education Programs	26%
Percentage of English Language Learner Students	12%
Percentage of Students Eligible for Free or Reduced-Price Lunch	75%

School Performance Data

The Young Scholars Academy of the Bronx (11X289)	2012-2013	2013-2014	2014-2015
School Quality Indicators			
1.1 Curriculum	Proficient	N/A ²⁸	Proficient
1.2 Pedagogy	Proficient	N/A	Developing
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	Developing
Performance Data			
English Language Arts % Proficient (Levels 3 and 4)	6%	7%	8%
Math % Proficient (Levels 3 and 4)	9%	12%	7%
Other Key Performance Indicators			
Attendance Rate	90%	89%	91%
2015-2016 State Accountability Status	Focus		

V. Initial Impact on Budget and Cost of Instruction

²⁸ A Quality Review measures how well a school is organized to support student achievement. Not all schools receive Quality Reviews every year. Young Scholars did not have a Quality Review for the 2013-2014 school year.

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. As shown in Section IV above, Diplomacy's total enrollment is expected to increase as a result of the consolidation, and as a result Diplomacy's FSF budget is expected to increase to reflect the additional pupils. Schools also receive additional funds for students with disabilities, ELL students, and those students with other supplemental academic needs. Please refer to the FSF Guide²⁹ and FY16 School Allocation Memorandum³⁰ 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 described, the DOE received SIG funding for both Diplomacy and Globe School for the 2014-2015 school year through the 2016-2017 school year; the schools are also eligible for extension funding in 2017-2018 and 2018-2019. If this proposal is approved, Globe School's SIG funding for the 2016-2017 school year and beyond will be lost due to the consolidation with Diplomacy. This funding totals up to \$1,250,000 (up to \$500,000 for the 2016-2017 school year, tentatively up to \$500,000 for the 2017-2018 school year, and tentatively up to \$250,000 for the 2018-2019 school year). However, Diplomacy was awarded the same amount of SIG funding and is expected to continue to receive its SIG funding, totaling up to \$1,250,000 between the 2016-2017 and 2018-2019 school years. The DOE is currently in conversations with SED about an increased SIG award due to Diplomacy's increased enrollment following consolidation, if approved. The DOE will also pursue other funding opportunities as available.

Both Diplomacy and Globe School use SIG funding to partner with organizations and attain additional programs and supports for students and teachers. Students at the consolidated school will continue to receive the services and programming provided through SIG funding if the consolidation is approved, since Diplomacy is a SIG recipient and is using its SIG award by partnering with the same organizations and employing the same or similar supplemental programs and supports as Globe School is. Moreover, a consolidated school is able to more efficiently offer services and programs to a larger student population, and those services and programs will benefit from more robust participation.

In addition, during the 2015-2016 school year both Diplomacy and Globe School received 21st Century grants, in the amounts of \$43,056 and \$49,773, respectively. The DOE anticipates that this funding will be continued for the 2016-2017 school year: Globe School's funding will follow its students to Diplomacy if the schools are consolidated.

The consolidated Diplomacy will have increased enrollment, and will therefore benefit financially from increased FSF based on per-pupil allocation levels. By serving the combined enrollments of Diplomacy and Globe School to the consolidated Diplomacy will be able to serve the same number of students more efficiently, enabling a greater portion of the consolidated school's budgetary resources to be applied to student services and supports than Diplomacy or Globe School would be able to apportion in the absence of consolidation.

This proposal should not impact the operating budget or costs of instruction at the Forward School or Young Scholars.

²⁹ 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

³⁰ The FY16 School Allocation Memorandum is available at:

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

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

A. Personnel Needs

If this proposal is approved, some Diplomacy and/or Globe School staff members may be excessed when the schools are consolidated. Where possible, the DOE will seek to minimize excessing³¹ of represented staff during any approved school consolidation. In the event that staff excessing is required, staff from Diplomacy and Globe School 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.

This proposal is not expected to impact the staffing of the Forward School or Young Scholars.

B. Administration

If this proposal is approved, some Diplomacy and/or Globe School supervisors and/or administrators may be excessed when the schools are 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 Diplomacy and Globe School 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.

This proposal is not expected to impact the administration of the Forward School or Young Scholars.

C. Transportation

There will be no change to existing transportation practices at Diplomacy or Globe School during the current school year (2015-2016). This proposal is not expected to affect transportation practices at the Forward School and Young Scholars for the 2015-2016 school year or in future school years.

If this proposal is approved, transportation will continue to be provided to students attending the Forward School, Young Scholars, and the consolidated Diplomacy 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.

³¹ Excessing of staff occurs when a school requires fewer positions than the number of staff currently in the license area or job title.

VII. Building Information

Building		X113
Type of Building		IS/JHS
Year Built		1937
Overall BCAS rating		2.54
2014-2015 Blue Book Target Building Utilization		65%
2014-2015 Blue Book Target Building Capacity		1,592
FY 2015 Maintenance Costs	Labor	\$16,029
	Materials	\$4,271
	Maintenance, repair, and service contracts	\$47,216
	Custodial operations costs—Materials	\$10,839
	Custodial operations costs—Custodial Allocation	\$381,751
FY 2015 Energy Costs	Electric	\$199,063
	Gas	\$3,014
	Steam	N/A
	Oil	\$196,426
Projects completed during the current or prior school year		Fuel Oil Tank Leakage/Climate Control, Electrical Lighting Fixtures
Projects proposed in the capital plan		Climate Control, Auditorium Upgrade, Floors, Heating Plant Upgrade
Accessibility of the building		Partially Accessible
Building attributes		Art Room, Auditorium, Cafeteria, Computer Rooms, Gymnasium, Library, Nurse's Office

Appendix A: Target Capacity and Utilization

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

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

, a building's target utilization rate is calculated by dividing the aggregated enrollment of all the school organizations in the building by the aggregated "target capacities" of those organizations. Each school organization's "target capacity" is calculated based upon the scheduled use of individual rooms as reported by principals during an annual facilities survey, the DOE's goals for maximum classroom capacities (which are lower than the United Federation of Teachers contractual class sizes and differ depending on grade level), and the efficiency with which classrooms are programmed (i.e., the frequency with which classes are scheduled in a given classroom). The target capacity assumes that the components underlying that target capacity (scheduled use of classrooms, goal maximum classroom capacity, etc.) remain constant.

The most recent year for which target capacity has been calculated for buildings is 2014-2015. As described above, the DOE's projected utilization rates for the 2015-2016 school year and beyond are based on the 2014-2015 target capacity, which assumes that the components underlying that target capacity (scheduled use of classrooms, maximum classroom capacity, etc.) remain constant. Thus, projected utilization rates for 2015-2016 and beyond provide only an approximation of a building's usage because each of the factors underlying target capacity may be adjusted by principals from year to year to better accommodate students' needs. For example, changing the use of a room from an administrative room to a homeroom at the high school level will increase a building's overall target capacity because for high schools administrative rooms are not assigned a capacity. Holding enrollment constant, this change will result in a lower utilization rate. Similarly, if a room previously used as a kindergarten classroom is subsequently used as a fifth-grade classroom, the building's target capacity will increase because we expect that a fifth-grade class will have more students than a kindergarten class. This is reflected in the fact that the DOE's goal for maximum classroom capacity is higher for fifth-grade classrooms than for kindergarten classrooms. In this example, as well, assuming enrollment is constant, the utilization rate will decrease.

Appendix 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 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 will ensure that students with disabilities receive mandated services in accordance with their IEPs while also ensuring such students have opportunities to learn alongside their non-disabled peers to the greatest extent possible.

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.

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;³² 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 at the start of the school year when thousands of students arrive. Prior to the start of the peak enrollment period, schools are reminded about the number of OTC students they can expect. This number is based on a school's enrollment projection and the results of the admissions process.

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

High school screened programs (those that base admissions decisions on students' academic criteria) which have a two-year track record of not meeting their enrollment targets through the High School Admissions Process are "de-screened" for OTC in order to increase the number of options for students. In addition, screened and audition schools, transfer schools,³³ international schools,³⁴ 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.

³² 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.

³³ Transfer schools are small, academically rigorous high schools designed to re-engage students who have dropped out of high school or have fallen behind. These schools are designed to create a personalized learning environment and to provide students with connections to colleges and careers. Students graduate with a high school diploma from the transfer school they attend. For more information about transfer schools, please visit the DOE website at: <http://www.goingforme.org>.

³⁴ 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 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.