

REVISED BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) has proposed to extend the duration and expand the scope of Metropolitan Lighthouse Charter School’s (84X461, “Met LCS”) co-location with P.S. 093 Albert G. Oliver (08X093, “P.S. 093”) in the X093/X893 buildings so that Met LCS will serve kindergarten through third grade in 2011-2012 and kindergarten through fourth grade in 2012-2013.

P.S. 093 is an existing zoned elementary school, which currently serves students in kindergarten through fifth grade and offers four sections of pre-kindergarten. Met LCS in an existing elementary charter school that currently serves students in kindergarten, first and second grade.

The original EIS and Building Utilization Plan (“BUP”) were released on February 15, 2011. This revised BUP has been modified in the following manner: summaries of the total rooms allocated to each school in 2011-2012 and 2012-2013 have been added, the proposed shared space schedule has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal. As described in this document, the final shared space schedule will be collaboratively finalized by the Building Council after the proposed co-location has been approved by the Panel for Educational Policy.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between Met LCS and P.S. 093. It also includes a proposal for the collaborative usage of shared resources and spaces between Met LCS and P.S. 093, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas which assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision-making between the co-located schools, and a description of the shared space committee is also included. Please refer to the EIS to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

We have applied the DOE Instructional Footprint (“Footprint”)¹ to all schools and/or programs outlined in this plan to allocate rooms in an unbiased manner, and have divided the remaining space equitably based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

JUSTIFICATION OF FEASIBILITY AND EQUITY OF CLASSROOM AND ADMINISTRATIVE SPACE ALLOCATION

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 the school’s principal. For elementary schools serving grades K-5 and offering a pre-kindergarten section, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these instructional rooms, which are counted towards a building’s capacity, schools serving grades K-5 also receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things, and do not count toward a building’s capacity.

¹ The Footprint is a tool to be used by all stakeholders in the analysis and assessment of space usage in DOE buildings. Its purpose is to ensure that the space allocation plan for all schools is fair and equitable. In co-location agreements, the parameters outlined in the Footprint should serve as a guideline for making decisions about the allocation of space, while empowering building occupants to make decisions that best meet the needs of all students in the building. The DOE Footprint can be found at: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

At the elementary level, cluster classrooms are allocated as follows:

Enrollment	# of Cluster Rooms
1,251 and up	5
750-1,250	4
251-750	3
151-250	2
0-150	1

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. 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.

All schools receive a baseline of the approximate equivalent of 3.5 full-size classrooms² for student support services, resource rooms and administrative space when serving their entire grade span. Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE 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.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on January 28, 2011 by Ron Caccioppoli, Director of Space Planning, building X093 has a total of 32 full-size classrooms/spaces,³ no science demonstration rooms or science labs, 10 half-size classrooms/spaces,⁴ the equivalent of 1.5 rooms of designed administrative office/space, and 3 quarter-size rooms which can be utilized as administrative offices/spaces.⁵ X093 also contains a gymnasium, auditorium, lunchroom, and library and has an outside recreation area with playground equipment, a track and tennis court.

In addition, there is a mini-building (X893, “Mini-building”) on the school grounds, which is also occupied by P.S. 093. The Mini-building has a total of 13 full-size classrooms/spaces, no science demonstration rooms/labs and 2 half-size classrooms/spaces.

² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

³ Full-size classrooms have an area of 500 square feet or more.

⁴ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

⁵ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

The following rooms are utilized by building services or are shared spaces:

- The nurse’s office occupies 1 quarter-size space in the X093 building
- The custodian’s office occupies 1 half-size space in the X093 building
- The School Based Support Team (“SBST”) occupies 1 half-size space in the X093 building

Excluding the spaces outlined above, between the X093 building and the Mini-school building there are 45 full-size classrooms/spaces, 10 half-size classrooms/spaces, 1.5 rooms of designed administrative office/space and 2 quarter-size rooms remaining that can be allocated between the schools.⁶

2010-2011

Currently, P.S. 093 enrolls 335 students in kindergarten through fifth grade (including students with disabilities) and 65 students in pre-kindergarten, and serves a total of 400 students.⁷ These students are served in 22 classes/sections (including pre-kindergarten students and students with disabilities).

The table below summarizes P.S. 093’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and P.S. 093’s adjusted baseline allocation, which satisfies the baseline Footprint allocation while accounting for the specific design of the building, and the amount of space that P.S. 93 is currently using.

2010-2011: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁸	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	20	7	-				3.0
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0
Current Space Allocation	38	2	1.5	0	3	2	3.5

The DOE has adjusted P.S. 093’s baseline allocation for the following reason:

- Typically, self-contained classes are accommodated in half-size classrooms. However, all half-size classrooms/spaces in the X093/X893 buildings are used administratively in order to program full-size classrooms/spaces for instructional use. Therefore, P.S. 093’s adjusted allocation includes 5 additional full-size classrooms and five fewer half-size classrooms.

⁶ P.S. 093 will occupy both the entire Mini-building and certain classrooms/spaces in the X093 building, as well. Met LCS will only occupy classrooms/spaces in the X093 building.

⁷ Based on 2010-2011 audited register.

⁸ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

In 2010-2011, Met LCS was projected to enroll 150 students in kindergarten through second grade (including students with disabilities) per its charter. Met LCS currently enrolls 141 students in kindergarten through second grade (including students with disabilities). These students are served in 6 classes/sections (including students with disabilities).⁹

The table below summarizes Met LCS's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that Metropolitan Lighthouse is currently using.

2010-2011: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ¹⁰	Full-size Space	Half-size Space	Quarter-size Space	
Baseline Footprint Allocation	7	1	-				1.5
Current Space Allocation	7	2	0	0	3	0	1.5

As demonstrated in the tables above, both P.S. 093 and Met LCS are currently using classrooms/spaces in excess of their adjusted baseline and baseline allocations (as applicable). The table below summarizes the excess space within X093 and X893:

2010-2011: Buildings X093 & X893	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Adjusted Baseline and Baseline Allocations	13	1	2

⁹ Based on 2010-2011 audited register.

¹⁰ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

2011-2012

In 2011-2012, the DOE projects that P.S. 093 will continue to serve between 380-447 students, would continue to have 22 classes (including pre-kindergarten students and students with disabilities), and would maintain the same adjusted baseline allocation of space that it did in the previous year.¹¹

2011-2012: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0

In 2011-2012, Met LCS will add a new kindergarten class of up to 50 students per its charter, and will serve a total of up to 200 students. Met LCS will have a total of 8 classes/sections. Based on these projections, the table below summarizes Met LCS's baseline Footprint allocation:

2011-2012: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Baseline Footprint Allocation	10	1	0	0	4	0	2.0

After P.S. 093 and Met LCS have received their respective adjusted baseline or baseline allocation of rooms (as applicable), the following number of rooms will remain in excess:

2011-2012: Building X093/X893	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Baseline Allocations	10	0	2

¹¹ This number is subject to change pending final enrollment projections.

The excess space will be allocated between P.S. 093 and Met LCS based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building. The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full-size Rooms	Half-size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms ¹²	2011-2012 GRAND TOTAL			
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)				Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)
P.S. 093	25	2	1.5	0	3	0	3.0	8	0	2	33	5	2	1.5
Met LCS	10	1	0	0	4	0	2.0	2	0	0	12	5	0	0

2011-2012	2010-2011 GRAND TOTAL				2011-2012 GRAND TOTAL				CHANGE			
	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)
P.S. 093	38	5	2	1.5	33	5	2	1.5	-5	0	0	0
Met LCS	7	5	0	0	12	5	0	0	+5	0	0	0

¹² For the X093/X893 building, administrative offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size classrooms and quarter-size classrooms, as well. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).

2012-2013

In 2012-2013, the DOE projects that P.S. 093 will continue to serve between 375-442 students and would continue to have 22 classes (including pre-kindergarten students and students with disabilities) and maintain the same adjusted baseline allocation of space that it did in the previous year.¹³ The table below summarizes P.S. 093's adjusted baseline allocation:

2012-2013: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0

In 2012-2013, Met LCS will add a new kindergarten class of up to 50 students per its charter, and will serve a total of up to 250 students. Met LCS will have a total of 10 classes/sections. The table below summarizes Metropolitan Lighthouse's baseline allocation:

2012-2013: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Baseline Footprint Allocation	12	1	0	0	4	0	2.0

After P.S. 093 and Met LCS have received their respective adjusted baseline or baseline allocation of rooms (as applicable), the following number of rooms will remain in excess:

2012-2013 Building X093/X893	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Baseline Allocations	8	0	2

The excess space will be allocated between P.S. 093 and Met LCS based upon the following factors: the relative enrollment of the co-located schools, the physical location of the available space in relation to the location of each school within the building. Because Met LCS is slated to move out of the X093 building after the 2012-2013 school year, the DOE is allocating it only one additional full-size classroom in order to minimize the number of classrooms that will have to be re-programmed by either school. The full 2012-2013 room allocation plan is summarized below:

¹³ This number is subject to change pending final enrollment projections.

2012-2013	Full-size Rooms	Half-size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms ¹⁴	2012-2013 GRAND TOTAL			
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)				Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)
P.S. 093	25	2	1.5	0	3	0	3.0	7	0	2	32	5	2	1.5
Met LCS	12	1	0	0	4	0	2.0	1	0	0	13	5	0	0

2012-2013	2011-2012 GRAND TOTAL				2012-2013 GRAND TOTAL				CHANGE			
	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)	Total Full-Size	Total Half-Size	Total Quarter Size	Total Designed Admin (FSE)
P.S. 093	33	5	2	1.5	32	5	2	1.5	-1	0	0	0
Met LCS	12	5	0	0	13	5	0	0	+1	0	0	0

Met LCS will move out of the X093 building at the end of the 2012-2013 school year.

Shared Space Plan

A proposed shared space plan is below. The following plan is based on the estimated duration of time each of the co-located schools will have in each of the shared spaces in building X093/X893. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Educational Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size and other relevant factors of each co-located school will be used to allocate time in each shared space. Building Councils are free to deviate from the proposed plan to accommodate the specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link:

<http://schools.nyc.gov/community/campusgov>).

¹⁴ For the X093/X893 building, administrative offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size classrooms and quarter-size classrooms, as well. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).

The below proposed schedule is based on projected enrollments for each co-located school, current space allocation plans, current lunch schedules for the existing schools in the building as described on the DOE School Food website, the total capacity of each shared space, the grades served by each of the co-located schools, and the start of the school day based on the Office of Pupil Transportation's bus schedule for a regular school day.¹⁵ To the extent feasible, shared spaces are allocated in a manner that allows schools that have already been using the space this year to continue using it on a similar schedule next year, based on the 2010-2011 Campus Audit Template submitted by the Building Council.¹⁶ Because Met LCS is already co-located in the X093/X893 building, there is likely to be little impact on the times that are currently allocated to each of the schools using the shared space. However, since Met LCS is adding a third grade in 2011-2012 it may be necessary to shorten some of the time that is currently allocated to P.S. 093 so that all students in the building can be accommodated.

In planning how P.S. 093 and Met LCS may use shared space, the DOE has applied some or all of the factors described above to develop a proposed plan that allocates time in each space equitably.

Cafeteria

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment, capacity of the cafeteria (160), current use and grade levels served. Each organization will be able to accommodate its students in the cafeteria with this proposed allocation of time.
- P.S. 093 has been allocated the greatest amount of time in the cafeteria (10 hrs/week) because it has the largest enrollment and serves the most grade levels, as compared to Met LCS, which has been allocated 5 hours/week.
- Like the current cafeteria schedule used in the 2010-2011 school year, which was agreed upon by the Building Council, the below proposed schedule allocates the cafeteria to P.S. 093 from 11:00-11:30am, 11:45am-12:15pm, 12:45-1:15pm, and 1:25 – 1:55pm; or four half-hour lunch periods serving approximately 112 students per lunch period. P.S. 093 could deviate from the proposed schedule and choose to operate up to five 36 minute lunch periods with approximately 90 students served in each period, or operate six 30 minute lunch periods with approximately 75 students served in each period, or some similar variation.
- The proposed schedule below allocates Met LCS the cafeteria during the following periods consistent with the schedule in place this year: at 11:15-11:45 a.m. and 12:15 - 12:45 p.m. Although Met LCS is increasing its enrollment in 2011-2012, it can still accommodate all of its students in two lunch periods of approximately 100 students per period.
- Under the below proposed plan, the schools are maintaining the amount of time that they are currently allocated in the cafeteria. Put another way, the schools are not gaining or losing time in the cafeteria next year; thus, we believe this plan treats all schools equitably and comparably.
- As discussed above, however, the Building Council may choose to deviate from this proposed Shared Space Plan described below to accommodate programmatic needs.
- The DOE further believes that this schedule is equitable and comparable based on the fact that all students should be able to have lunch during customary lunchtimes.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at X093. As a result, the DOE has allocated the same amount of time and the same duration to P.S. 093 and Met LCS for breakfast that they are currently operating under during the 2010-2011 school year.

¹⁵ See DOE's School Food Website at <http://www.opt-osfns.org/osfns/>

¹⁶ Campus Audits are submitted by each Building Council on an annual basis to the Senior Supervising Superintendents Office. The Campus Audit documents the collective planning and implementation of Building Council decisions such as shared space scheduling.

Library

- The shared space plan below allocates P.S. 093 a greater amount of time in the library (23.75 hours weekly) as compared to Met LCS (8.75 hours weekly) because P.S. 093 serves a larger number of students and more grade levels than Met LCS.
- It should be noted that during the current school year, P.S. 093 has sole access to the library. The Building Council is free to deviate from the proposed Shared Space schedule below, and may, at its discretion, continue to allocate the library exclusively for P.S. 093's use.

Gymnasium

- The proposed shared space schedule below is based on the existing gymnasium schedule agreed upon by the Building Council and that the schools are currently operating under in the 2010-2011 school year. Because the schools are maintaining the amount of time that they are currently allocated for these shared spaces and are not gaining or losing time in these shared spaces next year, we believe this plan treats all schools equitably and comparably.
- Because P.S. 093 has the largest enrollment and serves more grade levels than Met LCS, it has been allocated the largest amount of time in the gymnasium to accommodate all of its students in the proposed shared space plan below.
- Specifically, P.S. 093 is allocated 27.92 hours weekly to schedule physical education classes as needed, while Met LCS is allocated 5 hours weekly in the gymnasium to use for its physical education period.
- Although this plan provides a disproportionately greater amount of time to P.S. 093 if one considers the relative enrollments of the schools, both schools are maintaining the amount of time that they are currently allocated for the gymnasium. Given the gymnasium capacity (340) Met LCS can accommodate its total projected enrollment (200 students) in one 1 hour gym class, or two half-hour gym classes of approximately 100 students each. P.S. 093 could accommodate its total projected enrollment (447 students) in 5 periods of 54 minutes each, which would serve approximately 90 students/period.
- As discussed above, however, the Building Council may choose to deviate from this proposed Shared Space Plan.

Auditorium

- In 2011-2012, P.S. 093 is allocated the largest amount of time in the auditorium (22.5 hours weekly), since it will have the largest student enrollment and serve more grade levels than Met LCS, which is allocated 10 hours weekly.
- Given that the capacity of the auditorium is 549, the below proposed shared space plan offers flexibility to schedule the auditorium into multiple periods and ensure that all students have access to the auditorium. For example, P.S. 093 may wish to utilize the auditorium in four periods of 60 minutes, serving approximately 112 students at a time; or in 8 periods of 30 minutes, serving approximately 56 students. Met LCS may serve its students in a single period or two one hour periods of approximately 100 students each. The Building Council may deviate from this proposed Shared Space plan to serve the co-located schools' needs.

Outside Recreation Area

- P.S. 093 is allocated the largest amount of time on the outdoor playground (10 hours weekly) whereas Met LCS is allocated 5 hours weekly. P.S. 093 will have the largest total projected enrollment and will be serving more grade levels, whereas Met LCS will only serve grades K-3 in 2011-2012. Additionally, the playground time is loosely aligned to the cafeteria schedule to provide schools with the option of offering students a recess either before, during or after their lunch period.

The DOE projects P.S. 093 to serve 380-447 students in 2011-2012. Met LCS will serve up to 200 students in 2011-2012. As Met LCS's enrollment increases each year, this proposed shared plan would be revised accordingly.

Based on the Office of Pupil Transportation’s bus schedules for a regular school day, P.S. 093’s regular school day runs from approximately 8:20 a.m. to 3:10 p.m. Monday through Friday for general education students, and 8:20 a.m. to 3:10 p.m. Monday through Friday for special education students.¹⁷ Met LCS’s regular school day runs from 7:45 a.m. to 4:00 p.m for all students that are enrolled per the Met LCS Student-Family Handbook.¹⁸ Based on the schedule below and the explanations provided above the DOE believes that the proposed Shared Space Plan is feasible and that each school is being treated equitably and comparably in its ability to use all the shared spaces in the building.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 160)	<u>BREAKFAST</u>	<u>BREAKFAST</u>	<u>BREAKFAST</u>	<u>BREAKFAST</u>	<u>BREAKFAST</u>
	Met LCS 7:20-7:45am				
	P.S. 093 7:50-8:15am				
	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>	<u>LUNCH</u>
	P.S. 093 11:00-11:30am 11:45am-12:15pm 12:45-1:15pm 1:25 – 1:55pm				
	Met LCS 11:15-11:45am 12:15-12:45pm				
Library	Met LCS 8:30-10:15am				
	P.S. 093 10:20am-3:05pm				
Gymnasium (Capacity: 340)	P.S. 093 8:20am-1:55pm				
	Met LCS 2:00-3:00pm				

¹⁷ <http://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/schTrans.asp?coptsch=08093>

¹⁸ <http://www.lighthouse-academies.org/documents/MetLCS/MetLCS%20Student%20Family%20Handbook%202010-11%20FINAL%20%20ENG.pdf>

Auditorium (Capacity: 549)	Met LCS 8:30-10:30am P.S. 093 10:30am-3:00pm				
Outside Recreation Area	P.S. 093 11:00-11:30am 11:45am-12:15pm 12:45-1:15pm 1:25 – 1:55pm Met LCS 11:15-11:45am 12:15-12:45pm				

Building Safety and Security

Pursuant to Chancellor’s Regulation A-414 every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including Principal(s); designee of all other programs operating within the building; UFT Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

The committee is also responsible for developing a comprehensive School Safety Plan which defines the normal operations of the site and what procedures are in place in the event of an emergency. The plan must be consistent with the Citywide prescribed safety plan shell. Each program operating within a school must enter program specific information in the School Safety Plan. Safety plans are updated annually by the School Safety Committee in order to meet changing security needs, changes in organization and building conditions and other factors. In addition, the committee recommends changes in the safety plan at any other time when it is necessary to address security concerns.

Consistent with the process described above, the leader/designee of Met LCS will be part of the X093/X893 School building’s Safety Committee. As a member of the School Safety Committee, the leader/designee of Met LCS will participate in the development of the building’s Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of Met LCS will be addressed on an ongoing basis. Moreover, the Safety Plan for the X093/X893 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Met LCS will enter information in the X093/X893 school building’s overall Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team that will consist of trained staff members from each of the campus’ schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for the X093/X893 school building will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School's Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2010,¹⁹ co-located schools on campuses must actively participate in a Building Council, which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the Building Council. The Building Council shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or District 75 schools by the principals of the schools, as set forth in Chancellor's Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the Shared Space Committee is to review the implementation of the Building Utilization Plan once it has been approved by the Panel for Educational Policy. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the Shared Space Committee shall review implementation of the current building space plans in place at those buildings. The Shared Space Committee will meet minimally four times per year.

The Shared Space Committee will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such Shared Space Committee members shall be selected by the corresponding constituent member of the School Leadership Team of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. Shared Space Committee agendas and minutes shall be shared with the Building Council. Shared Space Committee members may be asked to communicate with their constituencies about the Building Utilization Plan and its campus implementation.

Proposed Collaborative Decision Making Strategy

Building Council members are equal partners in shaping the educational environment; they share responsibility and accountability for building administration, communication and culture. They must respect each other's unique culture and simultaneously make and communicate shared decisions that are good for all students and schools on the campus. They make decisions by consensus and they work to ensure collaboration on all campus implementation issues. To the extent that the Building Council cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.

¹⁹ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents."