

## BUILDING UTILIZATION PLAN

The New York City Department of Education (“DOE”) is proposing to site Teaching Firms of America Charter School (“Teaching Firms”), a new public charter school that would serve students in kindergarten through fifth grade, in Building K308 (“K308”), located at 616 Quincy Street, Brooklyn, NY, 11221, in Community School District 16. Teaching Firms would be co-located in K308 with an existing DOE zoned elementary school that serves kindergarten through eighth grade, P.S. 308 Clara Cardwell (16K308, “P.S. 308”). As discussed in greater detail in the Educational Impact Statements (“EIS”), the DOE has proposed the gradual phase-in of the Teaching Firms in K308. The K308 building has been identified as an under-utilized building, meaning it currently has at least 300 seats available. In 2009-2010, the most recent year for which audited data is available, K308 had a target capacity to serve 1,213 students, and the total building only served 719 students, yielding a target building utilization of 59%.<sup>1</sup> In 2010-2011, P.S. 308 enrolls 649 students,<sup>2</sup> yielding a target building utilization rate of 54%.<sup>3</sup> Thus, there is sufficient space in K308 to house an additional school.

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 Teaching Firms and P.S. 308. It also includes a proposal for the collaborative usage of shared resources and spaces between Teaching Firms and P.S. 308, 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”)<sup>4</sup> 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 EQUITABILITY 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.<sup>5</sup> In addition to these capacity generating instructional rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students

<sup>1</sup> The utilization rate reported here may differ from that published in the 2009-2010 Enrollment Capacity Utilization Report (the “Blue Book”) because the Blue Book enrollment includes Long Term Absences (“LTAs”), students who have been absent continuously for 30 days or more as of October 31st, 2009. The building capacity figures quoted here are consistent with the Blue Book. However, the building enrollment figures referenced throughout this EIS and used in the calculation of utilization rates only include the number of students estimated to be regularly attending the school, and thus does not include LTAs. 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 will conduct a detailed site survey and space analysis of the building to assess the amount of space available in the building.

<sup>2</sup> November 1, 2010 unaudited register.

<sup>3</sup> The official target capacity and utilization rates for the 2010-2011 school year and beyond are not yet available. All references to building utilization rates in this document are based on target capacity data from the 2009-10 Blue Book. As discussed above, utilization rates referenced herein only include the number of students estimated to be regularly attending the school, and thus does not include LTAs.

<sup>4</sup> 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-731949919FC3/65901/NYCDOE\\_Instructional\\_Footprint\\_revisedMay2009\\_noco.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/65901/NYCDOE_Instructional_Footprint_revisedMay2009_noco.pdf)

<sup>5</sup> As per the building survey of K308 conducted on October 15, 2010, none of the 7 half-size classrooms/spaces in K308 can accommodate self-contained special education classes/sections.

enrolled. These classes can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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 classrooms<sup>6</sup> 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 October 15, 2010 by Charles Fisher, Director of Space Planning, building K308 has a total of 60 full size classrooms/spaces,<sup>7</sup> one full size science demonstration lab, seven half-size classrooms/spaces,<sup>8</sup> the equivalent of one and a half rooms of designed administrative office/space (820 square feet), and 20 quarter size rooms which can be utilized as administrative offices/spaces.<sup>9</sup> K308 building also contains a gymnasium, auditorium, lunchroom, library and four outside recreational areas. The nurse's office in the K308 building currently operates out of one full size classroom/space, and the custodian's office is currently occupying one half size classroom/space. Excluding the custodian's office, the K308 building has a total of 60 full size classrooms (including one full-size science demonstration lab), six half-size classrooms/spaces, one and a half designed administrative office/space, and 20 quarter size administrative offices/spaces remaining that can be allocated to both schools.

### **2010-2011**

In 2010-2011, P.S. 308 was projected to enroll 622 students in kindergarten through eighth grade (including students with disabilities), in addition to one section of pre-kindergarten. P.S. 308 currently enrolls 636 in kindergarten through eighth grade

<sup>6</sup> 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.

<sup>7</sup> Full size classrooms have an area of 500 square feet or more.

<sup>8</sup> Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

<sup>9</sup> Quarter size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

and 13 students in pre-kindergarten. These students are served in 36 classes/sections (including pre-kindergarten students and students with disabilities).<sup>10</sup>

The table below summarizes P.S. 308’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 308’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. 308 is currently using.

2010-2011: P.S. 308	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) <sup>11</sup>	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	32	9	-	-	-	-	4.0
Adjusted Baseline Allocation	39	2	1.5	0	0	10	4.0
Current Space Allocation	60	6	1.5	0	0	20	6.5

The DOE has adjusted P.S. 308’s baseline allocation for the following reason:

- P.S. 308 currently operates seven self-contained special education classes. Typically, self-contained classes are accommodated in half size classrooms. In this case, there are an insufficient number of half size classrooms within K308 to meet the baseline Footprint space allocation for P.S. 308. In addition, the half-size classrooms/spaces within K308 are not appropriate for self-contained special education classroom instruction. Therefore, P.S. 308’s baseline allocation includes seven additional full size classrooms, and seven fewer half size classrooms, than allocated by the Footprint.

As demonstrated in the table above, P.S. 308 is currently using several classrooms in excess of their adjusted baseline allocation. The table below summarizes the available space within K308.

2010-2011: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Adjusted Baseline Allocation	21	4	10

**2011-2012**

In 2011-2012, the DOE projects that P.S. 308 will continue to serve between 620-665 students and would continue to have 36 classes (including pre-kindergarten students and students with disabilities).<sup>12</sup> The table below summarizes P.S. 308’s adjusted baseline allocation:

2011-2012: P.S. 308	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	39	2	1.5	0	2	6	4.0

<sup>10</sup> November 1, 2011 unaudited register data

<sup>11</sup> FES refers to full size equivalent rooms that may be used for administrative purposes.

<sup>12</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

According to its charter, Teaching Firms will serve a total of 114 students in kindergarten through first grade, in six classes (including students with disabilities) in the 2011-2012 school year. The table below summarizes Teaching Firm’s baseline Footprint allocation:

2011-2012: Teaching Firms	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	7	1	0.0	0	1	4	1.5

After P.S. 308 and Teaching Firms have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	14	0	10

The excess space will be allocated between P.S. 308 and Teaching Firms 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.<sup>13</sup> 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 <sup>14</sup>
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
P.S. 308	39	2	1.5	0	2	6	4.0	11	0	8
Teaching Firms	7	1	0.0	0	1	4	1.5	3	0	2

**2012-2013**

In 2012-2013, the DOE projects that P.S. 308 will have an enrollment of approximately 590-625 students and would continue to maintain its adjusted baseline space allocation from the previous year.<sup>15</sup> The table below summarizes P.S. 308’s adjusted baseline allocation:

2012-2013: P.S. 308	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	39	2	1.5	0	2	6	4.0

<sup>13</sup> This number is subject to change pending final enrollment projections.

<sup>14</sup> For the K308 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).

<sup>15</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

In 2012-2013, Teaching Firms is projected to enroll 171 students in 9 sections (including students with disabilities) in kindergarten through second grade. The table below summarizes Teaching Firm's baseline Footprint allocation:

2012-2013: Teaching Firms	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	11	1	0.0	0	1	6	2.0

After P.S. 308 and Teaching Firms have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	10	0	8

The excess space will be allocated between P.S. 308 and Teaching Firms 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.<sup>16</sup> The full 2012-2013 room allocation plan is summarized below:

2012-2013	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)			
<b>P.S. 308</b>	39	2	1.5	0	2	6	4.0	7	0	6
<b>Teaching Firms</b>	11	1	0.0	0	1	6	2.0	3	0	2

**2013-2014**

In 2013-2014, the DOE projects that P.S. 308 will have an enrollment of approximately 540-580 students and would continue to maintain its adjusted baseline space allocation from the previous year.<sup>17</sup> The table below summarizes P.S. 308's adjusted baseline allocation:

2013-2014: P.S. 308	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	39	2	1.5	0	2	6	4.0

<sup>16</sup> This number is subject to change pending final enrollment projections.

<sup>17</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

In 2013-2014, Teaching Firms is projected to enroll 228 students in 12 sections (including students with disabilities) in kindergarten through grade three. The table below summarizes Teaching Firm's baseline Footprint allocation:

2013-2014: Teaching Firms	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	14	1	0.0	0	1	8	2.5

After P.S. 308 and Teaching Firms have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-2014: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	7	0	6

The excess space will be allocated between P.S. 308 and Teaching Firms 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.<sup>18</sup> The full 2013-2014 room allocation plan is summarized below:

2013-2014	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
<b>P.S. 308</b>	39	2	1.5	0	2	6	4.0	4	0	4
<b>Teaching Firms</b>	14	1	0.0	0	1	8	2.5	3	0	2

**2014-2015**

In 2014-2015, the DOE projects that P.S. 308 will have an enrollment of approximately 540-580 students and would continue to maintain its adjusted baseline space allocation from the previous year.<sup>19</sup> The table below summarizes P.S. 308's adjusted baseline allocation:

2014-2015: P.S. 308	Full Size Classrooms	Half Size Classrooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	39	2	1.5	0	2	6	4.0

<sup>18</sup> This number is subject to change pending final enrollment projections.

<sup>19</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

In 2014-2015, Teaching Firms is projected to enroll 285 students in 15 sections (including students with disabilities) in kindergarten through grade four. The table below summarizes Teaching Firm’s baseline Footprint allocation:

2014-2015: Teaching Firms	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	18	1	0.0	0	1	8	2.5

After P.S. 308 and Teaching Firms have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2014-2015: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	3	0	6

The excess space will be allocated between P.S. 308 and Teaching Firms 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.<sup>20</sup> The allocation of remaining space would minimize the number of rooms that change hands year to year; which the DOE feels is less taxing on school staff and more cost efficient for both P.S. 308 and Teaching Firms.

The full 2014-2015 room allocation plan is summarized below:

2014-2015	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
<b>P.S. 308</b>	39	2	1.5	0	2	6	4.0	0	0	2
<b>Teaching Firms</b>	18	1	0.0	0	1	8	2.5	3	0	4

**2015-2016**

In 2015-2016, the DOE projects that P.S. 308 will have an enrollment of approximately 540-580 students and would continue to maintain its adjusted baseline space allocation from the previous year.<sup>21</sup> The table below summarizes P.S. 308’s adjusted baseline allocation:

2015-2016: P.S. 308	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	39	2	1.5	0	2	6	4.0

<sup>20</sup> This number is subject to change pending final enrollment projections.

<sup>21</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

In 2015-2016, Teaching Firms is projected to enroll 342 students in 18 sections (including students with disabilities) in kindergarten through grade five. The table below summarizes Teaching Firm's baseline Footprint allocation and their adjusted baseline allocation:

2015-2016: Teaching Firms	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	21	2	0.0	0	1	6	2.5
Adjusted Baseline Allocation	21	1	0.0	0	1	8	2.5

The DOE has adjusted Teaching Firm's baseline allocation for the following reason:

- Due to an insufficient number of half size rooms, Teaching Firms will be allocated two additional quarter-size rooms for resource rooms.

After P.S. 308 and Teaching Firms have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2015-2016: Building K308	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	0	0	4

The excess space will be allocated between P.S. 308 and Teaching Firms based upon the following factors: the relative enrollment of the schools in the building.<sup>22</sup>

The full 2015-2016 room allocation plan is summarized below:

2015-2016	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
<b>P.S. 308</b>	39	2	1.5	0	2	6	4.0	0	0	3
<b>Teaching Firms</b>	21	1	0.0	0	1	8	2.5	0	0	3 <sup>23</sup>

This will serve as the long term space plan for the K308 building.

<sup>22</sup> This number is subject to change pending final enrollment projections.

<sup>23</sup> Teaching Firms will be allocated 2 additional quarter size rooms for resource rooms.

### 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 K308. 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 Education Policy.

#### JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size of each co-located school will be used to determine a proportional allotment of time in each shared space. Building Councils are free to deviate from the proportional allotment of time 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. If such accommodation results in an alteration to the proportional distribution of space, the Building Council shall explain the basis for such alteration. (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 which follows).

The DOE projects P.S. 308 to serve 620-665 students in 2011-2012. According to its charter, Teaching Firms will serve a total of 114 students in 2011-2012. As Teaching Firm's enrollment increases throughout the year, this shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 122)	Breakfast: <b>P.S. 308</b> 7:30-7:50am <b>Teaching Firms</b> 7:50-8:10am  Lunch: <b>P.S. 308</b> 11:00-11:30am 12:20-2:10pm <b>Teaching Firms</b> 11:40-12:10pm				
Library	<b>Teaching Firms</b> 9:00 – 11:15am <b>P.S. 308</b> 12:45 -2:15pm	<b>P.S. 308</b> All Day	<b>Teaching Firms</b> 9:00 – 11:15am <b>P.S. 308</b> 12:45 -2:15pm	<b>P.S. 308</b> All Day	<b>Teaching Firms</b> 9:00 – 11:15am <b>P.S. 308</b> 12:45 -2:15pm
Gymnasium (Capacity: 175)	<b>P.S. 308</b> 9:00 – 11:15am <b>Teaching Firms</b> 12:45 -2:15pm	<b>P.S. 308</b> All Day	<b>P.S. 308</b> 9:00 – 11:15am <b>Teaching Firms</b> 12:45 -2:15pm	<b>P.S. 308</b> All Day	<b>P.S. 308</b> 9:00 – 11:15am <b>Teaching Firms</b> 12:45 -2:15pm
Auditorium (Capacity: 274)	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.
Other: Outside playground with track	<b>P.S. 308</b> 11:00-11:40am 12:20-2:10pm <b>Teaching Firms</b> 11:40-12:20pm				

### **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 Teaching Firms will be part of the K308 School Safety Committee. As a member of the School Safety Committee, the leader/designee of Teaching Firms 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 Teaching Firms will be addressed on an ongoing basis. Moreover, the Safety Plan for the K308 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Teaching Firms will enter information in the K308 school'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 K308 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,<sup>24</sup> 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 eligible District 75 programs by the principals of the schools and/or eligible programs, 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 PEP. 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 SLT 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.

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<sup>24</sup> Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.

### **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.