



## BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”) the DOE is proposing to co-locate a new district school, P.S. 521 (18K521, “P.S. 521”), with a new charter school, Explore Charter School (“Explore”) in building K114. If this proposal is approved, P.S. 521 and Explore would be co-located with an existing elementary school, P.S. 114 Ryder Elementary (18K114, “P.S. 114”) as P.S. 114 phases out. P.S. 114 is an existing zoned elementary school that currently serves kindergarten through fifth grade, and offers one section of a full-day Pre-kindergarten program. P.S. 521 would be a new DOE zoned elementary school that would serve kindergarten through fifth grade when it achieves “full-scale.” Explore Charter School would be a new charter school that would serve kindergarten through fifth grade when it achieves “full-scale” in the K114 building.

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 P.S. 521, Explore, and P.S. 114. It also includes a proposal for the collaborative usage of shared resources and spaces between P.S. 521, Explore, and P.S. 114, 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 Educational Impact Statement, to which this plan is attached, for further information about the proposed co-location.

### METHODOLOGY

We have applied the New York City Department of Education’s (“DOE”) Instructional Footprint (“Footprint”)<sup>1</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 program, 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>2</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 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:

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

<sup>1</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-731949919FC3/87633/NYCDOE\\_Instructional\\_Footprint\\_Final9210TNT.pdf](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

<sup>2</sup> As per the building survey of K114 conducted on December 8, 2010, none of the half-size classrooms/spaces in K114 can accommodate Self-Contained special education classes/sections.

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>3</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 walk-through and survey performed on October 15, 2010 by Charles Fisher, Brooklyn Director of Space Planning, building K114 has a total of 50 full-size classrooms/spaces,<sup>4</sup> no full-size science demonstration lab, 5 half-size classrooms<sup>5</sup>/spaces, the equivalent of 3.5 rooms of designed administrative office/space (820 square feet), and 10 quarter-size rooms which can be utilized as administrative offices/spaces.<sup>6</sup> K114 building also contains a gymnasium, auditorium, lunchroom, library, an indoor play area, and an outdoor play yard with playground equipment.<sup>7</sup>

There is also a community-based organization (“CBO”), the Kings County Mental Health Clinic (“mental health clinic”), housed in the K114 building. The mental health clinic currently operates out of 1 half-size classroom/space. There will be no impact on the CBO as a result of the proposed co-location and phase out of P.S. 114.

The nurse’s office in the K114 building currently operates out of 1 full-size classroom/space, and the custodian’s office is currently occupying 1 half-size space. Excluding these rooms, the K114 building has a total of 49 full-size classrooms, 3 half-size classrooms/spaces, 3.5 designed administrative office/space, and 10 quarter-size administrative offices/spaces remaining that can be allocated to all three schools as P.S. 114 phases out and to P.S. 521 and Explore after P.S. 114 completes its phase-out.

### **2010-2011**

In 2010-2011, P.S. 114 currently enrolls 736 in kindergarten through fifth grade and 18 students in pre-kindergarten, for a total of 754 students. These students are served in 34 classes/sections (including pre-kindergarten students and students with disabilities).<sup>8</sup>

The table below summarizes P.S. 114’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 114’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. 114 is currently using.

<sup>3</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>4</sup> Full size classrooms have an area of 500 square feet or more.

<sup>5</sup> Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

<sup>6</sup> Quarter size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

<sup>7</sup> Note that one out of the 49 full-size classrooms/spaces has been allocated for the Nurse’s office and one out of the 4 half-size classrooms/spaces has been allocated for the custodian’s office.

<sup>8</sup> November 1, 2011 unaudited register data

2010-2011: P.S. 114	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) <sup>9</sup>	Full-size Space	Half-size Space <sup>10</sup>	Quarter Size Space <sup>11</sup>	Total Admin (FSE) <sup>12</sup>
Baseline Footprint Allocation	34	9	-	-	-	-	4.5
Adjusted Baseline Allocation	39	3	3.5	0	0	4	4.5
Current Space Allocation	49	3	3.5	0	0	10	6.0

The DOE has adjusted P.S. 114’s baseline allocation for the following reason:

- P.S. 114 currently operates 4 Self-Contained special education classes. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114’s baseline allocation includes 4 additional full-size classrooms, and 6 fewer half-size classrooms than allocated by the Footprint.
- Aside from the 4 half-size rooms for Self-Contained classes discussed above, P.S. 114 should be allocated a total of 5 half-size classrooms to be used as resource rooms for a total of 9 half-size classrooms in the baseline footprint allocation. The K114 building only has 3 half-size classrooms available for P.S. 114. Therefore, an additional full-size classroom was allocated to P.S. 114’s adjusted Baseline allocation.

As demonstrated in the table above, P.S. 114 is currently using several classrooms in excess of its adjusted baseline allocation. The table below summarizes the available space within K114:

2010-2011: Building K114	Full Size Class-rooms	Half Size Class-rooms	Quarter Size Class-rooms
Space In Excess of Adjusted Baseline Allocation	10	0	6

**2011-2012**

If the proposal to phase out P.S. 114 is approved by the Panel for Education Policy (“PEP”), P.S. 114 would no longer serve kindergarten through third grade; current students in grades three and four will continue to be served by P.S. 114 as they progress toward completion of elementary school.

If this phase-out proposal is approved, the enrollment at P.S. 114 is projected to decline. As the number of students is reduced, the Footprint allocation of rooms for P.S. 114 will also be reduced. The DOE is anticipating that P.S. 114 will maintain at maximum 5 sections per grade in both the fourth and fifth grades in 2011-2012 and would serve a projected enrollment of 240-280 students in 10 classes/sections (the DOE does not anticipate there will be any Self-Contained special education classes/sections that P.S. 114 would continue to serve).<sup>13</sup>

<sup>9</sup> FSE refers to full-size equivalent rooms that may be used for administrative purposes.

<sup>10</sup> Two half-size spaces are the equivalent of one full-size room.

<sup>11</sup> Two quarter-size spaces are the equivalent of one half-size room.

<sup>12</sup> Total Admin (FSE) is a sum of the four columns under the Administrative Spaces heading (designed admin, full-size, half-size, quarter-size).

<sup>13</sup> The DOE is anticipating that the new district zoned elementary school, P.S. 521, will open Self-Contained special education classes in the appropriate grades to meet the seat needs of the existing school community.

The table below summarizes P.S. 114's adjusted baseline allocation:

2011-2012: P.S. 114	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	13	1	-	2	-	-	2.0
Adjusted Baseline Allocation	13	0	3.5	-	-	-	3.5

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- The DOE believes that P.S. 114 should maintain the entire designed administrative general office space on the first floor to minimize disruption. The designed general office is made up of three full-size spaces and one half-size space. Because the K114 building has an insufficient number of half-size classrooms, the DOE is recommending that the half-size classroom that is part of the designed general office space be programmed as resource room space in 2011-2012. The DOE is aware that this will still put P.S. 114 over the baseline space allocation for their administrative offices/spaces by one full-size space, however, due to the location of the designed administrative/general office space in the K114 building, the DOE feels it is best for P.S. 114 to maintain that entire space in 2011-2012.

If the proposal to phase in P.S. 521, a new zoned elementary school, is approved by the PEP, P.S. 521 would open in 2011-2012 to serve students in grades kindergarten through three and would most likely offer a pre-kindergarten program based on available funding. P.S. 521 is projected to serve a total of 380-445 kindergarten through fifth grade students plus an additional section of pre-kindergarten, for a total of 400-465 in 17 classes/sections (including pre-kindergarten students and students with disabilities) in the 2011-2012 school year. P.S. 521 is also projected to have 3 Self-Contained special education classes/sections that will accommodate the needs of the existing P.S. 114 students that would no longer be enrolled at P.S. 114.

2011-2012: P.S. 521	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE <sup>14</sup> )	Full-size Space	Half-size Space	Quarter Size Space	Total Admin (FSE)
Baseline Footprint Allocation	19	5	-	-	-	-	3.0
Adjusted Baseline Allocation	22	2	-	2	-	4	3.0

The DOE has adjusted P.S. 521's baseline for the following reasons:

- Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within K114 to meet the baseline Footprint space allocation for P.S. 521. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 521's baseline allocation includes 3 additional full-size classrooms, and 3 fewer half-size classrooms than allocated by the Footprint.

<sup>14</sup> FES refers to full-size equivalent rooms that may be used for administrative purposes.

In 2011-2012, Explore would also open in the K114 building and would serve kindergarten through third grade with an enrollment of approximately 224 students (including students with disabilities), per its charter. Explore will serve approximately 56 students per grade admitted through the charter lottery application process.

2011-2012: Explore	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE <sup>15</sup> )	Full-size Space	Half-size Space	Quarter Size Space	Total Admin (FSE)
Baseline Footprint Allocation	10	1	-	2	-	-	2.0
Adjusted Baseline Allocation	10	1	-	2	-	-	2.0

After P.S. 114, P.S. 521, and Explore have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building K114	Full Size Class-rooms	Half Size Class-rooms	Quarter Size Class-rooms
Space In Excess of Baseline Allocations	0	0	6

The excess space will be allocated between P.S. 114, P.S. 521, and Explore 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 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>17</sup>
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)			
P.S. 114	13	0	3.5	-	-	-	3.5	-	-	-
P.S. 521	22	2	-	2	-	4	3.0	-	-	3
Explore	10	1	-	2	-	-	2.0	-	-	3

<sup>15</sup> FSE refers to full-size equivalent rooms that may be used for administrative purposes.

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

<sup>17</sup> For the K114 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. 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. 114 will serve 110-130 students in fifth grade. The table below summarizes the 2012-2013 P.S. 114 baseline and adjusted baseline allocation:

2012-2013: P.S. 114	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	-	-	-	-	2.0
Adjusted Baseline Allocation	7	1	-	2	-	-	2.0

In 2012-2013, P.S. 521 will serve grades kindergarten through four and will most likely offer a pre-kindergarten program. P.S. 521 is projected to enroll 465-545 kindergarten through fourth grade students plus one section of pre-kindergarten students, for a total 485-565 of students in 25 sections (including pre-kindergarten students and students with disabilities). The table below summarizes P.S. 521’s baseline and adjusted baseline allocation:

2012-2013: P.S. 521	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	27	3	-	-	-	-	3.0
Adjusted Baseline Allocation	27	2	3.5	-	-	-	3.5

The DOE has adjusted P.S. 521’s baseline allocation for the following reason:

- In the 2012-2013 school year, P.S. 521 will be one year away from being fully phased into the building. P.S. 521 is projected to have the largest enrollment out of the three schools that will be co-located in the K114 building during this school year. Given these factors, the DOE feels it is appropriate that P.S. 521 be allocated the designed administrative space in the K114 building. Although assigning the designed administrative office/space to P.S. 521 will put P.S. 521 over its baseline allocation by one half-size classroom/space for the administrative space allocation, the DOE is recommending that the half-size classroom that is part of the designed general office space be programmed as resource room space in 2012-2013. This will adjust the baseline Footprint space allocation for P.S. 521 accordingly.

In 2012-2013, Explore is projected to enroll 280 kindergarten through fourth grade students in 10 sections (including students with disabilities). The table below summarizes Explore’s baseline Footprint allocation:

2012-2013: Explore	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) <sup>18</sup>	Full-size Space	Half-size Space	Quarter Size Space	Total Admin (FSE)
Baseline Footprint Allocation	12	1	-	-	-	-	2.0
Adjusted Baseline Allocation	12	0	-	1	-	6	2.0

<sup>18</sup> FSE refers to full-size equivalent rooms that may be used for administrative purposes.

The DOE has adjusted Explore’s baseline for the following reasons:

- In order to fulfill the 2 FSE rooms for administrative/office space in the baseline Footprint allocation, 1 full-size and 4 quarter-size spaces will be allocated to Explore. In addition, two quarter-size spaces will be allocated to Explore in lieu of the half-size classroom necessary in the baseline footprint, for a total of 6 quarter-size spaces in the adjusted baseline allocation.

The full 2012-2013 room allocation plan is summarized below:

2012-2013:	Full Size Rooms	Half Size Rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)
P.S. 114	7	1	-	2	-	-	2.0
P.S. 521	27	2	3.5	-	-		3.5
Explore	12	0	-	1	-	6	2.5

P.S. 114 would close after June 2013.

After P.S. 521 and Explore have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K114	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. 521 and Explore 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>19</sup> The full 2012-2013 room allocation plan is summarized below:

2012-2013	Full Size Rooms	Half Size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter Size Rooms <sup>20</sup>
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)			
P.S. 114	7	1	-	2	-	-	2.0	-	-	-
P.S. 521	27	2	3.5	-	-		3.5	-	-	2
Explore	12	0	-	1	-	6	2.5	-	-	2

<sup>19</sup> This number is subject to change pending final enrollment projections.

<sup>20</sup> For the K114 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).

**2013-2014**

In 2013-2014, P.S. 521 will reach full scale (meaning that it now has students enrolled in all grade spans that it was projected to), serving students in kindergarten through fifth grade. The DOE projects that P.S. 521 will have an enrollment of approximately 550-645 kindergarten through fifth grade students, plus one section of pre-kindergarten, for a combined total of 570-665 students. The table below summarizes P.S. 521s baseline and its adjusted baseline allocation:

2013-2014: P.S. 521	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	32	4	-	-	-	-	3.5
Adjusted Baseline Allocation	32	2	3.5	-	-	4	4.5

The DOE has adjusted P.S. 521’s baseline allocation for the following reason:

- P.S. 521 will be allocated 4 quarter-size spaces in lieu of the 2 remaining half-size classrooms in the baseline footprint allocation.

In 2013-2014, Explore is projected to enroll 336 students in 12 sections (including students with disabilities) in kindergarten through grade five. The table below summarizes Explore’s baseline Footprint allocation:

2013-2014: Explore	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	15	2	-	-	-	-	2.5
Adjusted Baseline Allocation	15	1	-	2	-	4	3

As noted in 2012-2013, the DOE has adjusted P.S. Explore’s baseline for the following reasons:

- Given the anticipated location of Explore within K114 in relation to the remaining half-size classrooms, two additional quarter-size administrative offices have been allocated to Explore in lieu of one half-size resource room. This will assure that both schools maintain contiguous, autonomous space.

After P.S. 114 and Explore have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-2014: Building K114	Full Size Class-rooms	Half Size Class-rooms	Quarter Size Class-rooms
Space In Excess of Baseline Allocations	-	0	2

The excess space will be allocated between P.S. 114 and Explore 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>21</sup> The full 2013-2014 room allocation plan is summarized below:

<sup>21</sup> This number is subject to change pending final enrollment projections.

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. 521</b>	32	2	3.5	-	-	4	5.0	-	-	2
<b>Explore</b>	15	1	-	2	-	4	3	-	-	-

This will serve as the long term space plan for the K114 building. Explore is authorized to serve grades kindergarten through eight grade at scale. In the event that there is sufficient space to accommodate all of Explore’s grade levels in the K114 building, a separate EIS will propose the grade expansion in the K114 building. Otherwise, the DOE will work to identify an alternate site to accommodate the middle school grades of Explore in 2014.

**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 K114. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the PEP.

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. 521 will serve 380-445 kindergarten through fifth grade students, plus one section of pre-kindergarten, for a total of 400-465 students in 2011-2012.<sup>22</sup> According to its charter, Explore will serve a total of 224 students in 2011-2012. As Explore’s enrollment increases throughout the year, this shared plan would be revised accordingly.

<sup>22</sup> Estimate based on November 1, 2010 unaudited enrollment for grades k-2, as well as one section of pre-kindergarten at P.S. 521.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 448)	<p><b>Breakfast:</b> Explore Excel 7:00- 7:30am P.S. 114 7:30-8:20am P.S. 521 7:45-8:20am</p> <p><b>Lunch:</b> P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>	<p><b>Breakfast:</b> Explore Excel 7:00- 7:30am P.S. 114 7:30-8:20am P.S. 521 7:45-8:20am</p> <p><b>Lunch:</b> P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>	<p><b>Breakfast:</b> Explore Excel 7:00- 7:30am P.S. 114 7:30-8:20am P.S. 521 7:45-8:20am</p> <p><b>Lunch:</b> P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>	<p><b>Breakfast:</b> Explore Excel 7:00- 7:30am P.S. 114 7:30-8:20am P.S. 521 7:45-8:20am</p> <p><b>Lunch:</b> P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>	<p><b>Breakfast:</b> Explore Excel 7:00-7:30am P.S. 114 7:30-8:20am P.S. 521 7:45-8:20am</p> <p><b>Lunch:</b> P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>
Library	<p>P.S. 521 8:30-9:25am P.S. 114 9:25-10:20am Explore Excel 10:25-11:20am P.S. 521 11:25am-12:15pm Explore Excel 12:20-1:15pm P.S. 114 2:10-2:55pm</p>	<p>Explore Excel 8:30am-12:15pm P.S. 521 12:20-2:55pm</p>	<p>P.S. 114 8:30am-12:15pm Explore Excel 12:20-2:55pm</p>	<p>P.S. 521 8:30am-12:15pm P.S. 114 12:20-2:55pm</p>	<p>P.S. 521 8:30-9:25am P.S. 114 9:25-10:20am Explore Excel 10:25-11:20am P.S. 521 11:25am-12:15pm Explore Excel 12:20-1:15pm P.S. 114 2:10-2:55pm</p>
Gymnasium (Capacity: 285)	<p>P.S. 521 8:30-9:25am P.S. 114 9:25-10:20am Explore Excel 10:25-11:20am P.S. 521 11:25am-12:15pm Explore Excel 12:20-1:15pm P.S. 114 2:10-2:55pm</p>	<p>P.S. 521 8:30-9:25am P.S. 114 9:25-10:20am Explore Excel 10:25-11:20am P.S. 521 11:25am-12:15pm Explore Excel 12:20-1:15pm P.S. 114 2:10-2:55pm</p>			
Auditorium (Capacity: 525)	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 equipment	<p>P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>	<p>P.S. 521 10:30-11:20am Explore Excel 11:25am-12:15pm P.S. 114 12:20-1:55pm</p>			

### **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; U.F.T. 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 leaders/designees of P.S. 521 and Explore will be part of the K114 School Safety Committee. As members of the School Safety Committee, the leaders/designees of P.S. 521 and Explore 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 P.S. 521 and Explore will be addressed on an ongoing basis. Moreover, the Safety Plan for the K114 school building will be modified as appropriate to meet any changing security needs associated with the co-location. P.S. 521 and Explore will enter information in the K114 school's overall Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team (BRT) 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 K114 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>23</sup>, co-located schools on campuses must actively participate in a Building Council (BC), 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 BC. The BC 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 BC 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 (SSC) 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 SSC is to review the implementation of the Building Utilization Plan (BUP) 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 SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet minimally four times per year.

The SSC 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 SSC 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. SSC agendas and minutes shall be shared with the BC. SSC members may be asked to communicate with their constituencies about the BUP and its campus implementation.

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<sup>23</sup> Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.

**Proposed Collaborative Decision Making Strategy**

BC 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 BC cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.