

BUILDING UTILIZATION PLAN

As discussed in greater detail in the accompanying Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) has proposed that Bronx Success Academy 2 (“BSA 2”), which is currently co-located with P.S. 146 Edward Collins (08X146, “P.S. 146”) in building X146, remain in X146 for the 2011-2012 school year and serve grades K-2. The Panel for Educational Policy (“PEP”) approved the proposal to temporarily co-locate BSA 2’s Kindergarten and first grade with P.S. 146 on February 24, 2010, and BSA 2 opened in X146 in August 2010. Under the original proposal approved by the PEP, BSA 2 was expected to be co-located with P.S. 146 for the 2010-2011 school year only. After diligent efforts, the DOE was not able to identify a permanent location for BSA 2. Therefore, the DOE proposes that BSA 2 stay in X146 for one additional year as it continues to phase in and add a second grade, and as the DOE continues to look for an alternative site. This would mean that BSA 2 would continue to be co-located with P.S. 146 and would serve Kindergarten through second grade in the 2011-2012 school year.

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 BSA 2 and P.S. 146. It also includes a proposal for the collaborative usage of shared resources and spaces between BSA 2 and P.S. 146, 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 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 New York City Department of Education’s (“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 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. 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:

Enrollment	# of Cluster Rooms
1,251 and up	5
751-1,250	4
251-750	3
151-250	2
0-150	1

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

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 October 7, 2010 by Ron Caccioppoli, Director of Space Planning, building X146 has a total of 41 full size classrooms/spaces, 10 half-size classrooms/spaces, and the equivalent of 1.5 rooms of designed administrative office/space.^{3/4} X146 building also contains a gymnasium, auditorium, lunchroom, library and outdoor play yard. The nurse's office in the X146 building currently operates out of 1 half size classroom/space, and the custodian's office is currently occupying 1 half size classroom/space. Excluding the nurse and custodian's office, the X146 building has a total of 41 full size classrooms, 8 half-size classrooms/spaces, and the equivalent of 1.5 full size designed administrative office/space remaining that can be allocated to BSA 2 and P.S. 146.

2010-2011

In 2010-2011, P.S. 146 was projected to enroll 459 students in kindergarten through fifth grade (including students with disabilities), in addition to 2 sections of pre-kindergarten. P.S. 146 currently enrolls 421 students in kindergarten through fifth grade and 36 students in pre-kindergarten for a total of 457 students.⁵ These students are served in 23 classes/sections (including pre-kindergarten students and students with disabilities).

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 November 1, 2010 unaudited register data

The table below summarizes P.S. 146’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 146’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. 146 is currently using.

2010-2011: P.S. 146	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces			
			Designed Admin (FSE ⁶)	Full-size Space	Half-size Space	Total Admin (FSE)
Baseline Footprint Allocation	21	7	-	-	-	3.0
Adjusted Baseline Allocation	26	2	-	-	-	3.0
Current Space Allocation	29	5	1.5	-	3	3.0

The DOE has adjusted P.S. 146’s baseline allocation for the following reason(s):

- P.S. 146 currently operates 5 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms/spaces within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 5 additional full size classrooms, and 5 fewer half size classrooms than allocated by the Footprint.

In 2010-2011, BSA 2 enrolls 194 students in kindergarten through first grade. These students are served in 8 classes/sections (including students with disabilities).⁷

The table below summarizes BSA 2’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, BSA 2’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 BSA 2 is currently using.

2010-2011: BSA 2	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces			
			Designed Admin (FSE ⁸)	Full-size Space	Half-size Space	Total Admin (FSE)
Baseline Footprint Allocation	9	1	-	-	-	1.5
Adjusted Baseline Allocation	10	0	-	-	-	2.0
Current Space Allocation	10	0	-	2	-	2.0

The DOE has adjusted BSA 2’s baseline allocation for the following reason(s):

- BSA 2 is located in an area of X146 where there are no half size classrooms. Therefore, BSA 2 was allocated an additional full-size classroom in lieu of 1 half size resource room and an additional full size classroom in lieu of 1 half size administrative space.

⁶ FSE refers to full size equivalent rooms that may be used for administrative purposes.

⁷ November 1, 2010 unaudited register data

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

As demonstrated in the table above relating to P.S. 146, P.S. 146 is currently using 3 full size and 3 half size rooms in excess of its adjusted baseline allocation. The table below summarizes the available space within X146.

2010-2011: Building X146	Full Size Class-rooms	Half Size Class-rooms
Space In Excess of Adjusted Baseline Allocations	3	3

2011-2012

In 2011-2012, P.S. 146 is projected to serve between 395-466 students and would continue to have 23 classes (including pre-kindergarten students and students with disabilities).⁹ Its baseline allocation will remain the same as described above. The table below summarizes P.S. 146's adjusted baseline allocation for 2011-2012:

2011-2012: P.S. 146	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces			
			Designed Admin (FSE)	Full-size Space	Half-size Space	Total Admin (FSE)
Adjusted Baseline Allocation	26	2	1.5	-	3	3.0

According to its charter, BSA 2 will serve up to 249 students in grade(s) kindergarten through second grade, in 10 classes (including students with disabilities) in the 2011-2012 school year. The table below summarizes BSA 2's baseline Footprint allocation:

2011-2012: BSA 2	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces			
			Designed Admin (FSE)	Full-size Space	Half-size Space	Total Admin (FSE)
Baseline Footprint Allocation	12	1	-	2	-	2.0

After P.S. 146 and BSA 2 have received their respective allocation of rooms, the following number of rooms will remain:

2011-2012: Building X146	Full Size Class-rooms	Half Size Class-rooms
Space In Excess of Baseline Allocations	1	2

⁹ Enrollment projections will not be finalized before April. As discussed in the accompanying EIS, P.S. 146 has experienced a recent decline in enrollment. Significant changes in enrollment could result in an amendment to this plan.

This excess space will be allocated between P.S. 146 and BSA 2 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.¹⁰ The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full Size Rooms	Half Size Rooms	Administrative Spaces					
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Total Admin (FSE)	Additional Full-size Rooms	Additional Half-size Rooms
P.S. 146	26	2	1.5	-	3	3.0	1	2
BSA 2	12	1	0	2	0	2.0	0	0

BSA 2 is chartered to serve grades K-5. The DOE recognizes there is not sufficient space in X146 for BSA 2 to grow to full scale based on its chartered enrollment plan. The DOE will consider all long-term options to accommodate the anticipated growth of BSA 2, including re-siting BSA 2, requesting that BSA 2 revise its enrollment plan, and/or leaving some of BSA 2's grades in X146 and placing other grades in a different location.

Any proposal to extend or make the co-location of BSA 2 with P.S. 146 in the X146 building a permanent site for all or some of BSA 2's grades would be the subject of a subsequent EIS.

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. 146 to serve 395-466 students in 2011-2012. According to its charter, BSA 2 will serve up to 249 students in 2011-2012.

¹⁰ This number is subject to change pending final enrollment projections.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 450)	P.S. 146 Breakfast: 7:30am-7:55am Lunch: 11:35am - 12:35pm BSA 2 Breakfast: 7:15 am - 7:30 am Lunch: 12:40 pm - 1:30 pm Afterschool: 3:55 pm - 4:45 pm	P.S. 146 Breakfast: 7:30am-7:55am Lunch: 11:35am - 12:35pm BSA 2 Breakfast: 7:15 am - 7:30 am Lunch: 12:40 pm - 1:30 pm Afterschool: 3:55 pm - 4:45 pm	P.S. 146 Breakfast: 7:30am-7:55am Lunch: 11:35am - 12:35pm BSA 2 Breakfast: 7:15 am - 7:30 am Lunch: 12:40 pm - 1:30 pm Afterschool: 3:55 pm - 4:45 pm	P.S. 146 Breakfast: 7:30am-7:55am Lunch: 11:35am - 12:35pm BSA 2 Breakfast: 7:15 am - 7:30 am Lunch: 12:40 pm - 1:30 pm Afterschool: 3:55 pm - 4:45 pm	P.S. 146 Breakfast: 7:30am-7:55am Lunch: 11:35am - 12:35pm BSA 2 Breakfast: 7:15 am - 7:30 am Lunch: 12:40 pm - 1:30 pm Afterschool: 3:55 pm - 4:45 pm
Library	P.S. 146 8:00-12:00pm BSA 2 12:00-3:00pm	P.S. 146 All day	P.S. 146 8:00-12:00pm BSA 2 12:00-3:00pm	P.S. 146 All day	P.S. 146 8:00-12:00pm BSA 2 12:00-3:00pm
Gymnasium (Capacity: 400)	P.S. 146 8:30am-11:00am 12:40pm-2:10 pm BSA 2 8:00am-8:30am 11:00am-12:40 pm 2:30 pm-4:25 pm				
Auditorium (Capacity: 548)	P.S. 146 8:00 am-8:15 am 2:30 pm-3:45 pm All other times to be scheduled by the Building Council per request.	P.S. 146 8:00 am-8:15 am 2:30 pm-3:45 pm All other times to be scheduled by the Building Council per request.	P.S. 146 8:00 am-8:15 am 2:30 pm-3:45 pm All other times to be scheduled by the Building Council per request.	P.S. 146 8:00 am-8:15 am 2:30 pm-3:45 pm All other times to be scheduled by the Building Council per request.	P.S. 146 8:00 am-8:15 am 2:30 pm-3:45 pm All other times to be scheduled by the Building Council per request.
Playground	P.S. 146 10:10am - 11:50am BSA 2 12:40 pm - 1:30 pm	P.S. 146 10:10am - 11:50am BSA 2 12:40 pm - 1:30 pm	P.S. 146 10:10am - 11:50am BSA 2 12:40 pm - 1:30 pm	P.S. 146 10:10am - 11:50am BSA 2 12:40 pm - 1:30 pm	P.S. 146 10:10am - 11:50am BSA 2 12:40 pm - 1:30 pm

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 leader/designee of BSA 2 will be part of the X146 School Safety Committee. As a member of the School Safety Committee, the leader/designee of BSA 2 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 BSA 2 will be addressed on an ongoing basis. Moreover, the Safety Plan for the X146 school building will be modified as appropriate to meet any changing security needs associated with the co-location. BSA 2 will enter information in the X146 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 X146 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 2010¹¹, 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 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 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.

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.

¹¹ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.