

BUILDING UTILIZATION PLAN

As discussed in greater detail in the accompanying Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to site Brooklyn Success Academy Charter School (“Brooklyn Success”), a new public charter school that would serve students in kindergarten through fourth grade, in Building K033 (“K033”), located at 70 Tompkins Avenue, Brooklyn, NY 11206, in Community School District 14. Brooklyn Success would be co-located in K033 with an existing DOE district middle school that serves sixth through eighth grade, Urban Assembly School for Urban Environment (14K330, “Urban Environment”), a high school that serves ninth through twelfth grade, Foundations Academy (14K322, “Foundations”), an Alternative Learning Center (88K988, “ALC”) serving high school students in ninth through twelfth grades, and a District 75 school (75K368, “P368K@I033K”), serving students with emotional disturbances or autism in grades 6-8. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias.

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 Brooklyn Success, Foundations, Urban Environment, P368K@I033K, and the ALC. It also includes a proposal for the collaborative usage of shared resources and spaces between the schools and programs in the building, 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’s 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 speciality 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 (“SC”) 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. The assignment of individual spaces to a particular school will be determined by the Director of Space Planning in consultation with the Building Council. Each principal must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on January 10, 2011 by James Dekeles, Director of Space Planning, building K033 has a total of 61 full size classrooms/spaces (including four full size science demonstration rooms), 10 half-size classrooms/spaces, and the equivalent of 8.5 rooms of designed administrative office/space.^{3, 4} K033 building also contains a gymnasium, auditorium, lunchroom, library, and outdoor play yard.

The nurse’s office in the K033 building currently operates out of a designed administrative room that is the equivalent of one full size classroom/space, the custodian’s office is currently occupying one half size classroom/space, the School Based Support Team “SBST”) is occupying one half size space, and there is a shared dance studio and a shared music room each located in one full size space.

Excluding these spaces, the K033 building has a total of 59 full size classrooms (including four full size science demonstration rooms), eight half-size classrooms/spaces, and the equivalent of 7.5 full size designed administrative office/space remaining that can be allocated to Brooklyn Success, Urban Environment, Foundations, P368K@I033K and the ALC.

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.

2010-2011

In 2010-2011, Urban Environment currently enrolls 145 students in sixth through eighth grade.⁵ These students are served in eight classes/sections.

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

2010-2011: Urban Environment	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	7	3	2.5	0	1	3.0
Adjusted Baseline Allocation	9	1	2.5	0	1	3.0
Current Space Allocation	17	2	3.5	0	0	3.5

Urban Environment is receiving an adjusted allocation for the following reason:

- Given the configuration of the half size classrooms in the area of the building where Urban Environment is located, the DOE is allocating two additional full size classrooms to accommodate self-contained classes, rather than half size classrooms.

In 2010-2011, Foundations currently enrolls 190 students in ninth through twelfth grade.⁷ The table below summarizes Foundations' baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that Foundations' is currently using.

2010-2011: Foundations	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	8	1	0.0	2	2	3.0
Current Space Allocation	21	2	0.0	2	2	3.0

In 2010-2011, P368K@I033K is serving 72 students enrolled in grades six through eight in K033. Space is allocated to District 75 schools based on the type of program it offers and the needs of the students enrolled. P368K@I033K currently has eight classes of students.

⁵ November 1, 2010 unaudited register data

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

⁷ November 1, 2011 unaudited register data

The table below summarizes P368K@I033K’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P368K@I033K’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 P368K@I033K is currently using.

2010-2011: P368K@I033K	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	0	12	3.0	0	0	3.0
Adjusted Baseline Allocation	12	0	3.0	0	0	3.0
Current Space Allocation	14	0	4.0	0	0	4.0

The DOE has adjusted P368K@I033K’s allocation for the following reason:

- There are no half size spaces in the area of K033 where P368K@I033K is located. Therefore, P368K@I033K has been allocated only full size spaces.

The ALC can serve a maximum of 80 students. The table below summarizes the ALC’s baseline Footprint allocation, which is standard and based upon the ALC model, and the amount of space that the ALC is currently using.

2010-2011: ALC	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	4	0	0	0	1	0.5
Current Space Allocation	5	0	0	0	1	0.5

As demonstrated in the tables above, Urban Environment, Foundations, P368K@I033K and the ALC are currently using rooms in excess of their respective baseline or adjusted baseline allocations. The table below summarizes the available space within K033.

2010-2011: Building X033	Full Size Class-rooms	Half Size Class-rooms	Designed Admin (FSE)
Space In Excess of Adjusted Baseline Allocation	24	2	2.0

2011-2012

In 2011-2012, the DOE projects that Urban Environment will serve between 125-155 students. There will be a change to the adjusted baseline allocation from the prior year. The table below summarizes Urban Environment's baseline and adjusted baseline allocations for 2011-2012:

2011-2012: Urban Environment	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	9	1	2.0	0	2	3.0
Adjusted Baseline Allocation	10	0	2.0	0	2	3.0

The DOE adjusted Urban Environment's baseline Footprint allocation for the following reason:

- Given the limited number of half size spaces in K033, Urban Environment will be allocated an additional full size room to be used as a resource room.

In 2011-2012, the DOE projects that Foundations will serve between 180-220 students, maintaining the prior year's baseline allocation. The table below summarizes Foundation's baseline allocation for 2011-2012:

2011-2012: Foundations	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	8	1	0.0	2	2	3.0

According to its charter, Brooklyn Success will serve up to 190 students in grade(s) kindergarten through second grade, in eight classes in the 2011-2012 school year. The table below summarizes Brooklyn Success's baseline and adjusted baseline allocations:

2011-2012: Brooklyn Success	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	9	2	0.0	1	1	1.5
Adjusted Baseline Allocation	10	0	0.0	1	1	1.5

The DOE adjusted Brooklyn Success' baseline Footprint allocation for the following reason:

- Given the limited number of half size spaces in K033, Brooklyn Success will be allocated an additional full size room to be used as a resource room.

In 2011-2012, P368K@I033K is projected to have the same number of classes as the prior year. The table below summarizes P368K@I033K's baseline and adjusted baseline allocation.

2011-2012: P368K@I033K	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	0	12	3.0	0	0	3.0
Adjusted Baseline Allocation	12	0	3.0	0	0	3.0

The DOE has adjusted P368K@I033K's allocation for the following reason:

- There are no half size spaces in the area of K033 where P368K@I033K is located. Therefore, P368K@I033K has been allocated only full size spaces.

The ALC can serve a maximum of 80 students. The table below summarizes the ALC's baseline Footprint allocation, which is standard and based upon the ALC model.

2011-2012: ALC	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	4	0	0	0	1	0.5

After Urban Environment, Foundations, Brooklyn Success, P368K@I033K and the ALC have received their respective allocation of rooms, the following number of rooms will remain:

2011-2012: Building K033	Full Size Class-rooms	Half Size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	12	1	2.5

This excess space will be allocated between the schools in the building based upon the following factors: the physical location of the available space in relation to the location of each school within the building, and the relative enrollments of the schools.⁸ 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 Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Total Admin (FSE)			
Urban Environment	10	0	2.0	0	2	3.0	5	0	1.5
Foundations	8	1	0.0	2	2	3.0	4	0	0
Brooklyn Success	10	0	0.0	1	1	1.5	2	0	0
P368K@I033K	12	0	3.0	0	0	3.0	1	1	1.0
ALC	4	0	0.0	0	1	0.5	0	0	0

2012-2013

In 2012-2013, the DOE projects that Urban Environment will serve between 120-150 students and maintain the same adjusted baseline allocation from the prior year. The table below summarizes Urban Environment’s baseline allocation for 2012-2013:

2012-2013: Urban Environment	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	10	0	2.0	0	2	3.0

In 2012-2013, the DOE projects that Foundations will continue to serve between 180-220 students. The table below summarizes Foundations’ baseline and adjusted baseline allocations for 2012-2013:

2012-2013: Foundations	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	8	1	0.0	2	2	3.0
Adjusted Baseline Allocation	9	0	0.0	2	2	3.0

The DOE adjusted Foundations’ baseline Footprint allocation for the following reason:

- Given the limited number of half size spaces in K033, Foundations will be allocated an additional full size room to be used as a resource room.

⁸ This number is subject to change pending final enrollment projections.

According to its charter, Brooklyn Success will serve up to 249 students in grade(s) kindergarten through second grade, in 10 classes in the 2012-2013 school year. The table below summarizes Brooklyn Success' baseline and adjusted baseline allocation:

2012-2013: Brooklyn Success	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	0.0	1	2	2.0
Adjusted Baseline Allocation	13	0	0.0	1	2	2.0

The DOE has adjusted the baseline allocation for Brooklyn Success for the following reason:

- Given a limited number of half size spaces in K033, Brooklyn Success' full size allocation was increased by one, to accommodate their resource room.

In 2012-2013, P368K@I033K is projected to have the same number of classes as the prior year. The table below summarizes P368K@I033K's adjusted baseline allocation.

2010-2011: P368K@I033K	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	12	0	3.0	0	0	3.0

The ALC can serve a maximum of 80 students. The table below summarizes the ALC's baseline Footprint allocation, which is standard and based upon the ALC model.

2010-2011: ALC	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces			
			Designed Admin (FSE ⁹)	Full-size Space	Half-size Space	Total Admin (FSE)
Baseline Footprint Allocation	4	0	0	0	1	0.5

After Urban Environment, Foundations, Brooklyn Success, P368K@I033K and the ALC have received their respective allocation of rooms, the following number of rooms will remain:

2012-2013: Building K033	Full Size Class-rooms	Half Size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	8	1	2.5

⁹ FSE refers to full size equivalent rooms that may be used for administrative purposes.

This excess space will be allocated between the schools in the building based upon the following factors: the physical location of the available space in relation to the location of each school within the building and the relative enrollments of the schools.¹⁰ 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 Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Total Admin (FSE)			
Urban Environment	10	0	2.0	0	2	3.0	5	0	1.5
Foundations	9	0	0.0	2	2	3.0	0	0	0
Brooklyn Success	13	0	0.0	1	2	2.0	2	0	0
P368K@I033K	12	0	3.0	0	0	3.0	1	1	1.0
ALC	4	0	0.0	0	1	0.5	0	0	0

2013-2014

In 2013-2014, the ALC will no longer be located in K033 and will be re-sited to another location

In 2013-2014, the DOE projects that Urban Environment will continue to serve between 120-150 students and maintain the same adjusted baseline allocation from the prior year.

2013-2014: Urban Environment	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	10	0	2.5	0	1	3.0

In 2013-2014, the DOE projects that Foundations will continue to serve between 180-220 students. The table below summarizes Foundation’s baseline allocation for 2013-2014:

2013-2014: Foundations	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	8	1	1.0	2	0	3.0

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

According to its charter, Brooklyn Success will serve up to 352 students in grade(s) kindergarten through third grade, in 14 classes in the 2013-2014 school year. The table below summarizes Brooklyn Success's baseline Footprint allocation:

2013-2014: Brooklyn Success	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	17	1	0.0	2	2	3.0

In 2013-2014, P368K@I033K is projected to have the same number of classes as the prior year. The table below summarizes P368K@I033K's adjusted baseline allocation.

2010-2011: P368K@I033K	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	12	0	3.0	0	0	3.0

After Urban Environment, Foundations, Brooklyn Success, and P368K@I033K have received their respective allocation of rooms, the following number of rooms will remain:

2013-2014: Building K033	Full Size Class-rooms	Half Size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	8	3	1.0

This excess space will be allocated between the schools in the building based upon the following factors: the physical location of the available space in relation to the location of each school within the building and the relative enrollments of the schools.¹¹ The full 2013-2014 room allocation plan is summarized below:

2013-2014	Full Size Rooms	Half Size Rooms	Administrative Spaces				Additional Full-size Rooms	Additional Half-size Rooms	Additional Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Total Admin (FSE)			
Urban Environment	10	0	2.5	0	1	3.0	2	1	0
Foundations	8	1	1.0	2	0	3.0	2	0	0
Brooklyn Success	17	1	0.0	2	2	3.0	3	1	0
P368K@I033K	12	0	3.0	0	0	3.0	1	1	1.0

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

2014-2015

In 2014-2015, the DOE projects that Urban Environment will continue to serve between 120-150 students and maintain the same adjusted baseline allocation from the prior year.

2014-2015: Urban Environment	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	10	0	2.5	0	1	3.0

In 2014-2015, the DOE projects that Foundations will continue to serve between 180-220 students and maintain the same adjusted baseline as the prior year.

2014-2015: Foundations	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	8	1	1.0	2	0	3.0

Although Brooklyn Success is authorized to serve kindergarten through fifth grade, the DOE recognizes there is not sufficient space in K033 for Brooklyn Success to grow to grade five based on its chartered enrollment plan. Therefore, Brooklyn Success will only serve grades K-4. The DOE will consider all long-term options to accommodate the anticipated growth of Brooklyn Success. This may include requesting that Brooklyn Success revise its enrollment plan, and/or re-siting certain of Brooklyn Success's grades to a different location.

According to its charter, Brooklyn Success will serve up to 424 students in grade(s) kindergarten through fourth grade, in 17 classes in the 2014-2015 school year. The table below summarizes Brooklyn Success's baseline Footprint allocation:

2014-2015: Brooklyn Success	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	20	1	0.0	2	2	3.0

In 2014-2015, P368K@I033K is projected to have the same number of classes as the prior year. The table below summarizes P368K@I033K's adjusted baseline allocation.

2010-2011: P368K@I033K	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	12	0	3.0	0	0	3.0

After Urban Environment, Foundations, Brooklyn Success, and P368K@I033K have received their respective allocation of rooms, the following number of rooms will remain:

2014-2015: Building K033	Full Size Class- rooms	Half Size Class- rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	5	3	1.0

This excess space will be allocated between the schools in the building based upon the following factors: the physical location of the available space in relation to the location of each school within the building, the relative enrollments of the schools.¹² The full 2014-2015 room allocation plan is summarized below:

2014-2015	Full Size Rooms	Half Size Rooms	Administrative Spaces				Additional Full-size Rooms	Additional Half-size Rooms	Additional Admin (FSE)
			Designed Admin (FSE)	Full- size Spaces	Half- size Spaces	Total Admin (FSE)			
Urban Environment	10	0	2.5	0	1	3.0	2	1	0
Foundations	8	1	1.0	2	0	3.0	2	0	0
Brooklyn Success	20	1	0.0	2	2	3.0	0	1	0
P368K@I033K	12	0	3.0	0	0	3.0	1	1	1.0

This represents the long-term space plan in the building.

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).

In 2011-2012, the DOE projects Foundations to serve 180-220 students, Urban Environment to serve 125-155 students, P368K@I033K to serve 72 students, and the ALC to continue to serve a maximum of 80 students in K033. According to its charter, Brooklyn Success will serve a total of 190 students in 2011-2012 at K033.

¹² This number is subject to change pending final enrollment projections.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 678)	<p>Breakfast: Brooklyn Success 7:15 - 7:45am All Other Schools 7:45 – 8:20am</p> <p>Lunch: Foundations & ALC 11:09-11:56am Urban Environment: 11:58-12:44pm Brooklyn Success 12:00-1:00pm P368K@I033K 12:46-1:31pm</p>	<p>Breakfast: Brooklyn Success 7:15 - 7:45am All Other Schools 7:45 – 8:20am</p> <p>Lunch: Foundations & ALC 11:09-11:56am Urban Environment: 11:58-12:44pm Brooklyn Success 12:00-1:00pm P368K@I033K 12:46-1:31pm</p>	<p>Breakfast: Brooklyn Success 7:15 - 7:45am All Other Schools 7:45 – 8:20am</p> <p>Lunch: Foundations & ALC 11:09-11:56am Urban Environment: 11:58am-12:44pm Brooklyn Success 12:00-1:00pm P368K@I033K 12:46-1:31pm</p>	<p>Breakfast: Brooklyn Success 7:15 - 7:45am All Other Schools 7:45 – 8:20am</p> <p>Lunch: Foundations & ALC 11:09-11:56am Urban Environment: 11:58am-12:44pm Brooklyn Success 12:00-1:00pm P368K@I033K 12:46-1:31pm</p>	<p>Breakfast: Brooklyn Success 7:15 - 7:45am All Other Schools 7:45 – 8:20am</p> <p>Lunch: Foundations & ALC 11:09-11:56am Urban Environment: 11:58am-12:44pm Brooklyn Success 12:00-1:00pm P368K@I033K 12:46-1:31pm</p>
Library	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.
Gymnasium (Capacity: 506)	<p>Brooklyn Success 7:50-8:50am P368K@I033K 8:50-9:35am Urban Environment 9:37-11:09am P368K@I033K 11:11am-12:44pm Foundations 12:46-1:31pm P368K@I033K 1:33-3:00pm</p> <p>Use of the gymnasium after school will be scheduled by the building council.</p>	<p>Brooklyn Success 7:50-8:50am P368K@I033K 8:50-9:35am Urban Environment 9:37-11:09am P368K@I033K 11:11am-12:44pm Foundations 12:46-1:31pm P368K@I033K 1:33-3:00pm</p> <p>Use of the gymnasium after school will be scheduled by the building council.</p>	<p>Brooklyn Success 7:50-8:50am P368K@I033K 8:50-9:35am Urban Environment 9:37-11:09am P368K@I033K 11:11am-12:44pm Foundations 12:46-1:31pm P368K@I033K 1:33-3:00pm</p> <p>Use of the gymnasium after school will be scheduled by the building council.</p>	<p>Brooklyn Success 7:50-8:50am P368K@I033K 8:50-9:35am Urban Environment 9:37-11:09am P368K@I033K 11:11am-12:44pm Foundations 12:46-1:31pm P368K@I033K 1:33-3:00pm</p> <p>Use of the gymnasium after school will be scheduled by the building council.</p>	<p>Brooklyn Success 7:50-8:50am P368K@I033K 8:50-9:35am Urban Environment 9:37-11:09am P368K@I033K 11:11am-12:44pm Foundations 12:46-1:31pm P368K@I033K 1:33-3:00pm</p> <p>Use of the gymnasium after school will be scheduled by the building council.</p>
Auditorium (Capacity: 506)	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: Dance Room	Urban Environment 8:50-9:35am P368K@I033K 9:37-11:09am Brooklyn Success 11:10am-12:00pm Foundations 1:33-3:00pm				
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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 Brooklyn Success will be part of the K033 School Safety Committee. As a member of the School Safety Committee, the leader/designee of Brooklyn Success 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 Brooklyn Success will be addressed on an ongoing basis. Moreover, the Safety Plan for the K033 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Brooklyn Success will enter information in the K033 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 K033 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 2010,¹³ 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

¹³ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.

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.