

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 to extend the duration and expand the scope of the “co-location” of Bronx Success Academy 1 (“BSA 1”) to add second grade in building X030, where it is currently sited with P.S. 30 Wilton (07X030, “P.S. 30”), an existing zoned elementary school, for the 2011-2012 school year. P.S. 30 currently serves students in kindergarten through fifth grade and offers 2 sections of pre-kindergarten. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

The Panel for Educational Policy (“PEP”) approved the proposal to co-locate BSA 1’s kindergarten and first grade with P.S. 30 on May 18, 2010, and BSA 1 opened in X030 in August 2010. Under the original proposal approved by the PEP, BSA 1 was expected to be co-located with P.S. 30 for grades kindergarten and 1 only. After diligent efforts, the Department of Education (“DOE”) was not able to identify a permanent location for BSA 1. Therefore, the DOE proposes that BSA 1 stay in X030 for an additional year as it continues to phase in and adds a second grade, and as the DOE continues to search for an alternative site. This would mean that BSA 1 would continue to be co-located with P.S. 30 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 1 and P.S. 30. It also includes a proposal for the collaborative usage of shared resources and spaces between BSA 1 and P.S. 30, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas, which assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision making between the co-located schools, and a description of the shared space committee is also included. Please refer to the EIS to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

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

JUSTIFICATION OF FEASIBILITY AND 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.

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/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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

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

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 3.5 full size classrooms² for student support services, resource rooms, and administrative space when serving their entire grade span. Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. 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 October 19, 2010 by Ron Caccioppoli, Director of Space Planning, building X030 has a total of 41 full size classrooms/spaces, 12 half-size classrooms/spaces, and the equivalent of 1.5 rooms of designed administrative office/space.^{3, 4} X030 building also contains a gymnasium, auditorium, lunchroom, library and outdoor play yard. The nurse's office in the X030 building currently operates out of one half-size classroom/space, and the custodian's office is currently occupying one half-size classroom/space. In addition, there is a Dental Clinic occupying one full size classroom. Excluding these spaces, the X030 building has a total of 40 full size classrooms, 10 half-size classrooms/spaces, and the equivalent of 1.5 full size designed administrative office/space remaining that can be allocated to BSA 1 and P.S. 30.

2010-2011

In 2010-2011, P.S. 30 was projected to enroll 441 students in kindergarten through fifth grade (including students with disabilities), in addition to two sections of pre-kindergarten. P.S. 30 currently enrolls 442 students in kindergarten through fifth grade and 36 students in pre-kindergarten for a total of 478 students.⁵ These students are served in 25 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 two full-size classrooms for student support services or resource rooms which could be equal to four half-size classrooms or one full-size classroom and two 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 Based on November 1, 2010 unaudited register.

The table below summarizes P.S. 30's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that P.S. 30 is currently using.

2010-2011: P.S. 30	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	23	7	1.5	1	1	3.0
Current Space Allocation	27	7	1.5	1	1	3.0

In 2010-2011, BSA 1 enrolls 193 students in kindergarten through first grade. These students are served in eight classes/sections (including students with disabilities).⁷

The table below summarizes BSA 1's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that BSA 1 is currently using.

2010-2011: BSA 1	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	0	1	1	1.5
Current Space Allocation	11	1	0	1	1	1.5

As demonstrated in the tables above, P.S. 30 is currently using four full size rooms in excess of its baseline allocation and BSA 1 is currently using two full size spaces in excess of its baseline allocation. The table below summarizes the available space within X030.

2010-2011: Building X030	Full Size Class-rooms	Half Size Class-rooms
Space In Excess of Adjusted Baseline Allocation	6	0

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

⁷ Based on November 1, 2010 unaudited register.

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

2011-2012

In 2011-2012, the DOE projects that P.S. 30 is projected to serve between 420-491 students and would have 25 classes (including pre-kindergarten students and students with disabilities). The table below summarizes P.S. 30's baseline allocation for 2011-2012:

2011-2012: P.S. 30	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	24	6	1.5	1	1	3.0

According to its charter, BSA 1 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 1's baseline Footprint allocation:

2011-2012: BSA 1	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	2	0	2	0	2.0

After P.S. 30 and BSA 1 have received their respective allocation of rooms, the following number of rooms will remain:

2011-2012: Building X030	Full Size Class-rooms	Half Size Class-rooms
Space In Excess of Baseline Allocations	1	1

This excess space will be allocated between P.S. 30 and BSA 1 based upon the following factors: the physical location of the available space in relation to the location of each school within the building.⁹ 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
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Total Admin (FSE)		
P.S. 30	24	6	1.5	1	1	3.0	0	1
BSA 1	12	2	0	2	0	2.0	1	0

BSA 1 is chartered to serve grades K-5. The DOE recognizes there is not sufficient space in X030 for BSA 1 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 1, including re-siting BSA 1, requesting that BSA 1 revise its enrollment plan, and/or leaving some of BSA 1's grades in X030 and placing other grades in a different location.

Any proposal to extend or make the co-location of BSA 1 with P.S. 30 in the X030 building a permanent site for all or some of BSA 1's grades would be the subject of a subsequent EIS.

⁹ This number is subject to change pending final enrollment projections.

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. 30 to serve 420-491 students in 2011-2012. According to its charter, BSA 1 will serve up to 249 students in 2011-2012.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 450)	P.S. 30 Breakfast: 7:45 am - 8:15 am Lunch: 10:30 am - 12:25 pm BSA 1 Breakfast: 7:15 am - 7:45 am Lunch: 12:30 pm - 1:20 pm	P.S. 30 Breakfast: 7:45 am - 8:15 am Lunch: 10:30 am - 12:25 pm BSA 1 Breakfast: 7:15 am - 7:45 am Lunch: 12:30 pm - 1:20 pm	P.S. 30 Breakfast: 7:45 am - 8:15 am Lunch: 10:30 am - 12:25 pm BSA 1 Breakfast: 7:15 am - 7:45 am Lunch: 12:30 pm - 1:20 pm	P.S. 30 Breakfast: 7:45 am - 8:15 am Lunch: 10:30 am - 12:25 pm BSA 1 Breakfast: 7:15 am - 7:45 am Lunch: 12:30 pm - 1:20 pm	P.S. 30 Breakfast: 7:45 am - 8:15 am Lunch: 10:30 am - 12:25 pm BSA 1 Breakfast: 7:15 am - 7:45 am Lunch: 12:30 pm - 1:20 pm
Library	P.S. 30 8:00 am - 12:00 pm BSA 1 12:00 pm - 3:00 pm	P.S. 30 All day	P.S. 30 8:00 am - 12:00 pm BSA 1 12:00 pm - 3:00 pm	P.S. 30 All day	P.S. 30 8:00 am - 12:00 pm BSA 1 12:00 am - 3:00 pm
Gymnasium (Capacity: 390)	P.S. 30 8:30 am - 11:00 am 12:40 pm - 2:10 pm BSA 1 8:00 am - 8:30 am 11:00 am -12:40 pm 2:30 pm - 4:25 pm	P.S. 30 8:30 am - 11:00 am 12:40 pm - 2:10 pm BSA 1 8:00 am - 8:30 am 11:00 am - 12:40 pm 2:30 pm - 4:25 pm	P.S. 30 8:30 am - 11:00 am 12:40 pm - 2:10 pm BSA 1 8:00 am - 8:30 am 11:00 am -12:40 pm 2:30 pm - 4:25 pm	P.S. 30 8:30am -11:00am 12:40pm -2:10 pm BSA 1 8:00 am - 8:30 am 11:00 am - 12:40 pm 2:30 pm - 4:25 pm	P.S. 30 8:30 am - 11:00 am 12:40 pm - 2:10 pm BSA 1 8:00 am - 8:30 am 11:00 am - 12:40 pm 2:30 pm - 4:25 pm
Auditorium (Capacity: 413)	P.S. 30 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. 30 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. 30 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. 30 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. 30 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. 30 10:10 am - 11:5 0am BSA 1 12:40 pm - 1:30 pm	P.S. 30 10:10 am - 11:50 am BSA 1 12:40 pm - 1:30 pm	P.S. 30 10:10 am - 11:50 am BSA 1 12:40 pm - 1:30 pm	P.S. 30 10:10 am - 11:50 am BSA 1 12:40 pm - 1:30 pm	P.S. 30 10:10 am - 11:50 am BSA 1 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; 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 BSA 1 will be part of the X030 School Safety Committee. As a member of the School Safety Committee, the leader/designee of BSA 1 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 1 will be addressed on an ongoing basis. Moreover, the Safety Plan for the X030 school building will be modified as appropriate to meet any changing security needs associated with the co-location. BSA 1 will enter information in the X030 school's overall Safety Plan to ensure the safe operation of the school building.

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

The completed Safety Plan for the X030 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 2010,¹⁰ 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.

¹⁰ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.