

REVISED BUILDING UTILIZATION PLAN

INTRODUCTION

As described in greater detail in the attached Educational Impact Statement ("EIS"), the DOE is proposing to extend and expand the co-location of DREAM Charter School (84M382, "DREAM"), an existing charter elementary school that currently serves students in kindergarten through sixth grade.

DREAM serves its students in kindergarten and first grade in building M050 ("M050"), located at 433 East 100th Street, New York, NY 10029, in Community School District 4 ("District 4"). DREAM is co-located in M050 with P.S. 50 Vito Marcantonio (04M050, "P.S. 50"), an existing district school that serves students in kindergarten through eighth grade, and New York Center for Autism Charter School (84M337, "NYCACS"), a charter school that serves students with disabilities aged five to nineteen. DREAM currently serves its students in second through sixth grade in building M121, located at 232 East 103rd Street, New York, NY 10029 in District 4.

On October 15, 2013, the Panel for Educational Policy ("PEP") approved a proposal to temporarily co-locate the kindergarten and first grade students of DREAM in M050 through the 2013-2014 school year. Under that proposal, DREAM expected to move from M050 into non-DOE-operated space in August 2014. However, as a result of a delay in construction, DREAM will not be able to occupy that space during the 2014-2015 school year.

DREAM worked with Harlem RBI, a community-based organization ("CBO") that is affiliated with DREAM, to try to identify alternate space, and also sought assistance from other East Harlem community organizations and Manhattan Commercial Realty Corp. to find suitable space. However, this search did not yield any viable options.

Construction is underway on DREAM's private facility, also located in District 4. The School Construction Authority ("SCA") project manager for Harlem RBI visited the new building's construction site on January 9, 2014 as part of the routine SCA site visit schedule and confirmed that the building is on track for completion by August 2015. Once construction is complete, DREAM expects to serve all of its students in each grade level in its private facility beginning in the 2015-2016 school year. If DREAM is unable to move into its private building at the beginning of the 2015-2016 school year as planned, it will explore serving its students in a temporary space.

Therefore, the DOE now proposes to extend and expand the co-location of DREAM in M050 until the conclusion of the 2014-2015 school year. This proposal allows DREAM to continue to serve students and families in District 4.

If this proposal is approved, DREAM will continue serving kindergarten and first grade students and will begin serving second grade students in M050 in the 2014-2015 school year.

As described in a separate EIS and Building Utilization Plan ("BUP"), the DOE proposes that DREAM's third through seventh grades will be co-located in the M121 building with P.S. 38 Roberto Clemente (04M038) for the 2014-2015 school year. That EIS can be found here: www.schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/SchoolProposalsMay62014PEP. The M050 building is located 0.4 miles from M121.

M050 also houses a CBO, Children's Aid Society. This proposal is not expected to impact the continued siting of that CBO in M050.

The DOE has revised the BUP that was approved on October 15, 2013 by:

- Updating space allocations for the 2013-2014 school year based on schools' audited enrollments;
- Updating grade levels and section counts for the 2014-2015 school year;
- Including space allocations for the 2014-2015 school year; and
- Including a proposed shared space schedule for the 2014-2015 school year.

Pursuant to the New York Charter Schools Act of 1998 (as amended), the following plan outlines the allocation of classrooms and administrative space among DREAM, P.S. 50 and NYCACS. The following plan also includes a proposal for the collaborative usage of shared resources and spaces among DREAM, P.S. 50, and NYCACS, including but not limited to cafeterias, libraries, and gymnasiums, which assures equitable access to such facilities. If a school's baseline allocation under the Citywide Instructional Footprint ("Footprint") declines, those rooms may be re-allocated to another co-located school. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision-making among the co-located schools, and a description of the shared space committee are also included. Please refer to the EIS to which this plan is attached for further information about the proposed co-location.

As described throughout this document, the shared space schedule would be collaboratively finalized by the Building Council if the proposed co-location is approved by the PEP.

METHODOLOGY

The DOE has applied the Footprint to all schools and/or programs outlined in this plan to allocate rooms in an unbiased manner, and has 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.¹

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 sections per grade, assuming class size will remain constant. The Borough Director of Space Planning then confirms both the baseline and current space allocation totals during a walk-through of the building, where he/she is accompanied by a school’s representative. For elementary schools serving students in grades kindergarten through five and offering a pre-kindergarten program, the Footprint assumes that classes are self-contained, meaning that each class remains in its homeroom throughout the day except for when the class is scheduled for a cluster activity (e.g., art) or lunch, recess, etc. Further, the Footprint assumes that at those other scheduled times the homeroom classroom remains empty. Therefore, the Footprint allocates one full-size classroom for each general education (“GE”) or Integrated Co-Teaching (“ICT”) section and a full-size or half-size classroom to accommodate each self-contained special education (“SC”) section served by the school. In addition, schools serving students in grades kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classrooms 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	Number of Cluster Rooms
1,251 and up	5
751-1,250	4
251-750	3
151-250	2
0-150	1

The Footprint allocates the number of baseline full-size equivalent (“FSE”) classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale.

For grades six through twelve, the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. 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. The Footprint allocates the number of baseline classrooms for student support services, resource rooms, and administrative space based on the grades a school serves and its enrollment at scale. Any space remaining beyond the baseline 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 other 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.

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/commDREAM/planning/changes/default.htm> under “Key Documents.”

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on March 13, 2013 by the Manhattan Director of Space Planning, building M050 has a total of 49 full-size ("FS") classrooms/spaces,² 6 half-size ("HS") classrooms/spaces,³ 44 quarter-size ("QS") spaces⁴ and 2.50 full-size equivalent ("FSE") rooms of designed administrative office/space ("DA").

M050 also contains a gymnasium, an auditorium, a cafeteria and a library.

The below spaces are shared spaces or contain building services and will not be included in the allocation of space for any individual school:

- The nurse's office occupies 1 full-size space.
- The art room occupies 1 full-size space.
- The School-Based Support Team ("SBST") occupies 1.0 FSE of designed administrative space.
- The custodian's office occupies 1 quarter-size space.
- The new teachers' cafeteria occupies 1 full-size space.
- Construction on the library during the 2013-2014 school year will result in 1 full-size space, 2 half-size spaces and 2 quarter-size spaces being removed from the total instructional spaces to be allocated for both the 2013-2014 and 2014-2015 school years.
- District 75's District 4 professional development office occupies 1 full-size space.
- Children's Aid Society ("CAS") occupies 5 full-size spaces, 1 half-size space and 4 quarter-size spaces.

P.S. 50 and NYCACS's leadership have an existing agreement with CAS that enables CAS to use 5 full-size rooms in M050 for CAS's regular day and after-school instruction for pre-school children ages 2 years, 9 months to 4 years and for universal pre-kindergarten students and 1 half-size space and 4 quarter-size spaces for administrative use. CAS's regular day programs run from 8:00 a.m. to 3:45 p.m. and the after-school services run from 3:45 p.m. to 5:30 p.m. This revised BUP does not change that existing agreement; thus CAS's administrative and instructional spaces will continue to be set aside for CAS and are not included in the allocation of space for any individual school.

Excluding the spaces outlined above, the M050 building has a total of: 39 full-size classrooms, 3 half-size classrooms/spaces, 37 quarter-size spaces and 1.50 FSE of designed administrative offices/spaces remaining that can be allocated to schools.

Summary	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	DA (FSE)
Building Grand TOTAL	49	6	44	2.50
SHARED SPACES or Building Services	10	3	7	1.00
Remaining Total to Be Allocated	39	3	37	1.50

² Full-size classrooms have an area of 500 square feet or more.

³ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

⁴ Quarter-size classrooms have an area of less than or equal to 239 square feet.

2013-2014 (CURRENT YEAR)

In the 2013-2014 school year, DREAM's kindergarten and first grade students are co-located in M050 with students from P.S. 50 and NYCACS.

The table below summarizes the total enrollment and number of sections served at each school in 2013-2014.

2013-2014	Grade Spans	Enrollment ⁵	GE/ICT Sections	SC Sections
DREAM	K-1 ⁶	97	4	0
P.S. 50	K-8	304	12	4
NYCACS	Ungraded	33	0	8

After P.S. 50, NYCACS and DREAM received their respective baseline or adjusted baseline allocation of rooms, the following spaces were unallocated:

2013-2014	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	DA (FSE)
Space in Excess of Adjusted Baseline Allocation	3	0	19	0.50

When space above the Instructional Footprint is available in buildings with co-located schools, the remaining rooms, or "excess space," will typically be distributed 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. However, in this instance, the Building Council agreed to allocate all of the excess space in the building to P.S. 50 for the 2013-2014 school year to minimize the impact on that school given the short notice of the co-location. DREAM was initially co-located in M050 beginning in the 2013-2014 school year pursuant to an emergency declaration dated June 27, 2013. DREAM indicated that it could deliver instruction effectively in the space allocated to it, where two quarter-size rooms could be used by the school in place of the typical 1 half-size space resource room allocation as per Footprint.

⁵ All figures are from the 2013-2014 Audited Register as of October 31, 2013 or charter headcount as of September 30, 2013.

⁶ DREAM is currently serving its students in grades 2-6 in building M121. Grade span and enrollment shown is for the M050 building only.

The table below summarizes the full 2013-2014 room allocation plan for P.S. 50, NYCACS, and DREAM in M050 based on their baseline and adjusted baseline Footprints plus excess space allocations.

2013-2014		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	Additional (Excess) Allocation				Grand Total Space Allocation			
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms		Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
DREAM	Baseline Footprint Allocation	5	1	0.00	0	0	6	1.50	-	-	-	-	-	-	-	-
	Adjusted Footprint Allocation	5	0	0.00	0	0	6	1.50	-	-	-	-	-	-	-	-
	Current Footprint Allocation	5	0	0.00	0	0	6	1.50	-	-	2	-	5	0	8	0.00
P.S. 50	Baseline Footprint Allocation	15	6	2.50	0	0	0	2.50	-	-	-	-	-	-	-	-
	Adjusted Footprint Allocation	21	0	1.00	0	3	0	2.50	-	-	-	-	-	-	-	-
	Current Footprint Allocation	21	0	1.00	0	3	0	2.50	3	0	17	0.50	24	3	17	1.50
NYCACS	Baseline Footprint Allocation	0	11	0.00	0	0	12	3.00	-	-	-	-	-	-	-	-
	Adjusted Baseline Allocation	10	1	0.00	0	0	12	3.00	-	-	-	-	10	1	12	0.00

Current Footprint Allocation	10	0	0.00	0	0	12	3.00	-	-	-	-	10	0	12	0.00
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DREAM's baseline allocation has been adjusted for the following reasons:

- DREAM was allocated 1 half-size space less than its baseline allocation of rooms due to the limited number of half-size rooms located in DREAM's location in the building. DREAM's school leadership has confirmed that it can effectively deliver instruction in the allocated spaces by using 2 quarter-size spaces for resource.

P.S. 50's baseline allocation was adjusted for the following reasons:

- P.S. 50 currently serves 4 self-contained special education classes. Typically, as per the Footprint, self-contained special education classes are accommodated in half-size rooms. In this case, due to the limited number of half-size rooms, P.S. 50's baseline allocation has been adjusted to include 4 additional full-size rooms in lieu of 4 half-size rooms.
- Additionally, due to the limited number of half-size rooms, P.S. 50's baseline allocation has been adjusted to include 2 additional full-size rooms in lieu of 2 half size rooms to be used as resource rooms.

NYCACS's baseline allocation was adjusted for the following reasons:

- NYCACS serves students in 8 self-contained special education classes. Typically, as per the Footprint, self-contained special education classes are accommodated in half-size rooms. In this case, due to the limited number of half-size rooms, NYCACS's baseline allocation has been adjusted to include 8 additional full-size rooms in lieu of 8 half-size rooms.
- Additionally, due to the limited number of half-size rooms in NYCACS's location in the building, NYCACS's baseline allocation has been adjusted to include 2 additional full-size rooms in lieu of 2 half-size rooms for resource rooms.
- Consistent with its historical allocation in M050, NYCACS is under its baseline allocation by 1 half-size space. This is not a result of the co-location of DREAM. NYCACS's school leadership has confirmed that it can continue to effectively deliver instruction in the allocated spaces.
- NYCACS's 3.0 FSE administrative baseline allocation is consistent with the administrative allocation for District 75 main sites, which contain a D75 school's administrative headquarters.⁷

In total, DREAM is using 5 full-size rooms and 8 quarter-size rooms. P.S. 50 is using 24 full-size rooms, 3 half-size rooms, 17 quarter-size rooms and the full-size equivalent of 1.50 designed administrative rooms. This is 3 full-size, 17 quarter-size, and 0.50 FSE administrative spaces in excess of P.S. 50's adjusted baseline allocation. NYCACS is using 10 full-size rooms and 12 quarter-size rooms.

⁷ District 75 ("D75") provides Citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

2014-2015

If this revised proposal is approved, DREAM's kindergarten through second grade students will be co-located in M050 in the 2014-2015 school year.

The table below summarizes the total projected enrollment and projected number of sections that will be served at each school in 2014-2015.

2014-2015	Grade Spans	Projected Enrollment ⁸	GE/ICT Sections	SC Sections
DREAM	K-2 ⁹	130-175	6	0
P.S. 50	K-8	260-350	12	4
NYCACS	Ungraded	30-35	0	8

After P.S. 50, NYCACS and DREAM have received their respective baseline or adjusted baseline allocations of rooms, the following spaces will remain unallocated:

2014-2015	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	DA (FSE)
Space in Excess of Adjusted Baseline Allocation	1	0	17	0.00

The excess space has been allocated proportionally based on each school's projected enrollment.

The table below summarizes the full 2014-2015 room allocation plan for P.S. 50, NYCACS, and DREAM in M050 based on their baseline and adjusted baseline Footprints plus excess space allocations.

2014-2015		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	Additional (Excess) Allocation				Grand Total Space Allocation				
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms		Quarter-size Rooms	Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
DREAM	Baseline Footprint Allocation	7	1	2.00	0	0	0	2.00	-	-	-	-	-	-	-	-
	Adjusted Footprint Allocation	7	1	0.00	0	0	8	2.00	-	-	6	-	7	1	14	0.00

⁸ The DOE's enrollment figures are based on projections. Significant changes in enrollment could result in an amendment to this plan.

⁹ The DOE has separately proposed that DREAM serve its students in grades 3-7 in Building M121 for the 2014-2015 school year. That proposal can be found at www.schools.nyc.gov/AboutUs/leadership/PEP/publicnotice/2013-2014/SchoolProposalsMay62014PEP. Grade span and projected enrollment shown is for the M050 building only.

P.S. 50	Baseline Footprint Allocation	15	6	2.50	0	0	0	2.50	-	-	-	-	-	-	-	-
	Adjusted Footprint Allocation	21	0	1.50	0	2	0	2.50	1	-	9	-	22	2	9	1.50
NYCACS	Baseline Footprint Allocation	0	11	3.00	0	0	0	3.00	-	-	-	-	-	-	-	-
	Adjusted Baseline Allocation	10	0	0.00	0	0	12	3.00	-	-	2	-	10	0	14	0.00

P.S. 50's baseline allocation has been adjusted for the following reasons:

- Due to the limited number of half-size rooms, P.S. 50 has been allocated 6 additional full-size rooms in lieu of 6 half-size rooms for use as resource rooms and self-contained classes.

NYCACS's baseline allocation has been adjusted for the following reasons:

- Due to the limited number of contiguous half-size rooms, NYCACS has been allocated 10 additional full-size rooms in lieu of 11 half-size rooms for use as resource rooms and self-contained classes.
- Consistent with its historical allocation in M050, NYCACS is under its baseline allocation by 1 half-size space. This is not a result of DREAM's co-location in M050. NYCACS's school leadership has confirmed that it can continue to deliver instruction effectively in the allocated spaces.
- NYCACS's administrative baseline allocation of 3.0 FSE is consistent with the administrative allocation for District 75 main sites.¹⁰

¹⁰ District 75 ("D75") provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, or are severely emotionally challenged, sensory impaired and/or multiply disabled. D75 provides services to students in a variety of settings, including elementary, middle, and high schools, students' homes, hospitals, and agencies. These programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island, and Syosset, New York. Please visit the DOE Web site for additional information about D75 programs at <http://schools.nyc.gov/Offices/District75/default.htm>.

In total, DREAM will be allocated 7 full-size rooms, 1 half-size room and 14 quarter-size rooms. This is 6 quarter-size rooms in excess of DREAM's adjusted baseline allocation. P.S. 50 will be allocated 22 full-size rooms, 2 half-size rooms, 9 quarter-size rooms and the full-size equivalent of 1.50 designed administrative rooms. This is 1 full-size room and 9 quarter-size rooms in excess of P.S. 50's adjusted baseline allocation. NYCACS will be allocated 10 full-size rooms and 14 quarter-size rooms. This is 2 quarter-size rooms in excess of NYCACS's adjusted baseline allocation. The room change from the current 2013-2014 school year to the 2014-2015 school year is reflected below:

ROOM CHANGE (+/-)	CURRENT 2013-2014 GRAND TOTAL SPACE ALLOCATIONS				PROPOSED 2014-2015 GRAND TOTAL SPACE ALLOCATIONS				YEAR-OVER-YEAR CHANGE (+/-)			
	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Designed Admin (FSE)	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Designed Admin (FSE)	Full Size Rooms	Half Size Rooms	Quarter Size Rooms	Designed Admin (FSE)
DREAM	5	0	8	0.00	7	1	14	0.00	+2	+1	+6	0.00
P.S. 50	24	3	17	1.50	22	2	9	1.50	-2	-1	-8	0.00
NYCACS	10	0	12	0.00	10	0	14	0.00	0	0	+2	0.00

Shared Space Plan: 2014-2015 School Year

A proposed shared space plan for the 2014-2015 school year is below. The actual shared space plan for the 2014-2015 school year will be created and implemented by the M050 Building Council.

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 M050.

The final shared space schedule will continue to be collaboratively drafted by the Building Council if this proposal is approved by the Panel for Educational Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed Shared Space Plan is based upon the projected enrollments of all schools in the M050 building and other relevant factors further described below for each co-located school. Although the DOE has proposed how the shared spaces in the building may be utilized, Building Councils are free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council agrees on the final Shared Space Plan collaboratively. (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 will follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: <http://schools.nyc.gov/commDREAM/campusgov>.)

The below proposed schedules are based on projected enrollments for each co-located school, current space allocation plans, current lunch schedules for the existing schools in the building as described on the DOE School Food website, the total capacity of each shared space, the grades served by each of the co-located schools, and the start and end times of each school's school day (based in part on the Office of Pupil Transportation's bus schedule for a regular school day).¹¹ Where possible, the proposed schedules maintain schools' current allocation of time for each shared space and re-distribute any remaining time to additional organizations. To the extent feasible, shared spaces are allocated in a manner that allows schools that have already been using the space to continue using it on a similar schedule in the 2014-2015 school year, based on the 2013-2014 Campus Audit Template submitted by the Building Council.¹²

In planning how P.S. 50, NYCACS and DREAM may use the shared spaces, the DOE has applied some or all of the factors described above to develop a proposed plan that allocates time in each space equitably and in such a way that allows the existing schools in M050 to maintain the current shared space schedule as much as possible. In addition, the specialized needs of NYCACS's student population mean that its students do not use some shared spaces in the building. This proposed shared space plan reflects NYCACS's decision not to use those spaces.

Cafeteria:

Cafeteria

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment and the capacity of the cafeteria. Each organization will be able to accommodate its students in the cafeteria within this proposed allocation of time.
- The capacity of the cafeteria is 300.
- According to the 2012-2013 Campus Audit document, NYCACS did not share the cafeteria with P.S. 50. The school leadership of NYCACS has confirmed that NYCACS does not share the cafeteria with P.S. 50 or DREAM in the 2013-2014 school year for student meals. NYCACS uses their life skills room for student meals in the current school year and intends to continue using the life skills room for student meals in the 2014-2015 school year. NYCACS's use of the life skills room for student meals is due to their instructional model and not due to DREAM's co-location. Therefore, the proposed times below only allocate time in the cafeteria to P.S. 50 and DREAM.

¹¹ See DOE's Office of Pupil Transportation website at: <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>.

¹² Campus Audits are submitted by each Building Council on an annual basis to the Senior Supervising Superintendent's Office. The Campus Audit documents the collective planning and implementation of Building Council decisions such as shared space scheduling.

- In the proposed plan below, P.S. 50 receives 1 hour for breakfast and 1 hour and 40 minutes for lunch daily. DREAM receives 30 minutes for breakfast and 50 minutes for lunch daily. DREAM and P.S. 50's proposed breakfast times overlap in the cafeteria. With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at M050.
- The Building Council is free to deviate from the proposed shared space plan and develop an alternative plan, provided that the Building Council comes to an agreement on a shared space plan collaboratively.

Gymnasium, Library, Auditorium, and Art Room

Gymnasium

- The proposed shared space schedule for the gymnasium is based on M050 Building Council decisions for the 2012-2013 school year.
- The capacity of the gym is 234.
- In the proposed plan below, P.S. 50 receives 25 hours in the gymnasium weekly. NYCACS receives 3 hours in the gymnasium weekly. DREAM receives 12 hours weekly.
- The Building Council is free to deviate from the proposed shared space plan and may develop an alternative plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively.

Library

- According to the 2012-2013 Campus Audit document, NYCACS did not share the library with P.S. 50. The school leadership of NYCACS has confirmed that, consistent with its practice before the co-location of DREAM in M050, NYCACS does not intend to share the library with P.S. 50 or DREAM in the 2014-2015 school year. Therefore, the proposed times below only allocate time in the library to P.S. 50 and DREAM. NYCACS's instruction does not necessitate the use of the library.
- In the proposed plan below, P.S. 50 receives 5 hours and 25 minutes daily and DREAM receives 2 hours and 35 minutes daily.
- The Building Council is free to deviate from the proposed shared space plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively.

Auditorium

- According to the 2012-2013 Campus Audit document, NYCACS did not share the auditorium with P.S. 50. The school leadership of NYCACS has confirmed that NYCACS does not intend to share the auditorium with P.S. 50 or DREAM in the 2014-2015 school year. Therefore, the proposed times below only allocate time in the auditorium for P.S. 50 and DREAM.
- The capacity of the auditorium is 298.
- In the proposed plan below, P.S. 50 receives 4 hours and 43 minutes daily and DREAM receives 2 hour and 15 minutes daily.
- The auditorium is used for after-school activities. There is no allocation beyond 2:58 p.m. so as to reserve the after-school scheduling for each school organization or CBO according to their needs.

- The Building Council is free to deviate from the proposed shared space plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively.

Art Room

- The DOE notes that the art room is a shared space; however, time in the art room is not allocated to all existing schools according to the 2012-2013 Campus Audit document. The DOE proposes in the schedule below that time in the art room should be allocated to all schools based on the relative projected enrollment for all schools.
- In the proposed plan below, P.S. 50 receives 4 hours and 20 minutes daily in the art room, NYCACS receives 30 minutes daily in the art room, and DREAM receives 2 hours and 10 minutes in the art room.
- The Building Council is free to deviate from the proposed shared space plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively.

After-School Programs

- The DOE notes that currently the shared spaces are used during after-school hours by multiple school organizations and CAS. Thus, the Building Council should allocate this space as needed for after-school programs. The Building Council is empowered to make additional and alternative allocations, as with all shared space plan times.
- The DOE notes that CAS currently utilizes multiple rooms on multiple floors of M050 during after-school hours on all weekdays. CAS should continue to work with the Building Council and all co-located organizations to schedule use of these rooms.
- The DOE notes that any school in M050 that chooses to offer extended day or after-school programming will have to manage scheduling of shared spaces. The Building Council will address any requests for the use of shared spaces after school hours and will resolve all conflicts using the dispute resolution procedures mentioned above.

Based on the Office of Pupil Transportation's bus schedules for the earliest start times and latest end times of the school day, DREAM's regular school day runs from approximately 8:00 a.m. to 4:00 p.m., P.S. 50's school day runs from 8:00 a.m. to 2:58 p.m., and NYCACS's school day runs from approximately 8:45 a.m. to 2:45 p.m.

Based on the schedule below and the explanations provided above, the DOE believes that the proposed Shared Space Plan is feasible and that each school is being treated equitably and comparably in its ability to use all shared spaces in the building.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria Capacity: 300	<u>Breakfast</u> P.S. 50 7:00 a.m. – 8:00 a.m. DREAM 7:30 a.m. – 8:00 a.m. <u>Lunch</u> DREAM 11:00 a.m. – 11:50 a.m. P.S. 50 11:50 a.m. – 1:30 p.m.	<u>Breakfast</u> P.S. 50 7:00 a.m. – 8:00 a.m. DREAM 7:30 a.m. – 8:00 a.m. <u>Lunch</u> DREAM 11:00 a.m. – 11:50 a.m. P.S. 50 11:50 a.m. – 1:30 p.m.	<u>Breakfast</u> P.S. 50 7:00 a.m. – 8:00 a.m. DREAM 7:30 a.m. – 8:00 a.m. <u>Lunch</u> DREAM 11:00 a.m. – 11:50 a.m. P.S. 50 11:50 a.m. – 1:30 p.m.	<u>Breakfast</u> P.S. 50 7:00 a.m. – 8:00 a.m. DREAM 7:30 a.m. – 8:00 a.m. <u>Lunch</u> DREAM 11:00 a.m. – 11:50 a.m. P.S. 50 11:50 a.m. – 1:30 p.m.	<u>Breakfast</u> P.S. 50 7:00 a.m. – 8:00 a.m. DREAM 7:30 a.m. – 8:00 a.m. <u>Lunch</u> DREAM 11:00 a.m. – 11:50 a.m. P.S. 50 11:50 a.m. – 1:30 p.m.
Gymnasium Capacity: 234	P.S. 50 8:00 a.m. – 11:00 a.m. NYCACS 11:00 a.m. – 2:00 p.m. DREAM 2:00 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:30 p.m. DREAM 1:30 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:30 p.m. DREAM 1:30 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:30 p.m. DREAM 1:30 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:30 p.m. DREAM 1:30 p.m. – 4:00 p.m.
Auditorium Capacity: 298	DREAM 8:00 a.m. – 10:15 a.m. P.S. 50 10:15 a.m. – 2:58 p.m.	DREAM 8:00 a.m. – 10:15 a.m. P.S. 50 10:15 a.m. – 2:58 p.m.	DREAM 8:00 a.m. – 10:15 a.m. P.S. 50 10:15 a.m. – 2:58 p.m.	DREAM 8:00 a.m. – 10:15 a.m. P.S. 50 10:15 a.m. – 2:58 p.m.	DREAM 8:00 a.m. – 10:15 a.m. P.S. 50 10:15 a.m. – 2:58 p.m.
Art Room	NYCACS 9:00 a.m. – 9:30 a.m. P.S. 50 9:30 a.m. – 1:50 p.m. DREAM 1:50 p.m. – 4:00 p.m.	NYCACS 9:00 a.m. – 9:30 a.m. P.S. 50 9:30 a.m. – 1:50 p.m. DREAM 1:50 p.m. – 4:00 p.m.	NYCACS 9:00 a.m. – 9:30 a.m. P.S. 50 9:30 a.m. – 1:50 p.m. DREAM 1:50 p.m. – 4:00 p.m.	NYCACS 9:00 a.m. – 9:30 a.m. P.S. 50 9:30 a.m. – 1:50 p.m. DREAM 1:50 p.m. – 4:00 p.m.	NYCACS 9:00 a.m. – 9:30 a.m. P.S. 50 9:30 a.m. – 1:50 p.m. DREAM 1:50 p.m. – 4:00 p.m.
Library	P.S. 50 8:00 a.m. – 1:25 p.m. DREAM 1:25 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:25 p.m. DREAM 1:25 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:25 p.m. DREAM 1:25 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:25 p.m. DREAM 1:25 p.m. – 4:00 p.m.	P.S. 50 8:00 a.m. – 1:25 p.m. DREAM 1:25 p.m. – 4:00 p.m.

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); designees of all other programs operating within the building; United Federations of Teachers Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III, among others. 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. The School Safety Plan is 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 School Safety Plan at any other time when it is necessary to address security concerns.

Consistent with the process described above, the leaders/designees of DREAM, P.S. 50 and NYCACS will continue to be part of the M050 School Safety Committee. As members of the School Safety Committee, the leaders/designees of DREAM, P.S. 50 and NYCACS will participate in the development of the building's School Safety Plan and ensure that any security-related issues or needs that may arise with respect to the co-locations of DREAM, P.S. 50 and NYCACS will be addressed on an ongoing basis. Moreover, the School Safety Plan for the M050 school building will be modified as appropriate to meet any changing security needs associated with the co-location. The leaders/designees of DREAM, P.S. 50 and NYCACS will enter information in the M050 schools' overall School 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 school in the building, 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 School Safety Plan for the M050 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 Safety Plan is approved, it will be submitted to the New York City Police Department ("NYPD") for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2011, co-located schools 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.¹³ Only principals and charter school 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 as related to issues of safety, shared space, campus schedules, split-staff agreements, and extended facility use.

A Shared Space Committee (SSC) shall be established by the principals of the schools at campuses where charter schools are co-located in a public school building with one or more non-charter schools or District 75 schools, as set forth in Chancellor's Regulation A-190. With respect to charter school co-locations approved after May 28, 2010, the SSC is to review the implementation of the BUP once it has been approved by the Panel for Educational Policy. With respect to charter schools that were approved to be located or co-located in a public school building prior to May 28, 2010, the SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet at minimum four times per year.

The SSC will be comprised of the principal/designee, a teacher/designee 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 School Leadership Team of the school. Charter school leaders will work with their constituencies to select the parent and teacher/designee 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.

¹³ Campus Policy Memo 2011 is available at <http://schools.nyc.gov/commDREAM/campusgov>, under "Key Documents."