

BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to co-locate a new charter school, ROADS Charter High School I (“ROADS Charter School I”), in school building K894 (“K894”), located at 1495 Herkimer Street, Brooklyn, NY 11233, within the geographical confines of Community School District 23 (“District 23”). ROADS Charter School I is a new charter school that is intended to serve disconnected over-age and under-credited students who are between the ages of 15-17 in grades nine through twelve. The charter school would enroll students who are 15-17 years of age with 0-11 academic credits through the charter application process and would serve 9-12th grade at full scale in 2013-2014.¹

If this proposal is approved, ROADS Charter School I would be co-located in building K894 with Aspirations Diploma Plus High School (23K646, “Aspirations Diploma Plus”), an existing transfer school. Aspirations Diploma Plus currently serves over-aged, under-credited students who are classified as 9th, 10th, 11th and 12th graders based on their credit accumulation.² Building K894 also provides space to the following programs: Learning To Work (“LTW”) and Living for the Young Family through Education (“LYFE”).^{3,4} 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.

In addition, East Brooklyn Congregation/East New York High School for Public Safety and Law (23K645, “EBC/ENY”), an existing high school serving grades 9-12, is currently housed in building K894. EBC/ENY is in its last year of phasing out and will close in June 2011. Therefore, ROADS Charter School I would not be co-located with EBC/ENY.

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 Aspirations Diploma Plus and ROADS Charter School I. It also includes a proposal for the collaborative usage of shared resources and spaces between Aspirations Diploma Plus and ROADS Charter School I, 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”) 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.⁵

¹ ROADS submitted its charter application for ROADS Charter School I to the SUNY Charter Schools Institute on January 14, 2011. On February 25, 2011, ROADS re-submitted its charter school application in response to SUNY’s Request for Amendments. This proposal is contingent upon SUNY’s approval as the charter school’s application has not yet been approved.

² Transfer schools do not adhere to strict grade distinctions as students typically enroll at various stages in terms of credit accumulation or Regents pass rates as they progress to graduation.

³ The Learning to Work (“LTW”) program offers additional academic and student support, post-secondary and career exploration, work preparation, skills development, and internships. These elements of LTW are designed to enhance and complement the academic component of transfer schools. For more information about the Learning to Work program, please visit the DOE’s Website at http://schools.nyc.gov/NR/rdonlyres/E092084C-07D0-4038-A3C0-31DD0CD13AD9/87739/TransferSchoolLTWSitesbyBorough10_12.pdf.

⁴ The Living for the Young Family through Education (“LYFE”) program helps student parents stay on track to graduation while supporting their transition to parenthood. Certified teachers and caregivers at each LYFE childcare site provide safe, nurturing and meaningful learning experiences for infants and toddlers and help their parents do the same at home. On-site social workers offer support services to student parents, such as counseling and referrals to social, health and community agencies. Please visit a Referral Center for High School Alternatives for more information or visit the DOE’s Website at <http://schools.nyc.gov/Offices/District79/default.htm>.

⁵ 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.

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 (“CTT”) section and a full-size or half-size classroom to accommodate each self-contained (“SC”) special education section served by the school.⁶ In addition to these instructional rooms, which count towards a building’s capacity, schools serving grades K-5 also 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, and do not count towards a building’s capacity.

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

Enrollment	# of Cluster Rooms
1,251 and up	5
750-1,250	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 classrooms for student support services, resource rooms and administrative space when serving their entire grade span.⁷ Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed in February 2011 by Charles Fisher, Director of Space Planning, building K894 has a total of 24 full-size classrooms/spaces, 1 full-size science lab, 2 full-size science demonstration rooms, 10 half-size classrooms/spaces, the equivalent of 2.5 rooms of designed administrative office/space (1500 square feet), and 3 quarter-size rooms which can be utilized as administrative offices/spaces. K894 building also contains a gymnasium, an auditorium, a lunchroom, a library, and four outside recreational areas.^{8,9,10}

⁶ As per the building survey of K894 conducted in February 2011, none of the 7 half-size classrooms/spaces in K894 can accommodate self-contained special education classes/sections.

⁷ 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.

⁸ Full-size classrooms have an area of 500 square feet or more.

⁹ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

The following rooms are utilized by building services or are shared spaces:

- The Child Center of New York, a community-based organization (“CBO”), occupies 1 full-size and 1 half-size classrooms/spaces.¹¹
- The Living for the Young Family through Education (“LYFE”) Center, another CBO, occupies 1 full-size and 1 half-size classrooms/spaces.
- The nurse’s office occupies 1 full-size classroom/space in the K894 building.
- The custodian’s office occupies 1 half-size classroom/space in the K894 building.
- School Safety occupies 1 half-size classroom/space in the K894 building.
- The weight room that is currently a shared resource room for the two existing schools in the K894 building occupies 1 half-size classroom/space.
- The teacher’s lounge that is currently a shared resource room for the two existing schools in the K894 building occupies 1 full-size classroom/space.

Excluding the spaces outlined above, the K894 building has 23 full-size classrooms/spaces (including 1 full-size science lab and 2 full-size science demonstration rooms), 5 half-size classrooms/spaces, 2.5 rooms of designed administrative office/space and 3 quarter-size rooms remaining that can be allocated to schools.

2010-2011

In 2010-2011, Aspirations Diploma Plus has an enrollment of 251 students in grades nine through twelve (including students with disabilities). These students are served in 8 classes/sections (including students with disabilities).¹²

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

2010-2011: Aspirations Diploma Plus	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE) ¹³	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	8	1	1.5	0	1	0	2.0
Current Space Allocation	11	1	1.5	0	1	0	2.0

In 2010-2011, EBC/ENY has an enrollment of 86 students in grades nine through twelve (including students with disabilities). These students are served in 4 classes/sections (including students with disabilities).¹⁴

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

2010-2011: EBC/ENY High School	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	4	1	1.0	0	1	0	1.5
Current Space Allocation	12	1	1.0	0	2	3	2.75

¹⁰ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

¹¹ The Child Center of New York is the partnership program that works with the Learning To Work initiative at the K894 campus.

¹² Enrollment data is based on the November 1, 2010 Audited Register.

¹³ FES refers to full-size equivalent rooms that may be used for administrative purposes.

¹⁴ Enrollement data is based on the November 1, 2010 Audited Register.

As demonstrated in the table above, both Aspirations Diploma Plus and EBC/ENY are currently using several classrooms/spaces in excess of their baseline allocation. The table below summarizes the available space within K894.

2010-2011: Building K894	Full-Size Class- rooms/ Spaces	Half-Size Class- rooms/ Spaces	Quarter- Size Spaces	Designed Admin (FSE)
Space In Excess of Baseline Allocation	11	1	3	0.0

2011-2012

As mentioned above, EBC/ENY will close in June 2011.

In 2011-2012, Aspirations Diploma Plus will continue to serve between 225-250 students in 8 classes/sections per grade in grades nine through twelve (including students with disabilities).¹⁵ The table below summarizes Aspirations Diploma Plus's baseline Footprint from the previous year as the DOE does not anticipate a significant change in its enrollment based on historical trends:

2011-2012: Aspirations Diploma Plus	Full-Size Class- rooms/ Spaces	Half-Size Class- rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter- Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	8	1	1.5	0	1	0	2.0

In 2011-2012, the ROADS Charter School I will open and serve 125-150 students in ninth grade (including students with disabilities) per its charter.¹⁶ These students will be served in 5 classes/sections (including students with disabilities).

The table below summarizes ROADS Charter School I's baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2011-2012: ROADS Charter School I	Full-Size Class- rooms/ Spaces	Half-Size Class- rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter- Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	5	1	1.0	0	1	0	1.5

After Aspirations Diploma Plus and ROADS Charter School I have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building K894	Full-Size Class- rooms/ Spaces	Half-Size Class- rooms/ Spaces	Quarter- Size Spaces	Designed Admin (FSE)
Space In Excess of Baseline Allocations	10	1	3	0.0

The excess space will be allocated between Aspirations Diploma Plus and ROADS Charter School I based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.¹⁷ The full 2011-2012 room allocation plan is summarized below:

¹⁵ Enrollment reflects 2011-2012 Enrollment Projections.

¹⁶ Enrollment reflects 2011-2012 Enrollment Projections.

2011-2012	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2011-12 GRAND TOTAL ALLOCATIONS			
	Full-Size Room	Half-Size Room	Administrative Spaces					Full-Size Room	Half-Size Room	Quarter-Size Room	Full-Size Room	Half-Size Room	Quarter-Size Room	Designed Admin (FSE)
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)							
Aspirations Diploma Plus	8	1	1.5	0	1	0	8	6	1	1	14	3	1	1.5
ROADS Charter School I	5	1	1.0	0	1	0	1.5	4	0	2	9	2	2	1.0

2012-2013

In 2012-2013, Aspirations Diploma Plus will continue to serve between 225-250 students in 8 classes/sections per grade in grades nine through twelve (including students with disabilities).¹⁸ The table below summarizes Aspirations Diploma Plus' baseline Footprint from the previous year as the DOE does not anticipate a significant change in its enrollment based on historical trends:

2012-2013: Aspirations Diploma Plus	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	8	1	1.5	0	1	0	2.0

In 2012-2013, the ROADS Charter School I will serve between 175-200 students in ninth grade and tenth grade (including students with disabilities) per its charter.¹⁹ These students will be served in 7 classes/sections (including students with disabilities).

The table below summarizes ROADS Charter School I's baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2012-2013: ROADS Charter School I	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	7	1	1.0	0	1	0	1.5

After Aspirations Diploma Plus and ROADS Charter School I have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K894	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Quarter-Size Spaces	Designed Admin (FSE)
Space In Excess of Baseline Allocations	8	1	3	0.0

¹⁷ This number is subject to change pending final enrollment projections.

¹⁸ Enrollment reflects 2012-2013 Enrollment Projections.

¹⁹ Enrollment reflects 2012-2013 Enrollment Projections.

The excess space will be allocated between Aspirations Diploma Plus and ROADS Charter School I based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.²⁰ The full 2012-2013 room allocation plan is summarized below:

2011-2012	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2011-12 GRAND TOTAL ALLOCATIONS			
	Full-Size Room	Half-Size Room	Administrative Spaces					Full-Size Room	Half-Size Room	Quarter-Size Room	Full-Size Room	Half-Size Room	Quarter-Size Room	Designed Admin (FSE)
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)							
Aspirations Diploma Plus	8	1	1.5	0	1	0	2.0	4	1	0	12	3	0	1.5
ROADS Charter School I	7	1	1.0	0	1	0	1.5	4	0	3	11	2	3	1.0

2013-2014 and 2014-2015

In 2013-2014 and 2014-2015, Aspirations Diploma Plus will continue to serve between 225-250 students in 8 classes/sections per grade in grades nine through twelve (including students with disabilities).²¹ The table below summarizes Aspirations Diploma Plus' baseline Footprint from the previous year as the DOE does not anticipate a significant change in its enrollment based on historical trends:

2013-2014: Aspirations Diploma Plus	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	8	1	1.5	0	1	0	2.0

In 2013-2014 and 2014-2015, the ROADS Charter School I will serve between 225-250 students (including students with disabilities) per its charter. These students will be served in 8 classes/sections (including students with disabilities). The school would operate at full scale in terms of enrollment numbers in the 2013-2014 school year though it is expected to reach its full grade span of 9-12 in the 2014-2015 school year.²² The table below summarizes ROADS Charter School I's baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2013-2014: ROADS Charter School I	Full-Size Class-rooms/ Spaces	Half-Size Class-rooms/ Spaces	Administrative Spaces				
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	8	1	1.0	0	1	2	2.0

After Aspirations Diploma Plus and ROADS Charter School I have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

²⁰ This number is subject to change pending final enrollment projections.

²¹ Enrollment reflects 2013-2014 and 2014-2015 Enrollment Projections.

²² In the first year of operation, ROADS Charter School I will enroll approximately 150 9th graders with 11 or fewer academic credits. In year two and year three of phase-in, ROADS Charter School I will add 50 new students each year. Thus, the school will reach its capacity of approximately 250 students by the start of the 2013-2014 school year. ROADS Charter School I is expected to add one grade level each year as the student population earns more credits. The grade span of 9-12 reflects the credit accumulation that students need in order to be considered part of a particular grade. ROADS Charter School I expects to offer all high school grades—9th through 12th—in 2014-2015 as this is the first year in which it is expected that some students enrolled at the school will have earned at least 33 credits, and therefore will be considered 12th graders.

2013-2014: Building K894	Full-Size Class- rooms/ Spaces	Half-Size Class- rooms/ Spaces	Quarter- Size Spaces	Designed Admin (FSE)
Space In Excess of Baseline Allocations	7	1	1	0.0

The excess space will be allocated between Aspirations Diploma Plus and ROADS Charter School I based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.²³ The full 2013-2014 and 2014-2015 room allocation plan is summarized below:

2011-2012	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2011-12 GRAND TOTAL ALLOCATIONS			
	Full- Size Room	Half- Size Room	Administrative Spaces					Full- Size Room	Half- Size Room	Quarter- Size Room	Full- Size Room	Half- Size Room	Quarter- Size Room	Designed Admin (FSE)
			Designed Admin (FSE)	Full- Size Spaces	Half- Size Spaces	Quarter- Size Spaces	Total Admin (FSE)							
Aspirations Diploma Plus	8	1	1.5	0	1	0	2.0	4	1	0	12	3	0	1.5
ROADS Charter School I	8	1	1.0	0	1	2	2.0	3	0	1	11	2	3	1.0

This will serve as the permanent allocation of space.

Shared Space Plan

A proposed shared space plan is below. The following plan is based on the estimated duration of time each of the co-located schools will have in each of the shared spaces in building K894. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Education Policy (“PEP”).

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size of each co-located school will be used to determine a proportional allotment of time in each shared space. Building Councils are free to deviate from the proportional allotment of time to accommodate the specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. If such accommodation results in an alteration to the proportional distribution of space, the Building Council shall explain the basis for such alteration. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows).

The DOE projects Aspirations Diploma Plus to serve 225-250 students in 2011-2012. ROADS Charter will serve up to 125 students in 2011-2012 per its charter. As ROADS Charter’s enrollment increases each year, this shared plan would be revised accordingly.

²³ This number is subject to change pending final enrollment projections.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: unavailable)	<u>BREAKFAST</u> ROADS Charter 7:00-7:45 am Aspirations Diploma Plus 7:45-8:30am				
	<u>LUNCH</u> ROADS Charter 10:30am-12:25pm Aspirations Diploma Plus 12:29-2:14				
Library	ROADS Charter 9:00-12:25 Aspirations Diploma Plus 12:29-3:00pm				
Gymnasium (Capacity:unavailable)	ROADS Charter 8:30-10:35am 12:40-2:15pm Aspirations Diploma Plus 10:40am-12:30pm 2:15-3:15pm				
Auditorium (Capacity: unavailable)	Building Council will coordinate scheduling based on programmatic needs.				

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; United Federation of Teachers (“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 ROADS Charter will be part of the K894 building School Safety Committee. As a member of the School Safety Committee, the leader/designee of ROADS Charter 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 ROADS Charter will be addressed on an ongoing basis. Moreover, the Safety Plan for the K894

school building will be modified as appropriate to meet any changing security needs associated with the co-location. ROADS Charter will enter information in the K894 school building'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 K894 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, co-located schools on campuses must actively participate in a Building Council, which is a campus structure for administrative decision-making for issues impacting all schools in the building.²⁴ Only principals and charter leaders serve on the Building Council. The Building Council 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 Building Council 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 shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or eligible District 75 programs by the principals of the schools and/or eligible programs, as set forth in Chancellor's Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the Shared Space Committee is to review the implementation of the Building Utilization Plan 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 Shared Space Committee shall review implementation of the current building space plans in place at those buildings. The Shared Space Committee will meet minimally four times per year.

The Shared Space Committee 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 Shared Space Committee members shall be selected by the corresponding constituent member of the School Leadership Team ("SLT") of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. Shared Space Committee agendas and minutes shall be shared with the Building Council. Shared Space Committee members may be asked to communicate with their constituencies about the Building Utilization Plan and its campus implementation.

Proposed Collaborative Decision Making Strategy

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

²⁴ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov> under "Key Documents."