

REVISED 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 Democracy Prep 3, a new public charter school that would serve 300-330 students in grades 6-8 at full scale, with P.S. 154 in building M154, located at 250 West 127th Street, New York, NY 10027 in Community School District 5. P.S. 154 is a zoned district elementary school that serves 360 students in kindergarten through fifth grade, and also offers a pre-kindergarten program that enrolls 36 students.¹

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 P.S. 154 and Democracy Prep 3. It also includes a proposal for the collaborative usage of shared resources and spaces between P.S. 154 and Democracy Prep 3, 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.

The Building Utilization Plan (“BUP”) for this proposal, originally published on February 18, 2011, has been revised in the following manner:

- As discussed in more detail in the attached EIS, the proposal to open and site Democracy Prep 3 in building M154 has been postponed by one year, to the 2012-2013 school year instead of the 2011-2012 school year; and
- The proposed shared space schedule on page 11 has been adjusted and the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal.

The final shared space schedule will be decided upon by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

METHODOLOGY

We have applied the DOE Instructional Footprint (“Footprint”)² 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 instructional rooms, which are counted toward 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 toward a building’s capacity.

¹ 2010-2011 Audited Register.

² 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

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 classrooms³ for student support services, resource rooms and administrative space when serving their entire grade span. Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on December 20, 2010 by Richard Bocchicchio, Director of Space Planning, building M154 has a total of 45 full-size classrooms/spaces,⁴ six half-size classrooms/spaces,⁵ and the equivalent of 3.5 full-size designed administrative office/space. M154 building also contains a gymnasium, auditorium, lunchroom, library and outdoor playground.

The following spaces are occupied by Community Based Organizations (“CBO”), are shared spaces, or contain building services:

- The nurse’s office is in one full-size space
- The custodian’s office is in one half-size space
- The School Based Support Team (“SBST”) is in one full-size space

³ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of three full-size classrooms for student support services and one half-size resource room, which could be equal to two full-size classrooms and three half-size classrooms or one full-size classroom and five half-size classrooms, etc.

⁴ Full-size classrooms have an area of 500 square feet or more.

⁵ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

- RSVP, a CBO, is in one full-size space
- Change for Kids, a CBO, is in one full-size space
- Harlem Children’s Zone, a CBO, is in one half-size space
- The UFT Teacher Center is in one half-size space. The DOE will relocate this Teacher Center to another District 5 location during the course of the Democracy Prep 3 phase-in. This plan assumes that the Center will be placed in another District 5 location by the 2013-2014 school year.

Excluding the rooms above, there are 41 full-size classrooms/spaces, three half-size classrooms/spaces, and the equivalent of 3.5 full-size designed administrative office/space remaining to be allocated to the schools in the building.

2010-2011

In 2010-2011, P.S. 154 serves 360 students in kindergarten through fifth grade, in addition to 36 students in pre-kindergarten. These students are served in 22 classes/sections, including five self-contained special education classes.⁶

The table below summarizes P.S. 154’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 154’s adjusted baseline allocation, which satisfies the baseline Footprint allocation while accounting for the specific design of the building, and the amount of space that P.S. 154 is currently using.

2010-2011: P.S. 154	Full-size Class- rooms	Half-size Class- rooms	Administrative Spaces				
			Designed Admin (FSE) ⁷	Full-size Space	Half-size Space	Quarter- Size Space	Total Admin (FSE)
Baseline Footprint Allocation	20	7	3.0	0	0	0	3.0
Adjusted Baseline Allocation	25	2	3.0	0	0	0	3.0
Current Space Allocation	41	3	3.5	0	0	0	3.5

The DOE has adjusted P.S. 154’s baseline allocation for the following reason:

- Given the limited number of half-size classrooms in building M154 that can accommodate self-contained special education classes, the DOE has allocated five full-size classrooms/spaces in lieu of five half-size classrooms/spaces to accommodate P.S. 154.

⁶ 2010-2011 Audited Register

⁷ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

As demonstrated in the table above, P.S. 154 is currently using a large number of classrooms in excess of their adjusted baseline allocation. The table below summarizes the available space within M154.

2010-2011: Building M154	Full-size Class- rooms	Half-size Class- rooms	Designed Admin (FSE)
Space In Excess of Adjusted Baseline Allocation	16	1	0.5

As discussed below, over the course of three years beginning in 2012-13, P.S. 154 would no longer be allocated the sixteen full-size classrooms it is currently using in excess of its adjusted baseline allocation. According to the Footprint, P.S. 154 is allocated three cluster rooms. However, according to the 2009-2010 Facility Survey completed by the Principal, P.S. 154 is currently using seven cluster rooms, including a music room (which is the Change for Kids CBO room, and would not be affected), dance room, science prep room, two computer labs, an art room, and a media center. Some of these activities could be combined in fewer cluster rooms given the total number of class sections, or take place in the auditorium or regular classrooms. Similarly, according to the Footprint, P.S. 154 is allocated three full-size administrative rooms. However, the school is currently using six full-size rooms for administrative purposes, including three non-designated “other offices.” Moreover, the school is currently using 10 rooms for other uses, including: two non-designated “multipurpose classrooms,” one non-designated “regular classroom,” one room for “general building support,” two rooms for Academic Intervention Services, one room for Occupational Therapy, one resource room, one room for ESL, and one SAVE/suspension room. The DOE believes that if this proposal is approved, P.S. 154 will be able to combine, repurpose, or more efficiently use its allocated space in M154, and that the proposal should not reduce the programmatic offerings at P.S. 154. P.S. 154 will have the support of its Network to adjust its programming to the reduced classroom allocation required by this proposal.

2011-2012

In 2011-2012, the DOE projects that P.S. 154 will serve between 370-430 students in kindergarten through fifth grade and will continue to have 22 sections (including two sections of pre-kindergarten), maintaining the adjusted baseline allocation from the previous year.⁸ The table below summarizes P.S. 154’s adjusted baseline allocation:

2011-2012: P.S. 154	Full-size Class- rooms	Half-size Class- rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter- Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	3.0	0	0	0	3.0

Because P.S. 154 would remain the only school in the building in the 2011-12 school year, all available space would remain allocated to P.S. 154. .

2011-2012: Building M154	Full-size Class- rooms	Half-size Class- rooms	Designed Admin (FSE)
Space In Excess of Adjusted Baseline Allocation	16	1	0.5

⁸ Total projection is consistent with budget register projections for 2011-2012

2012-2013

In 2012-2013, the DOE projects that P.S. 154 will continue to serve between 370-430 students in kindergarten through fifth grade and will continue to have 22 sections (including two sections of pre-kindergarten). Accordingly, P.S. 154 will maintain its adjusted baseline allocation from the previous year.⁹ The table below summarizes P.S. 154’s adjusted baseline allocation:

2012-2013: P.S. 154	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	3.0	0	0	0	3.0

In 2012-2013, Democracy Prep 3 will serve between 100-110 students in grade six in 4 sections.¹⁰ The table below summarizes Democracy Prep 3’s baseline Footprint allocation:

2012-2013: Democracy Prep 3	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	5	1	0.5	1	0	0	1.5

After P.S. 154 and Democracy Prep 3 have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building M154	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	10	0	0.0

The excess space will be allocated between P.S. 154 and Democracy Prep 3 based on 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.

⁹ Total projection is consistent with budget register projections for 2011-2012

¹⁰ Total projection is consistent with budget register projections for 2011-2012

The full 2012-2013 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2012-2013 GRAND TOTAL ALLOCATIONS			
	Full-Size Rooms	Half-Size Rooms	Administrative Spaces					Full-Size Room	Half-Size Room	Quarter-Size Room	Designed Admin (FSE)	Full-Size Room	Half-Size Room	Quarter-Size Room	Design Admin (FSE)
Designed Admin (FSE)			Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)									
P.S. 154	25	2	3.0	0	0	0	3.0	8	0	0.0	0.0	33	2	0	3.0
Democracy Prep 3	5	1	0.5	1	0	0	1.5	2	0	0	0.0	8	1	0	0.5

While P.S. 154 will receive eight fewer rooms than it currently uses, it will continue to receive more than its baseline Footprint allocation, which the DOE believes is sufficient to support the school’s programs if used efficiently. P.S. 154 may choose to change the functions of its rooms from year to year, so it is not possible to state which current functions will be relocated from dedicated full-size classrooms to other spaces.

2013-2014

In 2013-2014, the DOE projects that P.S. 154 will serve between 370-430 students in kindergarten through fifth grade and will continue to have 22 sections (including two sections of pre-kindergarten). The same adjustments would be made to place self-contained special education classes in full-size rooms, maintaining the adjusted baseline allocation from the previous year. The table below summarizes P.S. 154’s adjusted baseline allocation and additional changes for 2013-2014:

2013-2014: P.S. 154	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
2013-2014 Adjusted Baseline Allocation	26	1	3.0	0	0	0	3.0

The DOE has adjusted P.S. 154’s baseline allocation for the following reason:

There are limited half-size rooms in M154. In order to relocate Harlem Children’s Zone (“HCZ”) – which requires a half-size room -- from the third floor (where Democracy Prep 3 will be located) to space contiguous to P.S. 154, P.S. 154’s baseline allocation would be increased by an additional full-size classroom. This would allow P.S. 154 to use a full-size classroom as a resource room in order to give a half-size classroom currently occupied by P.S. 154 to HCZ.

In 2013-2014, Democracy Prep 3 will serve between 200-220 students in grades six and seven in 8 sections. The table below summarizes Democracy Prep 3's baseline Footprint allocation:

2013-2014: Democracy Prep 3	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	9	1	0.5	1	1	0	2.0
Actual Allocation	9	1	0.5	0	2	0	1.5

Democracy Prep 3 will not receive its full baseline allocation of administrative space for the following reason:

- There are an insufficient number of rooms located on the same side of a set of fire doors to provide Democracy Prep with its full baseline Footprint allocation in 2013-2014. However, Democracy Prep 3 would be short only one half-size admin room, and would have its full classroom allocation. This reduced allocation would enable better physical separation between Democracy Prep and P.S. 154 students, as all of Democracy Prep 3 space would be on one side of a set of fire doors.

The UFT Center and HCZ rooms would relocate from the Democracy Prep area of the third floor to enable Democracy Prep to have contiguous space. This plan assumes that the UFT Center will be placed in another District 5 building by the 2013-2014 school year.

After P.S. 154 and Democracy Prep 3 have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-2014: Building M154	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	6	0	0.0

The excess space will be allocated between P.S. 154 and Democracy Prep 3 based on 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.

The full 2013-2014 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2013-2014 GRAND TOTAL ALLOCATIONS			
2013-2014	Full-Size Rooms	Half-Size Rooms	Administrative Spaces					Full-Size Room	Half-Size Room	Quarter-Size Room	Designed Admin (FSE)	Full-Size Room	Half-Size Room	Quarter-Size Room	Design Admin (FSE)
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)								
P.S. 154	26	1	3.0	0	0	0	3.0	6	0	0.0	0.0	32	1	0	3.0
Democracy Prep 3	9	1	0.5	0	2	0	1.5	0	0	0	0.0	9	3	0	0.5

While P.S. 154 will receive one less full-size room and one less half-size room than the previous year, it will continue to receive more than its baseline Footprint allocation, which the DOE believes is sufficient to support the school’s programs if used efficiently. P.S. 154 may choose to change the functions of its rooms from year to year, so it is not possible to state which current functions will be relocated from dedicated full-size classrooms to other spaces.

2014-2015

In 2014-2015, the DOE projects that P.S. 154 will serve between 370-430 students in kindergarten through fifth grade and will continue to have 22 sections (including two sections of pre-kindergarten), maintaining the adjusted baseline allocation from the previous year. The table below summarizes P.S. 154’s adjusted baseline allocation for 2014-2015:

2014-2015: P.S. 154	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	26	1	3.0	0	0	0	3.0

2014-2015, Democracy Prep 3 will be at scale, serving between 300-330 students in grades six through eight in 12 sections. The table below summarizes Democracy Prep 3’s baseline Footprint allocation:

2014-2015: Democracy Prep 3	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	13	1	.5	2	1	0	3.0

After P.S. 154 and Democracy Prep 3 have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2014-2015: Building M154	Full-size Class- rooms	Half-size Class- rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	0	1	0.0

There is one half-size room in excess of baseline allocations. This is allocated to Democracy Prep 3 due to its location on the third floor.

The full 2014-2015 room allocation plan is summarized below:

2014-2015	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2014-2015 GRAND TOTAL ALLOCATIONS			
	Full- Size Rooms	Half- Size Rooms	Administrative Spaces					Full- Size Room	Half- Size Room	Quarter- Size Room	Designed Admin (FSE)	Full- Size Room	Half- Size Room	Quarter- Size Room	Design Admin (FSE)
Designed Admin (FSE)			Full-Size Spaces	Half- Size Spaces	Quarter- -Size Spaces	Total Admin (FSE)									
P.S. 154	26	1	3.0	0	0	0	3.0	0	0	0.0	0.0	26	1	0	3.0
Democracy Prep 3	13	1	0.5	2	1	0	3.0	0	1	0.0	0.0	15	3	0	0.5

This will serve as the long-term allocation of space. Democracy Prep 3 will occupy the third floor of M154. P.S. 154 would occupy the first and second floors.

Since the CBOs in the building provide learning resources to P.S. 154 during the school day, the rooms they occupy are effectively additional rooms allocated to P.S. 154. The Change for Kids room functions as a music cluster room, and the RSVP room functions as a pull-out small group instruction room. Thus, P.S. 154 will effectively have two additional full-size rooms above their baseline allocation in which to serve its students.

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 M154. 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.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed 2012-2013 Shared Space Plan is based upon the population size and other relevant factors further described below for P.S. 154 and Democracy Prep 3. 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 comes to an agreement of 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 shall follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: <http://schools.nyc.gov/community/campusgov>).

The below proposed schedule is based on projected enrollments for P.S. 154 and Democracy Prep 3, the total capacity of each shared space, the grades served by each of the co-located schools, and the start and end of the school day based on the Office of Pupil Transportation's bus schedule for a regular school day.¹¹ In 2012-2013, P.S. 154 will serve approximately 370-430 students. Democracy Prep 3 will serve 100-110 students. Based on the Office of Pupil Transportation's bus schedules for a regular school day, P.S. 154's regular school day runs from approximately 8:00am to 2:57 pm.¹² Democracy Prep 3's school day will run from approximately 7:30am to 6:00pm.

In planning how P.S. 154 and Democracy Prep 3 may use shared space, the DOE has applied some or all of the factors described above to develop a proposed plan that allocates time in each space equitably:

Cafeteria:

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment, capacity of the cafeteria, and grade levels served.
- While P.S. 154's total proposed lunchtime use of the cafeteria is slightly less than its proportion of building enrollment, it would be able to accommodate all of its students in the cafeteria in two 40-minute shifts. By contrast, Democracy Prep 3 would receive one 30-minute shift. Thus, while P.S. 154 would receive a slightly less than proportional amount of total time, each of its students would receive as much or more lunch time in the cafeteria than would Democracy Prep 3's students. Thus, the DOE believes that the proposed schedule is generally equitable.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at P.S. 154, and therefore all participants can be accommodated in the cafeteria at the same time.

Gymnasium, Library and Playground

- Because P.S. 154 will enroll more students and will serve more grades than Democracy Prep 3 in 2012-2013, the proposal calls for it to receive the largest amount of time in the library, gymnasium, and playground to accommodate all of its students.

¹¹ See DOE's School Food Website at <http://www.opt-osfns.org/osfns/>

¹² <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>

- Gymnasium: the proposed schedule allocates time proportional to enrollment.
- Library: the proposed schedule calls for P.S. 154 to use the library during all hours of P.S. 154's normal operations (35 hours each week). Democracy Prep 3 would receive 4.5 hours of time per week which fall within its normal school day, but outside of P.S. 154's school day. Because this schedule would provide both organizations with access to the library in a way that avoids conflicts during P.S. 154's academic day, the DOE believes that the proposed schedule is feasible and equitable.
- Playground: the proposed schedule is proportional to enrollment.

Auditorium

- Auditorium time is scheduled proportional to enrollment. The Building Council may change the schedule to accommodate specific programming needs for either school.

After School Programs

- The DOE notes that P.S. 154 may offer extracurricular activities and after school programs that require use of these same shared spaces/resources. As noted in this document, the Building Council will address any requests to use all shared spaces/resources after school hours. The Building Council is free to deviate from the proposed schedule 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.

In 2012-2013, P.S. 154 will serve approximately 370-430 students. Democracy Prep 3 will serve 100-110 students. Based on the Office of Pupil Transportation's bus schedules for a regular school day, P.S. 154's regular school day runs from approximately 8:00am to 2:57 pm.¹³ Democracy Prep 3's school day will run from approximately 7:30am to 6:00pm. Based on the schedule below and the explanations provided above the DOE believes that the proposed 2012-2013 Shared Space Plan is feasible and that each school is being treated equitably and comparably in its ability to use all the shared spaces in the building.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 396)	Breakfast 7:10 – 7:30am: Democracy Prep 3				
	7:30 – 7:50am: P.S. 154				
	Lunch 11:30 – 12:50pm: P.S. 154				
	1:00 – 1:30pm: Democracy Prep 3				

¹³ <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>

Library	8:00am-2:57pm: P.S. 154 3:00pm-5:15pm: Democracy Prep 3	8:00am-2:57pm: P.S. 154 3:00pm-5:15pm: Democracy Prep 3	8:00am-2:57pm: P.S. 154	8:00am-2:57pm: P.S. 154	8:00am-2:57pm: P.S. 154
Gymnasium (Capacity: 470)	P.S. 154 8:00am-9:00am 10:30am-3:00pm Democracy Prep 3 9:00 – 10:30am:	P.S. 154 8:00 – 1:30pm Democracy Prep 3 1:30 – 3:00pm	P.S. 154 8:00am-9:00am 10:30am-3:00pm Democracy Prep 3 9:00 – 10:30am	P.S. 154 8:00 – 1:30pm Democracy Prep 3 1:30 – 3:00pm	P.S. 154 8:00am-9:00am 10:30am-3:00pm Democracy Prep 3 9:00 – 10:30am
Auditorium (Capacity: 400)	Democracy Prep 10:30-12:00pm P.S. 154 All other times Building Council will coordinate further scheduling based on daily programmatic needs.	Democracy Prep 10:30-12:00pm P.S. 154 All other times Building Council will coordinate further scheduling based on daily programmatic needs	Democracy Prep 10:30-12:00pm P.S. 154 All other times Building Council will coordinate further scheduling based on daily programmatic needs	Democracy Prep 10:30-12:00pm P.S. 154 All other times Building Council will coordinate further scheduling based on daily programmatic needs	Democracy Prep 10:30-12:00pm P.S. 154 All other times Building Council will coordinate further scheduling based on daily programmatic needs
Other: Playground	P.S.154 8:00 – 1:30pm Democracy Prep 1:30 – 3:00pm	Democracy Prep 8:00-9:30 am P.S.154 9:30 – 3:00pm	P.S.154 8:00 – 1:30pm Democracy Prep 1:30 – 3:00pm	Democracy Prep 8:00-9:30 am P.S.154 9:30 – 3:00pm	P.S.154 8:00 – 1:30pm Democracy Prep 1:30 – 3:00pm

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 Democracy Prep 3 will be part of the M154 School Safety Committee. As a member of the School Safety Committee, the leader/designee of Democracy Prep 3 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 Democracy Prep 3 will be addressed on an ongoing basis. Moreover, the Safety Plan for the M154 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Democracy Prep 3 will enter information in the M154 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 M154 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 2010,¹⁴ 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. 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

¹⁴ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".

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 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.