

SECOND REVISED BUILDING UTILIZATION PLAN

As described in greater detail in the attached second revised Educational Impact Statement (“EIS”) the DOE is proposing to co-locate a new public charter school, Explore Excel Charter School (84K379, “Explore”) in building K114. If this proposal is approved, Explore would be co-located with an existing elementary school, P.S. 114 Ryder Elementary (18K114, “P.S. 114”). P.S. 114 is an existing zoned elementary school that currently serves kindergarten through fifth grade and offers one section of a full-day pre-kindergarten program. Explore Charter School would be a new charter school that would serve kindergarten through fifth grade when it achieves “full-scale” in building K114.

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 Explore and P.S. 114. It also includes a proposal for the collaborative usage of shared resources and spaces between Explore and P.S. 114, 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 second revised EIS, to which this plan is attached, for further information about the proposed co-location.

On January 14, 2011, the New York City Department of Education (“DOE”) proposed to site a new zoned elementary school, P.S. 521 (18K521, “P.S. 521”), and Explore in K114. In a separate proposal, the DOE proposed to phase-out and eventually close P.S. 114. Both proposals were scheduled to be voted upon by the Panel for Education Policy (“PEP”) on March 1, 2011. Because the DOE ultimately decided to withdraw its proposal to phase out P.S. 114, the DOE also postponed the vote on the proposal to co-locate P.S. 521 and Explore in K114. The DOE subsequently revised the proposal to co-locate Explore with P.S. 114 in K114 and the Building Utilization Plan (“BUP”) which was posted on March 4, 2011. The BUP for this proposal was also amended on March 21, 2011. The proposal was approved by the PEP on March 23, 2011.

The BUP for this proposal has been revised in the following manner:

- the proposed shared space schedule 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.

As described throughout this document, the final shared space schedule will be collaboratively finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

METHODOLOGY

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

JUSTIFICATION OF FEASIBILITY AND EQUITY 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 program, the Footprint assumes that classes are Self-Contained. Therefore, the Footprint allocates one full-size classroom for each general education or

¹ The Footprint is a tool to be used by all stakeholders in the analysis and assessment of space usage in DOE buildings. Its purpose is to ensure that the space allocation plan for all schools is fair and equitable. In co-location agreements, the parameters outlined in the Footprint should serve as a guideline for making decisions about the allocation of space, while empowering building occupants to make decisions that best meet the needs of all students in the building. The DOE Footprint can be found at: http://schools.nyc.gov/NR/ronlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school.² In addition to these capacity generating instructional rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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 walk-through and survey performed on October 15, 2010 by Charles Fisher, Brooklyn Director of Space Planning, building K114 has a total of 50 full-size classrooms/spaces,⁴ five half-size classrooms⁵/spaces, the equivalent of 3.5 rooms of designed administrative office/space, and 10 quarter-size rooms which can be utilized as administrative offices/spaces.⁶ K114 building also contains a gymnasium, auditorium, lunchroom, library, and outdoor play yard with playground equipment.

² As per the building survey of K114 conducted on December 8, 2010, none of the half-size classrooms/spaces in K114 can accommodate Self-Contained special education classes/sections.

³ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3.5 full-size classrooms for student support services or resource rooms which could be equal to seven half-size classrooms or two full-size classroom and three 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 have an area of 240 square feet or more.

⁶ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

The following rooms are occupied by building services and will not be included in the allocation of space for an individual school and would not be impacted as a result of this proposal:

- A community-based organization (“CBO”), the Kings County Mental Health Clinic operates out of one half-size classroom/space.
- The nurse’s office operates out of one full-size classroom/space
- The custodian’s office occupies one half-size space.

Excluding these rooms, the K114 building has a total of 49 full-size classrooms, three half-size classrooms/spaces, 3.5 designed administrative office/space, and 10 quarter-size administrative offices/spaces remaining that can be allocated to P.S. 114 and Explore as it phases in to the building.

2010-2011

In 2010-2011, P.S. 114 currently enrolls 733 students in kindergarten through fifth grade and 18 students in pre-kindergarten, for a total of 751 students. These students are served in 34 classes/sections (including pre-kindergarten students and students with disabilities).⁷ The table below summarizes P.S. 114’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 114’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. 114 is currently using.

2010-2011: P.S. 114	Full-size Class- rooms	Half-size Class- rooms	Administrative Spaces				
			Designed Admin (FSE) ⁸	Full-size Space	Half-size Space ⁹	Quarter-size Space ^{10, 11}	Total Admin (FSE) ¹²
Baseline Footprint Allocation	34	9	3.5	0	0	4	4.5
Adjusted Baseline Allocation	39	3	3.5	0	0	4	4.5
Current Space Allocation	49	3	3.5	0	0	10	6.0

The DOE has adjusted P.S. 114’s baseline allocation for the following reason:

- P.S. 114 currently operates four Self-Contained special education classes. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114’s baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms. P.S. 114 should also be allocated a total of five half-size classrooms to be used as resource rooms. However, the K114 building only has three half-size classrooms available for P.S. 114. Therefore, an additional full-size classroom was allocated to P.S. 114’s adjusted baseline allocation to replace the two half-size rooms not available in the building.

⁷ Source: 2010 audited register

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

⁹ Two half-size spaces are the equivalent of one full-size room.

¹⁰ Two quarter-size spaces are the equivalent of one half-size room.

¹¹ For the K114 building, Administrative Offices/spaces assigned per the Footprint to each school may include the designed general Office, full-size classrooms, half-size classrooms and quarter-size classrooms. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).

¹² Total Admin (FSE) is a sum of the four columns under the Administrative Spaces heading (designed admin, full-size, half-size, quarter-size).

As demonstrated in the table above, P.S. 114 is currently using several classrooms in excess of its adjusted baseline allocation. The table below summarizes the available space within K114. P.S. 114 is currently using a large number of excess rooms in the building, or rooms not included within its footprint allocation. If this proposal is approved, P.S. 114 will lose a number of these excess classrooms to accommodate the co-location of Explore in the K114 building beginning in 2011-2012. P.S. 114 will need to operate closer to its baseline allocation of rooms pursuant to the Citywide Instructional Footprint.

2010-2011: Building K114	Full-size Classrooms	Half-size Classrooms	Quarter-size Classrooms
Space In Excess of Adjusted Baseline Allocation	10	0	6

2011-2012

Beginning in 2011-12, P.S. 114 will enroll approximately 75-80 kindergarten students including students with disabilities. In total, DOE anticipates that P.S. 114 will enroll 635-690 students in kindergarten through fifth grade¹³ and 18 students in pre-kindergarten for a total of 653-690 students who will be served in 33 sections. As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than the current number of kindergarteners enrolled.¹⁴ Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2011-2012.

The table below summarizes P.S. 114's baseline and adjusted baseline allocation:

2011-2012: P.S. 114	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	32	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	37	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms and four fewer half-size classrooms.
- P.S. 114 should also be allocated a total of four half-size classrooms to be used as resource rooms. However, the K114 building only has three half-size classrooms available for P.S. 114, one of which will be allocated to Explore (next table). Therefore, an additional full-size classroom was allocated to P.S. 114's adjusted Baseline allocation to replace the two half-size rooms not available in the building.

¹³ Total projection is consistent with budget register projections for 2011-2012.

¹⁴ Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114

In 2011-2012, Explore would open in the K114 building and would serve kindergarten through third grade with an enrollment of approximately 224 students (including students with disabilities), per its charter. Explore will serve approximately 56 students per grade admitted through the charter lottery application process. The table below summarizes Explore’s baseline allocation:

2011-2012: Explore	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	10	1	0	2	0	0	2.0

After P.S. 114 and Explore have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building K114	Full-size Classrooms	Half-size Classrooms	Quarter-size Classrooms
Space In Excess of Baseline Allocations	0	0	6

The excess space will be allocated to Explore and P.S. 114 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.

The full 2011-2012 room allocation plan is summarized below:

2011-2012	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2011-12 GRAND TOTAL ALLOCATIONS			
	Full-size Rooms	Half-size Rooms	Administrative Spaces					Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-size Spaces	Total Admin (FSE)							
P.S. 114	37	2	3.5	0	0	4	4.5	0	0	0	37	2	4	3.5
Explore	10	1	0	2	0	0	2.0	0	0	6	12	1	6	0

In total, P.S. 114 will be allocated 37 full-size, two half-size, and four quarter-size spaces, and 3.5 FSE in designed administrative office space. Explore will be allocated 12 full-size, one half-size, and six quarter-size spaces.

Room Change (+/-)	2010-2011 GRAND TOTAL CURRENT SPACE ALLOCATIONS				2011-2012 GRAND TOTAL				CHANGE (+/-)			
	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)
P.S. 114	49	3	10	3.5	37	2	4	3.5	-12	-1	-6	0
Explore	n/a	n/a	n/a	n/a	12	1	6	0	n/a	n/a	n/a	n/a

2012-2013

During the 2012-2013 school year, the DOE projects that P.S. 114 will serve 570-620 students in kindergarten through fifth grade¹⁵, and one section of pre-kindergarten, for a total of 588-638 students in 31 sections (including four self contained/special education classes/sections). As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than the current number of kindergarteners enrolled.¹⁶ Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2012-2013. The table below summarizes the 2012-2013. P.S. 114 baseline and adjusted baseline allocation:

2012-2013: P.S. 114	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	30	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	35	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms. As described already, there are insufficient half-size classrooms in the K114 building; therefore, P.S. 114 is also allocated one additional full-size classroom instead of two half-size classrooms that would normally be allocated for resource room space.

In 2012-2013, Explore is projected to enroll 280 kindergarten through fourth grade students in 10 sections (including students with disabilities). The table below summarizes Explore's baseline Footprint allocation:

2012-2013: Explore	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	12	1	0	2	0	0	2.0
Adjusted Baseline Allocation	12	1	0	1	0	6	2.5

The DOE has adjusted Explore's baseline for the following reasons:

- In order to fulfill the two FSE rooms for administrative/office space in the baseline Footprint allocation, one full-size and four quarter-size spaces will be allocated to Explore. In addition, two quarter-size spaces will be allocated to Explore in lieu of the half-size classroom necessary in the baseline footprint, for a total of six quarter-size spaces in the adjusted baseline allocation.

¹⁵ This number is subject to change pending final enrollment projections for 2012-2013.

¹⁶ Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114.

After P.S. 114 and Explore have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K114	Full-size Classrooms	Half-size Classrooms	Quarter-size Classrooms
Space In Excess of Baseline Allocations	1	0	0

The excess space will be allocated between P.S. 114 and Explore 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. The full 2012-2013 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2012-2013 GRAND TOTAL ALLOCATIONS			
	Full-size Rooms	Half-size Rooms	Administrative Spaces					Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
Designed Admin (FSE)			Full-size Spaces	Half-size Spaces	Quarter-size Spaces	Total Admin (FSE)								
P.S. 114	35	2	3.5	0	0	4	4.5	1	0	0	36	2	4	3.5
Explore	12	1	0	1	0	6	2.5	0	0	0	13	1	6	0

In total, P.S. 114 will be allocated 36 full-size, two half-size, and four quarter-size spaces, and 3.5 FSE in designed administrative office space. Explore will be allocated 13 full-size, one half-size, and six quarter-size spaces.

Room Change (+/-)	2011-2012 GRAND TOTAL CURRENT SPACE ALLOCATIONS				2012-2013 GRAND TOTAL				CHANGE (+/-)			
	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)
P.S. 114	37	2	4	3.5	36	2	4	3.5	-1	-1	0	0
Explore	12	1	6	0	13	1	6	0	+1	0	0	0

2013-2014

In 2013-2014, P.S. 114 will serve approximately 530-575 students in kindergarten through fifth grade (including students with disabilities)¹⁷, and 18 students in one section of pre-kindergarten, for a total of 548-593 students. As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than the current number of kindergarteners enrolled.¹⁸ Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2013-2014. The table below summarizes the 2013-2014 baseline and adjusted baseline allocation at P.S. 114:

2013-2014: P.S. 114	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	28	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	33	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline for the following reasons:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms.
- As described already, there are insufficient half-size classrooms in the K114 building; therefore, P.S. 114 is also allocated one additional full-size classroom instead of two half-size classrooms that would normally be allocated for resource room space.

In 2013-2014, Explore is projected to enroll 336 students in 12 sections (including students with disabilities) in kindergarten through grade five. The table below summarizes Explore's baseline Footprint allocation:

2013-2014: Explore	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	15	1	0	2	0	0	2.5
Adjusted Baseline Allocation	15	1	0	1	0	6	2.5

As noted in 2012-2013, the DOE has adjusted Explore's baseline for the following reasons:

In order to fulfill the two FSE rooms for administrative/office space in the baseline Footprint allocation, one full-size and four quarter-size spaces will be allocated to Explore. In addition, two quarter-size spaces will be allocated to Explore in lieu of the half-size classroom necessary in the baseline footprint, for a total of six quarter-size spaces in the adjusted baseline allocation.

¹⁷ This number is subject to change pending final enrollment projections for 2013-2014.

¹⁸ Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114.

All rooms will be allocated; there will be no excess rooms. The full 2013-2014 room allocation plan is summarized below:

2013-2014	BASELINE/ADJUSTED BASELINE ALLOCATIONS						2013-2014 GRAND TOTAL ALLOCATIONS				
	Full-size Rooms	Half-size Rooms	Administrative Spaces				Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-size Spaces					Total Admin (FSE)
P.S. 114	33	2	3.5	0	0	4	4.5	33	2	4	3.5
Explore	15	1	0	1	0	6	2.5	16	1	6	0

In total, P.S. 114 will be allocated 33 full-size, two half-size, and four quarter-size spaces, and 3.5 FSE in designed administrative office space. Explore will be allocated 16 full-size, one half-size, and six quarter-size spaces.

Room Change (+/-)	2012-2013 GRAND TOTAL CURRENT SPACE ALLOCATIONS				2013-2014 GRAND TOTAL				CHANGE (+/-)			
	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)	Full-size Room	Half-size Room	Quarter-size Room	Designed Admin (FSE)
P.S. 114	36	2	4	3.5	33	2	4	3.5	-3	0	0	0
Explore	13	1	6	0	16	1	6	0	+3	0	0	0

This will serve as the long term space plan for the K114 building. Explore is authorized to serve kindergarten through eighth grade at scale. In the event that there is sufficient space to accommodate all of Explore's grade levels in the K114 building, a separate EIS will propose the grade expansion in the K114 building.

Proposed 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 K114. 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 Educational Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed Shared Space Plan is based upon the population size 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 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 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, the start of the school day based on the Office of Pupil Transportation's bus schedule for a regular school day.¹⁹ Where possible, the proposed schedule maintains schools' current allocation of time for each shared space and re-distributes remaining time for additional organizations. Because Explore would be co-located in the building for the first time if this proposal is approved, it may be necessary to shorten or change some of the current times that are currently allocated to P.S. 114 so that all students in the building can be accommodated in the shared spaces in the following school year.

In planning how Explore and P.S. 114 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. Each organization will be able to accommodate its students in the cafeteria with this proposed allocation of time.
- The cafeteria has the capacity to accommodate 448 students. Currently, P.S. 114 offers lunch from approximately 10:30 a.m. to 1:15 p.m., for a total of 2 hours 45 minutes daily, or 13 hours 45 minutes weekly. In the proposed schedule below, P.S. 114 will continue to have the same amount of total time allocated in the cafeteria, but the DOE proposes that P.S. 114 begin lunch at a later time (11:15 a.m. to 2:00 p.m.). Since the cafeteria only has the capacity to accommodate 448 students, P.S. 114 will have to split up the time it is assigned in the cafeteria in several periods, as it does now, in order to serve its projected enrollment of 690 students next year. P.S. 114 may continue to offer five lunch periods that are 30 minutes each, with 138 students served in each section.
- The DOE has proposed to allocate Explore 45 minutes daily, or 3 hours 45 minutes weekly, in the cafeteria for lunch (10:30 a.m.-11:15 a.m.). Given that that Explore will serve 224 students, Explore may offer lunch in one single period for all of its students, or in two periods that are approximately 22 minutes long, with 112 students in each period.
- The DOE believes that this schedule is equitable and comparable based on the fact that all students should be able to eat lunch during customary lunchtimes.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at K114, and that P.S. 114 currently offers breakfast in the cafeteria from 7:45 a.m. to 8:20 a.m. Consistent with its current practice, P.S. 114 is allocated the same time and duration in the cafeteria for breakfast. Explore is allocated time from 7:00 a.m. to 7:30 a.m. for breakfast.

¹⁹ See DOE's School Food Website at <http://www.opt-osfns.org/osfns/>

Gymnasium, Library, Playground, and Auditorium

Because P.S. 114 has the largest enrollment and serves more grade levels than Explore, P.S. 114 has been allocated the largest amount of time in the library, gymnasium, playground, and auditorium. As stated above, since Explore would be co-located in the building for the first time if this proposal is approved, it may be necessary to shorten some of the current times that are currently allocated to P.S. 114 since the shared spaces are not currently shared.²⁰

Gymnasium

- The Gymnasium is currently not a shared space. In the proposed schedule below, P.S. 114 is allocated the largest amount of time in the gymnasium (23 hours 45 minutes weekly), since it will serve the largest number of students and more grade levels than Explore, which is allocated 8 hours 45 minutes weekly. Given that the capacity of the gymnasium is 285, in the proposal below the DOE assumes that each school will serve multiple periods of gym for 30 minute durations, with approximately 50-55 students served in each section.

Library

- The Library is currently not a shared space. In the schedule below, P.S. 114 is allocated the largest amount of time in the library (23 hours 45 minutes weekly), since it will serve the largest number of students and more grade levels than Explore, which is allocated 8 hours and 45 minutes weekly. Additionally, the library time is loosely aligned to the cafeteria schedule to provide schools with the option of offering students time in the library before, during or after their lunch period.

Playground

- The playground is currently not a shared space. In the schedule below, P.S. 114 is allocated the largest amount of time on the playground (20 hours weekly), since it will serve the largest number of students and more grade levels than Explore, which is allocated 7 hours 30 minutes weekly. Additionally, the playground time is loosely aligned to the cafeteria schedule to provide schools with the option of offering students a recess before, during or after the proposed lunch period.

Auditorium

- The auditorium is currently not a shared space. In the schedule below, P.S. 114 is allocated the largest amount of time in the auditorium (21 hours and 40 minutes weekly), since it will serve the largest number of students and more grade levels than Explore, which is allocated 7 hours and 30 minutes weekly.

Given that the capacity of the auditorium is 506, the below proposed shared space plan offers flexibility to schedule the auditorium into multiple periods and ensure that all students have access to the auditorium. For example, P.S. 114 may wish to utilize the auditorium in four periods of 60 minutes, serving approximately 173 students at a time; or in 8 periods of 30 minutes, serving approximately 86 students. The Building Council may, however, deviate from this proposed Shared Space plan to serve the co-located schools' needs.

²⁰ The times allocated to P.S. 114 and Explore Excel in the gymnasium, playground, and library are loosely aligned to the cafeteria schedule. The DOE anticipates that each school can organize its students to rotate through these shared spaces and fulfill State Education Department requirements.

After School Programs

- The DOE notes that P.S. 114 does not currently offer extracurricular activities, and since Explore is a new school that has not opened yet, it does not have a current schedule of after school activities.
- As noted in this BUP, the Building Council will address any requests to use all shared spaces during after school hours. 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.

The DOE projects that P.S. 114 will serve 635-690 kindergarten through fifth grade students, plus one section of pre-kindergarten, for a total of 653-708 students in 2011-2012.²¹ According to its charter, Explore will serve a total of 224 students in 2011-2012. As Explore's enrollment increases each year, this shared plan would be revised accordingly. Based on the Office of Pupil Transportation's bus schedules for the earliest start and latest end to the school day, P.S. 114's school days run from approximately 8:00 a.m. to 2:20 p.m. on Monday, Thursday and Friday and from approximately 8:00 a.m. to 3:35 p.m. on Tuesday and Wednesday²². Since Explore is a new school, it does not have a current school start or end time. However, the DOE notes that two other schools in the Explore network (Explore Charter School and Explore Empower Charter School) have school days that run from approximately 7:40 a.m. to 3:45 p.m.

²¹ Estimate based on 2010 audited enrollment for kindergarten through fifth grade, as well as one section of pre-kindergarten at P.S. 114.

²² <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>

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 the shared spaces in the building.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 448)	<u>Breakfast:</u> Explore Excel 7:00- 7:30am P.S. 114 7:45-8:20am <u>Lunch:</u> Explore Excel 10:30-11:15am P.S. 114 11:15am-2:00pm				
Library	Explore Excel 7:50-9:35am P.S. 114 9:35am-2:20pm				
Gymnasium (Capacity: 285)	Explore Excel 7:50-9:35am P.S. 114 9:35am-2:20pm				
Auditorium (Capacity: 525)	P.S. 114 8:30-10:00am Explore Excel 10:00am-2:20pm				
Other: Outside playground with equipment	Explore Excel 8:50-10:20am P.S. 114 10:20am-2:20pm				

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 leaders/designees of Explore will be part of the K114 School Safety Committee. As members of the School Safety Committee, the leaders/designees of Explore 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 Explore will be addressed on an ongoing basis. Moreover, the Safety Plan for the K114 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Explore will enter information in the K114 school's overall Safety Plan to ensure the safe operation of the school building. Each school building must also establish a Building Response Team (BRT) that will consist of trained staff members from each of the campus' schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for the K114 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 2010,²³ co-located schools on campuses must actively participate in a Building Council (BC), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee (SSC) shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or 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 SSC is to review the implementation of the Building Utilization Plan (BUP) once it has been approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet minimally four times per year. The SSC will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such SSC members shall be selected by the corresponding constituent member of the SLT of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. SSC agendas and minutes shall be shared with the BC. SSC members may be asked to communicate with their constituencies about the BUP and its campus implementation.

Proposed Collaborative Decision Making Strategy

BC members are equal partners in shaping the educational environment; they share responsibility and accountability for building administration, communication and culture. They must respect each other's unique culture and simultaneously make and communicate shared decisions that are good for all students and schools on the campus. They make decisions by consensus and they work to ensure collaboration on all campus implementation issues. To the extent that the BC cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.

²³ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".