

REVISED BUILDING UTILIZATION PLAN

On January 14, 2011, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) and a Building Utilization Plan (“BUP”) describing a proposal to extend the duration and expand the scope of the “co-location” of Bronx Success Academy 2 Charter School (84X494, “BSA 2”) to add second grade in 2011-2012. BSA 2 is currently co-located with P.S. 146 Edward Collins (08X146, “P.S. 146”), which serves grades kindergarten through fifth and offers two sections of pre-kindergarten, in school building X146 (“X146”), located at 968 Cauldwell Avenue, Bronx, NY 10456 in Community School District 8 (“District 8”). 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.

The Panel for Educational Policy (“PEP”) had approved the proposal to temporarily co-locate BSA 2’s kindergarten and first grade with P.S. 146 on February 24, 2010, and BSA 2 opened in X146 in August 2010. Under that proposal, BSA 2 was expected to be co-located with P.S. 146 for the 2010-2011 school year only. After diligent efforts, the DOE was not able to identify a permanent location for BSA 2. Therefore, the DOE proposed that BSA 2 stay in X146 for an additional year as it continues to phase in, adding a second grade, and as the DOE continues to look for an alternative site.

The PEP approved the proposal to extend the duration and expand the scope of BSA 2’s co-location with P.S. 146 through the 2011-2012 school year on March 1, 2011.

The DOE has now substantially revised this proposal, as described in the accompanying revised EIS and below.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between BSA 2 and P.S. 146. It also includes a proposal for the collaborative usage of shared resources and spaces between BSA 2 and P.S. 146, 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 is also included. Please refer to the revised EIS to which this plan is attached for further information about the proposed co-location.

This BUP has been revised in the following manner:

- The DOE has clarified the rationale for the amount of time that each co-located school is allocated in the proposed shared space schedule;
- The proposed shared space schedule has been adjusted;
- Certain room allocations have been adjusted;
- Summaries of the total room allocations for each school have been added;
- Enrollment figures have been updated according to the 2010-2011 Audited Register; and
- Projected enrollment for the 2011-2012 school year is consistent with final enrollment projections for 2011-2012.

The final shared space schedule will be finalized by the Building Council after this revised co-location proposal has been approved by the Panel for Educational Policy.

METHODOLOGY

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

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/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 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 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 are not counted towards a building's capacity.

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

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

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

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

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. 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 October 7, 2010 by Ron Caccioppoli, Director of Space Planning, building X146 has a total of 41 full-size spaces, 10 half-size spaces, and the equivalent of 1.5 full-size designed administrative office/space.^{3/4} Building X146 also contains a gymnasium, auditorium, lunchroom, library, and outdoor playground. The nurse's office in the X146 building currently operates out of 1 half-size space, and the custodian's office is currently occupying 1 half-size space. Excluding the nurse and custodian's office, the X146 building has a total of 41 full-size

² 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.

³ Full-size classrooms have an area of 500 square feet or more.

⁴ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

spaces, 8 half-size spaces, and the equivalent of 1.5 full-size designed administrative office/space remaining that can be allocated to BSA 2 and P.S. 146.

2010-2011

In 2010-2011, P.S. 146 was projected to enroll 459 students in kindergarten through fifth grade (including students with disabilities), in addition to two sections of pre-kindergarten. P.S. 146 currently enrolls 421 students in kindergarten through fifth grade and 36 students in pre-kindergarten for a total of 457 students.⁵ These students are served in 23 classes/sections (including pre-kindergarten students and students with disabilities).

The table below summarizes P.S. 146’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 146’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. 146 is currently using.

2010-2011: P.S. 146	Full-Size Spaces	Half-Size Spaces	Administrative Spaces			
			Designed Admin (FSE) ⁶	Full-Size Spaces	Half-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	21	7	1.5	1	1	3.0
Adjusted Baseline Allocation	26	2	1.5	0	3	3.0
Current Space Allocation	29	5	1.5	0	3	3.0

The DOE has adjusted P.S. 146’s baseline allocation for the following reasons:

- P.S. 146 currently operates 5 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 5 additional full-size classrooms, and 5 fewer half-size classrooms than allocated by the Footprint.
- P.S. 146 is allocated 3.0 FSE rooms for administrative use. After allocating P.S. 146 the building’s Designed Admin space of 1.5 FSE, the remaining 1.5 FSE could be allocated as 1 full-size room and 1 half-size room or as 3 half-size rooms. Currently, P.S. 146 uses 3 half-size rooms for this purpose.

In 2010-2011, BSA 2 enrolls 193 students in kindergarten through first grade. These students are served in 8 classes/sections (including students with disabilities).⁷

The table below summarizes BSA 2’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, BSA 2’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 BSA 2 is currently using.

⁵ Based on the 2010-2011 Audited Register.

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

⁷ Based on the 2010-2011 Audited Register.

2010-2011: BSA 2	Full-Size Spaces	Half-Size Spaces	Administrative Spaces			
			Designed Admin (FSE) ⁸	Full-Size Spaces	Half-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	9	1	0.0	1	1	1.5
Adjusted Baseline Allocation	10	0	0.0	2	0	2.0
Current Space Allocation	10	0	0.0	2	0	2.0

The DOE has adjusted BSA 2’s baseline allocation for the following reason:

- BSA 2 is located in an area of X146 where there are no half-size classrooms. Therefore, BSA 2 was allocated an additional full-size classroom in lieu of 1 half-size resource room and an additional full-size classroom in lieu of 1 half-size administrative space.

As demonstrated in the table above relating to P.S. 146, P.S. 146 is currently using 3 full-size and 3 half-size rooms in excess of its adjusted baseline allocation. The table below summarizes the available space in excess of each school’s baseline or adjusted baseline allocation within X146.

2010-2011: Building X146	Full-Size Spaces	Half-Size Spaces	Designed Admin (FSE) ⁹
Space In Excess of Adjusted Baseline Allocations	3	3	0.0

2011-2012

In 2011-2012, P.S. 146 is projected to serve between 395-466 students in 24 classes/sections (including pre-kindergarten students and students with disabilities).¹⁰ Its baseline allocation would increase by 1 full-size space to accommodate the increase in sections. The table below summarizes P.S. 146’s adjusted baseline allocation for 2011-2012:

2011-2012: P.S. 146	Full-Size Spaces	Half-Size Spaces	Administrative Spaces			
			Designed Admin (FSE) ¹¹	Full-Size Spaces	Half-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	22	7	1.5	1	1	3.0
Adjusted Baseline Allocation	27	2	1.5	0	3	3.0

The DOE has adjusted P.S. 146’s baseline allocation for the following reason:

- P.S. 146 currently operates 5 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. The half-size classrooms within X146 are not optimal for self-contained

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

⁹ FSE refers to full size equivalent rooms that may be used for administrative purposes.

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

¹¹ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 5 additional full-size classrooms, and 5 fewer half-size classrooms than allocated by the Footprint.

According to its charter, BSA 2 will serve up to 249 students in grades kindergarten through second in 10 classes/sections (including students with disabilities) in 2011-2012. The table below summarizes BSA 2’s baseline Footprint allocation:

2011-2012: BSA 2	Full-Size Spaces	Half-Size Spaces	Administrative Spaces			
			Designed Admin (FSE) ¹²	Full-Size Spaces	Half-Size Spaces	Total Admin (FSE)
Baseline Footprint Allocation	12	1	0.0	1	1	1.5
Adjusted Baseline Allocation	12	1	0.0	2	0	2.0

The DOE has adjusted BSA 2’s baseline allocation for the following reason(s):

- BSA 2 will continue to be located in an area of X146 where there are not many half-size classrooms. Therefore, BSA 2 was allocated an additional full-size classroom in lieu of 1 half-size administrative space.

After P.S. 146 and BSA 2 have received their respective allocation of rooms, the following number of rooms will remain:

2011-2012: Building X146	Full-Size Spaces	Half-Size Spaces	Designed Admin (FSE) ¹³
Space In Excess of Adjusted Baseline Allocations	0	2	0.0

This excess space will be allocated between P.S. 146 and BSA 2 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	Full-Size Spaces	Half-Size Spaces	Administrative Spaces				Additional Full-Size Spaces	Additional Half-Size Spaces	2011-2012 GRAND TOTAL		
			Designed Admin (FSE) ¹⁴	Full-Size Spaces	Half-Size Spaces	Total Admin (FSE)			Total Full-Size Spaces	Total Half-Size Spaces	Total Designed Admin (FSE)
P.S. 146	27	2	1.5	0	3	3.0	0	2	27	7	1.5
BSA 2	12	1	0.0	2	0	2.0	0	0	14	1	0.0

¹² FSE refers to full-size equivalent rooms that may be used for administrative purposes.

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

¹⁴ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

	<u>2010-2011 GRAND TOTAL</u>			<u>2011-2012 GRAND TOTAL</u>			<u>NETCHANGE</u>		
	Total Full-Size Spaces	Total Half-Size Spaces	Total Designed Admin (FSE) ¹⁵	Total Full-Size Spaces	Total Half-Size Spaces	Total Designed Admin (FSE)	Total Full-Size Spaces	Total Half-Size Spaces	Total Designed Admin (FSE)
P.S. 146	29	8	1.5	27	7	1.5	-2	-1	0.0
BSA 2	12	0	0.0	14	1	0.0	+2	+1	0.0

In total, P.S. 146 will be allocated 27 full-size spaces, 7 half-size spaces and 1.5 full-size equivalent designed administrative spaces. BSA 2 will be allocated 14 full-size spaces and 1 half-size space.

BSA 2 is chartered to serve grades K-5. The DOE recognizes there is not sufficient space in X146 for BSA 2 to grow to full scale based on its chartered enrollment plan. The DOE will consider all long-term options to accommodate the anticipated growth of BSA 2, including re-siting BSA 2, requesting that BSA 2 revise its enrollment plan, and/or leaving some of BSA 2's grades in X146 and placing other grades in a different location.

Any proposal to extend or make the co-location of BSA 2 with P.S. 146 in the X146 building a permanent site for all or some of BSA 2's grades would be the subject of a subsequent EIS.

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 X146. The final shared space schedule will be collaboratively drafted by the Building Council after the revised proposed co-location has been approved by the PEP.

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 proposed schedule is based on projected enrollment for each co-located school, current space allocation plans, current lunch schedules for the schools in the building as described on the DOE's School Food Website, the total capacity of each shared space, the grades served by each of the co-located schools, and the start of the school day based on the Office of Pupil Transportation's bus schedule for a regular school day.¹⁶ Where possible, the proposed schedule maintains schools' current allocation of time for each shared space. To the extent feasible, shared spaces are allocated in a manner that allows schools to continue using it on a similar schedule next year, based on the 2010-2011 Campus Audit Template submitted by the Building Council.¹⁷

In planning how P.S. 146 and BSA 2 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:

¹⁵ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

¹⁶ See DOE's School Food Website at <http://www.opt-osfns.org/osfns>.

¹⁷ Campus Audits are submitted by each Building Council on an annual basis to the Senior Supervising Superintendents Office. The Campus Audit documents the collective planning and implementation of Building Council decisions such as shared space scheduling.

Cafeteria

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment, capacity of the cafeteria, grade levels served and current schedule. 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 450 students; therefore, P.S. 146 may need to schedule its lunch time in shifts to accommodate all 395-466 students.
 - The proposed schedule below assumes that in 2011-2012, P.S. 146 would serve either two 60 minute lunch periods with approximately 198-233 students served in each period, or three 40 minute lunch periods with 131-155 students served in each period. Thus, all P.S. 146 students will be accommodated in the cafeteria for lunch.
- BSA 2 will be able to accommodate all 249 students in the cafeteria at the same time if it chooses.
 - The proposed schedule below assumes that in 2011-2012, BSA 2 would serve either one 50 minute lunch period with all students or two 25 minute lunch periods with approximately 125 students served in each period. Thus, all BSA 2 students will be accommodated in the cafeteria for lunch.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at P.S. 146 and BSA 2. As a result, the DOE has allocated the same amount of time and the same duration to P.S. 146 and BSA 2 for breakfast as the schools currently have during the 2010-2011 school year.

Library and Playground

- Because P.S. 146 has the largest enrollment and serves more grade levels than BSA 2, it has been allocated the largest amount of time in the library and playground to accommodate all of its students.
- P.S. 146 is allocated the largest amount of time in the library—25 hours and fifty minutes weekly—while BSA 2 is allocated 9 hours weekly.
- P.S. 146 is allocated the largest amount of time on the playground—11 hours and 40 minutes weekly—while BSA 2 is allocated 5 hours weekly. The playground time is loosely aligned to the cafeteria schedule to provide schools with the option of when to offer students recess relative to their lunch period.

Gymnasium

- P.S. 146 is allocated the largest amount of time in the gymnasium—29 hours and 10 minutes weekly—during its school day, while BSA 2 is allocated approximately 8 hours and 20 minutes weekly during the shared school day time. Although BSA 2 has been allocated less than its proportional amount of time based on its enrollment, BSA 2 has indicated that it does not require more than 8 hours and 20 minutes in the gymnasium to meet its programmatic requirements. They will work with the Building Council to determine any modifications to this including time during their extended school (after P.S. 146's school day concludes).

Auditorium

- Because P.S. 146 has the largest enrollment and serves more grade levels than BSA 2, it has been allocated the largest amount of time in the auditorium—23 hours and 20 minutes weekly—whereas BSA 2 has been allocated 12 hours and 30 minutes weekly.
- If the Building Council wishes to continue implementing the current schedule where P.S. 146 uses the auditorium from 8:00 – 8:15 am and 2:30 – 3:45 pm daily, and the remainder of time is allocated to schools on an as needed basis, it may do so.

After School Programs

- Both schools currently offer after-school programs for their students which use both shared spaces and classroom space.
- P.S. 146 uses:
 - The cafeteria, from approximately 3:20 pm to 3:45 pm, for snack prior to after-school activities;
 - Its own classroom space for after-school programs run by the school and by CBOs; and
 - The gymnasium from 4:30 pm to 6:00 pm for an after school program.
- BSA 2 uses:
 - The cafeteria between 3:55 pm to 4:45 pm, is after P.S. 146's school day concludes and after P.S. 146 students have had their snack prior to after-school activities.
- As noted in this BUP, the Building Council will address any requests to use all shared spaces 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.

In 2011-2012, the DOE projects P.S. 146 to serve 395-466 students.¹⁸ According to its charter, BSA 2 will serve up to 249 students in 2011-2012. Based on the Office of Pupil Transportation's bus schedules for a regular school day, P.S. 146's regular school day runs from 8:10 am to 3:20 pm, and BSA 2's regular school day runs from 7:45 am to 4:30 pm.

¹⁸ Total projection is consistent with budget register projections for 2011-2012.

Shared Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 450)	<p>P.S. 146 <u>Breakfast</u> 7:30 am-7:55 am <u>Lunch</u> 10:35 am - 12:35 pm <u>After school</u> 3:20 pm – 3:45 pm</p> <p>BSA 2 <u>Breakfast</u> 7:15 am - 7:30 am <u>Lunch</u> 12:40 pm - 1:30 pm</p>	<p>P.S. 146 <u>Breakfast</u> 7:30 am-7:55 am <u>Lunch</u> 10:35 am - 12:35 pm <u>After school</u> 3:20 pm – 3:45 pm</p> <p>BSA 2 <u>Breakfast</u> 7:15 am - 7:30 am <u>Lunch</u> 12:40 pm - 1:30 pm</p>	<p>P.S. 146 <u>Breakfast</u> 7:30 am-7:55 am <u>Lunch</u> 10:35 am - 12:35 pm <u>After school</u> 3:20 pm – 3:45 pm</p> <p>BSA 2 <u>Breakfast</u> 7:15 am - 7:30 am <u>Lunch</u> 12:40 pm - 1:30 pm</p>	<p>P.S. 146 <u>Breakfast</u> 7:30 am-7:55 am <u>Lunch</u> 10:35 am - 12:35 pm <u>After school</u> 3:20 pm – 3:45 pm</p> <p>BSA 2 <u>Breakfast</u> 7:15 am - 7:30 am <u>Lunch</u> 12:40 pm - 1:30 pm</p>	<p>P.S. 146 <u>Breakfast</u> 7:30 am-7:55 am <u>Lunch</u> 10:35 am - 12:35 pm <u>After school</u> 3:20 pm – 3:45 pm</p> <p>BSA 2 <u>Breakfast</u> 7:15 am - 7:30 am <u>Lunch</u> 12:40 pm - 1:30 pm</p>
Library	<p>P.S. 146 8:10 am -12:00 pm</p> <p>BSA 2 12:00 pm - 3:00 pm</p>	<p>P.S. 146 All day</p>	<p>P.S. 146 8:10 am -12:00 pm</p> <p>BSA 2 12:00 pm - 3:00 pm</p>	<p>P.S. 146 All day</p>	<p>P.S. 146 8:10 am -12:00 pm</p> <p>BSA 2 12:00 pm - 3:00 pm</p>
Gymnasium (Capacity: 400)	<p>P.S. 146 8:10 am-11:00 am 12:40 pm-2:10 pm <u>After-school</u> 4:30 pm -6:00 pm</p> <p>BSA 2 11:00 am-12:40 pm</p>	<p>P.S. 146 8:10 am-11:00 am 12:40 pm-2:10 pm <u>After-school</u> 4:30 pm -6:00 pm</p> <p>BSA 2 11:00 am-12:40 pm</p>	<p>P.S. 146 8:10 am-11:00 am 12:40 pm-2:10 pm <u>After-school</u> 4:30 pm -6:00 pm</p> <p>BSA 2 11:00 am-12:40 pm</p>	<p>P.S. 146 8:10 am-11:00 am 12:40 pm-2:10 pm <u>After-school</u> 4:30 pm -6:00 pm</p> <p>BSA 2 11:00 am-12:40 pm</p>	<p>P.S. 146 8:10 am-11:00 am 12:40 pm-2:10 pm <u>After-school</u> 4:30 pm -6:00 pm</p> <p>BSA 2 11:00 am-12:40 pm</p>
Auditorium (Capacity: 548)	<p>P.S. 146 8:10 am-12:00 pm 2:30 pm-3:20 pm</p> <p>BSA 2 12:00 pm-2:30 pm</p>	<p>P.S. 146 8:10 am-12:00 pm 2:30 pm-3:20 pm</p> <p>BSA 2 12:00 pm-2:30 pm</p>	<p>P.S. 146 8:10 am-12:00 pm 2:30 pm-3:20 pm</p> <p>BSA 2 12:00 pm-2:30 pm</p>	<p>P.S. 146 8:10 am-12:00 pm 2:30 pm-3:20 pm</p> <p>BSA 2 12:00 pm-2:30 pm</p>	<p>P.S. 146 8:10 am-12:00 pm 2:30 pm-3:20 pm</p> <p>BSA 2 12:00 pm-2:30 pm</p>
Playground	<p>P.S. 146 10:10 am - 12:30 am</p> <p>BSA 2 1:00 pm – 2:00 pm</p>	<p>P.S. 146 10:10 am - 12:30 am</p> <p>BSA 2 1:00 pm – 2:00 pm</p>	<p>P.S. 146 10:10 am - 12:30 am</p> <p>BSA 2 1:00 pm – 2:00 pm</p>	<p>P.S. 146 10:10 am - 12:30 am</p> <p>BSA 2 1:00 pm – 2:00 pm</p>	<p>P.S. 146 10:10 am - 12:30 am</p> <p>BSA 2 1:00 pm – 2:00 pm</p>

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 BSA 2 will be part of the X146 School Safety Committee. As a member of the School Safety Committee, the leader/designee of BSA 2 will participate in the development of the building's Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of BSA 2 will be addressed on an ongoing basis. Moreover, the Safety Plan for the X146 school building will be modified as appropriate to meet any changing security needs associated with the co-location. BSA 2 will enter information in the X146 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 X146 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 2010¹⁹, co-located schools on campuses must actively participate in a Building Council ("BC"), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

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

The SSC will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such SSC members shall be selected by the corresponding constituent member of the SLT of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. SSC agendas and minutes shall be shared with the BC. SSC members may be asked to communicate with their constituencies about the BUP and its campus implementation.

¹⁹ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.

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.