

REVISED BUILDING UTILIZATION PLAN

On December 10, 2010, the New York City Department of Education (“DOE”) published an Educational Impact Statement (“EIS”) and a Building Utilization Plan (“BUP”) describing a proposal whereby Harlem Success Academy Charter School (“HSA 1”), which currently serves grades K-5 and is co-located in the M149/M207 tandem building¹ with P.S. 149 Sojourner Truth (03M149, “P.S. 149”) and a District 75 school, 75M811 (“P811M”), will begin enrolling sixth graders in the 2011-2012 school year. These sixth grade students would be served in HSA 1’s current location for one school year, and then be re-sited to a different location for the 2012-13 school year and beyond. The DOE understands there is not sufficient room for HSA 1 to grow to the eighth grade in the M149/M207 tandem buildings with P.S. 149 and P811M. The long-term plan would be for HSA 1’s Kindergarten through fourth grades to remain co-located with P.S. 149 and P811M, while its fifth through eighth grades would move to a different location. While P.S. 149 occupies most of Building M207 and HSA 1 and P811M occupy most of building M149, each school occupies at least two rooms in each building. The Panel for Educational Policy (“PEP”) voted to approve this proposal on February 1, 2011.

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

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 HSA 1, P.S. 149 and P811M. It also includes a proposal for the collaborative usage of shared resources and spaces between HSA 1, P.S. 149 and P811M, 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 revised EIS, to which this plan is attached, for further information about the proposed co-location.

The BUP has been revised in the following manner:

- Formatting and typographical errors have been corrected;
- Current and projected enrollment figures have been updated;
- The total number of rooms available to be allocated between the schools has been adjusted;
- Room allocations have been adjusted;
- The number of gymnasiums in M149/M207 has been corrected;
- 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 proposed shared space schedule.

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

¹ Tandem buildings are two separate classroom buildings with separate entrances, which are joined by a central core containing shared gymnasiums, auditorium, and cafeteria.

METHODOLOGY

We have applied the New York City Department of Education’s (“DOE”) Citywide 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 appropriately 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 schools’ principals. For elementary schools serving grades Kindergarten through five (and for all Pre-Kindergarten programs), 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 capacity generating instructional rooms, schools serving grades Kindergarten through five receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These spaces can be used at the principal’s discretion for purposes such as art 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

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/06D8FAC3-6F29-4209-816F-5AECC88F3E26/0/NYCDOE_Instructional_Footprint_Final9210TNT.pdf

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 full-size rooms and one half-size classroom³ for student support services, resource rooms and administrative services.

Any space remaining beyond the baseline shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and 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 28, 2010 by Richard Bocchicchio, Borough Director of Space Planning, tandem buildings M149/M207 have a total of 74 full-size spaces⁴ including 1 full-size science demonstration room, 25 half-size spaces,⁵ 3 quarter-size spaces, and the equivalent of 1.5 full-size rooms of designed administrative spaces. The M149/M207 buildings also contain two gymnasiums, an auditorium, two cafeterias, library and two outdoor play areas.

In addition, there is one Community Based Organization (“CBO”) housed in the M149/M207 buildings: the Harlem Children’s Zone – Harlem Gems Program. The Harlem Gems Program is using two full-size spaces and two half-size spaces. The Harlem Children’s Zone Harlem Gems Program is a universal Pre-Kindergarten program that prepares four year old children (“pre-schoolers”) in the Zone, for entry into Kindergarten. Harlem Gems runs from 8 a.m. to 6 p.m. every day and has a 4:1 child to adult classroom ratio. The program teaches English, Spanish and French.

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 3 full-size rooms and one half-size room, or 2 full-size rooms and 3 half-size classrooms, etc.

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

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

M149/M207 also houses a School-Based Support Team, nurse's office and custodian's office, each of which use one half-size room. Excluding all of these spaces, the M149/M207 building has a total of 72 full-size classrooms including 1 science demonstration room, 20 half-size rooms, 3 quarter-size rooms, and the equivalent of 1.5 full-size rooms of designed administrative spaces remaining that can be allocated to schools

2010-2011

In 2010-2011, P.S. 149 enrolls 430 students in Pre-Kindergarten, and Kindergarten through fifth grade (including students with disabilities). These students are served in 22 -classes/sections.⁶

The table below summarizes P.S. 149's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that P.S. 149 is currently using.

2010-2011: P.S. 149	Full-Size Class- rooms	Half-Size Class- rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁷	Full-Size Space	Half-Size Space	Quarter- Size Space	
Baseline Footprint Allocation	21	6	1.5	1	0	2	3.0
Current Space Allocation	25	7	1.5	1	0	2	3.0

P.S. 149's current space allocation is 4 full-size rooms and 1 half-size room above its baseline allocation.

In 2010-2011, P811M enrolls 94 students. These students are served in 12 classes/sections (including students with disabilities).⁸

The table below summarizes P811M's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that P811M is currently using.

2010-2011: P811M	Full-Size Class- rooms	Half-Size Class- rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁹	Full-Size Space	Half-Size Space	Quarter- Size Space	
Baseline Footprint Allocation	13	2	0	2	0	0	2.0
Adjusted Baseline Allocation	12	4	0	0	3	1	1.75
Current Space Allocation	12	4	0	0	3	1	1.75

⁶ 2010 Audited Register

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

⁸ 2010 Audited Register

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

P811M's baseline allocation has been adjusted for the following reasons:

- P811M's usage of one full-size classroom below and two half-size classrooms above its baseline allocation better accords with its instructional needs.
- P811M's usage of 1.75 FSE for administrative space was deemed sufficient to satisfy the needs of its administrative operations.

In 2010-2011, HSA 1 enrolls 631 students in kindergarten through fifth grade (including students with disabilities). These students are served in 26 classes/sections.¹⁰

The table below summarizes HSA 1's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that HSA 1 is currently using.

2010-2011: HSA 1	Full-Size Class-rooms	Half-Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ¹¹	Full-Size Space	Half-Size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	29	4	0	3	2	0	4.0
Current Space Allocation	31	4	0	3	2	0	4.0

HSA 1 currently uses two full-size rooms above its baseline allocation.

The number of rooms remaining after each school has been allocated its baseline allocation of rooms is below:

2010-2011: Building M149/M207	Full-Size Class-rooms	Half-Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocation	2	8	0

¹⁰ 2010 Audited Register

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

2011-2012

In 2011-2012, P.S. 149 will serve approximately 415-460 students in Pre-Kindergarten and Kindergarten through eighth grade (including students with disabilities).¹² The table below summarizes P.S. 149's baseline Footprint allocation, which is based on the methodology described at the beginning of this document. P.S. 149 will be offering an additional self-contained class in 2011-2012 and its baseline allocation will be increased by one half-size room to accommodate this additional section.

2011-2012: P.S. 149	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 Allocation	21	7	1.5	1	0	2	3.0

P811M is projected to serve approximately 103 students in Pre-Kindergarten and Kindergarten through 8th grade in 2011-2012. The table below summarizes P811M's adjusted baseline allocation, which accounts for the particular instructional needs of the school's population and administrative needs of the school's leadership. P811M will retain the same adjusted baseline allocation from the previous year.

2011-2012: P811M	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	12	4	0	0	3	1	1.75

P811M's current usage of one full-size classroom below and two half-size classrooms above its baseline allocation better accords with its instructional needs. P811M's usage of 1.75 FSE for administrative space was deemed sufficient to satisfy the needs of its administrative operations.

¹² Total projection is consistent with budget register projections for 2011-2012.

According to current enrollment projections, HSA 1 will serve approximately 742 students in grade K-6, in 29 sections/classes (including students with disabilities) in the 2011-2012 school year.¹³ The table below summarizes HSA 1's baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2011-2012: HSA 1	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 Allocation	32	4	0	3	2	0	4.0

After P.S. 149, P811M and HSA 1 have received their respective baseline or adjusted baseline allocation of rooms, the following rooms will remain in excess:

2011-2012: Building M149/M207	Full-Size Class-rooms	Half-Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocation	3	0	0

This excess space will be allocated between the three schools based upon the following factors: 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 Rooms	Half-Size Rooms	Administrative Spaces ¹⁴					Additional Full-Size Rooms	Additional Half-Size Rooms	Additional Quarter-Size Rooms	Total Number of Rooms (FSE)
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)				
P.S. 149	21	7	1.5	1	0	2	3.0	2	0	0	29.5
P811M	12	7	0	0	0	1	0.0	0	0	0	15.75
HSA 1	32	4	0	3	2	0	4.0	1	0	0	39

¹³ Total projection is consistent with the Office of Charter Schools enrollment projections for 2011-2012.

¹⁴ For the M149/M207 building, Administrative Offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size spaces and quarter-size spaces.

In total, P.S. 149 will be allocated 24 full-size classrooms, 7 half-size spaces, 2 quarter-size spaces and 1.5 FSE in designed administrative office space (for a total of 29.5 FSE spaces). P811M will be allocated 12 full-size classrooms, 7 half-size spaces and 1 quarter-size room, and it will not be allocated any designed administrative office space (for a total of 15.75 FSE spaces). HSA 1 will be allocated 36 full-size classrooms and 6 half-size spaces, and it will not be allocated any designed administrative office space (for a total of 39 FSE 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. 149	26	7	2	1.5	24	7	2	1.5	-2	0	0	0
P811M	12	7	1	0	12	7	1	0	0	0	0	0
HSA 1	34	6	0	0	36	6	0	0	+2	0	0	0

At present, P.S. 149 has several Self Contained (“SC”) classes that are taught in full-size classrooms, whereas the Footprint allocates half-size classrooms for these class sections. It is likely that some of these SC sections will need to relocate to half-size classrooms as a result of this proposal. However, this reallocation of space will not impair the school’s ability to serve these students.

***Note:** Special education/Self-Contained classes are allocated appropriate half-size spaces per the Footprint

2012-2013

In 2012-2013, P.S. 149 is projected to serve approximately 435-480 students in Pre-K, and Kindergarten through eighth grade, including students with disabilities. The table below summarizes P.S. 149’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2012-2013: P.S. 149	Full-Size Class-rooms	Half-Size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-Size Space	Half-Size Space	Quarter-Size Space	
Baseline Allocation	21	7	1.5	1	0	2	3.0

In 2012-2013, P811M is projected to serve 113 students in Pre-K and Kindergarten through 8th grade in the same number of sections. The table below summarizes P811M's adjusted baseline allocation, which accounts for the particular instructional needs of the school's population and administrative needs of the school's leadership.

2012-2013: P811M	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	12	4	0	0	3	1	1.75

In the 2012-2013 school year, HSA 1 grades five, six and seven will relocate to another building. Beginning in 2012-2013, HSA 1 would only maintain their Kindergarten through fourth grades in the M149/M207 tandem buildings. In 2012-2013 after the HSA 1 middle school grades are relocated, HSA 1 will serve approximately 648 students in grades K-4 in 27 sections/classes (including students with disabilities).¹⁵ The table below summarizes HSA 1's baseline Footprint allocation, which is based on the methodology described at the beginning of this document.

2012-2013: HSA 1	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 Allocation	30	4	0	3	2	0	4.0

After P.S. 149, P811M and HSA 1 have received their respective baseline or adjusted baseline allocation of rooms, the following rooms will remain in excess:

2012-2013: Building M149/M207	Full-Size Class- rooms	Half-Size Class- rooms	Quarter- Size Class- rooms
Space In Excess of Baseline Allocation	5	0	0

Currently, 3 of these excess full size classrooms are allocated to HSA 1 and 2 of these classrooms are allocated to P.S. 149. This allocation is proportional based on each school's relative enrollment, and also accounts for the location of each school in the building relative to the location of

¹⁵ Total projection is consistent with the Office of Charter Schools enrollment projections for 2011-2012.

the excess classrooms. If the relative enrollments of the three co-located schools change, the allocation of the classrooms above the standard Footprint allocation would be adjusted. The following will serve as the long term space allocation plan for M149/M207 tandem buildings:

2012-2013	Full-Size Rooms	Half-Size Rooms	Administrative Spaces					Additional Full-Size Rooms	Additional Half-Size Rooms	Additional Quarter-Size Rooms ¹⁶	Total Number of Rooms (FSE)
			Designed Admin (FSE)	Full-Size Spaces	Half-Size Spaces	Quarter-Size Spaces	Total Admin (FSE)				
P.S. 149	21	7	1.5	1	0	2	3.0	2	0	0	29.5
P811M	12	7	0	0	0	1	0.0	0	0	0	15.75
HSA 1	30	4	0	3	2	0	4.0	3	0	0	39

In total, P.S. 149 will be allocated 24 full-size classrooms, 7 half-size spaces, 2 quarter-size spaces and 1.5 FSE in designed administrative office space (for a total of 29.5 FSE spaces). P811M will be allocated 12 full-size classrooms, 7 half-size spaces and 1 quarter-size room, and it will not be allocated any designed administrative office space (for a total of 15.75 FSE spaces). HSA 1 will be allocated 36 full-size classrooms and 6 half-size spaces, and it will not be allocated any designed administrative office space (for a total of 39 FSE spaces).

Room Change (+/-)	2011-2012 GRAND TOTAL				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. 149	24	7	2	1.5	24	7	2	1.5	0	0	0	0
P811M	12	7	1	0	12	7	1	0	0	0	0	0
HSA 1	36	6	0	0	36	6	0	0	0	0	0	0

¹⁶ For the M149/M207 building, Administrative Offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size spaces and quarter-size spaces.

Shared Space Plan

The current shared space plan is below. The following plan is based on the current estimated duration of time each of the co-located schools has in each of the shared spaces in the M149/M207 tandem buildings. 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 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.¹⁷ 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 them on a similar schedule next year, based on the 2010-2011 Campus Audit Template submitted by the Building Council.¹⁸

In planning how P.S. 149, P811M and HSA 1 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:

- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast programs at P.S. 149, P811M or HSA 1.
- 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.

¹⁷ See DOE's School Food Website at <http://www.opt-osfns.org/osfns>.

¹⁸ 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.

- The M149/M207 tandem building contains two cafeterias. The larger cafeteria has the capacity to accommodate 440 students while the smaller cafeteria has a capacity of 369. In the below proposed schedule, P.S.149 has been allocated the smaller cafeteria, and will most likely need to schedule its lunch time in two 45 minute shifts, each with 215-240 students, in order to accommodate its projected enrollment of 430-475 students in. HSA 1 will be to accommodate all of its students during a single lunch period by using both cafeterias simultaneously. The larger cafeteria can accommodate 400 HSA 1 students while the smaller cafeteria can accommodate the remaining 342 students. P811M is projected to enroll only 103 students and the smaller cafeteria can easily accommodate the entire school during a single 30 minute block.
- P.S. 149 will be allocated just under 9 hours/week in the cafeteria; P811M will be allocated 2.5 hours/week in the cafeteria; and HSA 1 will be allocated 10 hours/week in the cafeteria.

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 lunch times.

Library:

- HSA 1 conducts library session in its classrooms and does not require access to M149/M207's shared library. Time in the building's shared library has been allocated proportionally based on the relative enrollments of P.S. 149 and P811M. P.S. 149 has been allocated 20 hours/week and P811M has been allocated 5 hours/week.

Gymnasiums

- The M149/M207 tandem building contains two gymnasiums with very similar capacities. Time in the two gymnasiums has been allocated proportionally based on the relative enrollments of P.S. 149, HSA 1 and P811M. P.S. 149 has been allocated 22.5 hours/week, P811M has been allocated 5 hours/week, and HSA 1 has been allocated 32.5 hours/week.

Auditorium

- Each of the schools in building M149/M207 has particular uses for the auditorium. Time in the auditorium has been allocated approximately proportionally based on the relative enrollments of each school, as well as in consideration of each school's current scheduled use. For example, P.S. 149 holds an assembly every Tuesday morning while P811M uses the auditorium for two hours every Monday, Wednesday and Friday morning. P.S. 149 has been allocated approximately 11 hours/week, P811M has been allocated 6 hours/week and HSA 1 has been allocated just under 14.5 hours/week.

Playground

- The allocation of time on the playground is based on the projected enrollment of each school. P.S. 149's playground allocation is aligned with its lunch periods because P.S. 149 students must eat in shifts, allowing half of the students to be on the playground while the other half are eating lunch. P811M and HSA 1 are not allocated time on the playground during their lunch periods because their students eat lunch in a single shift, which would preclude them from making use of their playground allocation during the time in which it overlaps with their lunch period. HSA 1's playground allocation extends into the afternoon to take advantage of their extended school day. P.S. 149 has been allocated 12.5 hours/week, P811M has been allocated 5 hours/week and HSA 1 has been allocated just under 19 hours/week.

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.

The chart below reflects the current schedule for all shared spaces in the M149/M207 tandem building and will be updated by the Building Council for the 2011-12 school year.

In 2011-2012, P.S. 149 is projected to serve a total of approximately 415-460 students and P811M is projected to serve a total of approximately 103 students. According to current enrollment projections, HSA 1 will serve a total of 742 students in 2011-2012.¹⁹

¹⁹ Total projection is consistent with the Office of Charter Schools enrollment projections for 2011-2012.

M149/M207	Monday	Tuesday	Wednesday	Thursday	Friday
Small Cafeteria (capacity of 369 students)	<u>BREAKFAST</u> PS/MS 149 7:45 - 8:30am				
	<u>LUNCH</u> PS/MS 149 10:45 - 12:30pm				
	HSA 1 12:45 - 1:45pm				
	Extended Day Afterschool Program with Harlem Children's Zone & PS/MS 149 – 3:00 - 6:00pm	Extended Day Afterschool Program with Harlem Children's Zone & PS/MS 149 – 3:00 - 6:00pm	Extended Day Afterschool Program with Harlem Children's Zone & PS/MS 149 – 3:00 - 6:00pm	Extended Day Afterschool Program with Harlem Children's Zone & PS/MS 149 – 3:00 - 6:00pm	Extended Day Afterschool Program with Harlem Children's Zone & PS/MS 149 – 3:00 - 6:00pm
Large Cafeteria (capacity of 440 students)	<u>BREAKFAST</u> HSA 1 7:15 - 7:45am 7:45 - 8:15am				
	P811M 8:00 - 11:30am				
	<u>LUNCH</u> HSA 1 12:45 - 1:45pm				
	P811M 12:00 - 12:30pm				
Library	PS/MS 149 8:45 - 9:45am, 11:15 - 2:15pm				

	P811M 10:00 - 11:00am				
Small Gymnasium (capacity of 360 students)	PS/MS 149 10:00 - 2:30pm P811M 8:45 - 9:45am				
Large Gymnasium (capacity of 369 students)	HSA 1 10:30 - 5:00pm				
Auditorium	PS/MS149 1:45 - 3:50pm HSA 1 11:00 - 1:00pm, 3:50 - 4:45pm P811M 9:00 - 11:00am	PS/MS149 10:00 - 10:45am, 1:45 - 3:50pm HSA 1 11:00 - 1:00pm, 3:50 - 4:45pm	PS/MS149 1:45 - 3:50pm HSA 1 11:00 - 1:00pm, 3:50 - 4:45pm P811M 9:00 - 11:00am	PS/MS149 1:45 - 3:50pm HSA 1 11:00 - 1:00pm, 3:50 - 4:45pm	PS/MS149 1:45 - 3:50pm HSA 1 11:00 - 1:00pm, 3:50 - 4:45pm P811M 9:00 - 11:00am
Playground Space includes playground with artificial turf soccer field. There is a portion of the playground area that has an early grade play area with a jungle gym.	PS/MS149 10:00 - 12:30pm HSA 1 8:30 - 9:45am, 2:00 - 4:30pm P811M 12:45 - 1:45pm	PS/MS149 10:00 - 12:30pm HSA 1 8:30 - 9:45am, 2:00 - 4:30pm P811M 12:45 - 1:45pm	PS/MS149 10:00 - 12:30pm HSA 1 8:30 - 9:45am, 2:00 - 4:30pm P811M 12:45 - 1:45pm	PS/MS149 10:00 - 12:30pm HSA 1 8:30 - 9:45am, 2:00 - 4:30pm P811M 12:45 - 1:45pm	PS/MS149 10:00 - 12:30pm HSA 1 8:30 - 9:45am, 2:00 - 4:30pm P811M 12:45 - 1:45pm

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; U.F.T. 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 school leader/designee of HSA 1 will be part of the M149/M207 School Safety Committee. As a member of the School Safety Committee, the leader/designee of HSA 1 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 Harlem Success Charter School will be addressed on an ongoing basis. Moreover, the Safety Plan for the M207 building will be modified as appropriate to meet any changing security needs associated with the co-location. HSA 1 will enter information in the 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 M149/M207 will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School's Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2010, co-located schools on campuses must actively participate in a Building Council (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 and, 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 2010.²⁰

²⁰ Current version available at <http://schools.nyc.gov/community/campusgov>