

# **Building Council Toolkit**

**Guiding principles and best practices for multiple school  
campuses**

## **Building Council Toolkit**

The Building Council Toolkit is an initiative to support the development of best practices in our campus schools. These include District Schools, High Schools, Special Education Programs, Diploma Plus, Multiple Pathways, and Charter Schools. It is a way to get principals thinking and acting together. Members of building councils run separate and distinct schools, with their own missions, cultures, and priorities, and those distinctions are a good thing. But through articulating guiding principles and norms they can create a forum where mutually acceptable decisions will be made to support all schools as well as the campus.

The toolkit consists of a series of simple and easy-to-use discussion guides in order to help the team of building principals effectively create plans to foster the campus as well as individual schools. The toolkit will help building councils create shared understandings and action plans.

Supporting the work of Building Councils is the essential notion that decisions should be made democratically, that resources (space, people and budgets) should be shared and that all principals in a shared building have an obligation to support their own school's mission and vision as well as their building's growth.

Much of the work can be framed around one fundamental question:  
Are the decisions we make as a Building Council fair for each student in the building?

The toolkit will be available on the Campus Management website at:  
<http://schools.nyc.gov/Facilities/CampusManagement>

We encourage you to use the materials. We welcome your feedback for revisions.

Dr. MAK Mitchell  
Executive Director of School Governance Division of Support Services  
Senior Supervising Superintendent Office

## **Building Council Toolkit Directions**

The Building Council Toolkit is designed to facilitate planning and collaborative problem solving on school campuses. Ideally each section will support a discussion around a particular issue. It presents challenges and includes scenarios on how principals approached them. Questions are included to support discussions, make values explicit and reach mutually acceptable solutions. The graphic organizer is a tool that you may find helpful to both reach and document those solutions.

Please remember that process is especially important.

Read the Building Council Guiding Principles. Discuss them at your meeting. Make sure you all support them.

Read the Effective Building Council practices. Discuss them and set shared expectations for your Building Council.

You can work through the Building Council Toolkit sequentially or piece by piece. Read the scenarios and discuss them. Gather information by answering the capacity questions. Use the schedule and implementation questions to find mutually acceptable solutions. Use the reflection questions to evaluate the successes of your plan. Finally, the graphic organizer can serve as a record of your agreements and commitments.

Working effectively in Building Councils is a process that requires practice and commitment. Be patient with your team as you make your campus and schools even better places to learn, teach and work.

## **Building Council Guiding Principles**

Sharing space is central to New York City's mission to building a system of excellent schools. We now have over 900 schools and programs sharing space in multi-school campus buildings. The effectiveness of all schools and programs sharing space depends on the successful navigation of building issues. Building Councils create a culture of shared communication, strong relationships and improvements in teaching and learning.

Building Councils share these guiding principles:

- The schools are equal partners in shaping the educational environment – sharing responsibility and accountability for building administration, communication and culture
- Each school has equitable access to the Department's resources: including dedicated classroom space and access to common space)
- Each school has equitable access to school services (i.e. health, custodial, food services and school safety)
- Each school and council has a responsibility to communicate to internal and external stakeholders
- Each school demonstrates mutual respect for each other school's unique culture

Campuses need to develop a set of practices to respect themselves, each other and the schools they lead.

Effective Building Council Practices

- Meet at specified times
- Establish norms and systems that encourage participation
- Share meaningful roles and responsibilities
- Reach decisions by consensus
- Communicate their plans and actions
- Reflect in an on-going way on their successes and challenges

If you have any questions about supporting your Building Council, please contact:

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## **Sharing Your School's Vision**

### **Building Council Toolkit**

#### **Introduction**

Collaboration across schools is built on a foundation of what's happening in each school. Before going into a set of building council meetings, individual schools should take stock of where they are. It's particularly important that schools have a clear sense of vision and prioritized goals. Then, each school can share their visions and goals at building council meetings. Schools will certainly find overlap, shared hopes and opportunities to grow and support each other.

Goal: To share individual schools' visions to develop a shared campus vision.

#### **Best Practices**

##### **Campus A**

On Campus A, one school focuses on arts and writing. The school worked with four other schools to create a campus-wide vision of literacy. The five principals, coaches, teachers and librarians created a Library/Media Center where students discuss literature, review homework and conduct research. It is also home to campus wide after school programs that provides academic enrichment and support. The Library has a collection of books that support each autonomous school's curriculum, as well as teacher's professional development. The library is a collaborative space that supports the individual schools as well as the campus.

##### **Campus B**

On Campus B, principals recently planned a full day of professional development for all the schools simultaneously. The day provided for the sharing of effective practices to scaffold student learning. Teachers from all six schools volunteered to co-teach sessions where they shared their best instructional practices. They engaged in team learning with colleagues from other campus schools, and then they returned to their respective schools with practices to try in their own classrooms.

##### **Campus C**

On Campus C, the Building Council promoted a Community Health Fair. The five schools' Parent Coordinators and PA Presidents planned the Health Fair to share information and engage students and families in making healthy choices. Student groups and CBOs participated. The Fair was covered on the local news which showed the campus collaboration. It helped build a sense of community and created positive impressions about the campus.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your vision and goals in the following graphic organizer or in another way that works for your building council.

### **Pre-meeting at the individual school level**

1. What is your school's mission and vision?
2. What does learning look like at your school?
3. What are you thinking about school community? What does it look like at your school?
4. What are three goals for the short-term?
5. What are three goals for the longer-term?
6. What are some of your school's strengths?
7. How would you be willing to share your best practices?
8. What are some areas for growth?
9. What ways would you like support from your colleagues?

### **Sharing at the building council level**

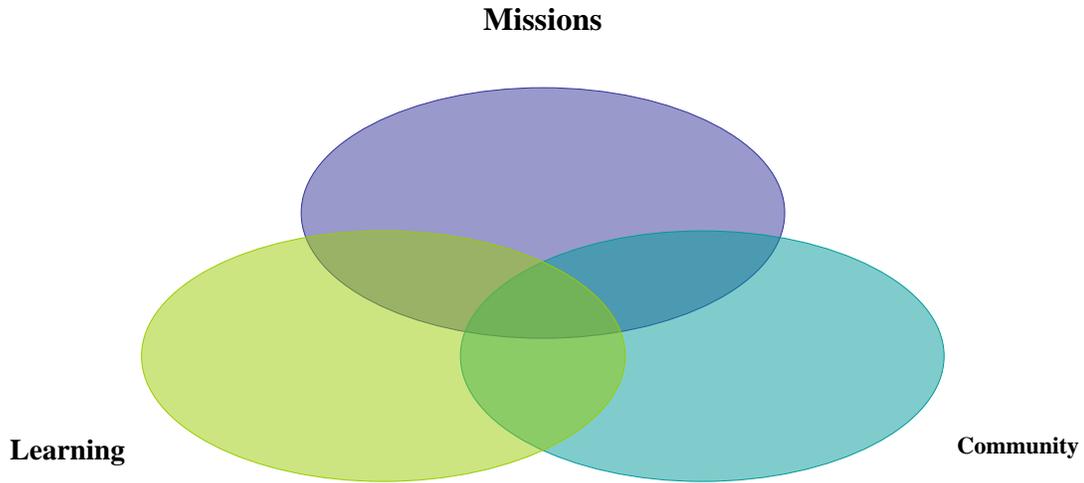
1. Where do your missions overlap?
2. Where do your visions about teaching overlap?
3. What is your common vision for the campus?
4. Where do your senses of community overlap?
5. What common goals do you have?
6. Where are there differences?
7. Where is there conflict?
8. Can you agree to disagree?

### **Reflection**

1. When might you revisit your values?
2. How do they change over time and when schools add staff?
3. How do you share the development of your values?

**Graphic Organizer**

Note your shared values in the following areas. Feel free to attach additional sheets, schedules or plans as necessary. You may want to attach your individual school's missions, views of learning and community.



Principals' sign-off – we all support the values outlined above.

_____	_____	_____	_____
_____	_____	_____	_____

Date \_\_\_\_\_

## **Shared Understandings** **Building Council Toolkit**

### **Introduction**

The Building Council is a democratic structure for facilitating the sharing of space, activities and programs that can make the difference in creating a culture of shared communication, strong relationships and improvement of teaching and learning. While building councils take many forms, successful ones share an established set of norms and governance structures.

Goal: To create a forum for on-going communication, responsibility and action.

### **Best Practices**

#### **Campus A**

On the Campus A, schools decided to write a Memorandum of Understanding. It formalizes a professional working relationship among schools and within the campus. It describes how all the principals will work together in a mutually beneficial way.

Memorandum of Understanding -- Campus A  
Agree to work cooperatively for the program year beginning \_\_\_\_  
\_\_\_\_ and ending \_\_\_\_\_.

All schools agree to the following:

1. Meet at specified times each month
  - a. Establish norms
  - b. Share meaningful roles and responsibilities
  - c. Establish a system of active participation by all
  - d. Make decisions by consensus
2. The schools are equal partners – sharing responsibility and accountability for building administration, communication and culture.
3. Each school has equitable access to agreed upon common spaces.
4. Each school has equitable access to school services (i.e. health, custodial, food services and school safety).
5. Conscious internal and external communication.
6. Mutual respect for each school's unique culture.

By signing this Memorandum of Understanding all principals agree to be active campus partners and to abide by its terms,

Principal 1 \_\_\_\_\_ Principal 2 \_\_\_\_\_

### **Campus B**

On Campus B, the Building Council has agreed to meet for one hour every Monday from 10:00 to 11:00. Everyone's time is very valuable and all have agreed to arrive on time, as well as end on time. There are four principals who have decided that each leader will be responsible for the agenda for three consecutive months. All agenda items are forwarded to that principal during the week. The principal then distributes the agenda to the council members before the meeting so that they may be prepared for the meeting. It has also been decided that the principal who is responsible for the agenda will also write the minutes. The minutes will be the council's action plan and include the decisions, timelines and next steps to accomplish these decisions. It has been unequivocal to write minutes at every meeting to make sure there are no misunderstandings or miscommunications and to provide a way to ensure accountability and responsibility.

### **Campus C**

On the Campus C, communication is extremely important. The principals feel their two most important norms are using the DOE email to create a Principal Distribution List to inform colleagues not only of agenda items, and omissions and corrections in minutes, but any special events, celebrations, changes (including substitutes, new personnel, new procedures) crises and just about anything else that occurs in individual schools. After careful evaluation, they are sharing in the supervision of the general space areas of the Campus. Each principal has taken on a responsibility to schedule different areas; including the auditorium, gymnasiums, library and cafeteria. The council has instructed the Custodian that no general space area may be reserved unless signed off by a designated principal. The principals feel that this holds all of them equally responsible and accountable.

### **Campus D**

On the Campus D, the principals have decided that all Supervisors of General Areas will report to the Building Council. The Council will determine the most important issues and needs of the Campus. The custodian, food service supervisor and SSA level III all report at designated times to the Building Council. The Principals then decide which principal will follow up by writing letters, supervising and monitoring. Together they reflect on procedures they put into place and change them accordingly. They rate all the general area staff together and all their signatures go on the rating sheets.

**Campus E**

On the Campus E, the principals made a very difficult decision to invest in a Campus Manager. It is a very large campus, with many supervisory responsibilities, general spaces and community based organizations. They discussed the possibilities of their administrative staffs supervising and coordinating many of the shared space areas and decided it would be more cost effective for such a large campus to have a campus manager. The principals have decided that they will implement both policy and decisions collectively and make sure the Campus Manager is both accountable and responsible to the Building Council.

**Campus F**

On the Campus F, when there is a conflict, although the principals “are the locus of control” they realized they may need outside help to brainstorm ideas and possible solutions. They have included in their norms the possibility of bringing an outside person to mediate the conversation. At an impasse each person from the Building Council may bring in an individual to bring new ideas and a fresh perspective to the conversation.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

## **Shared Understandings**

1. What are your shared expectations for meetings?
2. How do your individual school goals impact your shared goals for the campus?

## **Structure and Habits**

1. When, where and how often do you meet?
2. Do you expect all principals to be at each meeting? What happens when someone can't attend?
3. When should participants other than building principals be invited to Council meetings?
4. Which duties and responsibilities are shared?
5. How will you communicate within and outside of the Building Council?
6. What strategies will you use to support consensus?
7. How does your Council reach consensus when there are deep conflicts?
8. What have you learned from other successful campus structures, through visits or other means?

## **Implementation**

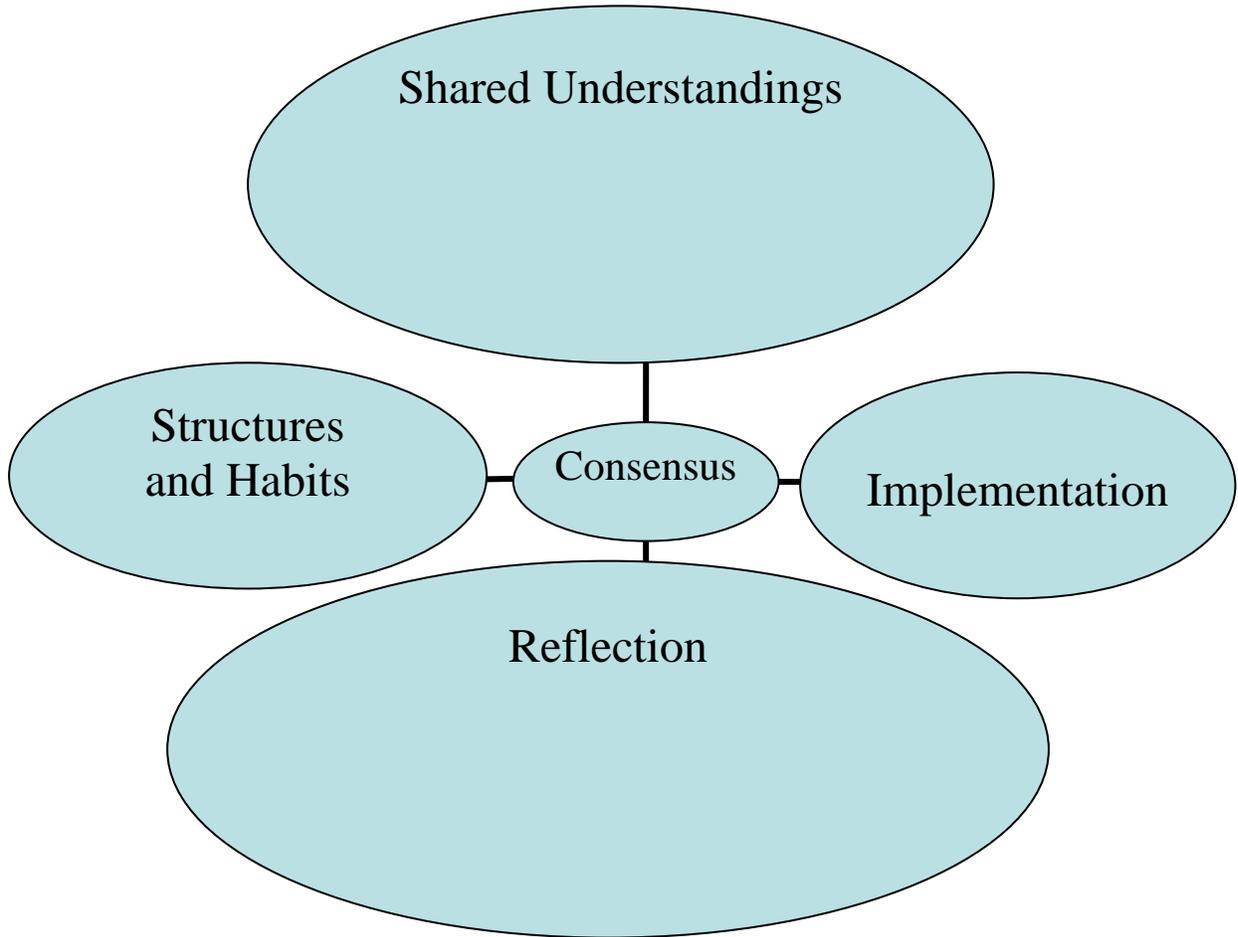
1. Who facilitates meetings and creates agendas and minutes?
2. What does "*consensus*" look like?
3. How are building management tasks shared?
4. How does communication occur between meetings?
5. How are decisions communicated?
6. How are issues presented?
7. How does the supervision of shared space occur (i.e. security, food services, maintenance)?
8. What are your campus priorities and schedules?
9. How will campus costs be shared?

## **Reflection**

1. How do you give each other feedback?
2. How do you reflect on actions, decisions and issues?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **Allocation of Classroom and Administrative Space** **Building Council Toolkit**

### **Introduction**

Allocation of classroom and administrative space is always a key campus issue. The Footprint is the tool used by DOE space planners to make allocation decisions, and is a tool that can be used by all stakeholders in the analysis and assessment of space usage in NYC DOE buildings. The Footprint represents a minimum space allocation. In co-location arrangements, 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.

Support available: Standard Instructional Footprint and The Instructional Footprint Tutorial - <http://schools.nyc.gov/Facilities/CampusManagement>

Goal: To equitably distribute space to all schools and programs on a Campus.

### **Best Practices**

#### Campus A

School A is an elementary school and School B is a Dual Language Middle School sited at the Campus three years earlier. At a Building Council Meeting Principal B raises her concern that although she has reached full growth she is unable to offer mandated counseling because of lack of space. Principal A and B agree that they need to look at the Campus Facilities and that they will ask SSO Leadership to support them in the process. At the following council meeting they look at the *Standard Instructional Footprint* to see what the minimum allocation for each school should be. They do a “walkthrough” of the building as a group (agree on the use of rooms) and analyze the space of each school. The group is surprised to learn that School A is ten classrooms over footprint, while School B is below footprint. Since it is November, both Principals agree to make a few revisions for the 07/08 school year and complete a reorganization of space for the following September. Principal A combines offices of a few personnel thus making two classrooms and a guidance office available for School B following the Thanksgiving vacation. A discussion for the reorganization of the entire facility is tabled for March. At the next meeting they begin the conversation about shared spaces and immediately decide that faculty can share a teachers’ room – this creates another office space for School B. Although, they have been frustrated in the past, they have now used new policies and best practices to make fair and equitable decisions for both schools. Principal A and B have changed the culture of their Campus, to one that celebrates both autonomy and collaboration.

### **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements.

#### **Capacity**

1. What are the shared goals of the meeting?
2. What are each school's mission and vision?
3. What grade level is your school?
4. What are the individual schools register? Projected registers?
5. What is the campus register? Projected register?
6. How many classes per grade does each school have?
7. Are you a Title I school?
8. Do you have an ELL program?
9. How many self-contained classes do you have?
10. What classrooms can be shared i.e. Music, Art...?
11. What offices can be shared i.e. SBST, Family Coordinators, PTA...?
12. Is more space needed?
13. Can facilities help support the creation of classrooms?

#### **Implementation**

1. Have you requested the calculation of the minimum footprint for each school from your Borough Director of Facilities?
2. Have you completed a "walkthrough" with your Borough Director?
3. Have you calculated each school's present footprint?
4. What moves can be made immediately? After the vacation? Next September?
5. Have you included the Custodian in you meetings?
6. Have your SLT, staff, parents and the community been notified?

#### **Reflection**

1. Have you met all individual school needs?
2. Are there any other areas where collaboration will enhance space and instruction?
3. Is the restructuring equitable and following DOE policies?

## **Common Time Schedules**

### **Building Council Toolkit**

#### **Introduction**

Common time schedules, or bell schedules, provide a structure around which multiple schools in a building can share spaces. Bells are not necessary, but times are. All schools are autonomous and create schedules to maximize time, improve teaching and learning and implement rigorous curriculum. In multi-school campuses of three or more schools it becomes necessary to have a general space or campus time schedule. This gives a time format for use of general space areas. When will gymnasiums be available? The library? The auditorium? The lunchroom? Individual schools may then program students keeping this uniform schedule in mind.

Goal: To create a time structure to support sharing common spaces.

#### **Best Practices**

##### **Campus A**

On Campus A, schools decide to use a general time schedule of 44 minute periods with 3 minutes for passing. All schools use this schedule to program general space times within their student programs. School One has a 20 minute advisory everyday and 88 minute ELA block. They are able to use this schedule by having a fourth period physical education period, starting the student day earlier and reducing passing time. The 20 minute advisory is added to the third period, so that no time is needed for passing. By fourth period students are then able to report to the general area “gym” at the required time. Fifth period students report to the general area cafeteria and then the following periods are 45 minutes. At the end of the day students receive 50 minutes of tutoring. This illustrates that careful planning can facilitate a culture of autonomy and collaboration within a multi-school campus.

Pictorial is on the following page.

BELL SCHEDULE General Space REGULAR DAY				BELL SCHEDULE School One REGULAR DAY			
PERIOD	STARTS	ENDS	MINUTES	PERIOD	STARTS	ENDS	MINUTES
1	8:05 AM	8:49 AM	0:44	1	7:37 AM	8:21 AM	0:44
2	8:52 AM	9:36 AM	0:44	2	8:23 AM	9:17 AM	0:44
3	9:39 AM	10:24 AM	0:45	3	9:19 AM	10:24 AM	0:65
4	10:27 AM	11:11 AM	0:44	4	10:27 AM	11:11 AM	0:44
5	11:14 AM	11:58 AM	0:44	5	11:14 AM	11:58 AM	0:44
6	12:01 PM	12:45 PM	0:44	6	12:00 PM	12:45 PM	0:45
7	12:48 PM	1:32 PM	0:44	7	12:47 PM	1:32 PM	0:45
8	1:35 PM	2:19 PM	0:44	8	1:34 PM	2:19 PM	0:45
9	2:22 PM	3:06 PM	0:44	9	2:21 PM	3:06 PM	0:45

### **Campus B**

On Campus B, there are two schools sharing space. They decide that they do not need a general space plan. They both bring their programming needs to the table and plan carefully together. They mutually agree to accommodate the needs of both schools.

### **Campus C**

On Campus C, there are six schools. They formalize a general space schedule. Schools individualize their programming by staggering start and end times. This helps schools customize individual curriculum and programming.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

14. What are the individual schools projected registers?
15. What is the campus projected register?
16. How many lunch periods are needed?
17. How many physical education periods are needed?
18. What is the amount of time necessary for passing?
19. What are the start and end times for all schools?
20. Are bells necessary?
21. What will mark the change of classes?
22. Do you have clocks in all your classrooms, cafeterias and gymnasiums?
23. Will schools be using different block schedules?
24. Will all time periods be the same time?
25. Does it take students longer to move from different schools to general space areas? Have you accounted for this time? (A school located on the fourth floor will need more time during passing to get to the cafeteria in the basement.)

### **Schedule**

1. Will you have a campus schedule?
2. When will the campus general schedule be created?
3. How will lunch periods be determined?
4. Do you share the gymnasium?
5. Do you have separate gymnasium periods?
6. Do you share science labs?
7. How are science labs allocated?

### **Implementation**

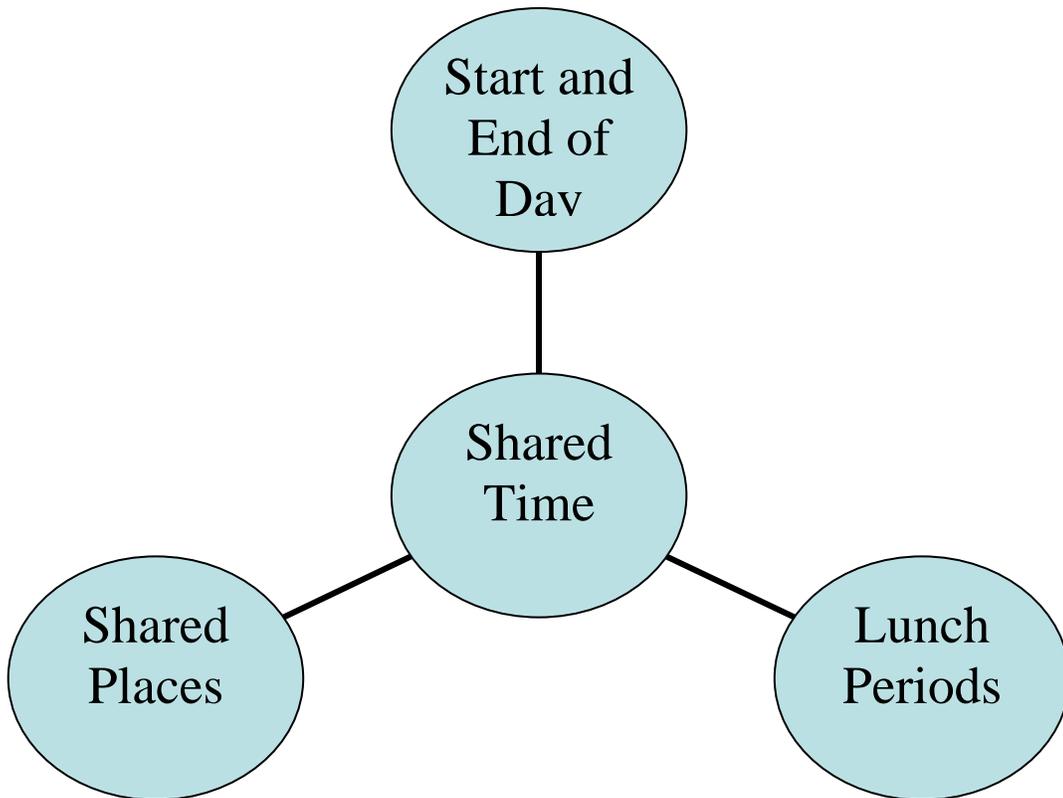
7. Do all schools have copies of all campus schedules?
8. If you use bells, who will be responsible?
9. Will announcements be allowed?
10. Have different schedules been communicated to parents, staff and students?

### **Reflection**

4. Do all schools have access to general space areas within the schedule?
5. Have you met all individual school needs?

**Graphic Organizer**

Note your key decisions in each area. Attach a copy of the campus schedule. Be sure to include the following:



Principals' sign-off – we all support the goals and practices outlined above.

_____	_____	_____	_____
_____	_____	_____	_____

Date \_\_\_\_\_

## Shared Resources – Staffing and Budget Building Council Toolkit

### Introduction

Creating a mutually supportive culture takes vision, collaboration and a budget that supports these needs. Autonomous school budgets contain monies to support all areas of maintaining a school including general space areas i.e. Library, Auditorium, Cafeteria, Science labs, Art rooms... As plans are structured to create a school wide culture that supports collaboration of Safety and Security, Building Facilities, and the operation of general areas of the building it is important that these personnel positions, supplies, and equipment, be funded. These monies are included in all school budgets.

### **Best practices**

#### **Campus A**

On the A campus, schools decided to determine the needs of the building. They first concentrated on Safety and Security, then the shared areas and finally areas that needed support like the front desk to run smoothly. They determined the personnel needed and created a spread sheet so that the needs and amounts needed were clear.

The Chart looked like this:

<u>Shared positions</u>	<u>units</u>	<u>base amt</u>	<u>amt</u>
Librarian	1.0	\$55,600	\$ 55,600
Lab specialists	1.6	\$55,600	\$ 88,960
Health aide (7hr)	1.0	\$23,183	\$ 23,183
School aides (7hr)	15.0	\$20,331	<u>\$304,965</u>
Total			\$472,708

School share			
<u>School</u>	<u>register</u>	<u>Pct</u>	<u>Amt.</u>
School 1	525	30.6%	\$144,622
School 2	325	18.9%	\$ 89,528
School 3	325	18.9%	\$ 89,528
School 4	325	18.9%	\$ 89,528
School 5	108	6.3%	\$ 29,751
School 6	108	6.3%	\$ 29,751
	1716	100.0%	\$472,708

They determined which schools would fund the positions. School 1 funded the librarian as well as the lab specialists. The personnel were supervised by the administrators within the school. School 2 funded the health aide and aides for the boys and girls locker rooms. This school supervised the funded staff and was also responsible if their personnel were absent. All schools would inform each other of problems with the personnel they were responsible for through an email distribution list. They would also help each other to make sure all positions were covered. The first year this went well.

Upon reflection at the end of the year they realized many budgetary issues revolved around supplies and equipment to support the general space areas. They listed the items i.e. the CAASS machines not only required personnel, but materials to run them, referees were needed for sports events, furniture is required for signing in of visitors. The following year they listed all the supplies and equipment costs and made them part of the budget.

### **Campus B**

On the B campus they decided that they did not have enough support from Assistant Principals to supervise security and general space areas. They hired an Assistant Principal to be the Building Manager. The Building Manager would report to the Building Council, and be funded by them. He would supervise all general areas, as well as, deans, SAVE rooms, SBST, suspensions and all school discipline. He attended the Building Council where the buildings and three school's needs were assessed. With the input of the new Building Manager the Building Council hired aides, completed SBOs for deans, and formalized the new procedures with the Custodian and SSA level III. After completing a budget they realized that one school could not afford to cover the entire Building Managers expense. It was agreed that the Building Manager was put on one school 1 budget, while each of the other schools would support an aide from the TO (Table of Organization) of the school 1 budget. This would equalize the expense and support of the Building Manager.

### **Campus C**

On the C campus they had several Snapple machines. The proceeds from these machines had been used by a former school at the site and now the funds were being sent to only one of the three schools. As part of the budget conversation at a Building Council meeting it was agreed that all students purchased beverages from these machines and that the funds should support the building. It was determined that revenues from the machines would support school teams by funding referees and sports equipment for the Campus. The Principal receiving the funds agreed to supervise payments and purchases.

**Campus D**

On the D Campus the large high school closed. The three schools had a dilemma. They had to continue servicing the records of the large school to former students. How could they afford to administer this service? They tabled the issue until the next council meeting. They had asked several questions and needed to find the answers. How many transcripts were requested each week? How long did it take to find and send out transcripts? What other records were requested? How long did it take to get the job completed? After computing the time the aide would spend completing each record, it was decided that they would charge \$6.50 as a handling fee. Although it would not completely cover the cost of supplies and personnel, it would be a reasonable expense. All schools must provide official documents for their students and at the conclusion of the year, all schools at the D campus would be sending transcripts to colleges.

**Campus E**

On the E Campus they have decided that many areas and services within the building require personnel to work with both schools. The Principals have decided that these personnel should report to the building council and to support this decision the personnel will be split funded. School A has a register of 537 and School B has a register of 725. This is a 40 to 60 ratio, and they request that the ISC/CFN split fund these positions. The council feels this is holding the personnel responsible to both school and creates a fair plan to support campus needs.

## **Discussion Questions**

Please use these questions to guide a conversation. Come up with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the campus needs for general space areas?

	Personnel	Materials	Equipment
Auditorium			
Cafeteria			
Science Labs			
Library			
Visitors Desk			
Mail			
Gymnasiums			
Changing Rooms			
Entry			
Records Room			

2. What is the plan for after school hours and weekends?
3. What positions are shared by the campus as a whole?
4. Who will service transcripts and records for the phased out school?
5. Have you assessed your needs versus wants and prioritized them? (What can you afford?)
6. What professional development resources are shared?
7. How are funds from vending machines distributed?
  - a. Will they be collected to fund a specific Campus purposes?
8. What materials are needed to support different areas i.e. CAAS Printers, library books, replacement books, sports referees?
9. What equipment is needed to support the campus i.e. sign in desk, lunch room tables, CAASS machines, gates, signs?

### **Schedule**

1. Who will supervise personnel?
2. Which duties will be delegated and which will be funded?
3. What agreements were made for campus priorities for supplemental or grant funding (i.e. Phase out school allocation)?

### **Implementation**

1. Will each school take on the responsibility of supplying personnel to different area?
2. Will supervisors from each school supervise general area personnel?
3. How will costs be divided?
4. Will coaches or PD be shared? How will costs be shared?
  - a. How will it be calculated?
5. What percentage of the budget will each school share?
6. What is the provision for an unexpected expense be shared?
7. Who is responsible for each area and the associated costs?

**Reflection**

1. Are all costs covered?
2. Does the budget reflect the register of schools?
3. Did all schools contribute – personnel, supervision, and budget?
4. Do you need more personnel, materials, equipment to run effectively?
5. Are there any areas that need more attention?
6. How has the Campus vision been implemented?
7. Do any shared space areas need extra help?

**Graphic Organizer**

Note your key decisions in each area. Include amounts and brief descriptions. Feel free to attach additional information as necessary.

	<b>Personnel</b>	<b>Materials</b>	<b>Equipment</b>	<b>Total</b>
School A				
School B				
School C				
School D				
School E				
School F				
<b>Campus Total</b>				

Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_\_

## **Shared Space Areas - Cafeteria** **Building Council Toolkit**

### **Introduction**

At its best, a building cafeteria is a place to eat, renew and relax and build and sustain a sense of community. Sharing a cafeteria doesn't have to be difficult. All decisions are made by a Building Council after talking through questions about capacity, schedule, implementation and evaluation. Importantly these decisions need to be based upon need and opportunity and not upon past practices.

Goal: To create schedules, habits and routines to support sharing a cafeteria.

### **Best Practices**

#### **Campus A**

On Campus A, schools decided to share the cafeteria by period. Each school has access to the cafeteria for one period. They crafted the shared space schedule in March so they had plenty of time to program their individual schools' schedules.

#### **Campus B**

On Campus B, the cafeteria is large with four distinct seating areas. The schools share space and overlap. Each period there are at least two and sometime three schools there. One school takes responsibility for supervising each period. Their schedules work well because they connect to teachers' schedules and afford time for common preparation periods. The schools also work with CBOs to provide college counseling and tutoring.

#### **Campus C**

On Campus C, an elementary school shares space with a high school. The 11<sup>th</sup> graders eat with younger students, while the 9<sup>th</sup> graders eat alone a little late in the day. This is temporary as the high school plans to move into permanent space next year.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. How many periods of meal service are offered?
2. How many students can be served?
3. How many students need to be served?
4. Would more tables, staff and lines help?
5. Which of the following are you offering: breakfast, lunch, snack, dinner?
6. How do you share the cafeteria space during non-meal periods?

### **Schedule**

1. How do you want to reach consensus around allocating seats and/or periods?
2. How will each school's schedule be impacted?
3. Do you want to keep students separate by period or place?
4. Do you want to integrate students across schools by period or place?

### **Implementation**

1. Is there a food committee that meets with OFSNS?
2. How will the cafeteria be staffed?
3. How are you as individual schools equitably sharing those responsibilities financially and in terms of staffing?
4. Who will supervise the staff?
5. Will you provide additional services (tutoring, games, clubs, library, computers) through a CBO in the cafeteria or in classrooms?
6. How will students enter and leave the cafeteria?
7. Are students allowed to leave the building?
8. Are students allowed to bring outside food in?
9. How will students' behaviors be addressed?
10. How is custodial staff monitored?

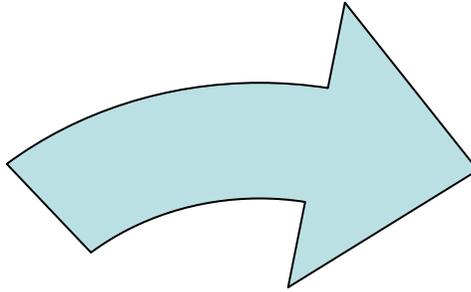
### **Reflection**

1. How do you evaluate the success of the program?
2. What is your feedback loop for improvement?
3. How often will you reconsider your plan (each semester, annually)?

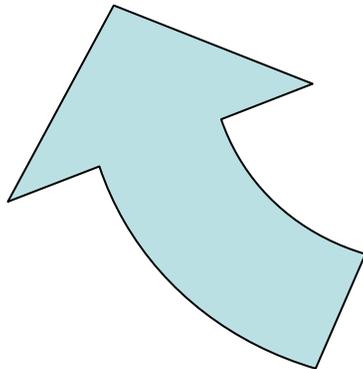
**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.

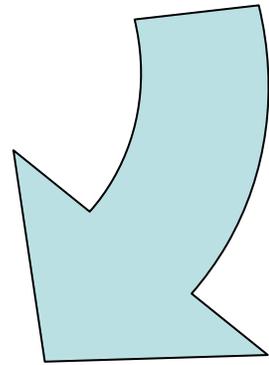
**Schedule**



**Staffing**



**Supervision**



Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **Shared Space Areas - Library** **Building Campus Toolkit**

### **Introduction**

The library is an area that all schools can use as an opportunity to extend and improve instructional practices. It can foster a community of learning and literacy that leads to higher academic achievement, independent readers and learners, as well as learning and collaboration throughout the campus.

Goal: To create an environment, opportunity, schedule, and funding to support sharing a library

### **Best practices**

#### **Campus A**

On Campus A, schools decided that the library was an area that needed to be funded to meet the needs of students within the building. Their vision was to raise student achievement by creating a “culture of literacy”. The culture would be improved by supporting the library, a space shared by all schools. They formed a library advisory team which consisted of teachers from each of the three schools representing all subject areas within the campus. The advisory committee and principals did a library walkthrough to evaluate the library. They focused on learners through physical resources, the instructional program, operation, administrative support, and outreach/communication. The team then looked at how the librarian was authentically supporting New York State Standards within each subject area. The team shared their ideas with the school leadership teams and building council. This became a three year vision/plan with a three year timeline and yearly goals. They targeted items that could be included within the building council budget, grant proposals, and community based organization. Through collaboration and over three years they built a culture of literacy.

#### **Campus B**

On the Campus B the vision was to use the library to enrich and integrate library skills into the curriculum. School one reached out to their intermediary. They collaborated and the campus received a grant. Professional development was offered through workshops on inquiry based learning and curriculum to any teacher in any school on the campus. Each teacher learned to write curriculum that integrated library standards. At the conclusion of the workshops teachers who participated received \$1,000.00 to purchase materials to support the units of study. The Librarian also participated in these workshops and it reengaged him. He became motivated to support the vision of the building council and change the culture to library participation for enrichment and support by both teachers and students.

## **Discussion Questions**

Please use these questions to guide a conversation. The following NYCDOE library web site may also help support conversations.

<http://schools.nyc.gov/Academics/LibraryServices/default.htm>

Formulate additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. Has the Building Council completed a “library learning walk”?
2. Is the library aligned with the campus vision, mission and goals?
3. Have you developed a library advisory committee with representation from every school?
4. Do you have a full time Librarian? And support staff?
5. Is the library arranged for flexible use by large groups, small groups and individuals?
6. Does the librarian plan with teachers in all schools?
7. Do every school and their students have access to the library, resources, space, programs and services to fulfill instructional needs and interests?
8. Have schools collaborated in ongoing library program planning and assessment?
9. Have you considered applying for a technology or library grant?

### **Schedule**

1. How will events, classes, meetings, after school programs etc. be scheduled?
2. Do you want to keep students separate by period or can the library accommodate more than one school?
3. Do you want to integrate students across schools by period or place?
4. What is the campus policy for students’ use during lunch periods?

### **Implementation**

1. How are you supplying resources and materials to the Library?
2. Who will supervise the Library/Librarian?
3. How will the library be staffed?
4. How are you as individual schools equitably sharing those responsibilities financially and in terms of staffing?
5. Who will supervise the staff?
6. Will you provide additional services (tutoring, enrichment, technology) through a CBO in the library?
7. How will students enter and leave the library?
8. Are students allowed to go to the library during lunch?
  - a. Will passes be necessary?
9. Will students be allowed to use the library independently (without a class) during instructional time?
10. How will students’ behaviors be addressed?

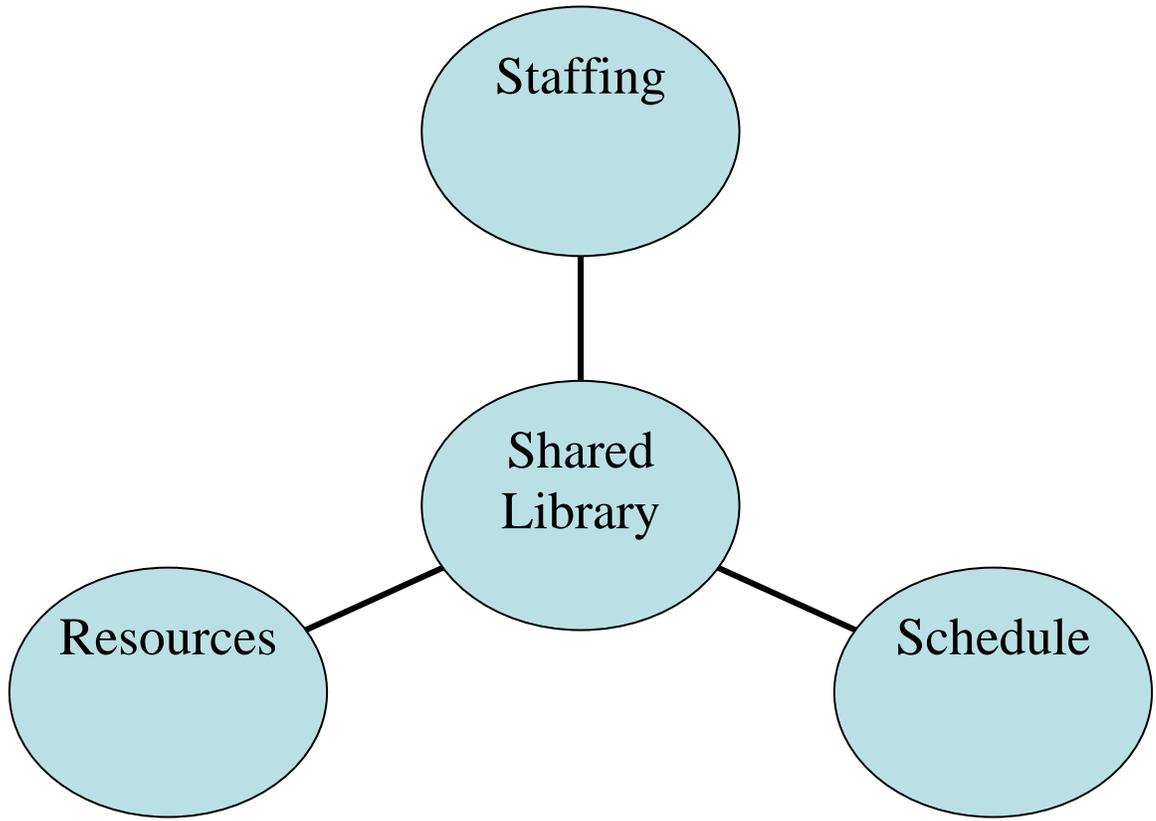
11. Is there a committee that meets with the librarian?
12. How will schools support the library – students' unreturned books, lost books, behavior?

**Reflection**

1. What are the next steps?
2. Do all teachers and students in all schools have access to the library?
3. Are students using the library? Are materials and personnel effectively supporting students?
4. Is the librarian working with all schools? With the building council?
5. Is the building council plan supporting student achievement?
6. Are teachers using the library resources to enrich curriculum and support students?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **Shared Space Areas – Physical Education** **Building Council Toolkit**

### **Introduction**

Physical Education is important to all students. Meeting these needs in a multiple school campus can be done creatively and sensitively by understanding the requirements of all schools and using all shared space.

Goal: To create schedules, areas and activities to support physical education programs.

For minimum NY State requirements:

<http://www.emsc.nysed.gov/ciai/pe/peqa.html>

### **Best Practices**

#### **Campus A**

On Campus A, schools needed to schedule all the students on the campus for physical education. It has become more difficult to meet all students' needs as a middle school and high school have joined the public school. The elementary school wanted to keep the physical education program the same way it had been implemented for the past ten years. The middle school wanted to implement a comprehensive program that included leadership and the high school wanted a five day a week program. The small gym designed for an elementary program could not accommodate all the students on the campus. The Principals agreed to study the state and city requirements and then try to honor each others vision for an effective physical education program. They used the following physical education state and city requirements to create a plan that incorporated an excellent curriculum and would be in compliance with state and city mandates.

**ELEMENTARY SCHOOL:** At the elementary school level students shall participate in physical education for a total of 120 minutes per week (excluding time for recess).

- Grades K-3: daily physical activity
- Grades 4-6: physical education not less than three times per week
- Physical Education should be taught by a licensed certified physical education teacher, however classroom teachers may provide instruction if under the supervision of a licensed physical educator.

**SECONDARY SCHOOL: Grades 7-12**

- Students shall participate in physical education for not less than three times per week in one semester and not less than two times per week in the other semester. There is an implied minimum time requirement at the secondary level of 120 minutes per week; however participation in physical education is required in every semester
- A licensed certified physical education teacher is required at the secondary level

**SPECIFIC NOTE FOR HIGH SCHOOLS:**

- While the NYSED regulations require the *minimum* of the “3/2” model listed above, and for high schools this means having a 3/2 schedule over the course of 8 semesters, NYSED granted NYC permission to provide students with physical education 5 days per week for 7 semesters, and in the eighth semester students would have 5 days of health education and no physical education (1996 SED Memo)
- **NYC CHANCELLOR’S REGULATIONS: GRADUATION REQUIREMENTS AND CREDITS:** As per NYCDOE Chancellor’s Regulations, students must obtain a total of 4 physical education credits over the course of 7 or 8 semesters:
  - If students have daily physical education for 7 semesters, the 4 graduation credits are broken up into .58 per semester
  - If students have a “3/2” schedule of physical education for 8 semesters, the 4 graduation credits towards broken up into .5 per semester.

They realized they would need to create more physical education capacity. They could achieve this by having staggered entries. This could create the addition of four periods of use each day if only one school started an hour and a half later and another school an hour and a half earlier. They also agreed to use the auditorium for dance and step classes. The middle and high school also agreed to a 3/2 day time schedule. At the following Council meeting the programmers worked together and created schedules that implemented new curriculum and programs. This met the capacity and needs of all students on campus.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

7. What is each school's mission and vision for physical education?
8. What are the physical education requirements of the students on the campus?
9. How many students will be taking physical education?
10. What is available?
11. How can you create more capacity?
12. Are you on the same schedule?
13. Are you on the same time schedule?
14. Are there other areas that can be used for physical education?

### **Schedule**

5. How do you want to reach consensus around allocating shared space for physical education?
6. How will each school's schedule be impacted?
7. Do you want to keep students separate?
8. Do you want to integrate students?
9. Can you stagger each school's time schedule?

### **Implementation**

1. How will you program physical education?
2. How will schools share the gym and equipment?
3. Who will supervise the locker room?
4. Who will coordinate the physical education teachers?
5. How will students enter and exit the gym or locker room?
6. How will students enter and leave the cafeteria?

### **Reflection**

4. How do you evaluate the success of the program?
5. What is your feedback loop for improvement?
6. How often will you reconsider your plan (each semester, annually)?
7. Are you meeting all the needs of students on the Campus?

## **Athletics PSAL and CHAMPS** **Building Council Toolkit**

### **Introduction**

Participation in athletics builds fitness, character, teamwork and a sense of school spirit. Additionally, athletics can lead to lifelong health and positive habits as well as college scholarships. How schools design athletic programs can play a critical role in students experiences in school.

Goal: To increase students' participation in athletic programs.

### **Best Practice**

Participation in athletics builds fitness, character, teamwork and a sense of school spirit. Additionally, athletics can lead to lifelong health and positive habits as well as college scholarships. How schools design athletic programs can play a critical role in students experiences in school.

Goal: To increase students' participation in athletic programs.

### **Best Practice**

#### **Campus A**

Campus A has three schools. Two 6-12 MS/HSs and one PS/MS PreK to 8 school. At a Building Council meeting the three principals were struggling with scheduling after school activities. They were using all the available spaces gymnasiums, cafeterias, auditoriums, schoolyard and even the yard of the school across the street, but did not have enough time or areas to schedule all the teams. An SSO leader had joined the meeting through the consensus of the principals to support possible solutions. She suggested that because they did not have enough spaces they might look at the activities offered. The principals evaluated the programs offered and realized that instead of offering individual school sports they could offer campus sports, with the same number or greater student participation from each school. After combining PSAL, CHAMPS and Intramural Teams the campus had enough space for their teams and after school activities.

#### **Campus B**

Campus B is composed of five schools. The building council decided to keep the original campus teams. All schools share spots on those teams. Sports have become an important lever for campus unity. Competition is at a high level. One principal oversees the athletic directors on behalf of the building council.

The Student Council, brought to the Building Council, the issue of “what should the team colors for the team be”? The building council principals asked their school leadership team to brainstorm ideas. Many ideas were brought back to the building council with no clear consensus. During this time the building council went for a scheduled visit to another campus. They were

observing the other campus practices and building council. They noticed that the school was “branded” –thematic individual school identification. Each school had two colors; one of the colors was the same for all the schools, School One had yellow and blue, School Two had red and blue, School Three had green and blue and so forth.

The campus color was blue and individual schools used another color to represent their school. Campus A at their next council meeting choose one of the colors of the old/closed school, orange as the campus color and kept the colors of the individual schools. The Team color was mutually agreed upon to be orange.

### **Campus C**

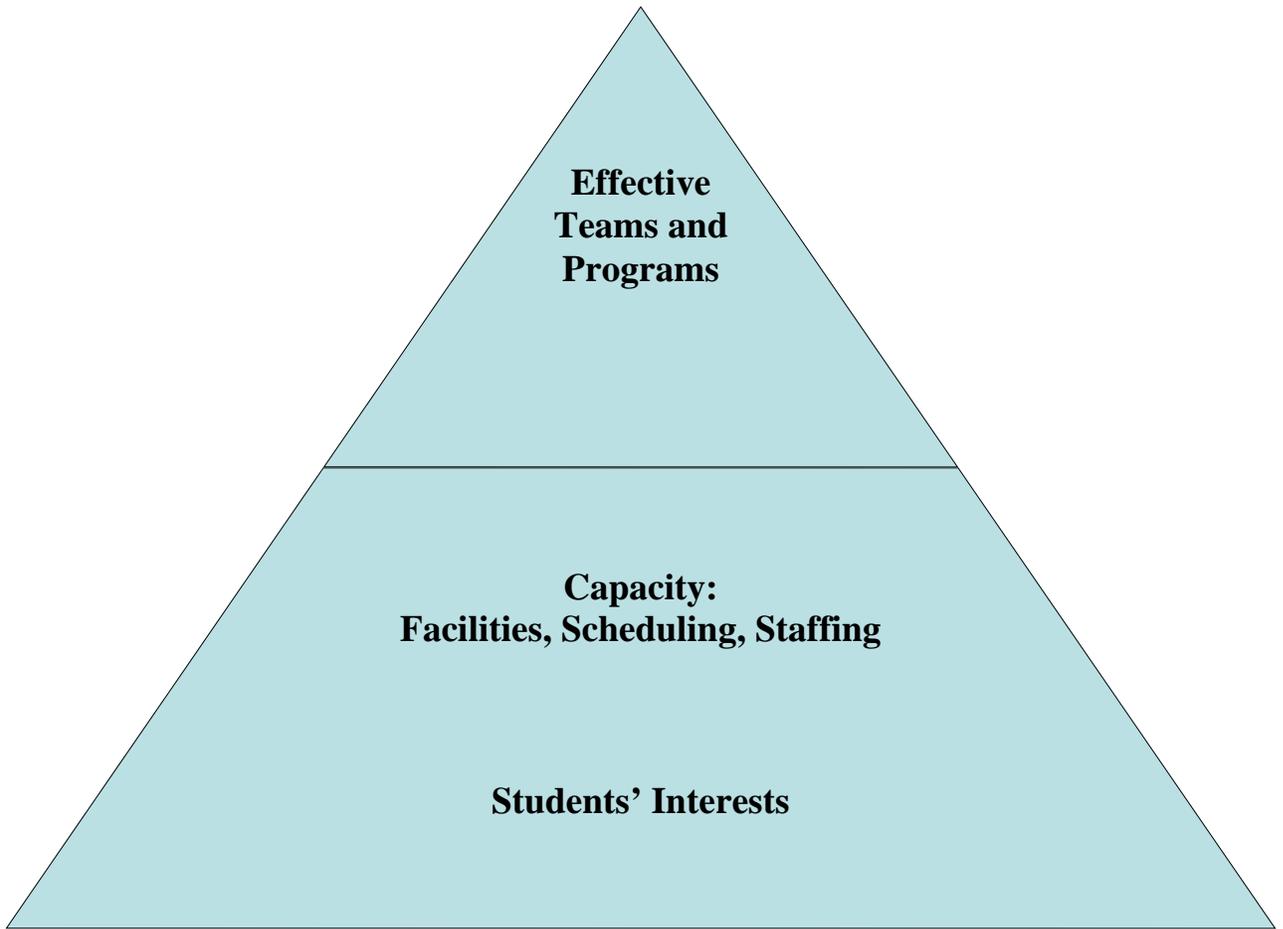
On Campus C, five schools took a different approach. Each school has two to three PSAL teams. Baseball and basketball were the most popular, but each school has a wide range of opportunities. The sports program here is focused on participation. Schools without PSAL teams created intramural programs.

### **Campus D**

On campus D, three schools share a building. The facilities are limited. The schools have decided not to apply to join PSAL, but have still crafted an interesting program. They offer karate, yoga and fitness in the extended-day program and have partnered with an organization to run track off-site. The schools hope to build capacity to apply for a PSAL track program in the future.

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **Safety and Security** **Building Council Toolkit**

### **Introduction**

Safety is one of the most important considerations of a school community. It is a primary Building Council responsibilities is to design and implement a plan to ensure campus safety. This plan is the foundation for establishing a positive condition of learning for all students on the campus. It is based on the collective knowledge of the team of principals, the policies and practices of School Safety and the NYPD. It requires constant vigilance and coordination by the building principals and the safety/security staff of the campus.

Goal: To design and implement a plan to ensure a safe and secure environment.

### **Best Practices**

#### **Campus A**

On Campus A, schools met in May at their Building Council meeting to determine the next school years security needs. They put a large chart on the wall which asked the question, what are all the areas of the building that require security personnel? One person recorded as they brainstormed areas that needed collaborative participation. Once they determined the areas that needed coverage, they determined the number of personnel they would need. They determined the cost of personnel and each school contributed staff from their school that would be best for the situation. The principals created a plan to reflect on the operation and made sure that their personnel would be in place in each area. They were each held accountable for the area their staff was placed and would cover the staff if they were absent. At the September meeting, they reflected on the staffing and safety plan put into place. They made adjustments.

#### **Campus B**

On Campus B, the Building Council recognized the need for adult presence in their building during the change of subject periods. It was agreed by all principals that they would have their teachers greet their students at the classroom doors and invite them to enter and prepare for their lessons. At the same time, the Building Council scheduled their individual administrative staff in key areas in an effort to support teachers. They were present in the halls to encourage students to get to class on time. This supported all SSAs, school safety, deans, aides and security personnel as well as teaching and learning.

#### **Campus C**

On Campus C, one principal added “entry procedures” to the agenda. At the following meeting she discussed the chaotic entry procedures with no staff assignments and often missing aides. They all agreed to observe the entry

together. At the following meeting, they invited the SSA level III to share issues about the entry with them. They thanked her. They all agreed that the entry of students was a problem. They then brainstormed ideas to improve the procedures. The Building Council made a mutually acceptable solution and made an action plan recorded in the minutes. One school would supply two aides to direct students at entry. Another school would supply an aide to collect cell phones. The third school would have a dean posted to assist SSAs with students. It was agreed that Principal One would inform SSAs of the new procedure. Principal Two would supervise the aides and deans and Principal would present the new procedure at the school wide safety and security meeting. They agreed to put security on the agenda for the following week to reflect on the action plan and new entry system.

### **Campus D**

On Campus D, the fifth period cafeteria was unruly. Students were waiting on long lines, food was on the floor, students were yelling, acting out, and student confrontations were occurring. This was brought up at the Building Council meeting the third week in September. The three schools involved agreed to observe the situation in the cafeteria and asked the SSA level three to an emergency Building Council meeting to discuss the issue as well. At the meeting it was determined that there were several issues contributing to the fifth period lunch. The lunch line was slow. Students were not properly supervised on the lines. There was no one in charge of the personnel from the three schools to organize supervision or reorganize when an absence occurred. Students entered late and exited late. Appropriate student behavior was not enforced. The SSA level III suggested students enter earlier. To resolve this, the principal with the aide responsible for the CAASS machine would make sure the aide was present earlier and the SSAs would allow students to enter earlier. Another principal set up an organizational chart with all personnel assigned, gave them stationed areas and all three principals agreed upon a supervisor. The Building Council then sent a request for food services to attend the next council meeting to address the food line issue. Through collaboration students were able to enjoy lunchtime in a well organized cafeteria.

### **Campus E**

A serious incident occurred in School A on Campus E. Principal A informed all three other Principals on Campus E immediately by using emergency cell numbers and called for an emergency Building Council Meeting, as previously agreed upon protocols required. At the meeting it was determined that this incident needed Campus collaboration and an action plan to contain any potential problems and fallout. The four principals created a collaborative plan for transparent communication involving SSAs, staff, parents, students, guidance support, community based organizations.

- Campus Assembly was planned
- Emergency faculty meeting to discuss issues and prevention
- Community Based Organization planned conflict resolution sessions

- Guidance counselors outreached to students
- Long plan goal to implement lessons to prevent future issues – campus committee
- Outreach to community and police

Through the collaborative teamwork of all schools, School A's serious incident was contained and a plan was implemented to pro actively reduce the chances that a similar incident would occur at this Campus. The Principals understood that any serious incident in a school on the Campus impacts the entire Campus.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the entry procedures for students?
2. What are the entry procedures for visitors?
3. How many exits are in the facility?
4. What are exit procedures?
5. What are the procedures for drop off and pick up?
6. What are school start and end times?
7. Where are buses located? Cars?
8. Are students lined up outside?
9. Who supervises student line up?
10. Are students scanned?
11. What are the procedures for scanning?
12. Do students have ID cards?
13. What are the procedures?
14. Who supervises breakfast or lunch?
15. What is the capacity and procedures for inclement weather?
16. What is the procedure for a crisis?
17. Who is on the crisis team?
18. What is the procedure for calling and response by EMS, Police and Fire departments?
19. What are the procedures for students traveling the halls?
20. What is the traffic flow?
21. How are students directed to use stairways and hallways?
22. What are cafeteria procedures?
23. What are library procedures?
24. What number and location is your police precinct? What is their telephone number? Who is your liaison?
25. What are student identification procedures?
26. What are campus rules for student safety?
27. What is the plan for inter and intra communication in schools?
28. What is the communication to and between guidance counselors and deans?

### **Schedule**

1. Who will lead the safety and security building meetings?
2. How do you complete and collaborate on the campus safety plan?
3. When will you have your fire drills?
4. What are the fire drill procedures?
5. Who schedules safety personnel?
6. Who supervises safety personnel?

### **Implementation**

1. Who collaborates with the SSA level III?
2. Who and how do you receive the schedule of SSAs?

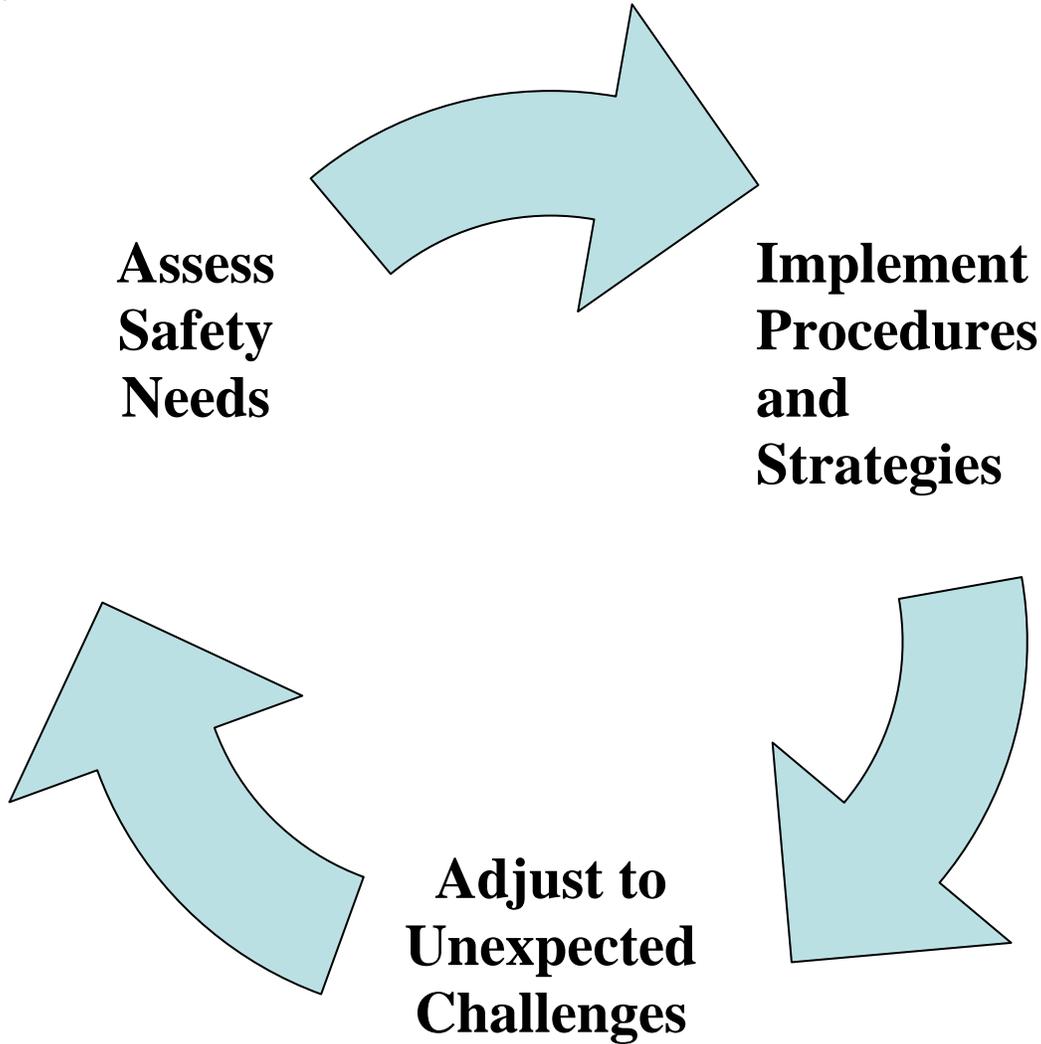
3. Do you collaborate with the SSA level III in the deployment of agents?
4. Do campus deployment and SSA deployment complement each other?
4. How does the level III report to the Building Council?
5. How will you handle student discipline between autonomous schools?
6. How many school aides are needed to support school safety?
7. How many deans (if any) do you need?
8. How will autonomous school deans communicate?
9. Who updates the CAASS system (if you have one)?
10. Who monitors school bathrooms, locker rooms, hallways, cafeteria, stairways, gymnasiums, school yards and other common areas?
11. Have procedures for cafeteria, library and auditorium been communicated to students and staff?
12. Have hallway passes been distributed?
13. What are the strategies for coverage and absent personnel at key areas?
14. What are your plans for student discipline and mediation?
15. What are procedures for student suspension and return (transition back)?

## **Reflection**

1. How is school tone?
2. How is campus tone?
3. How are your faculties assisting in the safety, security and discipline plans?
4. How have student rules been communicated?
5. How are safety and security expectations communicated to staff and parents?
6. What is your ladder of referral?
7. What does the campus wide data indicate?
8. How many incidents were there? In halls? General space areas?
9. Is your campus consistent and persistent in enforcement of the Discipline Code?
10. What is your action plan for the current year?

**Graphic Organizer**

Note your key decisions in each area. Please attach post schedules and procedures.



Principals' sign-off – we all support the goals and practices outlined above.

_____	_____	_____	_____
_____	_____	_____	_____

Date \_\_\_\_\_

## **Professional Development** **Building Campus Toolkit**

### **Introduction**

A Multi-school campus is more than the administration of many schools within a building. It is an opportunity to create new learning experiences for staff. In every school there is expertise, new and unique philosophies and opportunities to share best practices with each other. Pooling resources and expertise can provide professional development to teachers that improve instruction and curriculum and benefit all schools.

Goal: To create multiple opportunities for site based professional development to improve student learning.

### **Best practices**

#### **Campus A**

On Campus A, four schools decided to create a Teacher Center for the Campus. The Building Council targeted key areas important to each school and offered professional development opportunities to autonomous schools, as well as, building wide. The Building Council decided that the Teacher Center would support professional development initiatives in reading and writing across the curriculum, address special education and ELL issues, academic rigor in a thinking curriculum and implementation of the workshop model. In addition to learning how to utilize the resources in the professional development library, teachers had an opportunity to join study groups, learn more about the integration of technology into the curriculum, and focus on project based learning. The Building Council decided that collaborating on professional development gave them the ability to have a building based coach who could offer professional development on site.

#### **Campus B**

On Campus B, the Building Council decided that on Election Day they would offer professional development to their staff by recruiting experts within their three schools. The theme was “authentic ways to integrate technology into the curriculum”. School One taught teachers in School Two their system of recording formative and summative assessments. School Three showed teachers how they were using laptop labs to improve student writing skills. School One helped improve the Smart Board skills of School Two teachers. School Two demonstrated the use of using power point to help learning disabled students take good notes and improve study skills. By using the expertise of each school, it benefited the entire Campus faculty. *“The whole was greater than the sum of its parts.”*

**Campus C**

On the Campus C the Building Council collaborated to create monthly campus-wide professional development Math Sessions for all Math teachers from all the campus schools. They offered 3 to 4 workshops on one day per month for 60 minutes. The principals coordinated Assistant Principals, Math Coaches, AUSSIEs, Lead Teachers and the Regional Math Team. The council's goal was to get Math best practices shared across all campus schools and to improve student scores on the Math Regents. At first teachers were reluctant, but they are now enthusiastic participants.

## **Discussion Questions**

Please use these questions to guide a conversation. Come up with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the professional development needs of each school?
2. Where are there overlapping needs?
3. What expertise does each school have?
4. What personnel will be needed to support staff needs?
5. Do schools currently have personnel to share expertise?
6. Have you considered lab sites, model classrooms and interschool visitation?

### **Schedule**

1. How will all schools participate?
2. Will a Coach spend a day, half day, month, with each school?
3. Who will be targeted?
4. Can specific content areas, new teachers, teacher leaders, etc. be scheduled for the same prep periods?

### **Implementation**

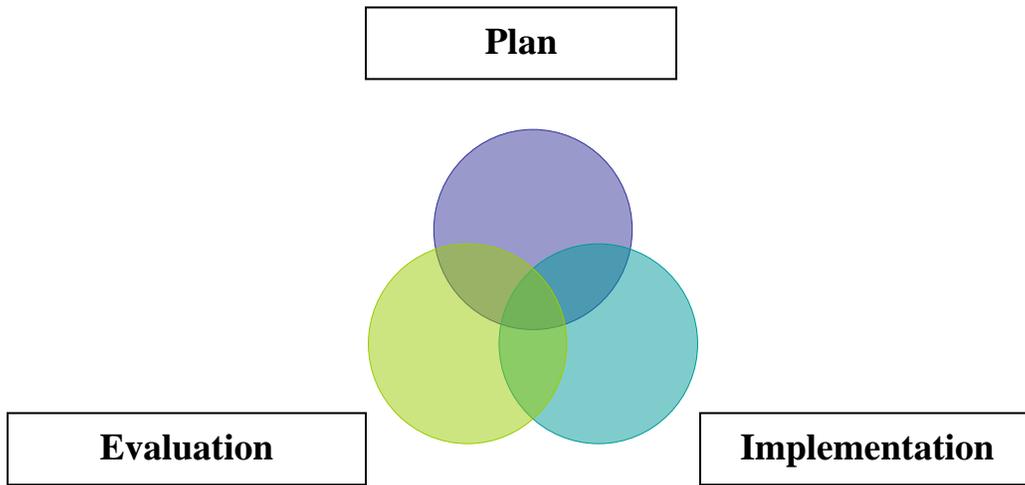
1. What space will be used?
2. How will professional developers be compensated?
3. What resources and materials will be needed to support the professional development?
4. Will professional development occur within classrooms, study groups, after school, professional periods and/or retreats?
5. Who will coordinate the professional development?
6. Who will coordinate the professional development activities?
7. What is the time line for the implementation?

### **Reflection**

1. How did you evaluate the professional development?
2. How has the professional development impacted the culture of teaching and learning?
3. How has professional development impacted the efficacy of teaching and learning?
4. How has the professional development impacted student achievement?
5. Have observations shown changes in teaching and learning?
6. Have you shared positive outcomes of the professional development with all staff?
7. Have you reinforced participation in professional development in other ways?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **TOPIC -- Communication**

### **Building Campus Toolkit**

#### **Introduction**

When Building Councils communicate well they tend to be effective. Principals on Building Councils communicate to share their own hopes and needs, to create mutually beneficial solutions and to support a sense of campus culture and community. Effective, persistent, and consistent communication supports transparency, trust, collaborative problem solving and mutual understandings.

#### **Between Principals**

Goals:

- 1) To establish trust, understanding, caring, fairness and respect.
- 2) To create a process where principals having conflicting needs work together to find solutions acceptable to all and fair for each student in the building.
- 3) To communicate building and school practices to the community to improve community/building involvement and collaboration.

#### **Best practices**

##### **Campus A**

On Campus A, principals reflected at their building council for the previous year. Their council meetings were difficult and unpleasant at the beginning of the year due to the heated discussions and lack of agreement. They realized they needed a process where they could have good communication and this could be achieved by developing strong guidelines and norms. In order to facilitate this process they would require an intermediary to support team building skills. They decided each principal would allocate a small amount of funds for professional development to this collaborative leadership opportunity. The Intermediary created a two day retreat that met these goals. Although, the principals of all ages and abilities trudged through the snow, were cold and tired, worked hard to establish norms and guiding principals, it set a solid foundation for a well functioning Building Council. A short retreat was used to understand the complex structure for team building, rules for good communication, and need for norms and guidelines to make communication habitual.

##### **Campus B**

On Campus B three principals created procedures that helped them communicate with each other. They divided the months of the year equally. The principal in charge of the month was responsible for the agenda and minutes at each council meeting. They also created an email distribution list comprised of all principals to make sure communication was transparent. Agenda items were added during the week by emailing the campus distribution list so that they would be prepared for the meeting. The principal

creating the agenda would prepare the minutes – an action plan of agreements reached at the meeting. It made decisions transparent and actionable. The email principal distribution list was also used to communicate any unusual events, emergencies, crisis or celebrations in each school. This clear communication of actions, events and issues created trust, respect, understanding and a team that cared about all children in their building.

### **Campus C**

On Campus C the three principals have created a Building Council with norms and guiding principals, but each meeting ends with frustration, flared tempers, and no decisions. They agreed to invite another person to their meeting, in this case a Network Leader. The Network Leader observed the meeting. The principals are all thoughtful leaders with the desire to make the very best solution for their schools. They are all bringing these solutions to the “table”. Yet, what is excellent for each individual school is not necessarily best or mutually acceptable to all the schools on the campus. The Network Leader suggests that the principals bring their issues to the council meeting, brainstorm possible solutions and choose a “good” solution that is mutually acceptable to the council. This suggestion works. The council now uses two flip charts. On one chart is written the issue and the second chart as many different solutions that are possible. They analyze the solutions, sometimes they are able to choose one and sometimes they need to bring them back to their schools and make a decision at the next meeting. They are reaching consensus through good communication and collaboratively creating smart solutions.

### **Campus D**

On campus D there are five autonomous schools that share a building. One school had a serious incident with their students being hurt outside of building. The school realized that many incidents where students were victimized were occurring at dismissal. The Building Council convened and made a plan to work with the local community, precinct and security task force to create a safe corridor for students to return home after school. They created a line of communication that would implement quick response and prevent further incidents. They communicated the route the safe corridor provided to students and parents, through their “advisories” and letters home. Communicating and working with the community made the area surrounding the school safe for the students.

## **Discussion Questions**

Please use these questions to guide a conversation. Formulate additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. Do you have shared norms for communicating?
2. What are they?
3. Do you define the problem in terms of needs?
4. Do you bring issues (not solutions) to the council?
5. Do you brainstorm possible solutions?
6. Do you value creative thinking?
7. Do you actively listen?
8. Do you reframe your understanding to others?
9. Do you ask clarifying questions to achieve mutual understanding?
10. Are solutions acceptable to everyone – benefiting all?
11. Do you have a plan for conflict?
12. What is your plan for transparency of communication between each other?
13. Are the decision made fair for each student in the building?
14. Are School Leadership Teams involved in issues on the building council agenda?
15. Are general building areas i.e. Food services, SSAs, Custodian, community based organizations, after school programs collaborating with the building council?
16. Do schools share events, celebrations, best practices?
17. Who communicates with the community? Precinct? Local Community Board?
18. Do you have a Campus Student Council?

### **Schedule**

1. Who is responsible for the agenda and minutes for Building Council Meetings?
2. Have you decided how often to meet?
3. Have you included a calendar of monthly reoccurring events to discuss at council meetings?
4. How do you share individual school practices i.e. campus newspaper, student council, posters, signage at entry?
5. How do you share individual school practices i.e. campus newspaper student council, posters, signage at entry?

### **Implementation**

1. Do you make joint decisions and coordinated plans to assist each other?
2. Do you follow through with actions (not words)?
3. What is your action plan – who, what, when, where and how?

4. Do all principals share meaningful roles and responsibilities?
5. Do you mutually respect each other? How are you sure?
6. Did you set norms?
7. Do you communicate celebrations, crisis and emergencies by phone or email?
8. Have you agreed to meet at specified times each month?
9. Who is responsible for an agenda?
10. Do your minutes reflect an action plan?
11. Have agreed campus policies been communicated to students? Staff? Parents? SSAs? Community?
12. Are building council policies being followed persistently and consistently by all?

### **Evaluation**

1. Do you honestly and caringly reflect on actions taken?
2. Are the decisions made fair for each student in the building?
3. Have you communicated actions that might impact others in the building before you acted?
4. Are you aware of all schools activities within the building?
5. Has meeting agenda been proactive – solving issues before they occur?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.

Issue	Possible Solutions
Mutually Acceptable Solutions	

Principals' sign-off – we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## **Team**

### **Building Council Toolkit**

#### **Introduction**

The Building Council represents the team of Principals within a campus. They celebrate each schools' autonomy, culture, vision and missions and realize the "the whole is greater than the sum of its parts" by collaborating. A poorly performing team breeds competing agendas and turf politics. A high performing one builds organizational coherence and focus. The most effective teams share trust, engage in unfiltered conflict, share commitment to action plans, are accountable to each other, and are attentive to collective results.

Goal: To build and improve an effective Team.

#### **Best Practices**

##### **Campus A**

On Campus A, all Principals at the Campus had been meeting for years as a Building Council. Their campus was seriously being impacted by lack of decision making, failure of members to attend council meetings, mistrust, shared space issues and new leadership. A facilitator was asked to assist this building council. They addressed building council protocols and norms and began making productive decisions, despite each member's behaviors that negatively impacted the council. The facilitator then helped the council realize that teams don't coalesce overnight; their members have to be close in the professional rather than the personal sense. Principal's time was at a premium and it was decided that a half day retreat was essential to discuss team issues in order for this building council to move forward. They pre read Patrick Lencioni's book, The Five Dysfunctions of a Team and concentrated on two dysfunctions – the absence of trust and the fear of conflict. This helped to improve members' passive aggressive behavior and the implementation of agreed upon protocols. They agreed to put conflict on the table and not to establish consensus unless all members would implement the decision.

##### **Campus B**

Campus B was comprised of experienced principals that had been developing a Building Council for four years. Their building had recently received an additional school and program and they promptly realized the importance of organizational renewal. They wanted to revitalize their effort and commitment by strategizing on the shared vision for the campus. They contacted Outward Bound to plan for a weekend retreat. This organization had facilitated a retreat that had improved the team in the past and it was now time to revitalize, support the team and its two new members. It was hard work, but it resulted in a team that was able to make decisions that met the needs of all schools and students, created collaborative programs that supported all schools on the campus.



## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements.

### **Capacity**

1. Are Team members passionate and unguarded in their discussion of issues?
2. Do Team members know what their peers are working on (grants, programs, CBOs) and how they contribute to the collective good of the campus and team?
3. Do Team members hold each other accountable for inappropriate actions and unproductive behaviors?
4. Do Team members contribute their expertise to the Team?
5. Do Team members openly admit their weaknesses and mistakes?
6. Do Team members implement actions, once they are mutually agreed upon, even when there was initial disagreement?
7. Do Team members end meetings committed to a clear action plan?

### **Schedule**

1. What resources do you have available to commit to building a team?
2. How much time can the members of the Team commit to strengthening the Building Council?
3. Do you need outside support or the support of an SSO?
4. What professional development can you consider? Books? Retreat? Workshop? Facilitator?

### **Implementation**

1. Do you need a place to meet other than the campus building?
2. What organizations can offer a conference room?
3. Where can a weekend retreat be scheduled to accommodate everyone?
4. Who will create or support the facilitator in creating the agenda?

### **Reflection**

8. How do you evaluate the success of the Building Council?
9. What is your feedback loop for improvement?
10. How will you continue working on strengthening your team after the workshop, retreat, facilitation?
11. Are interactions more effective?
12. Are you creating and implementing better decisions and strategies, increasing the confidence of schools staff?
13. Is the Building Council a more positive experience for you and the people you lead?

## **Student Leadership** **Building Council Toolkit**

### **Introduction**

The Student Building Council is a working group of student representatives committed to advocacy of student voice and to the collaboration between the Student and the Campus Community. It is composed of student representatives from each of the campus schools as determined by individual school rules. The Student Council celebrates each school's autonomy, culture, vision and missions and realizes the "the whole is greater than the sum of its parts" by collaborating to support school wide activities, programs and athletics that benefit all schools. They bring issues to the Campus Building Council to improve the campus environment and culture.

Goal: To build and improve a Campus culture of acceptance, pride and support.

### **Best Practices**

#### **Campus A**

Campus A has five schools. Students from the different schools are sharing the building as well as the principals, teachers and staff. The campus was having trouble with conflicts between students of different schools. The Principals reasoned that students did not know how to build relationships with students from other schools. It was creating a sense of isolation and feeling of disconnect from school. They believed students who feel more connected to school would be more successful. The Principal Building Council mutually agreed to implement a Student Campus Council. Each school was responsible for facilitating student council elections and tallying the votes. Once this process was completed, each school designated two students to serve on the council, with a third student as an alternate. The campus council met weekly at a set time. Each meeting was facilitated by an objective third party, The Leadership Program (Community Based Organization).

Over the course of the school year the campus council organized a pep rally, fundraising events (student dances, walk-a-thons, food sales, beautification projects etc). The Campus Council was also the force behind organizing an on going forum for students to discuss issues and concerns directly related to the overall environment of the campus.

A key component to the success of the Campus Council was utilizing a Community Based Organization, as an independent facilitator which enabled the students to feel that a fair and democratic process was taking place. The Campus Councils' overall mission was designed to serve as a way to integrate student activities among the five schools on campus.

The student campus council brought representatives from all schools together to work on activities and initiatives that involved the entire campus. It gave students a voice in the school, taught problem-solving skills and got other students involved who might otherwise have felt disenfranchised. Students were able to feel pride in their schools and their CAMPUS.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements.

### **Capacity**

1. How will members be chosen for the Student Campus Council?
2. Will the Student Council be given guidelines?
3. Who will supervise the Campus Student Council?
  
4. Do Team members contribute their expertise to the Team?
5. Do Team members openly admit their weaknesses and mistakes?
6. Do Team members implement actions, once they are mutually agreed upon, even when there was initial disagreement?
7. Do Team members end meetings committed to a clear action plan?

### **Schedule**

1. What resources do you have available to commit to building Student Council?
2. How much time can the representatives commit to the Council?
3. Do you need outside support or the support of a community based organization?
4. How often should the council meet?
5. How will they communicate their decisions?
6. How will they communicated with principals? Peers? Teachers?
7. Where we they meet?

### **Implementation**

1. Do you need a place to meet other than the campus building?
2. What organizations can offer a conference room?
3. Where can a weekend retreat be scheduled to accommodate everyone?
4. Who will create or support the facilitator in creating the agenda?

### **Reflection**

1. How do you evaluate the success of the program?
2. What is your feedback loop for improvement?
3. How will you continue working on strengthening your team after the workshop, retreat, facilitation?
4. Are interactions more effective?
5. Are you creating and implementing better decisions and strategies, increasing the confidence of schools staff?
6. Is the Building Council a more positive experience for you and the people you lead?

## **Facilitator**

### **Building Council Toolkit**

#### **Introduction**

Building Councils and meetings should follow agreed upon protocols and norms, but when meetings become difficult, action plans are not followed, and or consensus cannot be reached, it may be time to invite a neutral facilitator (especially to sensitive meetings).

A facilitator can bring objectivity and focus to meetings by helping members stay on the agenda and keep all involved. They can also bring a fresh perspective and creative ideas to help the team reach consensus.

#### **When**

1. Do you have many meetings where consensus seems impossible?
2. Do you feel members are behaving like bullies?
3. Are members intimidating interrupting and interrogating each other?
4. Has working with each other become impossible?
5. Are members not taking responsibility for the Building Council action plans?

#### **Who**

- All members must agree on a facilitator.
- The facilitator should be familiar with all types of schools on the council.
- The facilitator should have the ability to create and maintain a safe open and supportive environment.
- The facilitator should always be aware of a meeting on two levels, simultaneously – content (what is being discussed) and the process (how the group is functioning).
- People available to your group could be: support from SSOs, Coaches, or anyone who meets the above criteria.

#### **How**

- Brainstorm a list of individuals who you all agree upon.
- Reach out and ask them to facilitate the meeting.
- Ask them to prepare the agenda and minutes.
- Have weekly meetings for several months until difficult issues and conversations are resolved.
- Establish new norms and protocols that will continue effective meetings without the facilitator.

#### **Where**

- Choose a neutral place - library, campus conference room, classroom, cafeteria (after or before school).

**When all else fails please see the Campus Management Tool.** It is contained within this toolkit.

## Roles and Responsibilities in Resolving Disagreements in Campus Management Building Council Toolkit

The decisions principals make on a campus and in a Building Council impact all of the schools on a campus. The DOE's expectation is that Building Councils should be able to resolve issues within the campus working collaboratively to make decisions in the best interest of all students. While decisions made at the Building Council level typically best capture the needs and nuances of multiple school communities, the DOE will arbitrate conflicts as needed to keep the work of school improvement and successful cohabitation moving forward. In the event that there is a disagreement between schools on how to manage an issue that impacts the campus as a whole, the following steps must be followed.

- I. *Building Council:* If principals disagree about how to handle an issue of campus management, the Building Council should discuss the issue, using the tools referenced above, and attempt to reach consensus. No other steps should take place without principals attempting to discuss and resolve the issue themselves, either in a regular Building Council meeting or in a special meeting involving all the principals.
- II. *SSO Involvement:* If the Building Council cannot reach resolution on an issue, the building council should request support from the SSOs involved. Ideally, a building council will collectively determine to request SSO support – however, any principal can reach out to his SSO after making a good faith effort to resolve the situation within the Building Council.
- III. *DOE arbitration by Division of School Support:* If a Building Council fails to reach a resolution even after SSO involvement, the Building Council as a whole can request DOE intervention by contacting the Senior Supervising Superintendent Office (SSSO). This office will coordinate with the DOE manager who has responsibility for the area of concern, detailed in the attached chart, and meet with the council to make a final determination of the issue(s).

More detail on each of these steps follows.

### *Building Council*

Each principal is expected to participate in the Building Council and to make decisions in the best interest of **all** students in the building – not narrowly advocate for his own. Principals should be transparent with each other about when the Building Council is not meeting their expectations. Decisions that should be discussed and managed at the Building Council level include, but are not limited to:

- Space allocation and programming (adjustment of room allocations – i.e. swaps, shared space, scheduling of shared space).
- Internal and external communications practices.
- School/building safety (i.e. security/safety personnel, fire drills).
- Custodial ratings, identification of a campus representative to go before the Special Master for Grievances, and the creation of an equitable Annual Building Plan for maintenance and repair services.

- Access and use of the building after hours, on the weekends, and in the summer.

#### *School Support Organization Involvement*

SSOs will support Building Councils when conflicts arise and/or will coach principal(s) toward effective resolutions and consensus building. However, Building Councils remain responsible for solutions and compromises that will meet the needs of all students in the building. Typically SSO leadership representatives would coach their respective principals and then attend a Building Council meeting composed of all building principals and SSO leadership representatives in order to aid the council in reaching consensus. Where needed, they may involve SSO leadership, ISC staff, and other support resources. Building Councils may choose to escalate unresolved situations to the DSS. Importantly, Building Councils should declare a lack of consensus before doing so.

#### *DOE Arbitration by DSS, SSS Office:*

If schools do not come to consensus after SSO intervention, a principal on behalf of the Building Council should send an email to all principals in the Building Council and the Office of the Senior Supervising Superintendent detailing and affirming that the issues have been discussed by all principals in the Building Council including SSO support and that they remain unresolved. This should be a last resort, as decisions made at the building are much more likely to acknowledge and incorporate the particular interests of the schools and the building as a whole.

When a Building Council requests DOE arbitration, the Senior Supervising Superintendent's Office will consult the DOE manager with responsibility for whatever issue(s) are in dispute, and confirm whatever determination they have made, in order to make a final and binding determination of how the issue will be handled. For a detailed list of common building issues, matched to the DOE manager with responsibility for the issue area, and the decision rules applied, see the Campus Management Map below.

When they are involved by the Building Council, the Senior Supervising Superintendent's Office is responsible for:

- Making a final determination on a particular issue based on the merits and according to Department standards and decision rules.
- Communicating the final and binding determination to all relevant stakeholders.
- Holding all principals and stakeholders accountable for effective building management. If there is behavior inconsistent with the best interests of all students in the building, or if there is refusal to comply with the Campus Unit and Substantive Issue Manager decision, the Senior Supervising Superintendent's Office will report the issue to the superintendent(s) in charge for appropriate accountability consequences, which could involve disciplinary action or an adverse PPR rating.

#### 4. Campus Management Map

<b>Collective Task</b>	<b>Building Management Goal</b>	<b>DOE Manager</b>	<b>OPD will apply the following decision rules if a Building Council is unable to reach a decision</b>
<p><b>Allocation of Dedicated Instructional Space</b></p> <p><b>Access to Common Spaces (including, but not limited to: Cafeteria, Library, Gym, Auditorium, Labs, Playgrounds and Fields)</b></p> <p><b>After-school, CBO and external organization space use (i.e. Beacon, TASC, etc.)</b></p>	<p>To identify and allocate space to each school, including both space within the instructional footprint and any excess space.</p> <p>To identify and schedule shared spaces in the building based on the available spaces and the needs of each school.</p> <p>To identify, allocate, and determine access to shared spaces outside of the school day, sharing with confirmed community partners.</p>	<p>Directors of Space and Facilities Planning from the ISC. (Note that the DOE must make final decisions about any construction impacting campus use.)</p> <p>Office of Portfolio Development – Campus Unit.</p> <p>Going forward, OSYD, ISC and OPD will authorize new non-school organizations to have access to DOE facilities. Existing access should be maintained. Space and access will be designated parallel to the school day allocation above.</p>	<p>Space allocation decisions will be based on the footprint, which indicates classrooms, cluster/specialty rooms and offices based on the student population. Additional space available in a building, once the basic footprint is met, is allocated per capita at the discretion of the Space Planner and based upon the physical layout of the building.</p> <p>When Building Councils cannot reach consensus, decisions will be based on: Equity of access, quality of space, optimal timing, and assessment of individual school need. Other schedules will have to be adjusted to the common space schedule developed, and schools may need to adjust or drop programs to accommodate.</p>
<b>Food Services</b>	To ensure that the food	Borough Food Service Manager	Schools will designate a separate representative or

	service needs of all schools are met through consultation with the food service manager.		liaison to interface with the school food staff. Schools with fewer than 150 students will be counted on a larger school's MIE in a shaded box that indicates separate accountability.
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<b>Collective Task</b>	<b>Building Management Goal</b>	<b>DOE Manager</b>	<b>OPD will apply the following decision rules if a Building Council is unable to reach a decision</b>
<b>Safety</b>	To create a single building-wide safety plan with appropriate staffing of School Safety and school staff (administrators, deans, teachers, school aides, etc.) at entrances, exits and all shared spaces. A ratio of 1 staff to 50 students is typical. To create practices around policy enforcement and ensure that Schools Safety is prepared and responsive to various situations	ISC Safety Administrator	Maintaining the integrity of the agreed upon and approved safety plan for schools and the campus is paramount. All principals will be expected to adhere to all safety protocols and plan. Safety decisions will be based on enforcing and realizing policies, procedures and practices detailed in the campus safety plan. School personnel from all schools are responsible for their specific posts and tasks and the safety of all students, taking into account the age and maturity level of students, the physical layout of the building, and any other mitigating circumstances that may affect safety and order in the school.
<b>Equitable Contribution</b>	To provide for equitable	ISC Deputy Executive	Equitable monetary contributions will be

<b>of School Resources to Fund Shared Services</b>	sharing of resources from the individual schools' budgets to contribute to positions or resources agreed to by all schools on a campus.	Director for Business Services	determined on the basis of student enrollment, space allocations and other factors relevant to the proportionate level of service received by each school.
<b>Custodial Services</b>	To ensure that the custodial needs of all schools are met.	Deputy Borough Director of Facilities	The Custodian will provide services to all schools in the building. Per contract, the custodian's rating forms must be completed by one principal on behalf of the Building Council; if the Building Council cannot agree to a rating or a delegate, then the rating provided should reflect an average of ratings from each school, regardless of school size.

**Campus A**

Campus A has been meeting for many years and has not been able to resolve the conflict over space and facilities within the building. The three schools' student registers have changed: School One's register has increased, School Two's register has decreased and School Three's has remained unchanged. The Building Council using the NYCDOE footprint <http://schools.nyc.gov/Facilities/CampusManagement> tried to reach consensus. Frustrated, the Principals asked SSO leadership to support the Building Council, yet the three principals were still unable to mutually agree. Principal Three was asked to reach out to OPD to mediate. Although after an initial agreement, Principal Two would not implement the plan, thus a Director of Space and Facilities Planning from the ISC was called in. A formal plan was written and implemented by the Director for the Campus.

## **Annual Campus Cycle – Custodian Plan and Rating Building Council Toolkit**

### **Introduction**

Students learn more and achieve higher levels when their buildings are safe and in good repair. Custodians are responsible for the maintenance, repair and safe operation of all facilities. Principals are responsible for supervising and supporting the building custodian through the Principal-Custodian Plan Spring and Fall, to meet these responsibilities.

Goal1: To create a Principal-Custodian Plan that meets the needs of all schools and programs on the campus.

Goal2: To rate the campus custodian in the Spring and Fall through principal consensus.

### **Best Practices**

#### **Campus A**

Campus A has three schools within the Campus, an elementary school 1, a high school 2, and a district 75 school3. The schools have shared space for four years. School 1's Network Leader was concerned about the dirty classrooms and rugs, thus brought it to the Principals attention. After a long conversation, the Principal realized that her needs were not being met, because she was not part of the Principal-Custodian Plan or Custodian Rating. The Campus Management Memorandum and Chancellor's Regulation indicated that all principals on a campus participate in the Principal-Custodian Plan or Custodial Rating so at the next Building Council meeting Principal one brought these documents. Principal 1, 2 and 3 worked together and created a Principal-Custodian Plan that worked for all the schools. They asked the Custodian to the next Building Council to address his concerns and needs for the Custodial Annual Plan. Through everyone's collaboration they were able to finalize a Plan that everyone felt met all the schools varying needs that could be implemented by the custodian and supported by Principals. This was accomplished by changing the protocols and norms in working with the custodian including: 1) all Principals were responsible for the building environment 2) the Custodian worked with and for all Principals on the Campus 3) the Custodian would be rated by the consensus of all the principals at the Building Council 4) all decisions about the campus facility would be decided by the building council and the custodian. They then showed him the Principal-Custodian Plan for the year and asked him for his input. At the end of the meeting the Principals and Custodian agreed that he would be rated by them on the new plan and that he would bring all issues to the building council. Principal 1's environment improved and her concerns were met with action from the Custodian. It was realized after the building council did the Fall rating that the Custodian was doing a better job because of transparent communication and principal support. The Custodian liked his high rating and his ability to work with and meet the needs of all schools on the Campus.

### **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

#### **Capacity**

15. What is each school's mission and vision for building environment?
16. What are the custodial needs of each school?
17. What areas are not meeting expectations?
18. Is the Custodian meeting regularly with the building council?
19. Do all principals know the fireman?
20. Do all principals have emergency contact information for the Custodian and Fireman?
21. Is there an emergency plan with the Custodian?

#### **Schedule**

10. When will you meet with the Custodian?
11. How will you support the Custodial needs?
12. Whose space needs painting?
13. What repairs are necessary?
14. How often are walkthroughs completed for potential problems?

#### **Implementation**

1. How will the Custodian receive feedback?
2. How will Principals communicate needs to the Custodian between BC meetings?
3. Who will the Custodian contact when the Principal is out of the building?

#### **Reflection**

14. How do you evaluate the success of the program?
15. What is your feedback loop for improvement?
16. How often will you reconsider your plan (each semester, annually)?
17. Are you meeting all the needs of students and schools on the Campus?