

BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) has proposed to extend the duration and expand the scope of Metropolitan Lighthouse Charter School’s (84X461, “Met LCS”) co-location with P.S. 093 Albert G. Oliver (08X093, “P.S. 093”) in the X093/X893 buildings so that Met LCS will serve kindergarten through third grade in 2011-2012 and kindergarten through fourth grade in 2012-2013.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between Met LCS and P.S. 093. It also includes a proposal for the collaborative usage of shared resources and spaces between Met LCS and P.S. 093, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas which assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision-making between the co-located schools, and a description of the shared space committee is also included. Please refer to the EIS to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

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

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF CLASSROOM AND ADMINISTRATIVE SPACE ALLOCATION

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades K-5 and offering a pre-kindergarten section, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these instructional rooms, which are counted towards a building’s capacity, schools serving grades K-5 also receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things, and do not count toward a building’s capacity.

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

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

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

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

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

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

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on January 28, 2011 by Ron Caccioppoli, Director of Space Planning, building X093 has a total of 32 full-size classrooms/spaces,³ no science demonstration rooms or science labs, 10 half-size classrooms/spaces,⁴ the equivalent of 1.5 rooms of designed administrative office/space, and 3 quarter-size rooms which can be utilized as administrative offices/spaces.⁵ X093 also contains a gymnasium, auditorium, lunchroom, and library and has an outside recreation area with playground equipment, a track and tennis court.

In addition, there is a mini-building (X893, "Mini-building") on the school grounds, which is also occupied by P.S. 093. The Mini-building has a total of 13 full-size classrooms/spaces, no science demonstration rooms/labs and 2 half-size classrooms/spaces.

The following rooms are utilized by building services or are shared spaces:

- The nurse's office occupies 1 quarter-size space in the X093 building
- The custodian's office occupies 1 half-size space in the X093 building
- The School Based Support Team ("SBST") occupies 1 half-size space in the X093 building

Excluding the spaces outlined above, between the X093 building and the Mini-building there are 45 full-size classrooms/spaces, 10 half-size classrooms/spaces, 1.5 rooms of designed administrative office/space and 2 quarter-size rooms remaining that can be allocated to schools.⁶

2010-2011

Currently, P.S. 093 enrolls 335 students in kindergarten through fifth grade (including students with disabilities) and 65 students in pre-kindergarten.⁷ These students are served in 22 classes/sections (including pre-kindergarten students and students with disabilities).

The table below summarizes P.S. 093's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and P.S. 093's adjusted baseline allocation, which satisfies the baseline Footprint allocation while accounting for the specific design of the building, and the amount of space that P.S. 93 is currently using.

² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full-size classrooms for student support services or resource rooms which could be equal to 4 half-size classrooms or 1 full-size classroom and 2 half-size classrooms, etc.

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

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

⁵ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

⁶ P.S. 093 will occupy both the entire Mini-building and classrooms/spaces in the X093 building, as well. Met LCS will only occupy classrooms/spaces in the X093 building.

⁷ Based on 2010-2011 audited register.

2010-2011: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁸	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	20	7	-				3.0
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0
Current Space Allocation	38	2	1.5	0	3	2	3.5

The DOE has adjusted P.S. 093’s baseline allocation for the following reason:

- Typically, self-contained classes are accommodated in half-size classrooms. However, all half-size classrooms/spaces in the X093 building are used administratively in order to program full-size classrooms/spaces for instructional use. Therefore, P.S. 093’s adjusted allocation includes 5 additional full-size classrooms and five fewer half-size classrooms.

In 2010-2011, Met LCS was projected to enroll 150 students in kindergarten through second grade (including students with disabilities) per its charter. Met LCS currently enrolls 141 students in kindergarten through second grade (including students with disabilities). These students are served in 6 classes/sections (including students with disabilities).⁹

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

2010-2011: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ¹⁰	Full-size Space	Half-size Space	Quarter-size Space	
Baseline Footprint Allocation	7	1	-				1.5
Current Space Allocation	7	2	0	0	3	0	1.5

As demonstrated in the tables above, both P.S. 093 and Met LCS are currently using classrooms/spaces in excess of their adjusted baseline and baseline allocations (as applicable). The table below summarizes the excess space within X093 and X893:

2010-2011: Buildings X093 & X893	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Adjusted Baseline and Baseline Allocations	13	1	2

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

⁹ Based on 2010-2011 audited register.

¹⁰ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

2011-2012

In 2011-2012, the DOE projects that P.S. 093 will continue to serve between 380-447 students, would continue to have 22 classes (including pre-kindergarten students and students with disabilities), and would maintain the same adjusted baseline allocation of space that it did in the previous year.¹¹

2011-2012: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0

In 2011-2012, Met LCS will add a new kindergarten class of up to 50 students per its charter, and will serve a total of up to 200 students. Met LCS will have a total of 8 classes/sections. Based on these projections, the table below summarizes Met LCS's baseline Footprint allocation:

2011-2012: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Baseline Footprint Allocation	10	1	0	0	4	0	2.0

After P.S. 093 and Met LCS have received their respective adjusted baseline or baseline allocation of rooms (as applicable), the following number of rooms will remain in excess:

2011-2012: Building X093	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Baseline Allocations	10	0	2

The excess space will be allocated between P.S. 093 and Met LCS based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building. The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full-size Rooms	Half-size Rooms	Administrative Spaces ¹²					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-size Spaces	Total Admin (FSE)			
P.S. 093	25	2	1.5	0	3	0	3.0	8	0	2
Met LCS	10	1	0	0	4	0	2.0	2	0	0

Based on the charts above, P.S. 093 will occupy 33 full-size classrooms/spaces, 5 half-size classrooms/spaces, 1.5 designed administrative spaces and 2 quarter-size administrative spaces in 2011-2012. Met LCS will occupy 12 full-size classrooms/spaces and 5 half-size classrooms/spaces in 2011-2012.

¹¹ This number is subject to change pending final enrollment projections.

¹² For the X093 building, administrative offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size classrooms and quarter-size classrooms, as well. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).

2012-2013

In 2012-2013, the DOE projects that P.S. 093 will continue to serve between 375-442 students and would continue to have 22 classes (including pre-kindergarten students and students with disabilities) and maintain the same adjusted baseline allocation of space that it did in the previous year.¹³ The table below summarizes P.S. 093's adjusted baseline allocation:

2012-2013: P.S. 093	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Adjusted Baseline Allocation	25	2	1.5	0	3	0	3.0

In 2012-2013, Met LCS will add a new kindergarten class of up to 50 students per its charter, and will serve a total of up to 250 students. Met LCS will have a total of 10 classes/sections. The table below summarizes Metropolitan Lighthouse's baseline allocation:

2012-2013: Met LCS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-size Space	Total Admin (FSE)
Baseline Footprint Allocation	12	1	0	0	4	0	2.0

After P.S. 093 and Met LCS have received their respective adjusted baseline or baseline allocation of rooms (as applicable), the following number of rooms will remain in excess:

2012-2013 Building X093	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms
Space In Excess of Baseline Allocations	8	0	2

The excess space will be allocated between P.S. 093 and Met LCS based upon the following factors: the relative enrollment of the co-located schools, the physical location of the available space in relation to the location of each school within the building. Because Met LCS is slated to move out of the X093 building after the 2012-2013 school year, the DOE is allocating it only one additional full-size classroom in order to minimize the number of classrooms that will have to be re-programmed by either school. The full 2012-2013 room allocation plan is summarized below:

2012-2013	Full-size Rooms	Half-size Rooms	Administrative Spaces ¹⁴					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-size Spaces	Total Admin (FSE)			
P.S. 093	25	2	1.5	0	3	0	3.0	7	0	2
Met LCS	12	1	0	0	4	0	2.0	1	0	0

¹³ This number is subject to change pending final enrollment projections.

¹⁴ For the X093 building, administrative offices/spaces assigned per the Footprint to each school may include the Designed General Office, full-size classrooms, half-size classrooms and quarter-size classrooms, as well. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).

Based on the charts above, P.S. 093 will occupy a total of 32 full-size classrooms/spaces, 5 half-size classrooms/spaces, 1.5 designed administrative spaces, and 2 quarter-size administrative spaces, in 2012-2013. Met LCS will occupy a total of 13 full-size classrooms/spaces and 5 half-size classrooms/spaces in 2012-2013.

Met LCS will move out of the X093 building at the end of the 2012-2013 school year.

Shared Space Plan

A proposed shared space plan is below. The following plan is based on the estimated duration of time each of the co-located schools will have in each of the shared spaces in building X093. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Educational Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size of each co-located school will be used to determine a proportional allotment of time in each shared space. Building Councils are free to deviate from the proportional allotment of time to accommodate the specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. If such accommodation results in an alteration to the proportional distribution of space, the Building Council shall explain the basis for such alteration. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo.¹⁵)

The DOE projects P.S. 093 to serve 380-447 students in 2011-2012. Met LCS will serve up to 200 students in 2011-2012. As Met LCS's enrollment increases each year, this proposed shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 160)	<u>BREAKFAST</u> P.S. 093 7:20-7:45am Met LCS 7:50-8:15am				
	<u>LUNCH</u> P.S. 093 & Met LCS 10:20-11:10am 11:15am-12:05pm 12:10-1:00pm 1:05-1:55pm				
Library	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.
Gymnasium (Capacity: 340)	Met LCS 2:00-3:00pm Aside from the daily hour that Metropolitan Lighthouse uses the gymnasium, P.S. 093 will use the gymnasium unless otherwise	Met LCS 2:00-3:00pm Aside from the daily hour that Metropolitan Lighthouse uses the gymnasium, P.S. 093 will use the gymnasium unless otherwise	Met LCS 2:00-3:00pm Aside from the daily hour that Metropolitan Lighthouse uses the gymnasium, P.S. 093 will use the gymnasium unless otherwise	Met LCS 2:00-3:00pm Aside from the daily hour that Metropolitan Lighthouse uses the gymnasium, P.S. 093 will use the gymnasium unless otherwise	Met LCS 2:00-3:00pm Aside from the daily hour that Metropolitan Lighthouse uses the gymnasium, P.S. 093 will use the gymnasium unless otherwise

¹⁵ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents."

	decided by the building council.				
Auditorium (Capacity: 549)	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.
Outside Recreation Area	P.S. 093 & Met LCS 10:20-11:10am 11:15am-12:05pm 12:10-1:00pm 1:05-1:55pm				

Building Safety and Security

Pursuant to Chancellor’s Regulation A-414 every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including Principal(s); designee of all other programs operating within the building; UFT Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

The committee is also responsible for developing a comprehensive School Safety Plan which defines the normal operations of the site and what procedures are in place in the event of an emergency. The plan must be consistent with the Citywide prescribed safety plan shell. Each program operating within a school must enter program specific information in the School Safety Plan. Safety plans are updated annually by the School Safety Committee in order to meet changing security needs, changes in organization and building conditions and other factors. In addition, the committee recommends changes in the safety plan at any other time when it is necessary to address security concerns.

Consistent with the process described above, the leader/designee of Met LCS will be part of the X093 School building’s Safety Committee. As a member of the School Safety Committee, the leader/designee of Met LCS will participate in the development of the building’s Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of Met LCS will be addressed on an ongoing basis. Moreover, the Safety Plan for the X093 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Met LCS will enter information in the X093 school building’s overall Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team that will consist of trained staff members from each of the campus’ schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for the X093 school building will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School’s Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2010,¹⁶ co-located schools on campuses must actively participate in a Building Council, which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the Building Council. The Building Council shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council principals and charter school leaders, where applicable, communicate their decisions campus-wide to

¹⁶ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under “Key Documents.”

staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

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

The Shared Space Committee will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such Shared Space Committee members shall be selected by the corresponding constituent member of the School Leadership Team of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. Shared Space Committee agendas and minutes shall be shared with the Building Council. Shared Space Committee members may be asked to communicate with their constituencies about the Building Utilization Plan and its campus implementation.

Proposed Collaborative Decision Making Strategy

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