

BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to permanently site grades K-4 of VOICE Charter School of New York (84Q304, “VOICE”), an existing public charter school that currently serves 214 students in kindergarten through third grade in building Q111, at 37-15 13 Street, Long Island City, NY 11101, in Community School District 30, where it is co-located with an existing DOE zoned elementary school, P.S. 111 Jacob Blackwell (30Q111, “P.S. 111”). P.S. 111 serves 423 students in grades kindergarten through eight.

VOICE has been sited in Q111 on a temporary basis since September 2008. VOICE will expand in 2011-2012 to serve approximately 50 students in fourth grade in addition to the 214 students already served in grades K through 3. If this proposal is approved, grades K-4 of VOICE would be permanently sited at Q111 beginning in the 2011-2012 school year. VOICE will continue to expand to serve another 50 students in fifth grade in 2012-2013, the final year of its expansion.¹ In 2012-2013, when VOICE completes its expansion and achieves “full scale,” it will serve approximately 300 students in kindergarten through fifth grade. VOICE enrolls kindergarten students through a charter lottery application process which gives preference to students residing in District 30.² Specifics about this process are detailed in Section III.A. of the EIS.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between VOICE and P.S. 111. It also includes a proposal for the collaborative usage of shared resources and spaces between VOICE and P.S. 111, 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”)³ 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 (“CTT”) section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. In addition to these capacity generating instructional rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

¹ The DOE will work with VOICE in the coming year to determine whether its fifth grade can be sited in DOE space, and if so, where. VOICE has expressed interest in revising its charter to become a K-8 school. If its revised charter is approved, the DOE would work with VOICE to potentially site its fifth grade in a location which could also serve the school’s sixth, seventh, and eighth grades.

² For more information about the charter school lottery application process, please consult the DOE’s Directory of NYC Charter Schools, which can be accessed on the DOE’s website: <http://schools.nyc.gov/community/planning/charters/For+Parents>. Applicants who reside in the district in which a charter is located receive preference for admission.

³ 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/0/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

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.

All schools receive a baseline of the approximate equivalent of 3.5 full-size classrooms⁴ 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 19, 2011 by Demetra Ciardullo, Director of Space Planning, Building Q111 has a total of 42 full-size classrooms/spaces,⁵ 8 half-size classrooms/spaces,⁶ the equivalent of 1.0 room of designed administrative office/space (1,080 square feet), and 1 quarter-size room which can be utilized as an administrative office/space.⁷ The Q111 building also contains a gymnasium, auditorium, lunchroom, a library and a playground and basketball courts.

The following rooms are used by Community-based Organizations (“CBOs”) or building-wide services and will therefore not be included in individual school space allocations:

- The nurse’s office occupies 1 full-size classroom/space
- C.Y.N.Y.,⁸ a CBO, occupies 1 half-size classroom/space
- The custodian’s office occupies 1 half-size classroom/space
- The School Based Support Team (SBST) occupies 1 half-size classroom/space

⁴ Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full-size classrooms for student support services or resource rooms which could be equal to 6 half-size classrooms or 1 full-size classroom and 4 half-size classrooms, etc.

⁵ Full-size classrooms have an area of 500 square feet or more.

⁶ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

⁷ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

⁸ City Year New York is a national not-for-profit organization that partners with New York public schools to improve the chance that students will graduate from high school in neighborhoods where one out of every two students is at risk for dropping out. City Year teams of high school graduates, college students and college graduates commit a year of their lives to serve full-time in our public schools. The teams provide critical services like tutoring and after-school programs, serve as role models, and make the schools a more engaging place to learn.

Excluding the classrooms/spaces above, the Q111 building has a total of 41 full-size classrooms, 5 half-size classrooms/spaces, 1.0 designed administrative office/space, and 1 quarter-size administrative offices/spaces remaining that can be allocated to schools.

2010-2011

In 2010-2011, P.S. 111 was projected to enroll 447 students in kindergarten through eighth grade (including students with disabilities), in addition to two sections of pre-kindergarten. P.S. 111 currently enrolls 460 students in pre-kindergarten and kindergarten through eighth grade. These students are served in 23 classes/sections.⁹

The table below summarizes P.S. 111's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 111'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. 111 is currently using.

2010-2011: P.S. 111	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	21	7	0	0	0	0	3.0
Adjusted Baseline Allocation	26	1	1.0	1	2	0	3.0
Current Space Allocation	31	1	1.0	1	2	1	3.75

The DOE has adjusted P.S.111's baseline allocation for the following reason:

- Typically, Self-Contained classes are accommodated in half-size classrooms. However, there is not an adequate number of half-size classrooms to accommodate all five of P.S. 111's Self-Contained classes. Therefore, P.S. 111 has been allocated four additional full-size classrooms to accommodate four out of five of the Self-Contained special education classes it serves. The one remaining Self-Contained class is accommodated in a half-size classroom. Therefore, P.S.111's adjusted allocation includes four additional full-size classrooms and four fewer half-size classrooms.
- In addition, half-size classroom/spaces are allocated to be programmed as resource room space. Again, due to the insufficient number of half-size classrooms/spaces in the Q111 building, P.S. 111 has also been allocated 1 full-size classroom space to program its resource rooms.

In 2010-2011, VOICE was projected to enroll 200 students in kindergarten through third grade (including students with disabilities). VOICE currently enrolls 214 in kindergarten through third grade. These students are served in eight classes/sections (including students with disabilities).¹¹

⁹ 2010-2011 Audited Register data.

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

¹¹ 2010-2011 Audited Register data.

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

2010-2011: VOICE	Full-size Class- rooms	Half-size Class- rooms	Administrative Spaces				
			Designed Admin (FSE) ¹²	Full-size Space	Half-size Space	Quarter- size Space	Total Admin (FSE)
Baseline Footprint Allocation	9	1	0	0	0	0	2.0
Current Space Allocation	9	1	0	0	1	0	0.5

As demonstrated in the table above, P.S. 111 is currently using 5 full-size classrooms and 1 quarter-size room in excess of its adjusted baseline allocation. VOICE is currently operating under its baseline Footprint allocation by 1.5 FSE administrative spaces. This arrangement was agreed upon by the Q111 Building Council, and based on the availability of space within the building, VOICE will continue to operate under its administrative space baseline allocation until modifications to increase Q111’s capacity are completed, as described below.

The table below summarizes the space in excess of each school’s baseline or adjusted baseline allocation (as applicable).

2010-2011: Building Q111	Full-size Class- rooms	Half-size Class- rooms	Quarter- size Class- rooms
Space In Excess of Adjusted Baseline Allocation	5	0	1

2011-2012

As discussed in the EIS, in 2011-2012, P.S. 111 will continue to participate in a Federal Magnet grant program that seeks voluntary desegregation of schools in District 30. In order to achieve this goal, P.S. 111 has proposed to grow enrollment by an additional 100 students in its admitting grades over the next three years, taking enrollment from approximately 440 students in pre-kindergarten through eighth grade to 540 students in pre-kindergarten through eighth grade. This growth is intended to support the goal of increased diversity by bringing in out-of-zone District 30 students primarily in the school’s “entry” grades (grades which begin a new level of education, like elementary or secondary). As a K-8 school, P.S. 111’s entry grades are kindergarten and sixth grades. If this proposal were to be implemented, P.S. 111 would meet these goals with existing class sections, rather than create new sections. Over the next three years, P.S. 111 is projected to have 59 available seats in the existing class sections of its entry grades. These seats are available because the classes can accommodate significantly more students than are enrolled in them. In order to accommodate new students in existing class sections, average class size at P.S. 111 will increase. However, given the small class sizes that the school currently experiences, the increase is not expected to meet or exceed UFT contractual class size limits. Over the next three years in all of its nine grades served, the school is projected to have 221 available seats. Thus, the school can meet its proposed enrollment growth without adding sections of students, or, in other words, without needed additional classroom allocations.

In addition, as discussed in the EIS, P.S. 111 has recently made efforts to retain more of its students between elementary school and middle school, thereby increasing the number of sections of middle school grades it serves. This year’s sixth grade has two sections of students, and the DOE assumes that this enrollment trend will continue in the coming years. This growth in the number of middle school sections is independent of the magnet grant. Thus, in 2010-2011, P.S. 111 has four sections of middle school students (two sixth, one seventh, and one eighth), in 2011-2012 it will have five sections of middle school students (two sixth, two seventh, and one eighth), and in 2012-2013 and beyond it will have six sections of middle school students. This anticipated growth means that P.S. 111 will eventually require more rooms in Building Q111 than it currently uses.

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

Because of P.S. 111's plan to increase the number of middle school sections it serves, for the co-location to continue to be feasible in 2012-2013 and beyond, certain modifications to increase Q111's capacity will need to be made. The DOE is currently exploring several options: one option is to consolidate several existing half-size spaces in the basement into full-size classrooms to program as cluster or administrative spaces. Alternatively, there are one to two double-size rooms that may be partitioned into two classrooms instead of one large classroom space, depending on the existing means of egress, which are being evaluated.

Once these rooms are converted into functioning full-size classrooms, which would occur before the 2012-2013 school year, the target building capacity of Q111 would be increased, and Q111 would be able to support both schools, P.S. 111 and VOICE as a K-4, at or above their respective baseline Footprint allocations for the foreseeable future. If the described facilities modifications cannot be completed prior to the 2012-2013 school year, the DOE may limit the scope of VOICE's co-location. Any such proposal would be the subject of a subsequent EIS.

As detailed below, over the course of VOICE's co-location, P.S. 111 would no longer be allocated the same number of full-size classrooms it is currently using in excess of its adjusted baseline allocation. According to the Footprint, P.S. 111 is allocated 27 full-size rooms for regular classrooms, specialty instruction, and administrative space for 2012-2011, 28 for 2011-2012, and 29 for 2012-2013. However, P.S. 111 is currently using 32 full-size spaces for these same uses. If this proposal is approved, P.S. 111 will be able to combine, repurpose, or more efficiently use its allocated space in Q111, and the proposal should not affect the programmatic offerings at P.S. 111. P.S. 111 will have the support of its Network to adjust its programming to the reduced classroom allocation required by this proposal.

In accordance with New York State Charter Schools Act of 1998 (as amended May 2010), the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter school within the public school building.

The DOE is engaged in assessing the Q111 facility to ensure that all spaces that can potentially be used as an instructional space are upgraded to bring the building up to its full potential to accommodate P.S. 111 and its growing population and VOICE's kindergarten through fourth grade long term.

The DOE projects that P.S. 111 will serve approximately 490-495 number of students (including students in pre-kindergarten and students with disabilities) in 24 sections. The table below summarizes P.S.111's baseline Footprint and adjusted baseline allocation:

2011-2012: P.S. 111	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	21	7	1.0	1	2	0	3.0
Adjusted Baseline Allocation	27	1	1.0	1	2	0	3.0

In 2011-2012, VOICE will expand to serve approximately 264 students in kindergarten through fourth grade in 10 sections per its charter.¹³ The table below summarizes VOICE's baseline Footprint allocation:

2011-2012: VOICE	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	1	2	0	2.0
Adjusted Baseline Allocation	12	1	0	1	1	0	1.5

After P.S. 111 and VOICE have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building Q111	Full-size Class-rooms	Half-size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	0	0	1

The excess space will be allocated 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.¹⁴ The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full-size Rooms	Half-size Rooms	Administrative Spaces					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. 111	27	1	1.0	1	2	0	3.0	0	0	1
VOICE	12	1	0	1	1	0	1.5	0	0	0

Based on the charts above, P.S. 111 will occupy 28 full-size classrooms/spaces, 3 half-size classrooms/spaces, 1.0 designed administrative spaces and 1 quarter-size administrative space in 2011-2012. VOICE will occupy 13 full-size classrooms/spaces and 2 half-size classrooms/spaces in 2011-2012.

2012-2013

The DOE anticipates that any potential facility upgrade to increase the capacity of Q111 will be complete by the beginning of the 2012-2013 school year. That means the Q111 building will have at the very least: 43 full-size classrooms, 8 half-size classrooms, 1 designed administrative office, and the equivalent of one quarter-size administrative space.¹⁵

¹³ If VOICE enrolls more students than permitted by its charter in the given school year, VOICE will need to accommodate the increased number of students in the space allocation provided above and will not be allotted any additional classrooms for the increased enrollment.

¹⁴ This number is subject to change pending final enrollment projections.

¹⁵ If the proposed work to increase the capacity of the Q111 building is approved and completed, in more space than the additional one full-size room accounted for above, this Building Utilization Plan will be revised to reflect the changes in the building accordingly. This Building Utilization Plan would also be revised if the capacity of the Q111 building has not been increased as planned.

In 2012-2013, the DOE anticipates that P.S. 111 will serve approximately 525-530 students in 25 sections. The table below summarizes P.S.111's baseline Footprint as it continues to take in additional students in its admitting grades:

2012-2013: P.S. 111	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	22	7	1.0	1	2	0	3.0
Adjusted Baseline Footprint Allocation	28	1	1.0	1	2	0	3.0

In 2012-2013, VOICE would continue to serve approximately 258 students in kindergarten through fourth grade per its charter; therefore, the baseline space allocation for VOICE would continue to be the same in 2012-2013 as it was in the previous year. The table below summarizes VOICE's baseline Footprint allocation at full growth:

2012-2013: VOICE	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	12	1	0	1	1	1	1.75

After P.S. 111 and VOICE have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building Q111	Full-size Class-rooms	Half-size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	0	0	1

The excess space will be allocated 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.¹⁶ The full 2012-2013 room allocation plan is summarized below:

2012-2013	Full-size Rooms	Half-size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms ¹⁷
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
P.S. 111	28	1	1.0	1	2	0	3.0	0	0	1
VOICE	12	1	0	2	1	0	2.5	0	0	0

P.S. 111 enrollment is planned as two sections per grade of general education/CTT classes, and five sections of Self-Contained special education students across all 10 grades (including pre-kindergarten). Given the large number of available seats in existing class sections, P.S. 111 will place the increased enrollment due to the magnet grant in a fixed number of

¹⁶ This number is subject to change pending final enrollment projections.

¹⁷ For the Q111 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).

class sections to achieve the magnet grant goal. This diversity goal would be achieved through new curriculum development and recruiting efforts. The DOE believes that the proposed permanent co-location of VOICE in Building Q111 would not affect P.S. 111's ability to meet its diversity goals.

Based on the charts above, P.S. 111 will occupy 29 full-size classrooms/spaces, 3 half-size classrooms/spaces, 1.0 designed administrative spaces and 1 quarter-size administrative space in 2011-2012. VOICE will occupy 14 full-size classrooms/spaces and 2 half-size classrooms/spaces in 2011-2012.

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 Q111. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed 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 Memo¹⁸).

The DOE projects P.S. 111 to serve 490-495 students in 2011-2012. VOICE will serve 264 students in 2011-2012. As P.S. 111's enrollment increases slightly each year with the implementation of the Magnet grant, this shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 205)	<u>Breakfast</u> VOICE – 7:15-7:45am P.S. 111 - 7:50-8:20am				
	<u>Lunch</u> VOICE - 10:45-11:35am P.S. 111 - 11:45am-12:30pm 12:40-1:25pm				
Library	The Building Council will coordinate all other scheduling based on programmatic needs.	The Building Council will coordinate all other scheduling based on programmatic needs.	The Building Council will coordinate all other scheduling based on programmatic needs.	The Building Council will coordinate all other scheduling based on programmatic needs.	The Building Council will coordinate all other scheduling based on programmatic needs.
Gymnasium (Capacity: 240)	VOICE – 8:00-9:00am 10:45-11:35am 2:20-3:00pm P.S. 111 – All other periods				

¹⁸ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under “Key Documents.”

Auditorium (Capacity: 408)	VOICE - 10:45-11:35am The Building Council will coordinate all other scheduling based on programmatic needs.	VOICE - 10:45-11:35am The Building Council will coordinate all other scheduling based on programmatic needs.	VOICE - 10:45-11:35am The Building Council will coordinate all other scheduling based on programmatic needs.	VOICE - 10:45-11:35am The Building Council will coordinate all other scheduling based on programmatic needs.	VOICE - 10:45-11:35am The Building Council will coordinate all other scheduling based on programmatic needs.
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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 VOICE will continue to be part of the Q111 building’s School Safety Committee. As a member of the School Safety Committee, the leader/designee of VOICE 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 VOICE will be addressed on an ongoing basis. Moreover, the Safety Plan for the Q111 school building will be modified as appropriate to meet any changing security needs associated with the co-location. VOICE will enter information in the Q111 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 Q111 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, 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 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 schools by the principals of the schools, as set forth in Chancellor’s Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the Shared Space Committee is to review the implementation of the Building Utilization Plan once it has been approved

by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the 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 SLT 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.