Department of Education

BUILDING UTILIZATION PLAN

As described in greater detail in the attached revised Educational Impact Statement ("EIS") the DOE is proposing to co-locate a new public charter school, Explore Excel Charter School ("Explore") in building K114. If this proposal is approved, Explore would be co-located with an existing elementary school, P.S. 114 Ryder Elementary (18K114, "P.S. 114"). P.S. 114 is an existing zoned elementary school that currently serves kindergarten through fifth grade and offers one section of a full-day pre-kindergarten program. Explore Charter School would be a new charter school that would serve kindergarten through fifth grade when it achieves "full-scale" in building K114.

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 Explore and P.S. 114. It also includes a proposal for the collaborative usage of shared resources and spaces between Explore and P.S. 114, 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 New York City Department of Education's ("DOE") Instructional Footprint ("Footprint")[1] to all schools and/or programs outlined in this plan to allocate rooms in an unbiased manner and have divided the remaining space equitably based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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 program, 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.[2] 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. At the elementary level, cluster classrooms are allocated as follows:

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

[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.

[2] As per the building survey of K114 conducted on December 8, 2010, none of the half-size classrooms/spaces in K114 can accommodate Self-Contained special education classes/sections.

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 classrooms[3] 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 walk-through and survey performed on October 15, 2010 by Charles Fisher, Brooklyn Director of Space Planning, building K114 has a total of 50 full-size classrooms/spaces,[4] no full-size science/demonstration lab, five half-size classrooms[5]/spaces, the equivalent of 3.5 rooms of designed administrative office/space (820 square feet), and 10 quarter-size rooms which can be utilized as administrative offices/spaces.[6] K114 building also contains a gymnasium, auditorium, lunchroom, library, indoor play area, and outdoor play yard with playground equipment.

The following rooms are occupied by building services and will not be included in the allocation of space for an individual school and would not be impacted as a result of this proposal:

- A community-based organization ("CBO"), the Kings County Mental Health Clinic operates out of one half-size classroom/space.
- The nurse's office operates out of one full-size classroom/space
- The custodian's office occupies one half-size space.

Excluding these rooms, the K114 building has a total of 49 full-size classrooms, three half-size classrooms/spaces, 3.5 designed administrative office/space, and 10 quarter-size administrative offices/spaces remaining that can be allocated to P.S. 114 and Explore as it phases in to the building.

[3] Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3.5 full-size classrooms for student support services or resource rooms which could be equal to seven half-size classrooms or two full-size classroom and three half-size classrooms, etc.
[4] Full size classrooms have an area of 500 square feet or more.
[5] Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.
[6] Quarter size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

2010-2011

In 2010-2011, P.S. 114 currently enrolls 733 students in kindergarten through fifth grade and 18 students in pre-kindergarten, for a total of 751 students. These students are served in 34 classes/sections (including pre-kindergarten students and students with disabilities).[7] The table below summarizes P.S. 114's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, P.S. 114'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. 114 is currently using.

2010-2011: P.S. 114	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)[8]	Full-size Space	Half-size Space[9]	Quarter Size Space[10, 11]	Total Admin (FSE)[12]
Baseline Footprint Allocation	34	9	3.5	0	0	4	4.5
Adjusted Baseline Allocation	39	3	3.5	0	0	4	4.5
Current Space Allocation	49	3	3.5	0	0	10	6.0

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- P.S. 114 currently operates four Self-Contained special education classes. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms. P.S. 114 should also be allocated a total of five half-size classrooms to be used as resource rooms. However, the K114 building only has three half-size classrooms available for P.S. 114. Therefore, an additional full-size classroom was allocated to P.S. 114's adjusted Baseline allocation to replace the two half-size rooms not available in the building.

As demonstrated in the table above, P.S. 114 is currently using several classrooms in excess of its adjusted baseline allocation. The table below summarizes the available space within K114. P.S. 114 is currently using a large number of excess rooms in the building, or rooms not included within its footprint allocation. If this proposal is approved, P.S. 114 will lose a number of these excess classrooms to accommodate the co-location of Explore in the K114 building beginning in 2011-2012. P.S. 114 will need to operate closer to its baseline allocation of rooms pursuant to the Citywide Instructional Footprint.

2010-2011: Building K114	Full Size Classrooms	Half Size Classrooms	Quarter Size Classrooms
Space In Excess of Adjusted Baseline Allocation	10	0	6

2011-2012

Beginning in 2011-12, P.S. 114 will enroll approximately 75-80 kindergarten students including students with disabilities. In total, DOE anticipates that P.S. 114 will enroll 635-690 students in kindergarten through fifth grade, and 18 students in pre-kindergarten, for a total of 653-690 students, who will be served in 33 sections. As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than

[7] Source: 2010 audited register
[8] FSE refers to full-size equivalent rooms that may be used for administrative purposes.
[9] Two half-size spaces are the equivalent of one full-size room.
[10] Two quarter-size spaces are the equivalent of one half-size room.
[11] For the K114 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. Any additional administrative offices/spaces provided above the baseline Footprint allocation will ONLY include quarter-size equivalent spaces/offices (less than 240 square feet).
[12] Total Admin (FSE) is a sum of the four columns under the Administrative Spaces heading (designed admin, full-size, half-size, quarter-size).

the current number of kindergarteners enrolled.[13] Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2011-2012.

The table below summarizes P.S. 114's baseline and adjusted baseline allocation:

2011-2012: P.S. 114	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	32	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	37	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms and four fewer half-size classrooms.
- P.S. 114 should also be allocated a total of four half-size classrooms to be used as resource rooms. However, the K114 building only has three half-size classrooms available for P.S. 114, one of which will be allocated to Explore (next table). Therefore, an additional full-size classroom was allocated to P.S. 114's adjusted Baseline allocation to replace the two half size rooms not available in the building.

In 2011-2012, Explore would open in the K114 building and would serve kindergarten through third grade with an enrollment of approximately 224 students (including students with disabilities), per its charter. Explore will serve approximately 56 students per grade admitted through the charter lottery application process.

2011-2012: Explore	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	2	0	0	2.0

After P.S. 114 and Explore have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building K114	Full Size Classrooms	Half Size Classrooms	Quarter Size Classrooms
Space In Excess of Baseline Allocations	0	0	6

The excess space will be allocated to Explore 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:

[13] Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114

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

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2011-12 GRAND TOTAL ALLOCATIONS			
2011-2012	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full-size Rooms	Half-size Rooms	Quarter Size Rooms	Full-size Rooms	Half-size Rooms	Quarter Size Rooms	Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)							
P.S. 114	37	2	3.5	0	0	4	4.5	0	0	0	37	2	4	3.5
Explore	10	1	0	2	0	0	2.0	0	0	6	12	1	6	0

2012-2013

In 2012-2013, the DOE projects that P.S. 114 will serve 570-620 students in kindergarten through fifth grade, and one section of pre-kindergarten, for a total of 588-638 students in 31 sections (including four self contained/special education classes/sections). As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than the current number of kindergarteners enrolled.[15] Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2012-2013 The table below summarizes the 2012-2013. P.S. 114 baseline and adjusted baseline allocation:

2012-2013: P.S. 114	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	30	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	35	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline allocation for the following reason:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms.
  As described already, there are insufficient half size classrooms in the K114 building; therefore, P.S. 114 is also allocated one additional full size classroom instead of two half size classrooms that would normally be allocated for resource room space.

In 2012-2013, Explore is projected to enroll 280 kindergarten through fourth grade students in 10 sections (including students with disabilities). The table below summarizes Explore's baseline Footprint allocation:

[15] Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114.

2012-2013: Explore	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	0	0	2.5
Adjusted Baseline Allocation	12	1	0	1	0	6	2.5

The DOE has adjusted Explore's baseline for the following reasons:

In order to fulfill the two FSE rooms for administrative/office space in the baseline Footprint allocation, one full-size and four quarter-size spaces will be allocated to Explore. In addition, two quarter-size spaces will be allocated to Explore in lieu of the half-size classroom necessary in the baseline footprint, for a total of six quarter-size spaces in the adjusted baseline allocation.

After P.S. 114 and Explore have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K114	Full Size Classrooms	Half Size Classrooms	Quarter Size Classrooms
Space In Excess of Baseline Allocations	1	0	0

The excess space will be allocated between P.S. 114 and Explore 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:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							EXCESS ALLOCATIONS			2012-2013 GRAND TOTAL ALLOCATIONS			
2012-2013	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full-size Rooms	Half-size Rooms	Quarter Size Rooms	Full-size Rooms	Half-size Rooms	Quarter Size Rooms	Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)							
P.S. 114	35	2	3.5	0	0	4	4.5	1	0	0	36	2	4	3.5
Explore	12	1	0	1	0	6	2.5	0	0	0	13	1	6	0

2013-2014

In 2013-2014, P.S. 114 will serve approximately 530-575 students in kindergarten through fifth grade (including students with disabilities), and 18 students in one section of pre-kindergarten, for a total of 548-593 students. As described in the EIS, the enrollment projections for future kindergarten classes are based on historical zone enrollment trends and will reflect a smaller number than the current number of kindergarteners enrolled.[17] Since the incoming kindergarten classes will be smaller as the school will only enroll in-zone students beginning in 2011-2012, the total enrollment is also projected to decrease over time. In the future, P.S. 114 will need to monitor its enrollment to limit the number of out-of-zone students that are admitted into the school. In addition, the DOE will monitor enrollment at P.S. 114 to ensure that the school enrolls in-zone students. Due to this decreased enrollment, P.S. 114's baseline footprint allocation will decrease in 2013-2014 The table below summarizes the 2013-2014 baseline and adjusted baseline allocation at P.S. 114:

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

[17] Over the past two years the zoned kindergarten enrollment at P.S. 114 has been on average around 74-75 students. In 2010-2011, 43% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 78% of the total enrollment at P.S. 114. Additionally, in 2009-2010, 46% of kindergarten through fifth grade students zoned to P.S. 114 attended the school, which comprised 76% of the total enrollment at P.S. 114.

2013-2014: P.S. 114	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	28	8	3.5	0	0	4	4.5
Adjusted Baseline Allocation	33	2	3.5	0	0	4	4.5

The DOE has adjusted P.S. 114's baseline for the following reasons:

- As described on the previous page, P.S. 114 currently operates four Self-Contained special education classes and will continue to do so. Typically, Self-Contained classes are accommodated in half-size classrooms. In this case, there is an insufficient number of half-size classrooms within the K114 building to meet the baseline Footprint space allocation for P.S. 114. In addition, the half-size classrooms/spaces within K114 are not appropriate for Self-Contained special education instruction. Therefore, P.S. 114's baseline allocation includes four additional full-size classrooms, and four fewer half-size classrooms.
- As described already, there are insufficient half size classrooms in the K114 building; therefore, P.S. 114 is also allocated one additional full size classroom instead of two half size classrooms that would normally be allocated for resource room space.

In 2013-2014, Explore is projected to enroll 336 students in 12 sections (including students with disabilities) in kindergarten through grade five. The table below summarizes Explore's baseline Footprint allocation:

2013-2014: Explore	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	15	1	0	0	0	0	2.5
Adjusted Baseline Allocation	15	1	0	1	0	6	2.5

As noted in 2012-2013, the DOE has adjusted Explore's baseline for the following reasons:

- In order to fulfill the two FSE rooms for administrative/office space in the baseline Footprint allocation, one full-size and four quarter-size spaces will be allocated to Explore. In addition, two quarter-size spaces will be allocated to Explore in lieu of the half-size classroom necessary in the baseline footprint, for a total of six quarter-size spaces in the adjusted baseline allocation.

All rooms will be allocated; there will be no excess rooms. The full 2013-2014 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							**2013-2014 GRAND TOTAL ALLOCATIONS**			
2013-2014	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full-size Rooms	Half-size Rooms	Quarter Size Rooms	Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter Size Spaces	Total Admin (FSE)				
P.S. 114	33	2	3.5	0	0	4	4.5	33	2	4	3.5
Explore	15	1	0	1	0	6	2.5	16	1	6	0

This will serve as the long term space plan for the K114 building. Explore is authorized to serve kindergarten through eighth grade at scale. In the event that there is sufficient space to accommodate all of Explore's grade levels in the K114 building, a separate EIS will propose the grade expansion in the K114 building.

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 K114. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the PEP.

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 (see footnote 19).

The DOE projects that P.S. 114 will serve 635-690 kindergarten through fifth grade students, plus one section of pre-kindergarten, for a total of 653-708 students in 2011-2012.[18] According to its charter, Explore will serve a total of 224 students in 2011-2012. As Explore's enrollment increases each year, this shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 448)	**Breakfast:** **Explore Excel** 7:00- 7:30am **P.S. 114** 7:30-8:20am **Lunch:** **Explore Excel** 11:25am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Breakfast:** **Explore Excel** 7:00- 7:30am **P.S. 114** 7:30-8:20am **Lunch:** **Explore Excel** 11:25am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Breakfast:** **Explore Excel** 7:00- 7:30am **P.S. 114** 7:30-8:20am **Lunch:** **Explore Excel** 11:25am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Breakfast:** **Explore Excel** 7:00- 7:30am **P.S. 114** 7:30-8:20am **Lunch:** **Explore Excel** 11:25am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Breakfast:** **Explore Excel** 7:00-7:30am **P.S. 114** 7:30-8:20am **Lunch:** **Explore Excel** 11:25am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm
Library	**Explore Excel** 8:30-11:15am **P.S. 114** 11:20-2:55pm	**Explore Excel** 8:30-11:15am **P.S. 114** 11:20-2:55pm	**Explore Excel** 8:30-11:15am **P.S. 114** 11:20-2:55pm	**Explore Excel** 8:30-11:15am **P.S. 114** 11:20-2:55pm	**Explore Excel** 8:30-11:15am **P.S. 114** 11:20-2:55pm
Gymnasium (Capacity: 285)	**P.S. 114** 8:30-11:20am **Explore Excel** 11:25-2:55 pm	**P.S. 114** 8:30-11:20am **Explore Excel** 11:25-2:55 pm	**P.S. 114** 8:30-11:20am **Explore Excel** 11:25-2:55 pm	**P.S. 114** 8:30-11:20am **Explore Excel** 11:25-2:55 pm	**P.S. 114** 8:30-11:20am **Explore Excel** 11:25-2:55 pm

[18] Estimate based on 2010 audited enrollment for grades k-5, as well as one section of pre-kindergarten at P.S. 114.

Auditorium (Capacity: 525)	Building Council will coordinate scheduling based on programmatic needs.				
Other: Outside playground with equipment	**Explore Excel** 10:30am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Explore Excel** 10:30am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Explore Excel** 10:30am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Explore Excel** 10:30am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm	**Explore Excel** 10:30am-12:15pm **P.S. 114** 12:20-1:05pm **P.S. 114** 1:10-1:55pm

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 leaders/designees of Explore will be part of the K114 School Safety Committee. As members of the School Safety Committee, the leaders/designees of Explore 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 Explore will be addressed on an ongoing basis. Moreover, the Safety Plan for the K114 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Explore will enter information in the K114 school's overall Safety Plan to ensure the safe operation of the school building. Each school building must also establish a Building Response Team (BRT) that will consist of trained staff members from each of the campus' schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for the K114 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,[19] co-located schools on campuses must actively participate in a Building Council (BC), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

[19] Campus Policy Memo 2010 is available at http://schools.nyc.gov/community/campusgov, under "Key Documents".

A Shared Space Committee (SSC) shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or eligible District 75 programs by the principals of the schools and/or eligible 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 SSC is to review the implementation of the Building Utilization Plan (BUP) once it has been approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet minimally four times per year. The SSC will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such SSC members shall be selected by the corresponding constituent member of the SLT of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. SSC agendas and minutes shall be shared with the BC. SSC members may be asked to communicate with their constituencies about the BUP and its campus implementation.

Proposed Collaborative Decision Making Strategy

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