

BUILDING UTILIZATION PLAN

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 X CHARTER SCHOOL and DOE SCHOOL X. It also includes a proposal for the collaborative usage of shared resources and spaces between X CHARTER SCHOOL and DOE SCHOOL X, 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 Educational Impact Statement, if applicable, 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 ADMINSTRATIVE 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 PreK-5 or K-5, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these capacity generating instructional rooms, schools serving grades 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
750-1,250	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-731949919FC3/65901/NYCDOE_Instructional_Footprint_revisedMay2009_noco.pdf

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

All schools receive a baseline of the approximate equivalent of 2 full size classrooms² for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

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 XXX by XXX, Director of Space Planning, building XX [INSERT BUILDING CODE] has a total of XX full size classrooms³, X science labs (if applicable), XX half size classrooms⁴ and XX administrative offices. The XX building also contains a (list all that apply) gymnasium, auditorium, lunchroom, and library.

[IF APPLICABLE NOTE WHETHER THERE IS A COMMUNITY BASED ORGANIZATION OR OTHER ENTITY IN THE BUILDING. DESCRIBE WHETHER THERE WILL BE AN IMPACT ON THE COMMUNITY BASED ORGANIZATION OR OTHER ENTITY AS A RESULT OF THE PROPOSED CO-LOCATION]

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.

2011-2012

Based on current enrollment⁵, DOE SCHOOL X serves a total of X students in X classes (including pre-kindergarten students and students with disabilities). According to the Footprint, DOE SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices.⁶ [EXPLANATION OF PROJECTED ENROLLMENT BASED ON HISTORICAL ENROLLMENT TRENDS]

According to its charter, CHARTER SCHOOL X will serve a total of XXX-XXX students in grade(s) X-X, in X classes (including students with disabilities) in the 2011-2012 school year. CHARTER SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices per the Footprint.

After DOE SCHOOL X and CHARTER SCHOOL X have received the baseline allocation of rooms according to the Footprint, X full size rooms, X half size rooms, and X administrative offices will remain in the X building. DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.⁷ CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

The 2011-2012 room allocation plan is summarized in the chart below:

	PROJECTED 2011-2012 CLASS ⁸ COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

2012-(YEAR EACH CO-LOCATED SCHOOL IS AT SCALE)

CHARTER SCHOOL X will continue to add approximately XXX-XXX students in X sections each year through the XXXX-XXXX school year when the school reaches its full X-X grade span. Below is a series of charts that outline the room allocation plan by year based on the projected number of classes.

⁵ According to ATS on [DATE]

⁶ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

⁷ This number is subject to change pending final enrollment projections.

⁸ For elementary, middle and K-8 schools, the class count is the total number of classes or sections in which the school is programming its students. For non-charter elementary, middle and K-8 schools, the class count information is pulled from ATS and includes all pre-kindergarten, Collaborative Team Teaching, self-contained, and general education classes. For high schools the class count is the total number of classes or sections in which the school is programming its students. For non charter high schools, the class count information is pulled from HSST and includes Collaborative Team Teaching, self-contained, and general education classes. For charter schools the class count information is pulled from the school's charter application.

2012-2013

In 2012-2013 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2012-2013, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.⁹

CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2012-2013 CLASS COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER INSTRUCTIONAL FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

2013-2014

In 2013-2014 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2013-2014, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.¹⁰

CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2013-2014 CLASS COUNT	TOTAL FULL SIZE ROOMS PER FOOTPRINT	TOTAL HALF SIZE ROOMS PER FOOTPRINT	TOTAL ADMIN ROOMS PER I FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

⁹ This number is subject to change pending final enrollment projections.

¹⁰ This number is subject to change pending final enrollment projections.

(INCLUDE CHARTS FOR EACH YEAR UNTIL ALL CO-LOCATED SCHOOLS ARE AT SCALE)

[INDICATE WHETHER DOE SCHOOL X and CHARTER SCHOOL X WILL CONTINUE TO HAVE SUFFICIENT INSTRUCTIONAL SPACE TO SERVE ALL OF IT STUDENTS IN BUILDING CODE X PER THE FOOTPRINT AS CHARTER SCHOOL X EXPANDS. DESCRIBE ANY CHANGES TO PROGRAMS OR SERVICES PROVIDED BY THE DOE SCHOOL X AS A RESULT OF THE CO-LOCATION.]

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 X. 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 Memo which follows).

Based on current enrollment DOE SCHOOL X serves a total of X students. According to its charter, CHARTER SCHOOL X will serve a total of X students.

[THE CHART BELOW WILL BE COMPLETED FOR ALL SHARED SPACES IN THE BUILDING INDICATING THE PROPORTIONAL ALLOTMENT OF TIME EACH SCHOOL HAS IN THE SPACE (i.e. number of 45 minute periods)]

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (capacity of space ___)					

Library					
Gymnasium(include all gymnasiums, dance and fitness rooms)					
Auditorium					
Playground (elementary / middle schools)					
Other _____(science labs if shared)					

Building Safety and Security

Pursuant to Chancellor’s Regulation A-414 every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including Principal(s); designee of all other programs operating within the building; U.F.T. Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

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

Consistent with the process described above, the leader/designee of X Charter School will be part of X School Safety Committee. As a member of the School Safety Committee, the leader/designee of X Charter School 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 X Charter School will be addressed on an ongoing basis. Moreover, the Safety Plan for X DOE school

building will be modified as appropriate to meet any changing security needs associated with the co-location. X Charter School will enter information in the school's overall Safety Plan to ensure the safe operation of the school building.

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

The completed Safety Plan for X DOE 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 2010¹, co-located schools on campuses must actively participate in a Building Council (BC), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee (SSC) shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or 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.

¹Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.