

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 temporarily co-locate the fourth grade of Promise Academy I (84M284, “Promise Academy I” or “PA I”), and temporarily expand the grades served by Promise Academy II (84M341, “Promise Academy II” or “PA II”) in Building M501 for the 2011-2012 and 2012-2013 school years. In M501 these schools would be co-located with Choir Academy of Harlem (05M469, “Choir Academy”) and an Alternative Learning Center (“ALC”) where students attend when they are suspended from their current school.

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 Choir Academy, Promise Academy I, Promise Academy II and the ALC. It also includes a proposal for the collaborative usage of shared resources and spaces between Choir Academy, Promise Academy I, Promise Academy II and the ALC, 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, meaning that each class remains in their homeroom throughout the day except for when they are scheduled for a cluster activity (i.e. art) or lunch, recess, etc. Further, this assumes that at those times the homeroom classroom remains empty. 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, 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

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 19, 2011 by Richard Bocchicchio, Director of Space Planning, building M501 has a total of 60 full-size classrooms/spaces,³ 6 full-size science demonstration labs, 1 full-size science lab, 13 half-size classrooms/spaces,⁴ and the equivalent of 7.5 rooms of designed administrative office/space. M501 building also contains a gymnasium, auditorium, lunchroom, library, four outside recreational areas, and a full-sized room currently being used as a dance studio, each of which will be shared among the schools in the building.

The nurse in the M501 building currently operates out of 1 full-size designed administrative space, and the custodian's office is currently occupying 1 half-size classroom/space. In addition, as noted above, one full-sized space is currently being used as a dance room, and thus is not available to be allocated as classroom space. Excluding these three spaces, the M501 building has a total of 66 full-size classrooms (including 7 full-size science lab/demo rooms), 12 half-size classrooms/spaces, and the equivalent of 6.5 full-size designed administrative office/space remaining that can be allocated to schools.

2010-2011

In 2010-2011, Choir Academy currently enrolls 331 students in sixth through twelfth grade. These students are served in 18 classes/sections, including 3 self-contained special education classes.⁵

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

2010-2011: Choir Academy	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁶	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	15	4	3.0	0	0	0	3.0
Current Space Allocation	32	6	6.0	0	0	0	6.0

Choir's current allocation is significantly in excess of its footprint. Choir enrollment has declined by almost 300 students since 2006 – 2007, leaving it with excess space for its enrollment. There are many schools in District 5 and in Choir's support network which can be models to help Choir adjust its scheduling to deliver its programming in fewer classrooms.

² 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 and 1 half-size resource room which could be equal to 2 full-size and 3 half-size classrooms or 1 full-size classroom and 5 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 All current enrollment figures reference 2010 Audited Register

⁶ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

In 2010-2011, PA II currently enrolls 499 students in kindergarten through sixth grade. These students are served in 25 classes/sections.⁷

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

2010-2011: PA II	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ⁸	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	28	4	3.0	0	0	0	3.0
Current Space Allocation	28	4	0.5	1	1	0	2.0

The ALC has the capacity to serve 80 students. The table below summarizes the ALC's baseline Footprint allocation and the amount of space that the ALC is currently using.

2010-2011: ALC	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ⁹	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	4	0	0.0	0	1	0	0.5
Current Space Allocation	5	0	0.0	0	1	0	0.5

As demonstrated in the table above, Choir Academy and the ALC are currently using classrooms in excess of their baseline Footprint allocation, with Choir Academy significantly in excess of its Footprint allocation. This implies that Choir Academy is not making the most efficient use of its space. PA II is below its baseline Footprint allocation by one full-size administrative space. The table below summarizes the available space within M501 after Choir Academy, PA II and the ALC have received their baseline.

2010-2011: Building M501	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocation	18	0*	3.0

* Assumes 2 half-size rooms applied to meet PA II administrative space baseline

⁷ 2010 Audited Register.

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

⁹ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

2011-2012

In 2011-2012, the DOE projects that Choir Academy will serve between 325-430 students in grades six through twelve in 20 sections.¹⁰ The table below summarizes Choir’s baseline Footprint allocation and adjusted baseline allocation:

2011-2012: Choir Academy	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	17	4	3.0	0	0	0	3.0
Adjusted Baseline Allocation	18	3	3.0	0	0	0	3.0

The DOE has adjusted Choir Academy’s baseline Footprint allocation for the following reason:

- Given the limited number of half-size classrooms that can accommodate self contained special education classes, Choir Academy’s allocation includes 1 additional full-size classroom to accommodate 1 of its 3 self contained special education classes.

In 2011-2012, PA II is projected to serve between 555-595 students in kindergarten through seventh grade in 27 sections.¹¹ The table below summarizes PA II’s baseline Footprint allocation:

2011-2012: PA II	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	3	1.5	0	3	0	3.0

In 2011-2012, PA I is projected to serve between 80-85 students in fourth grade in 4 sections¹² The table below summarizes PA I’s baseline Footprint allocation and adjusted baseline allocation:

2011-2012: PA I	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	5	1	0.5	0	2	0	1.5
Adjusted Baseline Allocation	4	0	0.0	0	0	0	0.0

The DOE has adjusted PA I’s baseline Footprint allocation for the following reason:

- PA I will utilize the cluster rooms and teachers that serve PA II. In addition, PA I will have limited supervisory staff at this location and will therefore utilize PA II’s administrative space as needed.

¹⁰ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

¹¹ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

¹² Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

The ALC will continue to have the capacity to serve 80 students. The table below summarizes the ALC’s baseline Footprint allocation:

2011-2012: ALC	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ¹³	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	4	0	0.0	0	1	0	0.5

After Choir Academy, PA I, PA II, and the ALC have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building M501	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	10	2	2.0

The excess space will be allocated between Choir Academy and PA II 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 space allocation for Choir Academy will continue to include the two choral rooms that are located in building M501 (room 273 and room 353) as part of its excess space allocation. While Choir Academy will receive fewer rooms than it currently uses, it will continue to receive more than its baseline Footprint allocation, which the DOE believes is sufficient to support middle and high school programs for the school’s total enrollment.

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 Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
Choir Academy	18	3	3.0	0	0	0	3.0	8	0	2.0
PA II	30	3	1.5	0	3	0	3.0	2	2	0.0
PA I	4	0	0.0	0	0	0	0.0	0	0	0.0
ALC	4	0	0.0	0	1	0	0.5	0	0	0.0

¹³ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

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

2012-2013

In 2012-2013, the DOE projects that Choir Academy will serve between 375-480 students in grades six through twelve in 21 sections.¹⁵ The table below summarizes Choir's baseline Footprint allocation:

2012-2013: Choir Academy	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	18	4	3.0	0	0	0	3.0
Adjusted Baseline Allocation	19	3	3.0	0	0	0	3.0

The DOE has adjusted Choir Academy's baseline Footprint allocation for the following reason:

- Given the limited number of half-size classrooms that are configured to accommodate self contained special education classes, Choir Academy's allocation includes 1 additional full-size classrooms to accommodate 1 of 3 self contained special education classes.

In 2012-2013, PA II is projected to serve 635-680 students in kindergarten through eighth grade in 30 sections.¹⁶ The table below summarizes PA II's baseline Footprint allocation:

2012-2013: PA II	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	33	3	1.5	0	3	0	3.0

In 2012-2013, PA I is projected to serve between 95-100 students in fourth grade in 4 sections, maintaining the adjusted baseline allocation from the prior year.¹⁷ There are more students enrolled in this grade cohort than the prior year, however they can still be served in the same number of class sections (class size will increase).

2012-2013: PA I	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	4	0	0.0	0	0	0	0.0

The ALC will continue to have the capacity to serve 80 students. The table below summarizes the ALC's baseline Footprint allocation and the amount of space that the ALC is currently using.

2012-2013: ALC	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ¹⁸	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	4	0	0.0	0	1	0	0.5

¹⁵ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

¹⁶ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

¹⁷ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

¹⁸ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

After Choir Academy, PA I, PA II and the ALC have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building M501	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	6	2	2.0

The excess space will be allocated between Choir Academy and PA II based upon the following factor: the physical location of the available space in relation to the location of each school within the building.¹⁹ The space allocation for Choir Academy will continue to include the two choral rooms that are located in building M501 (room 273 and room 353) as part of its excess space allocation.

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 Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
Choir Academy	19	3	3.0	0	0	0	3.0	6	0	2.0
PA II	33	3	1.5	0	3	0	3.0	0	2	0.0
PA I	4	0	0.0	0	0	0	0.0	0	0	0.0
ALC	4	0	0.0	0	1	0	0.5	0	0	0.0

2013-2014

PA I will no longer have their fourth grade at M501 and grades seven and eight of PA II will have been re-sited into private space.

The DOE projects that Choir Academy will serve between 455-560 students in grades six through twelve in 20 sections.²⁰ The table below summarizes Choir’s baseline Footprint allocation:

2013-2014: Choir Academy	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	20	4	3.0	0	0	0	3.0
Adjusted Baseline Allocation	21	3	3.0	0	0	0	3.0

The DOE has adjusted Choir Academy’s baseline Footprint allocation for the following reason:

- Given the limited number of half-size classrooms that are configured to accommodate self contained special education classes, Choir Academy’s allocation includes 1 additional full-size classrooms to accommodate 1 of 3 self contained special education classes.

¹⁹ This number is subject to change pending final enrollment projections.

²⁰ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

In 2013-2014, PA II is projected to serve 560-595 students in kindergarten through sixth grade in 27 sections.²¹ The table below summarizes PA II's baseline Footprint allocation:

2013-2014: PA II	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	3	1.5	0	3	0	3.0

The ALC will continue to have the capacity to serve 80 students. The table below summarizes the ALC's baseline Footprint allocation:

2013-2014: ALC	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ²²	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	4	0	0.0	0	1	0	0.5

After Choir Academy, PA I and PA II have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-2014: Building M501	Full-size Class-rooms	Half-size Class-rooms	Designed Admin (FSE)
Space In Excess of Baseline Allocations	11	2	2.0

The excess space will be allocated between Choir Academy and PA II based upon the following factor: the physical location of the available space in relation to the location of each school within the building.²³ The space allocation for Choir Academy will continue to include the two choral rooms that are located in building M501 (room 273 and room 353) as part of its excess space allocation.

²¹ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

²² FSE refers to full-size equivalent rooms that may be used for administrative purposes.

²³ This number is subject to change pending final enrollment projections.

The full 2013-2014 room allocation plan is summarized below:

2013-2014	Full-size Rooms	Half-size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Designed Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
Choir Academy	21	3	3.0	0	0	0	3.0	9	2	2.0
PA II	30	3	1.5	0	3	0	3.0	2	0	0.0
ALC	4	0	0.0	0	1	0	0.5	0	0	0.0

This will be the long-term space allocation for PA II, Choir Academy and the ALC.

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 M501. 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 ("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 which follows).

The DOE projects Choir Academy to serve 325-430 students in 2011-2012. Promise Academy II will serve 555-595 students in 2011-2012. Promise Academy I will serve 80-85 students. The ALC will continue to have capacity for up to 80 students; attendance will vary daily. As each school's enrollment increases each year, this shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 611)	<u>Breakfast</u> All Schools: 7:30 – 8:10am <u>Lunch</u> PA I & PA II: 10:30 – 12:55pm Choir Academy: 11:30 – 1:30pm ALC: 12:28 – 1:08pm	<u>Breakfast</u> All Schools: 7:30 – 8:10am <u>Lunch</u> PA I & PA II 10:30 – 12:55pm Choir Academy: 11:30 – 1:30pm ALC: 12:28 – 1:08pm	<u>Breakfast</u> All Schools: 7:30 – 8:10am <u>Lunch</u> PA I & PA II 10:30 – 12:55pm Choir Academy: 11:30 – 1:30pm ALC: 12:28 – 1:08pm	<u>Breakfast</u> All Schools: 7:30 – 8:10am <u>Lunch</u> PA I & PA II 10:30 – 12:55pm Choir Academy: 11:30 – 1:30pm ALC: 12:28 – 1:08pm	<u>Breakfast</u> All Schools: 7:30 – 8:10am <u>Lunch</u> PA I & PA II 10:30 – 12:55pm Choir Academy: 11:30 – 1:30pm ALC: 12:28 – 1:08pm
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: 500)	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm	Choir Academy: 9:00 – 12:00pm PA I & PA II: 12:00 – 3:00pm	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm	Choir Academy: 9:00 – 12:00pm PA I & PA II: 12:00 – 3:00pm	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm
Auditorium (Capacity: 600)	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.
Other: Playground	Choir Academy: 10:30 – 1:00pm PA I & PA II: 12:15 – 1:15pm	Choir Academy: 10:30 – 1:00pm PA I & PA II: 12:15 – 1:15pm	Choir Academy: 10:30 – 1:00pm PA I & PA II: 12:15 – 1:15pm	Choir Academy: 10:30 – 1:00pm PA I & PA II: 12:15 – 1:15pm	Choir Academy: 10:30 – 1:00pm PA I & PA II: 12:15 – 1:15pm
Other: Dance Room	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm	Choir Academy: 9:00 – 12:00pm PA I & PA II: 12:00 – 3:00pm	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm	Choir Academy: 9:00 – 12:00pm PA I & PA II: 12:00 – 3:00pm	PA I & PA II: 9:00 – 12:00pm Choir Academy: 12:00 – 3:00pm

* ALCs typically are not staffed with physical education teachers. Scheduling of gymnasium or playground time for the ALC can be coordinated through the building council.

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 PA I will be part of the M501 School Safety Committee. As a member of the School Safety Committee, the leader/designee of PA I 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 PA I will be addressed on an ongoing basis. Moreover, the Safety Plan for the M501 school building will be modified as appropriate to meet any changing security needs associated with the co-location. PA I will enter information in the M501 school'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 M501 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 2010,²⁴ 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 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 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 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.

²⁴ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.