

BUILDING UTILIZATION PLAN

As discussed in greater detail in the attached Educational Impact Statement (“EIS”), the DOE has proposed to site the new public charter school Success Academy Charter School (“SACS”) in the Brandeis Educational Campus, Building M470 (“M470” or the “Brandeis Campus”), where it would co-locate with Louis D. Brandeis High School (03M470, “Brandeis High School”), The Urban Assembly School for Green Careers (03M402, “Green Careers”), The Global Learning Collaborative (03M403, “Global Learning”), Innovation Diploma Plus (03M404, “Diploma Plus”), and Frank McCourt High School (03M417, “Frank McCourt”).

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 SACS, Brandeis High School, Green Careers, Global Learning, Diploma Plus, and Frank McCourt. It also includes a proposal for the collaborative usage of shared resources and spaces between SACS and Brandeis High School, Green Careers, Global Learning, Diploma Plus, and Frank McCourt, 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 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”) Citywide 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 for pre-kindergarten programs, 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.

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/rdontyres/8CF30F41-DE25-4C30-92DE-731949919FC3/65901/NYCDOE_Instructional_Footprint_revisedMay2009_noco.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 as appropriate.

All schools receive a baseline of the approximate equivalent of 2 full-size classrooms² for administrative services, student support services, and resource rooms. Additional resource rooms and administrative rooms are allocated based on grade level and enrollment scale of each school. 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 November 9, 2010 by James Dekeles, Director of Space Planning, building M470 has a total of 67 full-size classrooms,³ 3 full-size science labs, 7 full-size science demo classrooms⁴, 14 half-size classrooms⁵ and the equivalent of 15.5 full-size designed administrative office spaces. The M470 building also contains 3 gymnasium spaces, an auditorium, a lunchroom, a library, a dance studio, a garden, and a playground.

In addition to the schools above, there is a Living for the Young Family through Education (“LYFE”) center in M470. LYFE centers support pregnant and parenting students enrolled in a New York City Department of Education school by providing childcare and referral services. Currently, the LYFE center operates out of 1 full-size space/classroom in the M470 building. There will be no impact on the LYFE Center as a result of the proposed co-location.

There is also a school-based health clinic, St. Luke’s, in the M470 building operating as an extension clinic of a hospital group that includes: St. Luke’s Roosevelt Hospital – St. Luke’s Hospital Division, St. Luke’s Roosevelt Hospital Center - Roosevelt Hospital Division. It is licensed to provide the following services to financially eligible residents of Bronx, Kings, New York, Queens, and Richmond counties: health education O/P, immunology, medical social services O/P, nursing,

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 resource rooms, which could be equal to 1 full-size classroom, and 2 half-size classrooms or 0 full-size classrooms and 4 half-size classrooms, etc.
³ Full-size classrooms have an area of 500 square feet or more.
⁴ These science demonstration rooms and laboratories are treated as full-sized classrooms for purposes of the room allocation charts below. Thus, for purposes of those charts there are 77 full-size rooms in the building at present.
⁵ Half-size classrooms have an area of less than 500 square feet.

primary medical care O/P, psychology O/P, venereal disease prevention, and well child care O/P. The St. Luke's school-based health clinic currently operates out of 1 full-size space/classroom. There will be no impact on the St. Luke's school based health clinic as a result of the proposed co-location.

Lastly, there are two other organizations that have been allocated space to operate out of along with the school organizations in the M470 building. The first one is School Safety which operates out of 1 half-size space/classroom. Secondly, the Grand Street Settlement, also operates out of 1 half-size space/classroom in the M470 building. The Grand Street Settlement, is a community services agency that works with at-risk kids. There will be no impact on either program as a result of the proposed co-location.

In accordance with Chancellor's Regulation A-190, any capital expenditure or facility upgrade expenditure in excess of \$5,000 made by or for the benefit of a co-located public charter school to upgrade its facilities must be approved in advance by the DOE, and the DOE must then ensure that an equal amount of capital expenditures or facilities upgrade expenditures are made on each co-located DOE school. In M470, we do not anticipate that SACS would require additional work beyond the work described herein.

At present, the DOE is engaged in restructuring the M470 facility to accommodate multiple school organizations into an Educational Campus. Facilities needs for SACS would be completed as part of this restructuring. We estimate that \$500,000 of this budget would be applied towards renovations to create a separate eating area⁶ for elementary students, and otherwise accommodate a fifth school in the building. This estimate is subject to change since we have not yet begun scope or design. Once the project design is finalized, the DOE would determine whether it qualified for the matching provision above. If the project qualifies, the DOE would ensure that each of the other schools located in the building received equal matching expenditures. If the estimate of the work to accommodate SACS changes as we perform scope and design, the amount spent for each of the other co-located schools would correspondingly change.

The proposed restructuring plan would convert current administrative spaces to create 2 additional full-size classrooms, 2 additional half-size classrooms, and no additional administrative spaces in the first year, 2011-2012. This would then mean that M470 would have a total of 69 full-size classrooms, 3 science labs, 7 science demo lab spaces (bringing the total number of full-size spaces to 79 for purposes of the allocation charts), 16 half-size classrooms, and 12.5 full-size designed administrative spaces. The following year when Brandeis is closed, the proposed restructuring plan would create an additional 2 full-size classrooms, no half-size classrooms and no additional administrative space. This would then mean that M470 would have a total of 71 full-size classrooms (bringing the total number of full-size spaces to 81 for purposes of the allocation charts), 3 science labs, 7 science demo lab spaces, 16 half-size classrooms and 10.5 full-size designed administrative spaces.

2010-2011

Brandeis High School is in the process of phasing out, which means that the school no longer accepts new ninth or tenth grade students. Brandeis High School is scheduled to close in June 2012. Based on the enrollment projection⁷, Brandeis High School enrolls 609 students across grades 10-12 in 32 programmed classes/sections (including students with disabilities). Based on this enrollment data, Brandeis High School should be allocated 32 full-size classrooms, 4 half-size classrooms, and 5 full-size equivalents of administrative offices spaces pursuant to the Footprint. Currently, Brandeis High School is operating with 37 full-size classrooms, 7 half-size classrooms, and 10 full-size equivalents of administrative offices spaces. This means that Brandeis High School is currently over its baseline footprint by 5 full-size rooms, 3 half-size classrooms and 5 full-size equivalent rooms of administrative space.

Green Careers opened in September 2009 and serves between 100-125 students per grade. At full-scale, Green Careers will serve students in grades nine through twelve in 16 sections. Green Careers is a Career and Technical Education ("CTE") demonstration school site that opened as part of the Mayor's CTE initiative. It admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan. Based on enrollment

⁶ The separate eating area would be created by repurposing and renovating 4 classrooms currently used for storage. These classrooms are not included in the building capacity or allocation totals provided below.

⁷ The enrollment figure listed here is the Register Projection for each high school. Audited enrollment figures are not yet available.

projections, Green Careers has 193 students on its register in grades 9 and 10, in 7 programmed classes/sections (including students with disabilities). Currently, Green Careers is operating with 11 full-size classrooms, and 1.5 full-size spaces for administrative services. Per the Instructional Footprint, Green Careers should be allocated 7 full-size classrooms, 1 half-size classrooms, and 2 full-size equivalents of administrative offices spaces. This means that Green Careers is currently over its baseline footprint by 4 full-size classrooms. While the school might appear to be under its baseline allocation by 1 half-size classroom and 0.5 full-size equivalent rooms of administrative space, note that the school may be using some of its excess allocation of full-size classrooms for administrative or other programming purposes.

Global Learning opened in September 2009 and serves between 100-125 students per grade. Long-term, Global Learning will serve students in grades nine through twelve. Global Learning has a bilingual Spanish education program. It admits students through the High School Admissions Process and is a Limited Unscreened school that gives priority to students from Manhattan. The school was opened at Brandeis in order to provide an option to the English Language Learner students who have historically attended school in the building. Based on enrollment projections, Global Learning has 193 students in grades 9-10 in 8 programmed classes/sections (including students with disabilities). Currently, Global Learning is operating with 12 full-size classrooms, 2 half-size classrooms, and one half-size equivalents of administrative space that is divided into two halves. Per the Footprint, a school of the same enrollment as Global Learning would be allocated 8 full-size classrooms, 1 half-size classrooms, and 2 full-size equivalents of administrative spaces. Thus, Global Learning is above its baseline allocation by 3 full-size rooms and 1 half-size room. While the school appears to be 1.5 full-size equivalent rooms of administrative space under its baseline allocation, note that the school may be using some of its excess allocation of full-size and/or half-size classrooms for administrative or other programming purposes.

Diploma Plus is a transfer school and is currently serving 150 over-age and under-credited students. It serves students in grades nine through twelve and at scale will serve approximately 250 students. Per the Footprint, Diploma Plus should be allocated a baseline of 10 full-size classrooms, 1 half-size classroom, and 2 full-size equivalents of administrative spaces. Diploma Plus is currently operating with 12 full-size classrooms, 2 half-size classrooms, and no administrative spaces. Thus, Diploma Plus is above its baseline allocation by 2 full-size rooms and 1 half-size room. While the school appears to be under its baseline allocation by 2.0 full-size equivalent rooms of administrative space, note that the school may be using some of its baseline allocation of administrative spaces for other programming purposes.

The Frank McCourt School opened in the Brandeis Campus in September 2010. Frank McCourt is the sixth selective school opened as part of Mayor Bloomberg’s initiative to open seven new selective schools in the city. It is a screened school that has a particular focus on writing. Frank McCourt opened with ninth grade and will serve between 100-125 students per grade. Long-term, Frank McCourt will serve 425-450 students in grades nine through twelve. In its first year, Frank McCourt was projected to enroll 108 students. Currently, Frank McCourt is operating with 6 full-size classrooms, 2 half-size classrooms, and no administrative spaces. Based on the footprint, Frank McCourt should have received 4 full-size classrooms, 1 half-size classroom, and 1.5 administrative spaces. Thus, Frank McCourt is above its baseline allocation by 2 full-size rooms and 1 half-size room. While the school appears to be under its baseline allocation by 2.0 full-size equivalent rooms of administrative space, note that the school is above its baseline allocation by 2 full-size classrooms. As mentioned before, schools may program some of their dedicated space allocations for other purposes (based on programmatic needs).

2010-2011	Total Class Count	FS per footprint	HS per footprint	Admin per footprint	Add'l FS allocated	Add'l HS allocated	Add'l Admin allocated
Brandeis	32	32	4	5	5	3	5
Green Careers	7	7	0	2	4		
Global Learning	8	8	1	2	3		
Diploma Plus	10	10	1	2	0	1	
Frank McCourt	4	4	1	1.5	0	1	

Per the information above, all of the 5 schools currently co-located in the M470 building, have been allocated space in excess of their instructional footprint. As stated in the EIS, the Brandeis Campus has been identified as an under-utilized building, meaning it currently has at least 300 seats available, or will have at least 300 seats available within the next three years as Brandeis High School phases out. In 2009-2010, the most recent year for which audited data is available, the target capacity

of the building was 2,148 students, and enrollment was 1,885 students. In 2010-2011, Brandeis High School did not admit any new students, Frank McCourt opened, and the other schools each added one grade level. As of November 1, 2010, the total enrollment at the Brandeis Campus is 1,606 students. When each of the high schools is at scale, the total high school enrollment in the building is expected to be 1,525-1,600 students. Thus, there is sufficient space within the Brandeis Campus to house an additional school.

2011-2012

If this proposal were approved, the proposed facilities work to accommodate SACS would begin and be completed prior to the start of the 2011-2012 school year. In addition to the cafeteria conversion described above, the proposed facilities work to accommodate SACS would convert administrative rooms to create 2 additional full-size classrooms, 2 additional half-size classrooms, and eliminate 3 administrative spaces. After the facilities work, M470 would have a total of 69 full-size classrooms, 3 science labs, 7 science demo rooms, 16 half-size classrooms, and 12.5 designed administrative spaces.

In 2011-12, Brandeis High School is projected to serve 400-425 students in 23 classes/sections (including students with disabilities) and per the Footprint should be allocated 23 full-size classrooms, 3 half-size classrooms, and 3.5 administrative spaces.⁸

In 2011-12, Green Careers will add its third cohort of ninth grade students and serve a total of approximately 324 students in 12 classes/sections (including students with disabilities) across grades 9-11.⁷ Per the Footprint, Green Careers should be allocated 12 full-size classrooms, 1 half-size classroom/space, and the equivalent of 2.5 full-size administrative spaces.

In 2011-12, Global Learning will add its third cohort of ninth grade students, as well and serve a total of approximately 324 students in 12 classes/sections (including students with disabilities) across grades 9-11.⁷ Per the Footprint, Global Learning should be allocated 12 full-size classrooms, 1 half-size classroom/space and the equivalent of 2.5 full-size administrative spaces.

Innovation Diploma Plus is a transfer high school that opened in September 2009 serving 150 over-age and under-credited students. It serves students in grades nine through twelve and at scale will serve approximately 250 students. Per the Footprint, Innovation Diploma should be allocated 10 full-size classrooms, 1 half-size classroom/space, and the equivalent of 2 full-size administrative spaces.⁹

In 2011-12, Frank McCourt will add its second cohort of ninth grade students, and serve a total of approximately 216 students in 8 classes/sections (including students with disabilities) across grades 9-10.⁸ Per the Footprint, Frank McCourt should be allocated 8 full-size classrooms, 1 half-size classroom/space and the equivalent of 2 full-size administrative spaces.

According to its charter, SACS will serve a total of 188 students in grade(s) K-1, in 8 classes (including students with disabilities) in the 2011-2012 school year. Per the Footprint, SACS should be allocated 9 full-size classrooms, 1 half-size classrooms, and 1.5 administrative offices per the Footprint.

After Brandeis High School, Green Careers, Global Learning, Diploma Plus, Frank McCourt and SACS have received the baseline allocation of rooms according to the Footprint, 3 full-size classrooms, 3 half-size rooms, and no administrative offices will remain in the M470 building. Brandeis High School will receive this full additional allocation of remaining classrooms/ space in the M470 building to account for any variation in their enrollment in their last year in operation. Thus, the appropriate space allocation for each school will be accommodated and all students enrolled in the Brandeis Educational Campus could continue in their current schools.

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

⁸ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

⁹ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

	PROJECTED 2011-2012 CLASS ¹⁰ 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
Brandeis HS	23	23	3	3.5	3	3	0.0
Green Careers	12	12	1	2.5	0	0	0.0
Global Learning	12	12	1	2.5	0	0	0.0
Diploma Plus	10	10	1	2.0	0	0	0.0
Frank McCourt	8	8	1	2.0	0	0	0.0
SACS	8	9	1	1.5	0	0	0.0

2012-2013

In the 2012-13 school year Brandeis High School will no longer be in operation or serving any more students.¹¹ Students who were not on track to graduate would meet with their guidance counselor to discuss options. Depending on their age, academic profile, and credit accumulation, some students may be better served in one of the City’s Transfer Schools or Young Adult Borough Centers, which have strong track records for helping over-age, under-credited students get on track to graduate.

When Brandeis is completely phased out, there will be another round of construction done to the M470 building creating an additional 2 full-size classrooms/spaces by converting existing administrative spaces. After this last round of construction is complete, the M470 building would have a total of 71 full-size classrooms/spaces, 3 science labs, 7 science demo lab spaces, 16 half-size classroom/spaces and 10.5 administrative spaces.

In 2012-13, Green Careers will receive 4 additional full-size classrooms to accommodate their incoming ninth grade cohort, and is projected to serve a total of 425-450 students in 16 classes/sections (including students with disabilities) across grades 9-12.⁷ According to the Footprint, Green Careers would be allocated 17 full-size classrooms, 1 half-size classroom/space and the equivalent of 3.0 full-size administrative spaces. This will increase Green Career’s baseline allocation from the previous school year by 4 full-size classrooms, no half-size classroom/space, and 1 half-size equivalent of administrative office/space. The space allocation for Green Careers will include an additional 1 specialty room over the typical high school Footprint allocation for a school with four sections per grade. The Office of Space Planning will consult with the principal on the location and type of specialty room as part of the overall restructuring plan for the campus.

In 2012-13, Global Learning will receive 4 additional full-size classrooms to accommodate their incoming ninth grade cohort and serve a total of 425-450 students in 16 classes/sections (including students with disabilities) across grades 9-12.⁷ According to the Footprint, Global Learning should be allocated 16 full-size classrooms, 1 half-size classroom/space and the equivalent of 3 full-size administrative spaces. This will increase Global Learning’s baseline allocation from the previous school year by 4 full-size classrooms, no half-size classroom/space, and 1 half-size equivalent of administrative office/space.

Innovation Diploma Plus will continue to operate at scale. Thus, its baseline allocation according to the Footprint would remain the same: 10 full-size classrooms, 1 half-size classroom/space, and the equivalent of 2 full-size administrative spaces in order to accommodate its program at scale.¹²

¹⁰ 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.

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.

In 2012-13, Frank McCourt will add its third cohort of ninth grade students, and serve a total of approximately 324 students in 12 classes/sections (including students with disabilities) across grades 9-11. According to the Footprint, Frank McCourt should be allocated a baseline of 12 full-size classrooms, 1 half-size classroom/space and the equivalent of 2.5 full-size administrative spaces. This will increase Frank McCourt’s baseline allocation from the previous school year by 3 full-size classrooms, no half-size classroom/space, and 1 full-size equivalent of administrative office/space.

According to its charter, SACS will serve a total of 249 students in grades K-2, in 10 classes (including students with disabilities) in the 2012-2013 school year. SACS should be allocated a baseline of 12 full-size classrooms, 1 half-size classroom, and the equivalent of 2 full-size administrative offices per the Footprint. According to the Footprint, this will result in an increase in Saks’s baseline allocation from the previous school year by 3 full-size classrooms, no half-size classroom/space, and 1 half-size equivalent administrative office/space

In 2012-2013 after each school has received the baseline allocation of rooms according to the Footprint, 13 full-size classrooms, 5 half-size, and no designed administrative offices will remain in the M470 building. In 2012-2013, Green Careers will receive 3 additional full-size classrooms based on its relative enrollment in 2012-13 compared to the other schools in the building. Global Learning will also receive 3 additional full-size classrooms based on its relative enrollment in 2012-13 compared to the other schools in the building. Diploma Plus will receive 1 additional full-size classroom and 1no additional half-size classrooms based on the enrollment and programmatic needs of the school. Frank McCourt will receive 3 additional full-size classrooms, and 1 half-size classroom based on its relative enrollment in 2012-13 compared to the other schools in the building. This will also bring Frank McCourt up to its full baseline space allocation at scale, which it will require in the following school year. In 2013-2014 this will help to minimize the number of rooms being reallocated as Frank McCourt and SACS continue to grow to their full grade spans. SACS will receive 2 additional full-size classrooms, and 3 additional half-size classrooms based on its relative enrollment in 2012-13 compared to the other schools in the building.

The 2012-2013 room allocation plan is summarized in the chart below:

	PROJECTED 2012-2013 CLASS ¹³ COUNT	FULL-SIZE ROOMS PER FOOTPRINT	HALF-SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL-SIZE ROOMS ALLOCATED	ADDITIONAL HALF-SIZE ROOMS ALLOCATED	ADDITIONAL ADMIN OFFICES ALLOCATED
Brandeis HS	0	0	0	0.0	0	0	0.0
Green Careers	17	16	1	3.0	2	0	0.0
Global Learning	16	16	1	3.0	3	0	0.0
Diploma Plus	10	10	1	2.0	1	0	0.0
Frank McCourt	12	12	1	2.5	4	1	0.0
SACS	10	12	1	2.0	2	3	0.0

2013-2014

In 2013-2014, both Green Careers and Global Learning will be serving their full grade span (9-12) and will maintain their baseline space allocations from the previous school year of 16 full-size classrooms, 1 half-size classroom/space and the equivalent of 3 full-size administrative offices/space each.

Innovation Diploma Plus will also be at scale and will continue to maintain its baseline allocation of 10 full-size classrooms, 1 half-size classroom/space, and the equivalent of 2 full-size administrative spaces.

¹³ 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.

In 2013-14, Frank McCourt will add its fourth cohort of ninth grade students, and serve a total of 425-450 students in 16 classes/sections (including students with disabilities) across grades 9-12. According to the Footprint, Frank McCourt should be allocated a baseline of 16 full-size classrooms, 1 half-size classroom/space and the equivalent of 3 full-size administrative spaces. Because Frank McCourt received 4 full-size classrooms/spaces and 1 half-size classroom/space in 2012-2013 in addition to its baseline space allocation, they would not require additional space for the 2013-2014 school year.

According to its charter, SACS will serve approximately 360 students in grade(s) K-3, in 12 classes (including students with disabilities) in the 2011-2012 school year. SACS requires 15 full-size classrooms, 2 half-size classrooms, and 2.5 administrative offices per the Footprint. This will increase their baseline allocation by 3 full-size classrooms, 1 half-size classroom/space, and 1 half-size equivalent of administrative office/space.

In 2013-2014 after each school has received the baseline allocation of rooms according to the Footprint, 5 full-size classrooms/spaces, 1 half-size classrooms, and no additional administrative offices will remain in the M470 building. In 2013-2014, SACS will receive the 5 additional full-size classrooms/spaces, and the one half-size classroom so that their baseline footprint allocation for when they are serving their full grade spans (K-5 in 2015-2016)grades at scale is met. At full growth, SACS will serve a total of 480-490 students in grades K-5. To minimize the number of rooms that change hands year to year, the DOE feels that it is less taxing on school staff and more cost efficient for all of the schools in the M470 building to receive their baseline footprint space allocations sooner than later. The DOE feels it will help to better program not only individual school schedules better, but the overall M470 building, as well. Because all five of the schools co-locating in the M470 building will have received their baseline space allocation for when they are at full scale, this should serve as the long term space allocation for the M470 school building.

	PROJECTED 2013-2014 CLASS COUNT	FULL-SIZE ROOMS PER FOOTPRINT	HALF-SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL-SIZE ROOMS ALLOCATED	ADDITIONAL HALF-SIZE ROOMS ALLOCATED	ADDITIONAL ADMIN OFFICES ALLOCATED
Brandeis HS	0	0	0	0.0	0	0	0.0
Green Careers	16	17	1	3.0	0	0	0.0
Global Learning	16	16	1	3.0	0	0	0.0
Diploma Plus	10	10	1	2.0	0	0	0.0
Frank McCourt	16	16	1	3.0	0	0	0.0
SACS	12	15	2	3.0	5	1	0.0

Charts below are included to show how the additional 5 full-size classrooms that SACS received will bring them to their long term baseline space allocation in the 2015-2016 school year.

2014-2015

	PROJECTED 2014-2015 CLASS COUNT	FULL-SIZE ROOMS PER FOOTPRINT	HALF-SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL-SIZE ROOMS ALLOCATED	ADDITIONAL HALF-SIZE ROOMS ALLOCATED	ADDITIONAL ADMIN OFFICES ALLOCATED
Brandeis HS	0	0	0	0.0	0	0	0.0
Green Careers	16	17	1	3.0	0	0	0.0
Global Learning	16	16	1	3.0	0	0	0.0
Diploma Plus	10	10	1	2.0	0	0	0.0
Frank McCourt	16	16	1	3.0	0	0	0.0
SACS	15	18	2	3.0	2	1	0.0

2015-2016

	PROJECTED 2015-2016 CLASS ¹⁴ 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
Brandeis HS	0	0	0	0.0	0	0	0.0
Green Careers	16	17	1	3.0	0	0	0.0
Global Learning	16	16	1	3.0	0	0	0.0
Diploma Plus	10	10	1	2.0	0	0	0.0
Frank McCourt	16	16	1	3.0	0	0	0.0
SACS	18	20	2	3.0	0	1	0.0

Since all five organizations will reach their full growth in the 2015-2016 school year and the baseline space allocations for all five organizations have been met with excess classrooms/spaces being equitably distributed, the chart above will serve as the long term space allocation for M470 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 M470. 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, Brandeis High School serves a total of 609 students in 2010-2011 and will serve a total of up to 450 students in the 2011-2012 school year. Based on current enrollment, Green Careers serves a total of 193 students; based on historical enrollment trends it is anticipated that Green Careers will serve a total of up to 324 students in the 2011-2012 school year. Based on current enrollment, Global Learning serves a total of 193 students; based on historical enrollment trends it is anticipated that Global Learning will serve a total of up to 324 students in the 2011-2012 school year. Based on current and projected enrollment, Diploma Plus serves a total of 150 students; Diploma Plus can serve up to 250 students in the 2011-2012 school year. Based on current enrollment, Frank McCourt serves a total of 108 students in 2010-2011 and it is anticipated that Frank McCourt will serve a total of up to 216 students in the 2011-2012 school year. According to its charter, SACS will serve a total of 188 students in 2011-2012.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Large Cafeteria (capacity of space 558)	BREAKFAST: M470, M402, M403, M404, M417 – Large Cafe - 7:30 – 8:35am	BREAKFAST: M470, M402, M403, M404, M417 – Large Cafe - 7:30 – 8:35am	BREAKFAST: M470, M402, M403, M404, M417 – Large Cafe - 7:30 – 8:35am	BREAKFAST: M470, M402, M403, M404, M417 – Large Cafe - 7:30 – 8:35am	BREAKFAST: M470, M402, M403, M404, M417 – Large Cafe - 7:30 – 8:35am
Small Cafeteria					

¹⁴ 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.

(capacity of space tbd)	<p>SACS – Small Cafe – 7:00 – 7:45 am M403 – (advisory breakfast)- 9:00 am LUNCH: M470, Large Cafe- 11:30 am – 2:00pm (3 separate periods: periods 4,5 & 8) M402, Large Cafe - 1:07 – 1:51 pm M403 & M417, Large Cafe – 12:05 – 12:45pm M404, Large Cafe - 12:40 – 1:34 pm SACS, Small Cafe – 12:00-1:00 pm</p>	<p>SACS – Small Cafe – 7:00 – 7:45 am M403 – (advisory breakfast) – 9:00am LUNCH: M470, Large Cafe- 11:30 am – 2:00pm (3 separate periods: periods 4,5 & 8) M402, Large Cafe - 1:07 – 1:51 pm M403 & M417, Large Cafe – 12:05 – 12:45pm M404, Large Cafe - 12:40 – 1:34 pm SACS, Small Cafe – 12:00-1:00 pm</p>	<p>SACS – Small Cafe – 7:00 – 7:45 am M403 – (advisory breakfast)- 9:00am LUNCH: M470, Large Cafe- 11:30 am – 2:00pm (3 separate periods: periods 4,5 & 8) M402, Large Cafe - 1:07 – 1:51 pm M403 & M417, Large Cafe – 12:05 – 12:45pm M404, Large Cafe - 12:40 – 1:34 pm SACS, Small Cafe – 12:00-1:00 pm</p>	<p>SACS – Small Cafe – 7:00 – 7:45 am M403 – (advisory breakfast) – 9:00am LUNCH: M470, Large Cafe- 11:30 am – 2:00pm (3 separate periods: periods 4,5 & 8) M402, Large Cafe - 1:07 – 1:51 pm M403 & M417, Large Cafe – 12:05 – 12:45pm M404, Large Cafe - 12:40 – 1:34 pm SACS, Small Cafe – 12:00-1:00 pm</p>	<p>SACS – Small Cafe – 7:00 – 7:45 am M403 – (advisory breakfast) – 9:00am LUNCH: M470, Large Cafe- 11:30 am – 2:00pm (3 separate periods: periods 4,5 & 8) M402, Large Cafe - 1:07 – 1:51 pm M403 & M417, Large Cafe – 12:05 – 12:45pm M404, Large Cafe - 12:40 – 1:34 pm SACS, Small Cafe – 12:00-1:00 pm</p>
Library (the library contains rooms within it including a conference room, a reading room, and three other smaller offices.)	<p>M470 – Conf. Rm. In Library: 9:30 am - 2:43 pm; Lunch Drop In Main Library area – 9:30 - 10:15 am; 2:00 - 3:30 pm M402 - 11:50 am – 12:30 pm M403 - 10:15 – 11:10 am M417 – 12:30 – 1:10pm; 1:15 – 1:55pm SACS – will not require library time per its programming</p>	<p>M470 – Conf. Rm. In Library: 9:30 am - 2:43 pm; Lunch Drop In Main Library area – 9:30 - 10:15 am; 2:00 - 3:30 pm M402 - 11:50 am – 12:30 pm M403 - 10:15 – 11:10 am M417 – 12:30 – 1:10pm; 1:15 – 1:55pm SACS – will not require library time per its programming</p>	<p>M470 – Conf. Rm. In Library: 9:30 am - 2:43 pm; Lunch Drop In Main Library area – 9:30 am - 1:01 pm; 1:57 - 2:43 pm M403 - 10:05 – 10:35 am; 10:40 – 11:20 am; 11:20 am – 12:05 pm; 12:05 – 12:45 pm M417 – 12:30 – 1:10pm; 1:15 – 1:55pm SACS – will not require library time per its programming</p>	<p>M470 – Conf. Rm. In Library: 9:30 am - 2:43 pm; Lunch Drop In Main Library area – 9:30 - 10:15 am; 2:00 - 3:30 pm M402 - 11:50 am – 12:30 pm M403 - 10:15 – 11:10 am M417 – 12:30 – 1:10pm; 1:15 – 1:55pm SACS – will not require library time per its programming</p>	<p>M470 – Conf. Rm. In Library: 9:30 am - 2:43 pm; Lunch Drop In Main Library area – 9:30 - 10:15 am; 2:00 - 3:30 pm M402 - 11:50 am – 12:30 pm M403 - 10:15 – 11:10 am M404 - 8:30 – 9:00 am; 9:00 – 9:54 am M417 – 12:30 – 1:10pm; 1:15 – 1:55pm SACS – will not require library time per its programming</p>
Gymnasium (include all gymnasiums, dance and fitness rooms)	<p>619 sq. ft. GYM: M470 – Will utilize the large gym until 2pm. M402 – 2:24 – 3:20 pm 172 sq. ft. GYM 1: M403 – 9:35–10:15 am; 12:50 – 1:45 pm; 1:45 – 2:40 pm; 2:40 – 3:32 pm M417 – 8:00 – 8:40 am; 10:15 – 11:00 am; 11:00 – 11:45 am;</p>	<p>619 sq. ft. GYM: M470 – Will utilize the large gym until 2pm. M402 – 2:24 – 3:20 pm 172 sq. ft. GYM 1: M403 - 9:35 – 10:15 am; 12:50 – 1:45 pm; 1:45 – 2:40 pm; 2:40 – 3:32 pm M417 – 8:00 – 8:40 am; 10:15 – 11:00 am; 11:00 – 11:45 am;</p>	<p>619 sq. ft. GYM: M470 – Will utilize the large gym until 2pm. M402 – 2:24 – 3:20 pm 172 sq. ft. GYM 1: M403 - 9:35 – 10:15 am; 12:50 – 1:45 pm; 1:45 – 2:40 am; 10:15 – 11:00 am; 11:00 – 11:45 am; M417 – 8:00 – 8:40 am; 11:45 – 12:30 pm; SACS – 1:20 – 2:00 pm;</p>	<p>619 sq. ft. GYM: M470 – Will utilize the large gym until 2pm. M402 – 2:24 – 3:20 pm 172 sq. ft. GYM 1: M403 - 9:35 – 10:15 am; 12:50 – 1:45 pm; 1:45 – 2:40 pm; 2:40 – 3:32 pm M417 – 8:00 – 8:40 am; 10:15 – 11:00 am; 11:00 – 11:45 am;</p>	<p>619 sq. ft. GYM: M470 – Will utilize the large gym until 2pm. M402 – 2:24 – 3:20 pm 172 sq. ft. GYM 1: M403 - 9:35 – 10:15 am; 10:15 – 11:10 am; 11:10 am – 12:05 pm; 12:50 – 1:45 pm; 1:45 – 2:40 pm; 2:40 – 3:32 pm M417 – 8:00 – 8:40 am;</p>

	<p>11:45 – 12:30 pm; 172 sq. ft. GYM 2: M404 – 9:00 – 9:54 am; 9:55 – 1049 am; 10:50 – 11:44 am; 11:45 am–12:39 pm; 12:40 – 1:34 pm; 1:35 – 2:20 pm; FITNESS RM. 1 (B1): M470 – Brandeis will continue to be the only school using this room in 2011-12. FITNESS RM. 2 (B7SC): M402 - 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52 am – 12:34pm DANCE STUDIO: M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm M404 – 12:40 – 1:34 pm; 1:35 – 2:20 pm; 2:21 – 3:15 pm SACS – 3:30 – 4:15 pm</p>	<p>11:45 – 12:30 pm; 172 sq. ft. GYM 2: M404 – 9:00 – 9:54 am; 9:55 – 1049 am; 10:50 – 11:44 am; 11:45 am–12:39 pm; 12:40 – 1:34 pm; 1:35 – 2:20 pm; FITNESS RM. 1 (B1): M470 – Brandeis will continue to be the only school using this room in 2011-12. FITNESS RM. 2 (B7SC): M402 - 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52 am – 12:34pm DANCE STUDIO: M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm M404 – 12:40 – 1:34 pm; 1:35 – 2:20 pm; 2:21 – 3:15 pm SACS – 3:30 – 4:15 pm</p>	<p>2:00 – 2:40 pm; 2:40 – 3:20 pm; 172 sq. ft. GYM 2: M404 – 9:00 – 9:54 am; 9:55 – 1049 am; 10:50 – 11:44 am; 11:45 am–12:39 pm; 12:40 – 1:34 pm; 1:35 – 2:20 pm; FITNESS RM. 1 (B1): M470 – Brandeis will continue to be the only school using this room in 2011-12. FITNESS RM. 2 (B7SC): M402 - 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52 am – 12:34pm DANCE STUDIO: M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm M404 – 12:40 – 1:34 pm; 1:35 – 2:20 pm; 2:21 – 3:15 pm SACS – 3:30 – 4:15 pm</p>	<p>11:45 – 12:30 pm; 172 sq. ft. GYM 2: M404 – 9:00 – 9:54 am; 9:55 – 1049 am; 10:50 – 11:44 am; 11:45 am–12:39 pm; 12:40 – 1:34 pm; 1:35 – 2:20 pm; M402– 2:30-3:30 pm FITNESS RM. 1 (B1): Brandeis will continue to be the only school using this room in 2011-12. FITNESS RM. 2 (B7SC): M402 - 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52 am – 12:34pm DANCE STUDIO: M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm M404 – 12:40 – 1:34 pm; 1:35 – 2:20 pm; 2:21 – 3:15 pm SACS – 3:30 – 4:15 pm</p>	<p>172 sq. ft. GYM 2: M404 – 9:00 – 9:54 am; 9:55 – 1049 am; 10:50 – 11:44 am; 11:45 am–12:39 pm; 12:40 – 1:34 pm; 1:35 – 2:20 pm; FITNESS RM. 1 (B1): Brandeis will continue to be the only school using this room in 2011-12. FITNESS RM. 2 (B7SC): M402 - 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52 am – 12:34pm DANCE STUDIO: M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm M404 – 12:40 – 1:34 pm; 1:35 – 2:20 pm; 2:21 – 3:15 pm SACS – 3:30 – 4:15 pm</p>
Auditorium	<p>M470 – 1st Monday of every month – 3:45 -5:00 pm M404 – 1:30 – 2:20 pm; 2:20 – 3:15 pm</p>	<p>M404 – 1:30 – 2:20 pm; 2:20 – 3:15 pm; 3:15 – 4:05 pm</p>	<p>M403 – 10:00 – 10:40 am; 10:40 – 11:20 am M404 – 1:30 – 2:20 pm; 2:20 – 3:15 pm; 3:15 – 4:05 pm</p>	<p>M404 – 1:30 – 2:20 pm; 2:20 – 3:15 pm; 3:15 – 4:05 pm</p>	<p>M404 – 1:30 – 2:20 pm; 2:20 – 3:15 pm; 3:15 – 4:05 pm</p>
Other: Science Labs (all are equal in size)	<p>LAB ROOM 418: M403 – 10:15 – 11:10 am M417 – 10:15 – 11:00 am; 11:00 – 11:45 am; 11:45am – 12:30pm; 12:30 – 1:15 pm; 1:15 – 2:00 pm LAB ROOM 417: M470 – Mondays, Wednesday afternoons, & Thursday after 11:15am LAB ROOM 407: M402 –</p>	<p>LAB ROOM 418: M403 – 10:15 – 11:10 am M417 – 10:15 – 11:00 am; 11:00 – 11:45 am; 11:45am – 12:30pm; 12:30 – 1:15 pm; 1:15 – 2:00 pm LAB ROOM 417: M470 – 10:15 – 11:10 am LAB ROOM 407: M470 – Tuesday afternoon after 1 pm</p>	<p>LAB ROOM 418: M403 – 10:15 – 11:10 am M417 – 10:15 – 11:00 am; 11:00 – 11:45 am; 11:45am – 12:30pm; 12:30 – 1:15 pm; 1:15 – 2:00 pm LAB ROOM 417: M470 – Mondays, Wednesday afternoons, & Thursday after 11:15am M403 –</p>	<p>LAB ROOM 418: M403 – 10:15 – 11:10 am M417 – 10:15 – 11:00 am; 11:00 – 11:45 am; 11:45am – 12:30pm; 12:30 – 1:15 pm; 1:15 – 2:00 pm LAB ROOM 417: M470 – Mondays, Wednesday afternoons, & Thursday after 11:15am M403 –</p>	<p>LAB ROOM 418: M403 – 10:15 – 11:10 am M417 – 10:15 – 11:00 am; 11:00 – 11:45 am; 11:45am – 12:30pm; 12:30 – 1:15 pm; 1:15 – 2:00 pm LAB ROOM 417: M403 – 10:15 – 11:10 am LAB ROOM 407: M403 – 10:15 – 11:10 am M402 –</p>

	1:54 – 2:21 pm	M403 – 10:15 – 11:10 am	9:35 – 10:15 am; 10:15 – 11:10 am <u>LAB ROOM 407:</u> M402 – 10:20 – 11:05 am; 11:05 – 11:50 am; 11:52am – 12:34pm 1:54 – 2:21 pm	10:15 – 11:10 am <u>LAB ROOM 407:</u> M403 – 10:15 – 11:10 am	1:54 – 2:21 pm
Other: Playground/Yard Garden	<u>Playground:</u> M470 – 11:00am – 12:00pm M402 – 1:07 – 1:51 pm <u>Garden:</u> SACS – 12:00 – 1:00 pm M402 – 1:54 – 2:21 pm 2:24 – 3:20 pm	<u>Playground:</u> M470 – 11:00am – 12:00pm M402 – 1:07 – 1:51 pm <u>Garden:</u> SACS – 12:00 – 1:00 pm M402 – 1:54 – 2:21 pm 2:24 – 3:20 pm	<u>Playground:</u> M470 – 11:00am – 12:00pm M402 – 1:07 – 1:51 pm <u>Garden:</u> SACS – 12:00 – 1:00 pm M402 – 1:54 – 2:21 pm 2:24 – 3:20 pm	<u>Playground:</u> M470 – 11:00am – 12:00pm M402 – 1:07 – 1:51 pm <u>Garden:</u> SACS – 12:00 – 1:00 pm M402 – 1:54 – 2:21 pm 2:24 – 3:20 pm	<u>Playground:</u> M470 – 11:00am – 12:00pm M402 – 1:07 – 1:51 pm <u>Garden:</u> SACS – 12:00 – 1:00 pm M402 – 1:54 – 2:21 pm 2:24 – 3:20 pm

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 SACS will be part of the Brandeis Campus Safety Committee. As a member of the School Safety Committee, the leader/designee of SACS 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 SACS will be addressed on an ongoing basis. Moreover, the Safety Plan for the M470 school building will be modified as appropriate to meet any changing security needs associated with the co-location. SACS 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 the M470 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 2010,¹⁵ 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 school 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 2010.¹⁶

¹⁵ Campus Policy Memo 2010 is available at: <http://schools.nyc.gov/community/campusgov>.

¹⁶ Campus Policy Memo 2010 is available at: <http://schools.nyc.gov/community/campusgov>.