

BUILDING UTILIZATION PLAN

INTRODUCTION

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to open and co-locate kindergarten through second grades of Success Academy Charter School—Bronx 3¹ (84XTBD, “SA-Bronx 3”), a new public charter school, in Building X146 (“X146”), located at 968 Cauldwell Avenue, Bronx, NY 10456, in Community School District 8. If this proposal is approved, SA-Bronx 3 would be co-located with P.S. 146 Edward Collins (08X146, “P.S. 146”), an existing DOE elementary school that serves kindergarten through fifth grades and offers a pre-kindergarten program. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, libraries, and cafeterias. If this proposal is approved, SA-Bronx 3 would open with kindergarten and first grades in 2013-2014, and grow to serve kindergarten through second grades in X146 in 2014-2015 and subsequent years.

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 P.S. 146 and SA-Bronx 3. It also includes a proposal for the collaborative usage of shared resources and spaces during the 2013-2014 year, between P.S. 146 and SA-Bronx 3, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas, which assures equitable access to such facilities. If a school’s baseline allocation under the Citywide Instructional Footprint (“Footprint”) declines, those rooms may be reallocated to another co-located school. 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.

As described throughout this document, the final shared space schedule would be collaboratively finalized by the Building Council if the proposed co-location is approved by the Panel for Education Policy.

METHODOLOGY

We have applied the DOE Instructional Footprint (“Footprint”)² 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 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, the Footprint assumes that at those times the homeroom classroom remains empty. Therefore, the Footprint allocates one full-size classroom for each general education (“GE”) or Integrated Co-Teaching (“ICT”) section and a full-size or half-size classroom to accommodate each self-contained special education (“SC”) 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.

¹ SACS initially applied for, and was approved by SUNY to open Success Academy Charter School – Manhattan 3, which was to be sited in the borough of Manhattan. However, SACS is in the process of revising the charter so the school may serve students in the Bronx as “Success Academy Charter School – Bronx 3”, and it will be referred to throughout the EIS and Building Utilization Plan as such.

² 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/ronlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

At the elementary level, cluster classrooms are allocated as follows:

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

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 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.

The Footprint allocates the number of baseline full-size equivalent (“FSE”) classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Space is allocated to District 75 programs according to the DOE’s District 75 Instructional Footprint (“D75 Footprint”). D75 programs are also provided access to shared spaces such as the gymnasium, the library, the auditorium, and the cafeteria, and spaces such as OT/PT rooms, the nurse’s office, etc. or provided with space for comparable purposes. Furthermore, excess space in buildings where District 75 programs are co-located with other organizations will be equitably distributed to all organizations based on a percentage of the student enrollment, except that the excess allocations to District 75 programs are based on the number of sections of students, rather than the number of students.

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 performed on September 12, 2012 by the Bronx Director of Space Planning, building X146 has a total of 39 full-size classrooms/spaces,³ 7 half-size classrooms/spaces,⁴ 1 quarter-size spaces that can be used for administrative purposes, and the equivalent of 4.5 rooms of designed administrative office/space. X146 building also contains a gymnasium, auditorium, cafeteria, library, and an outdoor playground. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The school nurse’s office occupies equivalent of 1 full-size designated admin space
- The custodian’s office occupies 1 quarter-size space
- The school-based support team (SBST) office occupies 1 half-size space

Excluding the spaces outlined above, the X146 building has a total of:

39 full-size (“FS”) classrooms, 6 half-size (“HS”) classrooms/spaces, and the equivalent of 3.5 full-size (“FSE”) designed administrative office space remaining that can be allocated to schools.

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.

Summary	FS	HS	QS	Designed Admin (FSE)
Building Grand TOTAL	39	7	1	4.5
SHARED SPACES or Building Services	0	1	1	1
Remaining Total to be Allocated	39	6	0	3.5

2012-2013 (CURRENT SCHOOL YEAR)

The table below summarizes the total enrollment and sections served at P.S. 146 in 2012-2013.

2012-2013	Total Enrolled ⁵	GE/ICT Sections	SC Sections
P.S. 146	491	18	4

The table below summarizes P.S. 146’s baseline and adjusted baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that the school is currently using.

The DOE has adjusted P.S. 146’s baseline allocation for the following reason:

- P.S. 146 currently operates 4 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 4 additional full-size classrooms, and 4 fewer half-size classrooms than allocated by the Footprint.
- It should be noted that P.S. 146 has chosen not to utilize any half size rooms for instructional purposes, and instead has opted to use them for administrative purposes.

2012-2013		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	Grand Total Current Space Allocation				
		Full-Size Rooms	Half-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms		Quarter-Size Rooms	Total Full-Size Rooms	Total Half-Size Rooms	Total Quarter-Size Rooms	Designed Admin (FSE)
P.S. 146	Baseline Footprint Allocation	21	6	3.5	0	0	0	3.5	21	6	0	3.5
	Adjusted Baseline Allocation	25	2	3.5	0	0	0	3.5	25	2	0	3.5
	Current Space Allocation	39	0	3.5	0	6	0	6.5	39	6	0	3.5

As demonstrated in the table above, P.S. 146 is currently using many classrooms in excess of its adjusted baseline Footprint allocation.

⁵ Based on 2012-2013 Budget Register Projections

The table below summarizes the available space within X146 after P.S. 146 has received its adjusted baseline allocation, some of which will be allocated to SA-Bronx 3 for 2013-2014.

2012-2013: Building 146	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms
Space In Excess of Baseline Allocation	0	14	4	0

2013-2014 (FIRST YEAR PROPOSED IMPLEMENTATION)

If this proposal is approved, SA-Bronx 3’s kindergarten and first grade students would be sited in X146 in the 2013-2014 school year.

This means that there would be 39 full-size classroom spaces, 6 half-size classrooms spaces and the equivalent of 3.5 full-size designed administrative office spaces to allocate between P.S. 146 and SA-Bronx 3 going forward.

The DOE has adjusted P.S. 146’s baseline allocation for the following reason:

- P.S. 146 currently operates 4 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 4 additional full-size classrooms, and 4 fewer half-size classrooms than allocated by the Footprint.

The DOE has adjusted SA-Bronx 3’s baseline allocation for the following reason:

- Typically, a school’s resource rooms are accommodated in half-size classrooms. Due to the limited number and location of half-sized rooms, SA-Bronx 3 has been allocated one additional full-sized rooms in lieu of the 1 half-size classroom allocated by the Footprint.

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2013-2014.

2013-14	Projected Enrollment	GE/ICT Sections	SC Sections
P.S. 146	456-516	18	4
SA-Bronx 3	140-180	6	0

After P.S. 146 and SA-Bronx 3 have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-14: Building 146	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms
Space In Excess of Baseline Allocation	0	3	4	0

The table below summarizes the full 2013-2014 room allocation plan for P.S. 146 and SA-Bronx 3 based on their baseline footprint and adjusted baseline footprint allocation, plus the excess space allocation. The excess space will be allocated among P.S. 146 and SA-Bronx 3 based upon the physical location of the available space in relation to the location of each school within the building.

2013-2014		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		Full-Size Rooms	Half-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms		Additional Full-Size Rooms	Additional Half-Size Rooms	Additional Quarter-Size Rooms	Additional Designed Admin (FSE)	Total Full-Size Rooms	Total Half-Size Rooms	Total Quarter-Size Rooms	Total Designed Admin (FSE)
P.S. 146	Baseline Footprint Allocation	21	6	1.5	2	0	0	3.5	0	0	0	0	23	6	0	1.5
	Adjusted Baseline Allocation	25	2	1.5	2	0	0	3.5	0	3	0	0	27	5	0	1.5
SA-Bronx 3	Baseline Footprint Allocation	8	1	2	0	0	0	2	0	0	0	0	8	1	0	2
	Adjusted Baseline Allocation	9	0	2	0	0	0	2	3	1	0	0	12	1	0	2

In total, P.S. 146 will be allocated 27 full-size, 5 half-size and 1.5 full-size designed administrative office spaces. SA-Bronx 3 will be allocated 12 full-size, 1 half-size spaces and 2 full-sized administrative office spaces.

The room change between the current school year 2012-2013 and the 2013-2014 school year is reflected below.

	CURRENT 2012-2013 GRAND TOTAL SPACE ALLOCATIONS				PROPOSED 2013-2014 GRAND TOTAL SPACE ALLOCATIONS				ROOM CHANGE (+/-)			
	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
P.S. 146	39	6	0	3.5	27	5	0	1.5	-12	-1	0	-2
SA-Bronx 3	-	-	-	-	12	1	0	2	12	1	0	2

2014-2015 (SECOND YEAR PROPOSED IMPLEMENTATION)

The DOE has adjusted P.S. 146’s baseline allocation for the following reason:

- P.S. 146 currently operates 4 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 4 additional full-size classrooms, and 4 fewer half-size classrooms than allocated by the Footprint.

The DOE has adjusted SA-Bronx 3’s baseline allocation for the following reason:

- Typically, a school’s resource rooms are accommodated in half-size classrooms. Due to the limited number and location of half-sized rooms, SA-Bronx 3 has been allocated one additional full-sized rooms in lieu of the 1 half-size classroom allocated by the Footprint.

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2014-2015.

2014-15	Projected Enrollment	GE/ICT Sections	SC Sections
P.S. 146	466-526	18	4
SA-Bronx 3	195-250	9	0

After P.S. 146 and SA-Bronx 3 have received their respective adjusted baseline allocation of rooms, the following number of rooms will remain unallocated:

2014-15: Building 146	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms
Space In Excess of Baseline Allocation	0	0	3	0

The excess space will be allocated among P.S. 146 and SA-Bronx 3 based upon the physical location of the available space in relation to the location of each school within the building⁶. The table below summarizes the full 2014-2015 room allocation plan for P.S. 146 and SA-Bronx 3 based on their baseline footprint and adjusted baseline footprint allocation, plus the excess space allocation.

2014-2015		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		Full-Size Rooms	Half-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms		Additional Full-Size Rooms	Additional Half-Size Rooms	Additional Quarter-Size Rooms	Additional Designed Admin (FSE)	Total Full-Size Rooms	Total Half-Size Rooms	Total Quarter-Size Rooms	Total Designed Admin (FSE)
P.S. 146	Baseline Footprint Allocation	21	6	1.5	2	0	0	3.5	0	0	0	0	23	6	0	1.5
	Adjusted Baseline Allocation	25	2	1.5	2	0	0	3.5	0	3	0	0	27	5	0	1.5
SA-Bronx 3	Baseline Footprint Allocation	11	1	2	0	1	0	2.5	0	0	0	0	11	2	0	2
	Adjusted Baseline Allocation	12	0	2	0	1	0	2.5	0	0	0	0	12	1	0	2

In total, P.S. 146 will be allocated 27 full-size, 5 half-size and 1.5 full-size designed administrative office spaces. SA-Bronx 3 will be allocated 12 full-size, 1 half-size spaces and 2 full-sized administrative office spaces.

The room change between the 2013-2014 and the 2014-2015 school year is reflected below.

⁶ These figures are subject to change pending final enrollment projections.

	2013-14 GRAND TOTAL SPACE ALLOCATIONS				2014-15 GRAND TOTAL SPACE ALLOCATIONS				ROOM CHANGE (+/-)			
	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
P.S. 146	27	5	0	1.5	27	5	0	1.5	0	0	0	0
SA-Bronx 3	12	1	0	2	12	1	0	2	0	0	0	0

2015-2016 (THIRD AND FINAL YEAR PROPOSED IMPLEMENTATION)

The DOE has adjusted P.S. 146’s baseline allocation for the following reason:

- P.S. 146 currently operates 4 self-contained special education classes. Typically, self-contained classes are accommodated in half-size classrooms. In this building, the half-size classrooms within X146 are not optimal for self-contained special education classroom instruction. Therefore, P.S. 146’s baseline allocation includes 4 additional full-size classrooms, and 4 fewer half-size classrooms than allocated by the Footprint.

The DOE has adjusted SA-Bronx 3’s baseline allocation for the following reason:

- Typically, a school’s resource rooms are accommodated in half-size classrooms. Due to the limited number and location of half-sized rooms, SA-Bronx 3 has been allocated one additional full-sized rooms in lieu of the 1 half-size classroom allocated by the Footprint.

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2015-2016.

2015-16	Projected Enrollment	GE/ICT Sections	SC Sections
P.S. 146	466-526	18	4
SA-Bronx 3	210-270	9	0

After P.S. 146 and SA-Bronx 3 have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2015-16: Building 146	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms
Space In Excess of Baseline Allocation	0	0	3	0

The excess space will be allocated among P.S. 146 and SA-Bronx 3 based upon the physical location of the available space in relation to the location of each school within the building.⁷ The table below summarizes the full 2014-2015 room allocation plan for P.S. 146 and SA-Bronx 3 based on their baseline footprint and adjusted baseline footprint allocation, plus the excess space allocation.

2015-2016		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		Full-Size Rooms	Half-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms		Additional Full-Size Rooms	Additional Half-Size Rooms	Additional Quarter-Size Rooms	Additional Designed Admin (FSE)	Total Full-Size Rooms	Total Half-Size Rooms	Total Quarter-Size Rooms	Total Designed Admin (FSE)
P.S. 146	Baseline Footprint Allocation	21	6	1.5	2	0	0	3.5	0	0	0	0	23	6	0	1.5
	Adjusted Baseline Allocation	25	2	1.5	2	0	0	3.5	0	3	0	0	27	5	0	1.5
SA-Bronx 3	Baseline Footprint Allocation	11	1	2	0	1	0	2.5	0	0	0	0	11	2	0	2
	Adjusted Baseline Allocation	12	0	2	0	1	0	2.5	0	0	0	0	12	1	0	2

In total, P.S. 146 will be allocated 27 full-size, 5 half-size and 1.5 full-size designed administrative office space. SA-Bronx 3 will be allocated 12 full-size, 1 half-size spaces and 2 full-sized administrative office spaces.

The room change between the 2014-2015 and the 2015-2016 school year is reflected below.

	2014-15 GRAND TOTAL SPACE ALLOCATIONS				2015-16 GRAND TOTAL SPACE ALLOCATIONS				ROOM CHANGE (+/-)			
	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
P.S. 146	27	5	0	1.5	27	5	0	1.5	0	0	0	0
SA-Bronx 3	12	1	0	2	12	1	0	2	0	0	0	0

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 X146 during the implementation of this proposal in 2013-2014. 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 EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed Shared Space Plan is based upon the population size and other relevant factors further described below for each co-located school. Although the DOE has proposed how the shared spaces in the building may be utilized, Building Councils are free to deviate from the proposed Shared Space Plan to accommodate 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. (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 will follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: <http://schools.nyc.gov/community/campusgov>.)

The below proposed schedule is based on projected enrollments for each co-located school, current space allocation plans, current lunch schedules for the existing schools in the building as described on the DOE School Food website, the total capacity of each shared space, the grades served by each of the co-located schools and the start and end times of the school day based on the Office of Pupil Transportation's bus schedule for a regular school day. SA-Bronx 3 would be co-located in the building for the first time if this proposal is approved, it may be necessary to shorten or change the manner in which P.S. 146 has been using the shared spaces. Current times that have been allocated to SA-Bronx 3 and P.S. 146 in the shared spaces for the 2013-2014 year show that all students in the building can be accommodated.

In planning how SA-Bronx 3 and P.S. 146 may use shared space, the DOE has applied some or all of the factors described above to develop a proposed plan that allocates time in each space equitably. As noted, decisions regarding the use and allocation of shared spaces will be made collaboratively by all organizations through the Building Council.

Cafeteria:

Cafeteria

The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment, capacity of the cafeteria, and grade levels served. Each organization will be able to accommodate its students in the cafeteria within this proposed allocation of time. The cafeteria has the capacity to accommodate 450 students; therefore, P.S. 146 may need to schedule its lunch time in shifts to accommodate all 456-516 students.

- P.S. 146 is allocated the largest amount of time in the cafeteria for lunch—eight hours and fifteen minutes weekly—while SA-Bronx 3 is allocated four hours and ten minutes weekly.
 - The proposed schedule assumes that in 2013-2014, P.S. 146 could serve two fifty minute lunch periods, where approximately 228-258 students will be served in each period. Thus, all P.S. 146 students will be accommodated in the cafeteria for lunch.
 - SA-Bronx 3 will be able to accommodate all 140-180 students in the cafeteria during one fifty-minute lunch period.
 - Although the times allocated are not strictly proportional to the schools' relative enrollments, the DOE notes that the schedule calls for each individual student to receive the same amount of time in the cafeteria during customary lunch hours, regardless of which school he or she attends. Thus, the DOE believes that this plan treats all schools equitably and comparably.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at P.S. 146.
 - P.S. 146 is allocated the largest amount of time in the cafeteria for breakfast—three hours and forty-five minutes weekly—while SA-Bronx 3 is allocated two hour and thirty minutes weekly during the 2013-2014 school year.
 - Since SA-Bronx 3 will likely start its school day before P.S. 146, it has been allocated a separate period for breakfast and therefore is scheduled to serve breakfast alone. This means that SA-Bronx 3 will begin school as P.S. 146 begins to serve breakfast, and thus will not affect P.S. 146's current breakfast schedule.

- The DOE believes that this plan treats all schools equitably and comparably. The Building Council is empowered to make alternative arrangements to the above proposal.

Library and Outdoor Playground

Library

- Because P.S. 146 has the largest enrollment and serves more grade levels than SA-Bronx 3, it has been allocated the largest amount of time in the library to accommodate all of its students.
 - P.S. 146 is allocated twenty-three hours and ten minutes weekly in the library and SA-Bronx 3 is allocated eight hours and forty-five minutes weekly.

Outdoor Playground

- P.S. 146 is allocated the largest amount of time on the playground—twelve hours and thirty minutes weekly— while SA-Bronx 3 is allocated four hours and thirty-five minutes weekly. The playground time for both schools is loosely aligned to the cafeteria schedule to provide the schools with the option of when to offer students recess relative to their lunch period.
- Additional times remain unallocated. The Building Council is empowered to make additional and alternative allocations.

Gymnasium and Auditorium

Gymnasium

- There is one gymnasium in the X146 building, which has the capacity to serve 369 students.
- P.S. 146 is allocated the largest amount of time in the gymnasium—twenty-two hours and thirty minutes weekly—during its school day, while SA-Bronx 3 is allocated approximately seven hours and thirty minutes weekly during the shared school day time. SA-Bronx 3 will work with the Building Council to determine any modifications to this schedule, including allocating time during its extended school day (after P.S. 146's school day concludes).
- Because the proposed allocation gives the most time to the largest school in the building, the DOE believes that the proposed allocation is equitable.
- Additional times remain unallocated. The Building Council is empowered to make additional and alternative allocations.

Auditorium

- There is one auditorium in the X146 building, which has the capacity to serve 416 students.
- Because P.S. 146 has the larger enrollment and serves more grade levels than SA-Bronx 3, it has been allocated the largest amount of time in the auditorium— seventeen hours and thirty minutes weekly—whereas SA-Bronx 3 has been allocated five hours weekly.
- Additional times remain unallocated. The Building Council is empowered to make additional and alternative allocations.

After-School Programs

As noted in this BUP, the Building Council will address any requests to use all shared spaces after school hours and will resolve all conflicts. The Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively. This agreement could result in the current school in the building changing its use of the shared space once SA-Bronx 3 is co-located in the building.

In 2013-2014, the DOE projects P.S. 146 will serve 456-516 students at X146. SA-Bronx 3 will serve 140-180 students in 2013-2014 at X146. Based on the Office of Pupil Transportation's bus schedules for the earliest start and latest end times of the school day, P.S. 146's school day runs from approximately 8:30 a.m. to 2:50 p.m.⁸ Since SA-Bronx 3 is a

⁸ <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>

new school, it does not have a current school start or end time. However the DOE notes that the typical school day of other Success Academy Charter Schools runs from 7:45 am to 4:30 pm.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 450)	<p>Breakfast: SA-Bronx 3 7:15am-7:45am P.S. 146 7:45am-8:30am</p> <p>Lunch: SA-Bronx 3 11:00am-11:50am P.S. 146 12:00pm-1:40pm</p>				
Library	<p>P.S. 146 8:30am-12:00pm SA-Bronx 3 12:05pm-3:00pm</p>	<p>P.S. 146 8:30am-2:50pm</p>	<p>P.S. 146 8:30am-12:00pm SA-Bronx 3 12:05pm-3:00pm</p>	<p>P.S. 146 8:30am-2:50pm</p>	<p>P.S. 146 8:30am-12:00pm SA-Bronx 3 12:05pm-3:00pm</p>

Gymnasium (Capacity: 369)	P.S. 146 8:30am-1:00pm SA-Bronx 3 1:30 pm-3:00 pm				
Auditorium (Capacity: 416)	P.S. 146 8:30am-12:00pm SA-Bronx 3 1:00pm-2:00pm				
Outdoor Playground	SA-Bronx 3 10:00 am-10:55am P.S. 146 11:00am-1:30pm				

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 SA-Bronx 3 will be part of the X146 School Safety Committee. As a member of the School Safety Committee, the leader/designee of SA-Bronx 3 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 SA-Bronx 3 will be addressed on an ongoing basis. Moreover, the Safety Plan for the X146 school building will be modified as appropriate to meet any changing security needs associated with the co-location. The leader/designee of SA-Bronx 3 will enter information in the X146 schools' 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 X146 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 New York City Police Department (NYPD) for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2011,⁹ 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 District 75 schools by the principals of the school, 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 Panel for Educational Policy ("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 Schools Act, the SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet at minimum 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 School Leadership Team ("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.

⁹ Campus Policy Memo 2011 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".