

## **Building Council Toolkit**

The Building Council Toolkit is an initiative to support the development of best practices in our campus schools. It is a way to get principals thinking and acting together. Members of a Building Council do not need to think alike and it is unlikely that they ever will. But through articulating guiding principles and norms they can create a forum where mutually acceptable decisions will be made to support all schools as well as the campus

The toolkit consists of a series of simple and easy-to-use discussion guides in order to help the team of building principals effectively create plans to foster the campus as well as individual schools. The toolkit will help building councils create shared understandings and action plans.

Supporting the work of Building Councils is the essential notion that decisions should be made democratically, that resources (space, people and budgets) should be shared and that the all principals in a shared building have an obligation to support their own school's mission and vision as well as their building's growth.

Much of the work can be framed around one fundamental question:  
Are the decisions we make as a Building Council fair for each student in the building?

The toolkit will be available on the Office of New Schools' website at [www.schools.nyc.gov/NewSchools](http://www.schools.nyc.gov/NewSchools)

We encourage you to use the materials. We welcome your feedback for revisions.

Office of New Schools

## **Building Council Toolkit Directions**

The Building Council Toolkit is designed to facilitate planning and collaborative problem solving on school campuses. Ideally each section will support an hour long discussion around a particular issue. It presents challenges and includes scenarios on how principals approached them. Questions are included to support discussions, make values explicit and reach mutually acceptable solutions. The graphic organizer is a tool that you may find helpful to both reach and document those solutions.

Please remember that process is especially important.

Read the Building Council Guiding Principles. Discuss them at your meeting. Make sure you all support them.

Read the Effective Building Council practices. Discuss them and set shared expectations for your Building Council.

You can work through the Building Council Toolkit sequentially or piece by piece. Read the scenarios and discuss them. Gather information by answering the capacity questions. Use the schedule and implementation questions to find mutually acceptable solutions. Use the reflection questions to evaluate the successes of your plan. Finally, the graphic organizer can serve as a record of your agreements and commitments.

Working effectively in Building Councils is a process that requires practice and commitment. Be patient with your team as you make your campus and schools even better places to learn, teach and work.

## **Building Council Guiding Principles**

Sharing space is central to New York City's mission to building a system of excellent schools. We now have over 300 schools sharing space in multi-school campus buildings. The effectiveness of all schools sharing space depends on the successful navigation of building issues. Building Councils create a culture of shared communication, strong relationships and improvements in teaching and learning.

Building Councils share these guiding principles:

- The schools are equal partners in shaping the educational environment - sharing responsibility and accountability for building administration, communication and culture
- Each school has equitable access to the Department's resources: capital resources, including dedicated classroom space and access to common space)
- Each school has equitable access to school services (i.e. health, custodial, food services and school safety)
- Each school and council has a responsibility to communicate to internal and external stakeholders
- Each school demonstrates mutual respect for each other school's unique culture

Campuses need to develop a set of practices to respect themselves, each other and the schools they lead.

Effective Building Council Practices

- Meet at specified times
- Establish norms and systems that encourage participation
- Share meaningful roles and responsibilities
- Reach decisions by consensus
- Communicate their plans and actions
- Reflect in an on-going way on their successes and challenges

If you have any questions about supporting your Building Council, please contact

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\* Items in bold are written. Other items are in process.

## Sharing Your School's Vision

### Building Council Toolkit

#### **Introduction**

Collaboration across schools is built on a foundation of what's happening in each school. Before going into a set of building council meetings, individual schools should take stock of where they are. It's particularly important that schools have a clear sense of vision and prioritized goals. Then, each school can share their visions and goals at an early building council meeting. Schools will certainly find overlap, shared hopes and opportunities to grow and support each other.

Goal: To share individual schools' visions to develop a shared campus vision.

#### **Best Practices**

##### **Campus A**

On Campus A, one school focuses on arts and writing. The school worked with four other schools to create a campus-wide vision of literacy. The five principals, coaches, teachers and librarians created a Library/Media Center where students discuss literature, review homework and conduct research. It is also home to campus wide after school programs that provides academic enrichment and support. The Library also has a collection of books that support each autonomous school's curriculum, as well as teacher's professional development. The library is a collaborative project that supports the individual schools as well as the campus.

##### **Campus B**

On Campus B, principals recently planned a full day of professional development for all the schools simultaneously. The day provided for the sharing of effective practices to scaffold student learning. Teachers from all six schools volunteered to co-teach sessions where they shared their best instructional practices. They engaged in team learning with colleagues from other campus schools, and then they returned to their respective schools with practices to try in their own classrooms.

##### **Campus C**

On Campus C, the Building Council promoted a Community Health Fair. The five schools' Parent Coordinators and PA Presidents planned the Health Fair to share information and engage students and families in making healthy

choices. Student groups and CBOs participated. The Fair was covered on the local news which showed the campus collaboration. It helped build a sense of community and created positive impressions about the campus.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your vision and goals in the following graphic organizer or in another way that works for your building council.

### **Pre-meeting at the individual school level**

1. What is your school's mission and vision?
2. What does learning look like at your school?
3. What is your thinking about school community? What does it look like at your school?
4. What are three goals for the short-term?
5. What are three goals for the longer-term?
6. What are some of your school's strengths?
7. How would you be willing to share your best practices?
8. What are some areas for growth?
9. What ways would you like support from your colleagues?

### **Sharing at the building council level**

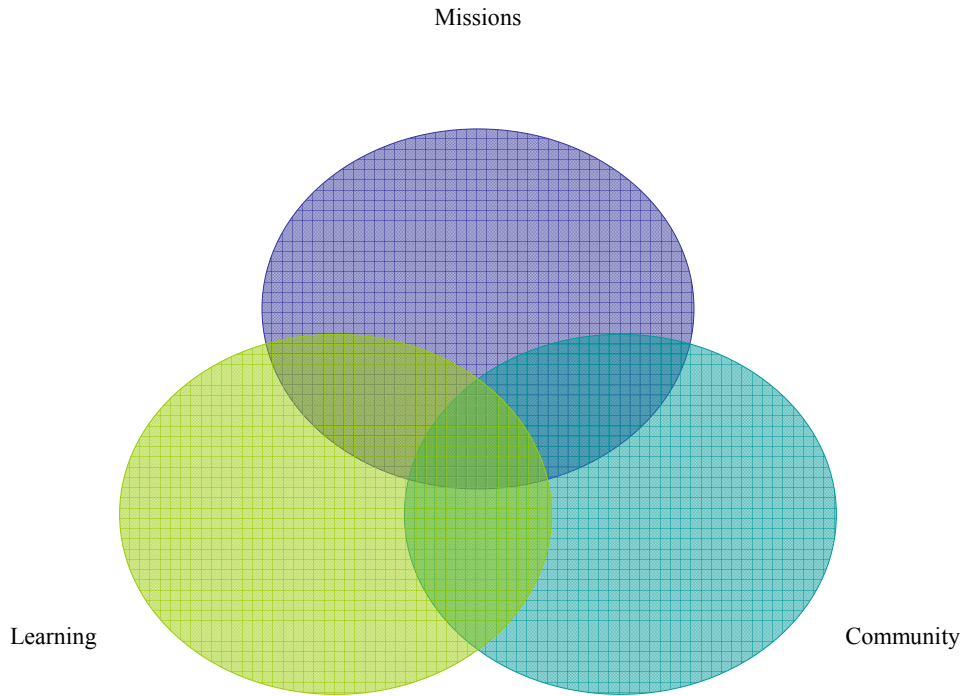
1. Where do your missions overlap?
2. Where do your visions about teaching overlap?
3. Where do your senses of community overlap?
4. What common goals do you have?
5. Where are there differences?
6. Where is there conflict?
7. Can you agree to disagree?

### **Reflection**

1. When might you revisit your values?
2. How do they change over time and when schools add staff?
3. How do you share the development of your values?

**Graphic Organizer**

Note your shared values in the following areas. Feel free to attach additional sheets, schedules or plans as necessary. You may want to attach your individual school's missions, views of learning and community.



Principals' sign-off - we all support the values outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## Shared Understandings

### Building Council Toolkit

#### **Introduction**

The Building Council is a democratic structure for facilitating the sharing of space, activities and programs that can make the difference in creating a culture of shared communication, strong relationships and improvement of teaching and learning. While building councils take many forms, successful ones share an established set of norms and governance structures.

Goal: To create a forum for on-going communication, responsibility and action.

#### **Best Practices**

##### **Campus A**

On the Campus A, schools decided to write a Memorandum of Understanding. It formalizes a professional working relationship among schools and within the campus. It describes how all the principals will work together in a mutually beneficial way.

#### **Memorandum of Understanding -- Campus A**

Agree to work cooperatively for the program year beginning \_\_\_\_\_ and ending \_\_\_\_\_.

All schools agree to the following:

1. Meet at specified times each month
  - a. Establish norms
  - b. Share meaningful roles and responsibilities
  - c. Establish a system of active participation by all
  - d. Make decisions by consensus
2. The schools are equal partners - sharing responsibility and accountability for building administration, communication and culture.
3. Each school has equitable access to agreed upon common spaces.
4. Each school has equitable access to school services ( i.e. health, custodial, food services and school safety).
5. Conscious internal and external communication.
6. Mutual respect for each school's unique culture.

By signing this Memorandum of Understanding all principals agree to be active campus partners and to abide by its terms,

Principal 1 \_\_\_\_\_

Principal 2 \_\_\_\_\_

### Campus B

On Campus B, the Building Council has agreed to meet for one hour every Monday from 10:00 to 11:00. Everyone's time is very valuable and all have agreed to arrive on time, as well as end on time. There are four principals who have decided that each leader will be responsible for the agenda for three consecutive months. All agenda items are forwarded to that principal during the week. The principal then distributes the agenda to the council members before the meeting so that they may be prepared for the meeting. It has also been decided that the principal who is responsible for the agenda will also write the minutes. The minutes will be the council's action plan and include the decisions, timelines and next steps to accomplish these decisions. It has been unequivocal to write minutes at every meeting to make sure there are no misunderstandings or miscommunications and to provide a way to ensure accountability and responsibility.

### Campus C

On the Campus C, communication is extremely important. The principals feel their two most important norms are using the Principal Distribution List to inform colleagues not only of agenda items, omissions and corrections in minutes, but any special events, celebrations, changes (including substitutes, new personnel, new procedures) crises and just about anything else that occurs in individual schools. After careful evaluation, they are sharing in the supervision of the general space areas of the Campus. Each principal has taken on a responsibility to schedule different areas; including the auditorium, gymnasiums, library and cafeteria. The council has instructed the Custodian that no general space area may be reserved unless signed off by a designated principal. The principals feel that this holds all of them equally responsible and accountable.

### Campus D

On the Campus D, the principals have decided that all Supervisors of General Areas will report to the Building Council. The Council will determine the most important issues and needs of the Campus. The custodian, food service supervisor and SSA level III all report at designated times to the Building Council. The Principals then decide which principal will follow up by writing letters, supervising and monitoring. Together they reflect on procedures they put into place and change them accordingly. They rate all the general area staff together and all their signatures go on the rating sheets.

### Campus E

On the Campus E, the principals made a very difficult decision to invest in a Campus Manager. It is a very large campus, with many supervisory responsibilities, general spaces and community based organizations. They discussed the possibilities of their administrative staffs supervising and coordinating many of the shared space areas and decided it would be more cost effective for such a large campus to have a campus manager. The principals have decided that they will implement both policy and decisions collectively and make sure the Campus Manager is both accountable and responsible to the Building Council.

### Campus F

On the Campus F, when there is a conflict, although the principals "are the locus of control" they realized they may need outside help to brainstorm ideas and possible solutions. They have included in their norms the possibility of bringing an outside person to mediate the conversation. At an impasse each person from the Building Council may bring in an individual to bring new ideas and a fresh perspective to the conversation.

### **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Shared Understandings**

1. What are your shared expectations for meetings?
2. How do your individual school goals impact your shared goals for the campus?

### **Structure and Habits**

1. When, where and how often do you meet?
2. Do you expect all principals to be each meeting? What happens when someone can't attend?
3. When should participants other than building principals be invited to Council meetings?
4. Which duties and responsibilities are shared?
5. How will you communicate within and outside of the Building Council?
6. What strategies will you use to support consensus?
7. How does your Council reach consensus when there are deep conflicts?
8. What have you learned from other successful campus structures, through visits or other means?

### **Implementation**

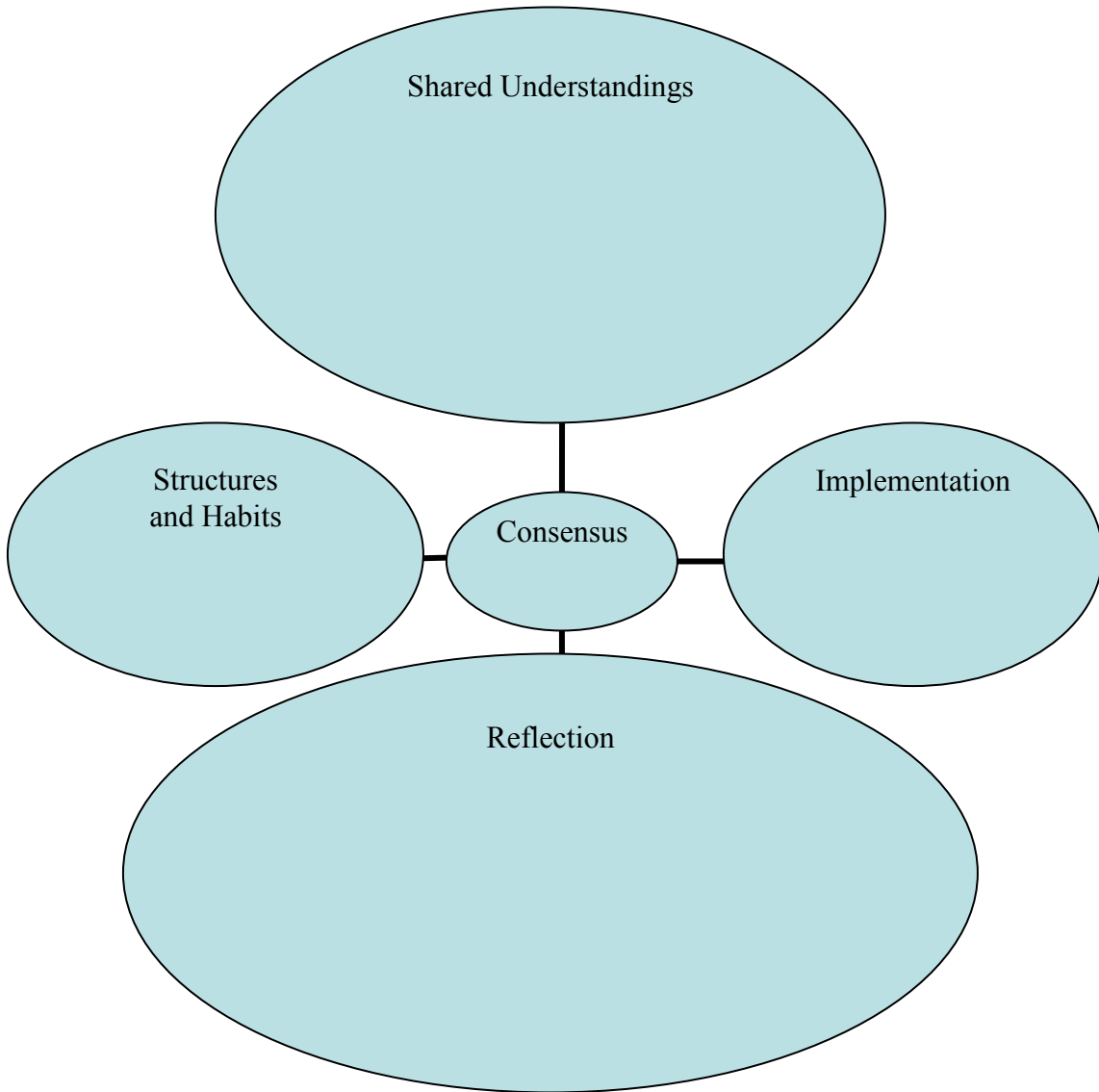
1. Who facilitates meetings and creates agendas and minutes?
2. What does "*consensus*" look like?
3. How are building management tasks shared?
4. How does communication occur between meetings?
5. How are decisions communicated?
6. How are issues presented?
7. How does the supervision of shared space occur (i.e. security, food services, maintenance)?
8. What are your campus priorities and schedules?
9. How will campus costs be shared?

### **Reflection**

1. How do you give each other feedback?
2. How do you reflect on actions, decisions and issues?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off - we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## Common Time Schedules

### Building Council Toolkit

#### **Introduction**

Common time schedules, or bell schedules, provide a structure around which multiple schools in a building can share spaces. Bells are not necessary, but times are. All schools are autonomous and create schedules to maximize time, improve teaching and learning and implement rigorous curriculum. In multi-school campuses of three or more schools it becomes necessary to have a general space or campus time schedule. This gives a time format for use of general space areas. When will gymnasiums be available? The library? The auditorium? The lunchroom? Individual schools may then program students keeping this uniform schedule in mind.

**Goal:** To create a time structure to support sharing common spaces.

## Best Practices

### Campus A

On Campus A, schools decide to use a general time schedule of 44 minute periods with 3 minutes for passing. All schools use this schedule to program general space times within their student programs. School One has a 20 minute advisory everyday and 88 minute ELA block. They are able to use this schedule by having a fourth period physical education period, starting the student day earlier and reducing passing time. The 20 minute advisory is added to the third period, so that no time is needed for passing. By fourth period students are then able to report to the general area "gym" at the required time. Fifth period students report to the general area cafeteria and then the following periods are 45 minutes. At the end of the day students receive 50 minutes of tutoring. This illustrates that careful planning can facilitate a culture of autonomy and collaboration within a multi-school campus.

BELL SCHEDULE General Space REGULAR DAY				BELL SCHEDULE School One REGULAR DAY			
PERIOD	STARTS	ENDS	MINUTES	PERIOD	STARTS	ENDS	MINUTES
1	8:05 AM	8:49 AM	0:44	1	7:37 AM	8:21 AM	0:44
2	8:52 AM	9:36 AM	0:44	2	8:23 AM	9:17 AM	0:44
3	9:39 AM	10:24 AM	0:45	3	9:19 AM	10:24 AM	0:65
4	10:27 AM	11:11 AM	0:44	4	10:27 AM	11:11 AM	0:44
5	11:14 AM	11:58 AM	0:44	5	11:14 AM	11:58 AM	0:44
6	12:01 PM	12:45 PM	0:44	6	12:00 PM	12:45 PM	0:45
7	12:48 PM	1:32 PM	0:44	7	12:47 PM	1:32 PM	0:45
8	1:35 PM	2:19 PM	0:44	8	1:34 PM	2:19 PM	0:45
9	2:22 PM	3:06 PM	0:44	9	2:21 PM	3:06 PM	0:45

### Campus B

On Campus B, there are two schools sharing space. They decide that they do not need a general space plan. They both bring their programming needs to the table and plan carefully together. They mutually agree to accommodate the needs of both schools.

### Campus C

On Campus C, there are six schools. They formalize a general space schedule. Schools individualize their programming by staggering start and end times. This helps schools customize individual curriculum and programming.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the individual schools projected registers?
2. What is the campus projected register?
3. How many lunch periods are needed?
4. How many physical education periods are needed?
5. What is the amount of time necessary for passing?
6. What are the start and end times for all schools?
7. Are bells necessary?
8. What will mark the change of classes?
9. Do you have clocks in all your classrooms, cafeterias and gymnasiums?
10. Will schools be using different block schedules?
11. Will all time periods be the same time?
12. Does it take students longer to move from different schools to general space areas? Have you accounted for this time? (A school located on the fourth floor will need more time during passing to get to the cafeteria in the basement.)

### **Schedule**

1. Will you have a campus schedule?
2. When will the campus general schedule be created?
3. How will lunch periods be determined?
4. Do you share the gymnasium?
5. Do you have separate gymnasium periods?
6. Do you share science labs?
7. How are science labs allocated?

### **Implementation**

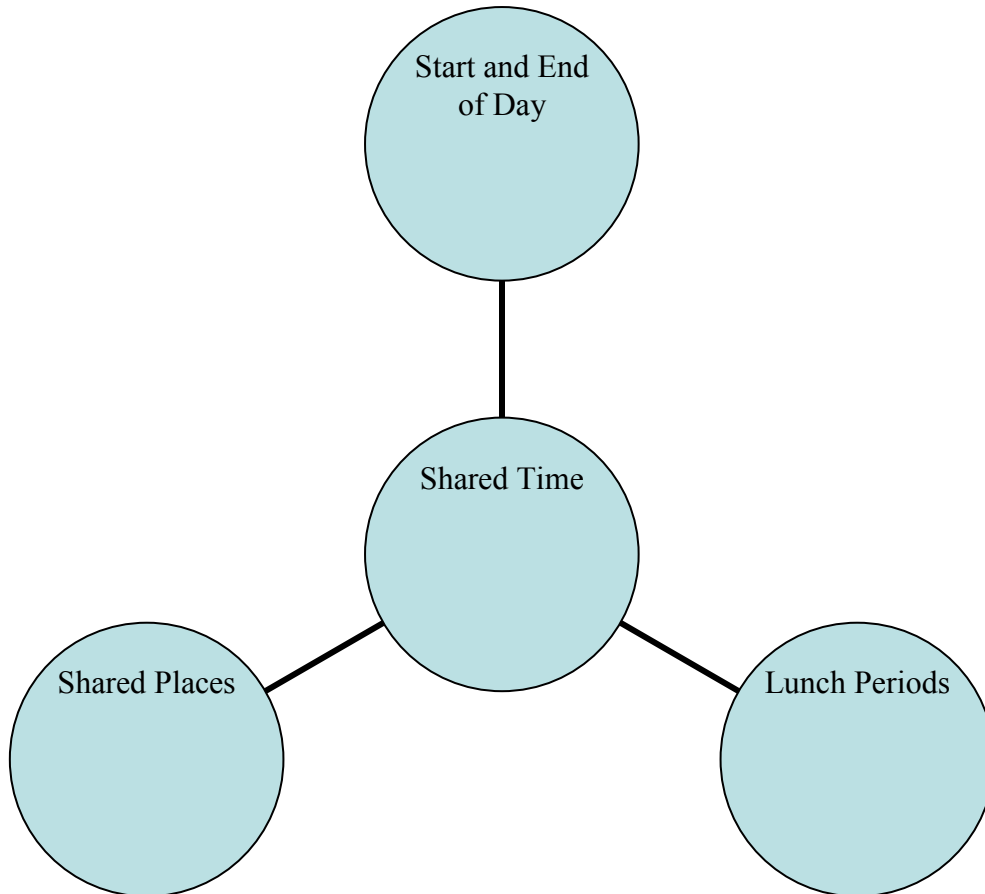
1. Do all schools have copies of all campus schedules?
2. If you use bells, who will be responsible?
3. Will announcements be allowed?
4. Have different schedules been communicated to parents, staff and students?

## **Reflection**

1. Do all schools have access to general space areas within the schedule?
2. Have you met all individual school needs?

**Graphic Organizer**

Note your key decisions in each area. Attach a copy of the campus schedule. Be sure to include the following:



Principals' sign-off - we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

**Shared Resources - Staffing and Budget**  
**Building Council Toolkit**

**Introduction**

Creating a mutually supportive culture takes vision, collaboration and a budget that supports these needs. Autonomous school budgets contain monies to support all areas of maintaining a school including general space areas i.e. Library, Auditorium, Cafeteria, Science labs, Art rooms... As plans are structured to create a school wide culture that supports collaboration of Safety and Security, Building Facilities, and the operation of general areas of the building it is important that these personnel positions, supplies, and equipment, be funded. These monies are included in all school budgets.

**Best practices**

**Campus A**

On the A campus, schools decided to determine the needs of the building. They first concentrated on Safety and Security, then the General space areas and finally areas that needed support like the front desk to run smoothly. They determined the personnel needed and created a spread sheet so that the needs and amounts needed were clear. The Chart looked like this:

<u>Shared positions</u>	<u>units</u>	<u>base amt</u>	<u>amt</u>
Librarian	1.0	\$55,600	\$ 55,600
Lab specialists	1.6	\$55,600	\$ 88,960
Health aide (7hr)	1.0	\$23,183	\$ 23,183
School aides (7hr)	15.0	\$20,331	<u>\$304,965</u>
Total			\$472,708

School share			
<u>School</u>	<u>register</u>	<u>Pct</u>	<u>Amt.</u>
School 1	525	30.6%	\$144,622
School 2	325	18.9%	\$ 89,528
School 3	325	18.9%	\$ 89,528
School 4	325	18.9%	\$ 89,528
School 5	108	6.3%	\$ 29,751
School 6	108	6.3%	\$ 29,751
	1716	100.0%	\$472,708

They determined which schools would fund the positions. School 1 funded the librarian as well as the lab specialists. The personnel were supervised by the administrators within the school. School 2 funded the health aide and aides for the boys and girls locker rooms. This school supervised the funded staff and was also responsible if their personnel were absent. All schools

would inform each other of problems with the personnel they were responsible for through an email distribution list. They would also help each other to make sure all positions were covered. The first year this went well. Upon reflection at the end of the year they realized many budgetary issues revolved around supplies and equipment to support the general space areas. They listed the items i.e. the CAASS machines not only required personnel, but materials to run them, referees were needed for sports events, furniture is required for signing in of visitors. The following year they listed all the supplies and equipment costs and made them part of the budget.

### Campus B

On the B campus they decided that they did not have enough support from Assistant Principals to supervise security and general space areas. They hired an Assistant Principal to be the Building Manager. The Building Manager would report to the Building Council, but be funded by them. He would supervise all general areas, as well as, deans, SAVE rooms, SBST, suspensions and all school discipline. He was at the Building Council where the buildings and three school's needs were assessed. With the input of the new Building Manager they hired aides, completed SBO's for deans, and formalized the new procedures with the Custodian and SSA level III. After completing a budget they realized that one school could not afford to cover the entire Building Managers expense. It was agreed that the Building Manager was put on one school 1 budget, while each of the other schools would support an aide from the TO (Table of Organization) of the school 1 budget. This would equalize the expense and support of the Building Manager.

### Campus C

On the C campus they had several Snapple machines. The proceeds from these machines had been used by a former school at the site and now the funds were being sent to only one of the three schools. As part of the budget conversation at a Building Council meeting it was agreed that all students purchased beverages from these machines and that the funds should support the building. It was determined that revenues from the machines would support school teams by funding referees and sports equipment for the Campus. The Principal receiving the funds agreed to supervise payments and purchases.

## School D

On the D Campus the large high school closed. The three schools had a dilemma. They had to continue servicing the records of the large school to former students. How could they afford to administer this service? They tabled the issue until the next council meeting. They had asked several questions and needed to find the answers. How many transcripts were requested each week? How long did it take to find and send out transcripts? What other records were requested? How long did it take to get the job completed? After computing the time the aide would spend completing each record, it was decided that they would charge \$6.50 as a handling fee. Although it would not completely cover the cost of supplies and personnel, it would be a reasonable expense. All schools must provide official documents for their students and at the conclusion of the year, all schools at the D campus would be sending transcripts to colleges.

### **Discussion Questions**

Please use these questions to guide a conversation. Come up with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the campus needs for general space areas?

	Personnel	Materials	Equipment
Auditorium			
Cafeteria			
Science Labs			
Library			
Visitors Desk			
Mail			
Gymnasiums			
Changing Rooms			
Entry			
Records Room			

2. What is the plan for after school hours and weekends?
3. What positions are shared by the campus as a whole?
4. Who will service transcripts and records for the phased out school?
5. Have you assessed your needs versus wants and prioritized them?  
(What can you afford?)
6. What professional development resources are shared?
7. How are funds from vending machines distributed?
  - a. Will they be collected to fund a specific Campus purposes?
8. What materials are needed to support different areas i.e. CAAS Printers, library books, replacement books, sports referees?
9. What equipment is needed to support the campus i.e. sign in desk, lunch room tables, CAASS machines, gates, signs?

### **Schedule**

1. Who will supervise personnel?
2. Which duties will be delegated and which will be funded?
3. What agreements were made for campus priorities for supplemental or grant funding (i.e. Phase out school allocation)?

## **Implementation**

1. Will each school take on the responsibility of supplying personnel to different area?
2. Will supervisors from each school supervise general area personnel?
3. How will costs be divided?
4. Will coaches or PD be shared? How will costs be shared?
  - a. How will it be calculated?
5. What percentage of the budget will each school share?
6. What is the provision for an unexpected expense be shared?
7. Who is responsible for each area and the associated costs?

## **Reflection**

1. Are all cost covered?
2. Does the budget reflect the register of schools?
3. Did all schools contribute - personnel, supervision, and budget?
4. Do you need more personnel, materials, equipment to run effectively?
5. Are there any areas that need more attention?
6. How has the Campus vision been implemented?
7. Do any shared space areas need extra help?

**Graphic Organizer**

Note your key decisions in each area. Include amounts and brief descriptions. Feel free to attach additional information as necessary.

	<b>Personnel</b>	<b>Materials</b>	<b>Equipment</b>	<b>Total</b>
School A				
School B				
School C				
School D				
School E				
School F				
<b>Campus Total</b>				

Principals' sign-off - we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## Shared Space Areas - Cafeteria Building Council Toolkit

### Introduction

At its best, a building cafeteria is a place to eat, renew and relax and build and sustain a sense of community. Sharing a cafeteria doesn't have to be difficult. All decisions are made by a Building Council after talking through questions about capacity, schedule, implementation and evaluation. Importantly these decisions need to be based upon need and opportunity and not upon past practices.

Goal: To create schedules, habits and routines to support sharing a cafeteria.

### **Best Practices**

#### Campus A

On Campus A, schools decided to share the cafeteria by period. Each school has access to the cafeteria for one period. They crafted the shared space schedule in March so they had plenty of time to program their individual schools' schedules.

#### Campus B

On Campus B, the cafeteria is large with four distinct seating areas. The schools share space and overlap. Each period there are at least two and sometime three schools there. One school takes responsibility for supervising each period. Their schedules work well because they connect to teachers' schedules and afford time for common preparation periods. The schools also work with CBOs to provide college counseling and tutoring.

#### Campus C

On Campus C, an elementary school shares space with a high school. The 11<sup>th</sup> graders eat with younger students, while the 9<sup>th</sup> graders eat alone a little late in the day. This is temporary as the high school plans to move into permanent space next year.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. How many periods of meal service are offered?
2. How many students can be served?
3. How many students need to be served?
4. Would more tables, staff and lines help?
5. Which of the following are you offering: breakfast, lunch, snack, dinner?
6. How do you share the cafeteria space during non-meal periods?

### **Schedule**

1. How do you want to reach consensus around allocating seats and/or periods?
2. How will each school's schedule be impacted?
3. Do you want to keep students separate by period or place?
4. Do you want to integrate students across schools by period or place?

### **Implementation**

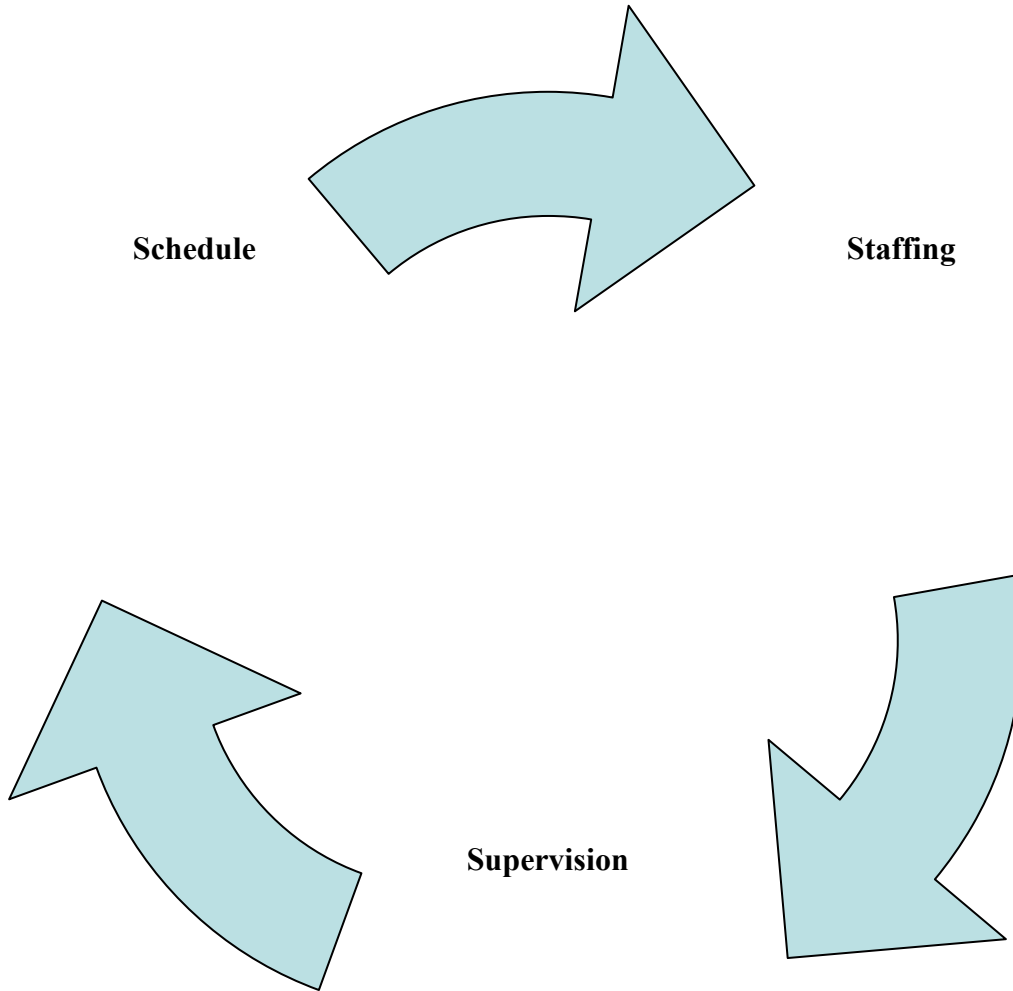
1. Is there a food committee that meets with OFSNS?
2. How will the cafeteria be staffed?
3. How are you as individual schools equitably sharing those responsibilities financially and in terms of staffing?
4. Who will supervise the staff?
5. Will you provide additional services (tutoring, games, clubs, library, computers) through a CBO in the cafeteria or in classrooms?
6. How will students enter and leave the cafeteria?
7. Are students allowed to leave the building?
8. Are students allowed to bring outside food in?
9. How will students' behaviors be addressed?
10. How are custodial staff monitored?

### **Reflection**

1. How do you evaluate the success of the program?
2. What is your feedback loop for improvement?
3. How often will you reconsider your plan (each semester, annually)?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off - we all support the goals and practices outlined above.

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

## Shared Space Areas - Library Building Campus Toolkit

### Introduction

The library is an area that all schools can use as an opportunity to extend and improve instructional practices. It can foster a community of learning and literacy that leads to higher academic achievement, independent readers and learners, as well as learning and collaboration throughout the campus.

Goal: To create an environment, opportunity, schedule, and funding to support sharing a library

### **Best practices**

#### Campus A

On Campus A, schools decided that the library was an area that needed to be funded to meet the needs of students within the building. Their vision was to raise student achievement by creating a "culture of literacy". The culture would be improved by supporting the library, a space shared by all schools. They formed a library advisory team which consisted of teachers from each of the three schools representing all subject areas within the campus. The advisory committee and principals did a library walkthrough to evaluate the library. They focused on learners through physical resources, the instructional program, operation, administrative support, and outreach/communication. The team then looked at how the librarian was authentically supporting New York State Standards within each subject area. The team shared their ideas with the school leadership teams and building council. This became a three year vision/plan with a three year timeline and yearly goals. They targeted items that could be included within the building council budget, grant proposals, and community based organization. Through collaboration and over three years they built a culture of literacy.

## Campus B

On the Campus B the vision was to use the library to enrich and integrate library skills into the curriculum. School One reached out to their intermediary. They collaborated and the campus received a grant. Professional development was offered through workshops on inquiry based learning and curriculum to any teacher in any school on the campus. Each teacher learned to write curriculum that integrated library standards. At the conclusion of the workshops teachers who participated received \$1,000.00 to purchase materials to support the units of study. The Librarian also participated in these workshops and it reengaged him. He became motivated to support the vision of the building council and change the culture to library participation for enrichment and support by both teachers and students.

## **Discussion Questions**

Please use these questions to guide a conversation. The following NYCDOE library web site may also help support conversations.

<http://schools.nyc.gov/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/SchoolLibrarySystem/default.htm>

Formulate additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. Has the Building Council completed a "library learning walk"?
2. Is the library aligned with the campus vision, mission and goals?
3. Have you developed a library advisory committee with representation from every school?
4. Do you have a full time Librarian? And support staff?
5. Is the library arranged for flexible use by large groups, small groups and individuals?
6. Does the librarian plan with teachers in all schools?
7. Do every school and their students have access to the library, resources, space, programs and services to fulfill instructional needs and interests?
8. Have schools collaborated in ongoing library program planning and assessment?
9. Have you considered applying for a technology or library grant?

### **Schedule**

1. How will events, classes, meetings, after school programs etc. be scheduled?
2. Do you want to keep students separate by period or can the library accommodate more than one school?
3. Do you want to integrate students across schools by period or place?
4. What is the campus policy for students' use during lunch periods?

### **Implementation**

1. How are you supplying resources and materials to the Library?
2. Who will supervise the Library/Librarian?
3. How will the library be staffed?

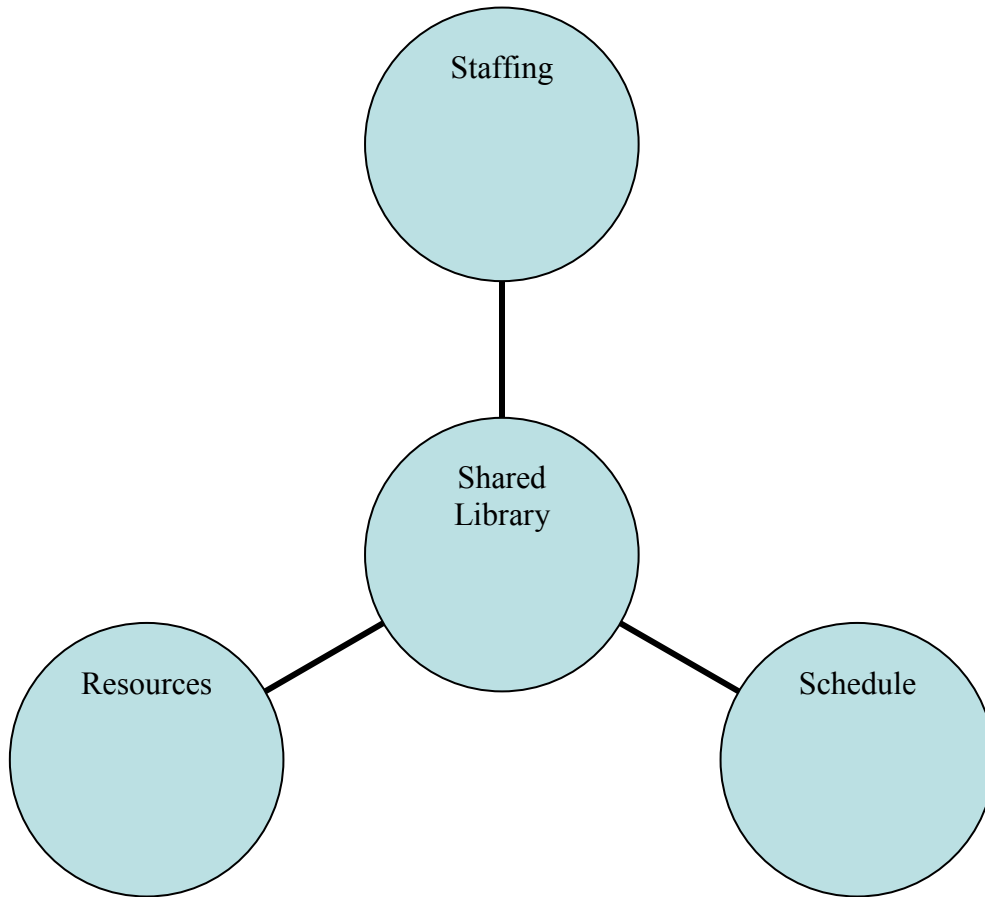
4. How are you as individual schools equitably sharing those responsibilities financially and in terms of staffing?
5. Who will supervise the staff?
6. Will you provide additional services (tutoring, enrichment, technology) through a CBO in the library?
7. How will students enter and leave the library?
8. Are students allowed to go to the library during lunch?
  - a. Will passes be necessary?
9. Will students be allowed to use the library independently (without a class) during instructional time?
10. How will students' behaviors be addressed?
11. Is there a committee that meets with the librarian?
12. How will schools support the library - students' unreturned books, lost books, behavior?

### **Reflection**

1. What are the next steps?
2. Do all teachers and students in all schools have access to the library?
3. Are students using the library? Are materials and personnel effectively supporting students?
4. Is the librarian working with all schools? With the building council?
5. Is the building council plan supporting student achievement?
6. Are teachers using the library resources to enrich curriculum and support students?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off - we all support the goals and practices outlined above.

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Date \_\_\_\_\_

## **Safety and Security** **Building Council Toolkit**

### **Introduction**

Safety is one of the most important considerations of a school community. One of the primary Building Council responsibilities is to design and implement a plan to ensure campus safety. This plan is the foundation for establishing a positive condition of learning for all students on the campus. It is based on the collective knowledge of the team of principals, the policies and practices of School Safety and the NYPD. It requires constant vigilance and coordination by the building principals and the safety/security staff of the campus.

Goal: To design and implement a plan to ensure a safe and secure environment.

### **Best Practices**

#### **Campus A**

On Campus A, schools met in May at their Building Council meeting to determine the next school years security needs. They put a large chart on the wall which asked the question, what are all the areas of the building that require security personnel? One person recorded as they brainstormed areas that needed collaborative participation. Once they determined the areas that needed coverage, they determined the number of personnel they would need. They determined the cost of personnel and each school contributed staff from their school that would be best for the situation. The principals created a plan to reflect on the operation and made sure that their personnel would be in place in each area. They were each held accountable for the area their staff was placed and would cover the staff if they were absent. At the September meeting, they reflected on the staffing and safety plan put into place. They made adjustments.

#### **Campus B**

On Campus B, the Building Council recognized the need for adult presence in their building during the change of subject periods. It was agreed by all principals that they would have their teachers greet their students at the classroom doors and invite them to enter and prepare for their lessons. At the same time, the Building Council scheduled their individual administrative

staff in key areas in an effort to support teachers. They were present in the halls to encourage students to get to class on time. This supported all SSAs, school safety, deans, aides and security personnel as well as teaching and learning.

#### Campus C

On Campus C, one principal added "entry procedures" to the agenda. At the following meeting she discussed the chaotic entry procedures with no staff assignments and often missing aides. They all agreed to observe the entry together. At the following meeting, they invited the SSA level III to share issues about the entry with them. They thanked her. They all agreed that the entry of students was a problem. They then brainstormed ideas to improve the procedures. The Building Council made a mutually acceptable solution and made an action plan recorded in the minutes. One school would supply two aides to direct students at entry. Another school would supply an aide to collect cell phones. The third school would have a dean posted to assist SSAs with students. It was agreed that Principal One would inform SSAs of the new procedure. Principal Two would supervise the aides and deans and Principal would present the new procedure at the school wide safety and security meeting. They agreed to put security on the agenda for the following week to reflect on the action plan and new entry system.

#### Campus D

On Campus D, the fifth period cafeteria was unruly. Students were waiting on long lines, food was on the floor, students were yelling, acting out, and student confrontations were occurring. This was brought up at the Building Council meeting the third week in September. The three schools involved agreed to observe the situation in the cafeteria and asked the SSA level three to an emergency Building Council meeting to discuss the issue as well. At the meeting it was determined that there were several issues contributing to the fifth period lunch. The lunch line was slow. Students were not properly supervised on the lines. There was no one in charge of the personnel from the three schools to organize supervision or reorganize when an absence occurred. Students entered late and exited late. Appropriate student behavior was not enforced. The SSA level III suggested students enter earlier. To resolve this, the principal with the aide responsible for the CAASS machine would make sure the aide was present earlier and the SSAs would allow students to enter earlier. Another principal set up an organizational chart with all personnel assigned, gave them stationed areas

and all three principals agreed upon a supervisor. The Building Council then sent a request for food services to attend the next council meeting to address the food line issue. Through collaboration students were able to enjoy lunchtime in a well organized cafeteria.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the entry procedures for students?
2. What are the entry procedures for visitors?
3. How many exits are in the facility?
4. What are exit procedures?
5. What are the procedures for drop off and pick up?
6. What are school start and end times?
7. Where are buses located? Cars?
8. Are students lined up outside?
9. Who supervises student line up?
10. Are students scanned?
11. What are the procedures for scanning?
12. Do students have ID cards?
13. What are the procedures?
14. Who supervises breakfast or lunch?
15. What is the capacity and procedures for inclement weather?
16. What is the procedure for a crisis?
17. Who is on the crisis team?
18. What is the procedure for calling and response by EMS, Police and Fire departments?
19. What are the procedures for students traveling the halls?
20. What is the traffic flow?
21. How are students directed to use stairways and hallways?
22. What are cafeteria procedures?
23. What are library procedures?
24. What number and location is your police precinct? What is their telephone number? Who is your liaison?
25. What are student identification procedures?
26. What are campus rules for student safety?
27. What is the plan for inter and intra communication in schools?
28. What is the communication to and between guidance counselors and deans?

### **Schedule**

1. Who will lead the safety and security building meetings?
2. How do you complete and collaborate on the campus safety plan?
3. When will you have your fire drills?
4. What are the fire drill procedures?
5. Who schedules safety personnel?
6. Who supervises safety personnel?

### **Implementation**

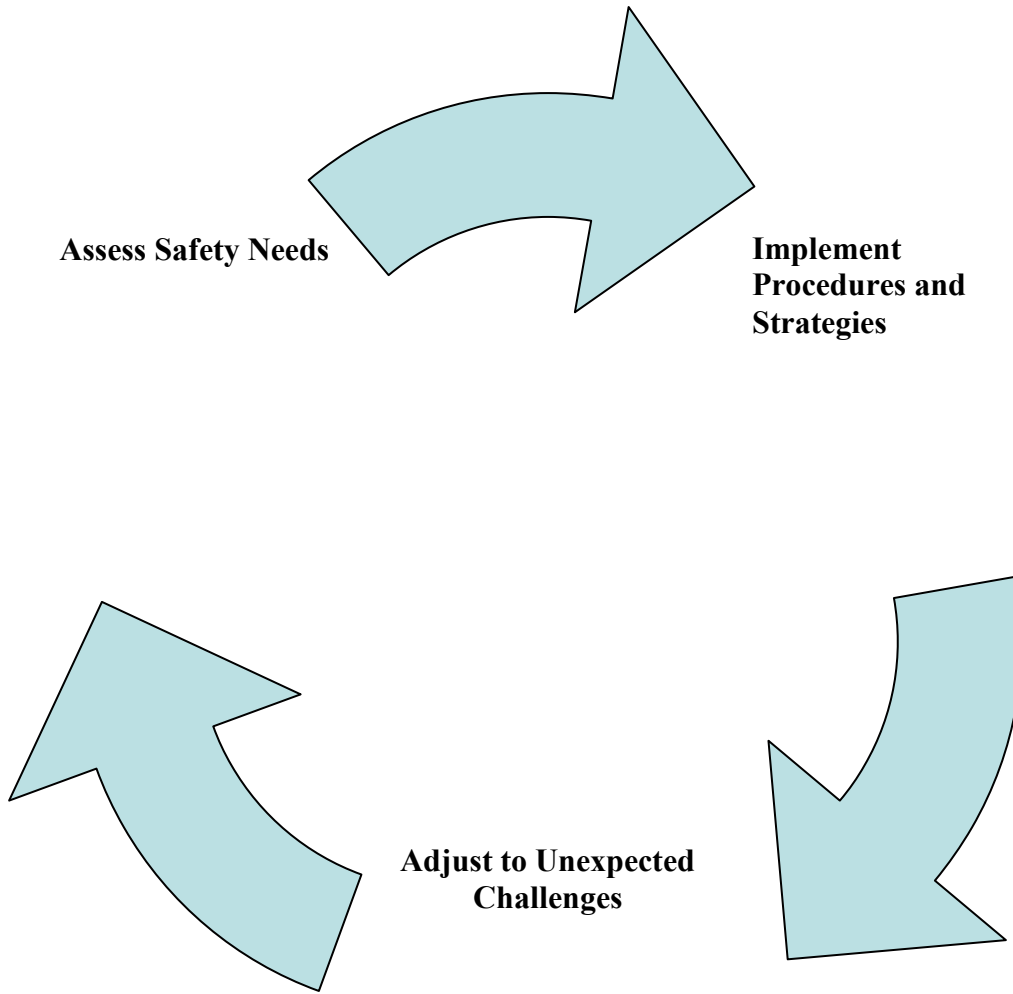
1. Who collaborates with the SSA level III?
2. Who and how do you receive the schedule of SSAs?
3. Do you collaborate with the SSA level III in the deployment of agents?
4. Do campus deployment and SSA deployment complement each other?
4. How does the level III report to the Building Council?
5. How will you handle student discipline between autonomous schools?
6. How many school aides are needed to support school safety?
7. How many deans (if any) do you need?
8. How will autonomous school deans communicate?
9. Who updates the CAASS system (if you have one)?
10. Who monitors school bathrooms, locker rooms, hallways, cafeteria, stairways, gymnasiums, school yards and other common areas?
11. Have procedures for cafeteria, library and auditorium been communicated to students and staff?
12. Have hallway passes been distributed?
13. What are the strategies for coverage and absent personnel at key areas?
14. What are your plans for student discipline and mediation?
15. What are procedures for student suspension and return (transition back)?

## Reflection

1. How is school tone?
2. How is campus tone?
3. How are your faculties assisting in the safety, security and discipline plans?
4. How have student rules been communicated?
5. How are safety and security expectations communicated to staff and parents?
6. What is your ladder of referral?
7. What does the campus wide data indicate?
8. How many incidents were there? In halls? General space areas?
9. Is your campus consistent and persistent in enforcement of the Discipline Code?
10. What is your action plan for the current year?

**Graphic Organizer**

Note your key decisions in each area. Please attach post schedules and procedures.



Principals' sign-off - we all support the goals and practices outlined above.

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Date \_\_\_\_\_

## Athletics and PSAL Building Council Toolkit

### Introduction

Participation in athletics builds fitness, character, teamwork and a sense of school spirit. Additionally, athletics can lead to lifelong health and positive habits as well as college scholarships. How schools design athletic programs can play a critical role in students experiences in school.

Goal: To increase students' participation in athletic programs.

### **Best Practice**

#### Campus A

Campus A is composed of five schools. The building council decided to keep the original campus teams. All schools share spots on those teams. Sports have become an important lever for campus unity. Competition is at a high level. One principal oversees the athletic directors on behalf of the building council.

The Student Council, brought to the Building Council, the issue of "what should the team colors for the team be"? The building council principals asked their school leadership team to brainstorm ideas. Many ideas were brought back to the building council with no clear consensus. During this time the building council went for a scheduled visit to another campus. They were observing the other campus practices and building council. They noticed that the school was "branded" -thematic individual school identification. Each school had two colors; one of the colors was the same for all the schools, School One had yellow and blue, School Two had red and blue, School Three had green and blue and so forth.

The campus color was blue and individual schools used another color to represent their school. Campus A at their next council meeting choose one of the colors of the old/closed school, orange as the campus color and kept the colors of the individual schools. The Team color was mutually agreed upon to be orange.

### Campus B

On Campus B, five schools took a different approach. Each school has two to three PSAL teams. Baseball and basketball were the most popular, but each school has a wide range of opportunities. The sports program here is focused on participation. Schools without PSAL teams created intramural programs.

### Campus C

On campus C, three schools share a building. The facilities are limited. The schools have decided not to apply to join PSAL, but have still crafted an interesting program. They offer karate, yoga and fitness in the extended-day program and have partnered with an organization to run track off-site. The schools hope to build capacity to apply for a PSAL track program in the future.

## **Discussion Questions**

Please use these questions to guide a conversation. Suggest additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **General**

1. What are your athletic goals for your students?
2. How is your school currently meeting the requirements for physical fitness?
3. What is your current, if any, structure for PSAL teams?

### **Capacity**

1. How many dedicated and non-dedicated spaces are there for practice and games?
2. How many shared spaces are there for practice?
3. Have you formally surveyed your student population to gauge student interest?
4. Have you formally surveyed your teaching staff to determine coaching interest?
5. Are you considering intramural teams? If so, will they be joint campus teams or separate teams?
6. Are you considering PSAL teams? If so, will they be joint campus teams or separate teams?
7. Have you reviewed the PSAL requirements for team applications and the PSAL application?
8. How many teams and students are might be part of the athletic program?
9. Is there equal access? Is there gender equity?
10. Will you use a campus model for PSAL? Or will individual schools field teams?
11. What are the advantages and disadvantages of a campus versus an individual school model?

### **Schedule**

1. How will we fairly share space and allocate time?
2. Can/should we share spaces for practice time?
3. What can we do collectively to find alternative spaces?

**Implementation**

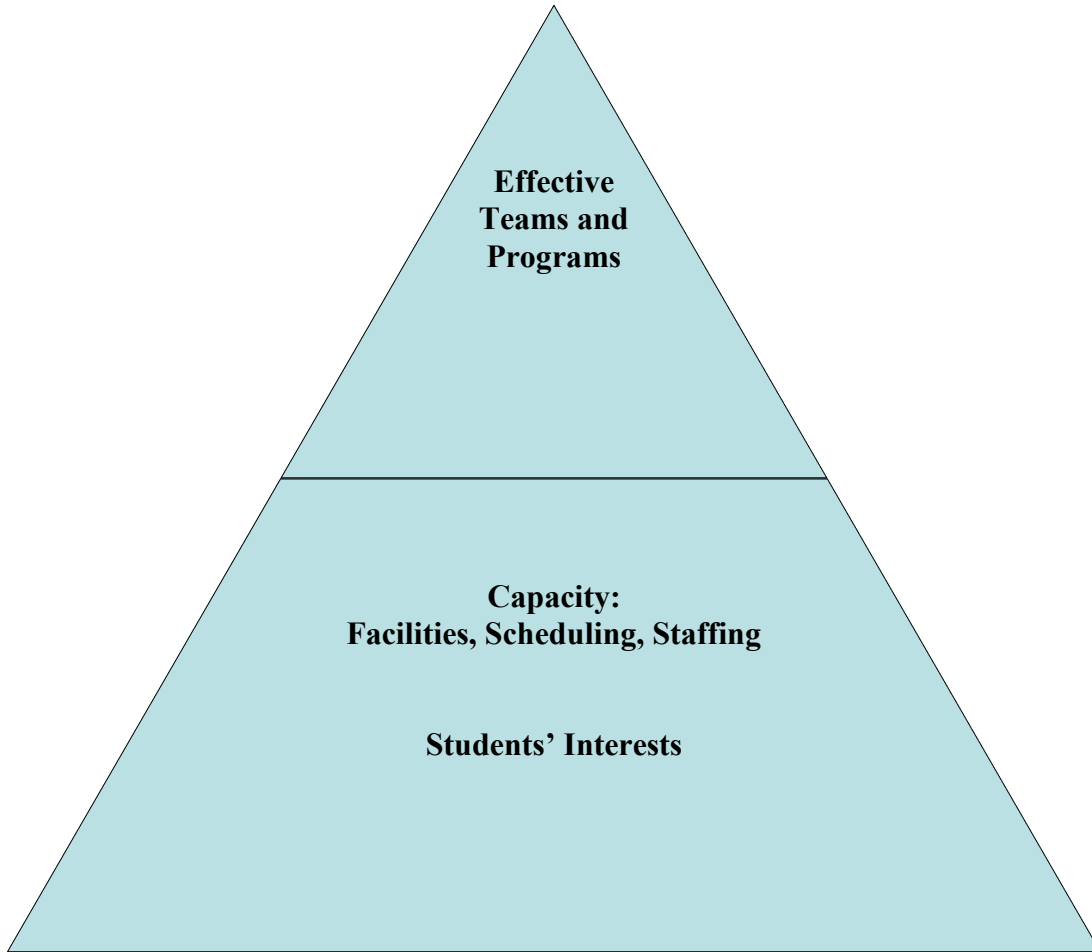
1. Who has responsibility for coordinating athletic activities in this building?
2. What can we do about training for non-PSAL (intramural and inter-campus) coaches?
3. How will we pay for inter-campus athletics? (coaches, officials, supplies)

**Evaluation**

1. How will we evaluate programs - short and long-term?
2. How do we evaluate whether or not it is "successful"?
3. What happens if a program is successful for one school and not another?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.



Principals' sign-off - we all support the goals and practices outlined above.

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Date \_\_\_\_\_

## Professional Development Building Campus Toolkit

### Introduction

A Multi-school campus is more than the administration of many schools within a building. It is an opportunity to create new learning experiences for staff. In every school there is expertise, new and unique philosophies and opportunities to share best practices with each other. Pooling resources and expertise can provide professional development to teachers that improve instruction and curriculum and benefit all schools.

Goal: To create multiple opportunities for site based professional development to improve student learning.

### **Best practices**

#### Campus A

On Campus A, four schools decided to create a Teacher Center for the Campus. The Building Council targeted key areas important to each school and offered professional development opportunities to autonomous schools, as well as, building wide. The Building Council decided that the Teacher Center would support professional development initiatives in reading and writing across the curriculum, address special education and ELL issues, academic rigor in a thinking curriculum and implementation of the workshop model. In addition to learning how to utilize the resources in the professional development library, teachers had an opportunity to join study groups, learn more about the integration of technology into the curriculum, and focus on project based learning. The Building Council decided that collaborating on professional development gave them the ability to have a building based coach who could offer professional development on site.

#### Campus B

On Campus B, the Building Council decided that on Election Day they would offer professional development to their staff by recruiting experts within their three schools. The theme was "authentic ways to integrate technology into the curriculum". School One taught teachers in School Two their system of recording formative and summative assessments. School Three showed teachers how they were using laptop labs to improve student writing

skills. School One helped improve the Smart Board skills of School Two teachers. School Two demonstrated the use of using power point to help learning disabled students take good notes and improve study skills. By using the expertise of each school, it benefited the entire Campus faculty. *"The whole was greater than the sum of its parts."*

### Campus C

On the Campus C the Building Council collaborated to create monthly campus-wide professional development Math Sessions for all Math teachers from all the campus schools. They offered 3 to 4 workshops on one day per month for 60 minutes. The principals coordinated Assistant Principals, Math Coaches, AUSSIE's, Lead Teachers and the Regional Math Team. The council's goal was to get Math best practices shared across all campus schools and to improve student scores on the Math Regents. At first teachers were reluctant, but are they are now enthusiastic participants.

## **Discussion Questions**

Please use these questions to guide a conversation. Come up with additional questions. Document your agreements in the following graphic organizer or in another way that works for your team.

### **Capacity**

1. What are the professional development needs of each school?
2. Where are there overlapping needs?
3. What expertise does each school have?
4. What personnel will be needed to support to support staff needs?
5. Do schools currently have personnel to share expertise?
6. Have you considered lab sites, model classrooms and interschool visitation?

### **Schedule**

1. How will all schools participate?
2. Will a Coach spend a day, half day, month, with each school?
3. Who will be targeted?
4. Can specific content areas, new teachers, teacher leaders, etc. be scheduled for the same prep periods?

## **Implementation**

1. What space will be used?
2. How will professional developers be compensated?
3. What resources and materials will be needed to support the professional development?
4. Will professional development occur within classrooms, study groups, after school, professional periods and/or retreats?
5. Who will coordinate the professional development?
6. Who will coordinate the professional development activities?
7. What is the time line for the implementation?

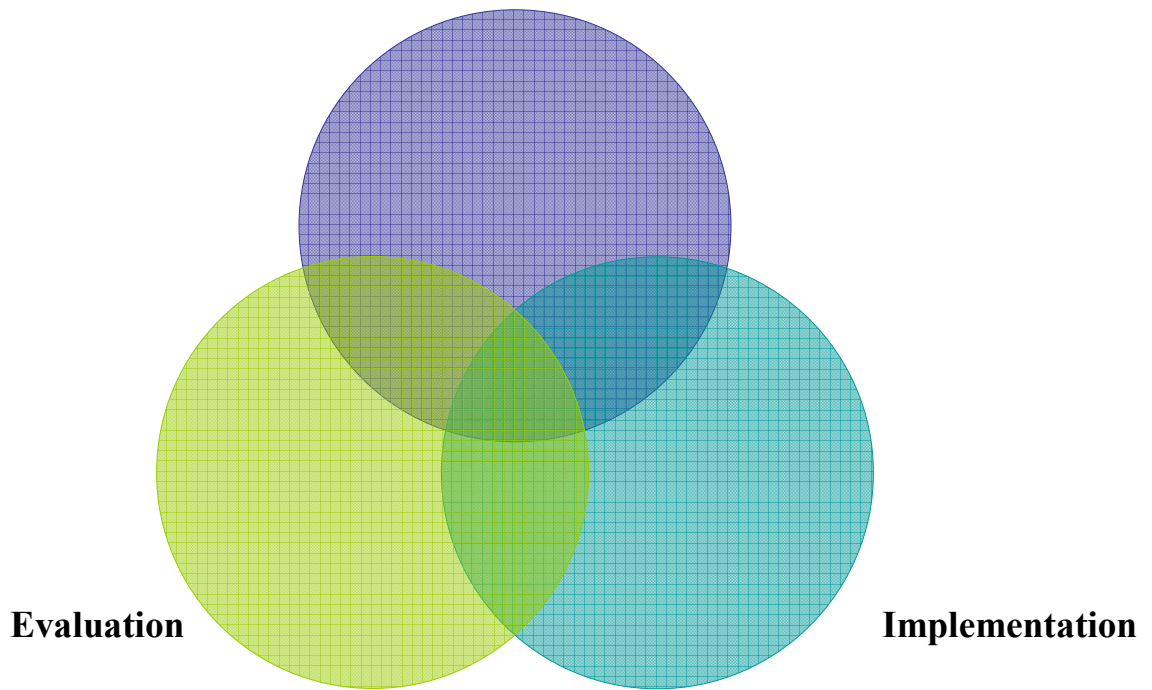
## **Reflection**

1. How did you evaluate the professional development?
2. How has the professional development impacted the culture of teaching and learning?
3. How has professional development impacted the efficacy of teaching and learning?
4. How has the professional development impacted student achievement?
5. Have observations shown changes in teaching and learning?
6. Have you shared positive outcomes of the professional development with all staff?
7. Have you reinforced participation in professional development in other ways?

**Graphic Organizer**

Note your key decisions in each area. Feel free to attach additional sheets, schedules or plans as necessary.

**Plan**



Principals' sign-off - we all support the goals and practices outlined above.

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Date \_\_\_\_\_