



THE NEW YORK CITY DEPARTMENT OF EDUCATION

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OFFICE OF PORTFOLIO DEVELOPMENT

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To: NYCDOE Principals, D75 and Other Program Directors, Charter School Principals occupying space in an NYCDOE building, School Support Organizations (SSO), Community Superintendents, The Center for Charter School Excellence, Integrated Service Centers (ISC)

From: Garth Harries, Chief Portfolio Officer

Date: November 13, 2007

Re: Campus Management in New York City Department of Education Facilities

This year, more than 600 New York City public school principals share their school building with other principals. Sharing a building is complex, and principals often need support working together. However it is their individual and collective responsibility to develop plans that meet the needs of all of the students and all of the schools and programs within a building.

Principals sharing a building must create and participate in a Building Council, a forum for principals to make collective decisions about issues impacting students and staff in the building. Ideally, the Building Council will be able to resolve all issues locally – our experience is that effective building councils consistently make the best possible decisions for the collective interests of the building and the individual interests of each school.

When needed, SSO leadership representatives will play a role in working together across SSOs to support Building Councils in making decisions that are in the interest of all students and to help balance interests and coordinate resolution if conflict arises among stakeholders in a building. Please note that charter schools occupying space in an NYCDOE building are an equal stakeholder in the Building Council; a representative from the charter school board or from the Center for Charter School Excellence will play a role, as needed, that is parallel to that of the SSOs as detailed below. If the Building Council, even with the SSO support, cannot resolve an issue of building management, the Office of Portfolio Development's (OPD) Campus Unit will act as the Chancellor's designee, to confirm the decisions made by the DOE manager responsible for the content area of the disagreement.

This memo provides information about tools for effective campus management, roles and responsibilities in a campus setting, and the escalation process to central DOE if a Building Council fails to reach consensus.

1. Tools for Effective Campus Management

Building Council

The Building Council is a structure for administrative decision-making regarding issues impacting all schools in the building. When multiple schools share a campus, the Chancellor's policy requires that there must be a Building Council, consisting of all the principals in a building. The meeting schedule and the norms of the Building Council are determined by the schools on a campus. The Building Council operates according to a basic set of premises established by its members under which all principals are equal collaborative partners.

Support available: The Building Council Toolkit provides a framework for how to run councils, and includes topics, sample protocols, and examples of successful operating councils. The Toolkit supports principals in making thoughtful decisions that take into account the needs of all schools in a building and the campus as a whole.

(<http://schools.nyc.gov/Offices/NewSchools/Resources/>)

Standard Instructional Footprint

Allocation of classroom and administrative space is always a key campus issue. The Footprint is the tool used by DOE space planners to make allocation decisions, and is a tool that can be used by all stakeholders in the analysis and assessment of space usage in NYC DOE buildings. The Footprint represents a minimum space allocation. In co-location arrangements, 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.

Support available: Standard Instructional Footprint

http://www.nycboe.net/schools/principals/weekly/20070828/NYCDOE_Instructional_Footprint.pdf

Professional Development

The Office of Portfolio Development Campus Unit will host a series of workshops to share best practices on campus work. Building Councils, SSOs, ISC/Space Planners will all be included.

Support available: Campus Conferences

(<http://schools.nyc.gov/Offices/NewSchools/Resources/>)

2. Roles and Responsibilities in Resolving Disagreements in Campus Management

The decisions principals make on a campus and in a Building Council impact all of the schools on a campus. The DOE's expectation is that Building Councils should be able to resolve issues within the campus working collaboratively to make decisions in the best interest of all students. While decisions made at the Building Council level typically best capture the needs and nuances of multiple school communities, the DOE will arbitrate conflicts as needed to keep the work of school improvement and successful cohabitation moving forward. In the event that there is a disagreement between schools on how to

manage an issue that impacts the campus as a whole, the following steps must be followed.

- I. *Building Council*: If principals disagree about how to handle an issue of campus management, the Building Council should discuss the issue, using the tools referenced above, and attempt to reach consensus. No other steps should take place without principals attempting to discuss and resolve the issue themselves, either in a regular Building Council meeting or in a special meeting involving all the principals.
- II. *SSO Involvement*: If the Building Council cannot reach resolution on an issue, the building council should request support from the SSOs involved. Ideally, a building council will collectively determine to request SSO support – however, any principal can reach out to his SSO after making a good faith effort to resolve the situation within the Building Council.
- III. *DOE arbitration by OPD Campus Unit*: If a Building Council fails to reach a resolution even after SSO involvement, the Building Council as a whole can request DOE intervention by contacting the OPD Campus Unit. The Campus Unit will coordinate with the DOE manager who has responsibility for the area of concern, detailed in the attached chart, and make a final determination of the issue(s).

More detail on each of these steps follows.

Building Council

Each principal is expected to participate in the Building Council and to make decisions in the best interest of **all** students in the building – not narrowly advocate for his own. Principals should be transparent with each other about when the Building Council is not meeting their expectations. Decisions that should be discussed and managed at the Building Council level include, but are not limited to:

- Space allocation and programming (adjustment of room allocations – i.e. swaps, shared space, scheduling of shared space).
- Internal and external communications practices.
- School/building safety (i.e. security/safety personnel, fire drills).
- Custodial ratings, identification of a campus representative to go before the Special Master for Grievances, and the creation of an equitable Annual Building Plan for maintenance and repair services.
- Access and use of the building after hours, on the weekends, and in the summer.

School Support Organization Involvement

SSOs will support Building Councils when conflicts arise and/or will coach principal(s) toward effective resolutions and consensus building. However, Building Councils remain responsible for solutions and compromises that will meet the needs of all students in the building. Typically SSO leadership representatives would coach their respective principals and then attend a Building Council meeting composed of all building principals and SSO leadership representatives in order to aid the council in reaching consensus. Where needed, they may involve SSO leadership, ISC staff, and other

support resources. Building Councils may choose to escalate unresolved situations to the DOE. Importantly, Building Councils should declare a lack of consensus before doing so.

DOE Arbitration by OPD Campus Unit

If schools do not come to consensus after SSO intervention, a principal on behalf of the Building Council should send an email to all principals in the Building Council and the Office of Portfolio Development at campus@schools.nyc.gov detailing and affirming that the issues have been discussed by all principals in the Building Council including SSO support and that they remain unresolved. This should be a last resort, as decisions made at the building are much more likely to acknowledge and incorporate the particular interests of the schools and the building as a whole.

When a Building Council requests DOE arbitration, OPD will consult the DOE manager with responsibility for whatever issue(s) are in dispute, and confirm whatever determination they have made, in order to make a final and binding determination of how the issue will be handled. For a detailed list of common building issues, matched to the DOE manager with responsibility for the issue area, and the decision rules applied, see the Campus Management Map below.

When they are involved by the Building Council, OPD's Campus Unit is responsible for:

- Making a final determination on a particular issue based on the merits and according to Department standards and decision rules.
- Communicating the final and binding determination to all relevant stakeholders.
- Holding all principals and stakeholders accountable for effective building management. If there is behavior inconsistent with the best interests of all students in the building, or if there is refusal to comply with the Campus Unit and Substantive Issue Manager decision, OPD's Campus Unit will report the issue to the superintendent(s) in charge for appropriate accountability consequences, which could involve disciplinary action or an adverse rating.

4. Campus Management Map

Principals should reference the [Resource Guide for Principals](http://www.nycboe.net/schools/principals/resourceguide.aspx) for school specific contact information, www.nycboe.net/schools/principals/resourceguide.aspx.

Collective Task	Building Management Goal	DOE Manager	OPD will apply the following decision rules if a Building Council is unable to reach a decision
<p>Allocation of Dedicated Instructional Space</p>	<p>To identify and allocate space to each school, including both space within the instructional footprint and any excess space.</p>	<p>Directors of Space and Facilities Planning from the ISC. (Note that the DOE must make final decisions about any construction impacting campus use.)</p>	<p>Space allocation decisions will be based on the footprint, which indicates classrooms, cluster/specialty rooms and offices based on the student population. Additional space available in a building, once the basic footprint is met, is allocated per capita at the discretion of the Space Planner and based upon the physical layout of the building.</p>
<p>Access to Common Spaces (including, but not limited to: Cafeteria, Library, Gym, Auditorium, Labs, Playgrounds and Fields)</p>	<p>To identify and schedule shared spaces in the building based on the available spaces and the needs of each school.</p>	<p>Office of Portfolio Development – Campus Unit.</p>	<p>When Building Councils cannot reach consensus, decisions will be based on: Equity of access, quality of space, optimal timing, and assessment of individual school need. Other schedules will have to be adjusted to the common space schedule developed, and schools may need to adjust or drop programs to accommodate.</p>
<p>After-school, CBO and external organization space use (i.e. Beacon, TASC, etc.)</p>	<p>To identify, allocate, and determine access to shared spaces outside of the school day, sharing with confirmed community partners.</p>	<p>Going forward, OSYD, ISC and OPD will authorize new non-school organizations to have access to DOE facilities. Existing access should be maintained. Space and access will be designated parallel to the school day allocation above.</p>	<p>Schools will designate a separate representative or liaison to interface with the school food staff.</p>
<p>Food Services</p>	<p>To ensure that the food service needs of all schools are met through consultation with the food service manager.</p>	<p>Borough Food Service Manager</p>	<p>Schools with fewer than 150 students will be counted on a larger school's MIE in a shaded box that indicates separate accountability.</p>

Collective Task	Building Management Goal	DOE Manager	OPD will apply the following decision rules if a Building Council is unable to reach a decision
Safety	To create a single building-wide safety plan with appropriate staffing of School Safety and school staff (administrators, deans, teachers, school aides, etc.) at entrances, exits and all shared spaces. A ratio of 1 staff to 50 students is typical. To create practices around policy enforcement and ensure that Schools Safety is prepared and responsive to various situations	ISC Safety Administrator	Maintaining the integrity of the agreed upon and approved safety plan for schools and the campus is paramount. All principals will be expected to adhere to all safety protocols and plan. Safety decisions will be based on enforcing and realizing policies, procedures and practices detailed in the campus safety plan. School personnel from all schools are responsible for their specific posts and tasks and the safety of all students, taking into account the age and maturity level of students, the physical layout of the building, and any other mitigating circumstances that may affect safety and order in the school.
Equitable Contribution of School Resources to Fund Shared Services	To provide for equitable sharing of resources from the individual schools' budgets to contribute to positions or resources agreed to by all schools on a campus.	ISC Deputy Executive Director for Business Services	Equitable monetary contributions will be determined on the basis of student enrollment, space allocations and other factors relevant to the proportionate level of service received by each school.
Custodial Services	To ensure that the custodial needs of all schools are met.	Deputy Borough Director of Facilities	The Custodian will provide services to all schools in the building. Per contract, the custodian's rating forms must be completed by one principal on behalf of the Building Council; if the Building Council cannot agree to a rating or a delegate, then the rating provided should reflect an average of ratings from each school, regardless of school size.

Possible Process for Scheduling Common Spaces

There are many ways that principals and Building Councils effectively share space. In the absence of existing Building Council based practices, the structure below may prove useful.

- Meet as a Building Council to identify all common spaces.
- Agree to blocks of time in which to schedule each common space. This may be different than individual school’s schedules but common space schedules and individual school schedules should work together.
- Chart all the spaces and blocks of time.
- Create a system to order choices, whereby each principal makes choices about common space in order, and with different schools getting first pick for different spaces. Student enrollment should be taken into account in the number of overall choices, but NOT in the order of choices. For example, a school that is twice as large may get to pick two slots for every one from a smaller school, but the smaller school should still get to pick first for some resources.
- When the charts are complete, create an opportunity for principals to trade slots or decide to jointly use spaces.
- After that trading is finished, each school must solve his own programming issues outside of the shared spaces

In the example below, the principals started with the cafeteria and worked across. They made their choices in the following order, note the rotation of choices:

Cafeteria – school A, C, B, D

Gym – school D, B, C, A

Theater – school B, A, D, C

Library – school C, D, A, B

Time	Cafeteria	Gym	Theater	Library
9-10		School A	School B	School C
10-11	School A	School D	School C	School C
11-12	School C	School B	School A	School D
12-1	School B and D	School C	School D	School A
1-2	School D	School C	School A	School B
2-3		School B	School D	School D
3-4		School D	School C	Shared
4-5			School B	Shared