

BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to re-site Coney Island Prep from its current location and temporarily co-locate Coney Island Prep in Building K303 (“K303”), located at 501 West Avenue, Brooklyn, NY 11224 in Community School District 21, beginning in the 2011-2012 school year. In K303, Coney Island Prep would be co-located with an existing DOE zoned middle school that serves sixth to eighth grade, I.S. 303 Herbert S. Eisenberg (21K303, “I.S. 303”), an existing DOE high school that currently serves ninth through twelfth grade, Rachel Carson High School for Coastal Studies (21K344, “Rachel Carson HS”), and a District 75 school (75K771, “P771K@I303”). This proposal is being made in response to the request by the lease owner to move Coney Island Prep out of its space prior to the beginning of the 2012-2013 school year. I.S. 303 is a zoned middle school that also offers an academic screened magnet program, which is open to District 21 students through the District 21 middle school choice admissions process. Rachel Carson HS is a DOE high school that currently enrolls students through the Citywide high school admissions process. P771K@I303 is a District 75 inclusion school. In an inclusion school, a student with special education needs receives services in a general education classroom along with general education students. Thus, P771K@I303 students are enrolled in I.S. 303 classes with general education students. For purposes of this BUP, I.S. 303’s enrollment assumes that the P771K@I303 students are enrolled at I.S. 303 and all space allocations for I.S. 303 also include space that is allocated to the District 75 Inclusion Program because students at P771K@I303K are served at I.S. 303.

This is a proposal to co-locate Coney Island Prep in K303 for two years – the 2011-2012 and 2012-2013 school years. The DOE will evaluate the space available in K303 and other District 21 locations and will issue a new Educational Impact Statement (“EIS”) for the long-term siting of Coney Island Prep based on the most appropriate space available for the 2013-2014 school year and beyond.

If the proposal is approved, in 2011-2012, the first year of the proposed co-location, Coney Island Prep’s fifth and sixth grade would be re-sited to K303, and the school would also expand to enroll approximately 90 students in seventh grade. In 2012-2013, the second year of this temporary co-location proposal, Coney Island Prep would expand to serve approximately 81 students in eighth grade, at which point Coney Island Prep would serve 350 fifth through eighth grade students.

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 I.S. 303, Rachel Carson HS, P771K@I303, and Coney Island Prep. It also includes a proposal for the collaborative usage of shared resources and spaces between I.S. 303, Rachel Carson HS, P771K@I303, and Coney Island Prep, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas that assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision-making between the co-located schools, and a description of the shared space committee is also included. Please refer to the EIS, to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

We have applied the DOE Instructional Footprint (“Footprint”)¹ to all schools and/or programs outlined in this plan to allocate rooms in an unbiased manner, and have divided the remaining space equitably based on the proportion of the total students in the building enrolled by each school and/or program, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF CLASSROOM AND ADMINISTRATIVE SPACE ALLOCATION

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades K-5 and offering a pre-Kindergarten

¹ The Footprint is a tool to be used by all stakeholders in the analysis and assessment of space usage in DOE buildings. Its purpose is to ensure that the space allocation plan for all schools is fair and equitable. In co-location agreements, the parameters outlined in the Footprint should serve as a guideline for making decisions about the allocation of space, while empowering building occupants to make decisions that best meet the needs of all students in the building. The DOE Footprint can be found at: http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf.

section, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. In addition to these capacity-generating instructional rooms, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal's discretion for purposes such as art and/or music instruction, among other things.

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 allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

All schools receive a baseline of the approximate equivalent of 3.5 full-size classrooms² for student support services, resource rooms and administrative space when serving their entire grade span. Any space not allocated pursuant to the Footprint shall be allocated equitably among the co-located schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

While the Footprint sets forth a baseline space allocation, school leaders are empowered to make decisions about how to utilize the space allocated to the school. Each principal, therefore, must make decisions about how and where students will be served within the space allocated to the school. The DOE, however, will provide support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on February 10, 2011 by Charles Fisher, Director of Space Planning, building K303 has a total of 63 full-size classrooms/spaces,³ one full-size science demonstration lab, one full-size science lab, 14 half-size classrooms/spaces,⁴ the equivalent of 7.0 rooms of designed administrative office/space, and four quarter-size rooms which can be utilized as administrative offices/spaces.⁵ Building K303 also contains two gymnasiums, an auditorium, lunchroom, library and a school yard. The below spaces are occupied by Community Based Organizations ("CBO"), are shared spaces, or contain building services:

- The District 21 Food Services Offices is in two half-size spaces
- The CEC for District 21 is in one quarter-size space
- The District 21 District Office is in one full-size space

² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3.5 full-size classrooms for student support services or resource rooms which could be equal to seven half-size classrooms or two full-size classroom and three half-size classrooms, etc.

³ Full-size classrooms have an area of 500 square feet or more.

⁴ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

⁵ Quarter-size rooms are smaller than 240 square feet and can be utilized as administrative/office space or as resource rooms.

- There is a designed court room which is one full-size classroom/space
- There is a dance room which is one full-size classroom/space
- There is a music room which is one full-size classroom/space
- There is a computer lab which is one full-size classroom/space
- The D75 administrative office is in one full-size classroom/space and one half-size classroom/space
- The nurse's office is in one quarter-size space
- The custodian's office is in one quarter-size space

Excluding the rooms above, there are 59 full-size classrooms/spaces (including one full-size science lab and one full-size science demonstration lab), 11 half-size classrooms/spaces, and the equivalent of 7.0 full-size designed administrative office/space and one quarter-size room remaining to be allocated to the schools co-locating in the building.

2010-2011

In 2010-2011, I.S. 303 currently enrolls 727 students in 30 classes/sections (including students with disabilities).⁶ As stated above, because P771K@I303 is an inclusion program, its 21 students would be served in the same classrooms as I.S. 303 students. All space allocations for I.S. 303 also include space that is allocated to the students at P771K@I303K.

The table below summarizes I.S. 303's baseline Footprint allocation, which is based on the methodology described at the beginning of this document and the amount of space that I.S. 303 is currently using.

2010-2011: I.S. 303	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE) ⁷	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	23	9	5.0	0	0	0	5.0
Current Space Allocation	40	11	5.0	0	0	0	5.0

In 2010-2011, Rachel Carson HS currently enrolls 454 students in 17 classes/sections.⁸ The table below summarizes Rachel Carson HS's baseline Footprint allocation, which is based on the methodology described at the beginning of this document, Rachel Carson HS's adjusted baseline allocation, which satisfies the baseline Footprint allocation while accounting for the specific design of the building, and the amount of space that Rachel Carson HS is currently using.

2010-2011: Rachel Carson HS	Full-size Class-rooms	Half-size Class-rooms	Quarter-size Class-rooms	Administrative Spaces				Total Admin (FSE)
				Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	17	1	0	2.0	1	0	0	3.0
Adjusted Baseline Allocation	18	0	0	2.0	1	0	0	3.0
Current Space Allocation	18	0	1	2.0	1	0	0	3.0

The DOE has adjusted Rachel Carson HS's baseline allocation for the following reason:

- Traditionally, the DOE expects resource rooms to be programmed in half-size classrooms/spaces. But, given the limited number of half-size classrooms in building K303 and where Rachel Carson HS is located in the building, the DOE has allocated one additional full-size classroom/space instead of two half-size classroom space in order for Rachel Carson HS to program their resource room space.

As demonstrated in the table above, I.S. 303 is currently using several classrooms in excess of their adjusted baseline allocation. The table below summarizes the available space within K303.

2010-2011: Building K303	Full-size Classrooms	Half-size Classrooms	Quarter-size Classrooms
Space In Excess of Adjusted Baseline Allocation	17	2	0

⁶ Source: 2010 audited register data

⁷ FSE refers to full-size equivalent rooms that may be used for administrative purposes.

⁸ Source: 2010 audited register data

2011-2012

In 2011-2012, the DOE projects that I.S. 303 will serve 685-715 students and would continue to have 30 classes (including students with disabilities). P771K@I303, the District 75 inclusion program, is projected to serve 16-22 students in 2011-2012. As stated above, because P771K@I303 is an inclusion program, its students would be served in the same classrooms as I.S. 303 students. All space allocations for I.S. 303 also include space that is allocated to the students at P771K@I303K. Thus, the table below summarizes I.S. 303's adjusted baseline allocation from the previous year as there is no anticipated enrollment change.

As described in the EIS, beginning in 2011-2012 there may be changes to the instructional programming offered at I.S. 303. Unlike most middle schools, I.S. 303's sixth and seventh grade students do not move from class to class. Rather, current sixth and seventh grade students remain in their homeroom throughout the day except for when they are scheduled for a cluster activity (i.e. art, music, etc) or for lunch or recess. Thus, the current sixth and seventh grade classes are programmed similar to an elementary school, and as such use comparable space. During the years that Coney Island Prep is co-located in the building, I.S. 303 future sixth and/or seventh grades may become departmentalized, meaning that students would move from class to class, as they typically do in other middle schools across the City. The school would be programmed more efficiently so that classrooms are used for multiple purposes throughout the course of the school day.

Current seventh graders would not be impacted by this change, since they will matriculate to eighth grade in 2011 and the eighth grade classes at I.S. 303 are programmed as a typical middle school described above. Only I.S. 303's current sixth graders and future incoming would be impacted.

2011-2012: I.S. 303	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Adjusted Baseline Allocation	23	9	5.0	0	0	0	5.0

In 2011-2012, the DOE projects that Rachel Carson HS will continue to serve 410-460 ninth through twelfth grade students and would continue to have 17 classes. The table below summarizes Rachel Carson HS's adjusted baseline allocation from the previous year as there is no anticipated enrollment change.

2011-2012: Rachel Carson HS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Adjusted Baseline Allocation	18	0	2.0	1	0	0	3.0

In 2011-2012, the first year of the temporary co-location, Coney Island Prep will serve up to 269 students in nine classes (including students with disabilities) per its charter.⁹ The table below summarizes Coney Island Prep's baseline Footprint:

2011-2012: Coney Island Prep	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	10	1	0	2	0	0	2.0
Adjusted Baseline Allocation	11	0	0	2	0	0	2.0

The DOE has adjusted Coney Island Prep's baseline allocation for the following reason:

- Traditionally, the DOE expects resource rooms to be programmed in half-size classrooms/spaces. Given the limited number of half-size classrooms in building K303 building and Coney Island Prep's location in the building, the DOE has allocated one additional full-size classroom/space instead of two half-size classroom space in order for Coney Island Prep to program their resource room space.

After I.S. 303, Rachael Carson HS and Coney Island Prep have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

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

2011-2012: Building K303	Full-size Class-rooms	Half-size Class-rooms	Quarter- Size Classrooms
Space In Excess of Baseline Allocations	4	2	1

The four excess full-size classrooms/spaces and two half-size classrooms that remain will be allocated to I.S. 303. The DOE anticipates that I.S. 303 would lose a large number of excess rooms as a result of this proposal and would need to operate closer to its baseline Footprint allocation. The DOE is aware that this adjustment will initially be difficult, and is, therefore, allocating the excess full-size classroom and half-size classroom space to I.S. 303 for the 2011-2012 school year to support I.S. 303 as it transitions to operating under the baseline allocation of space.¹⁰ The full 2011-2012 room allocation plan is summarized below:

2011-2012	Full-size Rooms	Half-size Rooms	Administrative Spaces					Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces	Total Admin (FSE)			
I.S. 303	23	9	5.0	0	0	0	5.0	4	2	0
Rachel Carson HS	18	0	2.0	1	0	0	3.0	0	0	1
Coney Island Prep	11	0	0	2	0	0	2.0	0	0	0

2012-2013

In 2012-2013, the DOE projects that I.S. 303 will to serve between 675-705 students and would continue to have 30 classes (including students with disabilities). P771K@I303, the District 75 inclusion program, is projected to serve 16-22 students in 2011-2012. As stated above, because P771K@I303 is an inclusion program, its students would be served in the same classrooms as I.S. 303 students. All space allocations for I.S. 303 also include space that is allocated to the students at P771K@I303K. Thus, the table below summarizes I.S. 303’s adjusted baseline allocation from the previous year since there is no anticipated enrollment change.

2012-2013: I.S. 303	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	23	9	5.0	0	0	0	5.0

In 2012-2013, the DOE projects that Rachel Carson HS will continue to serve 410-460 ninth through twelfth grade students and would continue to have 17 classes. The table below summarizes Rachel Carson HS’s adjusted baseline allocation from the previous year as there is no anticipated enrollment change.

2012-2013: Rachel Carson HS	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Adjusted Baseline Allocation	18	0	2.0	1	0	0	3.0

In 2012-2013, the second and final year of this temporary co-location proposal, Coney Island Prep will serve up to 350 students in 12 classes (including students with disabilities) per its charter.¹¹ The table below summarizes Coney Island Prep’s baseline Footprint:

2012-2013: Coney Island Prep	Full-size Class-rooms	Half-size Class-rooms	Administrative Spaces				
			Designed Admin	Full-size Space	Half-size Space	Quarter-Size	Total Admin

¹⁰ This number is subject to change pending final enrollment projections.

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

			(FSE)			Space	(FSE)
Baseline Footprint Allocation	13	1	0	2	0	0	2.0
Adjusted Baseline Allocation	14	0	0	2	0	0	2.0

The DOE has adjusted Coney Island Prep’s baseline allocation for the following reason:

- Traditionally, the DOE expects resource rooms to be programmed in half-size classrooms/spaces. Given the limited number of half-size classrooms in building K303 building and given location of Coney Island Prep in the building, the DOE has allocated additional full-size classroom/space instead of two half-size classroom space in order for Coney Island Prep to program their resource room space.

After I.S. 303, Rachael Carson HS and Coney Island Prep have received their respective adjusted baseline and baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building K303	Full-size Class-rooms	Half-size Class-rooms	Quarter- Size Class-rooms
Space In Excess of Baseline Allocations	1	2	1

2012-2013	Full-size Rooms	Half-size Rooms	Administrative Spaces				Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-Size Rooms	
			Designed Admin (FSE)	Full-size Spaces	Half-size Spaces	Quarter-Size Spaces				Total Admin (FSE)
I.S. 303	23	9	5.0	0	0	0	5.0	1	2	0
Rachel Carson HS	18	0	2.0	1	0	0	3.0	0	0	1
Coney Island Prep	14	0	0	2	0	0	2.0	0	0	0

As noted previously, this is a proposal to temporarily site Coney Island Prep in K303 for two years – the 2011-2012 and 2012-2013 school years. The DOE will evaluate the space available in K303 and other District 21 locations and will issue a new Educational Impact Statement EIS for the long-term siting of Coney Island Prep based on the most appropriate space available for the 2013-2014 school year and beyond.

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 K303. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how the population size of each co-located school will be used to determine a proportional allotment of time in each shared space. Building Councils are free to deviate from the proportional allotment of time to accommodate the specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. If such accommodation results in an alteration to the proportional distribution of space, the Building Council shall explain the basis for such alteration. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo which follows).

The DOE projects I.S. 303 to serve 685-715 students in 2011-2012. The DOE projects Rachel Carson HS to serve 410-460 students in 2011-2012. P771K@I303 will serve approximately 16-22 students in 2011-2012. Coney Island Prep will serve approximately 269 students in 2011-2012. P771K@I303 students are enrolled in I.S. 303 classes with general education students. For purposes of this BUP, I.S. 303's enrollment assumed that P771K@I303 students are enrolled at I.S. 303 and all space allocations for I.S. 303 also include space that is allocated to the District 75 Inclusion Program because students at P771K@I303K are served at I.S. 303. As Coney Island Prep's enrollment increases each year, this shared plan would be revised accordingly.

Space	Monday	Tuesday	Wednesday	Thursday	Friday	
Cafeteria (Capacity: 424)	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am-1:20pm Coney Island Prep 11:08am -1:20pm Rachel Carson HS 1:23-2:05pm	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am -1:20 pm Coney Island Prep 11:08am -1:20 pm Rachel Carson HS 1:23-2:05 pm	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am -1:20 pm Coney Island Prep 11:08am-1:20 pm Rachel Carson HS 1:23-2:05 pm	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am-1:20 pm Coney Island Prep 11:08am-1:20 pm Rachel Carson HS 1:23-2:05 pm	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am-1:20 pm Coney Island Prep 11:08am-1:20 pm Rachel Carson HS 1:23-2:05 pm	Breakfast I.S. 303 7:20-8:40am Rachel Carson HS 7:20-8:40am 10:23-11:05am Coney Island Prep 7:20-8:40am Lunch I.S. 303 11:08am-1:20 pm Coney Island Prep 11:08am-1:20 pm Rachel Carson HS 1:23-2:05 pm
Library	I.S. 303 9:00–10:45am Coney Island Prep 10:50am-12:30pm Rachel Carson HS 12:35-2:20pm	I.S. 303 9:00–10:45am Coney Island Prep 10:50am-12:30pm Rachel Carson HS 12:35-2:20pm	I.S. 303 9:00–10:45am Coney Island Prep 10:50am-12:30pm Rachel Carson HS 12:35-2:20pm	I.S. 303 9:00–10:45am Coney Island Prep 10:50am-12:30pm Rachel Carson HS 12:35-2:20pm	I.S. 303 9:00–10:45am Coney Island Prep 10:50am-12:30pm Rachel Carson HS 12:35-2:20pm	
Gymnasium 1 (Capacity: 338)	I.S. 303 8:40-11:05am 1:23-2:50pm	I.S. 303 8:40-11:05am 1:23-2:50pm	I.S. 303 8:40-11:05am 1:23-2:50pm	I.S. 303 8:40-11:05am 1:23-2:50pm	I.S. 303 8:40-11:05am 1:23-2:50pm	
Gymnasium 2 (Capacity: 338)	Rachel Carson HS 11:08am-1:20pm ¹² Coney Island Prep 1:23-2:50pm	Rachel Carson HS 11:08am-1:20pm Coney Island Prep 1:23-2:50pm	Rachel Carson HS 11:08am-1:20pm Coney Island Prep 1:23-2:50pm	Rachel Carson HS 11:08am-1:20pm Coney Island Prep 1:23-2:50pm	Rachel Carson HS 11:08am-1:20pm Coney Island Prep 1:23-2:50pm	
Auditorium (Capacity: 416)	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	Building Council will coordinate scheduling based on programmatic needs.	
Other: Outdoor school yard ¹³	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am-1:20pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am-1:20pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am-1:20pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am-1:20pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am-1:20pm	

¹² Rachel Carson could alternate the programming of its physical education classes amongst its staggered start sections.

¹³ Decisions regarding school-specific programming of shared spaces must be made by the school's principal. For example, Rachel Carson HS's principal may choose to split and alternate its students amongst the library, the outdoor school yard, and the gymnasium.

	Coney Island Prep 1:23-2:50pm				
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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 Coney Island Prep will be part of the K303 School Safety Committee. As a member of the School Safety Committee, the leader/designee of Coney Island Prep 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 Coney Island Prep will be addressed on an ongoing basis. Moreover, the Safety Plan for the K303 school building will be modified as appropriate to meet any changing security needs associated with the co-location. Coney Island Prep will enter information in the building K303’s overall Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team that will consist of trained staff members from each of the campus’ schools, and which is activated when emergencies or large building-wide events occur. The members of this team must be identified and listed in the School Safety Plan.

The completed Safety Plan for the K303 school building will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School’s Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2010,¹⁴ co-located schools on campuses must actively participate in a Building Council, which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the Building Council. The Building Council shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or eligible District 75 programs by the principals of the schools and/or eligible programs, as set forth in Chancellor’s Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the Shared Space Committee is to review the implementation of the Building

¹⁴ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under “Key Documents”.

Utilization Plan once it has been approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the Shared Space Committee shall review implementation of the current building space plans in place at those buildings. The Shared Space Committee will meet minimally four times per year.

The Shared Space Committee will be comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such Shared Space Committee members shall be selected by the corresponding constituent member of the SLT of the school. Charter school leaders will work with their constituencies to select the parent and teacher representing that school. Shared Space Committee agendas and minutes shall be shared with the Building Council. Shared Space Committee members may be asked to communicate with their constituencies about the Building Utilization Plan and its campus implementation.

Proposed Collaborative Decision Making Strategy

Building Council members are equal partners in shaping the educational environment; they share responsibility and accountability for building administration, communication and culture. They must respect each other's unique culture and simultaneously make and communicate shared decisions that are good for all students and schools on the campus. They make decisions by consensus and they work to ensure collaboration on all campus implementation issues. To the extent that the Building Council cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.