

## AMENDED REVISED BUILDING UTILIZATION PLAN

As described in greater detail in the attached amended Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to re-site Coney Island Preparatory Charter School (84K774, “Coney Island Prep”), an existing charter school that currently serves fifth and sixth grade, from its current location and temporarily co-locate that school 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”), and 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’s inclusion program (75K771, “P771K@I303”). The DOE is proposing to re-site and temporarily co-locate Coney Island Prep in K303 for two years because Coney Island Prep cannot remain in its current location and continue to expand to serve additional grades in 2011-2012.

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 program. In an inclusion program, 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’s classes with general education students. For purposes of this revised Building Utilization Plan (“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 inclusion program because students at P771K@I303K are served at I.S. 303. As stated below, the District 75 administrative office occupies one full-size classroom/space and one half-size classroom/space, which may be used for pull-out services if necessary.

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 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.

This BUP was revised on March 19, 2011 to reflect updated information about the shared spaces in K303. In the original BUP, the full-size science demonstration lab and the full-size science lab were not considered shared spaces, and thus, they were included mistakenly amongst the rooms that could be allocated to the co-located schools in the building. They have now been reclassified as shared spaces. Additionally, the original BUP listed specialty rooms, such as the music room, dance room, computer lab, and designed court room, as shared spaces. However, these rooms are not currently allocated as shared spaces; rather, these rooms are currently allocated to I.S. 303. In the revised BUP, these specialty rooms continue to be allocated to I.S. 303 and, therefore, are not treated as shared spaces. As a result, the total number of rooms to be allocated to the schools co-locating in the building increased from 59 full-size classrooms to 61 full-size classrooms, and the shared space schedule was adjusted appropriately. As a result of these adjustments, the total number of rooms allocated to I.S. 303 will increase. The total number of rooms allocated to Rachel Carson HS and Coney Island Prep did not change.

This amendment to the revised BUP includes additional information related to the shared space schedule. As described in this document, the final shared space schedule will be collaboratively finalized by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

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”)<sup>1</sup> 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 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 instructional rooms, which count towards a school’s capacity, 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, and are not counted toward a school’s capacity.

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 classrooms<sup>2</sup> 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.

<sup>1</sup> 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](http://schools.nyc.gov/NR/rdonlyres/8CF30F41-DE25-4C30-92DE-731949919FC3/87633/NYCDOE_Instructional_Footprint_Final9210TNT.pdf).

<sup>2</sup> 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.

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,<sup>3</sup> one full-size science demonstration lab, one full-size science lab, 14 half-size classrooms/spaces,<sup>4</sup> the equivalent of 7.0 rooms of designed administrative office/space, and four quarter-size rooms which can be utilized as administrative offices/spaces.<sup>5</sup> Building K303 also contains two gymnasiums, an auditorium, lunchroom, library and a school yard. The below spaces are occupied by Community Based Organizations (“CBOs”), are shared spaces, or contain building services:

- The District 21 Food Services Offices occupies two half-size spaces.
- The Community Education Council for District 21 occupies one quarter-size space.
- The District 21 Office occupies one full-size space.
- The District 75 administrative office occupies one full-size classroom/space and one half-size classroom/space.
- The Science Lab, which is one full size classroom/space, will be shared amongst the co-locating schools.
- The Science Demonstration lab, which is one full size classroom/space, will be shared amongst the co-locating schools.
- The nurse’s office occupies one quarter-size space.
- The custodian’s office occupies one quarter-size space.

Excluding the rooms above, there are 61 full-size classrooms/spaces, 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. As discussed earlier, the music room, dance room, computer lab and designed court room, which had been included amongst the shared spaces in the original BUP, have been removed from the list of shared spaces and instead will be allocated to I.S. 303. Also, the science lab and science demonstration lab are now considered shared spaces.

#### 2010-2011

In 2010-2011, I.S. 303 currently enrolls 727 students in 30 classes/sections (including students with disabilities).<sup>6</sup> 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@I303.

The DOE notes that, unlike most middle schools, I.S. 303’s sixth and seventh grade students do not move from class to class for different subjects. 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, etc. Thus, the current sixth and seventh grade classes are programmed similar to an elementary school, and as such use comparable space. According to I.S. 303’s Comprehensive Education Plan,<sup>7</sup> I.S. 303 implemented this instructional organization beginning in the 2005-2006 school year after it had been designated a “School Planning for Restructuring” by the New York State Education Department.<sup>8</sup>

<sup>3</sup> Full-size classrooms have an area of 500 square feet or more.

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

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

<sup>6</sup> Source: 2010 audited register data

<sup>7</sup> A school’s Comprehensive Educational Plan is developed by a school’s principal and School Leadership Team, and it is the school’s annual instructional plan.

<sup>8</sup> According to the New York State Education Department, a school is designated “School Planning for Restructuring” if it failed to make Average Yearly Progress on its accountability measure after it had been identified as a “School in Corrective Action.” Schools designated “School Planning for Restructuring” must develop a plan for restructuring the school.

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				
			Designed Admin (FSE) <sup>9</sup>	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	23	9	5.0	0	0	0	5.0
Current Space Allocation	42	11	5.0	0	0	0	5.0

In 2010-2011, Rachel Carson HS currently enrolls 454 students in 17 classes/sections.<sup>10</sup> 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				
				Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
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 one half-size classroom space in order for Rachel Carson HS to program their resource room activities.

As demonstrated in the table above, I.S. 303 is currently using several full size and half size classrooms in excess of its baseline allocation, and Rachel Carson HS is using one quarter size room over its 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	19	2	1

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 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@I303. Thus, the table below summarizes I.S. 303's adjusted baseline allocation from the previous year as there is no anticipated enrollment change.

As noted above and described in the amended EIS, this proposal would not require I.S. 303 to change the way in which it currently serves its middle schools students. If this proposal is approved, I.S. 303 would continue to receive its baseline allocation of rooms, but it would no longer receive as many excess rooms as it has in the past. Thus, I.S. 303 may determine that the space allocated to the school in the building would be better utilized by programming the school's classes as other middle schools do, rather than keeping its sixth and seventh grade students in the same classroom all day.

<sup>9</sup> FSE refers to full-size equivalent rooms that may be used for administrative purposes.

<sup>10</sup> Source: 2010 audited register data

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	
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.<sup>11</sup> 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. If the proposal is approved, given the limited number of half-size classrooms in building K303 and Coney Island Prep's possible location in the building, the DOE has allocated one additional full-size classroom/space instead of one half-size classroom space in order for Coney Island Prep to program their resource room activities.

After I.S. 303, Rachel 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:

2011-2012: Building K303	Full-size Class-rooms	Half-size Class-rooms	Quarter-Size Classrooms
Space In Excess of Baseline Allocations	6	2	1

The DOE anticipates that I.S. 303 will lose a large number of excess rooms as a result of this proposal and will need to operate closer to its baseline Footprint allocation. The DOE is also aware that this adjustment will initially be difficult, and is, therefore, allocating the six excess full-size classrooms and two half-size classrooms to I.S. 303 for the 2011-2012 school year to support I.S. 303 as it transitions to operating closer to its baseline allocation of space.<sup>12</sup> 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	6	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

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

<sup>12</sup> This number is subject to change pending final enrollment projections.

In total, I.S. 303 will be allocated 29 full size spaces, 11 half size spaces, and 5.0 designed administrative spaces; Rachel Carson HS will be allocated 19 full size spaces, 2.0 designed administrative spaces and one quarter size room; and Coney Island Prep will be allocated 13 full size rooms. Compared to its current allocation as described above, I.S. 303 will be operating closer to the baseline allocation and occupy 13 fewer total full-size classrooms than in 2010-2011.

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@I303. 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				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
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				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 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.<sup>13</sup> 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				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
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. If the proposal is approved, given the limited number of half-size classrooms in building K303 and given the possible location of Coney Island Prep in the building, the DOE has allocated an additional full-size classroom/space instead of one half-size classroom space in order for Coney Island Prep to program their resource room activities.

<sup>13</sup> Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

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	3	2	1

The DOE anticipates that I.S. 303 will lose a large number of excess rooms as a result of this proposal and will 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 three full-size classrooms and two half-size classrooms to I.S. 303 for the 2012-2013 school year to support I.S. 303 as it transitions to operating closer to its baseline allocation of space.<sup>14</sup> The full 2012-2013 room allocation plan is summarized below:

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	3	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

In total, I.S. 303 will be allocated 26 full size spaces, 11 half size spaces and 5.0 designed administrative spaces; Rachel Carson HS will be allocated 19 full size spaces, 2.0 designed administrative spaces and one quarter size space; and Coney Island Prep will be allocated 16 full size spaces. Compared to its current allocation as described above, I.S. 303 will be operating closer to the baseline allocation and occupy 16 fewer total full-size classrooms than in 2010-2011.

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 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 EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed plan illustrates how population size and other relevant factors of each co-located school will be used to determine the allocation 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).

<sup>14</sup> This number is subject to change pending final enrollment projections.

The below proposed schedule is based on projected enrollment for each organization, the existing 2009-2010 Campus Audit Template- submitted by the current organizations in the K002 building, current lunch schedules as described on the DOE School Food website, total capacity of each shared space, and the State Education Department's minimum requirements for library, physical education, arts, and health, depending on grade levels served<sup>15,16</sup>. The proposed schedule ensures that all schools will meet the minimum requirements for library, physical education, arts, and health. To the extent feasible, space is allocated in a manner that allows schools currently using the space to continue using it on a similar schedule next year. However, because Coney Island Prep is being co-located in the building for the first time, it may be necessary to shorten some of the times that are currently allocated to each of the schools using the shared space so that all students in the building can be accommodated.

For each shared space, the DOE applies some or all of the factors described above to develop a proposed plan that allocates time in each space equitably. These factors are applied to the distribution of time in each shared space as follows:

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's projected enrollment, capacity of the cafeteria, current use and grade levels served. Each organization will be able to accommodate its students in the cafeteria with this proposed allocation of time. The cafeteria schedule below is identical to the current cafeteria schedules for I.S. 303 and Rachel Carson HS. As described above, Coney Island Prep's cafeteria access is allotted after taking the existing schedule into consideration. Each organization will be able to accommodate its students in the cafeteria with this proposed allocation of time. In this case, this results in 2 or more organizations overlapping in the cafeteria. The playground time is matched to the cafeteria schedule to provide schools with the option of offering students a recess during their lunch period.
- There are no State Education minimum requirements for the library for high schools, or for the fifth or sixth grades. However, seventh and eighth graders are required to have one period per week in the library. In order to meet this requirement, I.S. 303 is allocated an equal amount of time to the library as Rachel Carson HS, and Coney Island Prep is allotted almost the same amount of time, with a difference of five fewer minutes. The State Education minimum requirements for library time will be met by all schools.
- As discussed previously, when creating the proposed shared space schedule, the intention is to minimize the disruption of the current operating schedules and ensure that the minimum State Education Department's requirements are fulfilled. If this shared space plan is approved, Rachel Carson HS would have the greatest amount of time for the science lab due to state mandated minimum science requirements for high school students, and I.S. 303 would continue to have some access to the science lab because it also offers Regents level science courses. The State Education Department mandates that as a prerequisite for admission to the Regents examination in Earth Science, students must successfully complete 1,200 minutes of laboratory experience with satisfactory written reports for each laboratory investigation.<sup>17</sup> According to the 2011-12 Directory of New York City Charter Schools, Coney Island Prep does not offer Regents level science courses, and therefore does not require access to the science lab, which is not mandated by the state for middle school grade levels. Given that Coney Island Prep does not have access to the Science Lab, they are allocated additional time in the science demo room. Since I.S. 303 and Rachel Carson HS have access to the science lab, they receive a smaller allotment of time in the science demo room. A science demo room and science lab may both be utilized as instructional spaces. A science demo room is configured for the instructor to demonstrate experiments at the front of the room, whereas a science lab is configured for hands-on science experiments utilizing science equipment by multiple students.<sup>18</sup>
- Since I.S. 303 has the greatest projected enrollment, it is allocated the greatest amount of time in the gym. I.S. 303 is allocated sole access to one of the two gymnasiums in K303 building. Coney Island Prep and Rachel Carson will share the use of the second gymnasium. The scheduled time below reflects the current gym schedule for Rachel Carson HS and meets the minimum state requirements for high school gym. Similarly, Coney Island Prep's gym

<sup>15</sup> Campus Audits are submitted by each Building Council on an annual basis to the Senior Supervising Superintendents Office. The Campus Audit documents the collective planning and implementation of Building Council decisions such as shared space scheduling.

<sup>16</sup> <http://www.opt-osfns.org/osfns/>

<sup>17</sup> <http://www.p12.nysed.gov/ciai/mst/sci/lis.html>

<sup>18</sup> <http://schools.nyc.gov/Offices/SCA/DoingBusiness/AE/RoomLayouts/SCARoomDetails.htm#grp3>

allotment will allow it to meet the minimum state requirements for middle school gym and is approximately proportional to its enrollment.

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 revised 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 inclusion program because students at P771K@I303K are served at I.S. 303. As Coney Island Prep's enrollment increases each year, this shared space plan would be revised accordingly.

As described in the EIS, I.S. 303, Rachel Carson HS and Coney Island Prep currently offer extracurricular activities and sports. The use of shared spaces after school hours would be scheduled accordingly with the Building Council. As stated in the EIS, I.S. 303 and Rachel Carson HS would continue to offer extracurricular programs based on student interests, available resources, and staff support for those programs. The proposed co-location would not impact those opportunities, but it may change the way these programs are configured. For example, some activities may need to share classroom space or the scheduling of these activities may change as a result of greater demands on the available space during or after school hours.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 424)	BREAKFAST: <sup>19</sup> I.S. 303, Rachel Carson HS & Coney Island Prep 7:20-8:40am  LUNCH: Coney Island Prep 10:23-11:48am I.S. 303 11:08am-1:20pm Rachel Carson HS 11:53am-2:05pm	BREAKFAST: I.S. 303, Rachel Carson HS & Coney Island Prep 7:20-8:40am  LUNCH: Coney Island Prep 10:23-11:48am I.S. 303 11:08am-1:20pm Rachel Carson HS 11:53am-2:05pm	BREAKFAST: I.S. 303, Rachel Carson HS & Coney Island Prep 7:20-8:40am  LUNCH: Coney Island Prep 10:23-11:48am I.S. 303 11:08am-1:20pm Rachel Carson HS 11:53am-2:05pm	BREAKFAST: I.S. 303, Rachel Carson HS & Coney Island Prep 7:20-8:40am  LUNCH: Coney Island Prep 10:23-11:48am I.S. 303 11:08am-1:20pm Rachel Carson HS 11:53am-2:05pm	BREAKFAST: I.S. 303, Rachel Carson HS & Coney Island Prep 7:20-8:40am  LUNCH: Coney Island Prep 10:23-11:48am I.S. 303 11:08am-1:20pm Rachel Carson HS 11:53am-2:05pm
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 All Day	I.S. 303 All day	I.S. 303 All day	I.S. 303 All day	I.S. 303 All day
Gymnasium 2 (Capacity: 338)	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	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.

<sup>19</sup> Historically, only a fraction of I.S. 303, Rachel Carson HS and P771K@I303's students opt to have breakfast in K303's cafeteria.

Other: Outdoor school yard <sup>20</sup>	Coney Island Prep 10:23am-12:35pm I.S. 303 11:08am-1:20pm Rachel Carson HS 12:38-2:05pm				
Other: Science Lab	Rachel Carson HS 8:40am-12:32pm I.S. 303 Remainder of the Day	I.S. 303 8:40-11:05am Rachel Carson Remainder of the Day	I.S. 303 8:40-11:05am Rachel Carson Remainder of the Day	I.S. 303 8:40-11:05am Rachel Carson Remainder of the Day	Rachel Carson HS 8:40am-12:32pm I.S. 303 Remainder of the Day
Other: Science Demo	Coney Island Prep 8:40-11:05am Rachel Carson HS 11:08am -1:20pm I.S. 303 1:23-2:05pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am -1:20pm Coney Island Prep 1:23-2:05pm	Coney Island Prep 8:40-11:05am Rachel Carson HS 11:08am -1:20pm I.S. 303 1:23-2:05pm	I.S. 303 8:40-11:05am Rachel Carson HS 11:08am -1:20pm Coney Island Prep 1:23-2:05pm	Coney Island Prep 8:40-11:05am Rachel Carson HS 11:08am -1:20pm I.S. 303 1:23-2:05pm

### 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

<sup>20</sup> 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.

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,<sup>21</sup> 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 District 75 schools by the principals of the schools, 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 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.

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<sup>21</sup> Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".