

Category: **STUDENTS**

Issued: 10/7/10

Number: **A-190**Subject: SIGNIFICANT CHANGES IN SCHOOL UTILIZATION AND
PROCEDURES FOR THE MANAGEMENT OF SCHOOL
BUILDINGS HOUSING MORE THAN ONE SCHOOL

Page: 1 of 2

SUMMARY OF CHANGES

This regulation supersedes Chancellor's Regulation A-190 dated November 13, 2009.

Changes:

- Clarifies definition of "affected community school district" for purposes of proposed significant changes in school utilization at high schools (p. 1, § I.A).
- Clarifies definition of "affected students" to refer to students attending all of an impacted school's sites (p. 1, § I.C).
- Clarifies definition of "affected community education council ("CEC")" (p. 1, § I.D).
- Clarifies definition of "impacted community boards" (p.1, § I.E).
- Ensures that the definition of "parent" used in the regulation accords with the definition set forth in Chancellor's Regulation A-660 (p. 1, § I.F).
- Revises the term "significant change in school utilization" to include changes to District 75 school organizations, and clarifies that the term applies neither to changes to the placement or siting of programs such as gifted and talented programs in facilities currently utilized by schools or other programs, nor to the co-location of new schools opening in new construction or other facilities not currently utilized by the DOE (p. 1, § I.G).
- Adds a definition of the term "capital improvement or facility upgrade" in order to enable the DOE's compliance with the Amended Charter School Act (p. 1, § I.H).
- Adds new attachments setting forth sample guides for use in the creation of Educational Impact Statements ("EIS") and Building Usage Plans (p. 2, § II.A.1 and Attachment No. 1; pp. 2-3 § II.A.2(a)(ii) and Attachment No. 2).
- Adds new section specifying the information to be included in EISs involving the co-location of one or more charter schools with one or more non-charter schools (pp. 2-3, § II.A.2).
- Establishes new procedures for filing and disseminating copies of EISs to affected or impacted schools, parents, CECs, school leadership teams, and other appropriate bodies (pp. 3-4, § II.A.3).
- Establishes processes for scheduling, setting the agenda for, and providing notice of joint public hearings on proposed significant changes in school utilization (pp. 4-5, § II.B).
- Clarifies that a further joint public hearing is required after the Chancellor substantially revises an EIS (p. 5, § II.B.5).
- Establishes timeline on which significant changes in school utilization approved by the Panel for Education Policy may take effect (p. 6, § II.C.5).
- Establishes building councils in all public school buildings in which two or more schools are co-located, and establishes minimum meeting schedules and procedures for those building councils (pp. 6-7, § III.A).
- Establishes shared space committees in all public school buildings in which one or more charter schools is/are co-located with one or more non-charter schools, and specifies that DOE parent and teacher representatives on that committee shall be selected by the corresponding constituent member of the SLT at that school (p. 7, § III.B.1).

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Page: 2 of 2

- Specifies, as required by the Amended Charter School Act, that the Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building, and creates process by which co-located charter schools seek such authorization (pp. 7-8, § III.B.2).
- Further specifies that for any such capital improvements or facility upgrades authorized by the Chancellor, matching capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each co-located non-charter public school within the public school building within three months of such improvements or upgrades (pp. 7-8, § III.B.2).
- Revises the term "D75 program" to "D75 school organization" throughout the regulation.
- Clarifies which individuals or representatives of organizations are to receive notice of proposals and/or invitations to participate in joint public hearings.
- Updates the name of the contact office designated to receive inquiries regarding this regulation.

ABSTRACT

In 2009, the New York Education Law was amended to require a public review and comment process on all proposals by the Chancellor to close a school or make a significant change in school utilization. The law was also amended to give the New York City Board of Education (hereinafter referred to as the Panel for Educational Policy (PEP)) authority to approve all proposals by the Chancellor to close a school or make a significant change in school utilization. In 2010, the New York State Charter School Act of 1998 was also amended to require additional procedures in connection with the location or co-location of one or more charter schools in an existing public school building (the "Amended Charter School Act"). This revised regulation implements each of these amendments to the law.

I. DEFINITIONS

- A. For proposals concerning elementary, intermediate, and middle school grades, "affected community school district" shall refer to the community school district in which the school that is the subject of the proposal is located. For proposals concerning high school grades, the term shall mean the community school district within the geographical boundaries of which the school that is the subject of the proposal is located.
- B. The terms "affected school" and "impacted school" refer only to the individual instructional organization identified for direct action in the proposal and any school subject to a new co-location as a result of the proposed action. In the case of a proposal to expand the grade configuration of a school, the term shall also mean any schools co-located with the school being expanded.
- C. The terms "affected students" and "affected parents" refer to those students and parents of those students enrolled in any impacted school's sites at the time a proposal for a school closure or significant change in school utilization is made.
- D. The term "impacted Community Education Council" or "impacted CEC or Council" shall refer to the Community Education Council (CEC) representing the affected community school district.
- E. "Impacted community boards" shall include, for proposals concerning elementary, intermediate, and middle schools, those community boards whose boundaries fall within the geographic confines of the community school district in which the affected school is located. For proposals concerning high schools, the term shall include those community boards that are located within the community school district within the geographical boundaries of which the affected school is located.
- F. Consistent with the definitions in Chancellor's Regulation A-660, a "parent" is defined as the student's parent or guardian, or any person in a parental or custodial relationship to the student. The definition of parent includes: birth or adoptive parent, step-parent, legally appointed guardian, foster parent, and "person in parental relation" to a child currently attending a school.
- G. A "significant change in school utilization" shall mean the phase-out, grade reconfiguration, re-siting, or co-location of schools or District 75 school organizations in currently utilized school facilities. A "significant change in school utilization" shall not include changes to school-based programs, changes to zoning lines, or the placement/siting of programs such as gifted and talented programs, in facilities currently utilized by schools or other programs, nor shall the term include the co-location of new schools opening in new construction or other facilities not currently utilized by the DOE.

- H. A “capital improvement or facility upgrade” shall mean an addition or alteration to an existing building, which is permanent and is intended to increase a building’s value, beauty, or utility, or to adapt the building for a new purpose. Such addition or alteration becomes part of the existing building, or is intended to be permanently affixed to the existing building so that removal would cause material damage to the building or article itself. In addition to the foregoing, the following is a non-exhaustive list of additions or alterations that shall constitute facility upgrades: painting; the replacement of floor covering(s); the installation of electrical or computer network wiring; and the addition of window unit air conditioners. The Chancellor retains final authority to determine whether a given proposed project qualifies as a facility upgrade.

II. PROCEDURES FOR PUBLIC REVIEW AND COMMENT ON THE CHANCELLOR’S PROPOSALS FOR SCHOOL CLOSINGS AND CHANGES IN SCHOOL UTILIZATION

A. Educational Impact Statement

1. When the Chancellor proposes to close a school or make any significant change in school utilization (i.e., the phase-out, grade reconfiguration, re-siting, or co-location of schools) he or she shall prepare an educational impact statement (“EIS”)¹. Such EIS shall include, where applicable:
 - a. The current and projected student enrollment of the affected school;
 - b. The prospective need for such school building;
 - c. The ramifications of such school closing or significant change in utilization upon the community;
 - d. Initial costs and savings resulting from the school closing or significant change in utilization;
 - e. The potential disposability of any closed school;
 - f. The impact of the proposal on affected students;
 - g. An outline of any proposed or potential use of the school building for other educational programs or administrative services;
 - h. The effect of the school closing or change in utilization on personnel needs, the costs of instruction, administration, transportation, and other support services;
 - i. The type, age, and physical condition of the school building, maintenance, and energy costs, recent or planned improvements to such school building, and such building’s special features;
 - j. The ability of other schools in the affected community district to accommodate students following the school closure or change in utilization; and
 - k. Information regarding the school’s academic performance, including whether such school has been identified as Persistently Lowest Achieving, a School Under Registration Review, and/or under Differentiated Accountability Status (In Need of Improvement, Corrective Action, or Restructuring).
2. EISs Concerning the Location and/or Co-Location of a Charter School in an Existing Public School Building.
 - a. For any proposal to locate or co-locate a charter school in an existing public school building, an EIS must also include the following:
 - i. The rationale as to why such public school building has been identified for the location or co-location of the charter school; and

¹ Suggested guides for such EIS are appended to this regulation at Attachment No. 1. Because each proposal is unique, EISs will include information as appropriate in light of the particular circumstances surrounding a given proposal.

- ii. A building usage plan, which shall include, but need not be limited to, the following information (a suggested guide for a building usage plan is appended to this regulation as Attachment No. 2):
 - (a) The actual allocation and sharing of classroom and administrative space between the charter and non-charter school(s). The allocation shall specify the number and type of rooms to be assigned to each school in the building pursuant to the DOE's Instructional Footprint (the "Footprint"). The plan shall also specify the number and type of rooms not allocated pursuant to the Footprint. Any space not allocated pursuant to the Footprint shall be allocated in the plan 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, the physical location of the excess space within the building;
 - (b) A proposal for the collaborative usage of shared resources and spaces between the charter school and the non-charter schools, including but not limited to, cafeterias, libraries, gymnasiums and recreational spaces, including playgrounds, which assures equitable access to such facilities in a similar manner and at reasonable times to non-charter school students as provided to charter school students;
 - (c) Justification of the feasibility of the proposed allocations and schedules set forth in clauses (a) and (b) of this subparagraph and how such proposed allocations and shared usage would result in an equitable and comparable use of such public school building;
 - (d) Building safety and security;
 - (e) Communication strategies to be used by the co-located schools; and
 - (f) Collaborative decision-making strategies to be used by the co-located schools including the establishment of a shared space committee pursuant to § III.B.1. of this regulation.
 - iii. A revision of the building usage plan shall require PEP approval consistent with the requirements pursuant to subdivision seven of § 2590-g of the New York Education law.
 3. At least six months in advance of the first day of the school year in which the closure or change in utilization is to take effect, the Chancellor shall publish the EIS on the DOE's official internet website and make available a hard copy of the EIS in the main office(s) of the impacted school(s). The Chancellor shall also file a hard copy of the EIS with the PEP, the impacted Community Education Council (CEC), the impacted community boards, the community superintendent, the School Leadership Team(s) (SLT) of the impacted school(s), the Citywide Council on English Language Learners ("CCELL"), and the Citywide Council on Special Education ("CCSE"). For proposals concerning high schools, the Chancellor shall also file a hard copy of the EIS with the Citywide Council on High schools ("CCHS"), and for proposals concerning affected students who are enrolled in a District 75 ("D75") school organization, the Chancellor shall also file a copy of the EIS with the D75 Council. For proposals concerning high schools, the Chancellor shall also e-mail a copy of the EIS to all community boards and CECs in the borough in which the high school is located. Proper filing shall

consist of delivery or mailing by First Class Mail a hard copy of the EIS to the Chairperson of the PEP, the administrative assistant(s) of the impacted CEC(s), the president or representative of the impacted community board(s), the impacted community superintendent(s), the principal(s) of the impacted school(s) in his or her capacity as a member of the SLT, representatives of the CCELL and the CCSE, and, as appropriate, the presidents or representatives of the CCHS and the D75 Council.

4. The community superintendent of the community school district shall provide notice of such proposal and any subsequent revised proposal to all impacted parents, directly or via the affected school's administration. Such notice shall include information as to where a copy of the EIS or revised EIS, if applicable, may be obtained and the date and location of any joint public hearing on the proposal or revised proposal (see § II.B). In the case of a proposal concerning a high school, such notice to impacted parents shall be jointly provided by the community superintendent of the affected community school district and the High School Superintendent for the high school that is the subject of the proposal. In the case of a proposal concerning affected students enrolled in a D75 school organization, such notice to impacted parents shall be provided by the superintendent of D75.

B. Joint Public Hearing

1. For all proposals to close a school or to make a significant change in school utilization, the Chancellor² shall hold a joint public hearing with the impacted CEC and the SLT at the school that is the subject of the proposal. The CCELL and CCSE shall be invited to participate in the joint public hearing. In the case of proposals concerning high schools, the CCHS shall also be invited to participate in the joint public hearing. In the case of proposals concerning affected students who are enrolled in a D75 school organization, the D75 Council shall also be invited to participate in the joint public hearing.
2. Scheduling the Joint Public Hearing
 - a. Such joint public hearing shall be held no sooner than thirty (30) days, but no later than forty-five (45) days after the filing of the EIS.
 - b. Prior to the filing of the EIS, a person or office designated by the Chancellor shall propose potential dates and times for the joint public hearing to a president or representative of the impacted CEC and the principal of the impacted school in his capacity as the member of the SLT, and the presidents or representatives of the CCELL and the CCSE, and, in the case of a proposal concerning a high school or affected students enrolled in a D75 school organization, to the representative of the CCHS and D75 Council, as applicable. Each of these groups may indicate their availability on these dates and propose alternative dates. If no agreement on the date of the hearing can be reached prior to the filing of the EIS, the Chancellor or Chancellor's designee shall select a date on which the hearing may be conducted in a manner consistent with applicable statutory requirements.
3. Agenda for the Joint Public Hearing
 - a. Prior to the joint public hearing, a person or office designated by the Chancellor shall forward a proposed joint agenda for the joint public hearing to a president or representative of the impacted CEC, the principal(s) of the impacted schools(s) in his or her capacity as a member of the SLT, and the presidents or

² For proposed school closings, the public hearing shall be held by the Chancellor or Deputy Chancellor and the impacted CEC and SLT. In the case of a proposed significant change in school utilization, the hearing shall be held by the Chancellor or his or her designee and the impacted CEC and SLT.

representatives of the CCELL and CCSE, and the president or representative of the CCHS and D75 Council, as applicable. The CEC, SLT, CCELL, CCSE and the CCHS and/or D75 Council, as applicable, shall be given an opportunity to comment on the proposed joint agenda and to propose changes to such agenda.

- b. Such agenda shall include a brief presentation of the proposal by the Chancellor, the Chancellor's designee, and/or, in the case of a school closing proposal, a Deputy Chancellor. Such agenda shall on request include a brief presentation by the impacted CEC, the SLT of the impacted school(s), and the CCELL, CCSE, CCHS and/or D75 Council, as applicable. If agreement cannot be reached on the content of the agenda, the impacted CEC, the SLT of the impacted school(s) and the CCELL, CCSE, CCHS and/or D75 Council, as applicable, may utilize their allocation of time as they see fit, after the brief presentation of the proposal by the Chancellor, the Chancellor's designee, and/or, in the case of a school closing proposal, a Deputy Chancellor, and within the time constraints set forth below.

Any presentation by the Chancellor, Chancellor's designee or Deputy Chancellor, the CEC, the SLT, or the CCELL, CCSE, CCHS, or D75 Council, as applicable, shall be limited to a reasonable amount of time and shall not impinge on the public's opportunity to provide comment.

4. The Chancellor shall post notice of the joint public hearing on the DOE's official internet website and provide notice to all affected parents and students. In addition, the Chancellor shall notify the community boards and the elected state and local officials who represent the affected community district. All interested parties shall be given an opportunity to comment on the proposal.
5. After receiving public input, the Chancellor may exercise his or her authority to substantially revise the proposed school closing or change in utilization, provided the revised proposal does not impact any school other than those schools identified in the initial EIS. In the event the Chancellor decides to revise the proposal significantly, he or she shall prepare a revised EIS in the form set forth in § II.A.1 of this regulation. The revised EIS shall be published on DOE's official internet website and a copy shall be filed with the impacted CEC, the impacted community boards, the community superintendent, the SLT of the impacted school, and the CCHS and/or CCSE and D75 Council, as applicable, in the manner set forth in § II.A.3. No sooner than fifteen days following the filing of such revised EIS, the Chancellor or Deputy Chancellor, or in the case of a significant change in school utilization the Chancellor or his or her designee, shall hold a joint public hearing pursuant to § 2590-h(2-a)(d-1) of the New York Education Law.

C. Approval by the PEP

1. The Chancellor shall submit all proposals for school closings or significant changes in school utilization to the PEP for approval.
2. Pursuant to § 2590-g(8)(a) of the New York Education Law, before the PEP can approve any proposal for a school closing or significant change in school utilization, the public shall be given an opportunity to submit comments on the proposal. At least forty-five (45) days in advance of the PEP's vote on such proposal, the PEP shall publish a notice of the proposal on the DOE's official internet website and specifically circulate the notice to all community superintendents, CECs, community boards, and SLTs. Such notice shall include:
 - a. A description of the subject, purpose, and substance of the proposal;
 - b. Information as to where the full text of the EIS may be obtained;

- c. The name, office, address, e-mail address, and telephone number of a city district representative knowledgeable on the item under consideration from whom any information may be obtained concerning such proposal;
 - d. The date, time, and place of any hearing on the proposal;
 - e. The date, time, and place of the PEP meeting at which the PEP will vote on the proposal; and
 - f. Information as to how to submit oral or written comments regarding the proposal.
3. If the Chancellor's proposal for a school closing or significant change in school utilization is substantially revised at any time following public notice of the proposal by the PEP, the PEP shall issue a revised public notice at least fifteen (15) days in advance of any PEP vote on the proposal. The revised public notice shall include:
 - a. A description of the subject, purpose, and substance of the revised proposal;
 - b. Identification of all substantial revisions to the proposal;
 - c. A summary of all public comments received on the proposal following the initial public notice;
 - d. Information as to where the full text of the revised EIS may be obtained;
 - e. The name, office, address, e-mail address, and telephone number of a city district representative knowledgeable on the item under consideration from whom any information may be obtained concerning such proposal;
 - f. The date, time, and place of any hearing on the revised proposal;
 - g. The date, time, and place of the PEP meeting at which the PEP will vote on the revised proposal; and
 - h. Information as to how to submit oral or written comments regarding the revised proposal.
4. After the period for public comment has ended and before the PEP votes on the proposal, the PEP shall publish on the DOE's official internet website an assessment of all public comments concerning the proposal received prior to twenty-four (24) hours before the PEP meeting at which the proposal is subject to a vote. Such assessment shall include:
 - a. A summary and analysis of the issues raised and significant alternatives suggested;
 - b. A statement of the reasons why any significant alternatives were not incorporated into the proposal;
 - c. A description of any changes made to the proposal as a result of public comments received; and
 - d. Information as to where the full text of the EIS or revised EIS may be obtained.
5. Proposals approved by the PEP pursuant to paragraph (e) of subdivision (2-a) of § 2590-h of the New York Education Law shall not take effect until all applicable provisions of this regulation have been satisfied and the school year in which the PEP granted approval has ended.

III. PROCEDURES FOR THE MANAGEMENT OF PUBLIC SCHOOL BUILDINGS HOUSING MORE THAN ONE SCHOOL OR PROGRAM

A. Building Councils

1. A building council shall be established at each public school building in which two or more schools are co-located, or in which one or more schools is co-located with a D75

school organization. The building council shall be comprised of the principal of each non-charter co-located school or D75 school organization (or the assistant principal of the D75 school organization), and a representative designated by each co-located charter school. They shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools and programs in the building and the safety of the students they serve.

In the event that a building council cannot reach resolution on an issue, the dispute resolution procedures set forth in the Campus Policy Memo and Procedures, available at <http://schools.nyc.gov/community/campusgov>, shall be applicable.

2. The building council will create and maintain agendas and minutes of their meetings, as well as certain other records related to the management of the school building, in the manner set forth in the Campus Policy Memo and Procedures, available at <http://schools.nyc.gov/community/campusgov>.
- B. Charter Schools Co-Located with One or More Non-Charter Schools or Certain D75 School Organizations
1. Shared Space Committees
 - a. A shared space committee shall be established in each public school building in which one or more charter schools are co-located with one or more non-charter public schools or a D75 school organization. The shared space committee shall be comprised of the principal (or an assistant principal of the D75 school organization), a teacher, and a parent from each co-located school or D75 school organization. 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 at that school.
 - b. Such committee shall meet at least four times per school year. With respect to charter schools whose location or co-location in a public school building was approved by the PEP after the effective date of the Amended Charter School Act (i.e., May 28, 2010), the shared space committee shall review implementation of the building usage plan developed by the Chancellor and 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 plan in place at those buildings.
 2. Capital Improvements and Facility Upgrades
 - a. The Chancellor or his/her designee must first authorize in writing any proposed capital improvement or facility upgrade in excess of five thousand dollars, regardless of the source of funding, made to accommodate the co-location of a charter school within a public school building. The Chancellor or his/her designee may condition such authorization on the receipt from the requesting entity of funding up to the amount necessary to fund the capital improvements or facility upgrades that must be made to each non-charter school within the public school building to meet the requirement of paragraph d of subdivision 3 of § 2853 of the Education Law. The costs of both labor and supplies shall be included in the calculation of the cost of a proposed capital improvement or facility upgrade. All work undertaken and supplies purchased as part of a single project shall be considered in the calculation of the cost of a proposed capital improvement or facility upgrade. For any such improvements or upgrades that have been approved by the Chancellor, capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter

school for each non-charter school within the public school building. For any capital improvements or facility upgrades in excess of five thousand dollars that have been approved by the Chancellor, regardless of the source of funding, made in a charter school that is already co-located within a public school building, matching capital improvements or facility upgrades shall be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building within three months of such improvements or upgrades.

b. Approval Process

- i. All proposed capital improvements and facility upgrades must be submitted in writing to the building's building council and shared space committee before submission to the Division of Operations. The written proposal must be submitted to the Division of Operations, or other designated office, at least 15 school days prior to the proposed date of the project's commencement. A charter school's funding for a proposed capital improvement or facility upgrade must be secured at the time of submission.
- ii. The Division of Operations, or its designee, shall review the charter school's application for approval of its proposed capital improvement or facility upgrade and make recommendations regarding approval to the Chancellor or his/her designee.
- iii. The Chancellor or his designee shall notify the charter school's operator and the co-located non-charter schools of the decision to grant or deny approval of the proposed capital improvement or facility upgrade.
- iv. Any changes to the original proposed scope of the charter school's capital improvement or facility upgrade must be approved by the Chancellor or his/her designee in advance of implementing the change in the scope of work.
- v. Any charter school which proceeds with a capital improvement or facility upgrade that has not been approved by the Chancellor or his/her designee shall be responsible for funding improvements or upgrades to be made in an amount equal to the expenditure of the charter school for each non-charter public school within the public school building within three months of the charter school's improvements or upgrades. The Chancellor may also choose to exercise any other remedy available by law.

c. Appeals

Once a proposal to locate or co-locate a charter school within a public school building and its accompanying building usage plan have been approved by the PEP, the proposal and/or implementation of and compliance with the building usage plan may be appealed to the Commissioner of Education pursuant to § 2853(3)(a-5) of the New York Education Law.

IV. PROCEDURES FOR EMERGENCY SCHOOL CLOSINGS AND SIGNIFICANT CHANGES IN SCHOOL UTILIZATION

- A. The Chancellor may temporarily close a school or adopt a significant change in a school's utilization on an emergency basis if he or she determines such action is immediately necessary to preserve student health, safety, or general welfare.
- B. The Chancellor shall provide a written statement setting forth the reasons for the emergency action and shall publish such statement on the DOE's official internet website.

- C. An emergency closing or change in utilization shall only remain in effect for up to six months, during which time the Chancellor shall comply with the requirements set forth in this regulation. Before an emergency closing or significant change in utilization can extend beyond the six-month period, all requirements of this regulation must be met.

V. **EFFECTIVE DATE**

This regulation shall take effect on the day following approval by the PEP.

VI. **INQUIRIES**

Inquiries pertaining to this regulation should be addressed to:

Telephone:
212-374-5049

Division of Portfolio Planning
NYC Department of Education
52 Chambers Street – Room 405
New York, NY 10007

Fax:
212-374-5581

Portfolio@schools.nyc.gov



The Phase-Out and Eventual Closure of School Name (DBN)

I. Summary of Proposal

- Identifying information:
 - o School name, code and grades served
 - o Community School District, building code and address
 - o Currently co-located schools (if applicable)
- Description of the action to be taken as a result of the proposal:
 - o Provide information about the implementation of the proposal including the grade(s) that will phase out each year and the year the school will be closed
- Rationale for the proposed action:
 - o Description of accountability criteria that informed the phase-out proposal
 - o Explanation of Persistently Lowest Achieving designation (if applicable)
 - o Where possible, summarize significant steps taken by DOE to improve school performance before decision to seek phase-out was reached
 - o Provide school performance information that led to proposal and involvement of community prior to recommendation

II. Proposed or Potential Use of Building

- Information about the building:
 - o Capacity
 - o Current utilization
- Description of the proposed use of the building
 - o If the proposed use of the building includes the siting of an additional school, refer to the EIS for that proposed co-location

III. Impact of the Proposal on the Impacted Students, Schools and Community

a. Students

- The impact on the students currently enrolled in the phase out school:
 - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
 - o Explain enrollment options available to current students enrolled in the school including if students have an opportunity to transfer out of the school
 - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs, and SE & ELL programs

- available to current students that are proposed as part of the proposal (if applicable)
- If applicable, describe any other significant programmatic changes at the school that are proposed as part of the proposal
- The impact on the students that would have enrolled in the phase-out school:
- Explain the next steps for students who included the phase-out school on their High School Application
 - If the school is zoned, explain the impact on families residing in the zone
 - Describe the alternative options for students. List schools (at relevant grade levels) located in the community in which the phasing out school is located, and provide the following for each of these schools:
 - Name
 - DBN
 - Address
 - Enrollment data
 - Building capacity/utilization
 - Demand data (where applicable)
 - Eligibility criteria of programs offered
 - SE and ELL data
 - Available High School Admissions Programs, CTE Pathways or Middle School Choice programs where applicable
 - Site accessibility
 - Accountability information
 - Impact on available programs:
 - List High School Admissions programs, CTE Pathways and Middle School Choice programs (where applicable) available at the proposed phase-out
 - List schools (at relevant grade levels) that offer similar High School Admissions programs, CTE pathways and Middle School Choice programs, where applicable
 - If the building is fully accessible, explain how students requiring a fully accessible building will be accommodated

b. Schools

- The impact of the proposal on the schools in the building:
- Number of seats being eliminated in the building as a result of the phase-out
 - Projected utilization of the building
 - Number of projected new seats in the building
 - Description of any proposed new schools in the building (reference the separate EIS which will be created). Include the following information:
 - Name
 - DBN

- Address
- Projected entering enrollment
- Selection criteria (if applicable)
- Types of High School Admissions programs, CTE Pathways or Middle School Choice programs (if applicable)
- For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
- List planned capital improvements or facilities upgrades, if applicable

c. Community

- In the aggregate, describe the impact of the proposal on the community:
 - Impact on available seats and surrounding schools:
 - Enrollment trend
 - Capacity need
 - Estimated number of seats being eliminated in community as a result of phase-outs and truncations.
 - Estimated number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
 - List of proposed new schools (at relevant grade levels) in the community (whichever is applicable) and provide the following information:
 - Name
 - DBN
 - Address
 - Projected entering enrollment
 - Selection criteria (if applicable)
 - Types of High School Admissions programs, CTE Pathways and Middle School Choice programs (if applicable)
 - Describe the alternative options for students. List schools (at relevant grade levels) located in the community in which the phasing out school is located, and provide the following for each of these schools:
 - Name
 - DBN
 - Address
 - Enrollment data
 - Building capacity/utilization
 - Demand data (where applicable)
 - Eligibility criteria of programs offered
 - SE and ELL data

- Available High School Admissions programs, CTE Pathways and Middle School Choice programs, where applicable
- Site accessibility
- Accountability information
- Impact on availability of programs:
 - List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed phase-out
 - List schools that have offer similar High School Admissions programs, CTE Pathways and Middle School Choice programs
- History and Community Use
 - State when school opened
 - Describe the likely effect, if any, of proposed phase-out on the ability of community members to obtain school building use permits at the phase-out location pursuant to section 414 of the Education Law

IV. Enrollment, Admissions and School Performance Information

- For each impacted school, provide the following:
 - Enrollment data
 - Current enrollment and grades served
 - Projected enrollment of new schools (if applicable)
 - Admissions and eligibility criteria
 - Demographic information
 - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
 - Performance data:
 - Progress Report grade
 - Graduation rate and/or ELA/Math scores
 - State Accountability Status
 - Average attendance and link to attendance report

V. Initial Costs and Savings

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

a. Personnel Needs

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

b. Costs of Instruction

- State the per capita funding amount and any additional funding the school will receive

c. Administration

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

d. Transportation

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

e. Other Support Services

VII. Building Information

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
 - o Labor:
 - o Materials:
 - o Maintenance and repair contracts:
 - o Service contracts:
 - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
 - o Electric
 - o Gas
 - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



The Co-location of New School Name (DBN) with Existing School Name(s) (DBN)

I. Summary of Proposal

- Identifying information:
 - o New school name, code, charter or non-charter status and grades served
 - o Projected enrollment of new school for first year of implementation and at scale
 - o If a charter school, identify the authorizer
 - o Existing school name(s), DBN, and grades served
 - o Community School District, building code and address
- Description of the action to be taken as a result of the proposal:
 - o Provide information about the implementation of the proposal including the grade(s) and the number of students added each year as the new school phases-in
- Description of the new school
- Rationale for the proposed action
 - o Explain the need for the co-location, and how the proposal addresses that need

II. Proposed or Potential Use of Building

- Information about the building:
 - o Capacity
 - o Current utilization
- Description of the proposed use of the building

III. Impact of the Proposal on the Impacted Students, Schools and Community

a. Students

- The impact on the students currently enrolled in the building:
 - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
 - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal (if applicable)

- If applicable, describe any other significant programmatic changes at the school

b. Schools

- The impact of the proposal on the schools in the building:
 - For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
 - Include a description of the proposed space allocation for the existing school(s) and new school each year for the duration of the proposed co-location or until the new school is at scale. If the new school is a charter school, include reference to the proposed Building Utilization Plan.
 - Indicate accessibility of specialty classrooms (i.e. computer labs, science labs) for each respective school
 - Describe the impact on shared spaces such as the gymnasium, cafeteria, library, and playground. Include an example of how such space can be shared between or among the proposed co-located schools
 - Describe the impact on the building's safety and security plan.
 - List planned capital improvements or facilities upgrades, if applicable

c. Community

- In the aggregate, describe the impact of the proposal on the community:
 - Impact on available seats and surrounding schools:
 - Enrollment trend
 - Capacity need
 - Number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
 - Impact on availability of programs:
 - List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed new school
 - Describe the likely effect, if any, of proposed co-location on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

IV. Enrollment, Admissions and School Performance Information

- For each impacted school, provide the following:
 - Enrollment data

- Current enrollment and grades served
- Projected enrollment of new schools (if applicable)
- Admissions and eligibility criteria
- Demographic information
- For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
- Performance data:
 - Progress Report grade
 - Graduation rate and/or ELA/Math scores
 - State Accountability Status
 - Average attendance and link to attendance report

V. Initial Costs and Savings

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

a. Personnel Needs

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

b. Costs of Instruction

- State the per capita funding amount and any additional funding the school will receive

c. Administration

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

d. Transportation

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

e. Facilities Upgrades (if charter school)

- Per the New York State Charter Schools Act of 1998 (as amended May 2010), any capital improvement or facility upgrade (in excess of \$5,000) made to a co-located charter school requires matching capital improvements or facility upgrades to each non-charter public school in the building. For more information on how proposed upgrades are evaluated please refer to Chancellor's Regulation A-190

f. Other Support Services

VII. Building Information

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
 - o Labor:
 - o Materials:
 - o Maintenance and repair contracts:
 - o Service contracts:
 - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
 - o Electric
 - o Gas
 - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



The Re-Siting of School Name (DBN) from Building Name (Code) to Building Name (Code)

I. Summary of Proposal

- Identifying information:
 - o Re-locating school name, code, charter or District
 - o Projected enrollment for first year of implementation (if school is phasing-in) and at scale, grades currently served (if phasing-in) and grades to be served at scale
 - o If a charter school, identify the authorizer
 - o Current Community School District, building code and address
 - o Proposed new Community School District, building code and address
 - o Existing co-located school name(s), code, and grades served
- Description of the action to be taken as a result of the proposal:
 - o Provide information about the implementation of the proposal including the grade(s) and the number of students served in the re-locating school. If school is still phasing-in, include the grade(s) and number of students added each year as the school phases-in.
- Rationale for the proposed action:
 - o Explain the need for re-siting and how the proposal addresses that need

II. Proposed or Potential Use of Building

- Information about the building:
 - o Capacity
 - o Current utilization
- Description of the proposed use of the building

III. Impact of the Proposal on the Impacted Students, Schools and Community

a. Students

- The impact on the students currently enrolled in the existing and re-locating school:
 - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
 - o Describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal (if applicable)

- If applicable, describe any other significant programmatic changes at the school
- Indicate the distance from the school's current location to the proposed new location
- Provide information about the accessibility of the new location by public transportation and any changes to current students' transportation options (yellow bussing or public transit)
- Provide information about where the majority of the current students enrolled are coming from
- Provide information about the impact on future student populations who would have enrolled at the old site

b. Schools

- The impact of the proposal on the schools in the building:
 - For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
 - Include a description of the proposed space allocation for the existing school(s) and re-locating school. If re-locating school is still phasing-in include a description of the proposed space allocation for each year until that school is at full growth. If a charter school is re-locating, include reference to the proposed Building Utilization Plan
 - Indicate accessibility of specialty classrooms (i.e. computer labs, science labs) for each respective school
 - Describe the impact on shared spaces such as the gymnasium, cafeteria, library, and playground, where applicable. Include an example of how such space might be shared between or among the proposed co-located schools
 - Describe the impact on the building's safety and security plan
 - List planned capital improvements or facilities upgrades, if applicable
 - Indicate what will happen with the available space at the school's current location

c. Community

- In the aggregate, describe the impact of the proposal on the community:
 - Impact on available seats and surrounding schools:
 - Enrollment trend
 - Capacity need
 - Number of projected new seats being created in the community as a result of new schools, grade expansions, and ongoing phasing in of schools
 - Impact on availability of programs:

- List applicable High School Admissions programs, CTE Pathways and Middle School Choice programs available at the proposed re-siting
- Describe the likely effect, if any, of proposed re-siting on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

IV. Enrollment, Admissions and School Performance Information

- For each impacted school, provide the following:
 - Enrollment data
 - Current enrollment and grades served
 - Projected enrollment of new schools (if applicable)
 - Admissions and eligibility criteria
 - Demographic information
 - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
 - Performance data:
 - Progress Report grade
 - Graduation rate and/or ELA/Math scores
 - State Accountability Status
 - Average attendance and link to attendance report

V. Initial Costs and Savings

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

a. Personnel Needs

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

b. Costs of Instruction

- State the per capita funding amount and any additional funding the school will receive

c. Administration

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

d. Transportation

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

e. Capital Improvements or Facilities Upgrades (if charter school)

- Per the New York State Charter Schools Act of 1998 (as amended May 2010), any capital improvement or facility upgrade (in excess of \$5,000) made to a co-located charter school requires matching capital improvements or facility upgrades to each non-charter public school in the building. For more information on how proposed upgrades are evaluated please refer to Chancellor's Regulation A-190

f. Other Support Services

VII. Building Information

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
 - o Labor:
 - o Materials:
 - o Maintenance and repair contracts:
 - o Service contracts:
 - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
 - o Electric
 - o Gas
 - o Oil
- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library



The Grade Reconfiguration of School Name(s) (DBN)

I. Summary of Proposal

- Identifying information:
 - o School name, code (DBN), grades currently served and grades proposed to be served after reconfiguration is complete
 - o Community School District, building code and address
 - o Currently co-located schools (if applicable)
- Description of the action to be taken as a result of the proposal
 - o Grades to be truncated or phased in each year
- Rationale for the proposed action
 - o Explain the need for a grade reconfiguration and how proposed reconfiguration addresses those needs

II. Proposed or Potential Use of Building

- Information about the building:
 - o Capacity
 - o Current utilization
- Description of the proposed use of the building
 - o If the proposed use of the building includes the siting of an additional school, refer to the EIS for that proposed co-location.

III. Impact of the Proposal on the Impacted Students, Schools and Community

a. Students

- The impact on the students currently enrolled in the building.
 - o Describe any impact to Special Education (SE) and English Language Learner (ELL) students and the plan to support them going forward (if applicable)
 - o Explain enrollment options available to current students enrolled in the school including if students have an opportunity to transfer out of the school
 - o If applicable, describe any change in the High School Admissions programs, CTE Pathways, Middle School Choice programs and SE & ELL programs available to current students that are proposed as part of the proposal
 - o If applicable, describe any other significant programmatic changes at the school

b. Schools

- The impact of the proposal on the schools in the building
 - o For each school in the building, describe how the allocation of instructional space will change as a result of the proposal. Also, describe if there will be a direct increase or decrease in enrollment of other schools in the building as a result of the proposal
 - o If space will become available as a result of the proposal, describe potential uses

c. Community

- In the aggregate, describe the impact of the proposal on the community.
 - o Rationale for overall impact on grade level capacity
 - o Net impact (from this proposal and other phase-outs and/or grade reconfigurations) on number of grade level seats in the district
 - Seat increase or decrease at each school, at each grade level
 - Describe the impact of available seats in district
 - o Describe the likely effect, if any, of proposed reconfiguration on the ability of community members to obtain school building use permits at the location pursuant to section 414 of the Education Law

IV. Enrollment, Admissions and School Performance Information

- For each impacted school, or school affected by the proposed reconfiguration, provide the following:
 - o Enrollment data
 - Current enrollment and grades served
 - Admissions and eligibility criteria
 - Demographic information
 - For the school proposed for closure, list the grades served and projected enrollment for each year from the start of the phase-out to closure
 - o Performance data:
 - Progress Report grade
 - Graduation rate and/or ELA/Math scores
 - State Accountability Status
 - Average attendance and link to attendance report

V. Initial Costs and Savings

- Provide information on the funding formula for schools
- Provide information on the cost of the move (if applicable)

VI. Effect on Personnel Needs, Costs of Instruction, Administration, Transportation and Other Support Services

a. Personnel Needs

- Describe impact on the administrative staff, non-pedagogical, and pedagogical positions that will be created or eliminated as a result of the proposal
- Reference net impact on positions in the district and/or system

b. Costs of Instruction

- State the per capita funding amount and any additional funding the school will receive

c. Administration

- Describe impact on staffing of schools and expected increases or decreases of staff as a result of the proposal. If decreases are expected, explain what will happen to staff

d. Transportation

- Describe impact of the proposal – or lack thereof – on transportation provided to students (if applicable)

e. Other Support Services

- Describe impact of proposed grade reconfiguration on other support services

VII. Building Information

- Type of building: primary, secondary
- Year built
- Overall BCAS rating
- Target utilization & target capacity
- FY 2009 Maintenance Costs:
 - o Labor:
 - o Materials:
 - o Maintenance and repair contracts:
 - o Service contracts:
 - o Custodial operations costs (materials, custodial allocation):
- FY 2009 Energy Costs:
 - o Electric
 - o Gas
 - o Oil

- Projects completed during current or prior school year:
- Projects proposed in capital plan:
- Note if fully accessible:
- List of building attributes: gymnasium, auditorium, science labs, cafeteria, library

BUILDING UTILIZATION PLAN

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 X CHARTER SCHOOL and DOE SCHOOL X. It also includes a proposal for the collaborative usage of shared resources and spaces between X CHARTER SCHOOL and DOE SCHOOL X, including but not limited to, cafeterias, libraries, gymnasiums, and recreational areas which 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 Educational Impact Statement, if applicable, to which this plan is attached for further information about the proposed co-location.

METHODOLOGY

We have applied the New York City Department of Education’s (“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 ADMINSTRATIVE SPACE ALLOCATION

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school’s principal. For elementary schools serving grades PreK-5 or K-5, 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
750-1,250	4
251-750	3
151-250	2
0-150	1

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-731949919FC3/65901/NYCDOE_Instructional_Footprint_revisedMay2009_noco.pdf

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 2 full size classrooms² for student support services and resource rooms. Additionally, all schools receive a baseline of the approximate equivalent of 1 full size classroom and 1 half size classroom for administrative services.

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 XXX by XXX, Director of Space Planning, building XX [INSERT BUILDING CODE] has a total of XX full size classrooms³, X science labs (if applicable), XX half size classrooms⁴ and XX administrative offices. The XX building also contains a (list all that apply) gymnasium, auditorium, lunchroom, and library.

[IF APPLICABLE NOTE WHETHER THERE IS A COMMUNITY BASED ORGANIZATION OR OTHER ENTITY IN THE BUILDING. DESCRIBE WHETHER THERE WILL BE AN IMPACT ON THE COMMUNITY BASED ORGANIZATION OR OTHER ENTITY AS A RESULT OF THE PROPOSED CO-LOCATION]

² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 2 full size classrooms for student support services or resource rooms which could be equal to 4 half size classrooms or 1 full size classroom and 2 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.

2011-2012

Based on current enrollment⁵, DOE SCHOOL X serves a total of X students in X classes (including pre-kindergarten students and students with disabilities). According to the Footprint, DOE SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices.⁶ [EXPLANATION OF PROJECTED ENROLLMENT BASED ON HISTORICAL ENROLLMENT TRENDS]

According to its charter, CHARTER SCHOOL X will serve a total of XXX-XXX students in grade(s) X-X, in X classes (including students with disabilities) in the 2011-2012 school year. CHARTER SCHOOL X requires XX full size classrooms, XX half size classrooms, and XX administrative offices per the Footprint.

After DOE SCHOOL X and CHARTER SCHOOL X have received the baseline allocation of rooms according to the Footprint, X full size rooms, X half size rooms, and X administrative offices will remain in the X building. DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.⁷ CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

The 2011-2012 room allocation plan is summarized in the chart below:

	PROJECTED 2011-2012 CLASS ⁸ COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

2012-(YEAR EACH CO-LOCATED SCHOOL IS AT SCALE)

CHARTER SCHOOL X will continue to add approximately XXX-XXX students in X sections each year through the XXXX-XXXX school year when the school reaches its full X-X grade span. Below is a series of charts that outline the room allocation plan by year based on the projected number of classes.

⁵ According to ATS on [DATE]

⁶ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

⁷ This number is subject to change pending final enrollment projections.

⁸ For elementary, middle and K-8 schools, the class count is the total number of classes or sections in which the school is programming its students. For non-charter elementary, middle and K-8 schools, the class count information is pulled from ATS and includes all pre-kindergarten, Collaborative Team Teaching, self-contained, and general education classes. For high schools the class count is the total number of classes or sections in which the school is programming its students. For non charter high schools, the class count information is pulled from HSST and includes Collaborative Team Teaching, self-contained, and general education classes. For charter schools the class count information is pulled from the school’s charter application.

2012-2013

In 2012-2013 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2012-2013, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.⁹

CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2012-2013 CLASS COUNT	FULL SIZE ROOMS PER FOOTPRINT	HALF SIZE ROOMS PER FOOTPRINT	ADMIN ROOMS PER INSTRUCTIONAL FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

2013-2014

In 2013-2014 after each school has received the baseline allocation of rooms according to the Footprint, X full size, X half size, and X administrative offices will remain in the X building. In 2013-2014, DOE SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation.

¹⁰ CHARTER SCHOOL X will receive X additional full size classrooms, X additional half size classrooms, and X additional administrative offices above its baseline space allocation. [EXPLAIN RATIONALE FOR ALLOCATION (i.e. this allocation is based on relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools (describe), or the physical location of the excess space within the building (describe).]

	PROJECTED 2013-2014 CLASS COUNT	TOTAL FULL SIZE ROOMS PER FOOTPRINT	TOTAL HALF SIZE ROOMS PER FOOTPRINT	TOTAL ADMIN ROOMS PER I FOOTPRINT	ADDITIONAL FULL SIZE ROOMS	ADDITIONAL HALF SIZE ROOMS	ADDITIONAL ADMIN OFFICES
DOE SCHOOL X							
CHARTER SCHOOL X							

⁹ This number is subject to change pending final enrollment projections.

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

(INCLUDE CHARTS FOR EACH YEAR UNTIL ALL CO-LOCATED SCHOOLS ARE AT SCALE)

[INDICATE WHETHER DOE SCHOOL X and CHARTER SCHOOL X WILL CONTINUE TO HAVE SUFFICIENT INSTRUCTIONAL SPACE TO SERVE ALL OF IT STUDENTS IN BUILDING CODE X PER THE FOOTPRINT AS CHARTER SCHOOL X EXPANDS. DESCRIBE ANY CHANGES TO PROGRAMS OR SERVICES PROVIDED BY THE DOE SCHOOL X AS A RESULT OF THE CO-LOCATION.]

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 X. 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).

Based on current enrollment DOE SCHOOL X serves a total of X students. According to its charter, CHARTER SCHOOL X will serve a total of X students.

[THE CHART BELOW WILL BE COMPLETED FOR ALL SHARED SPACES IN THE BUILDING INDICATING THE PROPORTIONAL ALLOTMENT OF TIME EACH SCHOOL HAS IN THE SPACE (i.e. number of 45 minute periods)]

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (capacity of space ___)					

Library					
Gymnasium(include all gymnasiums, dance and fitness rooms)					
Auditorium					
Playground (elementary / middle schools)					
Other _____(science labs if shared)					

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; U.F.T. 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 X Charter School will be part of X School Safety Committee. As a member of the School Safety Committee, the leader/designee of X Charter School 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 X Charter School will be addressed on an ongoing basis. Moreover, the Safety Plan for X DOE school

building will be modified as appropriate to meet any changing security needs associated with the co-location. X Charter School will enter information in the school's overall Safety Plan to ensure the safe operation of the school building.

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

The completed Safety Plan for X DOE 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 2010¹, co-located schools on campuses must actively participate in a Building Council (BC), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee (SSC) shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or 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 SSC is to review the implementation of the Building Utilization Plan (BUP) 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 SSC shall review implementation of the current building space plans in place at those buildings. The SSC will meet minimally four times per year.

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

Proposed Collaborative Decision Making Strategy

BC 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 BC cannot reach a resolution on an issue, they shall avail themselves of the dispute resolution procedures set forth in the Campus Policy Memo 2010.

¹Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>.