

THE CO- LOCATION HANDBOOK



Guiding Principles and Best Practices for Campuses with Multiple Schools

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for Campuses with Multiple Schools**

FOREWORD

In the year since the first publication of *The Co-Location Handbook: Guiding Principles and Best Practices for Campuses with Multiple Schools* (2015), the chancellor, campus principals, superintendents and central office teams have collaborated and implemented many additional best practices that warrant sharing. These promising practices aim to strengthen communication and collaboration on co-located campuses. The additional practices included in this edition are: the Campus District-Charter Partnership, Co-locating with District 75 programs and Public School Athletic League (PSAL) guidelines. One recent initiative that is transforming campuses is the Co-Location Campus Showcase.

Co-Location Campus Showcase

The Co-Location Campus Showcase is a Chancellor's initiative that has added a renewed vitality to many of our high school campuses.

Chancellor Carmen Fariña remains committed to ensuring all students are provided with a quality education in a safe, nurturing environment in all school buildings in New York City. As such, she has introduced the Campus Showcase Initiative where targeted high school campuses across the City were encouraged to work collaboratively beyond the administrative responsibilities of the Building Council. The goal is to foster collaboration in instructional practices, sharing of resources, and maintaining a safe and collegial campus where students and parents feel welcomed and appreciated.

- Identifying campuses in different phases for inclusion and participation in the Campus Showcase Initiative.
- Chancellor's meeting with principals on the Building Council to provide them with the rationale for selection, gauge interest, outline the chancellor's expectations for campus collaboration, share concerns, and explore strategies toward the goal. This is also an opportune time for principals to share good news about their individual schools and vision for the campus.

- To date, the following features have been identified:
 - ▷ Uniformity of campus-wide discipline and expectations
 - ▷ Shared academic courses for all students; for example: AP, honors, electives, foreign language classes, etc.
 - ▷ Shared campus college advisory office
 - ▷ Joint professional development and inter-visitation
 - ▷ Campus-wide bulletin boards that reflect student work and academic rigor
 - ▷ Creation of a campus student council and a campus parent advisory council
 - ▷ Collaboration between campus-parent coordinators
 - ▷ Implementation of a single bell schedule
 - ▷ Immediate shared facilities upgrade
- Several Central teams work collaboratively with Building Council Leaders to implement and support these strong campus community features. Additionally, immediate campus facilities upgrades are completed and include, but are not limited to:
 - ▷ Renovation of the main lobby/student entrance
 - ▷ Creation of Family Reception Center
 - ▷ External and internal branding

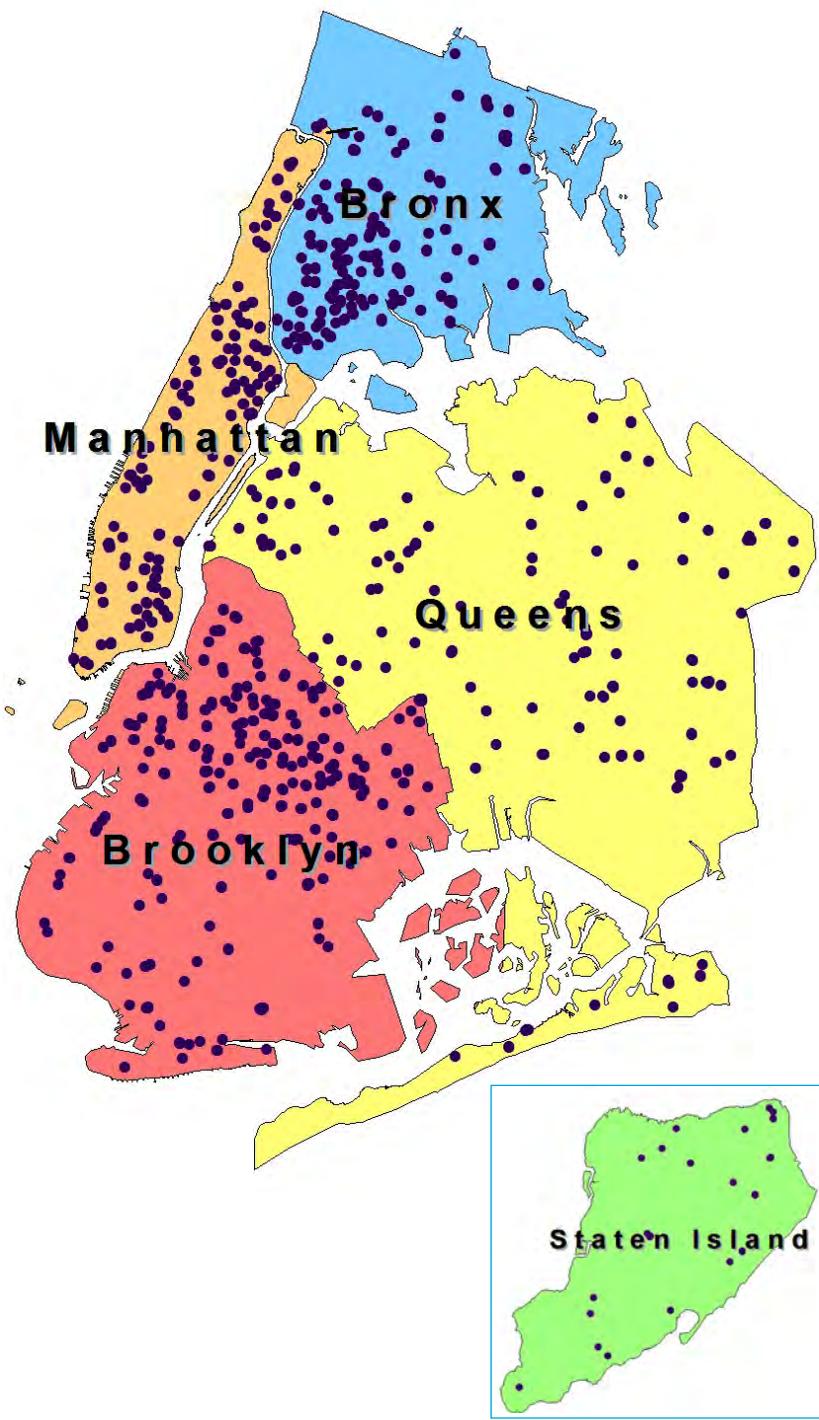
The Chancellor will return to the campus with community partners to celebrate and showcase the collaboration of the schools on the campus with the campus community.

The Co-Location Campus Showcase will continue to expand because it is one of the new promising practices that have truly impacted campuses for the positive.

*Thomas N. Taratko, Chief Executive
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TABLE OF CONTENTS

Foreword	iii
Introduction	vii
Acknowledgments	ix
Chapter 1: Building Councils.....	1
Chapter 2: Building Council Responsibilities	11
Chapter 3: Shared Personnel and Resources	31
Chapter 4: Scheduling Shared Spaces	39
Chapter 5: Co-location of Charter and District Schools	53
Chapter 6: Co-location with District 75 Schools.....	57
Chapter 7: The Dispute Resolution Process	61
Chapter 8: Division of Space Management.....	63
Appendices	71



INTRODUCTION

Sharing space has become common in New York City Public Schools and is aligned to the Department of Education’s mission to build a system of excellent schools based on research that shows that strong schools and strong communities will lift up the entire system to support all students. New York City educators are committed to working collaboratively with parents, educators, school communities, and external stakeholders to improve academic outcomes and ensure that students graduate from high school prepared for college and/or a career and a future as a productive, critically thinking adult.

To support this mission, Chancellor Carmen Fariña convened a group of education leaders and experts from New York City’s district and charter schools, advocacy and faith-based organizations, foundations, community councils, parent groups, labor organizations, elected officials, and the real estate sector, who, working diligently as the School Space Working Group (SSWG), were tasked with identifying best practice strategies to support schools that are co-located on campuses. The SSWG identified long-term solutions to school space issues, including overcrowding, and aided in the phase-out of mobile classrooms as permanent instruction sites. The group also made recommendations to foster positive outcomes in future co-locations, a long-standing source of friction within school buildings and communities. The effective practices that the SSWG identified as central to strong Building Councils, positive co-location, and space sharing are:

- **Communication:** Building Councils are responsible for creating shared values and visions for the management of their campus. Each school and Building Council has a responsibility to communicate these values and visions to internal and external stakeholders, including faculty, staff, families, and the larger community.
- **Collaboration:** It is mutually beneficial to collaborate as a team in the administration of the campus. Schools are equal partners in shaping the educational environment, sharing responsibility and accountability for building administration, communication, and culture.

- **Consensus:** Decisions made by consensus are essential and achievable. Each Building Council Leader can contribute to consensus building by asking questions that elicit the rationale behind a fellow Council Member’s position; the ensuing discussion will result in the creation of an atmosphere of professionalism, understanding, and mutual respect.
- **Autonomy:** The autonomy and culture of each individual school is important both to the success of each school and the campus as a whole.
- **Equity:** Each school should have equitable access to the DOE’s resources, including dedicated classroom space and common space. Each student on a campus should have equitable access to all shared educational resources and services.
- **Fiscal Alignment:** Expenses should be shared in a manner that aligns with the campus vision.
- **Shared Accountability:** Principals are responsible for the safety and learning of all students who attend school on their campus. All are charged with actively creating and supporting an environment conducive to student learning and engagement.

The Co-Location Handbook is intended to support Building Council Leaders in their efforts to establish effective communication protocols, engage in collaborative decision-making, share best practices around teaching and learning, and share resources (space, personnel, and budgets), with the ultimate goal of improving student achievement within individual schools and throughout the campus as a whole.

The handbook aims to answer two fundamental questions: “How can we ensure that Building Council decisions are fair to every student in the building?” and “How can we ensure that co-locations are effective?”

ACKNOWLEDGMENTS

The Co-Location Handbook: Guiding Principles and Best Practices for Campuses with Multiple Schools is an enhancement of two earlier guides: *Building Council Toolkit* and *Shared Space Toolkit: Emerging Practices*.

It was produced with the support of Chancellor Carmen Fariña and Elizabeth Rose, Deputy Chancellor for Operations. It is a project of the Division of Space Management, Thomas N. Taratko, Chief Executive, and Terry C. Byam, Executive Director, Office of Campus Governance.

Special thanks to the School Space Working Group, whose leadership and laser-like approach to looking at the successes and challenges of co-location resulted in the recommendations that form the primary content of this handbook.

In addition, many thanks are extended to the Division of Operations, the Division of Space Management, the Office of the Senior Deputy Chancellor, the Division of Teaching & Learning, District Superintendents, and Field Support Centers for their expertise and guidance.

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1

BUILDING COUNCILS

Chancellor's Regulation A-190 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.

The Building Council consists of the principals from all schools on a campus, directors of operations for charter schools, and/or principals and site coordinators for D75 and D79 programs. All Building Council Leaders are authorized to make decisions on behalf of the campus.

This chapter will discuss key topics to provide a clear understanding of the Building Council's role in the smooth functioning of campuses:

- Rationale
- Definition
- Benefits
- Common Practices
- Communication Protocols
- The Campus Vision Statement
- The Collaborative Campus Community

Rationale

Traditionally, a school building housed a single school, which was managed by the school principal. With the development of new small schools, District 75 schools, and charter schools across New York City, numerous buildings now house more than one school organization; as many as five or six schools may share one facility. As issues affecting more than one school arise frequently on a campus, the question of governance has become increasingly important.

Co-located campuses that function most effectively have found that issues can be best resolved locally rather than on a Central level. These campuses employ an administrative structure — the Building Council — that encourages and enables collaborative decision making. With effective Building Councils in place, these campuses can create cultures of communication and strong relationships, which establish a basis for making improvements in teaching and learning. Furthermore, students benefit when schools and campuses function effectively, allowing for full utilization of building spaces and resources.

Definition

The Building Council is an administrative structure for democratic decision making regarding issues affecting all schools in the building, such as those relating to facilities, space, scheduling, and safety. The Building Council operates according to a basic set of premises established by its members, who collaborate as equal partners.

To be effective, Building Council Leaders should meet regularly, arrive at decisions by consensus, and take responsibility for and support the implementation of those decisions. Individual principals should be willing to relinquish some degree of direct and exclusive operational and/or administrative control of the campus in return for mutual support.

Benefits

The aim of Building Councils is to create equitable learning environments for all students who attend school in a shared building, thereby promoting higher academic achievement for all students. In addition, Building Councils allow school leaders to increase their own administrative capacity by providing opportunities for collaboration, including sharing resources, creating collective wisdom, and exchanging expertise.

SHARING RESOURCES By pooling resources, the Building Council can accomplish many shared campus objectives that cannot be achieved by individual schools. For example:

- Sharing part-time math and literacy coaches who customize strategies for each of the schools on the campus
- Applying for campus-wide grants for before- and after-school programs and evening classes serving infants, teenagers, parents, and seniors
- Creating a single library media center to serve all schools
- Opening a health clinic through a partnership with a local hospital to serve all students
- Creating extra-curricular and academic classes

CREATING COLLECTIVE WISDOM The diversity created when schools with different cultures and histories come together can be a source of collective wisdom, as illustrated by the following examples:

On Campus A, one school created an alumni museum to provide scholarships and programming for students in all the schools in the building.



A school on Campus B designed a web-based software module for tracking student attendance, discipline, grades, and a behavioral point system. The principal has shared this resource with the other five principals in the building, reducing some of the administrative burdens of her colleagues.



The schools on Campus C created a protocol to visit each other on days when student portfolios and exhibitions are scheduled, in order to build their knowledge of portfolio assessment methodologies.

EXCHANGING EXPERTISE In some instances, schools enter the Building Council at different points in their development and life cycles. On Campus D, an established school with an experienced principal shares a campus with two new principals. This pairing of a veteran principal with new principals allows for mentoring and sharing of best practices both in teaching and learning and school operations, as well as offering fresh insights and innovative ideas. A mentoring relationship between experienced and new principals can be a powerful means toward developing a highly effective Building Council.

Common Practices

Regular and structured interactions among principals are the foundation of effective Building Councils. The most successful Building Councils establish norms when the council is formed. Building Councils should develop a set of practices by which the members demonstrate respect for themselves, each other, and the schools they lead.

Effective Building Councils:

- Meet regularly at specified times
- Establish norms and systems that encourage participation
- Share meaningful roles and responsibilities
- Reach decisions by consensus
- Communicate plans and actions
- Draft agendas with input from all principals
- Craft minutes as short summaries of decisions with commitments requiring action

See Appendix A, “Sample Building Council Meeting Minutes Form.”

Campus A prides itself on conducting two weekly Building Council meetings. These meetings are focused and to the point. The Council Members create an agenda and set a limit of one hour to cover the items, thereby respecting one another’s time and the work they do collectively and independently. As an outcome of these meetings, Campus A decided to host a joint professional development series to reinforce campus rules, policies, and procedures. This practice enables the Building Council Members to balance the time required to develop a successful Building Council with the time needed to devote to their individual schools.

Building Council Leaders:

- Are equal partners in shaping the educational environment.
- Speak with “one voice” externally to staff and community in order to build positive community.
- Share responsibility and accountability for administration, communication, and culture.
- Attend and participate in all Building Council meetings.
- Engage in unfiltered discussion around ideas and resolve them through consensus.
- Commit to decisions and action plans. Hold one another accountable in a collegial and respectful way for delivering those plans.
- Create compelling shared values and visions for the management of the campus.
- Balance their school’s autonomy with campus collaboration to ensure an engaging campus.
- Distribute the leadership campus management tasks and ensure equitable access.
- Build consensus for common initiatives through dialogue and communication.
- Share best practices in teaching and learning to achieve positive student outcomes for all students on the campus, regardless of school.
- Establish accurate data through common formulas for shared space.

Communication Protocol

Highly effective Building Councils set the following goals for effective communication:

- Establish trust, understanding, caring, fairness, and respect
- Create a process through which principals in conflict work together to find solutions acceptable to all Building Council Leaders and fair to each student in the building
- Communicate practices to foster community involvement and collaboration
- Create each school’s campus vision, meeting norms, campus by-laws, and Campus Policy Memorandum

See Appendix B, “Sample Campus By-Laws,” and Appendix Q for the URL link to the Campus Policy Memo.

The Campus Vision Statement

Highly effective campuses are led by school leaders who understand that all children on the campus are their responsibility, regardless of which school they attend. By formulating a Campus Vision Statement, a Building Council creates a focal point for all the schools while communicating its purpose to the campus and the larger community.

In addition to the Building Council's Vision Statement, each constituent school should have a Mission Statement. All effective schools have missions that reflect their core values and deeply held beliefs about how students learn. When students, teachers, and administrators align their daily work with these principles, a unique and highly effective school culture begins to emerge. As principals gather to establish a Building Council, they often realize that the positive conditions of learning being fostered by a school must extend beyond the boundaries of that school and throughout the whole campus. Consequently, they begin to develop a collective vision for the campus and then work to align their individual school mission with this campus vision. principals of schools with a clear mission and a plan are better equipped to collaborate with others without fearing that their focus and autonomy will be diluted or diminished. A major benefit to the campus is the greatly enhanced potential for professional learning communities to form among schools, enabling them to learn from one another's best practices.



"All of us care about every student on this campus. We realize that our fates are intertwined; the Building Council is the place where we collectively hold responsibility for student achievement."

Before attending Building Council meetings, individual schools should know where they are with respect to their mission and its implementation. It is particularly important that schools have a clear sense of vision and prioritized goals. Then each school can share its vision and goals at Building Council meetings. Schools will certainly find overlap, shared hopes, and opportunities to grow and support each other.

A Sample Campus Vision Statement

“This campus provides a safe and rigorous environment for student learning. Its vision is to support a consortium of schools that effectively serve the needs of a diverse student body in distinct and individual ways. Using a consensus-building model of decision making, this campus seeks to create a Building Council structure in which individual schools can strive to realize their potential and draw strength from their collaboration. Our end goal is to create a professional learning community of autonomous schools while sustaining positive campus-wide conditions of learning.”

The Collaborative Campus Community

COLLABORATION: STAFF Many co-located campuses have implemented the following activities as part of their campus life:

- **Opening Day Combining Staff:** Staff from all schools on the campus are invited to the auditorium or cafeteria for a welcome back “meet-and-greet.” Principals and assistant principals introduce themselves and share expectations concerning communication, collaboration, and campus safety for the upcoming year.
- **Campus Teachers Workspace:** Principals on Building Councils identify a private space where teachers can have lunch, plan and prepare lessons, and access technology. This space can also be used by teachers to promote a culture of positive professional collaboration and sharing of best practices across disciplines and schools. (Note: In many co-located campuses where classroom spaces are needed, more than one teachers’ lounge or work space is not necessary.)

The five principals on Campus A worked with coaches, teachers, and librarians to create a library media center where students discuss literature, review homework, and conduct research. It is also home to campus-wide after-school programs that provide academic enrichment and support. The library’s collection of books supports each school’s curriculum and teachers’ professional development. The library is a collaborative space that supports the individual schools as well as the whole campus.

Campus B's principals recently planned a full day of professional development in which all six schools shared effective practices for scaffolding student learning. Teachers from all schools volunteered to co-teach sessions in which they shared their best instructional practices with colleagues from across the campus, who then returned with best practices to share in their own classrooms. This collaboration respected and reinforced the instructional curriculum of each school.



The five Campus C schools' Parent Coordinators and Parent Association Presidents planned a Community Health Fair to share information and engage students and families in making healthy choices. Student groups and Community Business Organizations participated. The fair helped build a sense of community and created positive impressions about the campus.

COLLABORATION: FAMILIES & STUDENTS Many parents and families on a campus are from the same neighborhood and community; as such, they should be provided every opportunity to work and learn as a community within the campus.

Building Council Leaders should plan and implement joint parent workshops or gatherings to be coordinated and facilitated by Parent Coordinators. Middle and High School fairs; college, health, and job fairs; financial aid workshops, homework help, special needs student supports, and English Language Learners (“ELL”) workshops are examples of helpful gatherings that add to a sense of campus community.

Building Council Leaders should be deliberate in creating opportunities for students to work together in such activities as mentoring, field days, proms, graduations, moving-up ceremonies, assemblies, etc. Combining and sharing resources also allows students from different schools and grades an opportunity to participate in collaborative course offerings such as Advance Placement courses, honor classes, summer classes, and enrichment, foreign language, and ELL programs.

Summary

This chapter highlighted the rationale for and the work of Building Councils. Effective Building Councils have school leaders who engage in constant and regular communication through formal and informal meetings. They work collaboratively to bring their individual schools together to create a unified campus community in which all students, staff, and parents play a part. They engage in honest and transparent conversations about creating a safe and well maintained campus. Finally, principals on these campuses care about all students, regardless of their school. They work to ensure all students have equal access to a campus environment that is safe, secure, and academically engaging.





2

BUILDING COUNCIL RESPONSIBILITIES

Effective Building Councils ensure that students and adults are safe, appropriate support services are provided, and teaching and learning is strong on the campus by successfully managing their many responsibilities. This chapter will discuss the most important of these responsibilities and some ways that Building Councils address them.

- **Administrative Responsibilities** include the entering of campus-related data and the organizing of the Building Council and other related campus-wide meetings in the Principal Annual Space Survey (“PASS”). Each is handled by a designated Council Member.

Building Councils may choose to manage its other responsibilities in either of two ways:

- **Shared Responsibilities** are those that all the members of the Building Council share; the two primary responsibilities in this category are facilities and safety.
- **Distributed Responsibilities** are those responsibilities beyond facilities and safety that may be assigned to individual Building Council Leaders for more effective management.

Administrative Responsibilities of the Building Council

Chancellor’s Regulation A-190 and the Campus Policy Memo outline formal communication protocols for all Building Council Leaders. To ensure smooth and effective communication, each campus designates a campus liaison (a principal or designee). To manage its administrative responsibilities, the Building Council, with the assistance of the Campus Liaison, will complete the PASS. PASS is a web-based data collection system developed in collaboration with the Division of Space Management (“DSM”) and School Construction Authority (“SCA”). PASS collects pertinent information on building space: rooms, function, and Building Council administrative responsibilities.

Building Councils should hold the first Building Council meeting during the last week of July or the first week of August, at which time the Building Council will review and complete all required documents to be uploaded into PASS. Building Councils must:

- Agree on building a shared space schedule, school-specific classroom allocations, shared resources, and sign off on these in PASS by September 30.
- Agree on dates and times to hold Building Council meetings once a month, at a minimum. However, it is recommended that Building Councils meet weekly or bi-weekly.
- Communicate that all principals and/or designees are required to attend Building Council meetings. Principals can be excused only in an emergency for no more than two times a school year.
- Authorize designees to make decisions on behalf of individual principals and schools.
- Identify those responsible for recording and uploading meeting minutes and agendas into PASS after they have been approved by the Building Council. (See *Appendix C, “How to Enter Building Council Meeting Minutes in PASS.”*)

Building Councils are required to maintain and utilize the following documents:

- **The Building Space Plan**, which includes an instructional footprint, with designated room allocations by school, including the documentation of any room changes. (See *Appendix Q for the URL link to the Instructional Footprint.*)

- **Shared Space Schedules**, which include daily scheduling of shared spaces (library, cafeteria, auditorium, gym, etc.), and access to and use of the building after hours, on weekends, and in the summer. (See *Appendix D for “Elementary/Middle School Shared Space Scheduling Calendar”*; see *Appendix E for “High School Shared Space Schedule.”*)
- **Shared Staffing and Funding Documents**, which include any shared staff and their shared funding and supervisory agreements (e.g., the campus plan for deployment of safety and security staff, as well as documentation for any other initiatives that are split-funded.) (See *Appendix F, “Shared Funding of Personnel.”*)

On Campus A, three principals created procedures to help them communicate with each other. They divided the months of the year equally, giving each principal charge of four months. The principal in charge was responsible for the agenda at each council meeting during that month. They also created an email distribution list consisting of all principals to make sure communication was transparent. Agenda items were emailed to the distribution list during the week to prepare the Building Council Leaders for the meeting. The principal responsible for preparing the agenda would also record the minutes and an action plan of agreements reached at the meeting, if any. The minutes made the agreed-upon decisions transparent and actionable. The principal distribution list in Outlook and Google Docs were also used to communicate any unusual events, emergencies, crises, celebrations, updated agendas, and/or house meeting minutes in each school. These clear methods of communication created trust, respect, understanding, and helped build a team involved in the well-being of all children in their building.

Shared Responsibilities of the Building Council

All Building Councils members share the two following responsibilities:

FACILITIES The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be maintained to be free of health and safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by a school’s physical environment. All Building Council Leaders are expected to work collaboratively with the Division of School Facilities (“DSF”) and the Custodian Engineers (“CE”).

Custodian Engineers are responsible for the maintenance, repair, and safe operation of all of the facilities. Principals are responsible for supporting, supervising, and rating the Custodian Engineer in the Spring and Fall; to perform both of these duties, it is necessary to use the Annual Facilities Plan (“AFP”) or Annual School Operational Plan, which meets the maintenance needs of all schools and programs on the campus. (See Appendix G, “Annual School Operational Plan.”)

To rate the Custodian Engineer effectively, principals must collaborate and reach a consensus. However, one principal must be identified as the rating officer to coordinate the notes and scores for custodial ratings and enter the rating into the Custodial Rating System. (See Appendix H for a sample Custodian Engineer Service Rating Form.) Invite the Custodian Engineer to Building Council meetings. When discussing a plan for working with the Custodian Engineer, the following should be considered:

- Each school’s mission and vision for the building environment
- The custodial needs of each school
- Regular coordinated facilities walk-throughs with the custodian
- Meetings with the Custodian Engineer and Deputy Director of Facilities (“DDF”) to discuss custodial responsibilities
- Participation on behalf of the campus at meetings about building construction and repairs
- A review of goals and work stream every three months
- Areas where expectations are not being met and what needs to be done to improve performance
- The Custodian Engineer’s role as a liaison to the DDF

SAFETY AND SECURITY A safe, secure, welcoming, and caring campus environment is needed for teachers to teach and children to learn. It is important to create a school climate that does not tolerate bullying and intimidation. Students who are afraid often stay away from school. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encourages parental and community involvement. As such, all Building Council Leaders are expected to work collaboratively with the NYPD,

School Safety, and Office of Safety and Youth Development (“OSYD”). It is recommended that a Building Council Leader be identified as the lead administrator to the Safety Team and should:

- Hold regular meetings with School Safety Agent (SSA) Level III, including a daily “morning muster” to briefly discuss any events that may affect the school day or require follow-up from an incident the day prior
- Coordinate the meetings of the School Safety Committee. Every school/campus must have a School Safety Committee that meets on a monthly basis. An annual meeting open to all parents must be held for the campus community
- Ensure adherence to Chancellor’s Regulation A-414, which provides that the School Safety Committee shall consist (at minimum) of the following individuals:
 - ▷ Building Response Team (“BRT”) leader
 - ▷ Principal/designee of any other program operating within the building
 - ▷ UFT chapter leader
 - ▷ Custodial Engineer or designee
 - ▷ In-house SSA Level III or designee
 - ▷ NYPD precinct commanding officer or designee
 - ▷ Parent association president or designee
 - ▷ Dietician or designee for food services at the site
 - ▷ “Respect For All” liaison
 - ▷ Representative of the student body (where appropriate)
 - ▷ Any other person(s) the principal deems essential

Morning Muster Guidelines

The morning muster meeting is a best practice that schools or campuses should hold prior to school opening each day to communicate any potential adjustments to school operations. The meeting is an opportunity for various stakeholders in the building to review safety concerns, share adjustments to coverage and deployment, and discuss incidents that may have occurred during after-school programs or in the community the day prior.

Who Should Attend?

- Principal or designee for each of the schools on the campus
- SSA Level III or designee
- Custodial Engineer or designee

Where Should the Muster Be Held?

The morning muster meeting should be held in a visible designation near the morning entry. When possible, each meeting should be held in the same designated location to avoid delay.

How Long Should the Muster Last?

The meeting should be 10-15 minutes in duration. Keeping in mind that this is a daily briefing, the content should be kept to a standard format.

What Information Should be Discussed?

- **Administrative Absence from the Building:** Note the absence of principals and/or assistant principals who are not in the building.
- **Other Staff Absence from the Building:** Note the absence of any deans, teachers, or support staff from the building and identify parts of the building that may require additional support throughout the day.
- **School Safety Agent Daily Deployment:** Distribute the daily deployment schedule and share concerns, potential trends, and "hot spots."
- **Custodial Concerns:** Share concerns with custodial staff (e.g., graffiti or facility conditions that may affect the functions of the school that day).
- **Special Programs and/or After-School Activities:** Confirm coverage based on approved permits for after-school programs and weekend programs.
- **Special Visitors to the Building:** Notify schools and support staff about any outside organizations visiting the building.

- Complete and submit the Building Safety Plan. School Safety Plans must be reviewed and updated annually by the School Safety Committee in order to accommodate changing security needs, changes in organization, building conditions, and other factors. The safety plan is reviewed by the OSYD and certified by the NYPD.
- Coordinate with the BRT compliance with Chancellor’s Regulation A-414 concerning safety. *See Appendix I for a list of BRT members and their responsibilities.*
- Coordinate dates for fire, soft lock down, and bus drills with other campus principals. All drills must be entered into the OSYD portal.
- Distribute the agent floor patrol schedule, which includes any daily changes that affect building patrols and common area coverage (e.g., student entry, dismissal, and cafeteria).
- Coordinate disciplinary action on behalf of the campus principals.
- Invite the SSA Level III to the Building Council meetings.
- Review OSYD’s *Best Practices Comprehensive Safety Assessment Rubric*, as needed. (*See Appendix Q for the URL link to the Rubric.*)
- Ensure “Safety and Security” is an agenda item at all Building Council meetings.
- Create a communication protocol in which all adults in the building understand what needs to happen in emergency situations.

Distributed Responsibilities of the Building Council

Many campuses with varied school levels have identified other responsibilities for effective co-location. Building Councils on these campuses have implemented a best practice known as “Distributed Responsibilities.” In this practice, each member selects one or more areas of responsibility and becomes the point person to manage, supervise, and report on his or her area(s). Although all principals on the Building Council are equally responsible for the physical plan and campus safety, a best practice is to appoint one Building Council Leader as the administrator responsible for monitoring the day-to-day operations of these critical functions. The additional tasks are referred to as “secondary distributed responsibilities.”

The schools on Campus A met in May at their Building Council to determine the new security needs for the following school year. They created a document that asked the question, “What are all the areas of the building that require security personnel?” One person recorded as they brainstormed ideas about areas that needed collaborative participation. Once the areas that needed coverage were identified, they determined the number of personnel and related costs for each school. The principals created a plan to memorialize their decision. At the September meeting, they reflected on the staffing and safety plan implemented and made adjustments as needed.



The Building Council on Campus B recognized the need for an adult presence in the building during the change of subject periods. All principals agreed that the teachers would greet their students at the classroom doors, and invite them to enter and prepare for their lessons. At the same time, the Building Council scheduled individual administrative staff in key areas in an effort to encourage students to get to class on time. This effort supported all SSAs, deans, aides, and security personnel, as well as teaching and learning.



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



On Campus D, the fifth period cafeteria was unruly. Students were waiting on long lines; food was on the floor; students were yelling, acting out, and engaging in confrontations. The issue was brought up at the Building Council meeting the third week in September. The three schools involved agreed to observe the situation in the cafeteria and asked the SSA Level III to an emergency Building Council meeting to discuss the issue, as well. At the meeting it was determined that there were

several issues contributing to the chaos of the fifth period lunch. The lunch line was slow; students were not properly supervised on the lines; no one was responsible for monitoring and organizing the personnel from the three schools; students entered late and exited late and appropriate student behavior was not enforced. To resolve the multiple issues, one principal made sure that his school aide responsible for the Comprehensive Attendance Administration and Security System ("CAASS") machine was on time to monitor attendance and building entry. This allowed for the SSAs to direct students to enter the cafeteria earlier. Another principal created an organizational chart with personnel assignments, and the principals agreed upon a supervisor for the cafeteria. The Building Council then invited food services to attend the next council meeting to address the food line issue. Through the Building Council's collaboration, students were able to enjoy lunchtime in a well organized cafeteria.



After a serious incident occurred in a school on Campus E, the school's principal immediately informed the other three campus principals via emergency cell numbers and called for an emergency Building Council meeting, in accordance with previously agreed-upon protocols. At the meeting, it was determined that this incident needed campus collaboration and an action plan to contain any potential problems and fallout. The four principals created a collaborative plan for transparent communication involving SSAs, staff, parents, students, guidance support, and community-based organizations. The plan included:

- A campus assembly to address the incident
- An emergency faculty meeting to discuss issues and to establish protocols to manage the community-based organization's planned conflict resolution sessions
- Outreach by guidance counselors to students
- The development of lessons plans to implement in the classroom to help prevent future issues

Through the schools' teamwork, the serious incident was contained and a plan was implemented to proactively reduce the chances that a similar incident would occur at this campus. The principals understood that any serious incident in any of their schools has a direct impact on the entire campus.

Secondary Distributed Responsibilities

Other responsibilities, when distributed, ensure smooth and efficient campus function:

CAMPUS LIAISON Each Campus Liaison is an administrator who understands the whole function of the campus and is responsible for:

- Soliciting agenda items and coordinating agenda and minutes
- Responding to inquiries about the campus and the work of the Building Council
- Creating and maintaining Building Council requirements and ensuring the Council's administrative responsibilities are met, including the entering of campus-related data and the organizing of Council and other related campus-wide meetings
- Completing and approving information into PASS

LIBRARY / MEDIA CENTER Effective library programs provide inviting spaces, up-to-date resources, and opportunities for powerful learning experiences. Students and teachers can gather ideas, exchange points of view, and learn together. At all grade levels, librarians help students grow as individuals by fostering a love of reading and learning; teaching students critical thinking, technology, and literacy skills; offering equitable access to resources and technology; and helping students comprehend the information researched and develop new understandings. Libraries help students develop information skills that enable them to enter the workforce successfully or attend college prepared with the skills of learning and inquiry.

A Building Council Leader must be identified to:

- Ensure the library staffing salaries are shared and agreed upon by all schools and all schools contribute to the salary of the librarian or create a plan to share other costs to ensure access by all schools to the librarian
- Ensure all schools provide the NYSLIB funds to the librarian
- Supervise librarian timekeeping and scheduling
- Conduct walk-throughs of the library to maintain upkeep
- Provide support and access to professional development for librarians to ensure that students have the highest level of access to the highest quality resources
- Take the lead on ensuring that technology resources in library are maintained
- Conduct observations of the librarian during lessons and provide timely feedback

A Building Council was reconstituted in the fall with the five small schools at Campus A. The building principals originally planned to hire an assistant principal to execute the Campus Management role. The duties were so multi-faceted, however, that they could not find one person to handle the job. They divided the duties and each principal agreed to lead the implementation of a major building management task. This sharing of tasks created balance and equity. In addition, the Building Council opted to continue to use this model rather than try to identify an alternative model.



Campus B has three schools: one elementary, one high, and one District 75 school. The schools have shared space for four years. The elementary school's District Superintendent was concerned about the dirty classrooms and rugs, and brought this issue to the principal's attention. After a long conversation, the principal realized that her needs were not being met, because she did not participate in the Principal-Custodian Plan or Custodian Rating as mandated in the Campus Management Memorandum and Chancellor's Regulation A-190. At the next Building Council meeting the principal of the elementary school brought these documents and the three principals worked together to create a Principal-Custodian Plan that represented the needs of all the schools. They subsequently invited the Custodian Engineer to the next Building Council meeting to address the concerns and needs of the Custodial Annual Plan. Through everyone's collaboration, they were able to finalize a Plan that met everyone's varying needs and could be implemented by the Custodian Engineer and supported by principals.

These changes were accomplished by changing the protocols and norms of working with the custodian so that:

- All principals were responsible for the building environment
- The Custodian Engineer worked with and for all principals on the campus
- The Custodian Engineer would be rated by the consensus of all the principals at the Building Council
- The Building Council and the Custodian Engineer would make all decisions regarding the campus facility

For the following fall, the Custodian Engineer was rated higher than before due to the transparent communication, an actionable plan, and principal support. The Custodian Engineer felt rewarded by the high rating and appreciated the opportunities to work with and meet the needs of all schools on the campus.

- Take the lead on documenting performance-related issues;
- Act as liaison between the Building Council and the librarian; and
- Bring library-related issues to Building Council meetings.

NURSE A Building Council Leader should be responsible for facilitating information to the health office of the campus to ensure that every child has adequate access to medical assistance. This Member should also:

- Collaborate with the campus nurse to identify a payroll secretary to input time and attendance in Cybershift for DOE nurses (Department of Health and Mental Hygiene nurses use a different system), reporting any concerns to the nursing Supervisor
- Meet regularly with the school nurse to review any items of concern;
- Review ongoing activities with the campus nurse and or the Office of School Health physician, providing special focus on students who have frequent unscheduled visits to the medical room and following up on students' unresolved medical concerns
- Coordinate the purchasing of items for nurse's office
- Invite the nurse to Building Council meetings

SCHOOL-BASED SUPPORT TEAM ("SBST") At least one Building Council Leader should be responsible for supervising the SBST to ensure that all students with Individualized Education Plans are provided with mandated services. He or she should:

- Supervise the SBST
- Review the SBST schedules
- Coordinate disciplinary conferences(s) on behalf of the campus principals
- Invite the SBST to Building Council meetings
- Manage timekeeping of the SBST's members, including negotiating day start and end times, if necessary
- Work with the supervisor of psychologists to document performance-related issues with members of the SBST, if necessary
- Act as the first point of contact for members of the SBST if they need to raise concerns
- Coordinate resources and adequate space for the SBST office, including taking the lead in collecting funds and supplies from other schools in an equitable manner to help support the needs of the SBST
- Work with supervisor of psychologists to manage any grievances or legal issues related to SBST staff

DIETICIAN/NUTRITIONIST A Building Council Leader should be responsible for facilitating conversations with the kitchen staff to ensure that all students have access to a healthy meal on and in a clean environment. He or she should also:

- Meet with and address the dietician/nutritionist's concerns
- Review meal plan schedules
- Verify on a weekly basis the number of students participating in school meal programs
- Verify and sign-off on all funds collected for paid meals
- Ensure and monitor the safety of cafeteria
- Ensure that all schools program students for lunch within reasonable hours

COMMUNITY-BASED ORGANIZATIONS ("CBOs")* CBOs often have a presence on campuses and provide important services to one or more schools within the building. Effective Building Councils communicate with CBOs often, involving them in decision making, and are thoughtful about coordinating their work with the other principals, collaborating with other CBOs on the campus and determining how issues of space allocation can affect the provision of service. It can be challenging to coordinate more than one program provided by external organizations, particularly if they are offering a similar service or building space is limited. It is important to plan with CBOs to ensure effective services are provided and strong partnerships are built.

Building Council Leaders should follow these important steps when supervising a CBO:

- Invite the CBO(s) to sit on regular Building Council Meetings.
- Convene all CBO Program Coordinators at least twice a year. This is to establish expectations, articulate the campus vision, foster partnerships, and ensure they are not duplicating services on the same days. The first of these meetings should happen at the start of the campus year.

(continued)

*Applies only to those organizations that support all schools on the campus.

- Designate a leader or liaison on the campus to be the CBO Coordinator. The assignment of a staff member from the campus, such as an assistant principal or dean, will help to provide an accessible and authoritative person who will be able to assist CBOs in establishing a strong partnership with the campus.
- Ensure that CBOs offer an array of services to meet the diverse needs of students. To prevent a potential conflict among CBOs, help each CBO identify and recruit students for their respective program.
- Coordinate campus CBO services for individual schools on the campus.
- Set a clear vision and goals. The Building Council and CBO should discuss the vision and goals they hope to accomplish from the collaboration. It is highly recommended that the Building Councils and CBO share a common vision in which to carry out their goals and objectives. These goals can be shared and recorded at the initial meeting, then assessed and reviewed as the partnership progresses.
- Maintain formal and informal systems of open communication. It is recommended that ongoing communication exists between the community partner and the Building Council. Dialogue from the Campus Liaison, other administrators and teachers within the campus, and the site coordinator and/or CBO director will allow both parties to express concerns and share agendas and upcoming events. Regular meetings should be scheduled and planned in advance. In addition, the CBO and Campus Liaison should be accessible to each other whenever necessary.
- Recognize and respect differences. It is crucial that the initial meeting address the importance of recognizing that the campus and CBO(s) will have different philosophies, roles, and relationships to children and the community at large. Both the Building Council and the CBO(s) will have their own approach, language, and beliefs that are equally valuable and should be addressed in the beginning.
- Embrace mutual commitment. It is imperative that the CBO(s) and Building Council have an understanding of their commitment to the partnerships and the ways in which the collaboration benefits both parties. That is, the campus can begin to incorporate the CBO(s) into their campus philosophy and community, and the CBO(s) can commit to the nature of their mission and the ways in which it reflects a dedication to the campus environment.

- Evaluate the program progress and effectiveness. As partners, it is imperative that services are continuously monitored. This helps campus and CBOs maintain focus, improve effectiveness and accountability, ensure parent and participant satisfaction and identify changes for improvements.
- Clearly define protocols for troubleshooting. It is important that there is a clear protocol to follow in the event that issues arise. Regularly scheduled meetings designed to assess program quality and address challenges is one way to ensure programs are working effectively.
- Memorialize the relationship with the CBO(s) in a Memorandum of Understanding (“MOU”) and ensure adherence to the agreement.
- Coordinate, on behalf of the CBO(s), the use of shared space, safety, and security.

PUBLIC SCHOOL ATHLETIC LEAGUE (“PSAL”)** School sports teams are an important part of school life. All students on a campus who meet eligibility requirements can play on a campus team. A Building Council Leader should be designated to supervise the PSAL; he or she should:

- Meet regularly with the Athletic Director and PSAL Officers
- Ensure that student athletes are in good academic standing and appropriate medical certificates and documents are on file
- Ensure that all PSAL activities are supervised by a licensed administrator
- Oversee the athletic director’s work reviewing transcripts for eligibility and compliance
- Ensure that every coach’s per session ratings are entered and supervise payroll procedures
- Take the lead on preparing for PSAL audits
- Manage PSAL funds on myGalaxy
- Create and post vacancy circulars when coaches and athletic director positions become available
- Conduct disciplinary conferences and document issues with coaches and the Athletic Director

**See Appendix J, “Public School Athletic League (PSAL).”

- Oversee and ensure adequate supervision of pep rallies, homecoming, the homecoming dance, the PSAL awards ceremony, and other sports-related events
- Supervise all PSAL fundraising activities and maintain a PSAL treasury account
- Work to ensure a sense of pride and school spirit in connection with campus sports activities

HIGH SCHOOL TRANSCRIPTS All DOE principals on the campus are responsible for making reasonable contributions of funds or assistance in providing transcripts and student records to former students of phased-out schools. Assistance includes but is not limited to:

- Creating a per session position for a school aide or secretary
- Contributing funds equally to a full-time position for a school aide or secretary after factoring the Transcript Maintenance School (“TMS”) allocation
- Combining the TMS allocation with that of another nearby campus and sharing the cost of one school aide or secretary who splits time between campuses

(See Appendix Q for the URL link to the TMS Allocation Memorandum.)

Note: Transcript requests come at any time during the year, including the summer; funding calculations should therefore include summer hours, as well.

When the large high school on Campus C closed, the three remaining schools faced a dilemma. How could they afford to administer and service the records of the former students of the large school? To meet this challenge, the principals asked the following questions:

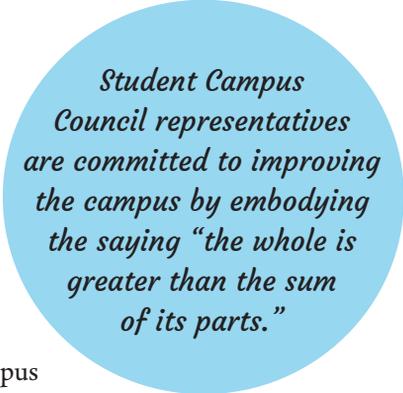
- How many transcripts were requested each week?
- How long did it take to find and send out transcripts?
- What other records were requested?
- How long did it take to complete these requests?

After reviewing the cost of transcript maintenance, the Building Council agreed to provide the necessary funds to ensure that transcripts are provided to all former students.

THE STUDENT CAMPUS COUNCIL On many campuses, a Student Campus Council (“SCC”) lends voice to the campus community. Campuses that form SCCs are encouraged to identify a Building Council Leader who will be responsible for identifying and supervising a faculty member and coordinating the SCC’s activities. These activities will build a campus culture of acceptance, pride, and support. The SCC is a working group of student representatives committed to:

- Building collaboration between students and the entire campus community
- Advocating for students’ interests
- Providing students with a voice in campus decisions

The SCC is composed of student representatives from each of the campus schools as determined by individual school rules. The SCC celebrates each school’s autonomy, culture, vision, and mission. SCC members collaborate to support school-wide activities, programs, and athletic programs that benefit all schools. They bring issues to the Building Council to improve the campus environment and culture.



Student Campus Council representatives are committed to improving the campus by embodying the saying “the whole is greater than the sum of its parts.”

The Building Council should consider the following:

- How will members be chosen for the SCC?
- Will the SCC be given guidelines?
- Who will supervise the SCC?
- How will the SCC communicate its decisions?

Summary

Although the primary responsibility of school leaders is to educate all children in their school, they are also charged with the responsibility to ensure their schools have systems in place that allow for the smooth functioning of the entire campus. This chapter highlighted some of these different responsibilities: administrative, shared, and distributed. Highly

effective Building Council Leaders share and distribute responsibilities among themselves to ensure adequate and appropriate supervision of students and staff. These members are ultimately responsible for creating an environment where all students, staff, and parents have access to related services and where everyone feels safe and secure on an academically strong campus.

The five schools on Campus A were troubled with conflicts between students of different schools. The principals reasoned that students did not know how to build relationships with students from the other schools and this situation was creating a sense of isolation and feeling of disconnect among students on the campus.

Acting on the belief that students who feel more connected to school will be more successful, the Building Council mutually agreed to implement a Student Campus Council. Each school was responsible for facilitating student council elections and tallying the votes. Once this process was completed, each school designated two students to serve on the Council, with a third student as an alternate. The SCC met weekly at a set time. Each meeting was facilitated by a representative of the Building Council or their designee.



Over the course of the school year, Campus B organized a pep rally, fundraising events (student dances, walk-a-thons, food sales, beautification projects, etc.). In addition, the Building Council organized an ongoing forum for students to discuss issues and concerns directly related to the overall environment of the campus. A key component to the success of this effort was the use of a CBO as an independent facilitator, which enabled the students to feel that a fair and democratic process was taking place. The SCC's overall mission to integrate student activities among the three schools on campus. The SCC engaged representatives from all schools to work on activities and initiatives that involved the entire campus. It gave students a voice in the school, taught problem-solving skills, and got other students involved who might otherwise have felt disenfranchised. Students were able to feel pride in their schools and in their campus.

Despite having met for years as a Building Council, the principals on Campus A realized that their campus was being seriously impacted by indecision, poor attendance at Council meetings, shared space issues, and mutual mistrust in the face of new leadership. They asked the Office of Campus Governance to send a representative to help get the Council back on track.

Understanding that teams do not coalesce overnight and that each principal's time is at a premium, the Council decided that a half-day retreat was essential to a productive discussion of team issues. To prepare for the retreat, the group read Patrick Lencioni's book, *The Five Dysfunctions of a Team: A Leadership Fable* (Jossey-Bass, 2002) and agreed to concentrate on two of the book's featured dysfunctions — the absence of trust and the fear of conflict.

Focusing on the sources of the group's conflict allowed the members to re-establish norms, implement agreed-upon protocols, and begin making productive decisions again. Most important, all members agreed to support and implement the decisions they had made by consensus.





SHARED PERSONNEL AND RESOURCES

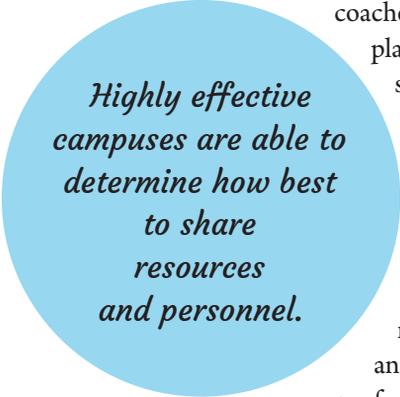
Many co-located campuses house small schools that, at times, do not have adequate funds to hire full-time personnel to support their students' needs. To remedy this situation, some co-located schools have begun to share personnel to the benefit of the entire campus. Commonly shared personnel include assistant principals for campus management and/or security; school aides; library media specialists; physical education, ESL, and special education teachers; related service providers; and School Based Support teams.

Highly effective campuses are able to determine how best to share resources and personnel. To ensure that sharing is equitable, Building Councils should work with their Field Support Center ("FSC") Operations Managers to schedule funds in the appropriate lines in Galaxy. Combining funds for personnel and resources allows all students on the campus the maximum opportunity to learn. This chapter will touch on some best practices in sharing space and resources by covering the following topics:

- **Shared Resources: Staffing and Budget**
- **Shared Personnel and Professional Development**
- **Rating Shared Personnel**

Shared Resources: Staffing and Budget

Each school on a campus should expect to utilize a combination of dedicated and shared staff. Dedicated staff should teach core academic classes. Sharing of specialized academic staff, such as physical education and special education staff or literacy and math coaches, may be possible with careful planning among school principals. The sharing of hard-to-find certified staff works best if their time is clearly divided in myGalaxy and the principals establish clear expectations for each shared assignment. Informal agreements create a lack of clarity about who is ultimately responsible for individual students and how to collaborate around professional development.



Highly effective campuses are able to determine how best to share resources and personnel.

In the case of shared campus staff or staff shared among schools, the budget must be aligned with Building Council decisions and the common campus costs must be tracked and identified by specific schools. principals sharing staff should:

- Identify and agree upon a formula for shared expenses and positioning of shared staff resources on the campus
- Identify items for expense sharing by school
- Create a pooled budget and transfer funds from individual schools or agree on transferring the cost of shared campus resources onto a single school's budget (e.g., a health clinic or teacher center)
- Identify relevant expenses in myGalaxy as shared campus costs
- Agree on campus priorities for supplemental or grant funding

The schools on Campus A brainstormed the needs of the building. They first concentrated on safety and security, then the shared areas, and, finally, areas that needed support. The personnel needs were identified and a spreadsheet was created to outline their costs, as follows:

SHARED POSITIONS	UNITS	BASE AMOUNT	AMOUNT
Librarian	1.0	\$55,600	\$55,600
Lab Specialists	1.6	\$55,600	\$55,600
Health Aide (7 hr)	1.0	\$23,183	\$23,183
School Aides (7 hr)	15.0	\$20,331	\$304,965
Total:			\$472,708

School Share

SCHOOL	REGISTER	PERCENT	AMOUNT
School 1	525	30.6%	\$144,622
School 2	325	18.9%	\$89,528
School 3	325	18.9%	\$89,528
School 4	325	18.9%	\$89,528
School 5	108	6.3%	\$29,751
School 6	108	6.3%	\$29,751
	1,716	100.0%	\$472,708

The Building Council determined which schools would fund the positions. One school funded the librarian as well as the lab specialists, who were supervised by the school's administrators. Another school funded the health aide and aides for the boys' and girls' locker rooms. The school supervised the funded staff and was responsible for ensuring coverage in the event of an absence. All schools informed each other of any problems with the personnel they were responsible for overseeing.

Upon reflection at the end of the year, the Building Council realized many budgetary issues revolved around supplies and equipment to support the general space areas. For example:

- Personnel and materials for CAASS machines
- Referees and supervisors for PSAL games
- Furniture, supplies, and equipment for shared general areas

The principals on Campus B realized that they needed more support from the assistant principals in order to supervise security and the general space areas. They hired an assistant principal to be the Building Manager, who would report to the Building Council. He would supervise all general areas, as well as the Deans, the SBST, suspensions, and all other school discipline. He assessed the needs of the three schools and created a plan with the Building Council to hire additional aides, completed SBOs for Deans, and formalized the new procedures with the Custodian Engineer and the SSA Level III. After drafting a budget, the Building Council realized that one school did not have enough funds to cover the entire cost of the Building Manager and all of its school aides. The Building Council agreed to transfer their share of the cost of the Building Manager to the school's budget.



Campus C's Building Council decided that many areas and services within the building required personnel to work with both schools. The identified needs were:

AREA	PERSONNEL	MATERIALS	EQUIPMENT
Auditorium			
Cafeteria			
Science Labs			
Library			
Visitors Desk			
Mail			
Gymnasiums			
Changing Rooms			
Entry			
Records Room			

The principals decided that the personnel selected to staff these areas should report to the Building Council. One school has a register of 537 and the other a register of 725, a 40:60 ratio. The principals requested that the FSC Operations Manager split-fund these positions. As a result of this decision, the appropriate personnel will be held accountable to both schools and a fair plan will be created to support the campus's needs.

(See Appendix K, "Calculating Shared Space Allocation.")

Shared Personnel and Professional Development

A multi-school campus is more than the administration of many schools within a building. It provides an opportunity to create new learning experiences for staff. In every school there is expertise, new and unique philosophies, and opportunities to share best practices with each other. Building Council Leaders are strongly encouraged to collaborate on best practices in teaching and learning as a goal to strengthen curriculum, assessment, and instruction. This ensures that all students on the campus are exposed to a strong and vibrant experience. Pooling resources and expertise can provide professional development to teachers to improve instruction and curriculum to the benefit all schools.



“We’re building a solution that uses campus resources and expertise when it makes sense without ignoring the individual needs of each school.”

LEARNING WALKS Building Councils are encouraged to consult with their Superintendent(s) and work with instructional coaches across the campus to identify tools to effectively capture useful details and provide meaningful feedback as part of leadership walk-throughs. Observations made are connected to City-wide Instructional Initiatives, including Common Core Learning Standards alignment, the Danielson Framework, and the Quality Review Rubric. The findings of leadership walk-throughs should be used to inform school and campus professional development on topics, themes, and subjects that have been identified as best practices in these areas.

Teachers, too, should be provided opportunities and given support to model and use inter-visitation protocols similar to those used by school leaders. This could involve scheduling visits to classrooms across grades, subjects, and schools. In addition, professional discussions around teaching and learning and positive conversations about children should be encouraged.

SHARED PERSONNEL Another benefit of learning walks is the opportunity for school leaders to identify effective teachers and counselors in each school on the campus. Research has shown that highly effective teachers impact student achievements. Building Council Leaders should consider sharing these personnel in order to maximize positive academic outcomes for all students, particularly the most vulnerable, and to strengthen the overall academic programs on the campus.

Four schools decided to create a Teacher Center for Campus A. The Building Council targeted areas important to each school and offered professional development opportunities to the campus. The Building Council decided that the Teacher Center would support professional development initiatives in reading and writing across the curriculum, academic rigor, and implementation of the workshop model and would also address special education and ELL issues. In addition to learning how to use the professional development library's resources, teachers had an opportunity to join study groups, learn more about the integration of technology into the curriculum, and focus on project-based learning. Collaborating on professional development also provided the campus with the opportunity to have a building-based coach who could offer on-site professional development.

The Building Council on Campus B decided that on Election Day they would offer professional development to their staff by recruiting experts within the three schools. The day's theme was "Authentic Ways to Integrate Technology into the Curriculum." One school's teachers taught those in another school their system of recording formative and summative assessments, and a third school's teachers showed their campus colleagues how to use laptop labs to improve student writing.

Teachers helped improve the Smart Board skills of their counterparts, who in turn demonstrated the use of using PowerPoint to help learning disabled students take notes and improve study skills. Using the expertise of each school benefited the entire campus faculty.

The Building Council on Campus C collaborated to create monthly campus-wide math professional development sessions for all math coaches and teachers, as well as the FSC Math Team from across the campus. They offered three to four workshops once a month. The Building Council's goal was to provide best practices in teaching math to share across campus, with the goal of improving student scores on the Math Regents exam.

Many effective Building Councils share an Assistant Principal for Student Life ("AP, Student Life"). The AP, Student Life allows principals an opportunity to focus on teaching and learning. Often he or she is a member of the Building Council with the following administrative and distributive responsibilities:

- Manages School Climate and Tone, including Safety and Security:
 - ▷ Oversees campus emergency readiness and discipline (including the BRT and General Response Protocol implementation and CAASS, Internet Protocol, Digital Video Surveillance, scanning, and door alarms, as applicable)
 - ▷ Manages the OSYD portal related to building functions, including the OORS management tools and data reports
 - ▷ Collaborates with the NYPD (School Safety Division and local precinct) to ensure appropriate support on a daily basis and during emergencies
 - ▷ Supervises staff responsible for student activities
- Monitors and Approves Extended Permits
- Supervises and Coordinates PSAL and After-School Student Activities
- Coordinates the Scheduling of Shared Spaces
- Supervises Shared Pedagogue and Support Staff
- Supervises and Coordinates Essential Related Services (Health Clinic, Cafeteria, and CBOs)

It is required that one school carry this shared position on its Table of Organization and that each school contribute to the salary based on an agreed-upon formula. (*See Appendix F, “Shared Funding of Personnel” for a sample.*) In addition, to ensure that the AP achieves the campus-wide goals and is held accountable for the work, it is important that one principal serve as the primary rating officer, providing direction and documenting the AP, Student Life’s progress, as per the Council of Supervisors and Administrators collective bargaining agreement.

Rating Shared Personnel

Should Building Councils decide to share personnel, they must understand that, although one principal enters the end-of-year rating, all principals participate in determining the final rating. Principals who elect to share the cost of personnel are encouraged to engage FSC Operations Managers to ensure that funding is equitably shared and that the contractual rights of personnel are observed. NYSED and DOE teacher and staff evaluation procedures are applicable to all shared campus personnel.

Summary

With limited resources, highly effective functioning Building Councils combine and share personnel and budget to maximize opportunities for students. Campuses that share resources provide students and families with needed related services, extra-curricular opportunities, access to enrichment programs, and opportunities to build community.



4

SCHEULING SHARED SPACES

Equitable access to campus resources ensures that each school develops successful individual programs while supporting the development of a harmonious campus. In most co-located campuses, all the schools share the following common spaces:

- Cafeteria/Multipurpose Rooms
- Library Media Center
- Science and Demo Labs
- Gymnasium and Locker Rooms
- Play Yards and Play Areas
- Auditorium
- Stairwells, Entrances, and Exits

Shared Space Agreements

Shared Space Agreements are made by the Building Council. These agreements should be revisited each year and re-negotiated, as appropriate. The Building Council should identify and agree upon shared spaces, and define schedules and parameters of use by:

- Discussing instructional program requests (e.g., library, auditorium, cafeteria, technology labs, gym, science labs, dance studio, hallways, entrance/exit, and signage) from each school
- Prioritizing the use of the spaces using rationale related to school/campus mission
- Scheduling spaces accordingly and revisiting annually
- Memorializing and uploading agreements into PASS

Planning for Shared Spaces

Early planning allows for multiple opportunities to address concerns. Building Council Leaders, in collaboration with their school program chairs, should meet as early as March and continue through June to engage in negotiations for equitable shared space for the upcoming school year. This allows the opportunity to:

- Meet UFT contractual obligations. All schools should work to complete programming by June to ensure that teachers are given ample time to plan and/or seek out professional development opportunities to enhance their instructional practice.
- Create a plan for those circumstances in which budget or personnel may change. An additional summer meeting should address any requests for changes or adjustments to shared space agreements.
- Ensure that all students have access to shared spaces, such as the library media center, gymnasium, cafeteria, auditorium, and play yard.
- Use creative programming to ensure adherence to NYSED Physical Education requirements and allow every student access to the gymnasium.
- Ensure that all students have access to food services every day in the cafeteria.

- Schedule the cafeteria so that all students eat at an appropriate time. Schools are encouraged to share lunch periods, including combining students from different grade levels in the same lunch period.

PROGRAMMING SHARED SPACES EQUITABLY One strategy to address complaints of inequity in shared space use is for schools to rotate shared space agreements every school year. For example, in Year One, School A has lunch at 11:15 and School B has lunch at 12:00, while School C has lunch at 12:45. The next year, the times are rotated to allow for School A to have lunch at a time other than 11:15. In the event that schools are unable to come to a shared space agreement, the Office of Campus Governance mandates the alignment of each school's time allowance to its student population. (See Appendix K, "Calculating Shared Space Allocation.")

Successful Building Councils make shared space decisions by examining the instructional implications of sharing space, both for each individual school and for the campus as a whole. These decisions require attention to the immediate needs of each school, as well as to anticipated long-term needs as new schools grow to scale over several years. Many decisions are determined by the unique size and shape of specific buildings.

A creative and solution-oriented approach to school facility decision-making will result in the optimal use of buildings in support of instruction.

Creating Common Time Schedules

Common time schedules, or bell schedules, provide a structure around which multiple schools in a building can share spaces. Bells are not necessary, but adherence to the exact schedules is required. All schools should create schedules that use time efficiently, improve teaching and learning, and allow for implementing rigorous curriculum in accordance with their individual vision and mission. In multi-school campuses of three or more schools, it becomes necessary to have a general space or campus time schedule to determine when the gymnasium, library media center, auditorium, and cafeteria are available. Individual schools may more easily program their classes by keeping this uniform schedule in mind. In addition, it is suggested that Building Council Leaders keep the following questions in mind:

- What are the projected registers of the individual schools and the campus?

- How many lunch and physical education periods do the schools need?
- What is the amount of time necessary for students to pass between classes?
- What are the start and end times for all schools?
- Will schools use different block schedules?
- Are all class periods the same length of time?
- Do all schools have copies of the campus schedules?
- How will lunch periods be determined?
- Will schools share the gymnasium?
- Will science labs be shared?

Two schools sharing space on Campus A decide that they do not need a general space plan. They both bring their programming needs to the table and plan carefully together. They agree to accommodate the needs of the other schools.



The six schools on Campus B formalize a general space schedule. Schools individualize their programming by staggering start and end times. This practice helps each school customize its curriculum and programming.

Shared Space Areas

CAFETERIA At its best, a building cafeteria is a place to eat, renew, relax, and build and sustain a sense of community. Combining students from different schools in the cafeteria is an effective practice in developing a positive campus culture for all students. Sharing a cafeteria does not have to be difficult. However, it is important that the Building Council make its decisions after thoroughly discussing capacity, schedule, implementation, and safety.

Some campuses have separate and dedicated lunch periods. This practice results in students eating lunch very early, sometimes before 10 AM or very late, generally after 1:45 PM. Building Councils are instead encouraged to explore sharing cafeteria space with other schools so that all children, regardless of school, are served lunch after 10:45 AM and before 1:30 PM.

Combining and collaborating on lunch schedules allows children from the same community to interact with their neighbors and relatives, thereby building a community across the campus. On campuses where different grade levels are co-located, principals should explore combining students of different age groups, so that older students have an opportunity to model appropriate behavior and mentor younger students. Principals often cite student safety as the primary reason for not programming students from different schools in the cafeteria at the same time. However, when students know each other, there are fewer safety-related issues to manage. In the event there are safety concerns, the Building Council should work with SSA Level III and the Borough Safety Director to implement additional protocols. Building Councils should also consider these questions when scheduling the cafeteria:

- What are common expectations and policies for students during lunch?
- How many periods of meal service are offered?
- How many students can be served?
- How will the cafeteria be staffed?

The cafeteria on Campus A is large, with four distinct seating areas. The schools share space and overlap lunch periods. There are at least two, and sometimes three, schools in the cafeteria at a given time. The schools share responsibility for supervising each lunch period. The lunch schedules work well because they connect to teachers' schedules and afford time for common preparation periods.

LIBRARY MEDIA CENTER As explained in Chapter 2, the library media center is an area that all schools can use to extend and improve instructional practices. It can foster a community of learning and literacy that leads to higher academic achievement, independent readers and learners, as well as learning and collaboration throughout the campus. Campuses should therefore make every effort to devise ways in which all students have equal access to the resources that library media centers have to offer.

Best practice suggestions for shared library media centers include:

- Identifying a principal who will be responsible for supervising the library and librarian
- Ensuring that the library is aligned with the campus's vision, mission, and goals

- Creating a library advisory committee with representation from every school
- Sharing equitably the cost of the upkeep of the library
- Considering hiring a full-time library media specialist and support staff
- Ensuring that the library is arranged for flexible use by large groups, small groups, and individuals
- Directing the library media specialist to plan with all teachers across campus schools
- Working with the library staff to apply for technology or library grants
- Agreeing in advance on which events, meetings, and after-school programs will take place in the library media center
- Creating a calendar for the use of the library media center, with an emphasis on students from different schools sharing the library
- Coordinating “library learning walks”

Schools on Campus A decided that the library media center was an area that needed to be funded to meet the needs of all of its students within the building. The vision was to raise student achievement by creating a “culture of literacy.” The culture would be improved by supporting the library, a space shared by all schools.

The Building Council formed a library media center advisory team, which consisted of teachers from each of the three schools representing all subject areas throughout the campus. The advisory committee and principals did a walk-through to evaluate the library. They focused on physical resources, the instructional program, operations, administrative support, and outreach/communication. The team then looked at how the library media specialist was authentically supporting New York State Standards within each subject area. As the team shared their ideas with the school leadership teams and the Building Council, a vision with a three-year plan and yearly goals emerged. The team targeted items that could be included for funding within the Building Council’s budget, grant proposals, and community-based organization. Through collaboration and over time, the campus built a culture of literacy.

SCIENCE AND DEMO LABS Educators agree that science laboratory experiences are a fundamental and critical component of basic science education. As such, it is expected that:

- Middle schools and high schools will offer rigorous science programs that are mandated by and aligned to State requirements

- All schools, including schools new to the campus, will enroll students in these courses who must have full access to science laboratories, including existing resources, particularly equipment and materials in order to complete required science experiments
- As new schools continue to grow on the campus, they will contribute to the cost of additional equipment and materials
- All Building Council Leaders will work collaboratively to ensure that all students, regardless of school, are programmed to the laboratory

Building Councils Leaders should consider identifying and assigning an assistant principal or lead science teacher who will work collaboratively with all the schools to ensure that:

- Safety standards are established and maintained
- All staff assigned to the science laboratory have appropriate safety protocol training
- All students and staff are regularly observed to adhere to safety procedures
- Resources are pooled so that the cost of equipment is shared and all students and staff have appropriate safety and personal protective equipment

GYMNASIUM/PHYSICAL EDUCATION SPACE A high-quality physical education program is critically important to all students. Scheduling the gymnasium and locker rooms requires extensive conversation among the Building Council Leaders and responsible staff or program chairperson. Building Council Leaders may engage the Office of School Wellness Programs for additional support in scheduling physical education and maximizing the use of available space. Building Councils are required to consider the following best practices:

- Coordinate use of the gym, multi-purpose, and/or outdoor space equitably among schools
- Share physical education teacher(s) between or among schools
- Identify and fully utilize all physical education spaces: weight room, pool, field, locker rooms, play yard, dance studio, and multi-purpose spaces*
- Use gymnasium dividers to create additional class capacity

**Hallways are not considered physical education spaces.*

- Identify other common spaces (large classrooms, clean and cleared cafeteria, auditorium stages, and multi-purpose rooms) that can be used for physical education and fitness activities
- Share a dedicated large space with another school for physical education activities
- Program both morning and afternoon physical education classes
- Collaborate with nearby school(s) or CBO(s), such as the YMCA or the NYC Parks Department, for use of their recreation centers and activity spaces

Meeting all students' needs for physical education on a multi-school campus can be done creatively and sensitively by understanding the requirements of all schools on the campus and using all available shared space.

To help reach the required 120 minutes of physical education per week, elementary schools can implement *Move-to-Improve*, a K-5 classroom activity program that incorporates 10-minute fitness activities aligned with physical education standards and core academic concepts, to supplement physical education classes. To use *Move-to-Improve* as part of a comprehensive physical education program, at least 85 percent of a school's classroom teachers must be trained and the school must have regularly scheduled physical education classes taught by a physical education teacher. (See Appendix L, "Physical Education Requirements.")

AUDITORIUM The auditorium is a shared space used by all schools for assemblies, theater rehearsals and performances, and school-related community activities. In order to effectively schedule spaces, Building Council Leaders should be prepared with a description of their activities and preferred dates, times, and periods. These planning meetings should occur early in the school year or prior school year. Schools should create a shared calendar that is commonly accessible and regularly updated to schedule events in the auditorium as they come up. Many Building Councils schedule their schools' needs using Google Calendar and Google Docs, which allow them to access and review the campus calendar in "real time." Schools are not permitted to add the auditorium to their individual space allocation and cannot program the auditorium as an additional instructional space, except in emergency situations only.

HALLWAYS, STAIRWAYS, AND BATHROOMS The supervision and safety of students is a major factor when scheduling shared hallways, stairways, and bathrooms. On many campuses a building's design and individual school locations allow for easy allocation of these shared spaces to individual schools. These shared spaces, however, should be available to all students and staff, regardless of school.

Campus A needed to schedule all of its students for physical education. A middle school and a high school have now joined the campus and it has become more difficult to meet all of the students' needs.

The elementary school wanted the physical education program to remain unchanged from the way it had been programmed for the past ten years, the middle school wanted to implement a comprehensive program that included leadership, and the high school wanted a five-day-a-week program. The building's small gym, which was designed for an elementary program, could not accommodate all of the students on the campus. Mindful of each other's vision for an effective physical education program, the principals agreed to review New York State and City requirements.

The principals decided to create more physical education capacity by staggering the schools' start and end times for physical education classes. For example, one school started an hour and a half later and another school an hour and a half earlier. This scheduling change allowed for four periods of additional use each day. They also agreed to use the auditorium for dance and step classes. In addition, the middle and high schools agreed to a 3/2 day schedule. At the following Building Council meeting, the programmers collaborated to create schedules that implemented excellent new curriculum and programs, were in compliance with New York State and City mandates, and met the capacity and needs of all students on campus.

Shared Public Announcements

Effective communication to all constituents in a school building allows for a well informed, involved community. For this reason, all schools are equipped with a Public Announcement ("PA") system to make announcements and provide information to students and staff.

The PA system is also an important communication device in maintaining safety in schools. When a building becomes co-located, the use of the PA system can become problematic for schools. Although many PA systems can be programmed to have announcements directed to specific rooms and floors, many of the older models are not designed to do so.

Building Council principals are encouraged to create a plan that includes scheduled announcements.

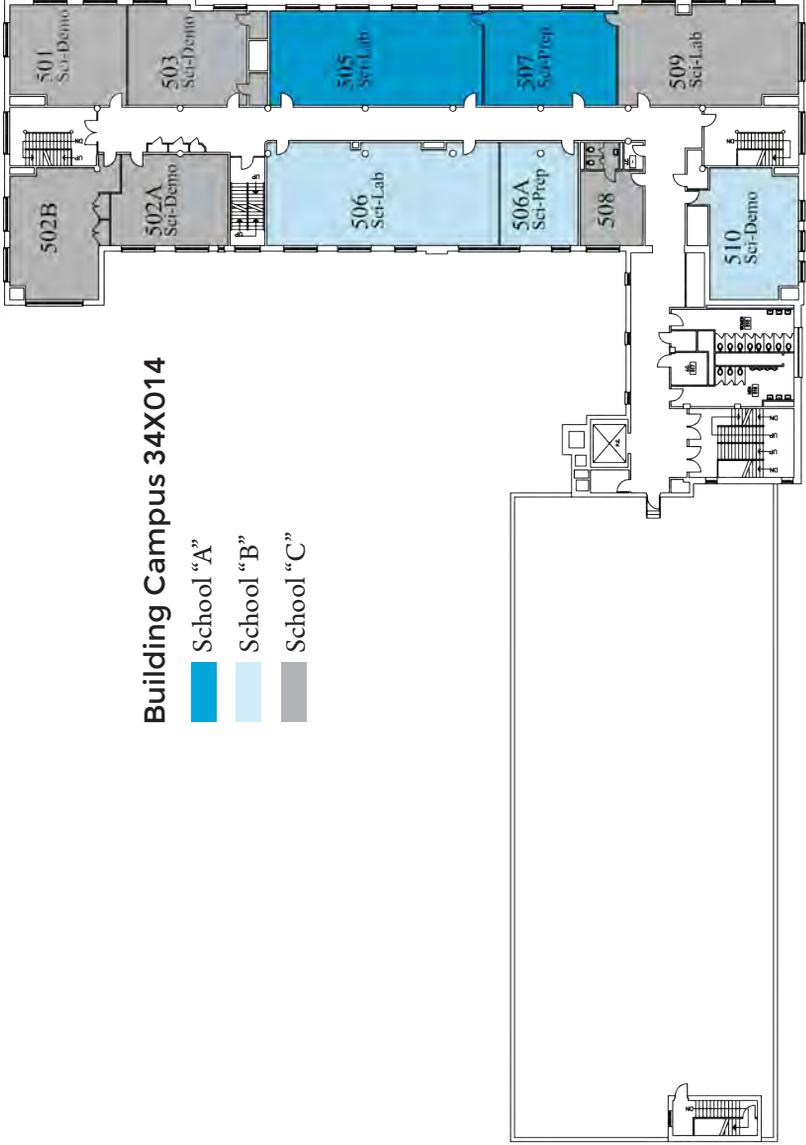
Here are some suggestions for the use of the PA on co-located campuses:

- Use the PA system only when absolutely necessary. The overuse of the PA system can be detrimental to a school's instructional program. Valuable instructional time is wasted every time teachers and students pause to listen to announcements. Regular and constant announcements should be avoided.
- Only emergency and safety announcements should be made to entire schools.
- Avoid using the PA to ask students and staff to report to a room or office; instead, use radios for this purpose.
- Consider communicating important information to staff via email, the school web site, or early morning staff check-in.
- Combine announcements and have one person communicate via the PA to the entire campus.
- Announcements should be necessary, short, and to the point.
- Announcements for one particular school can be made when it is least disruptive to the other schools on campus.

Summary

This chapter provided some best practices for scheduling shared spaces. With multiple schools in one building it becomes absolutely necessary to share spaces so that all students have access to spaces to address their social, emotional, and academic needs. Shared spaces are exactly as defined; these spaces are to be shared by all schools and do not have ownership by any one particular school. Building Councils are required to engage in transparent and meaningful conversation to schedule these spaces. Highly effective Building Council Leaders work collaboratively to program shared spaces by exploring each school's individual bell schedule, unique program needs, and student population. This chapter provides some best practices for scheduling shared spaces. Building Council Leaders are encouraged, wherever possible, to collaborate, combine programs, share personnel, and program one campus-wide bell schedule. This allows all students on the campus an opportunity to build community when they learn, play, and eat together. Shared spaces provide every student with equitable access to resources and services that are critical to a safe, secure, and academically strong campus.

Fifth Floor Plan





CO- LOCATION OF CHARTER AND DISTRICT SCHOOLS

Approximately 130 campuses across New York City host a co-location that includes charter and district schools. As in DOE district co-locations, the Building Council is the structure for administrative decision-making and is responsible for resolving all issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council consists of district school principals and charter school principals or Directors of Operations.

In all of these co-locations, the Building Council works from the premise that all of the students are from the same community and will benefit from opportunities to work, play, collaborate, and celebrate together.

Effective practices implemented on some of these co-located campuses include:

- Encouraging students from the charter school to participate in campus PSAL teams
- Holding campus-wide athletic and club competitions
- Holding campus-wide student concerts and/or performances, talent shows, and holiday activities
- Hosting campus-wide fundraisers and/or food drives to support a local cause
- Sharing the costs of campus-wide personnel, resources, and equipment
- Creating pathways for District and Charter schools to collaborate in the development of teacher practice
- Strengthening family involvement by coordinating collaborative family engagement activities

Shared Space Committee

Those leaders of campuses where district and charter schools are co-located have an additional opportunity to engage with the other members of their school communities.

- As directed in Chancellor’s Regulation A-190, Building Councils will establish a Shared Space Committee (“SSC”) for campuses where charters are co-located with district schools. The purpose of the SSC is to review the implementation of the Building Utilization Plan (“BUP”) once it has been approved by the Panel for Educational Policy (“PEP”). The SSC will meet at minimum four times per year. SSC leaders may educate their larger constituencies about the BUP and its campus implementation.
- The SSC will consist of the principal, a teacher, and a parent from each co-located school. The principal will work with the UFT and PTA representatives on the School Leadership Team (“SLT”) to select the teacher and parent representatives. Charter leaders will work with their constituencies to select their parent and teacher representatives.
- SSC agendas and minutes must be uploaded to PASS. The due dates for quarterly SSC minutes are typically the second Friday in November, January, April, and July. (*See Appendix M, “How to Enter Shared Space Committee Meeting Minutes in PASS.”*)

Chancellor’s Regulation A-190: Matching Funds

Once sited, many charter schools choose to upgrade the spaces allocated to their school, aligning it to their school’s theme or student’s needs. These upgrades have varied ranges in financial costs, beginning at a minimum of \$5,000. When this happens, each district school becomes eligible for a dollar amount in charter match funds. Once awarded, district schools have several options for using the funds. In collaboration with the Borough Directors of Space Planning (“BDSP”), principals explore projects that would impact student achievement. Among some of these projects are purchases and upgrades to technology, instructional equipment, materials, and supplies. Some principals pool their charter match funds to upgrade spaces that are not used by the co-located charter schools. Below are some of the most popular and common projects completed by district schools:



In collaboration with the BDSP, principals explore projects that would impact student achievement.

- Purchase of laptop carts and smartboards for instructional use
- Upgrade to instructional spaces: music and art studios, library, and science labs
- Upgrade to facilities: bathroom, floors, lighting, electrical, and paint
- Construction of new instructional spaces: fitness centers, resource rooms, and dance studios

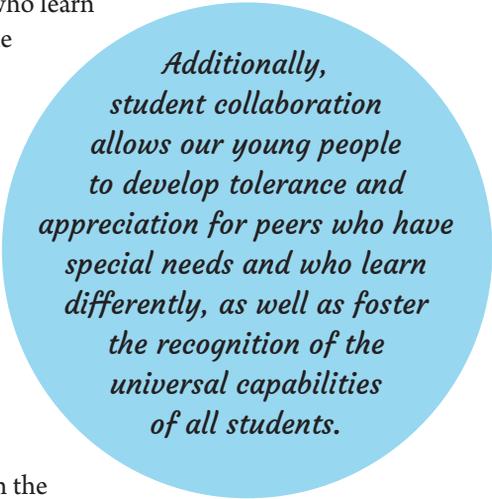


CO- LOCATION WITH DISTRICT 75 SCHOOLS

Approximately 267 campuses across New York City host a co-location which includes a community school, charter school, and a District 75 school. As in any DOE co-location, the Building Council is the structure for administrative decision-making and is responsible for resolving all issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council consists of the community school principal, D75 principal or designee, and/or charter school principal or designee. In all of these co-locations, the Building Council works from the premise that all the students are from the same community and will benefit from opportunities to work, play, collaborate, and celebrate together. Therefore, community school leaders are encouraged to recognize and appreciate the unique needs of D75 students and programs and to work with the principals to ensure that those needs are similarly met.

Sharing a campus with a D75 School creates many opportunities for collaboration. All D75 schools are charged with educating children who have varied abilities and diverse learning needs. As such, D75 educators are skilled at adapting curriculum and structures to ensure compliance with students' Individualized Education Plans ("IEP"). Through combined and collaborative professional development, community school teachers can benefit from the many unique strategies that D75 administrators and staff utilize to meet their students' academic and emotional needs. Schools co-located with D75 schools are encouraged to collaborate to enhance building-wide teaching and learning. Additionally, student collaboration allows our young people to develop tolerance and appreciation for peers who have special needs and who learn differently, as well as foster the recognition of the universal capabilities of all students.

Unique to D75 co-location is the number of students per section at a co-located site. The average co-location has approximately forty-five (45) students per site, resulting at all times in the smallest school population on the campus. Consequently, when the formula for calculating shared space is applied, the D75 schools often end up with minimum time in shared spaces, particularly the gymnasium. As such, the shared space calculation does not always work for D75. The suggested best practice is to apply the formula, which considers the number of classes within each school rather than the number of students. This method is preferred because ratios are IEP mandated, and a full class of District 75 students may consist of six to 12 students, rather than the 32-student classroom of the co-located community school. Building Council Leaders co-located with D75 schools are encouraged to provide opportunities for D75 students to have access to the gymnasium at a minimum three days per week. This can be achieved by equitable space scheduling, or allowing students to participate in community school physical education classes, when possible.

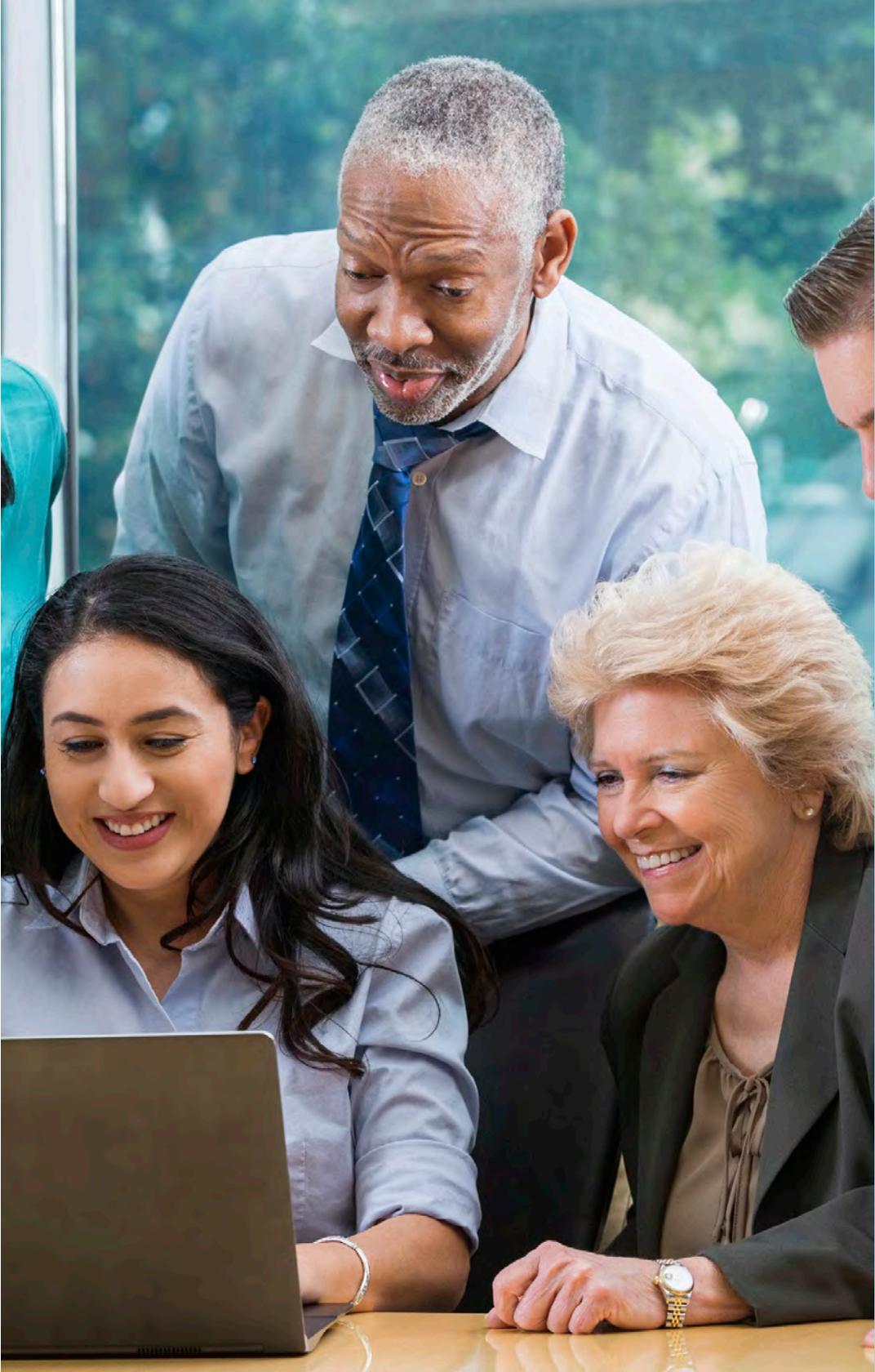


Additionally, student collaboration allows our young people to develop tolerance and appreciation for peers who have special needs and who learn differently, as well as foster the recognition of the universal capabilities of all students.

Yet another unique feature of the D75 schools is the number of staff assigned to each site. Many of the young people are provided with individual paraprofessional support, whereby increasing the adult population at the site. Community school principals are encouraged to be mindful of the D75 staff and to work collaboratively to ensure that appropriate space is provided for staff to have contractual breaks and lunch breaks. Additionally, principals should look at classroom sections to determine if a room size is adequate to accommodate the number of adults who are in the room to support students. A quarter size classroom, for example, might not be adequate for six students, four paraprofessionals, and a classroom teacher.

Additional best practices for Community Schools and District 75 co-location:

1. In collaboration with superintendents, create a classroom inclusion model where students from both schools work and learn alongside each other.
2. Collaborate on student activities including fairs, dances, performances, and graduation ceremonies so that all students on the campus have an opportunity to be included.
3. Combine parent engagement activities to ensure all parents on the campus have access to and receive relevant information.
4. Identify one staff lounge where teachers and support staff from all schools can engage in positive conversations on how to best educate all the children on the campus.
5. Disseminate D75 classrooms across the campus on varied floors in the community school, so that students feel inclusive within the entire campus.
6. Combine cafeteria and recess periods for students to dine and socialize together when at all possible.
7. Work collaboratively with school nurse and related service providers to meet the academic social, emotional and physical needs of all students on the campus.



7

THE DISPUTE RESOLUTION PROCESS

The decisions principals make on a campus and in Building Councils impact all of the schools on a campus. The DOE expects that Building Councils resolve issues within the campus by working collaboratively to make decisions in the best interest of all students. Decisions made at the Building Council level typically best capture the needs and nuances of multiple school communities; however, in the event there is a disagreement between schools on how to manage an issue that impacts the campus, the Office of Campus Governance will support Building Councils when conflicts arise and/or will coach principal(s) toward effective resolutions and consensus building. Nevertheless, Building Councils remain responsible for solutions and compromises that will meet the needs of all students in the building. When the Building Council requests intervention, the Office of Campus Governance will collaborate with the program office responsible for the disputed areas to find an appropriate resolution. *(See Appendix N for a detailed list of campus-related issues.)*

Additionally, the Office of Campus Governance will provide on- and off-site professional development to Building Councils and related campus community members upon request. *(See Appendix O for a list of professional development topics for Building Council Leaders.)*

Common Disputes on Building Councils

The majority of disputes that surface within Building Councils involve the following issues:

- Poor or ineffective communication among Council Members
- Lack of coherence and consistency in managing safety and security; and/or
- Space allocation and shared space scheduling

To minimize disputes, Building Councils are encouraged to:

- Be role models and display appropriate and acceptable behavior for the campus community
- Memorialize all decisions made in Building Council meetings
- Make decisions in the best interest of all the students on the campus
- Collaborate and explore sharing spaces and resources
- Temper personalities and not personalize all issues
- Monitor conversation tone and gestures
- Exercise leadership by taking responsibility for decisions made by the Building Council

The Office of Campus Governance will mediate conflicts as needed to keep the work of school improvement and successful co-location moving forward.

A school on Campus A needed an additional classroom for one period a day. The principal reached out to his colleague in another school on the campus to request the use of one classroom. The issue was put on the agenda for the next Building Council meeting. After extensive conversation, the principals agreed that the requesting school could use the room. The Building Council agreed that, as the school leaders, they have the authority to make decisions concerning their allocated spaces, including making rooms available to another school on the campus. They recorded and time-stamped the agreement, including its duration, and uploaded it as an addendum to Building Council minutes in PASS. They also agreed to send the information to the Office of Space Planning so that all records and building plans are updated and accurate.

DIVISION OF SPACE MANAGEMENT

The Division of Space Management (“DSM”) has been designated by the Chancellor to manage space for all New York City Department of Education schools and administrative facilities. The work of the Division is guided by Chancellor’s Regulation A-190, which outlines the process of significant changes in school utilization and procedures for the management of school buildings housing more than one school. Within DSM there are three offices that work collaboratively and cross-functionally with Central offices to support schools and campuses in order to affect student achievement and to ensure that every student has equal access to all resources and spaces:

- **Office of Space Planning (“OSP”)** supports the Chancellor’s initiatives by providing strategic space and capital planning. The office is responsible for the allocation of space in all educational and administrative facilities. OSP offers first-hand support to all principals on space-related issues by providing detailed space utilization analysis to identify matters of capacity, utilization, and access.
- **Office of District Planning (“ODP”)** works to ensure that all students in New York City have equity and access to high-quality educational options. To meet this end goal, the ODP embarks on an annual district planning process for each district across the city to assess a variety of district needs and priorities. In addition, the ODP works collaboratively with key partners to implement critical changes to schools.

- **Office of Campus Governance (“OCG”)** provides support and training to Building Councils on co-located campuses and acts a neutral facilitator to mediate issues and resolve disputes. OCG identifies best practices in communication, collaboration and scheduling of shared spaces to ensure that all students receive a quality education in a safe, secure, and nurturing learning environment.
- **Office of Accessibility (“OA”)** leads the DOE initiatives to address accessibility throughout the city, working collaboratively with the Mayor’s Office for People with Disabilities, the School Construction Authority and multiple other city agencies. This office coordinates the planning and management of accessibility projects, conducts accessibility education and training, performs data collection and management, engages in liaison activities, and handles all reporting and communications regarding accessibility issues.

Office of Space Planning

The OSP coordinates the allocation of space in all DOE schools and offices. Within OSP sits a team made up of BDSPs, supported by analysts who provide useful data and analytics to assist with the equitable distribution of the spaces. Working together, OSP and the ODP engage communities to ensure that the space needs of all co-located schools are met. As a borough-based team, they develop the following impact statements based on extensive research and community input:

DSM’s mission is to ensure that the DOE’s spaces are used to enhance students’ educational experiences and outcomes by engaging with communities and educational partners in an inclusive, transparent, and equitable process for the allotment and management of space.

- **Educational Impact Statement (“EIS”)**: An EIS is a legal document that outlines a proposal for significant changes in school building utilization. EISs are approved by the PEP.

- **Building Utilization Plan:** A BUP is a legal document that describes the year-over-year allocation of space for all schools in any co-located building that houses a charter school. BUPs are also subject to approval by the PEP.

NEW SCHOOL PLACEMENT ON CAMPUSES At the placement meeting, the BDSP invites representatives from the Division of School Facilities and the Division of Instructional Informational Technology to meet with new principals. The BDSP provides the new school with the number of rooms and administrative spaces allocated for the first year and subsequent years. Additionally, the BDSP facilitates conversations regarding moves, furniture, space upgrades, and technology needs. The BDSP remains connected to the placement and continue to provide support, guidance, and historical context for the duration of the co-location.

Space Allocation Process

In collaboration with ODP, OSP utilizes the following three-step process to identify spaces for new schools:

STEP 1:

Review the Annual Enrollment, Capacity, and Utilization Report (The “Blue Book”).

The Annual Enrollment, Capacity, and Utilization Report (the “Blue Book”) is a capital planning document published annually by the School Construction Authority (“SCA”) that describes the capacity and utilization for all DOE buildings. The Blue Book provides the first level of review about the utilization of building space to serve students, compared to actual enrollments. This analysis forms the standard framework with which to assess the utilization of all DOE buildings.

The Blue Book’s information provides an understanding of the conditions under which multiple schools share a single building; assists in making informed decisions about enrollment growth or placement of new schools or programs in under-utilized buildings; and allows the DOE to plan for major capital projects (including new school buildings, school annexes and additions, and other upgrades that expand a building’s capacity). To do this, the Blue Book provides a capacity calculation based on information provided by Principals in the School Construction Authority’s Annual Facilities Survey, which verifies the usage and size of rooms within each building. This calculation is derived from a comparison of Target Capacity vs. Historical Capacity:

- *Target Capacity* reflects aspirational programming goals for school buildings, making different assumptions about how classrooms are programmed. The Target Capacity and Utilization Rates will change as schools’ programming goals change.
- *Historical Capacity* is maintained to provide for consistent comparison of data over time with previous years. While the method of calculating capacity differs by grade and by room size, it is important to note that instructional rooms equal to or greater than 240 square feet are assigned a capacity. This methodology is applicable to both targeted and historical calculations.

STEP 2:
Conduct a Desk Review.

A “Desk Review” provides a capacity and space utilization analysis based on the following DOE data sources:

- Building Plans – include building design, unique features, common areas, specialty rooms, room counts, room square footage, etc.
- PASS – includes school-reported space utilization (updated yearly by schools and periodic site survey by the SCA to verify accuracy)
- Automate the Schools (“ATS”) – a DOE application that captures student enrollment information (enrollment and sections per grade)
- DOE Instructional Footprint – a baseline space allocation for a school or program

STEP 3:
*Conduct a Comprehensive Building Survey
to Verify Current Available DOE Data.*

- Update Building Plans to reflect all changes to existing plans (including renovations and construction)
- Document any changes to the PASS
- Apply the DOE Instructional Footprint to all organizations to determine quantity of available space
- Complete a Building Survey Report that documents detailed utilization data from site surveys to inform planning decisions
- Color-code building plans to reflect actual building utilization by co-located schools

OSP also monitors and provides the Chancellor with relevant and updated information on:

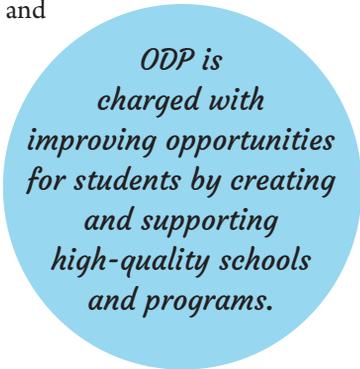
- Temporary Classroom Units (“TCU”) Removals
- Over-Utilization of Buildings
- Accessibility for Students and Staff
- Pre-K Classroom Allocations

Office of District Planning

Chancellor’s Regulation A-190 informs the work of the ODP. The ODP consists of a group of Borough District Planners and Associate Planners supported by an analytics and data team. In collaboration with the Office of Space Planning, ODP works to engage district superintendents, school leaders and staff, parents, and the community as a whole to make significant changes to a building’s utilization. ODP is charged with improving opportunities for students by creating and supporting high-quality schools and programs. Every year ODP assesses the needs of students in every district in New York City.

To accomplish this task, ODP collaborates with the district superintendents and the communities in an annual District and Community Planning (“DCP”) process to prioritize student and community needs. The needs and priorities are then matched with available resources in each district to allow schools and programs to meet the specific needs of the New York City neighborhoods and education districts. ODP determines needs and priorities by reviewing and engaging three key inputs:

1. The thoughtful review of Citywide and districtwide data, analyzing relevant trends, community needs, and efficient use of available resources.
2. The identification of potential areas for improvement related to student learning outcomes, including:
 - Increasing access to Pre-K, English Language Learning, and District 75 programming
 - Increasing access to other special programming, such as Gifted & Talented programs



ODP is charged with improving opportunities for students by creating and supporting high-quality schools and programs.

- Removing TCUs and performing other necessary facilities work to improve learning conditions
 - Re-siting schools as needed
 - Changing zone lines to address overcrowding
 - Reconfiguring grades to align to demand
3. The utilization of feedback from community partners, such as Citywide and Community Education Councils (“CECs”), District Presidents’ Councils, and PEP members, or key DOE partners, such as Community and High School Superintendents, the Office of Student Enrollment, the Office of Space Planning, and the Department of English Language Learners and Student Support (DELLSS).

ODP continues to review and revise planning needs and priorities as new information becomes available.

DISTRICT PLANNING PROCESS The process of creating high-quality schools involves extensive work on the part of the ODP. The district planning process comprehensively assesses a district’s needs and utilizes available resources to develop scenarios that maximize the benefit to the community. The process involves the following components:

Needs Assessment

- Qualitative and quantitative data collection and synthesis on enrollment trends, demographics, school quality, and admissions methods
- District Planning Memo creation and District Planning Committee feedback on priorities and needs
- Principal, CEC, and other community engagement

Space Aggregation

- Aggregate existing space information to inform the scenario planning process — i.e., understanding by district where space exists and its potential uses

Scenario Planning

- Prioritization of goals based on the Mayor’s and the Chancellor’s priorities, community feedback, internal analysis of needs, etc.
- Cost/benefit analysis of competing priorities
- Matching buildings with district goals
- Engagement of communities in discussion of potential scenarios
- Assessment of the feasibility of co-locations

Proposal Development

- Coordination of cross-functional teams to implement non-A-190 proposals
- Adherence to A-190 timeline for proposal creation, engagement, and PEP vote

The ODP also ensures compliance with Chancellor’s Regulation A-190, which governs the public review process for proposals for significant changes in school utilization. Significant changes include:

- Grade reconfigurations
- Co-locations
- Re-sitings

For every proposal requiring a significant change, the DOE is required to:

- Publish an EIS and BUP, where applicable
- Schedule and convene a Joint Public Hearing to discuss the proposal
- Produce and publish an Analysis of Public Comment
- Arrange for the PEP to vote on the proposal

Additional information is communicated to families in affected schools and public comments are solicited throughout the proposal process.

(See Appendix P, “Engaging Stakeholders and A-190 Timeline” for an example of the district planning process timeline.)

Office of Campus Governance

The Office of Campus Governance collaborates with the OSP, ODP, Superintendents, and other DOE offices to support school leaders on co-located campuses and mediate disputes on Building Councils.

The OCG works with and supports Building Councils to:

- Facilitate “meet-and-greets” to introduce new schools to campuses and/or to the Building Council
- Establish effective communication protocols
- Explore opportunities for campus collaboration
- Address issues or concerns voiced by community and/or other DOE offices
- Lead the “campus squad” visits

- Support Superintendents at co-location implementation meetings
- Visit campuses to identify and share best practices in co-location
- Facilitate dispute resolution

CAMPUS DISTRICT CHARTER PARTNERSHIP was established to support a strand of Mayor DeBlasio’s “Equity and Excellence” initiative to improve relationships between district and charter schools.

The overall goal of this work is to facilitate collaborative partnerships focused on effective communication and sharing of best practices in teaching and learning, student engagement, and parent engagement. Specific goals include:

- Engaging schools in a mutually beneficial process of systems improvement
- Creating pathways for district and charter schools to collaborate in the development of teacher practice
- Strengthening campus culture by facilitating the creation of joint student activities
- Strengthening family involvement by coordinating collaborative family engagement activities
- Developing strong models of successful across the city

Each school will establish planning teams consisting of school leaders, teachers, and other members of the community directly responsible for parent engagement and student activities. Campus teams will meet to determine the nature of the collaboration given their shared vision. They will work together to design their partnership experience based on the strengths, needs, and culture of their schools. Implementation will be customized for each campus and may include but not limited to:

- Professional learning communities
- Inter-visitations
- Professional development
- Student council collaboration
- Collaborative sport teams
- Joint after-school activities

APPENDICES



Sample Building Council Meeting Minutes Form

Campus:		
MEETING AGENDA AND MINUTES		
Date:		Recorder:
Attendees		
Principal / Participant Name:	School / Organization:	
Issue / Item	Decision / Action (How issue will be addressed)	Responsible Principal / School
1.		
2.		
3.		
4.		
Next Meeting Date: _____		
Agenda Items:		
1.		
2.		
3.		
4.		
5.		

Sample Campus By-Laws

Mission Statement

The mission of the Thomas Madison Educational Campus is to develop all students academically, emotionally, and socially, so that each student can thrive in college, career, and community.

Core Members

All campus Principals of the Thomas Madison Educational Campus.

Organization

The Principals of the Thomas Madison Educational Campus meet weekly during an extended time period (8:30 – 10:00 AM) in a designated room determined by the Building Council.

The Principal facilitator for the campus meetings is determined by the Building Council during an August/September meeting. Each school on campus is required to host at least one month during the 10-month school year.

Additional members of the standing committee are the Custodian Engineer, SSA Level 3 and his or her Supervisor, and the Building Manager. A secretary may be provided to the designated Principal facilitator for the purpose of keeping accurate minutes of each meeting.

All campus Principals are required to attend the weekly meeting. On the rare occasion that a Principal cannot be present at the meeting they are to send a designee.

If a Principal chooses to send a designee, the Principal must entrust that person with all the voting rights of the Principal pertaining to the function of the Building Council. Further, the Principal must abide by the decisions or actions taken by the Council during that meeting and while the designee was present.

Procedure

The Principal facilitator is the person who conducts the meeting and facilitates the flow of conversation by a show of hands.

The role of the chairperson shall be to:

- Schedule meetings and ensure that Building Council meetings are effectively organized;
- Facilitate discussion(s) during meetings;
- Set meeting agendas in collaboration with other team members;
- Coordinate team and subcommittee efforts;
- Disseminate agendas and notes to all team members to guide their planning;
- Ensure that members maintain their focus on campus-wide issues; and
- Forward the minutes of the meeting to the Principals on campus and all other parties as directed by the Department of Education.

Meetings

Requests for agenda items are to be made via e-mail at least 48 hours prior to the next meeting. Final agendas are to be e-mailed to all campus Principals and members of the committee by the morning of the weekly meeting. (Adopted in order to save paper copying.)

The two most important agenda items for all meetings must include:

- campus-wide safety
- campus-wide facilities

Guests and presentations are approved and scheduled the meeting prior to their expected participation.

Individual Principals are limited to a two-minute interval to respond to or present items for discussion. Invited guests and presentations are normally scheduled toward the end of the agenda for interested Principals to attend.

Quorum Calls: Two quorum calls shall be required in order to end a meeting. The first call may be made at any time. If there is no quorum present (4 of 7 or 5 of 8) whatever motion is on the floor is automatically tabled. The meeting shall continue with a consideration of the next agenda item. If a second quorum call is made, and there is no quorum present, the meeting shall end at that point.

Decision Making: Decisions will be made by consensus, or having 90% of the members present agree.

Documentation

Minutes from each meeting are furnished to each of the campus Principals and members of the committee within 48 hours of the last weekly meeting.

One hard copy of the agendas and minutes of all meetings will be held by the lead Principal of the month and transferred to the next lead Principal prior to their first meeting. One hard copy of the agendas and minutes of all meetings will be held by the Building Manager in his/her office. The copies of the agenda and meeting minutes must be available for review by various walkthroughs, Impact review, and for the Principals of the campus. All other documentation will be kept on the computer network and each campus Principal is responsible for keeping their own file.

By-Laws Review and Amendment

These By-Laws may be amended at any regular meeting of the Building Council Principals, provided that notice of any proposed changes were raised at a previous meeting. In addition, the By-Laws will be reviewed annually at the end of the school year to ensure that the document's provisions meet the needs of the campus Principals..

Amendment: Procedures

Any of the campus Principals can offer an amendment to the By-Laws Sub-committee for discussion. The By-Laws sub-committee will be made up of at least three Principals of the campus.

The By-Laws Sub-Committee will report on the proposed amendment at the next regularly scheduled campus Principals committee.

At the next scheduled meeting after the presentation of the By-Laws Sub-committee a full discussion by the campus Principals will then take place. Whether or not the amendment gets ratified will be decided by consensus.

How to Enter Building Council (BC) Meeting Minutes in PASS (Principal Annual Space Survey)

1. Log into PASS (<http://survey.nycsca.org/pass>) using Internet Explorer 6 or above.
2. From the menu bar, go to the **Meeting Minutes » Building Council** page.



The screenshot shows the PASS web application interface. The navigation bar includes links for Home, School Enrollment, Organizations, Room Use, Meeting Minutes, Certification, and PASS Instructions. The 'Meeting Minutes' link is expanded, and 'Building Council' is highlighted with a red circle and a blue arrow. Below the navigation bar, the 'School Organizations' section is visible, featuring a table of school organizations and a form for entering campus-related information.

School ID	School/Organization	Principal Name	Principal Phone	Principal Email	Status	Action
K002	PARASIDE PREPARATORY ACADEMY	ADRIANNE ORLANDO	718-463-6000	ADRIANNEORLANDO@NYCDOE.EDU	Active	X
K141	P.S. K141	MICHELLE HUNT OF BAWANG	718-461-0000	MIHUNT@NYCDOE.EDU	Active	X
K704	EXPLORE CHARTER SCHOOL	FRANK BRESCH	718-724-4242	FRANKBRESCH@EXPLORENYCDOE.EDU	Active	X
KCBO	COMMUNITY BASED ORGANIZATION - BROOKLYN	ANWARA AHMED	917-438-8887	ANWARA@COMMUNITYBASEDNYCDOE.EDU	Active	X

Below the table, there is a section for entering campus-related information, including a field for 'Campus Name' and an 'Add New Campus' button.

3. Under "Building Council Meetings," click the Calendar icon in each row and use the calendar control to select the date of the planned Building Council meeting under "Planned Date." You must do this for each of the 12 required BC meetings. **You do not need to enter the actual meeting dates or times in order to submit the survey.**

APPENDIX C continued

Row No.	Planned Date	Actual Date	Time	Upload
1	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
2	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
3	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
4	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
5	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
6	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
7	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
8	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
9	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
10	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
11	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>
12	<input type="text" value=""/>	<input type="text" value=""/>		<input type="button" value="Browse..."/>

- As each meeting occurs, repeat steps 1 and 2 above to return to the BC page, then click the calendar icon under "Actual Date" instead of "Planned Date" and enter the actual date of the meeting. Also, click the "Time" textbox next to the meeting date and enter the time the meeting occurred.

Please click here for detailed instructions for this page ▾

Row No.	Planned Date	Actual Date	Time	Upload BC Meeting Minutes or other Campus Documents	Meeting Description
1	<input type="text" value="09/19/2013"/>	<input type="text" value="11/19/2013"/>	<input type="text" value="01:00 PM"/>	<input type="button" value="Browse..."/>	

5. Locate the meeting minutes file for the meeting you are entering.
Upload the meeting minutes for the meeting by clicking the "Browse" button next to the actual meeting date and time you are entering. Any file type is allowed (PDF, XLS, DOC, etc.).
6. **Note that you will need to log in after every BC meeting to enter the actual date and time for the meeting as well as to upload the meeting minutes file. This means you will be logging into PASS twelve additional times after initially submitting the survey.**
7. Optional: If available, upload the color-coded space allocation footprint on the Shared Space Committee page. Note that you must answer one of the security questions set up during initial login before you can upload or view the footprint files.

[School Space Allocation](#) ^

If available, please upload or attach the space footprint with designated room allocations color or number coded by the council for this school year.

Upload	Description
<input type="button" value="Browse..."/>	

Please answer following security question to upload/download a file

Your first pet's name?

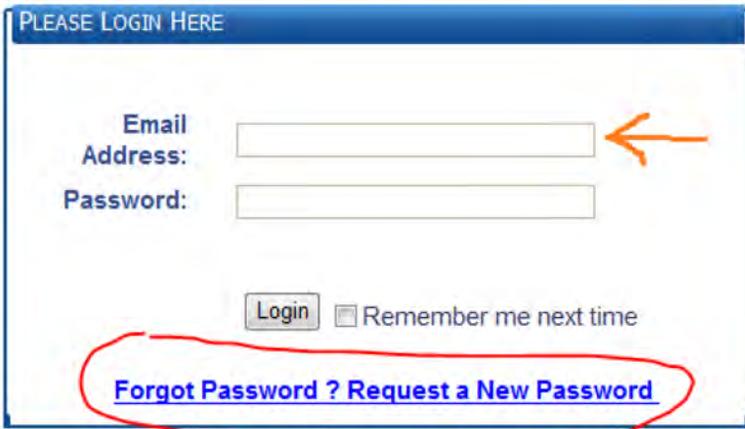
8. If you need assistance logging in, entering meeting dates or uploading minutes, contact the PASS office at 718-752-5237 or by email at pass@nycsca.org.

How to Reset Password in PASS (Principal Annual Space Survey)

PASS allows Principals to reset their own password using a self-service tool. If you have already logged into PASS and created security questions but have subsequently forgotten or lost your password, use this tool to immediately reset your password.

If you have never logged in before and do not have your default password, you will not be able to change your password using the self-service tool. Contact the PASS office at 718-752-5237 or by email at pass@nycsca.org.

1. Visit PASS (<http://survey.nycsca.org/pass>) using Internet Explorer 6 or above.
2. Type your email address in the "Email Address" field and click the "Forgot Password" link at the bottom of the page.



3. Answer the security questions you set up when you first logged in, then enter a new password. You must enter the password twice. Click "Save" when complete.

Your password must be 8+ characters in length, with at least one of each:

- Uppercase (A-Z)
- Lowercase (a-z)
- Numbers (0-9)

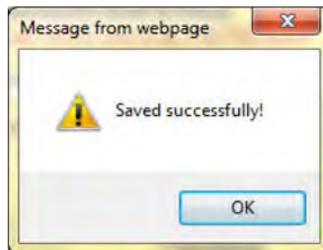
Email: RBROWN24@SCHOOLS.NYC.GOV

Please answer 3 questions below in order to ensure password reset in future

Question 1:	What is your favorite teacher's name?	Answer 1:	* <input type="text"/>	←
Question 2:	Street name where you were born?	Answer 2:	* <input type="text"/>	←
Question 3:	Your favorite novel?	Answer 3:	* <input type="text"/>	←
Password:	<input type="password"/>	Confirm Password:	<input type="password"/>	

If you have never logged in before and do not have your default password, you will not be able to change your password using the self-service tool. Contact the PASS office at 718-752-5237 or by email at pass@nycsca.org.

4. A messagebox appears saying that you have successfully reset your password.



5. You will automatically be taken back to the login screen. Enter the new password you just created and click "Login." You should now be logged into PASS.

PLEASE LOGIN HERE

Email Address: RBROWN24@SCHOOLS.NYC.GOV

Password:

Remember me next time

[Forgot Password ? Request a New Password](#)

Elementary/Middle School Shared Space Scheduling Calendar

SPACE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cafeteria	<p>BREAKFAST School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM</p> <p>LUNCH School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM</p>	<p>BREAKFAST School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM</p> <p>LUNCH School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM</p>	<p>BREAKFAST School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM</p> <p>LUNCH School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM</p>	<p>BREAKFAST School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM</p> <p>LUNCH School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM</p>	<p>BREAKFAST School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM</p> <p>LUNCH School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM</p>
Auditorium	<p>INCLIMENT WEATHER RECESS School B: 11AM & 11:50AM</p>	<p>MORNING ASSEMBLIES School C: 7:30AM & 9:30AM</p> <p>INCLIMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>BALLROOM DANCE SABH4: 1:30PM & 4:00PM</p>	<p>GROUP MEETINGS School D: 8:30AM & 10:30AM</p> <p>INCLIMENT WEATHER RECESS School B: 11AM & 11:50AM</p>	<p>MORNING ASSEMBLIES School C: 7:30AM & 9:30AM</p> <p>INCLIMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>BALLROOM DANCE SABH4: 1:30PM & 4:00PM</p>	<p>INCLIMENT WEATHER RECESS School B: 11AM & 11:50AM</p>
3rd Floor Gym	<p>GYM School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM</p>	<p>GYM School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM</p>	<p>GYM School D: 8AM & 10:50AM School D: 12PM & 5:30PM</p>	<p>GYM School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM</p>	<p>GYM School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM</p>

SPACE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Indoor Playspace</p>	<p>GYM School C: 8:30AM & 11AM</p> <p>INCLEMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>GYM School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM</p>	<p>GYM School C: 8:30AM & 11AM</p> <p>INCLEMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>GYM School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>GYM School C: 8:30AM & 11AM</p> <p>INCLEMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>GYM School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>GYM School C: 8:30AM & 11AM</p> <p>INCLEMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>GYM School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>GYM School C: 8:30AM & 11AM</p> <p>INCLEMENT WEATHER RECESS School B: 11AM & 11:50AM</p> <p>GYM School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM</p>
<p>Outside Playspace</p>	<p>ARRIVAL School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM</p> <p>RECESS STEM 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM</p> <p>DISMISSAL School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM</p>	<p>ARRIVAL School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM</p> <p>RECESS STEM 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM</p> <p>DISMISSAL School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>ARRIVAL School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM</p> <p>RECESS STEM 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM</p> <p>DISMISSAL School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>ARRIVAL School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM</p> <p>RECESS STEM 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM</p> <p>DISMISSAL School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM</p> <p>AFTER-SCHOOL SPORTS School C: 4:30PM & 6:30PM</p>	<p>ARRIVAL School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM</p> <p>RECESS STEM 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM</p> <p>DISMISSAL School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM</p>

High School Shared Space Schedule (Cafeteria)

Six small High Schools with an approximate register of 400 students each.

	4th Period	5th Period	6th Period	7th Period	8th Period
Café Side A 150	<u>SCHOOL A</u> 9th Graders	<u>SCHOOL A</u> 10th Graders	<u>SCHOOL A</u> 9th Graders	<u>SCHOOL A</u> 9-11th Graders	<u>SCHOOL A</u> 12th Graders
Café Side B 125	<u>SCHOOL B</u> 9 and 11th Graders	<u>SCHOOL B</u> 10 and 12th Graders	<u>SCHOOL B</u> 11th Graders	<u>SCHOOL B</u> 10th Graders	<u>SCHOOL B</u> 11 and 12th Graders
Café Side C 125	<u>SCHOOL C</u> 9 and 10th Graders	<u>SCHOOL C</u> 9 and 10th Graders	<u>SCHOOL C</u> 9 and 10th Graders	<u>SCHOOL C</u> 9 and 10th Graders	<u>SCHOOL C</u> 9 and 10th Graders

High School Shared Space Schedule (Gym)

Seven Small High Schools: 2 Phase-Out and 5 Phase-In, Sharing 5.

	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Gym 1 (Front)	SCHOOL 1	SCHOOL 1	SCHOOL 1	SCHOOL 1	SCHOOL 6	SCHOOL 6	SCHOOL 6	SCHOOL 6	SCHOOL 6
Gym 2 (Back)	SCHOOL 2	SCHOOL 6	SCHOOL 6	SCHOOL 6	SCHOOL 6	SCHOOL 2	SCHOOL 2	SCHOOL 2	SCHOOL 2
Gym 3	SCHOOL 3	SCHOOL 3	SCHOOL 3	SCHOOL 7	SCHOOL 7	SCHOOL 3	SCHOOL 3	SCHOOL 3	SCHOOL 3
Gym 4		SCHOOL 4	SCHOOL 4	SCHOOL 4	SCHOOL 7	SCHOOL 7	SCHOOL 4	SCHOOL 4	SCHOOL 4
Dance Room		SCHOOL 1	SCHOOL 1	SCHOOL 1	SCHOOL 3	SCHOOL 3	SCHOOL 2	SCHOOL 2	SCHOOL 1
Weight Room		SCHOOL 4	SCHOOL 5	SCHOOL 6	SCHOOLS 4, 5	SCHOOL 3	SCHOOL 7	SCHOOL 1	SCHOOLS 6, 7 PNA

Shared Funding of Personnel

Shared Positions	Units	Base Amount	Amount	School	Register	Pct.	Amount
School Share							
Librarian	1	\$55,600	\$55,600	School 1	525	30.60%	\$144,622
Lab Specialists	1.6	\$55,600	\$88,960	School 2	325	18.90%	\$89,528
Health Aide (7 hr.)	1	\$23,183	\$23,183	School 3	325	18.90%	\$89,528
School Aides (7 hr.)	15	\$20,331	\$304,965	School 4	325	18.90%	\$89,528
				School 5	108	6.30%	\$29,751
				School 6	108	6.30%	\$29,751
Total			\$472,708		1,716	100.00%	\$472,708

ANNUAL SCHOOL OPERATIONAL PLAN

July 2008 – June 2009

Classrooms and Offices:

- All classrooms shall be swept and spot mopped daily.
- Floors will be washed as needed and machine scrubbed; treated with wax as needed, but at least two times a year.
- Chalkboards will be washed at least once a week, or more often, as necessary.
- Garbage receptacles will be emptied daily and washed, as necessary.
- All horizontal surfaces shall be dusted daily.

Cafeterias:

- The floors shall be swept and washed daily; machine scrubbed and treated with wax as necessary; walls are to be washed weekly and kept free of stains.
- The cafeteria shall be inspected during and between lunch periods for cleanliness.

Auditorium:

- The auditorium shall be swept and spot mopped or vacuumed, if carpeted, on a daily basis.
- Stage areas should be kept in an orderly fashion at all times.
- Ventilation Diffusers will be cleaned on a Monthly basis (or as needed).

Gymnasium and Locker Rooms:

The gymnasium and locker rooms shall be kept in an orderly fashion and will be swept and washed daily or as needed.

Bathrooms:

- All bathrooms shall be inspected throughout the day for cleanliness and cleaning issues will be addressed daily or as needed.
- Toilets, urinals, sinks, floors, walls, partitions, mirrors, and garbage receptacles are to be cleaned with proper disinfectants.
- All bathrooms must be supplied with soap and towel dispensers. Dispensers for soap and paper towels shall be stocked daily and replenished as needed.

Staircases:

- All staircases shall be swept daily. Steps are to be spot mopped daily and washed weekly, or as needed.
- All horizontal surfaces shall be dusted daily.
- Handrails and kick plates will have touch up painting as needed.
- Staircases shall be inspected throughout the day for cleanliness.

Corridors:

- All corridor floors shall be swept and spot mopped daily; spray buffed weekly; and machine scrubbed and treated with wax no less than two times per year or as needed.
- Walls are to be spot cleaned daily and or as needed.
- Corridors shall be inspected throughout the day for cleanliness.

Spray Buffing:

All lobbies and corridors are to be spray buffed weekly and or as needed to maintain shine.

Painting:

A minimum of 16.5% of the building is to be painted each year. The areas discussed and the schedule agreed to are as follows:

- Reapply paint to all areas where peeling. Example: classroom walls, corridor walls, and bathroom partitions, etc.
- A Paint Log will be maintained indicating areas painted: square footage of each area, room numbers for each area, dates, and colors.

Outside Grounds:

- The outside area of the building will be swept daily or as necessary, especially the main entrances (prior to arrival and after dismissal).
- Grass areas shall be maintained at 2 to 3 inches in height.
- All hard surface areas are to be hazard and weed free.

Snow Removal:

- Snow shall be removed as it accumulates from all sidewalks, exits, play-yards and entrances.
- All hard surface areas including steps will be treated with ice melt to prevent icing conditions.

Interior and Exterior Lighting:

- The replacement of light bulbs will be replaced on daily basis or upon discovery.
- All lights in need of ballast replacement will be logged for timely repairs.

Rubbish Removal:

Rubbish, waste, and garbage must be removed from classrooms, bathrooms, and other areas of the facility daily or as needed.

Recycling:

- All schools are required to separate the following materials for recycling: plastic, glass, metal, and foil.
- All paper and cardboard are to be separated and designated for recycling.

Removal of Gum:

- Gum shall be removed from all classrooms, staircases, hallways, cafeterias, auditoriums, and carpeted areas daily.
- Gum shall be removed at least once a week or when an overabundance of gum is noticeable outside the entrance areas.

Interior and Exterior Glass:

- All interior glass (doors, windows, display cases, etc.) is to be cleaned monthly and/or as needed.
- Exterior glass will be cleaned at least once per year and will be scheduled as follows:

Summer Work:

The entire facility is to be deep cleaned (washing of all furniture, removal of wax from all floors, applying new wax, washing of light fixtures, etc.).

Graffiti Removal:

All interior and exterior graffiti shall be removed on a daily basis.

Repairs:

- Minor repairs shall be addressed in a timely matter. Example: plumbing, steam fitting, carpentry locks, etc.
- A log will be maintained to track repairs.

Custodial Employee Work Schedules:

All custodial work schedules shall be posted in the custodian's office. Schedules shall include hours, locations, and detailed job description.

Fire Safety:

School Fire Safety Log

- The log is maintained daily for testing of fire alarm system and inspection of fire extinguishes.
- The log is to be kept up to date at all times and available for inspection.

Energy Conservation:

- Computer Equipment: school administration will have all computers, monitors, and servers enter a sleep mode when not in use after 15 minutes.
- Air Conditioning and Ventilation:
 - Air conditioning turn on and turn off dates as set by DCAS will be adhered to.
 - Principal will insure that air conditioners (and lights) will be turned off when the teachers exit the class rooms at days end.
 - Air conditioner coils (evaporator and condenser) will be cleaned (washed) prior to the start of the cooling system and as needed.
 - Air conditioner filters will be changed once per month or as needed during operating season.
 - Thermostat temperatures will follow predetermined DCAS guidelines.
 - Daily equipment (fans, pumps compressors, etc.) turn on will be staggered to shed peak demand.
- Fans and Supply and Exhaust:
 - All fan equipment will be shut down at days end or when the building is not occupied.
 - Supply and exhaust diffusers vents will be kept clean and clear for proper air flow.
 - Plants, desks, cabinets or furniture will be moved prior to cooling and heating and as needed.
- Water: leaking faucets, valves, pipes, pumps, running toilets, etc., will be repaired to prevent water waste and/or unnecessary water heating.

APPENDIX G continued

- **Cleaning:**
 - Evening Cleaning: custodial staff will only turn on the lights in the room being cleaned and turn them off upon completion.
 - Custodial staff will shut down any lighting, air conditioners or equipment that was inadvertently left on by administration or teaching staff at days end.

Principal Meetings:

The custodian will meet with the Principal(s) on a daily basis to discuss building issues.

Goals:

Set goals for the year. Example: painting, deep cleaning, repairs, beautification projects, etc.

Note: Specific requests by the Principal will take priority over routine items in order to respond to immediate/unforeseen building needs as prioritized by the Principal.

Signature of Principal: _____ **Date:** _____

Signature of Custodian: _____ **Date:** _____

NYC Department of Education
Division of School Facilities

CUSTODIAN ENGINEER SERVICE RATING

Rating Period: Winter _____ Spring _____

Date: _____

Building Manager Name: _____

Title: _____ School: _____ Borough: _____

Deputy Director of Facilities _____ Principal: _____

District: _____ Director of Facilities: _____

PERFORMANCE RATING SCALE

Unsatisfactory	Needs Improvement	Satisfactory	Good	Excellent
1	2	3	4	5

Performance should be measured according to the standards defined and agreed to in the Annual Facilities Plan.

Excellent (5): Consistently performs all aspects of his/her job in an exceptional manner. All Annual Facilities Plan objectives and priorities are achieved at a level far beyond the agreed upon standards of performance. Building Manager is a proactive, innovative, responsive and productive member of the school community who contributes significantly to developing the best possible learning environment for students.

Good (4): Consistently performs all aspects of his/her job in a manner above expectations. Annual Facilities Plan objectives and priorities are met at a level above the agreed upon standards of performance. For new Building Managers, significant progress is being made toward fulfilling the custodial needs of the school.

Satisfactory (3): Meets basic expectations for custodial performance. Custodial needs of the school are filled in a satisfactory manner. Annual Facilities Plan objectives and priorities are accomplished and meet the agreed upon standards of performance.

Needs Improvement (2): Custodial needs of the school are being filled at minimum level. Building Manager is not meeting Annual Facilities Plan objectives and priorities at the agreed upon standards of performance.

Unsatisfactory (1): Custodial needs of the school are not being met. Building Manager is consistently not meeting the Annual Building Plan objectives and priorities.

APPENDIX H continued

NYC Department of Education
 Division of School Facilities

Building Manager _____
 Rating Period _____
 Date _____

CUSTODIAN ENGINEER SERVICE RATING

Principal's Section

RATING CATEGORY	RATING	RATING CATEGORY	RATING
Cleaning		Maintenance	
1. Classrooms	_____	13. Minor Repairs	_____
2. Shops	_____	Management	
3. Offices	_____	14. Cooperation with Principal	_____
4. Corridors (including graffiti)	_____	15. Emergency Responsiveness to Current Assignment	_____
5. Stairways	_____	Building Manager Competencies	
6. Gym(s)	_____	16. Initiative	_____
7. Auditorium	_____	17. Flexibility	_____
8. Rest Rooms, Sanitary Equipment	_____	18. Management Ability	_____
9. Windows, Interior Glass	_____	19. Standards	_____
10. Basement (if applicable)	_____	20. Interpersonal/ Communication Skills	_____
11. Building Exterior (including graffiti)	_____	21. School Community Relationships	_____
12. Outdoor Playgrounds	_____	TOTAL	_____
		Average Score (Total/21)	_____

Principal Comments (use additional paper if necessary):

Principal _____ Date _____ Building Manager _____ Date _____

Key Members of the Building Response Team (BRT)

BRT Leader (AP, Lead Dean). The BRT Leader is responsible for providing direction, leadership, and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.

Emergency Officer (AP, Counselor, Dean). The Emergency Officer provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.

Incident Assessor(s). The incident assessor conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all Essential Elements of Information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. (EEI includes incident specific information that is documented during an incident, such as the names of 911 responders, as well as DOE and external agency responders.)

Special Needs Coordinator. (On a campus with a LYFE Center and/or District 75 program, an additional SNC is required for each program.) The Special Needs Coordinator serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure on a daily basis that staff members assigned to limited-mobility students are present and that they keep track of necessary personal equipment and supplies.

Assembly Point Coordinator (Parent Coordinator, Dean, Supervising Aide). The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.

Recorder. The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.

Public School Athletic League (PSAL)

Introduction

The Public Schools Athletic League, Small Schools Athletic League, Multiple Pathways League (“PSAL”), and CHAMPS programs provide critical opportunities for creating better educational outcomes for students, educating them in physical fitness, character development, and socialization skills. These athletic programs foster team work, sportsmanship, leadership, self-discipline, resilience, and time management. Structured athletic programs also build community and they empower and promote higher self-esteem. Therefore it is imperative that these programs are supported within the existing framework and governance structures.

Games

All PSAL and CHAMPS scheduled games will take precedence over any and all after school activities as well as other Physical Education classes. When a co-located school is responsible for hosting a home game, that responsibility must be honored. As such, all competitions, games, and matches scheduled to be played at “home” must be adhered to and aligned to PSAL game schedules.

Practice

All PSAL and CHAMPS programs, in season, are required to practice for safety and skills development. Sports teams, in season, are required to have the availability to practice two hours a day, four days a week.

Shared Athletic Space Scheduling

Knowledge of each sport’s season allows for Building Councils to meet and begin programming practice schedules with the Athletics Directors as early as May of the previous school year. Actual game dates will be provided by PSAL thirty (30) days prior to the beginning of each season.

Building Councils should take into consideration:

- the facilities needed for practices;
- the ability to share facility for practices and afterschool activities; and
- the flexibility of practice times for before or after school.

Additionally, it is essential that Building Councils:

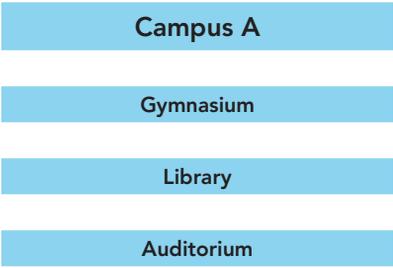
- determine the parameters of training (i.e., alternating between the gymnasium and weight room and indoor/outdoor facilities for physical conditioning);
- determine the parameters of activities for credit-bearing and required physical education classes scheduled for after 4 PM (i.e., alternating among the physical education spaces such as the weight room, dance studio, auditorium, and indoor/outdoor facilities); and
- offer credit-bearing and required physical education courses prior to the start time of all PSAL or CHAMPS games scheduled to begin at 4 PM.

Schools and Organizations for Whom This Policy Is Applicable

- High Schools with PSAL program
- Middle Schools with CHAMPS program
- Small Schools Athletic League
- Multiple Pathways League
- Charter School Organizations
- After-School Providers
- Community Based Organizations

Calculating Shared Space Allocation

- 1. Determine the total number of students on the campus.
- 2. Determine the percentage of each school's population.
- 3. Once the percentages have been calculated, multiply each school's percentage by a 40-period week.



	School A	School B	School C	Total
Number of Students	313	342	250	905
Percentage on Campus	35%	37%	28%	100%
Based on 40-Period Week	14 periods	15 periods	11 periods	40 periods

Physical Education Requirements

Program Office: Office of School Wellness Programs

Applicable System: STARS

All schools must correctly enter all Physical Education (PE) information in STARS.

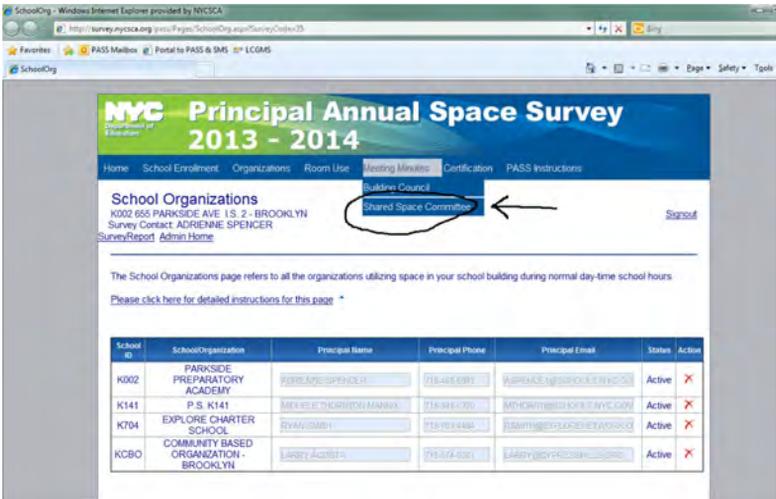
<p>Elementary School</p>	<p>All elementary school students must participate in PE throughout elementary school for at least 120 minutes per week:</p> <ul style="list-style-type: none"> • Grades K-3 shall participate in PE on a daily basis. • Grades 4-6 shall participate in PE no less than three times per week.
<p>Middle School</p>	<ul style="list-style-type: none"> • All middle school students must participate in PE in every semester throughout middle school, for a minimum of three periods per week in one semester and two periods per week in the other semester (3/2), or a comparable time each semester if the school is organized in other patterns. • Physical education time/periods are equivalent to that of other instructional classes.
<p>High School</p>	<p>All high school students must participate in PE every year and must earn four NYC credits to graduate. High schools may use the following schedule models:</p> <ul style="list-style-type: none"> • <u>Daily Model</u>: Students receive PE instruction five days per week for a minimum of 180 minutes per week for seven semesters, earning 0.58 credits per semester. <p>OR</p> <ul style="list-style-type: none"> • <u>3/2 Flip Model</u>: Students receive PE instruction three periods per week in one semester and two periods per week in the other semester (3/2), or for a comparable time if the school is organized in other patterns. Students must participate for a minimum of 90 minutes per week for eight semesters, earning 0.5 credits per semester.

All students must participate in physical education every year. There are no waivers or exceptions. Recess does not fulfill physical education requirements. For additional information, see Elementary, Middle, and High School Academic Policy Guides at:

<http://schools.nyc.gov/Teachers/guidance/Academic/default.htm>.

How to Enter Shared Space Committee (SSC) Meeting Minutes in PASS (Principal Annual Space Survey)

1. Log into PASS (<http://survey.nycsca.org/pass>) using Internet Explorer 6 or later.
2. From the menu bar, go to the **Meeting Minutes » Shared Space Committee** page.



3. Under "Shared Space Committee Detail," click the appropriate radio button to indicate whether your building contains a charter school.

Shared Space Committee Detail ^

Does your Campus include a charter school? Yes No

If yes, please keep in mind that your campus must recruit a Shared Space Committee(as per Chancellor Regulations A-190) Which will consist of a principal, a parent, and a teacher from each school. Your Shared Space Committee should meet a minimum of four times per year and submit all meeting minutes here.

School	Role	Name
K141	Principal	MICHELE THORNTON MANNIX
	Teacher	SHAMIAH FISHER
	Parent	PAT LESBIE
K704	Principal	RYAN SMITH
	Teacher	ERIKT KILSELL
	Parent	JEVELL JOHN
K002	Principal	ADRIENNE SPENCER
	Teacher	JONNAE NIEL
	Parent	CLAUBLETTE FOLUNGBURTON
KCBO	Principal	LARRY ACOSTA
	Teacher	DEYRANDE MOORE
	Parent	CHRISTINA LINDER

If the answer is "No," skip to step #8 below.

If the answer is "Yes," you must enter the names of a teacher and parent representing each school in the building.

Note: If there is a charter school in your campus, you must recruit a Shared Space Committee (per Chancellor Regulation A-190) which will consist of a Principal, a parent, and a teacher from each school. Your Shared Space Committee must meet a minimum of four times per year and return to PASS to submit all meeting minutes. Meeting minutes are due on February 10th, March 31st, May 26th, and July 21st.

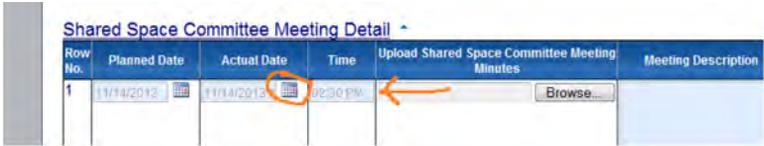
- Under "Shared Space Committee Meeting Detail," click the Calendar icon  in each row and use the calendar control to select the date of the planned SSC meeting under "Planned Date." You must do this for each of the 4 required SSC meetings. You do not need to enter the actual meeting dates or times in order to submit the survey.

Shared Space Committee Meeting Detail ^

Row No.	Planned Date	Actual Date	Time	Upload Shared Space Committee Meeting Minutes	Meeting Desc
1	09/27/2013 			<input type="button" value="Browse..."/>	
2	11/22/2013 			<input type="button" value="Browse..."/>	
3	03/07/2014 			<input type="button" value="Browse..."/>	
4	06/09/2014 			<input type="button" value="Browse..."/>	

APPENDIX M continued

- 5. As each meeting occurs, repeat steps 1 & 2 above to return to the SSC page, then click the calendar icon under "Actual Date" instead of "Planned Date" and enter the actual date of the meeting. Also, click the "Time" textbox next to the meeting date and enter the time the meeting occurred.



- 6. Locate the meeting minutes file for the meeting you are entering. Upload the meeting minutes for the meeting by clicking the "Browse" button next to the actual meeting date and time you are entering. Any file type is allowed (PDF, XLS, DOC, etc.).
- 7. **Note that you will need to log in after every SSC meeting to enter the actual date and time for the meeting as well as to upload the meeting minutes file. This means you will be logging into PASS four additional times after initially submitting the survey.**
- 8. Optional: If available, upload the color-coded space allocation footprint on this page. Note that you must answer one of the security questions set up during initial login before you can upload or view the footprint files.



- 9. If you need assistance logging in, entering meeting dates or uploading minutes, contact the PASS office at 718-752-5237 or by email at pass@nycsca.org.

Campus-Related Issues

Campus-Related Issue	Building Management Goal	DOE Program Office	OSM will apply the following decision rules if a Building Council is unable to reach a decision:
<p>Allocation of Dedicated Instructional Space</p>	<p>To identify and allocate space to each school, including both space within the instructional footprint and any excess space.</p>	<p>Directors of Space Planning (Note: The DOE must make final decisions about any construction impacting campus use.)</p>	<p>Space allocation decisions will be based on the footprint, which indicates classrooms, cluster/specialty rooms, and administrative spaces based on student enrollment. Once the basic footprint has been met, and there is additional space available in a building, the space is allocated proportionally to the student enrollment, based on the physical layout of the building, and at the discretion of the BDSPP.</p>
<p>Access to Common Spaces (including but not limited to: Cafeteria, Library, Gym, Auditorium, Labs, Playgrounds, and Fields)</p>	<p>To identify and schedule shared spaces in the building based on the available spaces and the needs of each school.</p>	<p>Office of Campus Governance</p>	<p>When Building Councils cannot reach consensus, decisions will be based on: Equity of access, quality of space, optimal timing, and assessment of individual school needs. Other schedules will have to be adjusted to the common space schedule developed, and schools may need to adjust or drop programs to accommodate.</p>
<p>After-School, CBO, and External Organization Space Use (i.e., Beacon, TASC, etc.)</p>	<p>To identify, allocate, and determine access to shared spaces outside of the school day, sharing with confirmed community partners.</p>	<p>Going forward, OSP, OSYD, and FSC, will authorize new non-school organizations to have access to DOE facilities. Existing access should be maintained. Space and access will be designated parallel to the school-day allocation mentioned above.</p>	<p>When Building Councils cannot reach consensus, decisions will be based on: availability of space and CBO's services to all the schools on the campus and the community. CBO spaces are available after all school's academic and State requirements are satisfied.</p>

Campus-Related Issues (continued)

Campus-Related Issue	Building Management Goal	DOE Program Office	OSM will apply the following decision rules if a Building Council is unable to reach a decision:
<p>Food Services</p>	<p>To ensure that the food service needs of all schools are met through consultation with the food service manager.</p>	<p>Borough Food Service Manager</p>	<p>Space allocation decisions will be based on the footprint, which indicates classrooms, cluster/specialty rooms, and administrative spaces based on student enrollment. Once the basic footprint has been met, and there is additional space available in a building, the space is allocated proportionally to the student enrollment, based on the physical layout of the building, and at the discretion of the BDSP.</p>
<p>Safety</p>	<p>To create a single building-wide safety plan with appropriate staffing of School Safety and school staff (administrators, deans, teachers, school aides, etc.) at entrances, exits, and all shared spaces. A ratio of one staff to 50 students is typical.</p> <p>To create practices around policy enforcement and ensure that Schools Safety is prepared and responsive to various situations.</p>	<p>Borough Safety Directors</p>	<p>Maintaining the integrity of the agreed upon and approved safety plan for schools and the campus is paramount. All Principals will be expected to adhere to all safety protocols and plan.</p> <p>Safety decisions will be based on enforcing and realizing policies, procedures and practices detailed in the campus safety plan. School personnel from all schools are responsible for their specific posts and tasks and the safety of all students, taking into account the age and maturity level of students, the physical layout of the building, and any other mitigating circumstances that may affect safety and order in the school.</p>

Campus-Related Issues (continued)

Campus-Related Issue	Building Management Goal	DOE Program Office	OSM will apply the following decision rules if a Building Council is unable to reach a decision:
<p>Equitable Contribution of Resources to Fund Shared Services</p>	<p>To provide for equitable contributions from the individual schools' budgets to fund positions or resources agreed to by all schools on a campus.</p>	<p>Directors for Business Services</p>	<p>Equitable monetary contributions will be determined on the basis of student enrollment, space allocations, and other factors relevant to the proportionate level of service received by each school.</p>
<p>Custodial Services</p>	<p>To ensure that the custodial needs of all schools are met.</p>	<p>Deputy Borough Director of Facilities</p>	<p>The custodian will provide services to all schools in the building. Per contract, the custodian's rating forms must be completed by one Principal on behalf of the Building Council; if the Building Council cannot agree to a rating or a delegate, then the rating provided should reflect an average of ratings from each school, regardless of school size.</p>

Note: The Office of Campus Governance will provide on-site and off-site professional development to Building Councils and related campus community members upon request. See Appendix N for a list of professional development topics.

Professional Development for Building Council Leaders

To ensure effective Building Councils, the Office of Space Management is committed to supporting co-located campuses and buildings by coordinating and providing on-site and Citywide professional development on the following topics:

- Sharing Best Practices for Campus Co-location
- Communication: Effective Communication on the Building Council
- Win-Win for ALL: Resolving Conflicts
- Collaboration: How Can the School on the Campus Collaborate to Meet the Needs of All the Students?
- Scheduling Shared Space: How Do We Schedule Shared Space to Maximize Use for All Schools and Students?
- Using STARS to Program Student Schedule for Maximum Use of All School Spaces
- Creating a Safe Campus for Everyone
- Combining Budget; Sharing and Rating Campus Personnel
- DSF and the Custodian as a Partner in the School
- Idea for Collaboration with D75, D79, and Charter Co-located Partners
- Teacher & Learning: Maximizing Instruction to Benefit the Entire Campus
- Engaging Parents and the Community on the Campus
- Public Relations and Campus Celebrations
- Understanding the Instructional Footprint and How to Use Space Efficiently

Engaging Stakeholders and A-190 Timeline

- All co-locations must be voted by PEP and adhere to Chancellor Regulations A-190 timeline for public engagement.
- Joint Public Hearings are conducted with stakeholders and schools may also hold an optional community meeting to answer questions and address concerns.

Major Activity	90 Days	60 Days	45 Days	30 Days	15 Days	24 Hours	PEP Vote
1. District, School, and CEC Engagement							
2. Senior Leadership Walkthrough (if applicable)							
3. Post Notice and EIS (and BUP)							
4. Community Meetings (optional)							
5. Conduct Joint Public Hearing							
6. Collection and Analysis of Public Comments							
7. Post Public Comment Analysis							
8. PEP Vote							

Helpful Links

Topic	Link
Cafeteria: Dietician/Nutritionist	http://www.schoolfoodnyc.org/public1/default.aspx?logout=1
Campus Library Program	http://schools.nyc.gov/Academics/LibraryServices/default.htm
Campus Policy Memorandum	http://schools.nyc.gov/NR/rdonlyres/57BB53C8-C65F-4CCB-85CA-9F449D0A5A1A/0/CampusPolicyMemo.pdf
Chancellor's Regulation A-190	http://docs.nycenet.edu/docushare/dsweb/Get/Document-341/A-190FINAL.pdf
Charter Office	http://schools.nyc.gov/community/planning/charters/default.htm
Community Based Organizations (CBOs)	http://schools.nyc.gov/community/cbo/
Custodian	http://www.opt-osfns.org/NYCDSF/principals.aspx#page=faqs
Custodian Rating	http://www.opt-osfns.org/dsf/resources/dsf_custodian_rating/login.aspx?h=864&w=1270
District 75	http://schools.nyc.gov/academics/specialEducation/D75/default.htm
DSF (Division of School Facilities)	http://www.opt-osfns.org/nycdsf or http://www.opt-osfns.org/nycdsf/custodians.aspx
Gymnasium/Physical Education/Space	http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm
Instructional Footprint	http://schools.nyc.gov/NR/rdonlyres/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf
Office of Wellness	http://schools.nyc.gov/Academics/FitnessandHealth/default.htm

Helpful Links (continued)

Topic	Link
OSYD (Office of Safety and Youth Development) Best Practices Safety Assessment Rubric	http://intranet.nycboe.net/NR/rdonlyres/2DAF8589-845D-419B-A369-212EC097FEA4/0/BestPracticesRubric2013Edition.pdf
PASS (Principal Annual Space Survey)	https://survey.nycsca.org/pass/
PSAL (Public Schools Athletic League)	http://www.psal.org/
SBST (School-Based Support Team)	http://schools.nyc.gov/Academics/SpecialEducation/default.htm
School Nurse	http://schools.nyc.gov/Offices/Health/default.htm
Transcript Maintenance Allocation	http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy12_13/FY13_PDF/sam65.pdf
Transcripts (How to Obtain)	http://schools.nyc.gov/RulesPolicies/StudentRecords/Transcripts/default.htm

ACRONYMS DEFINITIONS

AFS	Annual Facilities Survey	NYSLIB	New York State Library Program
BC	Building Council	OCG	Office of Campus Governance
BDSP	Borough Director of Space Planning	ODP	Office of District Planning
BRT	Building Response Team	OPT	Office of Pupil Transportation
BUP	Building Utilization Plan	OSFN	Office of School Food and Nutrition
CBO	Community Based Organization	OSP	Office of Space Planning
CCLS	Common Core Learning Standards	OSYD	Office of Safety and Youth Development
CEC	Community Education Council	PA	Public Announcement
CR	Chancellor's Regulation	PASS	Principal Annual Space Survey
D75	District 75 Special Education Schools and Programs	PEP	Panel on Education Policy
D79	District 79 Alternative Schools and Programs	PSAL	Public School Athletic League
DCP	District and Community Planning	SBST	School-Based Support Team
DIIT	Division of Instructional Information Technology	SCA	School Construction Authority
DO	Director of Operations	SCC	Student Campus Council
DOE	Department of Education	SSA	School Safety Agent
DSF	Division of School Facilities	SSC	Shared Space Committee
DSM	Division of Space Management	SSWG	Shared Space Working Group
EIS	Educational Impact Statement	STARS	Student Transcript and Academic Reporting System
ELL	English Language Learner	TASC	The Afterschool Corporation
ESL	English as a Second Language	TCU	Temporary Classroom Unit
FSC	Field Support Center	TMS	Transcript Maintenance School
MOU	Memorandum of Understanding		
NYPD	New York Police Department		
NYSED	New York State Education Department		



Division of Space Management
Office of Campus Governance
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