The **Co-Location** Handbook

Guiding Principles and Best Practices for Campuses with Multiple Schools

Space Management
Thomas N. Taratko, Chief Executive

Office of Campus Governance
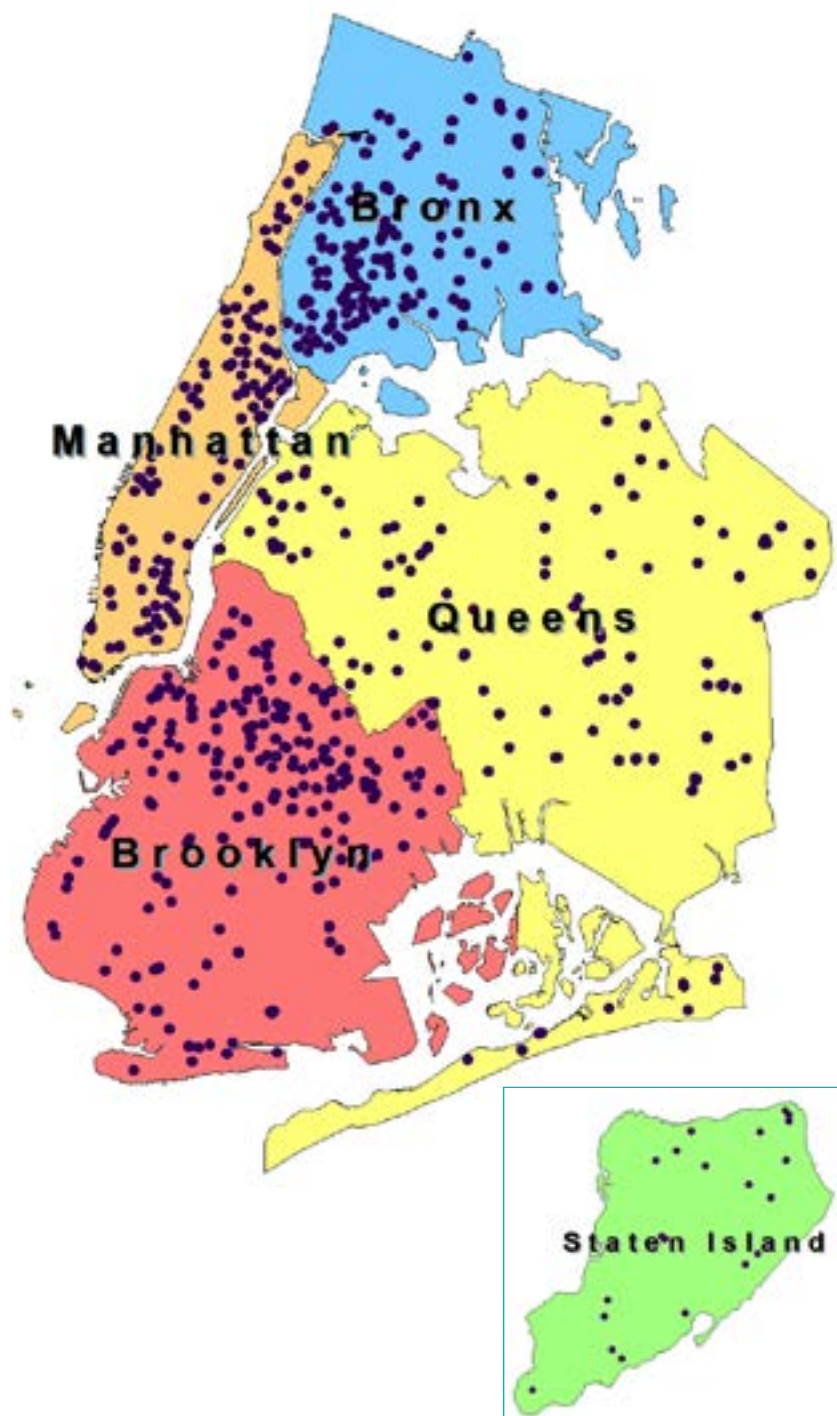Ivan Cohen, Executive Director
Malika Elwin, Director

2022

The **Co-Location** Handbook

Guiding Principles and Best Practices for Campuses with Multiple Schools

Table of Contents

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.

Since the first publication of *The Co-Location Handbook: Guiding Principles and Best Practices for Campuses with Multiple Schools* (2015), the New York City Department of Education has made strides in building positive relationships, sharing resources and strengthening communication and collaboration on co-located campuses. Many of our co-located campuses have evolved to include discussions around teaching and learning. This is a result of the commitment of the many hard working school leaders, teachers, staff, students and families who live on these campuses and who have embraced co-location as a creative approach to creating great schools in New York City.

These individuals have worked together to identify and implement strategies identified as central to strong Building Councils ("BC") and positive co-locations. These practices include:

- **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, accessibility 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 Department of Education's ("DOE") resources, including dedicated classroom space and common space. Each student on a campus should have equitable access to all shared educational resources and services including physically accessible spaces and entrances.

- **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 condusive 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

Organizational
Structure

Space Management ("SM") has been designated by the Chancellor to manage space for all New York City Department of Education schools and administrative facilities. The work of SM 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 Space Management there are four primary offices — the Office of Space Planning, the Office of Accessibility, the Office of Campus Governance, and the Office of School Operations — that work collaboratively and cross-functionally with Central offices to support schools and campuses to ensure that every student has equal access to all resources and spaces.

Office of Space Planning

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 accessibility.

Within OSP sits a team made up of the Borough Directors of Space Planning ("BDSP"), supported by analysts who provide useful data and analytics to assist with the equitable distribution of the spaces. Working together, OSP and the Office of District Planning 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 statments based on extensive research and community input:

- 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 Panel for Educational Policy ("PEP").

SM'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.

- Building Utilization Plan ("BUP"): 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 Panel for Education Policy ("PEP").

New School Placement on Campuses At the placement meeting, the BDSP invites representatives from the Division of School Facilities ("DSF") and the Division of Instructional Informational Technology ("DIIT") 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 the Office of District Planning, 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 SCA'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 versus 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 – PASS is a web-based data collection system developed in collaboration with SM and SCA. PASS collects pertinent information on building space: rooms, functions, and Building Council administrative responsibilities. 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; and

- Pre-K classroom allocations.

Office of Accessibility Planning

Office of Accessibility Planning ("OAP") leads the DOE initiatives to address accessibility throughout the city, working collaboratively with the Mayor's Office for People with Disabilities, the SCA 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 School Operations

Space Management has recently expanded to include a newly defined role of Directors of Operations. This team of individuals will be the point of contact and coordination, for schools and superintendents, regarding all operational issues within the Office of School Operations. They will also manage the extended use teams handling all of our schools extended use permit requests.

Office of Campus Governance

The Office of Campus Governance ("OCG") supports students by ensuring effective management of co-located schools across the City of New York. As promulgated by Chancellor's Regulation A-190, leaders of co-located schools are required to create a shared governing structure, or Building Council, to oversee the management of their building. The OCG is dedicated to supporting Building Councils by providing guidance, structure and resources, support for collaborative efforts, and by acting as a neutral facilitator to mediate issues and resolve conflicts. The OCG is dedicated to the important work of working with Building Councils to establish safe, productive

learning environments for all students.

Core Areas of Responsibilities:

1. Meet and Greets;

2. Collaboration and Sharing Best Practices;

3. Ongoing Support; and

4. Dispute Management and Conflict Resolution.

Meet and Greets OCG provides training and workshops to ensure effective campus governance across all co-located schools. After the PEP votes to co-locate schools, OCG invites new schools and school leaders to the campus to participate in a "Meet and Greet" workshop to share their mission and vision, explore effective communications protocols, establish building council meeting norms, including an agreed decision-making process and to discuss sharing administrative responsibilities.

"Meet and Greet" workshops are inclusive of all schools that are joining and/or already on the campus. The goal is to help co-located leaders understand the new governance structure, the importance of representing the campus and the entire community in communicating as a "voice of one" in creating a safe, clean and an academically strong and nurturing environment for all students, families and staff on the campus, regardless of school.

Collaboration and Sharing Best Practices Working on the premise that all schools have pockets of promising practices, OCG supports co-located Principals and schools by providing them with forums to share knowledge, experiences and resources to help strengthen the school community as a whole. OCG works with school leaders to implement practices designed to foster student engagement, and adult interaction and collaboration. For students this may look like combined student activities, or clubs, reading buddies, classroom exchanges. For teachers this looks like team building, shared professional development, learning walks, and for parents, it looks like shared parent events, town halls, welcome centers etc.

Ongoing Support For a variety of reasons, Building Councils may

be operating at less than optimum levels. This may be characterized by irregular attendance to meetings, failure to adhere to established protocols, tension or confusion at meetings, etc. By analyzing root causes and applying the appropriate strategies, OCG can play a vital role in helping the Building Council strengthen their effectiveness as a team.

Oftentimes Building Councils need a reset. This need may be revealed by a member of the Building Council, or an outside entity, such as a parent or teacher complaint, or a Superintendent. The work will entail a review (and revision where needed) of the campus mission statement and by-laws. OCG will embed themselves in Building Council meetings and work with the team as a group and individually as needed. The goal here is to restore the team to an effective level of performance where the leadership is modeling exemplary levels of engagement for staff and students alike.

Dispute Management AND Conflict Resolution OCG adopted a proactive approach to managing disputes by regular site visits to celebrate campus progress and identify challenges with co-location. Co-located Principals recognize that on-going and regular communication is key in reducing disputes on co-located campuses. OCG makes on site visits to mediate disputes and repair relationships. The challenges that most often surface disputes are:

• Breakdown of established communication protocols;

• Change in school leadership at one or more schools on a campus;

• Distrust;

• Failure to achieve a shared space agreement; and

• Lack of uniformity on safety protocols.

In cases where a decision is outstanding or the Building Council is struggling to reach a consensus, OCG will attempt to guide the BC to a shared decision that everyone agrees to. If this is not possible OCG will make the final decision for the BC after an evaluation of the issue(s).

Building Council Overview

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. Building Councils are required to meet at least once per month (weekly is a best practice) to discuss and resolve issues related to the smooth daily operation of all schools and programs in the building, and the safety of the students they serve.

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 at 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. It is important to emphasize that there is no such things as a "lead" or "building" Principal. While roles and responsibilities may be varied, the underlying premise is that all Building Council members govern as equals.

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; and

• Ensuring a safe accessible entrance for students with disabilities.

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:

• Agree on a consistent meeting schedule and calendar recurring meeting events for the year;

• 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;

• Share agendas 24-48 hours prior to meetings;

• Rotate the facilitation and note taking roles on a monthly basis;

• Adhere to established times to ensure all agenda items are covered;

• Refer to By-laws to address any issues or concerns that may arise;

• Craft minutes as short summaries of decisions with commitments requiring action; and

• Upload minutes after every meeting to the PASS system (DOE requirement).

(See Appendix C, "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 Leaders 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 Leaders 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.
- Ensure a safe accessible entrance for students with disabilities.

Communication Protocols

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; and

- Create each school's campus vision, meeting norms, campus by-laws, and Campus Policy Memorandum.

(See Appendix B, Sample Campus By-Laws," and Appendix A for "Campus Policy Memorandum and Procedures.")

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

> *"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."*

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.

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, rigorous and inclusive 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.

- **Campus Mixers:** Many staff members on a co-located campus are not familiar with one another. A mixer is an opportunity for everyone on the campus to come together, build bridges, and form relationships. It can be a key component for establishing true partnership across the building. School leaders should be thoughtful and purposeful when planning a mixer so that it will be a fun and engaging event, leaving the staff wanting more.

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 work-shops 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")/Multilingual Learners ("MLL") 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/MLL 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.

Division
of Labor

Effective Building Councils ensure that students and adults are safe; appropriate support services are provided; the campus is accessible to all; and teaching and learning is strong on the campus. This chapter will discuss how Building Councils can successfully manage their many responsibilities and 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 into PASS. Each is handled by a designated Building Council Leader.

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 PASS.

Building Councils should hold the first Building Council meeting for the upcoming school year 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 late September or mid-October.

• 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 D, "Principal Annual Space Survey (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.

- **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 E for "ES/MS/HSl Shared Space Scheduling Calendar" and Appendix Q for "Shared Space Agreement.")*

- **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.")*

- Special agreements or arrangements for room usage.

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 Leaders 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 and free from health and safey hazards to promote learning. Use of facilities must include maximizing accessibility for students, families and staff. 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.

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. To perform these duties, it is necessary to use the Annual Custodial Building Plan, to determine if the maintenance needs of all schools and programs on the campus have been met.
(See Appendix G, "Annual School Custodial Building Plan.")

To rate the Custodian Engineer effectively, Principals must collaborate and reach a consensus. However, for SCA purposes, 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.")* It is a suggested practice to 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 Engineer;

• 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; and

• 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.

Morning Muster Guidelines

The morning muster meeting is a best practice that Building Council Leadersshould 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?

• Administrator 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 to ensure compliance with Chancellor's Regulation A-414 concerning safety. *(See Appendix I for a list of "Key Members of the Building Response Team (BRT).")*

- Coordinate dates for fire, soft lock down, safety drills, shelter-in, 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.

- 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 New York State Library funds to the librarian.

• Supervise librarian timekeeping and scheduling.

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 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 list 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 Annual Custodial Rating 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 Engineer 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 spring, 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.

- 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 the library are maintained.

- Conduct observations of the librarian during lessons and provide timely feedback.

- 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 the 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 healthy meals 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 the cafeteria; and

- Ensure that all schools program students for lunch within reasonable hours.

Community-Based Organizations ("CBO")* 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 participate in 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 school year.

• 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 campuses and CBOs maintain focus, improves effectiveness and accountability, ensures parent and participant satisfaction and identifies changes for improvement.

- 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 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") on Campuses 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 ("AD") 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 AD's work reviewing transcripts for eligibility and compliance;

- Ensure that every coach's per session hours 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 AD positions become available;

- Conduct disciplinary conferences and document issues with coaches and the AD;

- 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; and

- Work to ensure a sense of pride and school spirit in connection with campus sports activities.

The PSAL, Small Schools Athletic League, Multiple Pathways League and Cooperateive, Healthy, Active, Movtivated, Postive, Students (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 Athletice Space Scheduling Knowledge of each sport's season allows for BCs to meet and begin programming practice schedules with the AD 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 facilities 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, 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).

- 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;

- Charter School Organizations;

- After-School providers; and

- CBOs.

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; and

- 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?

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 made by consensus.

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.

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.

4

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, ELL/MLL, 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 Budget Director 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; and

- Consult with your Budget Director to schedule contributed funds from co-located charter schools.

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:
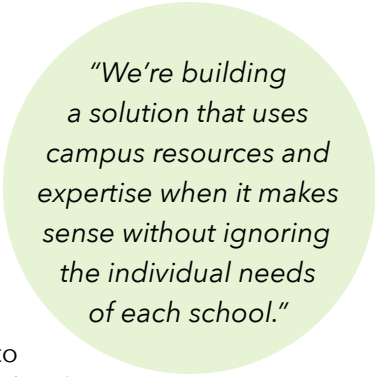
Area	Personnel	Materials	Equipment
Auditorium			
Cafeteria			
Science Labs			
Library			
Visitors Desk			
Mail			
Gymnasiums			
Changing Rooms			
Entry			
Records Room			

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 Budget Director 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 J, "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, 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/MLL 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 Borough Citywide 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 reports to 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 Online Occurrence Reporting System 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 in Galaxy 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."*) 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 their Budget Director 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.

5

Scheduling 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; and

• 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 use creative programming to ensure adherence to NYSED physical education requirements.

• Ensure that all students have access to food services every day in the cafeteria.

• Consider all accessibility needs.

- 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 J, "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 recommended. 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?

- Are there any students or staff with accessibility needs?

> 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 often 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. Note: The kitchen is not a shared space to be used by school administrators, teachers and families.

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?

• Do any students need accessibility seating?

> 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 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; and

- 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 pro-grams 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; and

- All Building Council Leaders will work collaboratively to ensure that all students, regardless of school, are programmed to the laboratory.

Building Council 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; and

- 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; and

- Do any students need adaptive physical education?

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.

- 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;

Hallways are not considered physical education spaces.

- Share a dedicated large space with another school for physical education activities;

- Program both morning and afternoon physical education classes; and

- 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.

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. Participate in *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.

When scheduling the use of physical education spaces, students receiving Adapted Physical Education ("APE") must be given equitable access to all physical education facilities. APE and extracurricular programs for students with disabilities must be conducted in safe environments appropriate for the students' individual needs. *(See Appendix E-6, "Physical Education.")*

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, Entrances, 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.

Students with accessibility needs may require accommodations that include using hallways, bathrooms, stairwells, and entrances in another school on the campus.

SBST, Custodian Office, MDF Room, Medical Office and Kitchen Although these rooms are coded as a shared spaces on the floor plans by the BDSP, none of these spaces are intended for use by school administrators, faculty and/or staff of any of the schools on the campus. The SBST room, in particular, is to be shared and used by members of the central SBST only: psychologists, social workers, family workers and clericals, all of whom provide support to the campus. On many campuses this space contains confidential IEP and student information and as such is off limits to any other school staff.

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.

continued

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.

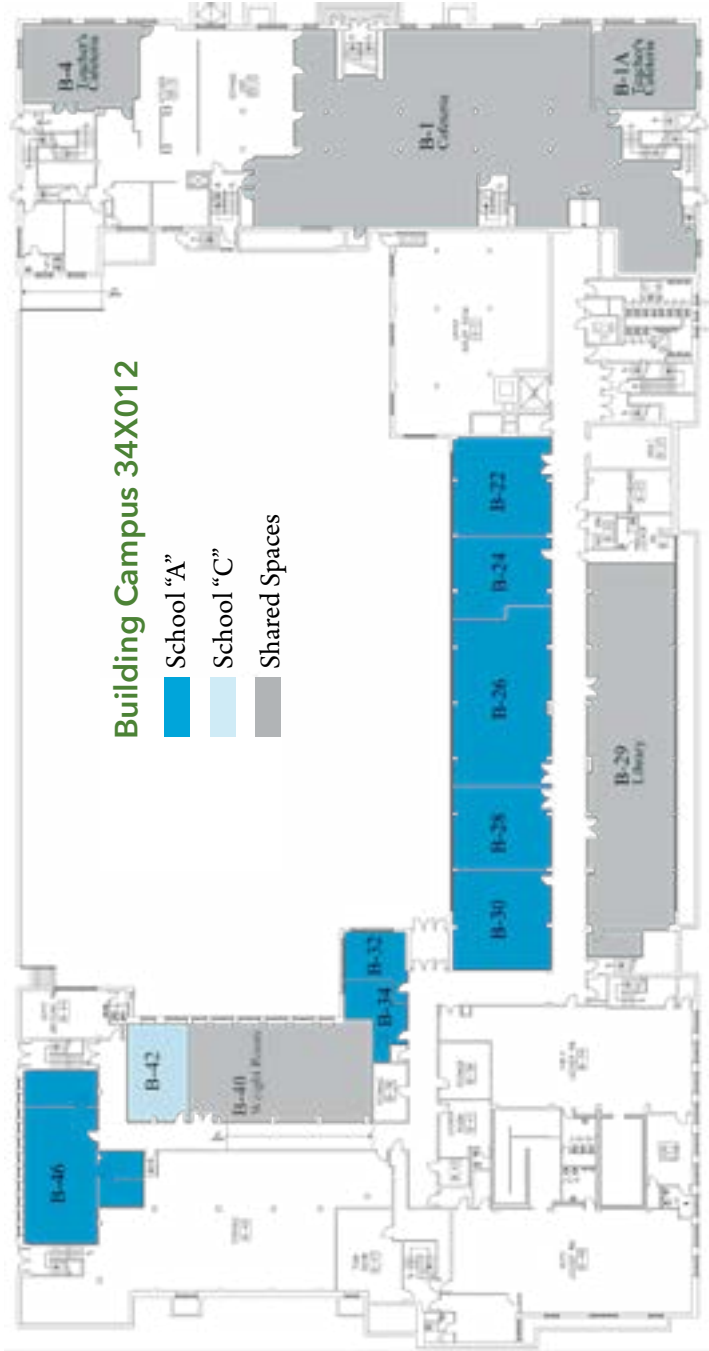Here are some suggestions for the use of the PA on co-located campuses:

- 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.
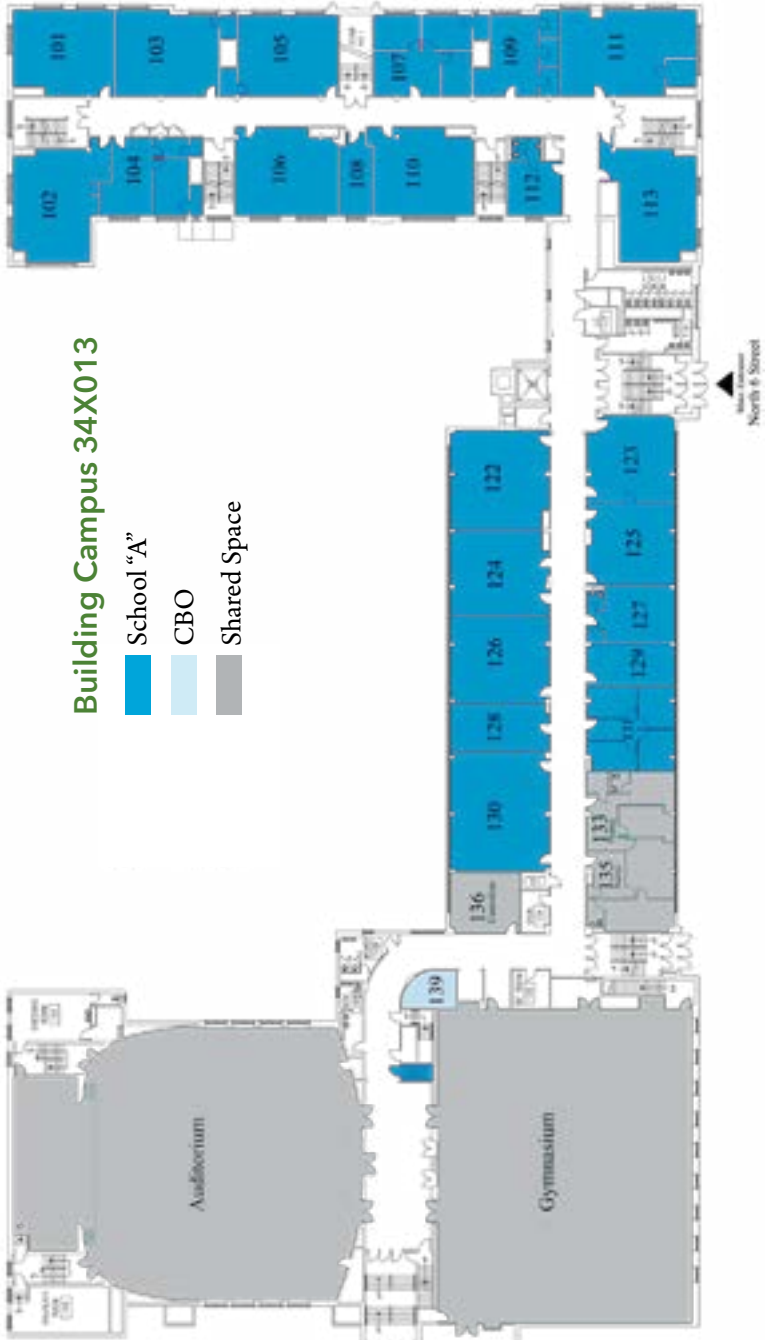
Summary

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. 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, inclusive, and academically strong campus.

Basement Floor Plan

Building Campus 34X012

School "A"
School "C"
Shared Spaces

First Floor Plan

Building Campus 34X013

School "A"

CBO

Shared Space

Fifth Floor Plan

Building Campus 34X014

School "A"
School "B"
School "C"

501 Sci-Demo · 503 Sci-Demo · 505 Sci-Lab · 507 Sci-Prep · 509 Sci-Lab · 502B · 502A Sci-Demo · 506 Sci-Lab · 506A Sci-Prep · 508 · 510 Sci-Demo
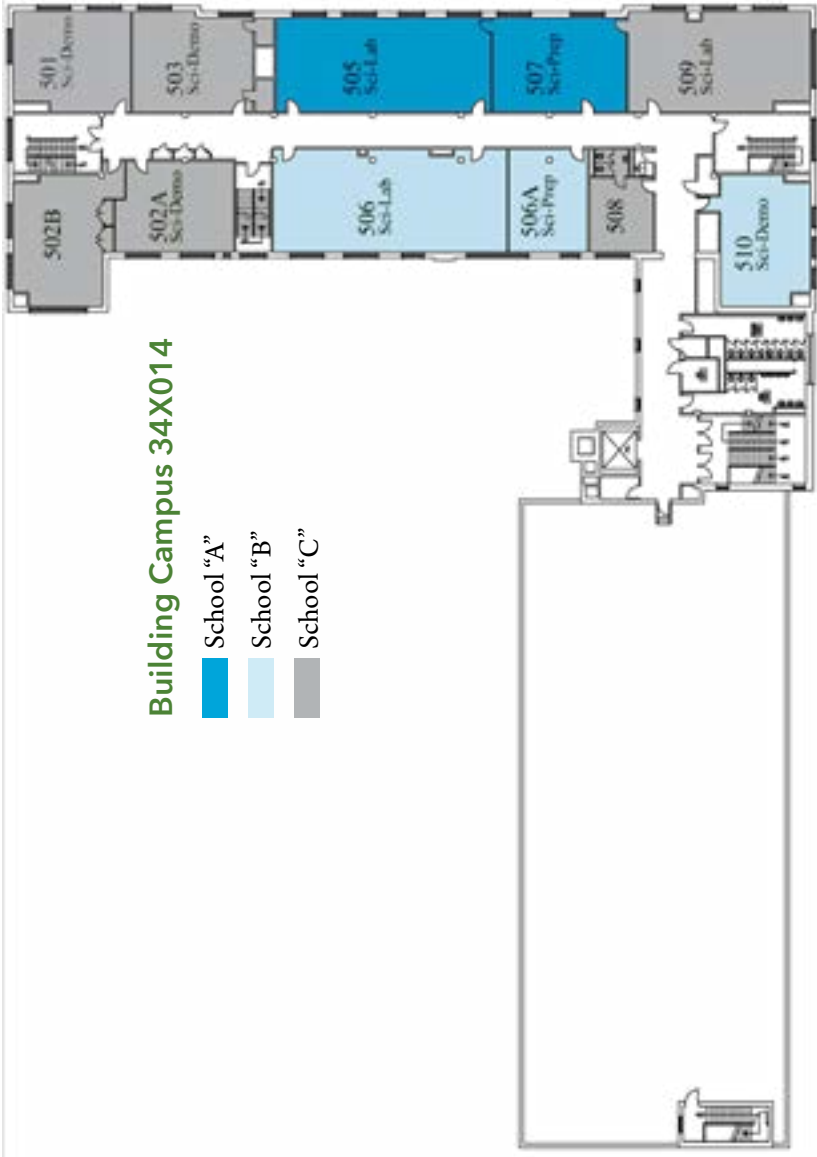
The **Dispute Resolution** Process

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 intervene to 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 P 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.

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; and

- Failure to meet as a Building Council and establish appropriate meeting norms.

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

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; and

To minimize disputes, it is important to document decisions in Building Council meeting minutes.

- Exercise leadership by taking responsibility for decisions made by the Building Council and establish appropriate meeting norms.

7

Campus
Teams

School Leaders should be aware that in addition to the Building Council, they are responsible for either participating in or ensuring the existence and efficacy of other team structures. These are described below.

School Safety Committee

All members of the school community, including administrators, staff, students, parents, the NYPD, community leaders and community agencies must engage in meaningful ongoing dialogue and collaboration to ensure safe schools and campuses. The creation of safety committees at the school/campus level provides a basis for such dialogue and for drawing upon school and community resources to enhance safety.

To that end:

- Every school/campus must have a School Safety Committee. It is the responsibility of the Principal(s) to ensure that such a committee is established and meets on a monthly basis.

- The committee shall, at a minimum, be comprised of the following individuals:
  - Principal(s);
  - Building Response Team ("BRT") leader;
  - Designee of all other programs operating within the building;
  - UFT Chapter Leader;
  - Custodial Engineer/designee;
  - In-house School Safety Agent Level III/designee;
  - Parent Association President/designee;
  - Dietician/designee of food services for the site;
  - Community members; local ambulance or other emergency response agencies;
  - "Respect for ALL" liaison; and
  - Representative of the student body (when appropriate); and any other persons deemed appropriate by the Principal(s).

- The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal when it identifies the need for additional security measures, intervention, training, etc. The Safety Committee will create and maintain agendas and minutes of their meetings. Agenda items should be requested at least 48 hours prior to the next meeting. Final agendas should be e-mailed to the committee members by the morning of the meeting. **Best practice: Create a rotation for note/minute taker.**

- One Principal or agreed upon designee should facilitate the meeting. The facilitator should advance the agenda, and recognize who is to speak, and in which order. In addition to the facilitator, one Principal will take the notes, and one Principal will be the time keeper. The Principal/designee must submit documentation of the Safety Committee's monthly meetings and agendas via the online School

Safety Plan portal on a monthly basis. **Best practice: Facilitation of the meetings should be rotated amongst the Principals.**

- Each Principal must ensure that its School Safety Committee holds at least ONE annual meeting which is open to all parents in that school. The meeting shall be conducted for the purpose of allowing parents to raise and discuss safety concerns regarding the school, including, but not limited to, matters relating to school safety agents.

Building Response Team

The Building Response Team (BRT) is a school-based team that is activated to manage health and safety incidents or emergencies. In a campus setting, each school must have one representative on the BRT appointed by the Principal(s). The BRT will consist of five core members plus the BRT Leader. The five core members in addition to the BRT Leader are:

- Emergency Officer (AP, Counselor, Dean);

- Incident Assessor;

- Special Needs Coordinator ("SNC") (On a campus with a LYFE Center and/or a D75 program, an additional SNC is required for each program)

- Assembly Point Coordinator (Parent Coordinator, Dean, Supervising Aide); and

- Recorder (Secretary).

School leaders should reach out to their Borough Safety Director for details regarding roles and expectations, as well as training schedules for BRT members.

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 once it has been approved by the Panel for Educational Policy.

- The SSC will meet at a minimum four times per year. SSC leaders should use these sessions to 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 school 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 D, "Principal Annual Space Survey (PASS).")

School Leadership Meeting

In buildings that house multiple schools, the SLT(s) are encouraged to meet at least twice a year to discuss issues of mutual concern. The following guidelines are intended to maximize the effectiveness of these conversations.

- Agenda items should be requested at least 48 hours prior to each meeting and developed in tangent by all concerned parties.

- Final agendas should be e-mailed to all campus Principals and members of the committee by the morning of the meeting.

- The meetings should be facilitated by a Principal.

- In addition to the facilitator, Principals should divide the roles of minute taker and time keeper.

8

Co-Location of **Charter** and **District** **Schools**

More than half of all 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 and/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; and

- Considering the accessibility of students, families and staff.

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. Any proposed capital improvement or facility upgrade in excess of $5,000, regardless of the source of funding, in a DOE building, must be authorized in writing by the DOE. 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 BDSP, Principals explore projects that would impact student achievement.

In collaboration with the 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:

- 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, paint; and

- Construction of new instructional spaces: fitness centers, resource rooms, and dance studios.
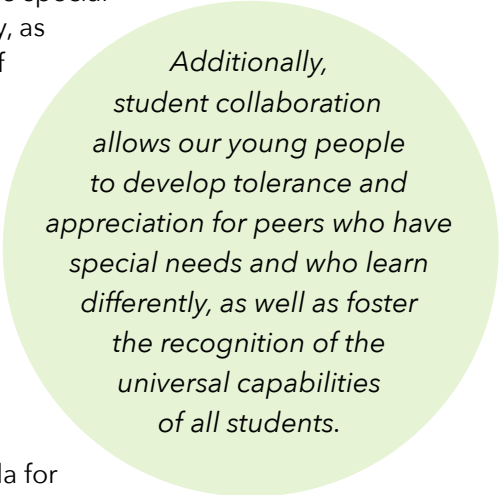
9

Co-Location with District 75 Schools

More than 482 campuses across New York City host a co-location which includes a community school, charter school, and/or 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' 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.

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 schools. 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 and/or by including participation in community school physical education classes, when possible.

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, three using wheelchairs and other equipment, 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 included 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, physical, and accessible needs of all students on the campus.

Co-Locations and Accessibility

10

The Office of Accessibility Planning, sitting within Space Management, is committed to ensuring that all DOE programs, services, and activities are accessible to students, staff, families and community members with disabilities in all DOE buildings. OAP supports Building Councils to ensure that all schools are accessible.

Working with other Divisions within the DOE, OAP facilitates projects that specifically improve accessibility in schools. The DOE, in collaboration with internal stakeholders, has formed an accessibility sub-committee to address accessibility projects. The sub-committee is responsible for reviewing, prioritizing and voting on capital projects based on a multitude of factors, such as areas of need, special programs, student population, grades served, utilization, and geographic distribution.

The DOE defines building accessibility by the following three categories:

- **No Accessibility**
- **Partially Accessible**
- **Fully Accessible**

It can be difficult to determine school-level accessibility because many buildings contain co-located schools, and those schools may have space with varying levels of accessibility. OAP conducts surveys of DOE buildings in order to gather accessibility information, and compiles the data into Building Accessibility Profile ("BAP") reports. The BAP(s) includes a rating scale with a common language and standard definitions of building accessibility, and are publically available on the DOE's website. These reports provide students, staff, family members, and the school community with meaningful information about DOE buildings as they make school choices with regards to individuals with disabilities. School Leaders should become familiar with their campus BAP and share this information with their campus community. *(See Appendix K for a sample "Building Accessibility Profile.")*

It is important that schools and campus communities understand that some accommodations to create physical space can require large and expensive capital projects and that time constraints for the implementation of certain accommodations may require additional time to allow for new equipment purchasing, shipping, installation and construction. Therefore, submitting reasonable accommodation requests as early as possible is encouraged. These solutions/ accommodations may require capital projects, which are handled by the accessibility sub-committee via a rigorous selection and approval process.

A reasonable accommodation request can be made by a parent, student, or any persons needing access to DOE spaces. There is no cost to anyone requesting a reasonable accommodation. Once a reasonable accommodation request has been made to school administration, the request will be routed to OAP, where a determination will be made regarding the type of accommodation best suited to meet the requestor's needs. Within five business days, the request will be acknowledged and the requestor will be notified. In the event the accommodation is for a current or prospective employee, the request will be routed to the Office of Equal Opportunity.

"To request accommodations, one must have a disability, which is defines by the American Disabilities Act as a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record is such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all the impairments that are covered."

While the goal is to provide permanent solutions to make all buildings accessible, there are times when temporary solutions can be provided for any programs, services, or activities. Such temporary solutions are known as Reasonable Accommodations. There are three major types of accommodations; physical, programmatic, and service:

Physical Accommodations

The provision of physical accommodations is the process of remediating or modifying the building in order to address an inaccessible space. Such accommodations are handled on a case-by-case basis, depending on need, project size, feasibility, and funding constraints.

In conjunction with the DSF, the Office of Accessibility Planning will make a reasonable effort to deploy the following physical accommodation assets, including, but not limited, to the following "time-stamped prior notice" protocol:

• Portable lifts;

• Portable ramps;

• Portable Assistive Listening Devices;

• Sign Language Interpreters;

• Communication Access Realtime Translation ("CART");

• Onsite live streaming;

• Printed materials in Braille;

• Printed materials in large print; and

• Vertical Platform Wheelchair Lifts.

Programmatic Accommodations

Often accessibility accommodations require temporary or permanent solutions that involve resequencing programs, services, and activities to provide program access to individuals with disabilities. These are called Programmatic Accommodations which can sometimes be provided quickly and with minimal cost.

In collaboration with the Division of School Facilities, Office of Campus Governance, and Office of Space Planning, OAP will support school leaders with the following programmatic accommodations:

• Relocating programs, activities or public events to accessible locations that are scheduled in non-accessible locations, or if a reasonable accommodation request cannot be met at the original event location.

• Finding alternate nearby locations that are accessible to the needs of the event. It is important to engage with the event organizers to determine how the event is laid out, what types of spaces are needed, and where people will be entering and exiting.

• Considering the accessibility of the event space itself, the pathways to/from the space, the presence and location of accessible bathrooms, and the available capacity of the site.

• Coordinating with school administration and custodial staff of the original and alternate event location to ensure that all set accessibility goals are met.

When encountering accessibility issues with established educational programs or services in a building, OAP will coordinate with OSP with regard to moving and adapting spaces in the interior of a building. If the move involves relocating auxiliary services or adaptive equipment, OAP will coordinate with school leaders to ensure the transition or relocation of the program/service is as seamless as possible.

Accessibility Contingency Plan

Building Councils are encouraged to develop an Accessibility Contingency Plan ("ACP"); the ACP requires school leaders to designate one or more full size classrooms "the ACP room" for use by people with mobility disabilities. This is done to prevent interruption

of program access in the event that accessible travel via vertical transportation throughout the building is not possible. The ACP room(s) needs to be located on the ground floor (or any floor with an accessible entrance that does not require a lift, elevator, escalator, or the use of stairs to access). *(See Appendix L for the "Accessibility Contingency Plan Guidance" and Appendix M for the "Accessibility Contingency Plan Form".)*

Accessibility Entrance Guidelines

All Principals and staff should be aware of accessible entrance guidelines for their building. The guidelines specify the location of the accessible entrance (when it is not the main entrance) and protocols governing how students and visitors from various schools in the building should be greeted and routed should be agreed upon by the Building Council. *(See Appendix N for the "Accessibility Entrance Guidelines".)*

Katiana is graduating from the fifth grade and is moving to sixth grade. She has decided to attend the middle school in her neighborhood so she can remain with all her friends that are graduating along with her. Katiana has a visual disability and uses a long cane to detect objects in her path. After reading the BAP, Kataina's mom discovered that her neighborhood middle school does not have room labels with braille and no audible signals in the elevator. How will Katiana find her way around the building? How will she know what floor she is on?

It is suggested that a school leader reach out to the Accessibility Coordinator to explore the following:

- Braille room signage is a physical accommodation that can be provided for a building. Braille room signage allows individuals with visual impairments to navigate a building and determine which rooms they are entering into.

- Existing elevator upgrades is a physical accommodation that can be provided for a building. Audible signals help individuals with visual disabilities determine what floor they are located on.

(For additional information on public meetings, see Appendix O, the "Mayor's Office for People with Disabilities Meeting Notice Guide.")

Service Accommodations

OAP collaborates with DOE offices, vendors and city agencies to provide accessibility services and accommodations. Vendor services include Sign Language Interpretation, Communication Access Real-time Translation Services (CART), and Audio Describers.

Dewayne and his dad are planning to attend a high school fair next month. Dewayne's father, Mr. Robinson, has a hearing impairment and requires sign language to communicate. Dewayne's father would like to interact with the high school representatives at the fair to learn about the different programs they offer. How can Dewayne's father communicate with the high school representatives?

• Parents/Guardians have the right to request accommodations for any DOE program they are invited to attend. In addition, Mr. Robinson can make a request of the Building Council that a sign language interpreter be provided, at no cost to him or the school.

Note: Mr. Robinson can still request a sign language interpreter even if Dewayne knows sign language.

Ms. Holder, the fifth grade science teacher, has a hearing impairment. She plans on attending the graduation ceremony to watch her students graduate. Ms. Holder is concerned that she will not be able to clearly hear what the moderator is saying on the microphone, and will not be able to hear when her students' names are called. After communicating her concerns to school leadership, OAP was informed. After meeting with Ms. Holder, it was determined that Communication Access Real-time Translation (or CART) services would address Ms. Holder's concern.

It is Monday morning. Students begin to arrive at a school after a week-long Spring recess. Juan, a 9th grader, returns to school in a wheelchair. He broke his leg over the recess. All of Juan's classes are on the fourth floor; however his school does not have any elevators. How does Juan continue to receive instruction while his leg heals? The Building Council should do the following:

- Activate the Accessibility Contingency Plan: The ACP plan would have already included a designated classroom called the ACP room on the floor that is accessible (a person with a mobility impairment can navigate to that floor without the use of vertical transportation). When activated, it is recommended that the ACP classroom be used for each scheduled class, for the student/staff, needing this program accommodation. Any class originally programmed or scheduled to take place in the ACP classroom should move to any available room on the non-accessible floor. For specialty classes we recommend moving specialty supplies as needed.

Campuses in need of assistance with creating an Accessibility Contingency Plan or providing reasonable accommodation should contact OAP at accessibility@schools.nyc.gov. Contacting OAP first will allow for logging of issue(s) and initiating the process for maintenance, when applicable, to address the temporary accommodation (i.e., out-of-service elevator, lift, and/or escalator, etc).

- Know your Building Accessibility Profile
- Try to anticipate the accessibility needs of your school community (i.e., Graduations, Plays, Parent/Teacher Conferences, etc.)
- Create an Accessibility Contingency Plan
- Reach out if you have questions: accessibility@schools.nyc.gov

Appendices

Campus Policy Memorandum and Procedures[1]

Executive Summary

Well-executed campus management creates necessary conditions for increased student achievement, as well as principal, staff and community satisfaction. This campus management policy defines the collective responsibilities of Department of Education ("DOE") principals and charter school leaders[2] who share a school building, including certain D75[3] local campus leaders. They must create and actively participate in a Building Council, a structure for administrative decision-making for issues impacting all schools in the building. The Building Council 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.

Building Council members are equal partners in shaping the educational environment; they share responsibility and accountability for building administration, communication and culture. They must respect each other's unique culture and simultaneously make shared decisions that are good for all students and schools on the campus.

Shared campus management can result in shared incentives or sanctions, depending on how well a campus collectively implements these expectations. The DOE's expectation is that Building Councils should be able to resolve issues within the campus by collaboratively working to make decisions in the best interest of all students. While decisions made at the Building Council level typically best capture the needs and nuances of multiple school communities, the DOE's Office of Campus Governance will help resolve conflicts as needed to keep the work of school improvement and successful cohabitation moving forward. New schools joining campuses will be offered special entry training, and campuses where charter schools are co-located shall establish a Shared Space Committee. All school leaders on campuses

---

[1] This statement constitutes DOE current policy and procedures on Campus Management as of March 2014 and is referenced in Chancellor's Regulation, A-190.

[2] Charters may be represented by a Director of Operations, in lieu of the charter principal, provided they are empowered to make all Building Council decisions.

[3] D75 schools will be represented on Building Councils consistent with Chancellor's Regulation A-190. Eligible D75 schools (with 3 classrooms or more) will be represented by D75 principals. The multi-sited principal will delegate site representation to their campus-based Assistant Principal and/or Program Coordinator.

who fail to implement these policies risk individual or collective disciplinary action.

Audit Procedures

All co-located campus principals will collaboratively complete the following required documents to be upload into the Principal Annual Space Survey (PASS):

• **Building Space Plan:** Includes space footprint, with designated room allocations by school, including the documentation of any room swaps.

• **Distributed Leadership:** Each principal/leader will accept responsibility for a key campus-wide co-ordination task, such as safety, custodial, or extended use of the facility.

• **Shared Space Schedules:** Includes daily scheduling of shared spaces (library, cafeteria, auditorium, gym, play yard, etc.) access and use of the building after hours, on weekends, and in the summer.

• **Shared Staffing/Funding:** Includes any shared staff and their shared funding and supervisory agreements, i.e., campus plan for deployment of safety/security staff as well as documentation of any other initiatives that are split-funded.

Note: *The above required auditable PASS documents are to be sign off by all Building Council members once a year at the beginning of the school year, printed, and kept on file for five (5) years.*

• Building Council Meeting Minutes: All co-located campuses must establish a Building Council. Building Councils are required to host twelve (12) Building Council meetings between August and July of the following year and regularly upload their minutes to the PASS system.

• Shared Space Committee (SSC) Meeting Minutes: All campuses with co-located existing charters must establish a Shared Space Committee with parent, teacher and principal representatives from each DOE school and charter co-located on the campus. The SLT recommends teachers and parents for DOE schools; charter leaders recommend teachers and parents for charter schools. The required

four (4) SSC meetings must be held annually in order to comply with Chancellor's Regulation A-190. Minutes must be uploaded to the PASS system.

Note: *The above required auditable PASS documents to be uploaded periodically.*

Dispute Resolution Procedures:

The best decisions are made closest to people who hold responsibility for implementing those decisions. Since DOE principals, charter school principals and director of operations hold the locus of control they are typically motivated to reach consensus in their local Building Council decision making process. The DOE will help settle cases where conflicts are not resolved and the progress of the Building Council is impaired. Any member of the campus community may bring these cases to the attention of the Office of Campus Governance for advancement in this dispute resolution process, or to final arbitration. All school leaders on campuses who fail to implement these policies risk disciplinary action.

• Building Council: If principals disagree on how to handle an issue of campus management, the Building Council should discuss the issue, using the recommended tools and methods, and attempt to reach consensus. No other steps should take place without principals attempting to discuss and resolve the issue themselves, either in a regular Building Council meeting or in a special meeting involving all the principals. Where appropriate, D75 Supervising Principals must confer with their Assistant Principal at this level.

• Superintendent's Office/Borough Citywide Office ("BCO"): If the Building Council cannot reach resolution on an issue, the Building Council should request Superintendent/Field Support Center intervention. Ideally, a Building Council will collectively determine to request either or both of these supports – however, any member can reach out to after making a good faith effort to resolve the situation within the Building Council. The Superintendent/BCO leader should facilitate 1-2 meetings before calling the Office of Campus Governance.

• Office of Campus Governance: If a Building Council fails to reach a resolution in the next meeting, even after Superintendent/BCO

involvement, the Superintendent/BCO or the principal(s) should contact the Office of Campus Governance. The Office of Campus Governance will first conduct an intervention, and if that fails, then coordinate with the DOE manager who has responsibility for the area of concern, and make a final determination of the issue(s). The community or high school superintendent(s), in collaboration with the Office of Campus Governance will ensure the implementation of that decision.

Shared Space Committee ("SSC"):

The Building Council will establish a SSC for campuses where charters are co-located, as directed in Chancellor's Regulation A-190. The purpose of the SSC is to review the implementation of the Building Usage Plan ("BUP") once it has been approved by the Panel on Education Policy. The SSC will meet minimally four times per year. SSC members may educate their larger constituencies about the BUP and its campus implementation.

The SSC will be comprised of the principal, a teacher and a parent of each co-located school. The principal will work with the UFT and PTA representative on the SLT to select a teacher and parent representative; charter leaders will work with their constituencies to select their parent and teacher representative of the charter. SSC agendas and minutes shall be shared with the Building Council through the PASS system.

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.

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

The lead principal 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.

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 lead principal will conduct the meeting and facilitate the flow of conversation by a show of hands.

Their role of the will 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;
- Ensure that members maintain their focus on campus-wide issues; and
- Forward the minutes of the meeting to the Building Council members.

Meetings

Request for agenda items are to be requested at least 48 hours prior to the next meeting via E-mail. Final agendas are to be e-mailed to all campus principals by the morning of the Building Council meeting.

The four most important agenda items for all meeting must include

- Campus-wide Safety
- Campus-wide Facilities
- Campus- wide Accessibility
- Campus-wide scheduling shared spaces

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

Individual Principals are limited to a two (2) 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 percent 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. The minutes will be uploaded into PASS by the responsible principal.

Building Council Norms

• The Building Council will communicate with respect and professionalism, at all times, bearing in mind that the success of all students on the campus is dependent upon on a functional Council. This includes, but is not limited to the following norms:

  – All principals are equal mem-bers of the building council.

  – All principals are expected to attend building council meetings;

  – A principal can miss only two meets a year; a designee who is authorized to make decisions can attend in the principal stead. If a principal will not attend, 24-hour advanced notice must be provided.

  – If a Principal chooses to send a designee, the Principal must entrust that person with all the voting rights of the Principal. Additionally, the Principal must abide by the decisions or actions taken by the designee.

  – Development of a building list serve of key stakeholders used for communication in case of an event that impacts the entire building.

• Building Council members will make every effort to finalize issues related to scheduling and shared spaces by May 1st with final agreement to be reached by May 15. Otherwise, schedule and shared space decisions will default to the prior year's agreement.

Communication Protocols

Council members are to be respectful to each other at the meeting:

◻ Listen attentively to speakers

◻ Avoid using handheld devices

◻ Avoid multi-tasking

◻ Avoid disparaging comments

◻ Avoid negative and disparaging gestures

- Avoid blame "finger pointing" and judgment
- No interruptions when others are speaking
- Be mindful of tone and body language
- Addresses issues in real time.
- Bring concerns and solutions
- Be willing to negotiate and compromise
- Assume the best/seek to understand
- It's not personal

Other Norms

- The Council can only delay making a decision if additional data/information is required between now and the new decision-making date.
- "Open Shared Space" requests should be made at least 2 weeks in advance, whenever possible.
- All minutes/attendance sheets will be stored in a google folder "Thomas Madison Building Council Minutes & Documents."
- Conflict/Commit: If a decision is made as a building council, you must own it like your own, especially when communicating with staff members.
- Acknowledge norm violations and share a plan for preventing future violations before someone else needs to say something.
- Openly own mistakes and reflect on what could have been done differently.
- Openly "name the elephant" in the moment when "we" see that there may be unintentional power dynamics at play due to lines of similarity or differences
- Keep confidential items confidential.
- Always represent one another in a positive light to staff. Do not draw contrasts with one another in a way that signifies we aren't united as leaders.
- Follow up on action item commitments.

Decision Making

- Every agenda item should conclude with a collaborative decision. If the Council is unable to arrive at a decision, the agenda item should be tabled for further discussion.

- Once a decision is made, it is the responsibility of the principals communicate to their respective school communities. It is important that implementation and communication stress that it was a decision made and agreed by the Council.

- All decisions are to be recorded and signed off by the Council.

- Decisions will be made by consensus

Conflict Resolution

- Communicate.

- Strive to be equitable.

- "Start with yes, it can be done" when it comes to resolving conflicts, even if that sometimes means changing plans, adjusting times, using alternate dates or sharing space and resources, even if there are last minute requests or needs.

- Always look for solutions to problems that arise, irrespective of the types of issues. (These issues can include but are not limited to personnel/student/student to personnel/outside visitors, or family conflicts; space usage; shared space allocations; custodial concerns; health/nurse facilities and personnel; security support; cafeteria support; among others.)

- Revisit and revise policies, yearly or as necessary to meet our overall philosophy.

Signed:

X123: _____ *(Signature)*

_____ *(Date)*

X456: _____ *(Signature)*

_____ *(Date)*

X789: _____ *(Signature)*

_____ *(Date)*

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.

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.**

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.**

4. 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.

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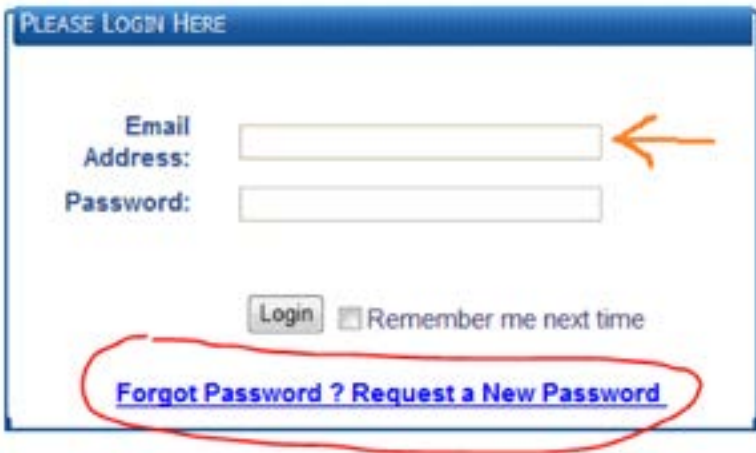
8. If you need assistance logging in, entering meeting dates or uploading minutes, contact the PASS office at 718-752-5237 or by email at pass@nycsca.org.

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)

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.

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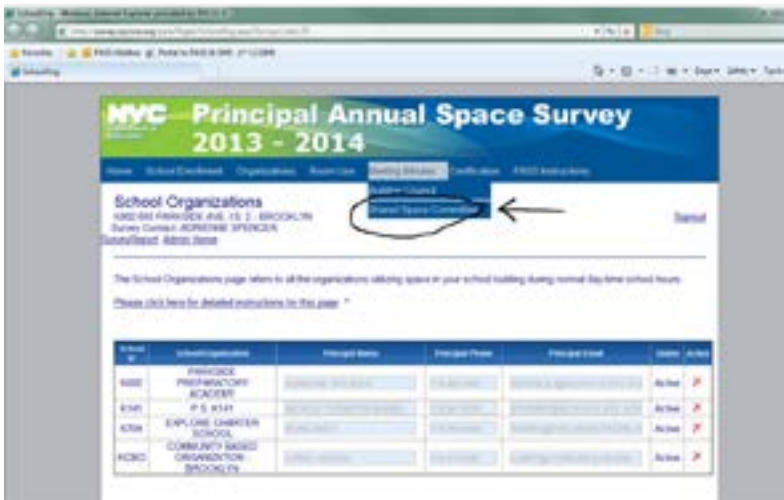
3. Under "Shared Space Committee Detail," click the appropriate radio button to indicate whether your building contains a charter school.

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.

4. 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.

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.

Elementary/Middle School Shared Space Scheduling Calendar

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria	**Breakfast** School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM **Lunch** School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM	**Breakfast** School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM **Lunch** School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM	**Breakfast** School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM **Lunch** School B:10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM	**Breakfast** School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8AM & 8:20AM **Lunch** School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40PM School D: 12:40PM & 2:20PM	**Breakfast** School A: 7:15AM & 7:40AM School C: 7:40AM & 8AM School B: 8am & 8:20AM **Lunch** School B: 10:45AM & 11:30AM School C: 11:30AM & 12:40pm School D: 12:40PM & 2:20PM
Auditorium	**Inclement Weather Recess** School B: 11AM & 11:50AM	**Morning Assemblies** School C: 7:30AM & 9:30AM **Inclement Weather Recess** School B:11AM & 11:50AM **Ballroom Dance** SA8H4: 1:30PM & 4:00PM	**Group Meetings** School D: 8:30AM & 10:30AM **Inclement Weather Recess** School B: 11AM & 11:50AM	**Morning Assemblies** School C: 7:30AM & 9:30AM **Inclement Weather Recess** School B: 11AM & 11:50AM **Ballroom Dance** SA8H4: 1:30PM & 4:00PM	**Inclement Weather Recess** School B: 11AM & 11:50AM
3rd Floor Gym	**Gym** School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM	**Gym** School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM	**Gym** School D: 8AM & 10:50AM School D: 12PM & 5:30PM	**Gym** School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM	**Gym** School D: 8AM & 10:50AM School C: 10:50AM & 11:50AM School D: 12PM & 5:30PM

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Indoor Playspace	**Gym** School C: 8:30AM & 11AM **Inclement Weather Recess** School B: 11AM & 11:50AM **Gym** School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM	**Gym** School C: 8:30AM & 11AM **Inclement Weather Recess** School B: 11AM & 11:50AM **Gym** School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM **After-School Sports** School C: 4:30PM & 6:30PM	**Inclement Weather Recess** School B: 11AM & 11:50AM **Gym** School B: 2PM & 2:50PM	**Gym** School C: 8:30AM & 11AM **Inclement Weather Recess** School B: 11AM & 11:50AM **Gym** School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM **After-School Sports** School C: 4:30PM & 6:30PM	**Gym** School C: 8:30AM & 11AM **Inclement Weather Recess** School B: 11AM & 11:50AM **Gym** School C: 11:50AM & 2PM School B: 2PM & 2:50PM School C: 2:50PM & 4:30PM
Outside Playspace	**Arrival** School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM **Recess Stem** 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM **Dismissal** School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM	**Arrival** School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM **Recess Stem** 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM **Dismissal** School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM **After-School Sports** School C: 4:30PM & 6:30PM	**Arrival** School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM **Recess Stem** 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM **Dismissal** School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM	**Arrival** School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM **Recess Stem** 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM **Dismissal** School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM **After-School Sports** School C: 4:30PM & 6:30PM	**Arrival** School D: 7:45AM & 8:15AM School B: 8:15AM & 8:45AM **Recess Stem** 11AM & 11:50AM School C: 11:50AM & 1PM School D: 1PM & 2:30PM **Dismissal** School D: 3:10PM & 3:30PM School C: 4PM & 4:45PM

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	**School A** 9th Graders	**School A** 10th Graders	**School A** 9th Graders	**School A** 9-11th Graders	**School A** 12th Graders
Café Side B 125	**School B** 9 and 11th Graders	**School B** 10 and 12th Graders	**School B** 11th Graders	**School B** 10th Graders	**School B** 11 and 12th Graders
Café Side C 125	**School C** 9 and 10th Graders	**School C** 9 and 10th Graders	**School C** 9 and 10th Graders	**School C** 9 and 10th Graders	**School C** 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	School 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

Physical Education

Program Office: Office of School Wellness Programs
Applicable System: STARS

All middle and high Schools must correctly enter all Physical Education (PE) information in STARS.

All elementary school students must participate in PE throughout elementary school for at least 120 minutes per week:

Elementary School
• 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.

Middle School
• 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.

High School
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:

• Daily Model: 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.

OR

• 3/2 Flip Model: 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.

Adaptive Physical Education

Adapted physical education. For these students, a program designed to meet the unique needs of the student should be described in all of the following components of the IEP:

- present levels of performance and individual needs of the student (e.g., physical development, including motor and sensory development, health, vitality, and physical skills or limitations);
- the frequency and duration of the APE program;
- the annual goals and short-term objectives;
- special equipment and/or adapted devices; and
- evaluation criteria, evaluation procedures, and schedules to be followed to determine if goals and objectives are met.

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.

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

F

Annual Custodial Building Plan
2022-2023

The Annual Custodial Building Plan between the custodian engineer and principal is the foundation to ensuring that the highest building standards are maintained. You are strongly encouraged to participate in the development of your school's annual building plan and to consult with your deputy director of facilities (DDF) before committing to this plan. Below is a sample custodial building plan that is to be used as a guide when developing a plan with the custodian engineer

Classrooms and Offices: All classrooms shall be swept and spot mopped daily. Floors will be washed as needed and machine scrubbed, treated with floor finish as needed but at least three times a year. Garbage receptacles will be emptied daily, liners replaced and receptacles washed, as necessary. All horizontal surfaces shall be dusted daily. Rugs or carpeted areas will be vacuumed daily.

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

Gymnasium and Locker Rooms: The gymnasium and locker rooms shall be swept and washed daily or as needed. Shower rooms, if applicable, will be cleaned daily with proper disinfectants.

Bathrooms: Every bathroom shall be cleaned daily. Toilets, urinals, sinks, floors, walls, partitions, mirrors, and garbage receptacles are to be cleaned with proper disinfectants. All bathrooms must be supplied with soap, paper towel, and menstrual product dispensers where required. Dispensers shall be stocked daily and replenished as needed. All bathrooms shall be inspected throughout the day for cleanliness.

Staircases: All staircases shall be swept daily. Steps are to be spot mopped daily and washed weekly and or as needed. All horizontal surfaces shall be dusted daily. Walls are to be washed weekly. Touch up painting of handrails and kick plates will be done as necessary. Staircases shall be inspected throughout the day for cleanliness

Corridors: All corridor floors shall be swept, spot and/or dust mopped daily, spray buffed weekly, and machine scrubbed and treated with floor finish no less than four times a year. Walls are to be washed weekly and or as needed. Corridors shall be inspected throughout the day for cleanliness

Spray Buffing: All corridors, cafeteria, auditorium, lobby, and offices are to be sprayed buffed weekly and or as needed to maintain finishes.

Painting: Minimum of 17 percent of the building is to be painted each year. The principal, in collaboration with the custodian engineer, will determine the areas to be painted. Metal risers, handrails, toilet partitions and kick plates are to be painted once a year. Touch up painting of classroom and corridor walls, staircases, handrails, bathroom partitions, etc. will be performed as necessary. The paint log is to be maintained and updated to reflect all painting work. Logged information is to include areas painted, color, date painted, and percentage of annual requirement.

Outside Grounds: The outside area of the building will be swept daily or as necessary, especially the main entrances prior to student arrival and dismissal. Grass areas shall be maintained at two to three 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 lamps will be addressed on daily basis or upon discovery. In addition, all fixtures 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. Rubbish containers are to be washed and their liners replaced as necessary.

Removal of Gum: Gum shall be removed from all classrooms, staircases, hallways, cafeteria, auditorium, and carpeted areas daily. In addition, gum shall be removed at least once a week or when an overabundance builds up around outside entrance areas.

Interior Glass: All interior glass is to be cleaned weekly.

Summer Work: The entire facility is to be deep cleaned. Examples include cleaning of walls, washing of furniture, removal of wax from floors, applying new floor finishes, washing of light fixtures, etc.

Graffiti Removal: All interior and exterior graffiti shall be removed on a daily basis or more frequently if required.

Repairs: Minor repairs shall be addressed in a timely manner. Examples include vandalism, plumbing, steam fitting, carpentry, locks, glazing, etc. A log for all repairs shall be maintained.

Non-Routine Maintenance: Emergency repairs outside the scope of the custodian engineer's responsibility will be called into the Borough Office immediately. A confirmation work order number must be received and documented in the custodial log book and a record is to be maintained in the custodian engineer's file. Regular follow-up with the deputy director of facilities is required to ensure that the work is completed. Updates on the work's status must be relayed to the principal or their designee.

Custodial Employee Work Schedules: All custodial work schedules shall be visibly posted in the custodian engineer's office. Schedules shall include hours and detailed task descriptions.

Meeting with the Principal: The custodian engineer is to meet and/or communicate with the principal on at least a daily basis to discuss building issues.

Goals: Set goals for the year. Examples include painting, deep cleaning, repairs, beautification, and special projects.

Fire Safety: Maintain the school's fire safety log. Examples include, but are not limited to, testing the fire alarm system and inspecting fire extinguishers daily. The fire safety log is to be kept up to date at all times and available for inspection.

Energy Conservation: Interior lighting will be turned off when the building is not in use. Exterior lighting is to be turned on from dusk to dawn.

Air Conditioning and Ventilation: Air conditioning guidelines as established by DCAS will be adhered to.

- Custodian engineer will ensure that classroom air conditioners and lights are turned off at the end of each day.

- Air conditioner coils (evaporator and condenser) will be cleaned/washed prior to the start of the cooling season and as needed.

- Air conditioner filters will be changed as needed during operating season.

- Thermostat temperature settings will follow predetermined DCAS guidelines.

- Operating equipment (fans, pumps, compressors, etc.) will have their startups staggered in order to shed peak load demands.

Supply and Exhaust Fans:

- Ventilation equipment will be shut down at the end of each day or when the building is unoccupied.

- Supply and exhaust diffusers/vents will be kept clean and unob-structed for proper air flow.

Water: Leaking plumbing fixtures/equipment, running toilets, etc., will be repaired to prevent water

Recycling: The school is required to comply with New York City Recycling Laws.

> **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.

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.

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.

	Campus A

	Gymnasium

	Library

	Auditorium

	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

Building Accessibility Profile

Building Information

Building Code:
Co-Located Schools:
  •
Address:
Accessibility Rating: 10 out of 10
Rating Description: All educational primary function areas within the building are accessible. The building either has a construction date of 1992 or after, or represents a building where major alterations, additions or remediations have been made to pre-1992 construction to provide full accessibility.
Date of Assessment: 14 June 2019

Accessibility of Building Spaces

Pathway and Entrance

Summary Description:
The nearest accessible subway station is the Atlantic Terminal Station (2, 3, 4, 5, B, D, N, Q, R, W trains), 2.6 miles distant. MTA bus service (B70, and B35) is also nearby. The main entrance of   is accessible, located on   The accessible entrance includes a ramp. The accessible entrance does not include a doorbell or security camera feature.

Table and Notes:

Feature	Accessibility	Notes
Entrances and Exits	Accessible	
Exterior Lifts	Does Not Exist	
Exterior Ramps	Accessible	

Corridors and Lobbies

Summary Description:
Braille signs are included throughout the building.

Table and Notes:

Feature	Accessibility	Notes
Lobby Doors and Hardware	**Accessible**	
Corridor Doors and Hardware	**Accessible**	
Corridor and Lobby Clear Floor Space	**Accessible**	

Lifts, Elevators and Ramps

Summary Description:
Two passenger elevators include elevator access to all floors. Elevators include audible signals on each floor.

Table and Notes:

Feature	Accessibility	Notes
Interior Lifts	**Does Not Exist**	
Interior Elevators	**Accessible**	E1; Doors: 37 Inches, Cabs: 68 Inches wide, 71 Inches deep. E2; Doors: 37 Inches, Cabs: 68 Inches wide, 71 Inches deep.
Interior Ramps	**Does Not Exist**	

Accessibility of Educational Spaces

Educational Areas

Summary Description:

This site is highly accessible; all classrooms are accessible and are located along accessible routes.

Table and Notes:

Feature and Location	Accessibility	Notes
Art Rooms – Room 315	**Accessible**	
Classrooms – All Floors	**Accessible**	
Computer Rooms – Room 304, and 312	**Accessible**	
Library – Room 324	**Accessible**	
Main Office – Room 111	**Accessible**	
Nurse's Office- Room 115	**Accessible**	
Science Lab –	**Does Not Exist**	

Public Assembly and Recreational Areas

Summary Description:

The auditorium is accessible and is located on the first floor. Stage access is provided via ramp, and accessible seating is provided. The cafeteria is accessible and is located on the first floor. The gymnasium is accessible and is located on the first floor. Assistive listening systems have been provided in the cafeteria and gymnasium.

Table and Notes:

Feature and Location	Accessibility	Notes
Auditorium – First Floor	Accessible	Stage access via ramp. Accessible seating is provided.
Cafeteria - First Floor	Accessible	Accessible seating is provided. Assistive listening systems have been provided.
Gymnasium – Second Floor	Accessible	Assistive listening systems have been provided.
Multi-Purpose Room	Does Not Exist	
Pool	Does Not Exist	

Restroom Areas

Summary Description:

There are accessible bathrooms (student) boys and girls available on all floors. There are accessible staff bathrooms (male and female) available on the first floor. There are accessible single-user (unisex) bathrooms (for student and staff use) available on all floors.

Table and Notes:

Feature and Location	Accessibility	Notes
Boys Bathrooms – Rooms 109, 209, 311, 409	**Accessible**	
Girls Bathrooms – Rooms 105, 208, 307, 405	**Accessible**	
Men Staff Bathrooms – Room 120	**Accessible**	
Women Staff Bathrooms – Room 119	**Accessible**	
Single-User (Unisex) Bathrooms – Rooms 106, 108, 210, 212, 308, 310, 406, and 408	**Accessible**	Available for student and staff use
Bathrooms – All Second Floor Classrooms	**Accessible**	

Additional Building Information

Exterior Spaces

Summary Description:

This site includes exterior recreational spaces. The exterior recreational spaces are accessible. The recreational equipment is not accessible.

Fire Safety and Evacuation Plans

Summary Description:

Fire alarm system has been upgraded and includes a strobe light feature. Holding rooms have been specifically designated as rooms 320 and 417.

Climate Control

Summary Description:

Fire alarm system has been upgraded and includes a strobe light feature. Holding rooms have been specifically designated as rooms 320 and 417.

Accessibility Contingency Plan Guidance

An Accessibility Contingency Plan (ACP) is a pre-determined plan of action designed to minimize interruption to instruction, interruption which may occur because of a temporary outage of a vertical transport system in a multi-level school building. This guidance document aims to facilitate the development and implementation of ACPs and includes descriptions of what each section should include as well as other important considerations.

I. Chancellor's Regulation

"It is the policy of the New York City Department of Education (DOE) to provide equal employment opportunities in accordance with applicable laws and regulations and without regard to actual or perceived ... disability ..."
–Chancellor Regulation A-830

II. Overview

School systems are required by law to provide program access to all students, including students with disabilities. Special consideration must be given to circumstances which may compromise an accessible school's ability to provide program access to students. In certain schools, elevators and/or escalators are relied upon to travel within the building(s), and the malfunction of such vertical transport system may interfere with the ability of students with physical mobility needs to access and receive instruction on all floors. To ensure that students with physical mobility needs maintain access to their least restrictive environment (which includes their teachers and classmates), school leaders are encouraged to proactively develop an ACP for use during a temporary outage of a vertical transport device that cannot be repaired by the end of the instructional day.

An ACP entails the designation of at least one accessible full-size classroom (measuring at least 500 square feet) as the "ACP room(s)." If multiple students in different classes could be impacted by the temporary outage of a vertical transport device, multiple ACP rooms should be designated. The ACP room(s) must be on the ground floor or any floor that is accessible without the use of vertical transport systems. The ACP room(s) should be selected by the school leader(s) and will be used upon activation of the ACP.

III. Creating an ACP

Section 1: Person(s) Responsible

In this section, list all members of the Building Council; or, if only one school is located in the building, list the principal. The Building Council or the principal of stand-alone schools will be responsible for designating alternative classrooms, as well as creating new schedules and communicating them to the school community, in the event of the activation of the ACP. The Building Council or the principal of stand-alone schools are responsible for activating the ACP in accordance with this guidance.

Section 2: Room(s) Selection

In this section, list all full-size classrooms on the ground floor or any floor that is accessible without the use of vertical transport systems that can be used for the ACP. If more than one room is identified, final room(s) determination will be made at the time of the ACP's activation based on a variety of factors, including time of day, class schedules, and logistics.

Section 2 Example:

If the ACP is activated, one of the following ground floor classrooms will be used to provide instructional space for impacted students:

Room 100, Room 103 or, Room 105

Section 3: Specialty Rooms

In this section, list all specialized rooms such as the library, science lab(s), and dance room(s). For each specialized room, list where the programming will be relocated if the ACP is activated. Programming relocation for certain specialized rooms may also require the transport of necessary instructional materials.

Section 3 Example:

Room Number	Room Purpose	Considerations
308	Dance	Programs and activities held in the Dance Room may be modified and relocated to Room 103 or rescheduled for a later date depending on curricular needs.
204	Library	Activities held in the library may be reprogrammed on the first-floor auditorium (which is accessible).

IV. Activation of the ACP

The ACP shall be activated by Building Council members or the principal of stand-alone schools in the event that vertical transport systems in a school building become inoperable and cannot be repaired within a reasonable time.

All options should be exhausted before the activation of the ACP, including the use of other available vertical transport devices that may exist in the building (i.e., secondary elevators or escalators if applicable). The custodian engineer for the building should follow vertical transport outage protocols that exist for the building.

If the custodian engineer is unable to remedy the malfunction of the vertical transport system after following internal procedures and is required to contact the vertical transport unit, s/he should communicate with Building Council members or the principal of stand-alone schools who should at that time activate the ACP. The custodian engineer should be made aware of this expectation and should be provided with the name and contact information of the Building Council members or the principal of stand-alone schools.

Upon activation of the ACP, the Building Council or the principal of stand-alone schools should make final determinations regarding the ACP room(s) and schedule changes. In co-located schools, the principal whose school(s) is/are located on the ground (accessible) floor will work with colleagues on the Building Council to confirm which of the identified room(s) will be used at the time of activation of the ACP. The implementation of new schedules to accommodate impacted students should go into effect as quickly as possible and by no later than the next school day.

V. Other Considerations

• This document provides information designed to minimize the impact on instruction based on an outage of a vertical transport system. If such outage poses a potential or actual physical threat to anyone, school leaders should consult their school Safety Plan for specific guidance on how to proceed.

- The ACP should be reviewed annually to ensure that pertinent information is current and that the ACP is understood by all relevant parties.

VI. External Resources

The Office of Accessibility Planning (OAP) is available to answer questions related to how best to implement accessibility best practices including, but not limited to, ACPs. Please contact an OAP Coordinator at accessibility@schools.nyc.gov with any questions.

Accessibility Contingency Plan
Building Information
Building Code: [BN]
Co-Located Schools:

- [DBN] – [School Name]

- [DBN] – [School Name]

- [DBN] – [School Name]

1. In the space provided below, please identify the principal (from each school if co-located), who will be responsible for coordinating and communicating a new schedule designed to accommodate the needs of impacted students due to the outage of a vertical transport system in the building. Be sure to identify who will serve as the ACP Point Person(s).

School Name	Principal	Contact Number	Email Address	ACP Point Person (Yes/No)

2. In the space provided below, please identify the full-size classroom(s) located on the ground floor, or other floors accessible without using vertical transport, which may be used to provide instruction for impacted students and their classmates.

3. Please provide any special considerations for the use of Specialty Rooms (i.e., Dance Rooms, Science Labs).

Room Number	Room Purpose	Considerations

4. Leaders of co-located schools, please acknowledge the following, and provide the information requested:

The following school leader(s) have consulted and agree to the information outlined above.

School Name	Principal	Date

Discrimination is prohibited. Program Accessibility is the goal. Equality in participation/benefits is the hope.

Access for Persons with Disabilities is a Human Right.

Accessibility Entrance Guidelines

The DOE is committed to ensuring that all students, staff, parents, other members of the school community, and visitors, including those who have a disability, are able to enter school buildings and access the services being provided. Accordingly, the DOE continues to take measures to provide accessible entrances in as many school buildings as possible

To ensure that schools are welcoming and inclusive, schools must develop policies and implement practices that enable all individuals to enter the building safely and be treated with respect. Some important areas to consider in developing these policies and practices include the following:

Inclusive Communication

In order to create a welcoming community and ensure sensitive and respectful communication, inclusive language should be encouraged and used at all times. For example, when referencing individuals with a disability, the term "handicapped" should not be used nor collective identifying terms such as "the disabled". Instead, use terms such as "person with a disability" or "person who uses a wheelchair." Each person should be treated individually.

Individuals with a disability are not required to disclose the nature of their disability nor should they be asked about their disability in order to enter a school. If a visitor requests information about building accessibility or other accommodations, they may contact the Office of Accessibility Planning.

Awareness of Location of Accessible Entrances

• Ideally, the main entrance is the accessible entrance to a building. However, in some cases a secondary entrance is the accessible entrance.

• Wayfinding signs should be displayed on the exterior walls/gates to direct visitors to the accessible entrances.

- All school employees should know where the accessible entrance is located so that they may serve as a resource for their school building.

  This information can be obtained by speaking with a school administrator or by reviewing your building's Building Accessibility Profile (BAP). BAPs are located on the DOE website at: https://www.schools. nyc.gov/school-life/buildings/building-accessibility and under the "Reports" tab on School Finder.

Wayfinding Signage

- Directional wayfinding signage should be placed in such a way that it indicates the route to the nearest accessible entrance and placed at or in close proximity to the appropriate location, such that a person with disabilities will not be required to retrace the route from the inaccessible entrance. The wayfinding signage should be displayed on the exterior walls/gates to direct visitors to the accessible entrance.

- When the accessible entrance is not the main entrance to a building, school staff will be able to choose a sign to direct an individual with disabilities to the accessible route and indicate path to the accessible entrance. Directional signage shall be provided at or in close proximity to inaccessible building entrances in order to indicate the route to the nearest accessible entrance. If the secondary entrance is the accessible entrance and is normally locked, please provide signage with contact information or instructions on gaining access.

General Considerations

- The same safety protocols should be followed for individuals entering through the accessible entrance as are used for students, staff, or visitors entering the building through the other entrances.

- In buildings where walk-through metal detectors are required upon entry, hand-wands should be used in the event a walk-through metal detector is not a feasible option for a particular individual or in general.

- If there is a doorbell at a secondary entrance, building leaders should assign a staff member the responsibility of answering the door when the doorbell rings, to ensure timely response for a member of the school community or visitor with a disability attempting to gain access to the school building.

- If a doorbell is not present, visitors should be encouraged to call the front desk using a personal cell phone or contact the school prior to arrival in order to gain access.

- Doors must not be opened by random staff members or students.

The DOE is actively working on enhancing accessibility citywide across the DOE. School officials encountering issues with providing program access to individuals with disabilities, or who have any questions or would like to set up a meeting to discuss these guidelines in greater detail, are encouraged to contact the Office of Accessibility Planning at accessibility@schools.nyc.gov.

Mayor's Office for People with Disabiilties Meeting Notice Guide

Introduction

This Guide is created to assist City Agencies and their Disability Service Facilitators in preparing notices, posters, and other publicity materials that provide information about access for people with disabilities to New York City government events and meetings. Ensuring that information concerning accessibility is readily available takes careful planning. This Guide will assist with that planning, including information concerning meeting notices, effective communication at the event, access to the event or meeting location, and accessible materials available at the event or meeting.

Access for people with disabilities to government events and meetings open to the public is critical to New York City. We want to be inclusive and facilitate the participation in government programs, services and activities for the one in eight New Yorkers who have identified as having a disability according to the US Census 2014 Community Survey.

Event Notices and Meeting Announcements

City law requires that all advertisements, posters, invitations, notices, and other publicity materials for events and meetings open to the public—whether in print or via electronic means—contain information about the accessibility of the facility and other accommodations for people with disabilities provided. The materials must provide contact information including an e-mail address and telephone number to request accommodations, and timeframe in which to make the request. A reasonable timeframe for making the requests is 48 to 72 hours prior to the meeting or event, which gives the City Agency sufficient time to arrange for the accommodations.

City law requires that notices of events, to the extent practicable for the selected form of media, include information regarding the availability of:

• wheelchair accessibility;

• communication access real-time translation;

- sign language interpretation;

- assistive listening systems, and when available, the specific kind of system, including, but not limited to, induction loop assistive listening systems; and

- any other accommodations for people with disabilities that will be available at the venue or venues for the event.

The law requires that international symbols shown in this guide be used when providing information about available accommodations.

Additional information that may be provided in the notices includes:

- Providing the location of the nearest bus stop;

- Providing the location of the nearest accessible subway station;

- Providing information on nearest parking facility;

- Providing information on service animal relief areas;

- Requesting that attendees refrain from using perfume, cologne and other fragrances to accommodate persons with severe allergies, environmental illness, multiple chemical sensitivity or related disabilities.

Reasonable Modifications

A City Agency should conduct public meetings in accessible facilities. If this is not possible, the agency needs to provide reasonable accommodations to an individual who could not access the meeting location such as providing remote access by video. Also, if an agency provides written materials at a public meeting, the materials need to be provided in alternate formats such as large print, Braille or in audio format upon request.

Effective Communication

When choosing a communication aid or service, the City Agency is required to give primary consideration to the aid or service requested by the person with a disability. The City Agency must honor the person's choice, unless it can demonstrate that another effective means

of communication is available, or that the use of the means requested would result in a fundamental alteration in the nature of a service, program, or activity or in an undue financial and administrative burden. If the choice expressed by the person with a disability would result in an undue burden or a fundamental
alteration, the public entity still has an obligation to provide an alternative aid or service that provides effective communication if one is available.

In determining whether a particular aid or service would result in undue financial and administrative burdens, the City Agency should take into consideration the cost of the particular aid or service in light of all resources available to fund the program, service, or activity and the effect on other expenses or operations. The decision that a particular aid or service would result in an undue burden must be made by a high level official, no lower than a Department head, and must include a written statement of the reasons for reaching that conclusion.

The following are some companies and organizations that provide sign language interpreters or CART transcription services in New York City:

All Hands in Motion: 718-997-0472

Sign Language Resources, Inc.: 888-964-5553

Lime Interpreting Services: 516-922-4100

Mill Neck Interpreting Services: 516-922-4100

LC Interpreting Services: 917-210-5804

Total Caption: 201-301-2435

Printed Material

All print notices and other materials should be in at least 18 point font. Use bold type because the thickness of the letters makes the print more legible. Provide color contrast using either light background with dark print or a dark background with light print. Avoid decorative cursive fonts including italics, and avoid using all capital letters, since these forms of print make it more difficult to differentiate among letters.

Electronic Material

All electronic materials must be in a format that is accessible to individuals who have a visual disability or use a screen reader. Examples of accessible formats include, Word documents, Accessible PDF or basic html. Electronic materials should be available on CD's, thumb drives or by email at the time of the event.

Sample Notices

Notices must be tailored to reflect the accessibility of the facility and the accommodations provided. In addition they should include contact information for someone to direct additional accommodations requests or questions.

Depending on the space available on the advertisements- you may include less or more information. When appropriate, accessible symbols can be utilized as well.

Symbols

When providing information about accommodations already in place, it may be more efficient to use universally recognized symbols in lieu of words as follows:

Location is accessible to individuals using wheelchairs and other mobility devices

Sign Language Interpreters are provided

Induction Loop System is in place

Assistive Listening System is in place (indicate the type of system Infrared, FM, or Induction Loop)
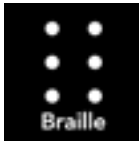
Printed materials are provided in Braille

Printed materials are provided in large print

Real Time Captioning is provided

Formal Invitation example

To whom it may concern,

You are cordially invited to join the NYC Mayor's Office for People with Disabilities for a meeting to discuss accessibility. Monday, June 6, 2016 from 3 – 4pm at 100 Gold Street, 2nd Floor, New York, New York.

Please RSVP to rsvp@mopd.nyc.gov with the name and titles of attendees and their affiliated organization no later than close of business Thursday, June 2nd.

Access Provided:

100 Gold Street's main entrance has an automatic door and is accessible to persons using wheelchairs and others with disabilities. The meeting will be translated by an ASL interpreter, CART and an Induction Loop System will be provided in the meeting room. Restrooms on the second floor are accessible including a single user restroom. For further information or requests regarding accessibility please email MOPD's Disability Service Facilitator at mopd_dsf@mopd.nyc.gov or call (212) 555-5555 by June 4th.

NYC Mayor's Office for People with Disabilities

Event Flyer example

New York City
Disability Pride Parade

Monday July 10th, 2016

11:00AM

Union Square Park

Access Provided:

The parade route is fully accessible. Accessible portable toilets, CART, ASL interpretation and induction loop technology will be provided.

To request additional accommodations please contact MOPD_DSF@cityhall.nyc.gov or 212 - 788 - 2830 by July 7th.

NYC Mayor's Office for People with Disabilities

Facebook example (limited space)

New York City Mayor's Office for People with Disabilities
January 15

On January 26th come to the NYPL The New York Public Library #DescribeAthon17 from 12:00PM to 6:45PM at the Andrew Heiskell Braille and Talking Book Library and help make video on the web more accessible for blind viewers. Learn more here: http://on.nypld.org/2itnlKT #a11y

Describeathon 2017
Thursday, January 26th
12:00PM - 6:45PM

Andrew Heiskell Braille & Talking Book Library

New York
Public
Library

Entrances & Restrooms are fully accessible
To request additional accommodations please
email Jsmith@NYPLemail.com
72 hours before the event

Describeathon 2017 - help make your favorite web videos accessible!
Help make video on the web more accessible for blind viewers by adding your voice to DescribeAthon17.

Twitter example (limited space)

NYC MOPD @NYCDisabilities December 28th
Jazz Legends for disability pride, legendary lineup of jazz musicians raising money for 2017 Disability Pride Parade
winterjazzfest.com/jazzlegends

If you have any additional questions about your notices, please contact

Mayor's Office for
People with Disabilities

(212) 788-2830

Campus-Related Issues

Campus-Related Issue	Building Management Goal	DOE Program Office	SM will apply the following decision rules if a Building Council is unable to reach a decision:
Allocation of Dedicated Instructional Space	To identify and allocate space to each school, including both space within the instructional footprint and any excess space.	SM/Directors of Space Planning	Space allocation decisions will be based on the footprint which will indicate 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.
Access to Common Spaces (including but not limited to: Cafeteria, Library, Gym, Auditorium, Labs, Playgrounds, and Fields)	To identify and schedule shared spaces in the building based on the available spaces and the needs of each school.	SM/Office of Campus Governance	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.
After-School, CBO, and External Organization Space Use (i.e., Beacon, TASC, etc.)	To identify, allocate, and determine access to shared spaces outside of the school day, sharing with confirmed community partners.	Going forward, OSP and OSYD 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.	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.

Campus-Related Issues (continued)

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

Campus-Related Issues (continued)

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

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.

School A, School B, School C:
Shared Space 2022-2023

This agreement is between the three schools co-locating at
1 DOE Lane, New York.

Cafeteria

Period	Start	End	Proposed Plan: SY 22-23
			Cafeteria
0	7:20	8:10	School B
1	8:13	8:57	TBD as Needed
2	9:00	9:44	TBD as Needed
3	9:47	10:33	School A
4	10:36	11:16	School A
5	11:19	12:04	School B
6	12:07	12:52	School A and B
7	12:55	1:40	School B
8	1:43	2:28	School C
+9	2:30	3:15	School C
+10	3:15	4:30	Reserve at BC and/or via email

School A, School B, School C:
Shared Space 2022-2023

Yard

Period	Start	End	Proposed Plan: SY 22-23	
			Yard	Small Yard
0	7:20	8:10	School C	School A
1	8:13	8:57	School B	School B
2	9:00	9:44	School B	School B
3	9:47	10:33	School C	School A
4	10:36	11:16	School C	School A
5	11:19	12:04	School C	School A
6	12:07	12:52	School A	School C
7	12:55	1:40	School A	School C
8	1:43	2:28	School A	School C
+9	2:30	3:15	School B	Sign Up
+10	3:15	4:45	School B	Sign Up

School A, School B, School C:
Shared Space 2022-2023

Gym

Period	Start	End	Proposed Plan: SY 22-23	
			Gym, Side 1	Gym, Side 1
0	7:20	8:10	School A	Sign Up
1	8:13	8:57	School C	School A
2	9:00	9:44	School C	School B
3	9:47	10:33	School A	School B
4	10:36	11:16	School B	School A
5	11:19	12:04	School B	School A
6	12:07	12:52	School B	School C
7	12:55	1:40	School C	School A
8	1:43	2:28	School A	School B
+9	2:30	3:15	School C (Wed, Fri)	School A
+10	3:30	4:30	School B (Mon, Thu)	School A
++11	4:30	5:30	Sign Up	School B

School A, School B, School C:
Shared Space 2022-2023

Auditorium

Period	Start	End	Proposed Plan: SY 22-23
			Auditorium
0	7:20	8:10	
1	8:13	8:57	
2	9:00	9:44	**School B**
3	9:47	10:33	
4	10:36	11:16	**School A**
5	11:19	12:04	
6	12:07	12:52	**School C**
7	12:55	1:40	
8	1:43	2:28	
+9	2:30	3:15	****School A (Mon, Tues, Fri)** **School C (Wed, Thu)**
+10	3:30	4:30	****School B (Mon, Tues, Thu, Fri)** **Sign Up: Wed**
+11	4:30	5:30	**Sign Up as Needed**

** Auditorium schedule as noted above accounts for daily usage of the space for meetings and programs that occur on a day-to-day basis. Auditorium should be utilized on a sign-up basis unless there are extenuating circumstances, i.e., specialized classes that all principals agree to. Schools have agreed that any day-to-day events will move from the auditorium to accommodate larger programs and community events, such as rehearsals, plays, dance performances, and graduations, etc. with prior notice at Building Council Meetings and/or by email. **During inclement weather, the use of the auditorium will be discussed on a needs basis.**

School A, School B, School C:
Shared Space 2022-2023

Bell Schedule

This Shared Space schedule follows the campus bell schedule, below.

Any conflicts due to events, meetings, etc., will be discussed during monthly Building Council meetings. Schools will partner to reschedule as they see fit and confirm via email.

Period 1	8:13 – 8:57
Period 2	9:00 – 9:44
Period 3	9:47 – 10:33
Period 4	10:36 – 11:16
Period 5	11:19 – 12:04
Period 6	12:07 – 12:52
Period 7	12:55 – 1:40
Period 8	1:43 – 2:28

Entrance and Arrival Times

Exclusive use of the below entrances for each school:

	Exits	Time
School A	6 and 7	7:30 AM – 8:10 AM
School B	4 and 5	7:15 AM – 8:00 AM
School C	2 and 3	7:10 AM – 8:45 AM

School A, School B, School C:
Shared Space 2022-2023

Unscheduled Shared Space:

• Schools set up a shared Google Calendar. When a school adds an event to the calendar, that school sends an email to all Building Council members to make them aware.

• Schools cross-reference event dates and one-off shared space needs on a monthly basis during Building Council Meetings. Schools will post flyers of any agreed upon changes to set space as needed for the event.

• In the event of a conflict, requests to use unscheduled shared space should be evaluated and determined based on the nature of the event, the need for space, and estimated attendance.

Changes to Shared Space Agreement:

Principals agree that any request to make changes to this document, including but not limited to the Shared Space schedule and the Bell Schedule, will be discussed and agreed upon in writing before actual changes are made.

By signing below, you agree to the above agreement for School Year 2022-2023.

Principal: _____Date _____

Principal: _____ Date: _____

Principal: _____ Date: _____

Acronyms / Definitions

AFS	Annual Facilities Survey
BAP	Building Accessibility Profile
BC	Building Council
BDSP	Borough Director Space Planners
BRT	Building Response Team
BUP	Building Utilization Plan
CBO	Community Based Organization
CDCP	Campus District Charter Partnership
CEC	Community Education Council
CR	Chancellor's Regulation
D75	District 75 Special Education Schools and Programs
D79	District 79 Alternative Schools and Programs
DCP	District and Community Planning
DDF	Deputy Director of Facilities
DIIT	Division of Instructional Information Technology
DO	Director of Operations
DOE	Department of Education
DSF	Division of School Facilities
EIS	Educational Impact Statement
ELL	English Language Learner
MLL	Multilingual Learner
MOU	Memorandum of Understanding
NYPD	New York Police Department

NYSED	New York State Education Department
NYSLIB	New York State Library Program
OCG	Office of Campus Governance
ODP	Office of District Planning
OPT	Office of Pupil Transportation
OSFN	Office of School Food and Nutrition
OSP	Office of Space Planning
OSYD	Office of Safety and Youth Development
PA	Public Announcement
PASS	Principal Annual Space Survey
PEP	Panel on Education Policy
PSAL	Public School Athletic League
SBST	School-Based Support Team
SCA	School Construction Authority
SCC	Student Campus Council
SSA	School Safety Agent
SSC	Shared Space Committee
SM	Space Management
STARS	Student Transcript and Academic Reporting System
TASC	The Afterschool Corporation
TCU	Temporary Classroom Unit
TMS	Transcript Maintenance School

Office of Campus Governance
131 Livingston Street
Room 209
Brooklyn, NY 11201
718-935-3393