

REVISED BUILDING UTILIZATION PLAN

As described in greater detail in the attached Educational Impact Statement (“EIS”), the New York City Department of Education (“DOE”) is proposing to open and site grades Kindergarten through three of KIPP S.T.A.R. Charter School (84M729, “KIPP S.T.A.R. Elementary”), in Building M115 (“M115”), located at 586 West 177th Street in Manhattan, in Community School District 6. KIPP S.T.A.R. Elementary would be co-located in M115 with an existing DOE zoned elementary school serving grades kindergarten through five, P.S. 115 Alexander Humboldt (06M115, “PS 115”).

If this proposal were approved, KIPP S.T.A.R. Elementary would open in M115 with Kindergarten classes in 2011-2012, and add one grade each year until it serves approximately 400 students in Kindergarten through third grade in this location. In addition, KIPP NYC has applied to the State Education Department (“SED”) for a new charter which would permit the establishment of a KIPP middle school grades in District 6. If that proposal is approved by SED, the DOE will propose in a separate Educational Impact Statement (“EIS”) to site grades four through eight of this new school in building M090 located at 21 Jumel Place in Manhattan, in Community School District 6, beginning with fifth grade in 2012-2013. This would enable students who enroll in KIPP S.T.A.R. Elementary in District 6 to continue in a KIPP school in District 6 through eighth grade.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the proposed allocation of classrooms and administrative space between P.S. 115 and KIPP S.T.A.R. Elementary. It also includes a proposal for the collaborative usage of shared resources and spaces between P.S. 115 and KIPP S.T.A.R. Elementary, including but not limited to cafeterias, libraries, gymnasiums, and recreational areas which assures equitable access to such facilities. Information about the impact on building safety and security, proposed strategies for communication and collaborative decision-making between the co-located schools, and a description of the shared space committee is also included. Please refer to the EIS to which this plan is attached for further information about the proposed co-location.

The Building Utilization Plan (“BUP”) for this proposal, originally published on March 3, 2011, has been revised in the following manner:

- the proposed schedule for shared use of the library, indoor play area, and outdoor playground have been altered so that each school’s use of those spaces is more closely aligned with its proportion of the total enrollment in the building;
- the DOE has clarified the rationale for the amount of time that each co-located school is allocated in the shared spaces under this proposal, and
- the formatting of the room allocation charts has been altered to make them easier to understand.

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

METHODOLOGY

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

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

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF CLASSROOM AND ADMINISTRATIVE SPACE ALLOCATION

The Footprint sets forth the baseline number of rooms that should be allocated to a school based on the grade levels served by the school and number of classes per grade. For existing schools, the Footprint is applied to the current number of classes and class size a school has programmed and is confirmed by a walk-through of the building by the Borough Director of Space Planning and the school's principal. For elementary schools serving grades K-5 and offering a pre-kindergarten section, the Footprint assumes that classes are self-contained. Therefore, the Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each Self-Contained special education section served by the school. In addition to these instructional rooms, which are counted toward a building's capacity, schools serving grades K-5 also receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal's discretion for purposes such as art and/or music instruction, among other things, and do not count toward a building's capacity.

At the elementary level, cluster classrooms are allocated as follows:

Enrollment	# of Cluster Rooms
1,251 and up	5
751-1,250	4
251-750	3
151-250	2
0-150	1

For grades 6-12 the Footprint assumes that students move from class to class and that classrooms should be programmed at maximum efficiency. The Footprint allocates one full-size classroom for each general education or Collaborative Team Teaching section and a full-size or half-size classroom to accommodate each self-contained special education section served by the school. The Footprint does not require that every teacher have his or her own designated classroom. Principals are asked to program their schools efficiently so that classrooms can be used for multiple purposes throughout the course of the school day.

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

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

² Due to the configuration of the various DOE buildings across New York City, schools may be given the equivalent of 3 full size classrooms for student support services and one half-size resource room, which could be equal to 1 full size and four 4 half-size classrooms or 2 full size classroom and 3 half-size classrooms, etc.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on December 15, 2010 by Richard Bocchicchio, Director of Space Planning, building M115 has a total of 49 full size classrooms/spaces,³ no full size science/demonstration labs, 12 half-size classrooms/spaces,⁴ the equivalent of 2.0 rooms of designed administrative office/space, and 3 quarter size rooms which can be utilized as administrative offices/spaces.⁵ M115 building also contains an auditorium, lunchroom, library, an indoor play area, and a courtyard playground.

Certain of these spaces are occupied by Community Based Organizations (“CBO”), are shared spaces, or contain building services:

- The school based support team (“SBST”) is in 1 full size space
- Children’s Art and Science Workshops, a CBO, is in 1 half size space
- The nurse’s office is in 1 quarter size space
- The custodian’s office is in 1 quarter size space
- Columbia Presbyterian Mental Health Clinic, another CBO, is in 1 quarter size space
- There is an extensive building exterior project that the School Construction Authority (“SCA”) has planned for the M115 building, to correct significant water infiltration issues throughout the building. We anticipate that during the course of construction, approximately 4 full size rooms would not be available to schools. To account for this, the DOE will reduce the number of full-size rooms it considers available for allocation by four until the project is completed. The specific four rooms affected may change as the project proceeds, requiring flexibility from the schools to relocate classes or functions as the project progresses.

Excluding the rooms above, there will be 44 full size classrooms/spaces, 11 half size classrooms/spaces, zero quarter size spaces, and the equivalent of 2.0 full size designed administrative office/space remaining to be allocated to the schools in the building.

2010-2011

In 2010-2011, P.S. 115 enrolls 652 students in Kindergarten through fifth grade (including students with disabilities) and 28 students in 2 sections of pre-Kindergarten. These students are served in 30 classes/sections (including pre-Kindergarten students and students with disabilities).⁶

The table below summarizes P.S. 115’s baseline Footprint allocation, which is based on the methodology described at the beginning of this document, and the amount of space that P.S. 115 is currently using.

2010-2011: P.S. 115	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE) ⁷	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	29	8	2.0	2	1	0	4.5
Current Space Allocation	42	10	2.0	2	1	0	4.5

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

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

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

⁶ 2010-2011 Audited Register Data.

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

As demonstrated in the table above, P.S. 115 is currently using several classrooms in excess of their baseline allocation.

The table below summarizes the available space within M115.

2010-2011: Building M115	Full Size Class- rooms	Half Size Class- rooms	Quarter- Size Class- rooms
Space In Excess of Baseline Allocation	13	2	0

2011-2012

The DOE expects that each of the schools within M115 will operate with, at the very least, their baseline Footprint allocations in the 2011-2012 school year. Given the ongoing facility improvement project to address water infiltration as described above, the DOE anticipates that the Building Council will have to work together to assign specific spaces flexibly as the project proceeds to different parts of the building. The room allocations listed herein for the 2011-2012 school year are subject to change as the building exterior project in the M115 building continues and is eventually completed. Where possible the DOE will work with the Building Council to ensure that, at the very least, daily instructional space is not compromised and where anticipated both schools are provided sufficient notice when space will be compromised so that all classrooms in the M115 building are programmed efficiently to serve their respective student bodies.

In 2011-2012, the DOE projects that P.S. 115 will serve between 675-705 students and would continue to have 30 classes (including pre-Kindergarten students and students with disabilities).⁸

The table below summarizes P.S.115’s baseline Footprint from the previous year as there is no significant change in the projected enrollment based on historical enrollment trends:

2011-2012: P.S.115	Full Size Class- rooms	Half Size Class- rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter- Size Space	
Baseline Footprint Allocation	29	8	2.0	2	1	0	4.5

In 2011-2012, KIPP S.T.A.R. Elementary will open in M115 with 100 Kindergarten students in 4 classes/sections per its charter. The table below summarizes KIPP S.T.A.R. Elementary’s baseline Footprint allocation:

2011-2012: KIPP S.T.A.R. Elementary	Full Size Class- rooms	Half Size Class- rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter- Size Space	
Baseline Footprint Allocation	5	1	0	1	1	0	1.5

⁸ Significant changes in enrollment or enrollment projections could result in an amendment to this plan.

After P.S. 115 and KIPP S.T.A.R. Elementary have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2011-2012: Building M115	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	7	0	0

The excess space will be allocated between P.S. 115 and KIPP S.T.A.R. Elementary based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.⁹ The full 2011-2012 room allocation plan is summarized below:

2011-2012	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2011-2012 GRAND TOTAL ALLOCATIONS			
	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full Size Room	Half Size Room	Quarter-Size Room	Designed Admin (FSE)	Full Size Room	Half Size Room	Quarter Size Room	Design Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half Size Spaces	Quarter Size Spaces	Total Admin (FSE)								
P.S. 115	29	8	2.0	2	1	0	4.5	6	0	0	0	37	9	0	2.0
KIPP S.T.A.R. Elementary	5	1	0	1	1	0	1.5	1	0	0	0	7	2	0	0

Seven full-size classrooms would be transferred from P.S. 115 to KIPP S.T.A.R. Elementary. Per the 2009-2010 Room Survey, P.S. 115 currently has multiple full-size rooms used for academic intervention services, 32 regular classrooms (while programming only 26 classes requiring full-size classrooms) and seven specialty instruction rooms (Footprint for a school of this scale is three specialty instruction rooms). Given these excess spaces available, P.S. 115 should be able to continue serving its students in spite of this reduction in space. The specific impact will depend on the decisions the principal makes for use of the space.

2012-2013

The building exterior project will continue through the 2012-2013 school year. The DOE and the SCA will continue to notify the Building Council on the progress of the building exterior project and the status of the M115 building as frequently as possible so that both schools can best utilize the classrooms/spaces to best serve their respective programs and student needs.

In 2012-2013, the DOE projects that P.S. 115 will serve between 660-690 students and would continue to have 30 classes (including pre-Kindergarten students and students with disabilities).¹⁰

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

¹⁰ Enrollment projections will not be finalized before April. Significant changes in enrollment could result in an amendment to this plan.

The table below summarizes P.S.115's baseline Footprint from the previous year as there is no significant change in the projected enrollment for 2012-2013:

2012-2013: P.S.115	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	29	8	2.0	2	1	0	4.5

In 2012-2013, KIPP S.T.A.R. Elementary would serve 200 Kindergarten and first grade students in 8 classes/sections, per their charter. The table below summarizes KIPP S.T.A.R. Elementary's baseline Footprint allocation:

2012-2013: KIPP S.T.A.R. Elementary	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	9	1	0	1	1	0	1.5

After P.S. 115 and KIPP S.T.A.R. Elementary have received their respective baseline allocation of rooms, the following number of rooms will remain unallocated:

2012-2013: Building M115	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	3	0	0

The excess space will be allocated between P.S. 115 and KIPP S.T.A.R. Elementary based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.¹¹ The full 2012-2013 room allocation plan is summarized below:

2012-2013	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2012-2013 GRAND TOTAL ALLOCATIONS			
	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full Size Room	Half Size Room	Quarter-Size Room	Designed Admin (FSE)	Full Size Room	Half Size Room	Quarter Size Room	Design Admin (FSE)
			Designed Admin (FSE)	Full-size Spaces	Half Size Spaces	Quarter Size Spaces	Total Admin (FSE)								
P.S. 115	29	8	2.0	2	1	0	4.5	2	0	0	0	33	9	0	2.0
KIPP S.T.A.R. Elementary	9	1	0	1	1	0	1.5	1	0	0	0	11	2	0	0

¹¹ This number is subject to change pending final enrollment projections.

The P.S. 115 allocation is a reduction of four full-size classrooms from 2011-2012. The specific impact will depend on the decisions the principal makes for use of the space.

2013-2014

The building exterior project is anticipated to be substantially completed by the 2013-2014 school year. As the SCA wraps up, the 4 rooms that were provided to the SCA for the building upgrade will become available to allocate to the schools. That means that there will be 48 full size classrooms/spaces, 11 half size classrooms/spaces, zero quarter size spaces, and the equivalent of 2.0 full size designed administrative office/space remaining to be allocated to the schools in the building.

In 2013-2014, the DOE projects that P.S. 115 will continue to serve between 660-690 students and would continue to have 30 classes (including pre-Kindergarten students and students with disabilities).¹² The table below summarizes P.S.115’s baseline Footprint from the previous year as there is no significant change in the projected enrollment based on historical enrollment trends:

2013-2014: P.S.115	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	29	8	2.0	2	1	0	4.5

In 2013-2014, KIPP S.T.A.R. Elementary would serve 300 Kindergarten, first and second grade students in 12 classes/sections, per their charter. The table below summarizes KIPP S.T.A.R. Elementary’s baseline Footprint allocation:

2013-2014: KIPP S.T.A.R. Elementary	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				Total Admin (FSE)
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	
Baseline Footprint Allocation	14	1	0	1	1	0	1.5

After P.S. 115 and KIPP S.T.A.R. Elementary have received their baseline allocation of rooms, the following number of rooms will remain unallocated:

2013-2014: Building M115	Full Size Class-rooms	Half Size Class-rooms	Quarter-Size Class-rooms
Space In Excess of Baseline Allocations	2	0	0

The excess space will be allocated to P.S. 115 based upon the following factors: the relative enrollment of the co-located schools and the physical location of the available space in relation to the location of each school within the building.¹³

¹² Significant changes in enrollment or enrollment projections could result in an amendment to this plan.

The full 2013-2014 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2013-2014 GRAND TOTAL ALLOCATIONS			
	Full Size Rooms	Half Size Rooms	Administrative Spaces					Full Size Room	Half Size Room	Quarter-Size Room	Designed Admin (FSE)	Full Size Room	Half Size Room	Quarter Size Room	Design Admin (FSE)
Designed Admin (FSE)			Full-size Spaces	Half Size Spaces	Quarter Size Spaces	Total Admin (FSE)									
P.S. 115	29	8	2.0	2	1	0	4.5	2	0	0	0	33	9	0	2.0
KIPP S.T.A.R. Elementary	14	1	0	1	1	0	1.5	0	0	0	0	15	2	0	0

The room allocation to P.S. 115 is the same as 2012-2013.

2014-2015

In 2014-2015, the DOE projects that P.S. 115 will serve between 640-670 students and would continue to have 30 classes (including pre-kindergarten students and students with disabilities).¹⁴ The table below summarizes P.S.115’s baseline Footprint from the previous year as there is no significant change in the projected enrollment based on historical enrollment trends:

2014-2015: P.S.115	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	29	8	2.0	2	1	0	4.5

In 2014-2015, KIPP S.T.A.R. Elementary would serve 400 Kindergarten, first, second and third grade students in 16 classes/sections, and will be at its full scale in the M115 building. The table below summarizes KIPP S.T.A.R. Elementary’s baseline Footprint allocation and adjusted baseline Footprint allocation:

2014-2015: KIPP S.T.A.R. Elementary	Full Size Class-rooms	Half Size Class-rooms	Administrative Spaces				
			Designed Admin (FSE)	Full-size Space	Half-size Space	Quarter-Size Space	Total Admin (FSE)
Baseline Footprint Allocation	18	1	0	1	1	0	1.5
Adjusted Baseline Allocation	16	1	0	1	1	0	1.5

¹³ This number is subject to change pending final enrollment projections.

¹⁴ Significant changes in enrollment or enrollment projections could result in an amendment to this plan.

KIPP S.T.A.R. Elementary is receiving an adjusted allocation for the following reason:

- There are insufficient rooms in the building to provide KIPP S.T.A.R. Elementary its full baseline allocation. KIPP may choose to consolidate students into fewer class sections based on actual enrollment in order to retain cluster spaces.

After P.S. 115 and KIPP S.T.A.R. Elementary have received their respective baseline and adjusted baseline allocation of rooms no excess space will remain. The full 2014-2015 room allocation plan is summarized below:

	BASELINE/ADJUSTED BASELINE ALLOCATIONS							ADDITIONAL ALLOCATIONS				2013-2014 GRAND TOTAL ALLOCATIONS			
	Full Size Rooms	Half Size Rooms	Administrative Spaces				Full Size Room	Half Size Room	Quarter-Size Room	Designed Admin (FSE)	Full Size Room	Half Size Room	Quarter Size Room	Design Admin (FSE)	
Designed Admin (FSE)			Full-size Spaces	Half Size Spaces	Quarter Size Spaces	Total Admin (FSE)									
P.S. 115	29	8	2.0	2	1	0	4.5	0	0	0	0	31	9	0	2.0
KIPP S.T.A.R. Elementary	16	1	0	1	1	0	1.5	0	0	0	0	17	2	0	0

The room allocation to P.S. 115 is a reduction of two full-size classrooms from the 2013-2014, and a reduction of 13 full-size and 2 half-size rooms vs. current allocation. The specific impact will depend on the decisions the principal makes for use of the space. This will serve as the permanent allocation of space.

Shared Space Plan

A proposed shared space plan is below. The following plan is based on the estimated duration of time each of the co-located schools will have in each of the shared spaces in building M115. The final shared space schedule will be collaboratively drafted by the Building Council after the proposed co-location has been approved by the Panel for Education Policy.

JUSTIFICATION OF FEASIBILITY AND EQUITY OF PROPOSED SHARED SPACE PLAN

This proposed Shared Space Plan is based upon the population size and other relevant factors further described below for each co-located school. Although the DOE has proposed how the shared spaces in the building may be utilized, Building Councils are free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all special populations or groups within each school in a way that is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (NOTE: The Building Council will revisit the shared space plan and its schedules on an annual basis to account for any changes in enrollment or programmatic needs. If conflicts emerge and progress is impaired, the Building Council shall follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: <http://schools.nyc.gov/community/campusgov>.

The below proposed schedule is based on projected enrollments for each co-located school, current lunch schedules for the existing school in the building as described on the DOE School Food website, the total capacity of each shared space, the grades served by each of the co-located schools, and the start of the

school day based on the Office of Pupil Transportation's bus schedule for a regular school day.^{15,16} Because KIPP Washington Heights is being co-located in the building for the first time, and it is the first time two schools will share the M115 building, it is necessary to shorten some of the times that are currently allocated to P.S. 115 so that all students in the building can be accommodated. For the reasons set forth below, and taking into consideration the respective requirements of each program, the student populations they serve, and building capacity, the DOE has concluded that the proposed shared space plan is both feasible and equitable, consistent with the requirements of the charter law.

Because P.S. 115 has the greatest enrollment and serves more grade levels than KIPP S.T.A.R. Elementary, it has been allocated the largest amount of time in all shared resources. The DOE projects P.S.115 to serve 675-705 students in 2011-2012. KIPP S.T.A.R. Elementary will serve 100 students in 2011-2012 per its charter. As KIPP S.T.A.R. Elementary enrollment increases each year, this shared plan would be revised accordingly. Normal school hours for P.S. 115 are 8:00am through 2:15pm

Cafeteria

- The cafeteria has the capacity to accommodate 438 students, therefore P.S. 115 will need to schedule its lunch time in shifts to accommodate all of its projected 675-705 students.
- P.S. 115 currently schedules four lunch periods over three hours and 25 minutes, from 10:30 am to 1:55 pm. In 2011-2012, the proposed schedule assumes that P.S.115 would continue to have four lunch periods (50 minutes each lunch period). The proposal below maintains the approximate start time for lunch (10:25am) currently in use at P.S. 115.
- KIPP S.T.A.R. Elementary would share the first lunch period with P.S. 115. Typically elementary schools schedule the youngest grades to eat first. Scheduling KIPP S.T.A.R. students to share the cafeteria in the first lunch period with P.S. 115 is based on scheduling all Kindergarten students to eat at the same time. Assuming P.S. 115 schedules its students evenly over the four lunch periods, the combined number of students served in the first lunch period would be approximately 275 students, which is well within the cafeteria capacity.
- The proposed lunch schedule is approximately proportional to the enrollments of the schools, taking into account the need to program the cafeteria in blocks of time which correspond to the periods in the academic day. Because of its larger enrollment, P.S. 115 has exclusive use of the cafeteria during the majority of the lunch time, while KIPP STAR does not have exclusive use of the cafeteria during any lunch period.
- It is also possible to accommodate the two organizations in three lunch periods, which the Building Council may decide to do.
- For breakfast, the DOE notes not all students have opted to participate in the breakfast program at P.S. 115. Additionally, P.S. 115 currently serves breakfast at the same time and same duration indicated below.

¹⁵ <http://www.p12.nysed.gov/ciai/>

¹⁶ See DOE's School Food Website at <http://www.opt-osfns.org/osfns/>

Indoor Play Area

- P.S. 115 is allocated the largest amount of time in the indoor play area -- 25 hours weekly -- during school hours, while KIPP S.T.A.R. Elementary is allocated four hours. This schedule is proportionate to enrollment during regular school hours, taking into account the need to program in blocks of time which correspond to the periods in the academic day.

Outdoor Play Yard

- Similarly, P.S. 115 is allocated the largest amount of time in the outdoor play yard (25 hours weekly, with 5 hours shared with KIPP S.T.A.R for recess) whereas KIPP S.T.A.R. Elementary is allocated just under 5 hours weekly, all shared with P.S. 115. The play yard time is loosely aligned to the cafeteria schedule to provide schools with the option of offering students a recess either before, during or after their lunch period.
- The aggregate time allocations for the indoor and outdoor play areas are proportionate to enrollment, taking into account the need to program in blocks of time which correspond to the periods in the academic day.

Library

- The library schedule provides one period access daily to KIPP S.T.A.R. This is approximately proportional to enrollment, taking into account the need to program in blocks of time which correspond to the periods in the academic day, while providing daily access to each school in the building.

Auditorium

- The auditorium schedule provides one period access daily to KIPP S.T.A.R. This is approximately proportional to enrollment, taking into account the need to program in blocks of time which correspond to the periods in the academic day, while providing daily access to each school in the building. The Building Council may alter this schedule, including but not limited to alterations intended to accommodate any specific daily programmatic needs of each school.

After-School Use

- The DOE notes that P.S. 115 may offer extracurricular activities and after school programs that require use of these same shared spaces/resources. As noted in this document, the Building Council will address any requests to use all shared spaces/resources after school hours. The Building Council is free to deviate from the proposed schedule to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement on the final shared space plan collaboratively.

The DOE projects P.S.115 to serve 675-705 students in 2011-2012. KIPP S.T.A.R. Elementary will serve 100 students in 2011-2012 per its charter. As KIPP S.T.A.R. Elementary's enrollment increases each year, this shared plan would be revised accordingly. Normal school hours for P.S. 115 are 8:00am through 2:15pm.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 438)	<u>BREAKFAST</u> KIPP S.T.A.R. Elementary 7:10 – 7:30am P.S. 115 7:30-8:30am				
	<u>LUNCH</u> KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 11:25am-12:15pm 12:15-1:05pm 1:05-1:55pm				
Library (Capacity: N/A)	P.S. 115 8:00am-11:25am 12:30pm-2:15pm				
	KIPP S.T.A.R. Elementary 11:30am-12:25pm				
Auditorium (Capacity: 875)	KIPP S.T.A.R. Elementary 8:00am-8:50am P.S. 115 All other times Building Council will coordinate scheduling based on programmatic needs.	KIPP S.T.A.R. Elementary 8:00am-8:50am P.S. 115 All other times Building Council will coordinate scheduling based on programmatic needs.	KIPP S.T.A.R. Elementary 8:00am-8:50am P.S. 115 All other times Building Council will coordinate scheduling based on programmatic needs.	KIPP S.T.A.R. Elementary 8:00am-8:50am P.S. 115 All other times Building Council will coordinate scheduling based on programmatic needs.	KIPP S.T.A.R. Elementary 8:00am-8:50am P.S. 115 All other times Building Council will coordinate scheduling based on programmatic needs.

Indoor Play Area (Capacity:341)	KIPP S.T.A.R. Elementary 1:05pm – 1:55pm P.S. 115 8:00am-1:00pm	KIPP S.T.A.R. Elementary 1:05pm – 1:55pm P.S. 115 8:00am-1:00pm	KIPP S.T.A.R. Elementary 1:05pm – 1:55pm P.S. 115 8:00am-1:00pm-m	KIPP S.T.A.R. Elementary 1:05pm- 1:55pm P.S. 115 8:00am-1:00pm	KIPP S.T.A.R. Elementary 1:05pm- 1:55pm P.S. 115 8:00am-1:00pm
Other: Courtyard Playground (Capacity: N/A)	KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 8:00am- 10:30am 11:30am- 2:15pm	KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 8:00am- 10:30am 11:30am- 2:15pm	KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 8:00am- 10:30am 11:30am- 2:15pm	KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 8:00am- 10:30am 11:30am- 2:15pm	KIPP S.T.A.R. Elementary & P.S. 115 10:30-11:25am P.S. 115 8:00am- 10:30am 11:30am- 2:15pm

Building Safety and Security

Pursuant to Chancellor’s Regulation A-414 every school/campus must have a School Safety Committee. The committee plays an essential role in the establishment of safety procedures, the communication of expectations and responsibilities of students and staff, and the design of prevention and intervention strategies and programs specific to the needs of the school. The committee is comprised of various members of the school community, including Principal(s); designee of all other programs operating within the building; UFT Chapter Leader; Custodial Engineer/designee; and In-house School Safety Agent Level III. The committee is responsible for addressing safety matters on an ongoing basis and making appropriate recommendations to the Principal(s) when it identifies the need for additional security measures, intervention, training, etc.

The committee is also responsible for developing a comprehensive School Safety Plan which defines the normal operations of the site and what procedures are in place in the event of an emergency. The plan must be consistent with the Citywide prescribed safety plan shell. Each program operating within a school must enter program specific information in the School Safety Plan. Safety plans are updated annually by the School Safety Committee in order to meet changing security needs, changes in organization and building conditions and other factors. In addition, the committee recommends changes in the safety plan at any other time when it is necessary to address security concerns.

Consistent with the process described above, the leader/designee of KIPP S.T.A.R. Elementary will be part of the M115 building’s School Safety Committee. As a member of the School Safety Committee, the leader/designee of KIPP S.T.A.R. Elementary will participate in the development of the building’s Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of KIPP S.T.A.R. Elementary will be addressed on an ongoing basis. Moreover, the Safety Plan for the M115 school building will be modified as appropriate to meet any changing security needs associated with the co-location. KIPP S.T.A.R. Elementary will enter information in the M115 building’s overall school Safety Plan to ensure the safe operation of the school building.

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

The completed Safety Plan for the M115 school building will be submitted to the Borough Safety Directors of the Office of School and Youth Development for approval. If changes or modifications are necessary, the School Safety Committee will be advised. Once the School’s Safety Plan is approved, it will be submitted to the NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2010,¹⁷ co-located schools on campuses must actively participate in a Building Council, which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the Building Council. The Building Council shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The Building Council principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially for issues of safety, shared space, campus schedules, split staff agreements and extended facility use.

A Shared Space Committee shall be established at campuses where charters are co-located in a public school building with one or more non-charter schools or eligible District 75 programs by the principals of the schools and/or eligible programs, as set forth in Chancellor's Regulation A-190. With respect to charter co-locations approved after May 28, 2010, the effective date of the Amended Charter School Act, the Shared Space Committee is to review the implementation of the Building Utilization Plan once it has been approved by the PEP. With respect to charter schools that were approved to be located or co-located in a public school building prior to the effective date of the Amended Charter School Act, the Shared Space Committee shall review implementation of the current building space plans in place at those buildings. The Shared Space Committee will meet minimally four times per year.

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

Proposed Collaborative Decision Making Strategy

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

¹⁷ Campus Policy Memo 2010 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".