

BUILDING UTILIZATION PLAN

INTRODUCTION

As described in greater detail in the attached Educational Impact Statement ("EIS"), the New York City Department of Education ("DOE") is proposing to consolidate Middle School for Academic and Social Excellence (17K334, "M.S. 334"), an existing Renewal¹ middle school that currently serves students in sixth through eighth grades, with M.S. 354 The School of Integrated Learning (17K354, "M.S. 354"), an existing PROSE² middle school serving students in sixth through eighth grades in building K390 ("K390"), beginning in the 2016-2017 school year. M.S. 334 and M.S. 354 are currently co-located with KIPP AMP Charter School (84K357, "KIPP AMP") in building K390, which is located at 1224 Park Place, Brooklyn NY 11213, in Community School District 17 ("District 17"). A "consolidation" means that two or more existing school organizations are combined into one school to operate and serve students more effectively. If this proposal is approved, M.S. 334 and M.S. 354 will be combined such that students, staff, and resources of M.S. 334 will become part of M.S. 354 and M.S. 334 will no longer exist as a distinct school option as of the 2016-2017 school year. Building K390 also houses the District 17 Superintendent's office.

On June 26, 2012, the Panel for Educational Policy ("PEP") approved the expansion of KIPP AMP from fifth through eighth grade to kindergarten through eighth grade in building K390. More information about that proposal can be found at http://schools.nyc.gov/NR/rdonlyres/E0EFAEF0-C8E5-465C-B327-5E9476B48AEF/124891/K390_KIPPAMPPEP_FINAL.pdf. The Building Utilization Plan ("BUP") that accompanied that proposal, which spanned through the 2017-2018 school year, is superseded by this new BUP.

Pursuant to the New York Charter Schools Act of 1998 (as amended), the following plan outlines the allocation of classrooms and administrative space between KIPP AMP and the consolidated M.S. 354, if this proposal is approved by the PEP. It also includes a proposal for the collaborative usage of shared resources and spaces during the 2016-2017 school year between KIPP AMP and M.S. 354, including, but not limited to, cafeterias, libraries, gymnasiums, and recreational areas, to assure equitable access to such facilities. Schools' space allocations are based on the Citywide Instructional Footprint ("Footprint"), which prescribes a minimum 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.³ 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 consolidation.

As described throughout this document, the final shared space schedule will be collaboratively finalized by the Building Council ("BC") if the proposed consolidation is approved by the PEP.

METHODOLOGY

The DOE has applied the Footprint to all schools outlined in this plan to allocate rooms in an unbiased manner, and has divided any remaining excess space equitably based on the proportion of the total students in the building enrolled by each school, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

JUSTIFICATION OF FEASIBILITY AND EQUITABILITY OF CLASSROOM AND ADMINISTRATIVE SPACE ALLOCATION

¹ Renewal School Program is a partnership with DOE and community partners to transform 94 schools. More information can be found at:

<http://schools.nyc.gov/AboutUs/schools/RenewalSchool>.

² Progressive Redesign Opportunity for Schools of Excellence.

³ 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/961D691C-641D-4918-9798-8BA2C0A761FF/0/DOEFootprint_91114newlogo.pdf.

As noted above, 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 sizes a school has programmed and is confirmed by a walk-through of the building by a representative of the Office of Space Planning and a representative of the school.

For elementary schools serving grades K-5 and for pre-kindergarten programs, the Footprint assumes that classes are self-contained (“SC”), meaning that each class remains in its homeroom throughout the day except for when it is scheduled for a cluster activity (for example, art) or lunch, recess, etc. Further, the Footprint assumes that at those times the homeroom classroom remains empty. Therefore, the Footprint allocates one full-size classroom for each general education (“GE”) or Integrated Co-Teaching section (“ICT”) and a full-size or half-size classroom to accommodate each SC special education section served by the school. In addition, schools serving grades K-5 receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classrooms can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

Enrollment	# of Cluster Rooms
1,251 and up	5
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 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.

The Footprint allocates the number of baseline full-size equivalent (“FSE”) classrooms for student support services, resources rooms, and administrative space based on the grades a school serves and its enrollment at scale.

Space is allocated to District 75 programs according to the DOE’s District 75 Instructional Footprint (“D75 Footprint”). D75 programs are also provided access to shared spaces such as the gymnasium, the library, the auditorium, and the cafeteria, and spaces such as occupational/physical therapy rooms, the nurse’s office, etc. or provided with space for comparable purposes. Furthermore, excess space in buildings where District 75 programs are co-located with other organizations will be equitably distributed to all organizations based on a percentage of the student enrollment, except that the excess allocations to District 75 programs are based on the number of sections of students, rather than the number of students.

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. Therefore, each principal makes decisions about how and where students will be served within the space allocated to the school. The DOE also provides support to the schools to ensure that the schools use the space efficiently in order to maximize capacity to support student needs and maintain appropriate delivery of special education and related services to students. Where appropriate, school leaders will have an opportunity to draw upon the expertise and guidance of the Office of Special Education, which is dedicated to promoting positive educational outcomes for students with disabilities.

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on September 21, 2015 by a representative of the Office of Space Planning, K390 has a total of 70 full-size ("FS") classrooms/spaces,⁴ 13 half-size ("HS") classrooms/spaces,⁵ 26 quarter-size ("QS") spaces,⁶ and 7.5 FSE rooms of designed administrative office space. K390 also contains an auditorium, cafeteria, library, and gymnasium. The spaces listed below are shared spaces or contain building services and are not currently included in the allocation of space for an individual school:

- The School Based Support Team currently utilizes 2 HS spaces.
- The nurse's office occupies 0.5 FSE of designed administrative space.
- The custodian's office occupies 1 QS space.
- The School Safety Agents Office occupy 1 HS space.
- The ATS room occupies 1 QS space.
- The teacher's café occupies 1 FS space.
- The band room occupies 1 FS space.
- The dance studio occupies 1 FS space.

In addition to the above spaces, the District 17 Community Superintendent currently utilizes 2 FS spaces, 2 HS spaces, and 1.5 FSE rooms of designed administrative space that will not be included in the allocation of space for any individual school.

Although the band room is being treated as a shared space in 2015-2016, it will be allocated as a full-size classroom for the 2016-2017 school year and beyond, increasing the total number of full-size rooms to be allocated in the 2016-2017 school year and beyond to 66.

Excluding the spaces outlined above in the 2015-2016 school year, K390 has a total of 65 FS classrooms, 8 HS classrooms/spaces, 24 QS spaces, and the equivalent of 5.5 FSE spaces remaining that can be allocated to schools.

Summary	FS	HS	QS	Designed Admin (FSE)
Building Total	70	13	26	7.5
Shared Spaces or Building Services	5	5	2	2.0
Remaining for Allocation	65⁷	8	24	5.5

⁴ Full-size classrooms have an area of 500 square feet or more.

⁵ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

⁶ Quarter-size rooms are smaller than 240 square feet.

⁷ As mentioned above, the total full-size rooms for allocation will increase to 66 in the 2016-2017 school year as the band room will no longer be considered shared space.

2015-2016 (CURRENT SCHOOL YEAR):

The table below summarizes the total enrollment, grade spans and number of sections served at M.S. 334, M.S. 354 and KIPP AMP in the 2015-2016 school year:

School Name	Grade Span	Total Enrollment ⁸	GE/ICT ⁹ Sections	SC Sections ¹⁰
M.S. 354	6-8	215	9	3
M.S. 334	6-8	105	5	2
KIPP AMP	K-2, 5-8	664	24	0

The DOE has adjusted M.S. 334, M.S. 354, and KIPP AMP's baseline Footprint allocations for the following reasons:

- The DOE has allocated 3 FS classrooms to M.S. 334 in lieu of 3 HS spaces due to the lack of HS spaces available in the building that are appropriate for instructional purposes or that may serve as resource rooms.
- The DOE has allocated 2 FS classrooms to M.S. 354 in lieu of 2 HS spaces due to the lack of HS spaces available in the building that are appropriate for instructional purposes or that may serve as resource rooms.
- The DOE has allocated 3 FS classrooms to KIPP AMP in lieu of 3 HS spaces due to the lack of HS spaces available in the building that are appropriate for instructional purposes or that may serve as resource rooms.

The adjustment of FS rooms for HS rooms has been made to the baseline Footprint allocations for M.S. 334, M.S. 354, and KIPP AMP in each year of room allocations presented in this document.

The table below summarizes M.S. 334, M.S. 354, and KIPP AMP baseline and adjusted baseline Footprint allocations of instructional and administrative rooms, which are based on the methodology described at the beginning of this document, and the amount of space the schools are currently using.

⁸ Figures are based on the 2015-2016 Budget Projections as of August 18, 2015 for district schools and the first invoiced enrollment figures for the fiscal year 2016 for charter schools.
⁹ Integrated Co-Teaching ("ICT") classrooms include students with and without disabilities and have two teachers: a general education teacher and a special education teacher.
¹⁰ Self-contained ("SC") special education classrooms are provided for children with disabilities who are grouped together in a classroom on a full-time or part-time basis. They serve children whose needs cannot be met in the general education classroom environment. These classes may have from six to fifteen students with one special education teacher and up to four paraprofessionals.

2015-2016 Current Year		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	Grand Total Current Space Allocation				
		FS Rooms	HS Rooms	Designed Admin (FSE)	FS Rooms	HS Rooms		QS Rooms	FS Rooms	HS Rooms	QS Rooms	Designed Admin (FSE)
M.S. 334	Baseline Footprint Allocation	5	3	1.5	0	0	0	1.5	5	3	0	1.5
	Adjusted Baseline Allocation	8	0	1.5	0	0	0	1.5	8	0	0	1.5
	Current Space Allocation	15	0	2.5	1	1	4	5.0	16	1	4	2.5
M.S. 354	Baseline Footprint Allocation	10	4	1.5	0	1	0	2.0	10	5	0	1.5
	Adjusted Baseline Allocation	12	2	1.5	0	1	0	2.0	12	3	0	1.5
	Current Space Allocation	14	2	2.5	0	1	3	3.75	14	3	3	2.5
KIPP AMP	Baseline Footprint Allocation	28	4	0	0	1	16	4.5	28	5	16	0
	Adjusted Baseline Allocation	31	1	0	0	1	16	4.5	31	2	16	0
	Current Space Allocation	33	1	0.5	2	3	17	8.25	35	4	17	0.5

In total:

- M.S. 334 is currently allocated 16 full-size rooms, 1 half-size room, 4 quarter-size rooms, and 2.5 FSE of designed administrative space. This allocation includes 8 full-size rooms, 1 half-size room, 4 quarter-size rooms and 1.0 FSE designed administrative space in excess of M.S. 334's adjusted baseline allocation.
- M.S. 354 is currently allocated 14 full-size rooms, 3 half-size rooms, 3 quarter-size rooms, and 2.5 FSE of designed administrative space. This allocation includes 2 full-size rooms, 3 quarter-size rooms, and 1.0 FSE designed administrative space in excess of M.S. 354's adjusted baseline allocation.
- KIPP AMP is currently allocated 35 full-size rooms, 4 half-size rooms, 17 quarter-size rooms, and 0.5 FSE of designed administrative space. This allocation includes 4 full-size rooms, 2 half-size rooms, 1 quarter-size room, and 0.5 FSE designed administrative space in excess of KIPP AMP's adjusted baseline allocation.

As demonstrated in the table above, M.S. 334, M.S. 354, and KIPP AMP are currently using rooms in excess of their adjusted baseline Footprint allocations. The table below summarizes the space in K390 in excess of the schools' adjusted baseline allocations per the Footprint in 2015-2016.

2015-2016	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
Space in Excess of Adjusted Baseline Allocation	14	3	8	2.5

2016-2017 First Year of Proposed Implementation:

The chart below represents the spaces to be allocated for the 2016-2017 school year. As mentioned in the above 2015-2016 school year summary chart, the total full-size rooms for allocation will increase to 66 in the 2016-2017 school year as the band room will no longer be considered shared space.

Summary	FS	HS	QS	Designed Admin (FSE)
Building Total	70	13	26	7.5
Shared Spaces or Building Services	4	5	2	2.0
Remaining for Allocation	66	8	24	5.5

In the 2016-2017 school year, M.S. 334 and M.S. 354 will be consolidated and KIPP AMP will phase in third grade. The newly consolidated M.S. 354 will serve students in grades six through eight. The table below summarizes the projected enrollment, grade spans, and number of sections at consolidated M.S. 354 and KIPP AMP in 2016-2017:

School Name	Grade Spans	Projected Enrollment ¹¹	GE/CT Sections	SC Sections
M.S. 354 ¹²	6-8	295-325	12	4
KIPP AMP ¹³	K-3, 5-8	735-815 ¹⁴	28	0

After M.S. 354 and KIPP AMP have received their respective adjusted baseline Footprint allocations of rooms, the following number of excess rooms remain:

2016-2017	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
Space in Excess of Adjusted Baseline Allocation	16	-	20	2.5

The excess space will be allocated between M.S. 354 and KIPP AMP based upon the enrollment of the schools and the physical location of the available space in relation to the location of each school within the building.

¹¹ The DOE's enrollment figures here and throughout this BUP are based on projections. Significant changes in enrollment could result in an amendment to this plan.

¹² The 2016-2017 school year is the first year that M.S. 334 will consolidate into M.S. 354 and will no longer exist.

¹³ As part of a previously approved proposal, KIPP AMP Charter School will reach full scale serving students in grades K-8 school starting in 2016-2017.

¹⁴ Unless otherwise indicated, charter school projections are based on the charter headcount as of November 6, 2014.

The table below summarizes the 2016-2017 room allocation plan for newly consolidated M.S. 354 and KIPP AMP based on their adjusted baseline Footprint allocations, plus the excess space allocations.

2016-2017		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		FS Rooms	HS Rooms	Designed Admin (FSE)	FS Rooms	HS Rooms	QS Rooms		Additional FS Rooms	Additional HS Rooms	Additional QS Rooms	Additional Designed Admin (FSE)	Total FS Rooms	Total HS Rooms	Total QS Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	31	4	0.5	2	3	4	5.0	-	-	-	-	33	7	4	0.5
	Adjusted Baseline Footprint Allocation	33	2	0.5	2	3	4	5.0	11	-	16	2.5	46	5	20	3.0
M.S. 354	Baseline Footprint Allocation	13	5	2.5	0	0	0	2.5	-	-	-	-	13	5	0	2.5
	Adjusted Baseline Footprint Allocation	15	3	2.5	0	0	0	2.5	5	-	4	0	20	3	4	2.5

In total:

- KIPP AMP will be allocated 46 FS rooms, 5 HS rooms, 20 QS rooms, and 3.0 FSE of designed administrative space. This allocation includes 11 FS rooms, 16 QS rooms, and 2.5 FSE in excess of KIPP AMP's adjusted baseline Footprint allocation.
- M.S. 354 will be allocated 20 FS rooms, 3 HS rooms, 4 QS rooms, and 2.5 FSE of designed administrative space. This allocation includes 5 FS rooms and 4 QS rooms in excess of M.S. 354's adjusted baseline Footprint allocation.

The change in rooms for each school organization is reflected below.

ROOM CHANGE (+/-)	CURRENT 2015-2016 GRAND TOTAL SPACE ALLOCATIONS				PROPOSED 2016-2017 GRAND TOTAL SPACE ALLOCATIONS				YEAR-OVER-YEAR CHANGE (+/-)			
	FS Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	FS Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)	FS Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
M.S. 354	14	3	3	2.5	20	3	4	2.5	6	0	1	0
M.S. 334	16	1	4	2.5	0	0	0	0	-16	-1	-4	-2.5
KIPP AMP	35	4	17	0.5	46	5	20	3.0	11	1	3	2.5

2017-2018 Second and Final Year of Proposed Implementation:

If this proposal is approved, beginning in 2017-2018, KIPP AMP will expand to serve students in fourth grade grade and will reach full scale, serving students in kindergarten through eighth grade in K390. The table below summarizes the projected enrollment, grade spans, and number of sections at each school in 2017-2018:

School Name	Grade Spans	Projected Enrollment	GE/ICT Sections	SC Sections
M.S. 354	6-8	295-325	12	4
KIPP AMP ¹⁵	K-8	840-930	32	0

After M.S. 354 and KIPP AMP have received their respective adjusted baseline Footprint allocations of rooms, the following number of excess rooms remain:

2017-2018	Full-Size Rooms	Half-Size Rooms	Quarter-Size Rooms	Designed Admin (FSE)
Space in Excess of Adjusted Baseline Allocation	12	0	18	2.5

The excess space will be allocated between M.S. 354 and KIPP AMP based upon the enrollment of the schools and the physical location of the available space in relation to the location of each school within the building.

¹⁵As noted above, as apart of a previously approved proposal, KIPP AMP Charter School will reach full scale serving students in grades K-8 school starting in 2017-2018.

The table below summarizes the 2017-2018 room allocation plan for M.S. 354 and KIPP AMP based on their adjusted baseline Footprint allocations, plus the excess space allocation:

2017-2018		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		FS Rooms	Half-size Rooms	Designed Admin (FSE)	FS Rooms	HS Rooms	QS Rooms		Additional FS Rooms	Additional HS Rooms	Additional QS Rooms	Additional Designed Admin (FSE)	Total FS Rooms	Total HS Rooms	Total QS Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	35	4	0.5	2	3	6	5.5	-	-	-	-	37	7	6	0.5
	Adjusted Baseline Footprint Allocation	37	2	0.5	2	3	6	5.5	7	0	14	2.5	46	5	20	3.0
M.S. 354	Baseline Footprint Allocation	13	5	2.5	0	0	0	2.5	-	-	-	-	13	5	0	2.5
	Adjusted Baseline Footprint Allocation	15	3	2.5	0	0	0	2.5	5	0	4	0	20	3	4	2.5

In total:

- KIPP AMP will be allocated 46 FS rooms, 5 HS rooms, 20 QS rooms, and 3.0 FSE of designed administrative space. This allocation includes 7 FS rooms, 14 QS rooms, and 2.5 FSE in excess of KIPP AMP's adjusted baseline Footprint allocation.
- M.S. 354 will be allocated 20 FS rooms, 3 HS rooms, 4 QS rooms, and 2.5 FSE of designed administrative space. This allocation includes 5 FS rooms and 4 QS rooms in excess of M.S. 354's adjusted baseline Footprint allocation.

The change in rooms for each school organization is reflected below.

ROOM CHANGE (+/-)	PROPOSED 2016-2017 GRAND TOTAL SPACE ALLOCATIONS				PROPOSED 2017-2018 GRAND TOTAL SPACE ALLOCATIONS				YEAR-OVER-YEAR CHANGE (+/-)			
	FS Rooms	HS Rooms	QS Rooms	Designed Admin (FSE)	FS Rooms	HS Rooms	QS Rooms	Designed Admin (FSE)	FS Rooms	HS Rooms	QS Rooms	Designed Admin (FSE)
M.S. 354	20	3	4	2.5	20	3	4	2.5	0	0	0	0
KIPP AMP	46	5	20	3.0	46	5	20	3.0	0	0	0	0

Shared Space Plan

A proposed Shared Space plan for the 2016-2017 school year 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 K390. The final shared space schedule will be collaboratively drafted by the Building Council if the proposed consolidation is approved by the PEP.

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 ("SSP") to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council collaboratively agrees on a final SSP. (NOTE: The Building Council will revisit the SSP 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 will follow the dispute resolution procedures outlined in the Campus Policy Memo available at the following link: <http://schools.nyc.gov/community/campusgov>.)

Proposed shared space schedules are based on numerous factors, which may include projected enrollments for each co-located school, current space allocation plans, current lunch schedules for the existing schools in the building as described on the DOE School Food website,¹⁶ the total capacity of each shared space, the grades served by each of the co-located schools, and the start and end of each school's day based on the Office of Pupil Transportation's bus schedule for a regular school day.¹⁷ To the extent feasible, shared spaces are allocated in a manner that allows schools that have already been using the space this year to continue using it on a similar schedule next year.

The new SSP was devised considering the SSP for the previous BUP referenced earlier in this document

The Building Council is free to deviate from the proposed Shared Space Plan and may allocate access to the shared spaces described below on an as-needed basis to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council agrees on the final SSP.

Cafeteria

Cafeteria

- The total time allocated to each organization in the cafeteria is primarily based upon each organization's current use of the cafeteria, projected enrollment, capacity of the cafeteria, and grade levels served. Each organization will be able to accommodate its students in the cafeteria within this proposed allocation of time.
- The capacity of the cafeteria is 600 students. KIPP AMP is currently scheduled for lunch from 10:00 am to 12:30pm, which means that KIPP AMP is currently allocated 2 hours and 30 minutes daily for lunch, or 12 hours and 30 minutes weekly. M.S. 354 is currently scheduled for lunch from 12:45 to 1:30 p.m., which means that M.S.354 is currently allocated 45 minutes daily for lunch, or 3 hours and 45 minutes weekly. The proposed shared space plan below essentially maintains this schedule. The proposed shared space plan gives the most time to KIPP AMP, which will serve the greatest number of students during the 2016-2017 school year.
- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at KIPP AMP or M.S. 354. As a result, the DOE has allocated time to KIPP AMP and M.S. 354 for breakfast based on their respective start times. M.S. 354 is currently scheduled for breakfast from 7:45 a.m. to 8:15 a.m. and KIPP AMP is currently scheduled from 7:00 a.m. to 7:45 a.m. KIPP AMP is currently allocated 45 minutes daily for breakfast or 3 hours and 45 minutes a week. M.S. 354 is allocated 30 minutes daily for breakfast, or 2 hours and 30 minutes per week.

¹⁶ See the DOE's School Food website at: http://www.opt-osfns.org/schoolfood/sch_search/schfood.aspx?cfoodsched=17221.

¹⁷ See the DOE's Office of Pupil Transportation website at: <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>.

Gymnasium, Dance Studio, Library, and Auditorium

- KIPP AMP will be allocated the largest amount of time in the library, gymnasium, dance studio, and auditorium because it will serve the largest number of students and the most grade levels compared to newly consolidated M.S. 354. The Building Council is free to deviate from the proposed Shared Space Plan and may revert to allocating access to shared spaces on an as-needed basis to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, provided that the Building Council collaboratively agrees on the final SSP.

Gymnasium

- There is one gymnasium in the building that has the capacity to fit 366 students. The DOE proposes that time in the gymnasium be allocated based on the relative projected enrollment of each school.
- In the proposed schedule below, KIPP AMP is allocated the largest amount of time in the gymnasium, 3 hours daily or 15 hours weekly, while M.S. 354 is allocated 1 hour and 45 minutes daily or 8 hours and 45 minutes weekly.

Library

- There is one library in the building. The DOE proposes that time in the library be allocated based on the relative projected enrollment of each school.
- In the proposed schedule below, KIPP AMP is allocated the largest amount of time in the library based on its projected enrollment, on average 2 hours and 25 minutes daily or 12 hours weekly. M.S. 354 is allocated 1 hour daily or 5 hours weekly.

Auditorium

- There is one auditorium in the building. The DOE proposes that time in the auditorium be allocated based on the relative projected enrollment of each school.
- In the proposed schedule below, KIPP AMP is allocated the largest amount of time in the auditorium based on its projected enrollment, 2 hours and 30 minutes daily or 12 hours and 30 minutes weekly. M.S. 354 is allocated 1 hour daily or 5 hours weekly.

Dance Studio

- There is one dance studio in the building. The DOE proposes that time in the dance studio be allocated based on the relative projected enrollment of each school.
- In the proposed schedule below, KIPP AMP is allocated the largest amount of time in the dance studio based on its projected enrollment, 2 hours and 30 minutes daily or 12 hours and 30 minutes weekly. M.S. 354 is allocated 1 hour daily or 5 hours weekly.

After-School Programs

The DOE notes that currently the shared spaces are not allocated after school hours. In the schedule below, the DOE does not allocate shared space beyond 3:00 pm. Thus, the Building Council should allocate this space as needed for after-school programs. As noted in this BUP, the Building Council will address any requests to use all shared spaces after school hours and will resolve all conflicts.

In 2016-2017, the DOE projects that KIPP AMP will serve 735-815 students, and M.S. 354 will serve 295-325 students in building K390. Based on the Office of Pupil Transportation's bus schedules for the earliest start and latest end of the school day, KIPP AMP's school day runs from approximately 7:30 a.m. to 4:00 p.m. on Mondays, Tuesdays, Thursdays, and Fridays, and from approximately 7:30 a.m. to 1:30 p.m. on Wednesdays. M.S. 354's school day runs from approximately 8:00 a.m. to 2:20 p.m. on Mondays and Tuesdays, and from approximately 8:00 a.m. to 4:25 p.m. on Wednesdays through Fridays.

Based on the schedule below and the explanations provided above the DOE believes that the proposed Shared Space Plan is feasible and that each school is being treated equitably and comparably in its ability to use all the shared spaces in the building.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 600)	Breakfast: KIPP AMP 7:00-7:45am M.S. 354 7:45-8:15am Lunch: KIPP AMP 10:00 am-12:30 pm M.S. 354 12:45-1:30 PM	Breakfast: KIPP AMP 7:00-7:45am M.S. 354 7:45-8:15am Lunch: KIPP AMP 10:00 am-12:30 pm M.S. 354 12:45-1:30 PM	Breakfast: KIPP AMP 7:00-7:45am M.S. 354 7:45-8:15am Lunch: KIPP AMP 10:00 am-12:30 pm M.S. 354 12:45-1:30 PM	Breakfast: KIPP AMP 7:00-7:45am M.S. 354 7:45-8:15am Lunch: KIPP AMP 10:00 am-12:30 pm M.S. 354 12:45-1:30 PM	Breakfast: KIPP AMP 7:00-7:45am M.S. 354 7:45-8:15am Lunch: KIPP AMP 10:00 am-12:30 pm M.S. 354 12:45-1:30 PM
Library	KIPP AMP 8:00-10:20am M.S. 354 11:05am-12:05pm	KIPP AMP 8:00-10:20am M.S. 354 11:05am-12:05pm	KIPP AMP 8:00-10:20am M.S. 354 11:05am-12:05pm	KIPP AMP 8:00-10:30am M.S. 354 11:05am-12:05pm	KIPP AMP 8:00-10:30am M.S. 354 11:05am-12:05pm
Gymnasium (Capacity: 366)	KIPP AMP 9:05am-12:00pm M.S. 354 8:30 am-9:00 am 1:45-3:00pm				
Auditorium (Capacity: 600)	KIPP AMP 1:00 pm-3:30 pm M.S. 354 10:00-11:00am				
Dance Studio	KIPP AMP 1:00 pm-3:30pm M.S. 354 9:00-10:00pm				

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(s) of all other programs operating within the building; the United Federations of Teachers Chapter Leader; the Custodial Engineer/designee; and the 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 School Safety Committee must meet once each month. During each school year, one annual Town Hall meeting must also be held, which is open to all parents in the schools on campus. The meeting is conducted for the purpose of allowing parents to discuss concerns regarding the school(s), including matters relating to school safety agents. For this reason, the School Safety Division and local police precinct must be invited to participate in this meeting.

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 leaders/designees of M.S. 354 and KIPP AMP are part of the K390 School Safety Committee. As members of the School Safety Committee, the leaders/designees of all schools 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 consolidation of M.S. 334 and M.S. 354 will be addressed on an ongoing basis. Moreover, the Safety Plan for the K390 school building will be modified as appropriate to meet any changing security needs associated with the consolidation. The leaders/designees of all schools at K390 will enter information in the overall schools' Safety Plan to ensure the safe operation of the school building.

Each school building must also establish a Building Response Team consisting of trained staff members from each of the 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 School Safety Plan for the 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 Safety Plan is approved, it will be submitted to the New York City Police Department (NYPD) for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2014,¹⁸ co-located schools must actively participate in a Building Council ("BC"), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter school leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all the schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students and parents, especially as related to issues of safety, shared space, campus schedules, split-staff agreements and extended facility use.

A Shared Space Committee ("SSC") shall be established by the principals of the schools at campuses where charter schools are co-located in a public school building with one or more non-charter schools or District 75 schools, as set forth in Chancellor's Regulation A-190. The SSC reviews the implementation of the Building Utilization Plan once it has been approved by the Panel for Educational Policy. The SSC meets at least four times per year.

The SSC is comprised of the principal, a teacher and a parent of each co-located school. With respect to a non-charter school's teacher and parent members, such SSC members are selected by the charter school's corresponding constituent member of the School Leadership Team. Charter school leaders work with their constituencies to select the parent and teacher representing the charter school. SSC agendas and minutes are shared with the BC. SSC members may be asked to communicate with their constituencies about the Building Utilization Plan and its campus implementation.

¹⁸ The Campus Policy Memo 2014 is available at <http://schools.nyc.gov/NR/rdonlyres/D75FC07C-3548-4787-B262-107EB7C57BB4/0/2014CampusPolicyMemo9114.pdf>.