

BUILDING UTILIZATION PLAN

INTRODUCTION

As described in greater detail in the attached Educational Impact Statement (“EIS”), KIPP AMP Charter School (84K357, “KIPP AMP”) is an existing public charter school located in building K390 (“K390”), at 1224 Park Place, Brooklyn, NY 11213, in Community School District 17 that currently serves students in fifth through eighth grade. KIPP AMP is co-located with the School of Integrated Learning (17K354, “Integrated Learning”), an existing public middle school that currently serves students in sixth through eighth grade, and the Middle School for Academic and Social Excellence (17K334, “MSASE”). The New York City Department of Education (“DOE”) is proposing to implement a grade expansion, whereby KIPP AMP would gradually phase in to serve students in kindergarten through eighth grade. If this proposal is approved, beginning in the 2013-2014 school year, KIPP AMP will serve kindergarten and fifth through eighth grade students, and it will add one grade each year until it serves students in kindergarten through eighth grades in K390 in 2017-2018. If this proposal is approved, KIPP AMP will remain co-located with Integrated Learning and MSASE in K390. A “co-location” means that two or more school organizations are located in the same building and may share common spaces like auditoriums, gymnasiums, and cafeterias.

Pursuant to the New York State Charter Schools Act of 1998 (as amended May 2010), the following plan outlines the allocation of classrooms and administrative space among Integrated Learning, MSASE, and KIPP AMP. It also includes a proposal for the collaborative usage of shared resources and spaces among Integrated Learning, MSASE, and KIPP AMP, 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.

As described throughout this document, the final shared space schedule would be collaboratively finalized by the Building Council if the proposed co-location has been approved by the Panel for Education Policy (“PEP”).

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.

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 kindergarten through fifth grade and offering a pre-kindergarten section, the Footprint assumes that classes are self-contained, meaning that each class remains in their homeroom throughout the day except for when they are scheduled for a cluster activity (i.e. art) or lunch, recess, etc. Further, this 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 (“ICT”) section and a full-size or half-size classroom to accommodate each self-contained (“SC”) special education section served by the school. In addition, schools serving kindergarten through fifth grade receive an allocation of cluster or specialty classrooms proportionate to the number of students enrolled. These classes can be used at the principal’s discretion for purposes such as art and/or music instruction, among other things.

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

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/78D715EA-EC50-4AD1-82D1-1CAC544F5D30/0/DOEFOOTPRINTSConsolidatedVersion2011_FINAL.pdf.

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

For grades six through twelve, 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. If there is excess space in a building after each co-located school has been provided its baseline allocation, the excess space will be equitably allocated between the schools. In determining an equitable allocation, the DOE may consider factors such as the relative enrollments of the co-located schools, the instructional and programmatic needs of the co-located schools, and the physical location of the excess space within the building.

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

Allocation of Classrooms and Administrative Space

According to a building walkthrough and survey performed on April 18, 2012 by the Office of Space Planning, K390 has a total of 71 full-size classrooms/spaces² (including 6 full-size science demonstration laboratories), 5 half-size classrooms/spaces,³ 16 quarter-size spaces that can be used for administrative purposes, and 9.5 FSE rooms of designed administrative office/space. K390 also contains a gymnasium, an auditorium, a cafeteria, and a library. The below spaces are shared spaces or contain building services and will not be included in the allocation of space for an individual school:

- The School Based Support Team currently utilizes 1 half-size classroom.
- The District 17 Community Superintendent currently utilizes 2.5 FSE rooms of designed administrative space.
- The nurse’s office occupies 1.0 FSE room of designed administrative space.
- The custodian’s office occupies 1 quarter-size classroom.
- School Safety Agents occupy 1 half-size classroom.
- The parents’ room occupies 1 half-size classroom.
- The shared attendance office occupies 1 quarter-size classroom.
- The shared reading instruction room occupies 1 full-size classroom.
- The shared speech therapy room occupies 1 full-size classroom.
- A band room that is shared only by MSASE and Integrated Learning occupies 1 full-size classroom.
- The dance studio occupies 1 full-size classroom.

² Full-size classrooms have an area of 500 square feet or more.

³ Half-size classrooms have an area of less than 500 square feet but greater than 239 square feet.

Excluding the spaces outlined above, K390 has a total of: 67 full-size classrooms (including 6 full-size science demonstration laboratories), 2 half-size classrooms/spaces, 14 quarter-size spaces, and the equivalent of 6.0 FSE designed administrative office/space remaining that can be allocated to schools.

Summary	FS	HS	QS	Designed Admin (FSE)
Building Grand TOTAL	71	5	16	9.5
SHARED SPACES or Building Services	4	3	2	3.5
Remaining Total to be Allocated	67	2	14	6.0

2011-2012 (CURRENT SCHOOL YEAR)

The table below summarizes the total enrollment and sections served at each school in 2011-2012:

2011-2012	Grades Served	Total Enrolled ⁴	GE/ICT Sections	SC Sections
KIPP AMP	5-8	294 ⁵	12	0
Integrated Learning	6-8	264	9	3
MSASE	6-8	223	9	2

The DOE has adjusted KIPP AMP's, Integrated Learning's, and MSASE's respective baseline allocations for the following reasons:

- Integrated Learning currently operates 3 SC special education classes. Typically, SC special education classes are accommodated in half-size rooms. In this case, there is an insufficient number of half-size rooms in K390. Integrated Learning's baseline Footprint allocation has thus been adjusted to include 3 additional full-size rooms in lieu of 3 half-size rooms.
- MSASE currently operates 2 SC special education classes. Typically, SC special education classes are accommodated in half-size rooms. In this case, there is an insufficient number of half-size rooms in K390. MSASE's baseline Footprint allocation has thus been adjusted to include 2 additional full-size rooms in lieu of 2 half-size rooms. MSASE's baseline Footprint allocation has also been adjusted to include 1 additional full-size room in lieu of 1 half-size room for use as a resource room.
- KIPP AMP's baseline Footprint allocation has been adjusted to include 1 additional full-size room in lieu of 2 half-size rooms for use as a resource room.

These adjustments have been made to the baseline Footprint allocation for each school in each year of room allocations presented in this document except where otherwise indicated.

The table below summarizes the amount of space that KIPP AMP, Integrated Learning, and MSASE each is currently using and each school's respective baseline Footprint allocations, which is based on the methodology described at the beginning of this document:

⁴ Enrollment for Integrated Learning and MSASE is based on the 2011-2012 audited register. All projections referenced for 2012-2013 and beyond are based on the 2011-2012 audited register.

⁵ Enrollment for KIPP AMP is based on the October 1, 2011 charter headcount. All projections referenced for 2012-2013 and beyond are based on the enrollment projections outlined in its charter.

2011-2012		Non-Admin Spaces			Administrative Spaces ⁶				Total Admin (FSE)	Grand Total Current Space Allocation ⁷			
		Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms		Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	13	1	0	1.0	0	1	4	2.5	13	2	4	1.0
	Adjusted Baseline Footprint Allocation	14	0	0	1.0	0	1	4	2.5	14	1	4	1.0
	Current Space Allocation	25	0	0	1.0	0	1	5	2.5	25	1	5	1.0
Integrated Learning	Baseline Footprint Allocation	10	4	0	2.5	0	0	0	2.5	10	4	0	2.5
	Adjusted Baseline Footprint Allocation	13	1	0	2.5	0	0	0	2.5	13	1	0	2.5
	Current Space Allocation	20	1	0	2.5	0	0	4	3.5	20	1	4	2.5
MSASE	Baseline Footprint Allocation	10	3	0	2.5	0	0	0	2.5	10	3	0	2.5
	Adjusted Baseline Footprint Allocation	13	0	0	2.5	0	0	0	2.5	13	0	0	2.5
	Current Space Allocation	22	0	0	2.5	0	0	5	3.5	22	0	5	2.5

As demonstrated in the table above, KIPP AMP, Integrated Learning, and MSASE are currently using classrooms in excess of their respective adjusted baseline Footprint allocations. In total, KIPP AMP is currently occupying 25 full-size rooms, 1 half-size room, 5 quarter-size rooms, and 1.0 FSE room of designed administrative space. This allocation includes 11 full-size rooms and 1 quarter-size room in excess of KIPP AMP's adjusted baseline Footprint allocation. Integrated Learning is currently occupying 20 full-size rooms, 1 half-size rooms, 4 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 7 full-size rooms and 4 quarter-size rooms in excess of Integrated Learning's adjusted baseline Footprint allocation. MSASE is currently occupying 22 full-size, 4 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 9 full-size rooms and 5 quarter-size rooms in excess of MSASE's adjusted baseline Footprint allocation.

The table below summarizes the available space within K390 after each school has received its adjusted baseline Footprint allocations:

2011-2012: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Adjusted Baseline Allocations	0.0	27	0	10

⁶ Schools may elect to utilize designed administrative spaces, full-size, half-size, and/or quarter-size classrooms/spaces to meet their baseline footprint of 3.5 full-size equivalency ("FSE") spaces for administrative use.

⁷ The totals presented here and throughout this document do not include the shared spaces, building services, or rooms to be allocated exclusively to one school organization because of their designed function listed at the beginning of this document.

2012-2013:

The proposed grade expansion of KIPP AMP will not begin implementation until 2013-2014. Thus, in 2012-2013, KIPP AMP, Integrated Learning, and MSASE will remain in their respective current grade spans and room allocations.

The room change from the current school year 2011-2012 to the 2012-2013 school year is reflected below:

Room Change (+/-)	CURRENT 2011-2012 GRAND TOTAL SPACE ALLOCATIONS				PROPOSED 2012-2013 GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	25	1	5	1.0	25	1	5	1.0	0	0	0	0.0
Integrated Learning	20	1	4	2.5	20	1	4	2.5	0	0	0	0.0
MSASE	22	0	5	2.5	22	0	5	2.5	0	0	0	0.0

2013-2014 (FIRST YEAR OF PROPOSED IMPLEMENTATION):

If this proposal is approved, KIPP AMP will serve kindergarten and fifth through eighth grade students in K390 in the 2013-2014 school year.

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2013-2014:

2013-2014	Grades Served	Projected Enrollment	Projected GE/ICT Sections	Projected SC Sections
KIPP AMP	K, 5-8	417-518	16	0
Integrated Learning	6-8	270-300	9	3
MSASE	6-8	210-240	9	2

After KIPP AMP, Integrated Learning, and MSASE have received their respective adjusted baseline Footprint allocations of rooms, the following number of rooms will remain unallocated:

2013-2014: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Adjusted Baseline Allocations	0.0	22	0	10

The excess space will be allocated among KIPP AMP, Integrated Learning, and MSASE based upon the following factors: the physical location of the available space in relation to the location of each school within the building and enrollment of the schools.

The table below summarizes the full 2013-2014 room allocation plan for KIPP AMP, Integrated Learning, and MSASE based on their baseline Footprint allocation, plus the excess space allocation:

2013-2014		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms		Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	17	2	1.0	1	1	4	3.5	-	-	-	-	18	3	4	1.0
	Adjusted Baseline Footprint Allocation	18	0	1.0	1	1	4	3.5	10	0	2	0.0	29	1	6	1.0
Integrated Learning	Adjusted Baseline Footprint Allocation	13	1	2.5	0	0	0	2.5	7	0	4	0.0	20	1	4	2.5
MSASE	Adjusted Baseline Footprint Allocation	13	0	2.5	0	0	0	2.5	5	0	4	0.0	18	0	4	2.5

In total, KIPP AMP will occupy 29 full-size rooms, 1 half-size room, 6 quarter-size rooms, and 1.0 FSE of designed administrative space. This allocation includes 10 full-size rooms and 2 quarter-size rooms in excess of KIPP AMP's adjusted baseline Footprint allocation. Integrated Learning will occupy 20 full-size rooms, 1 half-size room, 4 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 7 full-size rooms and 4 quarter-size rooms in excess of Integrated Learning's adjusted baseline Footprint allocation. MSASE will occupy 18 full-size, 4 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 5 full-size rooms and 4 quarter-size rooms in excess of MSASE's adjusted baseline Footprint allocation.

The room change is reflected below for the 2012-2013 to the 2013-2014 school year:

Room Change (+/-)	2012-2013 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				2013-2014 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	25	1	5	1.0	29	1	6	1.0	+4	0	+1	0.0
Integrated Learning	20	1	4	2.5	20	1	4	2.5	0	0	0	0.0
MSASE	22	0	5	2.5	18	0	4	2.5	-4	0	-1	0.0

2014-2015 (SECOND YEAR OF PROPOSED IMPLEMENTATION)

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2014-2015.

2014-2015	Grades Served	Projected Enrollment	Projected GE/ICT Sections	Projected SC Sections
KIPP AMP	K-1, 5-8	510-621	20	0
Integrated Learning	6-8	270-300	9	3
MSASE	6-8	210-240	9	2

After KIPP AMP, Integrated Learning, and MSASE have received their respective adjusted baseline Footprint allocations of rooms, the following number of rooms will remain unallocated:

2014-2015: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Baseline Allocations	0.0	17	0	8

The excess space will be allocated among KIPP AMP, Integrated Learning, and MSASE based upon the following factors: the physical location of the available space in relation to the location of each school within the building and enrollment of the schools.⁸

The table below summarizes the full 2014-2015 room allocation plan for KIPP AMP, Integrated Learning, and MSASE based on their baseline Footprint allocation, plus the excess space allocation.

⁸ This number is subject to change pending final enrollment projections.

2014-2015		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation				
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms		Quarter-size Rooms	Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	22	2	1.0	1	1	6	4.0	-	-	-	-	23	3	6	1.0
	Adjusted Baseline Footprint Allocation	23	0	1.0	1	1	6	4.0	9	0	1	0.0	33	1	7	1.0
Integrated Learning	Adjusted Baseline Footprint Allocation	13	1	2.5	0	0	0	2.5	5	0	3	0.0	18	1	3	2.5
MSASE	Adjusted Baseline Footprint Allocation	13	0	2.5	0	0	0	2.5	3	0	4	0.0	16	0	4	2.5

In total, KIPP AMP will occupy 33 full-size rooms, 1 half-size room, 7 quarter-size rooms, and 1.0 FSE of designed administrative space. This allocation includes 9 full-size rooms and 1 quarter-size room in excess of KIPP AMP's baseline Footprint allocation. Integrated Learning will occupy 18 full-size rooms, 1 half-size room, 3 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 5 full-size rooms and 3 quarter-size rooms in excess of Integrated Learning's adjusted baseline Footprint allocation. MSASE will occupy 16 full-size, 4 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 3 full-size rooms and 4 quarter-size rooms in excess of MSASE's adjusted baseline Footprint allocation.

The room change is reflected below for the 2013-2014 to the 2014-2015 school year:

Room Change (+/-)	2013-2014 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				2014-2015 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	29	1	6	1.0	33	1	7	1.0	+4	0	+1	0.0
Integrated Learning	20	1	4	2.5	18	1	3	2.5	-2	0	-1	0.0
MSASE	18	0	4	2.5	16	0	4	2.5	-2	0	0	0.0

2015-2016 (THIRD YEAR OF PROPOSED IMPLEMENTATION)

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2015-2016.

2015-2016	Grades Served	Projected Enrollment	Projected GE/ICT Sections	Projected SC Sections
KIPP AMP	K-2, 5-8	510-621	24	0
Integrated Learning	6-8	270-300	9	3
MSASE	6-8	210-240	9	2

After KIPP AMP, Integrated Learning, and MSASE have received their respective adjusted baseline Footprint allocations of rooms, the following number of rooms will remain unallocated:

2015-2016: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Baseline Allocations	0.0	12	0	6

The excess space will be allocated among KIPP AMP, Integrated Learning, and MSASE based upon the following factors: the physical location of the available space in relation to the location of each school within the building and enrollment of the schools.⁹

The table below summarizes the full 2015-2016 room allocation plan for KIPP AMP, Integrated Learning, and MSASE based on their baseline Footprint allocation, plus the excess space allocation.

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

2015-2016		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation				
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms		Quarter-size Rooms	Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	27	2	1.0	1	1	8	4.5	-	-	-	-	29	3	8	1.0
	Adjusted Baseline Footprint Allocation	28	0	1.0	1	1	8	4.5	6	0	0	0.0	35	1	8	1.0
Integrated Learning	Adjusted Baseline Footprint Allocation	13	1	2.5	0	0	0	2.5	3	0	3	0.0	16	1	3	2.5
MSASE	Adjusted Baseline Footprint Allocation	13	0	2.5	0	0	0	2.5	3	0	3	0.0	16	0	3	2.5

In total, KIPP AMP will occupy 35 full-size rooms, 1 half-size room, 8 quarter-size rooms, and 1.0 FSE of designed administrative space. This allocation includes 6 full-size rooms in excess of KIPP AMP's adjusted baseline Footprint allocation. Integrated Learning will occupy 16 full-size rooms, 1 half-size room, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 3 full-size rooms and 3 quarter-size rooms in excess of Integrated Learning's adjusted baseline Footprint allocation. MSASE will occupy 16 full-size, 3 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 3 full-size rooms and 3 quarter-size rooms in excess of MSASE's adjusted baseline Footprint allocation.

The room change is reflected below for the 2014-2015 to the 2015-2016 school year:

Room Change (+/-)	2014-2015 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				2015-2016 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	33	1	7	1.0	35	1	8	1.0	+2	0	+1	0.0
Integrated Learning	18	1	3	2.5	16	1	3	2.5	-1	0	0	0.0
MSASE	16	0	4	2.5	16	0	3	2.5	-1	0	-1	0.0

2016-2017 (FOURTH YEAR OF PROPOSED IMPLEMENTATION)

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2016-2017.

2016-2017	Grades Served	Projected Enrollment	Projected GE/ICT Sections	Projected SC Sections
KIPP AMP	K-3, 5-8	704-836	28	0
Integrated Learning	6-8	270-300	9	3
MSASE	6-8	210-240	9	2

After KIPP AMP, Integrated Learning, and MSASE have received their respective baseline and adjusted baseline Footprint allocations of rooms, the following number of rooms will remain unallocated:

2016-2017: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Baseline Allocations	0.0	8	0	4

The excess space will be allocated among KIPP AMP, Integrated Learning, and MSASE based upon the following factors: the physical location of the available space in relation to the location of each school within the building and enrollment of the schools.¹⁰

The table below summarizes the full 2016-2017 room allocation plan for KIPP AMP, Integrated Learning, and MSASE based on their baseline Footprint allocation, plus the excess space allocation.

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

2016-2017		Non-Admin Spaces		Administrative Spaces				Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation			
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms		Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	31	2	1.0	1	1	10	5.0	-	-	-	-	32	3	10	1.0
	Adjusted Baseline Footprint Allocation	32	0	1.0	1	1	10	5.0	4	0	0	0.0	37	1	10	1.0
Integrated Learning	Adjusted Baseline Footprint Allocation	13	1	2.5	0	0	0	2.5	2	0	2	0.0	15	1	2	2.5
MSASE	Adjusted Baseline Footprint Allocation	13	0	2.5	0	0	0	2.5	2	0	2	0.0	15	0	2	2.5

In total, KIPP AMP will occupy 37 full-size rooms, 1 half-size room, 10 quarter-size rooms, and 1.0 FSE rooms of designed administrative space. This allocation includes 4 full-size rooms in excess of KIPP AMP's adjusted baseline Footprint allocation. Integrated Learning will occupy 15 full-size rooms, 1 half-size room, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 2 full-size rooms and 2 quarter-size rooms in excess of Integrated Learning's adjusted baseline Footprint allocation. MSASE will occupy 15 full-size rooms, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 2 full-size rooms and 2 quarter-size rooms in excess of MSASE's adjusted baseline Footprint allocation.

The room change is reflected below for the 2015-2016 to the 2016-2017 school year:

Room Change (+/-)	2015-2016 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				2016-2017 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	35	1	8	1.0	37	1	10	1.0	+2	0	+2	0.0
Integrated Learning	16	1	3	2.5	15	1	2	2.5	-1	0	-1	0.0
MSASE	16	0	3	2.5	15	0	2	2.5	-1	0	-1	0.0

2017-2018 (FIFTH YEAR OF PROPOSED IMPLEMENTATION)

The table below summarizes the total projected enrollment and projected number of sections served at each school in 2017-2018.

2017-2018	Grades Served	Projected Enrollment	Projected GE/ICT Sections	Projected SC Sections
KIPP AMP	K-8	799-941	32	0
Integrated Learning	6-8	270-300	9	3
MSASE	6-8	210-240	9	2

After KIPP AMP, Integrated Learning, and MSASE have received their respective baseline and adjusted baseline Footprint allocations of rooms, the following number of rooms will remain unallocated:

2017-2018: Building K390	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms
Space In Excess of Baseline Allocations	0.0	2	0	6

The excess space will be allocated among KIPP AMP, Integrated Learning, and MSASE based upon the following factors: the physical location of the available space in relation to the location of each school within the building and enrollment of the schools.¹¹

The DOE has adjusted KIPP AMP’s baseline allocation for the following reason:

- KIPP AMP’s baseline Footprint allocation has been adjusted to include 2 additional full-size rooms in lieu of 4 half-size rooms for use as resource rooms.

The table below summarizes the full 2017-2018 room allocation plan for KIPP AMP, Integrated Learning, and MSASE based on their baseline footprint allocation, plus the excess space allocation.

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

2017-2018		Non-Admin Spaces		Administrative Spaces			Total Admin (FSE)	ADDITIONAL (EXCESS) ALLOCATIONS				Grand Total Space Allocation				
		Full-size Rooms	Half-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms		Quarter-size Rooms	Additional Full-size Rooms	Additional Half-size Rooms	Additional Quarter-size Rooms	Additional Designed Admin (FSE)	Total Full-size Rooms	Total Half-size Rooms	Total Quarter-size Rooms	Total Designed Admin (FSE)
KIPP AMP	Baseline Footprint Allocation	35	4	1.0	2	1	8	5.5	-	-	-	-	37	3	8	1.0
	Adjusted Baseline Footprint Allocation	37	0	1.0	2	1	8	5.5	0	0	3	0.0	39	1	11	1.0
Integrated Learning	Adjusted Baseline Footprint Allocation	13	1	2.5	0	0	0	2.5	1	0	1	0.0	14	1	1	2.5
MSASE	Adjusted Baseline Footprint Allocation	13	0	2.5	0	0	0	2.5	1	0	2	0.0	14	0	2	2.5

In total, KIPP AMP will occupy 39 full-size rooms, 1 half-size room, 11 quarter-size rooms, and 1.0 FSE rooms of designed administrative space. This allocation includes 3 quarter-size rooms in excess of KIPP AMP’s adjusted baseline Footprint allocation. Integrated Learning will occupy 14 full-size rooms, 1 half-size room, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 1 full-size room and 1 quarter-size room in excess of Integrated Learning’s adjusted baseline Footprint allocation. MSASE will occupy 14 full-size, 2 quarter-size rooms, and 2.5 FSE rooms of designed administrative space. This allocation includes 1 full-size room and 2 quarter-size rooms in excess of MSASE’s adjusted baseline Footprint allocation.

The room change is reflected below for the 2016-2017 to the 2017-2018 school year:

Room Change (+/-)	2016-2017 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				2017-2018 PROPOSED GRAND TOTAL SPACE ALLOCATIONS				CHANGE (+/-)			
	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)	Full-size Rooms	Half-size Rooms	Quarter-size Rooms	Designed Admin (FSE)
KIPP AMP	37	1	10	1.0	39	1	11	1.0	+2	0	+1	0.0
Integrated Learning	15	1	2	2.5	14	1	1	2.5	-1	0	-1	0.0
MSASE	15	0	2	2.5	14	0	2	2.5	-1	0	0	0.0

The 2017-2018 allocation of space will serve as the long-term space allocation for KIPP AMP, Integrated Learning, and MSASE.

Shared Space Plan

A proposed shared space plan for the 2013-2014 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 after the proposed co-location has been 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 to accommodate specific programmatic needs of all special populations or groups within each school as is feasible and equitable, provided that the Building Council comes to an agreement of the final Shared Space Plan collaboratively. (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 space allocation plans, current lunch schedules for the existing schools in the building as described on the 2011-2012 Campus Audit Template submitted by the Building Council, 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.¹² Where possible, the proposed schedule maintains schools' current allocations of time for each shared space and re-distributes remaining time as each organization's grade configuration changes. 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, based on the 2011-2012 Campus Audit Template submitted by the Building Council.¹³

In planning how KIPP AMP, Integrated Learning, and MSASE may use shared space, the DOE has applied these factors as described below to develop a proposed plan that allocates time in each space equitably:

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.¹⁴ 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 11:15 to 11:57 a.m., MSASE is currently scheduled for lunch from 12:00 to 12:42 p.m., and Integrated Learning is currently scheduled for lunch from 12:45 to 1:27 p.m., which means that each school is currently allocated 42 minutes daily for lunch, or 3 hours and 30 minutes weekly. The proposed shared space plan below essentially maintains this schedule while providing KIPP AMP with additional time in the cafeteria after Integrated Learning's lunch time is over.
- In the proposed schedule below, KIPP AMP has been allocated 1 hour and 24 minutes daily, or 7 hours weekly, for lunch. MSASE has been allocated 42 minutes daily, or 3 hours and 30 minutes weekly, for lunch. Integrated Learning will receive 42 minutes daily, or 3 hours and 30 minutes weekly, for lunch. Because the proposed shared space plan gives the most time to KIPP AMP, which will serve the greatest number of students during the 2013-2014 school year, the DOE believes that the proposed allocation is equitable and feasible.

¹² See DOE's Office of Pupil Transportation website at <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>.

¹³ Campus Audits are submitted by each Building Council on an annual basis to the Senior Supervising Superintendents Office. The Campus Audit documents the collective planning and implementation of Building Council decisions such as shared space scheduling.

¹⁴ See DOE's School Food Web site at <http://www.opt-osfns.org/osfns/>.

- With regard to breakfast, the DOE notes that traditionally not all students have opted to participate in the breakfast program at KIPP AMP, MSASE, or Integrated Learning. As a result, the DOE has allocated time to KIPP AMP, MSASE, and Integrated Learning for breakfast based on their respective start times. MSASE and Integrated Learning are currently scheduled for breakfast from 7:30 to 8:40 a.m. In the proposed schedule below, KIPP AMP, is allocated 30 minutes daily for breakfast or 2 hour and 30 minutes a week. MSASE and Integrated Learning are allocated 1 hour and 10 minutes daily for breakfast, or 5 hours and 50 minutes a week.

Gymnasium, Library, and Auditorium

KIPP AMP will be allocated the largest amount of time in the library, gymnasium, and auditorium because it will serve the largest number of students and the most grade levels compared to Integrated Learning or MSASE.

Gymnasium

- There is one gymnasium in the building that has the capacity to fit 366 students. It has a built-in folding partition that can divide the gymnasium into two parts, each with a capacity to fit 183 students. The DOE proposes that the gymnasium be allocated based on the relative projected enrollment of each school.
- Currently, MSASE is allocated 19 hours and 40 minutes weekly, Integrated Learning is allocated 17 hours and 20 minutes, and KIPP AMP is allocated 13 hours and 48 minutes in the gymnasium.
- In the proposed schedule below, KIPP AMP is allocated the largest amount of time in the gymnasium, 15 hours weekly, while MSASE is allocated 6 hours weekly and Integrated Learning is allocated 7 hours and 10 minutes weekly.

Library

- The DOE notes that the library is a shared space; however, specific time in the library is not currently allocated to any of the existing schools according to the 2011-2012 Campus Audit document. The DOE proposes in the schedule below that time in the library should be allocated to all schools based on the relative projected enrollment for each school.
- KIPP AMP is allocated the largest amount of time in the library based on its projected enrollment, 5 hours and 20 minutes weekly. MSASE is allocated 2 hours and 30 minutes weekly, while Integrated Learning is allocated 3 hours weekly.

Auditorium

- The DOE notes the auditorium is a shared space; however, specific time in the auditorium is not currently allocated to any of the existing schools according to the 2011-2012 Campus Audit document. The DOE proposes that the auditorium be allocated based on the relative projected enrollment of each school.
- KIPP AMP is allocated the largest amount of time in the auditorium based on its projected enrollment, 6 hours and 20 minutes weekly. MSASE is allocated 3 hours weekly, while Integrated Learning is allocated 3 hours and 30 minutes weekly.

Dance Studio

- The DOE notes the dance studio is a shared space. Specific time is currently allocated only to MSASE, which is allocated 8 hours and 24 minutes weekly. Integrated Learning and KIPP AMP use the dance studio on an as needed basis. The DOE proposes that the dance studio be allocated based on the relative projected enrollment of each school.
- KIPP AMP is allocated the largest amount of time, 2 hours and 20 minutes weekly, in the dance studio, based on its projected enrollment. MSASE is allocated 1 hour and 5 minutes weekly, while Integrated Learning is allocated 1 hour and 20 minutes weekly.

Band Room

- The DOE notes the MSASE and Integrated Learning currently share the use of a band room in the building; however, specific time in the band room is not currently allocated to either MSASE or Integrated Learning according to the 2011-2012 Campus Audit document. KIPP AMP does currently use this band room because another band room in K390 is allocated specifically to KIPP AMP. The DOE proposes that MSASE and Integrated Learning continue to share this band room and that time be allocated to MSASE and Integrated Learning based on the relative projected enrollment of each school.
- Integrated Learning is allocated the larger amount of time, 2 hours and 30 minutes weekly, in the band room, based on its projected enrollment. MSASE is allocated 2 hours weekly.

After School Programs

The DOE notes that currently the shared spaces are not allocated for after school hours. In the schedule below, the DOE does not allocate this 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. The Building Council is free to deviate from the proposed Shared Space Plan to accommodate specific programmatic needs of all groups within each school as is feasible and equitable, or to continue the current practice of allocating access to certain shared spaces on an as needed basis, provided that the Building Council comes to an agreement on the final shared space plan collaboratively. This agreement could result in the current schools in the building changing their use of the shared space as KIPP AMP expands.

In 2013-2014, the DOE projects that KIPP AMP will serve 417-518 students, Integrated Learning will serve 270-300 students, and MSASE will serve 210-240 students in 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 7:00 a.m. to 5:00 p.m., Integrated Learning's school day runs from approximately 8:00 a.m. to 2:20 p.m. on Mondays, Thursdays, and Fridays and from approximately 8:00 a.m. to 3:10 p.m. on Tuesdays and Wednesdays, and MSASE's school day runs from approximately 8:00 a.m. to 2:20 p.m. on Mondays, Thursdays, and Fridays and from approximately 8:00 a.m. to 3:10 p.m. on Tuesdays and Wednesdays.¹⁵

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.

¹⁵ Please refer to DOE's Office of Pupil Transportation Web site at <https://www.opt-osfns.org/opt/Resources/SchoolRouteStSearch/SearchResult.aspx>.

Space	Monday	Tuesday	Wednesday	Thursday	Friday
Cafeteria (Capacity: 600)	Breakfast: KIPP AMP 7:00-7:30am				
	MSASE Integrated Learning 7:30-8:40am				
	Lunch: KIPP AMP 11:15-11:57am 1:30-2:12pm				
	MSASE 12:00-12:42pm	MSASE 12:00-12:42pm	MSASE 12:00-12:42pm	MSASE 12:00-12:42pm	MSASE 12:00-12:42pm
	Integrated Learning 12:45-1:27pm				
Library	MSASE 10:10-11:00am	KIPP AMP 8:00-10:40am	MSASE 10:10-11:00am	KIPP AMP 8:00-10:40am	MSASE 10:10-11:00am
	Integrated Learning 11:05am-12:05pm		Integrated Learning 11:05am-12:05pm		Integrated Learning 11:05am-12:05pm
Gymnasium (Capacity: 366)	KIPP AMP 8:00-11:00am 12:00-1:30pm	Integrated Learning 9:00am-12:00pm 1:30-2:20pm	KIPP AMP 8:00-11:00am 12:00-1:30pm	Integrated Learning 1:30-2:30pm	KIPP AMP 8:00-11:00am 12:00-1:30pm
	MSASE 11:00am-12:00pm 1:00-2:00pm		MSASE 11:00am-12:00pm 1:00-2:00pm		MSASE 11:00am-12:00pm 1:00-2:00pm
	Integrated Learning 1:30-2:20pm		Integrated Learning 1:30-2:20pm		Integrated Learning 1:30-2:20pm
Auditorium (Capacity: 600)	KIPP AMP 12:00-1:00pm 2:20-3:00pm	MSASE 8:30-11:30am	KIPP AMP 12:00-1:00pm 2:20-3:00pm	Integrated Learning 8:30am-12:00pm	KIPP AMP 12:00-1:00pm 2:20-3:00pm
		KIPP AMP 2:15-3:00pm		KIPP AMP 2:15-3:00pm	
Dance Studio	MSASE 9:00-10:05am	KIPP AMP 12:00-1:10pm	Integrated Learning 9:00-10:20am	KIPP AMP 12:00-1:10pm	
Band Room	Integrated Learning 8:00-9:15am		MSASE 8:00-9:00	MSASE 8:00-9:00	Integrated Learning 8:00-9:15

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 AMP will continue to be part of the K390 School Safety Committee. As a member of the School Safety Committee, the leader/designee of KIPP AMP will participate in the development of the building's School Safety Plan and ensure that any security related issues or needs which may arise with respect to the co-location of KIPP AMP will be addressed on an ongoing basis. Moreover, the School Safety Plan for the K390 school building will be modified as appropriate to meet any changing security needs associated with the co-location. KIPP AMP will continue to enter information in the K390 schools' 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 School Safety Plan for the K390 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 NYPD for final approval and certification by the NYPD.

Proposed Communications Strategy

As per the Campus Policy Memo 2011,¹⁶ co-located schools on campuses must actively participate in a Building Council ("BC"), which is a campus structure for administrative decision-making for issues impacting all schools in the building. Only principals and charter leaders serve on the BC. The BC shall meet at least once a month to discuss and resolve issues related to the smooth daily operation of all schools in the building and the safety of the students they serve. The BC principals and charter school leaders, where applicable, communicate their decisions campus-wide to staff, students, and parents, especially for issues of safety, shared space, campus schedules, split-staff agreements, and extended facility use.

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

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

¹⁶ Campus Policy Memo 2011 is available at <http://schools.nyc.gov/community/campusgov>, under "Key Documents".