# Facilities Planning​

For new schools - or schools that are relocating - facility planning is one of the first key activities ​​​​initiated - and continues until the school is fully grown. (Even then, there may be some improvements required!)

|  |
| --- |
| ​​**High-Level Overview​​​** |
| * ​**About 50% of the summer startup work for a new school is focused on the facility. It is critical to manage vendors, building staff, your principal and other key relationships proactively to ensure everyone is aligned and project are delivered to expectations. Key to this is preparing your principal and staff to be super flexible and ensuring vendors meet the drop-dead minimums that staff requires during training and once school starts.** * Anticipate the worst. Make contingency plans and determine buffers. * Assess the current space provisions and determine school needs (classroom assignments and interior classroom set-up) based upon the principal's vision. * Complete a walk-though of the facility.   + ​Determine what changes need to be made and what products require purchasing. Establish renovation work required in an RFP.   + Invite vendors to tour the facility prior to submitting a cost and time estimate. * Define scope of work and, based upon proposed quotes, select vendor.   + Define detailed timeline   + Ensure final contract has time/quality penalties   + Ensure third-party & charter matching submitted ASAP. * Determine and price out furniture needs. Define signage needs and placement. Place orders. * Manage facility renovation, furniture set-up, and signage posting. Ensure project timeline and quality are on-track or adjust as needed. |

**Components:**

|  |  |  |  |
| --- | --- | --- | --- |
| **​​Component** | **​Overview** | **Target Completion Date** | **​Relevant Documentation and Resources** |
| **Gather facility-related materials from DOE** | Documentation related to the approval and establishment of the school, as issued by and/or available via the DOE. | January 15 | * Aspire EIS * Aspire BUP * Aspire PEP Notice * Aspire blueprint |
| **​Define space needs based upon Principal's vision** | ​​​​Work with the Principal to determine, based upon the School Vision and staff required, how to best allocate available space. | January 15 | * ​Class schedule * Aspire facility space allocation example * Aspire space planning processes |
| ​**Determine initial facility layout and furniture configurations** | ​Using the facility blueprint and the Principal's vision​ to determine assignment of spaces to classes and individuals. | February 15 | * ​AF Aspire map * Cafeteria layout |
| ​**Complete facility walk-through​** | ​Conduct detailed room survey. Assess the need/capacity for  IT, electrical, flooring, and painting additions/overhaul​. | March 1 | * Measurements Checklist * Annotations list * ​Facilities Checklist – Recommended * Facilities Checklist – Mandatory * Facilities Deep Dive * Classroom Deep Dive |
| ​**Map furniture configurations to room measurements** | ​Select desired furniture in order to meet the Principal’s vision. Based upon determined facility space allocations, configure furniture within each room to confirm fit. | March 1 | * Floorplanner.com * Leadership Prep example * Aspire final floor plans example |
| ​**Research and compare furniture vendor pricing** | ​Using the final furniture configurations, list out all required furniture to purchase. Price out each piece via both submitting a request to vendors and separate investigation. | March 15 | * ​Furniture vendors * Aspire 2013 ​furniture list * Aspire 2013 furniture allocations * Classroom furniture checklist example * Hertz furniture quote example (Aspire 2013) * Hertz whiteboard purchase and installation quote (Aspire 2013) |
| **​**​**Vet room configurations and renovations with RDO, Team Facilities** | ​Confirm anticipated room configurations (in terms of both facility layout and internal furniture configuration), along with facility renovations, with your RDO and Team Facilities to receive additional insight. | March 15 |  |
| ​**Establish final scope of work** | ​Determine all efforts required to overhaul the facility. Define priorities and must haves, then produce an RFP. | March 15 | * ​Aspire Summer 2013 Scope of Work example * Leadership Prep Project Plan example * Summer Project Plan example |
| ​**Have upgrade vendors complete walkthrough and provide quote** | ​Once an RFP has been published, invite vendors to view the facility in order to produce an accurate cost quote. Once quotes have been received, select the desired vendor. | March 31 | * ​Facilities vendors list * Aspire 2013 Phone installation quote example * Aspire 2013 Projector installation quote example * Summer 2013 timeline communication * Walkthrough invitation |
| Select facility overhaul vendor and complete appropriate paperwork | Once a vendor is selected, specific paperwork must be completed prior to the initiation of renovation work. | March 31 | * Vendor proposal comparison * Aspire Summer 2013 SOW example * Paint colors confirmation communication to vendor * Third Party Agreement Form * Asbestos confirmation example * Energy Use Equipment Request Form example * Energy Reduction Plan example * Personal appliance letter to staff example * DOE Extended Use Permit |
| ​**Submit Charter Matching paperwork** | Determine total cost of charter matching required. ​Include third-party agreements. | March 31 | * ​Charter Matching Request Form * Aspire Summer 13 Proposal (Attachment to Request Form) * DOE Space Upgrade Approval for Aspire, 2013 |
| **​Create orders with furniture and signage vendors** | Please orders for all school furniture and signage based upon vendor quote comparison. | April 15 | * Aspire signage vision and selection * Aspire signage locations |
| **​Ensure co-located school submits DOE move form** | ​Co-located school must submit a DOE move form to confirm they are no longer within the space allocated to AF. | April 15 | * DOE Move Form |
| **Manage facility set up** | Manage vendors to ensure shipments are received and work is completed per timeliness and aesthetic expectations. | Jun-Aug | * Summer construction late penalty example |
| **Close out** | Once a vendor’s work is complete, file specific documentation. | Aug/Sept | * Third Party Completion of Work Certificate |

## ****Get facility-related materials from DOE****

## The EIS, BUP, and PEP Notice are posted within [Charter School Hearing section](http://schools.nyc.gov/community/planning/charters/CharterNotifications/KeyDocuments/PublicHearingNotifications.htm) of the DOE website.

* **Educational Impact Statement (EIS)** – Overview of Achievement First and the new school, plus an impact statement/assessment upon the co-located school(s).
* **Building Utilization Plan (BUP)** – Outlines space allocations for AF school and all co-located schools for Year 1 through fully scaled size.
  + **This information is critical to know and understand.**
    - Map out each year of growth. Determine the allocated space, and map out the space required to meet the growth of the school. This will prepare you for conversations in both the immediate future and the long term
    - I think you also outline here that there is a space meeting between both schools and the DOE to divide up the space – ideally, this happens ASAP but also after you’ve done the planning below. Network Support usually does this negotiation with RDO/RS present but the initial allocation of the spaces you receive within the school happen at this meeting. It should happen by January 31 at the latest.
* **Panel for Educational Policy (PEP) Notice** – Initial proposal of school establishment.
* **School blueprint** – Visual of facility footprint.
* **Space Meeting notes** – The DOE, AF, and co-located school(s) meet to determine the initial allocation of space. Generally, Network Support engages in this conversation with the RDO and/or RS present. This should happen by January 31, at the latest.

**All documents are available on the DOE website – though you may have better luck Googling!**

## ****Define space needs based upon Principal's vision****

1. ​Gather Principal’s vision and prioritizations for space.

* Consider room assignment requirements.
  + What are must-haves? For example, it is critical that we have at least two separate rooms for Dean of School Culture/behavior send outs.
  + What are we willing to sacrifice? For example, we can combine the Content Lab and teacher dining area.
* Consider scheduling.

1. When determining the total number of classrooms and additional space needs, considerations include:

* Main Office
* Classrooms (1 per class, 1 per Learning Specialist)
* Specials room(s)
* Teacher Work room / Break room
* Dean of School Culture / Calm Down room
* Offices (Principal, DSO, Deans; SLT meeting room)
* Pull-Out Services (Social Worker, OT, Speech)

1. Differentiate between minimum and ideal numbers.
2. Determine and implement considerations for assignment of rooms.

* Proximity to: Main Office; Bathrooms; Entrance; The rest of the school
* Transition between rooms
* In the case of co-located schools, isolation of primary classrooms as much as possible
* Maximization of facility aligned to priorities (for example, utilizing the teacher gym for practice, student services pull-outs, and staff meetings)
* Negotiations with co-located school(s), including adjustments to use of shared spaces

1. For forward thinking, consider the information provided within the BUP to determine how the space will expand each year until the school is to scale. An example of this is provided in the Aspire space planning processes resource listed above.
2. Define initial expectations surrounding shared spaces and procedures, as well, using the times within the BUP.

* It’s important to consider that some information detailed within the BUP may be negotiable, or must be clearly defined.
  + Understating the principal’s vision and priorities
  + I think it can go here in that it’s important to understand the vision/priorities from the principal here as well – but I think similar to the above, this is really getting a sense of high-level priorities and going into shared space negotiations with the other school. For example, for Aspire, what was most critical was ensuring that we had bathrooms to ourselves. Everything else, we were willing to give on (e.g. late lunch). We also wanted to make sure we had our own space for lunch/consistent location for arrival/dismissal/etc. I would say the other priority was making sure that whatever we came up with would actually work with our schedule.
* Arrival
  + Bus drop-Off
  + Family drop-Off
    - Inclement weather procedure
  + Breakfast
* Daily
  + Gym, Library, Auditorium needs
  + Visitors
  + Transitions
  + Bathroom
* Lunch
  + Transition
  + Schedule
* Dismissal
  + Bus pick-up
  + Family pick-up

## ****Determine initial facility layout and furniture configuration:****

## This should be done in tandem with defining space needs. The key is to determine the Principal’s vision, defining priorities, and detailing ideal options, then mapping this against the reality of the space and working through what is actually feasible.

1. Based upon the Principal’s vision and the allocated space, determine the use of each space (classroom, office, etc.).

* Consider internal classroom set-up priorities.
  + It is critical that there is enough space for transitions and for teachers to be able to reach every child.
  + Determine what furniture is required for each classroom. (Tables vs. desks; U-Table; Rug; etc.)
* Create classroom set-up mocks to provide a foundation for the conversation. (For example, create a floor plan for configurations using desks versus tables.)

1. Determine and implement considerations for room set up.
   * Minimizing external disruptions by altering the front of the classrooms
   * Especially for older grades: How the students might play with the desks (e.g. they try to take out the screws in the desks
   * Internal classroom transitions
   * Location of main office and/or copiers should be permanent. Different wiring is set up in order to power copy machines, and electrical work is hard (and expensive) to move/change.
2. For each space, create a general visual of the furniture set-up required to facilitate the Principal’s vision, maximize learning, and ensure safety.
   * Utilize floorplanner.com to set up the classroom. Once the walkthrough is complete, you will be able to make appropriate adjustments to the furniture set-up and will be able to appropriately assess required changes to the facility space.
3. Make a list of all furniture in order to gather vendor quotes in the near future.
   * Differentiate between must-haves and wants.
   * Understand general furniture options.
     + Desks generally do not come smaller than 18” x 24” or larger than 20” x 26”.
     + Tables come in a variety of sizes
     + Rugs are generally one of two sizes, which differ by about two square feet

## ****Complete Facility Walk-Through****

**Preparation**

**Materials:**

* Camera
* School blueprint
* Grid paper
* Scale
* Tape measurer
* Tool belt bag
* Form to record all facility measurements
* DOE Move Form

**Knowledge/Information:**

* Understanding of Principal’s vision
* Preliminary classroom assignment
* Anticipated classroom furniture configuration

**Process:**

* Establish annotation process

**Walk-Through**

**Photos:**

* Hallways
* Stairwells
* Shared Spaces
* Each full-size classroom
* Each ¼ or ½ room

**Record:**

* Layout of each room
  + Electrical outlets
  + Door
  + Chalkboards
  + Windows
* Overall room measurements
  + Detailed measurements of room height (Include height, width, depth, and space between items)
* Existing technology (SmartBoards, etc.) that needs to be removed

**Assess:**

* Classrooms
  + Flooring
  + Walls
  + Electrical outlets
  + IT accommodations – Takes photos of all lighting and electrical panels (Ideally, someone from IT and facilities will join the walkthrough)
    - Wiring
    - Technology
    - Phones
  + Partitions
  + ACs/heating
  + Whiteboards/chalkboards
  + Existing storage space
* Doors
  + Ability to close
  + Ability to lock
  + Know what ever door is used for
* Hallways
  + Flooring
  + Walls (including bulletin boards)
  + Doorways
  + Anything that may impact signage (Fire extinguishers, wiring poles, etc.)
  + Water fountains
  + Learning coves
  + Existing storage space
* Bathrooms
  + Usability (Toilet paper dispenser height, sinks)
  + Availability of adult bathroom(s)
* Shared spaces (Gym, Library, Cafeteria, Stairwell)
  + Entrances
  + Set up (Example: For cafeteria, assess how the lunch lines and tables will be)
  + Ability to allocate space solely to AF

**Determine:**

* Arrival/Departure location(s) and possible procedures
  + Inclement weather options
* Transition to/from shared spaces
* Need for space dividers (partitions, bookcases, etc.)
* Need for internet in non-classroom locations (Gym, Cafeteria, etc.)

**Discuss:**

*With the principal, and custodial and security staffs of the co-located school(s),*

* How and when shared spaces, including stairways, are currently used
* Establish the norm that you will in and out of the space
* Try to determine a storage location or room to work out of
* Possible changes to the shared space agendas

**Follow-Up**

* Confirm room assignments
* Ensure co-located school submits DOE move form
  + In order for AF to begin work on the allocated space, a move form must be submitted to the DOE by the co-located school.
* Coordinate with Liberty Furniture
  + Complete moving for DOE schools. Acquire move schedule ASAP.

## For any large-scale work to be done, vet room configurations and renovations with RDO and/or Team Facilities

## Facility layout (room assignments)

## Classroom configuration – including furniture, IT set-up, and electrical needs

## Transition to/from public/shared spaces

## Overall work effort – including IT and electrical changes/augmentation, floor and wall renovations, and additional facility overhauls (such as removing sinks or closets)

## General expansion plan

## Contract negotiations

## ****Map furniture configurations to room measurements****

1. Update the initial draft of the floor plan to ensure the space can accommodate all desired furniture.
   * Identify electrical outlets, doorways, air conditioners, fans, and any other relevant space information.
2. Identify final list of furniture and associated items (fuzzy feet, power strips, etc.) to be purchased.
   * Differentiate between what is desired and what is required.

## ****Research and compare furniture vendor pricing****

1. Establish list of furniture that will be purchased, based upon the configuration models.
2. Price out items per piece and/or in bulk for various vendors. (Refer to the listing of furniture vendors.)
3. Determine best vendor option for each product.

**2013 key ARES Vendors:**

|  |  |  |
| --- | --- | --- |
| ​​​​**Vendor** | **​Contact Name** | **​Contact Information** |
| ​​Hertz Furniture | ​Frances Fehling franf@hertzfurniture.com | ​95 Mckee Dr., Mahwah, NJ  T: 800.526.4677 x1107 F: 800.842.9290 C: 917.318.6956 |
| ​Liberty Movers | ​Bernie Hilligan bernieg@libertymoving.com | ​​T: 800.640.4487 x220 C: 646.335.6578​ |

## *Liberty Movers complete DOE moving and should be coordinated with to access the move schedule. However, if items are delivered to the school early, you can establish a contract with them to help move the new items.*

## ****Establish final scope of work****

1. Identify all work that must be completed on the facility.
2. Prioritize each task and identify any dependencies that may exist (for example, once walls are painted, they must be dry for 48 hours before adhering vinyl signage).
   * Considerations:
     1. Vinyl signs: Coordinate with the painters to confirm painting of the correct colors behind the sign. Some vinyl companies may also paint; confirm with the company that they can revitalize the entire wall.
     2. Paint has to dry 48 hours before vinyl signs are hung up.
3. Identify any hard deadlines (for example, all classrooms must be painted and set up well in advance of the first day of school).
4. Calendar out a Work Breakdown Structure based upon priorities, dependencies, and required deadlines. Include buffer time to account for things that go wrong.
   * Considerations:
     + Facility renovation – 3 weeks
     + Furniture delivery and set-up/build – 1 week
     + Classroom set-up – 1-2 weeks
     + Start date of staff
     + DOE move date
     + When are we able to initiate work
5. Develop an RFP.
   * For each space, identify:

## Location

## Removals

## Flooring renovations

## Wall and ceiling repairs

## Total number of coats for painting and floor varnishing

## Installations

## Replacements (Locks, Whiteboards, Shades, etc.)

## Assurance of working electrical outlets

## Within the RFP, also include:

## Work initiation and completion dates

## Detail a Work Breakdown Structure, dividing the work into smaller pieces, to allow for easier status check-in. For example: Have painters start with one classroom at a time. Once the first classroom is complete, the furniture assembly crew can assemble furniture and the electrical people can come in, as well.

## Transportation to school floor (via elevator or stairwell)

## Vendor supply responsibilities

## Third Part Agreement form requirements; D&B standing

## Advisory that the final contract is dependent upon DOE approval

## Completion penalty clause

## ****Have upgrade vendors complete walkthrough and provide quote****

## Provide Request For Proposal to vendors, along with invitation to complete a facility walkthrough.

## Minimum of three bids, though preferred is at least 5. Refer to the list of contractors.

## Include specific details for work. (For example, pain in classrooms should include painting of both walls and radiators.)

## Include request for differentiated pricing. Scope may require altering based upon the budget; having an understanding of cheap, middle-range, and deluxe pricing for upgrades will help determine total cost.

## **Facilitate walkthrough of space, narrating work outlined within RFP.**

## **Provide information sheet detailing constraints (time, scope) and map of school.**

## ****Select facility overhaul vendor and complete appropriate paperwork****

## **Once all vendor proposals are received, complete comparison of quotes.**

## **Ensure charges accurately reflect needs. (For example, ensure you are not being charged for 10 electrical outlets if only 8 are to be installed.)**

## **Consider individual vendors versus contractors.**

## **Individual vendors – DSO is responsible for management. However, individual contractors do not know each other and you must coordinate and understand timing in much greater detail. However, you may be able to get better pricing.**

## **Team Facilities can help support the negotiation process.**

## **Within the process, ask vendors to match prices quoted by other vendors.**

## **Select facilities vendor.**

## **Have chosen vendor process formal Statement of Work (SOW).**

## **Have vendor add 15% increase to bid to account for unexpected work to be completed.**

## **Sign contract.**

## **AF has a standard contract, which must be augmented with specifics to your work.**

## **Include a 6% penalty for every additional day which exceeds the project schedule. You may also use the stick approach and have an incentive fee built into the fixed firm contract.**

## **Include a clause stating the project is dependent upon DOE approval.**

## **Ensure you meet the contractor’s Project Manager before a contract is signed. Get their phone number, email, and any additional contact information to ensure you are able to reach out directly should any issues arise.**

## **Complete a **Third Party Agreement** form and ensure the vendor has a good D&B standing.**

## **Ensure the vendor collects all information noted on page 5 of the form.**

## **Complete and sign the form.**

## **Create a PDF file of the signed form plus all back up documents (the scope of work, quote and the insurance certificates).**

## **Insurance certificates (the Acord 25 form) from the vendor must list NYCDOE and the City of NY as additionally insured.**

## **The Description area should note, “New York City Department of Education and The City of New York are Additional Insured”.**

## **The Certificate Holder information should say “New York City Department of Education; Division of School Facilities; 44-36 Vernon Boulevard; Long Island City, New York 11101”**

## **An example of this certificate is in the Third Party Agreement packet.**

## **Send the completed Third Party Agreement Form and the Office of Space Planning approval letter to Tsehaia Brown. Tsehaia will CC you when she submits the form to the Department of School Facilities.**

## **Submit extended use permits.**

## **The vendor must submit permits for work being completed. (Some custodians are not aware of this and may allow the school to submit the permit, a cheaper option than going through the vendor.)**

## **Consult with your custodian to submit the permit. Determine to what extent your custodian is aware of the process and how by-the-book they are. If the issue is raised too late, you may suffer consequences (financial, relationship, etc.)**

## **If they don’t tell you about the contractor permit, don’t ask!**

## **This can be pricey; be as specific as possible when requesting the permit (i.e. number of rooms, number of restroom, number of hours and number of staff in the facility).**

## **You do not have to pay for permits for work during the school year. You do, however, **have to pay for summer permits**.**

## ****NOTE: Your custodian can make a lot of money off of these. If you believe you are being taken advantage of, consult your RDO.****

## **Notify the principal(s) of the co-located NYC DOE school(s) that a request will be submitted to complete facilities upgrades.**

* + The Charter Matching Form requires the scope of work to be discussed in your building council meeting. If a meeting is not conveniently scheduled during this time frame, use the date that you informed your principal. New schools may use the date of the space negotiation meeting, since Charles Fisher discussed this during the meeting.
  + Keep co-located school(s) in the loop as much as possible. Err on the side of over communication to keep the lines of communication open and so they know you are aware that the work that needs to be done in the building is completed.

**Installation of air conditioners and/or the adding of outlets will trigger a review by the Office of Sustainability. An Energy Use Equipment Request Form, as well as an Energy Reduction Plan, must be submitted.**

## ****Submit Charter Matching paperwork****

The co-located NYC DOE public school(s) is/are entitled to a match in funding for any facilities upgrades charter schools make to the school facility (i.e. if you spend $20k in the school, the public school is entitled to $20k to spend towards upgrading their portion of the school facility. For more information about the Chancellor’s Regulations on Charter Matching, you can find more information [here](http://docs.nycenet.edu/docushare/dsweb/Get/Document-341/A-190%20FINAL.pdf).

## **Determine facility renovations that require charter matching.**

## **Complete the match form (Charter Facility Projects – Request Form).**

## **Include vendor bid and final scope of work for project.**

## **Submit the completed form to Tsehaia Brown.**

## **Tsehaia will submit the form to the Office of Space Planning and CC you.**

## ****THIS FORM MUST BE SUBMITTED BY MAY 1 AND MUST BE APPROVED BY THE DOE PRIOR TO THE INITIATION OF ANY WORK.****

## ****IT TAKES A MINIMUM OF 30 DAYS TO GAIN APPROVAL.****

## ****Create orders with furniture and signage vendors****

## ****Furniture:****

## **Based upon classroom configurations and cross-vendor comparisons, confirm which pieces of furniture will be order from which vendor.**

## **Consider the color of each piece. More information on research around colors is provided on the Team M&C Many Minds page.**

## **Submit a PO for each furniture order. (PO can state, “Refer to quote ###.”)**

## ****Signage:****

## **Establish the vision for the space – what themes you want communicated, what people or values you want to represent, etc.**

## **Determine what role LT and staff will play in supporting the development of signage. (For example, each staff member may submit a collection of quote for their door and LT chooses one.)**

## **Team M&C’s Many Minds page includes support materials, such as on-site photographs from schools and the vendor (XL) website.**

## **Determine signage required for facility.**

## **External sign(s)**

## **Mission Statement**

## **Portraits**

## **Quotes**

## **Class signs (“Class of [Year]”; Name of grade)**

## **REACH (or behavior expectation) signs**

## **Core value / Short message signs (“Be your best self”)**

## **Determine materials and installation method (vinyl, Velcro, etc.).**

## **Submit orders for signage. For more information and support, refer to the Marketing and Communications page.**

## ****Manage Facility Set Up:****

## Manage scheduling.

## Confirm facility vendors have materials and are ready to start on agreed-upon date.

## Continuously distribute information and manage stakeholder expectations.

* + Establish a communications guideline, identifying which parties should be notified of what information. Consider passing on high-level information to your principal and RDO, and sharing the nitty-gritty details with your Ops team.
  + Arrange for Team Facilities to visit mid-way through the project to gather their estimation of the accuracy of completion projections.

## Perform quality assurance and quality control.

## Continuously audit the process.

## Use Work Breakdown Structure and timeline as guide.

* + - **Confirm all project components and work expectations are met. (**If the project calls for 10 painters on site from 8am-6pm using a 4-inch brush, make sure that is happening.
  + Verify the output is exactly what the scope statement detailed.
  + Document any issues that arise. Include the date, time, persons involved and/or informed, and any communication issued. A paper trail (email) is best!
    - Due to the short timeline and the critical nature of the project, this should be addresses ASAP.

1. If the pricing of the project changes, revised quotes **must** be submitted to the DOE.
   * This allows us to remain compliant with the DOE and will allow them to set aside appropriate funds for the co-located public school.
   * Submit revised quotes to Tsehaia Brown. She will CC you on the submission to the DOE.
2. Check in with custodial staff.
3. Confirm all ordered items have arrived and progress is on track.
4. Maintain project documentation to accurately reflect changes to work.

## ****Close Out:****

## Confirm completion of work.

## Submit payment to vendor.

## Some vendors require an initial deposit.

## For larger projects, Team Facilities prefers bi-weekly payments based upon work completed.

## Once vendor is paid, complete the Third Party Completion of Work Certificate.

## Issue completed certificate with a copy of the invoice to Tsehaia Brown. She will submit the documents to the Department of School Facilities (Meryl Labella, Stephen Kassan) and will CC you on the email.

## Document Lessons Learned.

## Breathe.

## Use your knowledge and experience to prepare for next year. ☺