



PRE-KINDERGARTEN THROUGH GRADE 12

SCHOOL BUILDINGS PUPIL CAPACITY STUDY

for the

HORSEHEADS CENTRAL SCHOOL DISTRICT

HORSEHEADS, NEW YORK

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TABLE OF CONTENTS

• Purpose of this School Buildings Capacity Study	1
• Background About Pupil Capacities of School Buildings	2
• Definition of Terms Related to Pupil Capacity and Determining Building Aid	4
• Calculation of Building Aid Units For Elementary Schools	6
• Calculation of Building Aid Units for Special Education	7
• Calculation of Building Aid Units for Secondary Schools	8
• Building Aid	10
• Horseheads Central School District Guidelines Governing Class Size	13
• School Building Capacities Summary Tables	15
• Table One: Summary of Capacity Analyses Grades Kindergarten Through Grade 12	16
• Table Two: Analysis of Current Operating Capacity Compared To Current Enrollments	17
• Table Three: Summary of Current Special Education Capacity K-12 By Building	18
• Table Four: Summary of Current Instructional Support Space K-4 By Building	19
• Findings and Recommendations of the Study	20
• Possible Next Steps	26
• Appendix A: SED Room Schedule of Minimum Spaces and Sizes	29
• Appendix B: Capacity Analysis of Each School Building Pre-K through Gr. 12	33
○ Ridge Road Elementary	34
○ Center Street Elementary	37
○ Gardner Road Elementary	40
○ Big Flats Elementary	43
○ Intermediate/ Middle School	46
Grades 5-6	47
Grades 7-8	48
○ Horseheads High School	51
• Appendix C: Example Estimated Individual School Renovation/Reconstruction Building Aid Ceilings	56
• Appendix D: <i>A Well Thought-Out Plan for Facility Projects</i>	63

PURPOSE OF THIS SCHOOL BUILDINGS CAPACITY STUDY

This study provides a Horseheads Central School District school buildings capacity assessment that first documents a comparison of district-wide pupil enrollment with how the instructional spaces are utilized as of the 2008-2009 school year to deliver *the current program offered in grades kindergarten through twelve including special education*. Second, it provides an assessment of pupil capacity of each building that serves K through grade twelve measured against local district goals for grade level class sizes and measured against State Education Department building aidable unit capacity guidelines for instructional space. Third, the study offers summary tools to help analyze the current assignment of special education classes among the schools and the overall designation of instructional support spaces among the elementary schools. Fourth, estimated building aid ceiling calculations for reconstruction projects for each school are calculated based on current enrollment, current program implementation and use of space by the principals of each building. The calculations are offered as a reference point to estimate the base level of state building aid support to the school district. Building Aid for the construction of additions to one or more school buildings can only be estimated at a later date once specific additions and instructional uses for those additions are defined and correlated to the pupil capacity that they may create.

The protocol to accomplish the school building capacity assessment is an analysis of each instructional space compared to a New York State Education Department defined room schedule of minimum spaces necessary to house a district’s educational program for a given number of pupils. The study is one that is focused on the implementation of the educational program within the school buildings of the district. It does not provide technical or qualitative evaluation regarding architectural specifications, design, construction or management of the facilities.

The district is reviewing how best to serve its pre-kindergarten through grade twelve students and community in the future with its various facility assets. The long range planning includes analyzing estimated future enrollments and demographic characteristics of the district; studying building infrastructure architectural studies; and reviewing the program vision of the district. At this juncture, this space-use study has the main purpose of comparing existing school building

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capacities benchmarked to the current program offered by the district, without changes, to the pupil enrollments of the 2008-2009 school year. The space-use study is the foundation for an analysis of possible future facility use plans. It is a companion decision-making tool with a forthcoming *Demographic/Enrollment Projection Study*. The *Demographic/Enrollment Projection Study* will contain estimated future enrollment projection scenarios for kindergarten through grade six, five years from now; for grades seven through eight, eight years from now; and for grades nine through twelve, ten years from now based on historical enrollment data, live birth data, and the potential impact of planned residential construction within the school district.

BACKGROUND ABOUT PUPIL CAPACITIES OF SCHOOL BUILDINGS*

The Commissioner of Education must approve plans and specifications for capital construction projects undertaken by public schools and BOCES. Such construction may include new buildings, additions, and alterations/reconstruction of facilities. Eligibility for new construction as well as state building aid to help in funding the facility project is determined through an assessment of information contained in the school district’s Facilities Needs Assessment Summary, enrollment projections, Instructional Space Review form, floor plans of actual and proposed use of space, as well as the required curriculum and the specific educational programs offered by the district. The reader may wish to review *A Well Thought-out Plan for Facility Projects* in **Appendix D** first before proceeding.

The instructional program envisioned by the district and how best to efficiently deploy that program within the educational facilities drive the analysis of school building pupil capacity. The calculated number of pupil capacity based on the program to be implemented represents a factor that is then used by the SED to determine a maximum ‘aid ceiling’ for proposed facility project contract and related incidental expenditures upon which NYS Building Aid is computed.

This ‘aid ceiling’ calculation is the total project expenditure amount *up to* which the State of New York will provide building aid.

*Information outlined, quoted, and discussed is sourced to the New York State Education Department Office of Facilities Planning documents

An estimate of building aid equals the calculated *maximum cost allowances* derived for both project contracts and for incidental costs or the actual costs incurred, *whichever is less*, multiplied by the district’s Building Aid Ratio at the time a project is approved. A district may expend beyond the maximum cost allowance. However, such expenditure beyond the calculated maximum cost allowances for contracts and incidental expenses will receive no state building aid and thus would be fully funded by the local taxpayers.

The Maximum Cost Allowance is determined by three factors: the *Building Aid Units (BAU)* assigned to the project by grade level or category within existing space and proposed new space; the *Construction Cost Index* that is in effect the month the general construction contract is signed; and a *Regional Cost Factor* for the fiscal year that the project’s contracts are signed.

The purpose of Building Aid is to help ensure that each school district provides suitable and adequate facilities to accommodate the students and programs of the district and that the allocation of building aid is done in an equitable manner regardless of the wealth or location of the school district in the State. Therefore, new buildings, additions to existing facilities, and major alterations to existing facilities must meet specific standards pertaining to the type, size and number of teaching stations, as well as building code requirements. Existing facilities must meet health and safety regulations, and reconstruction of existing facilities must meet building code requirements. A project is not eligible for building aid unless the construction costs of the project equal or exceeds \$10,000 excluding incidental costs.

The determination of the eligibility for Building Aid is a result of an assessment that compares district-wide pupil enrollment projections with the efficient operating capacity of existing school buildings to determine building needs. The tool for this assessment is a room schedule of minimum spaces necessary to house a district’s educational program for a given number of pupils. *The Room Schedule of Minimum Spaces and Sizes* is in **Appendix A**. The tool is applied to how existing space, existing space that is proposed to be altered, and proposed new spaces will be used prospectively after the completion of a facility project.

DEFINITION OF TERMS RELATED TO PUPIL CAPACITY OF SCHOOL FACILITIES AND DETERMINING BUILDING AID

▪ ***ORIGINAL CAPACITY***

This represents the total number of pupils the original building, or total complex in the case of additions, was designed to accommodate. This number is the operational capacity of the building or complex when it was constructed and was the basis for the determination of minimum size of the site. The original capacity factor is not germane since current capacity is based on the current program offered in the facilities of the school district.

▪ ***STATE-RATED ‘CAPACITY’—BUILDING AID UNITS***

The measure for the state-rated capacity is called *Building Aid Units (BAU’s)*. The BAU’s assigned to a particular building is computed using space standards established by the Commissioner. Using these standards, the total anticipated pupil enrollment by grade levels ***across the district*** is compared to the actual number of Building Aid Units assigned by formula to the classrooms ***in all the buildings*** that serve specific grade levels of those pupils. When new buildings, additions, or major renovations are planned, the total projected pupil enrollments for the grade levels to be housed in a specific new/renovated building is compared to the total number of Building Aid Units generated by the classrooms in all district buildings proposed to deliver the program to the same grade levels.

Therefore, regardless of the grade level configuration of specific school buildings in the district, state-rated capacity allowed for the district as a whole is viewed as total K-6 pupils to be served; total 7-8 or 7-9 and total 9-12 or 10-12 pupils (if a separate building (s) for junior high or middle school or senior high exist in the district); and/or total 7-12 pupils to be served if separate buildings do not exist for secondary pupils.

Further, when determining building aid ceiling allowance for a facility project, the total state-rated capacity of all classrooms in all of the district’s buildings designated for K-6 measured by BAU’s cannot exceed the total projected enrollment of K-6 pupils five years from now. Similarly, the total state-rated BAU capacity of all classrooms in all of the district’s buildings

designated for grades 7-8 or 7-9 (if separate building(s) are designated for junior high/middle school or senior high) cannot exceed the total projected enrollment of grades 7-8 or 7-9 pupils eight years from now and cannot exceed the total projected enrollment of grades 9-12 or 10-12 ten years from now. If there are not separate building(s) for grades 7-8, then the total state-rated BAU capacity of classrooms in the entire district’s buildings designated for grades 7-12 cannot exceed the total projected enrollment of 7-12 pupils ten years from now.

In the case of the Horseheads Central School District, there are four elementary pre-kindergarten through grade 4 buildings; one building housing a grades 5-6 intermediate school *and* a grades 7-8 middle school; and one grades 9-12 high school building. Therefore, the capacity of the set of four buildings that serve K-4 along with the space allocated to serve grades 5 and 6 in the intermediate/middle school program is analyzed with regard to the total enrollment in K-6. Since the secondary grades 7-8 are housed in a separate school building from the secondary grades 9-12 high school building, the space allocated to serve grades 7-12 is analyzed specific to each of the two buildings.

It is important to note that *a change in room use to deliver the program may result in a change in Building Aid Units assigned as per the established SED space standard.* The capacity analyses offered in this study are benchmarked to the program use of the spaces as documented by the building principals to deliver the program in the 2008-2009 school year.

▪ ***OPERATING CAPACITY***

This measure reflects the total number of pupils a building can reasonably and efficiently house *based on the district’s educational program and class size policy as per formal Board of Education policy and/or teacher contract language* and the number, square footage size, and the program delivery use of the rooms in that building. The operating capacity of a building is computed using the space standards established by the Commissioner to define state-rated capacity *modified* by any differences due to the district’s documented educational program delivery model and/or formal class size policy or contract language.

Using these standards, the total pupil enrollment by grade levels ***across the district*** is compared to the number of Building Aid Units assigned by formula to the classrooms ***in all the buildings*** that serve specific grade levels of those pupils ***modified*** by formal class size practice as found in board policy or written teacher contract clauses. When new buildings, additions, or major renovations are planned that create classrooms, the total operating capacity BAU’s projected for the grade levels to be served in a specific new/renovated building is compared to the total operating capacity BAU’s in all district buildings proposed to deliver the program to the same grade levels.

When determining a building aid ceiling allowance for a facility project, the total of the K-6 BAU’s calculated as the district’s K-6 operating capacity and the total 7-12 BAU’s calculated as the district’s 7-12 operating capacity respectively cannot exceed the projected K-6 enrollment five years from now and the projected 7-12 enrollment ten years from now. In the case of Horseheads, there is a separate stand-alone building that houses grades 7 and 8 (along with grades 5 and 6). Therefore, the total of the grades 7-8 BAU’s calculated cannot exceed the projected grades 7-8 enrollment eight years from now; and the total of the grades 5-6 BAU’s calculated cannot exceed the projected grades 5-6 enrollment five years from now.

It is important to note that a change in room use to deliver the program because of a renovation project may result in a change in Building Aid Units assigned as per the established SED space standards.

CALCULATION OF BUILDING AID UNITS FOR ELEMENTARY SCHOOLS

The SED does not endorse any one particular class size. Class size is at the discretion of the Board of Education of each school district. When defining state-rated capacity the Building Aid Units for a new or an existing elementary school is determined by assigning 27 BAU to each 770 square foot classroom used for grades 1-6 and to each 900 square foot kindergarten or pre-kindergarten room. The operating capacity is the same as state-rated capacity (Building Aid Units) *unless* formal board policy or union contract language exists that limits the number of students in a classroom to less than 27 for Pre-K through grade 6. When such policy or contract

language is in place, the lesser number will be used to define the **operating** capacity of the elementary classrooms grades pre-K through grade 6 in all of the buildings in the district as a whole. The higher state-rated capacity (Building Aid Units) is used by SED to define potential building aid ceilings for each school building.

In an existing elementary building, the BAU of a room over 550 square feet, but less than 770 square feet is determined by dividing the area of the room by 28.5 square feet per pupil and assigning the whole number without rounding up. Rooms of less than 550 square feet are not included in BAU calculations. Only classrooms for Pre-Kindergarten through grade 6 are counted for BAU in an elementary school. It is assumed by the State that the aid ceiling calculated by multiplying the BAU's times an SED established construction cost index will be sufficient to provide for both classrooms and all ancillary spaces including instructional support spaces like a library, cafeteria, gymnasium, and auditorium. Normally, the aid ceiling for an elementary school will be sufficient for most reconstruction projects and possibly for a small addition. It is usually very difficult to qualify for enough elementary Building Aidable Units to match the cost of a new elementary school building. There is the possibility for BAU's (called 'supplemental' or 'special case' BAU) to be increased for an elementary project to build a new building or an addition that might include a library, cafeteria, gymnasium, auditorium and teacher-parent conference rooms only on an 'as needed' basis. An alternative method to determine BAU's for an elementary addition is the square foot method. The gross area for grades K-6 in the existing building is divided by 100. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for elementary schools may have application when a proposed building does not contain classrooms which produce BAU.

CALCULATION OF BUILDING AID UNITS FOR SPECIAL EDUCATION

The BAU's for special education classrooms is determined by assigning the BAU based on the disabilities of the students (i.e. 15:1, 12:1, 12:1:1, 12:1+3:1, 8:1, 6:1). Only classrooms are counted for BAU in K-6 buildings and in 7-12 buildings. It is assumed by the State Education Department that the aid ceiling calculated by multiplying the BAU's times a cost index will be

sufficient to provide for both classrooms and all ancillary spaces including resource rooms and other spaces that may be needed to provide appropriate spaces for special education students.

CALCULATION OF BUILDING AID UNITS FOR SECONDARY SCHOOLS

A secondary school is a new or existing building housing any or all grades above sixth grade. When a school houses both elementary and secondary pupils, the Building Aid Units are separately determined for the elementary versus the secondary spaces. The Building Aid Units for a secondary school is determined by either of two methods: the Teaching Station Method or the Pupil Station Method, dependent on the size of the school. Teaching stations are considered to be:

1. Agricultural shop, including an agricultural classroom.
2. Art room (each).
3. Business education rooms (each).
4. Home and Careers (homemaking) (each, if 1000 sq. ft. or more).
5. Technology (industrial arts) shop (each).
6. Mechanical drawing room (each).
7. Music room (each, if 770 sq. ft. or more).
8. Physical education/gymnasium (each, if standard size).
9. Recitation classroom/interchangeable classroom (each).
10. Science general, earth or advanced (i.e. biology, physics, chemistry).
11. Study hall (each, if 770 sq. ft., or more, and cafeteria/study hall, if so labeled and used).
12. Swimming pool.

The Teaching Station Method applies to:

- Junior High Schools having 29 or fewer teaching stations.
- Junior/Senior High Schools having 25 or fewer teaching stations.
- Senior High Schools having 22 or fewer teaching stations.

For Junior High Schools with 29 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, health education and general or earth science (not biology, chemistry, or physics) is calculated. This total is multiplied by 30. The result is the Building Aid Units. The same calculation of teaching stations with the same criteria is done for Junior/Senior High Schools having 25 or fewer teaching stations. The total number of defined teaching stations is then multiplied by 33. The result is the BAU. For Senior High Schools with 22 or fewer teaching stations, the total number of teaching stations used only for English, social studies, mathematics, languages, and health education is calculated. This total (**X**) is used in the formula: $8(7\mathbf{X} - 12)$. The result is the BAU.

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The Pupil Station Method applies to:

- Junior High Schools having 30 or more teaching stations.
- Junior/Senior High Schools having 26 or more teaching stations.
- Senior High Schools having 23 or more teaching stations.

The total number of pupil stations in a building is determined by first dividing the net square foot area of each of the rooms in the building that are listed in the “Pupil Stations” chart below by the listed square feet per pupil allowance to calculate the pupil stations in each room. The results of the pupil station calculations for each room are totaled not exceeding the maximums listed in the “Pupil Stations” chart. Then, the calculation continues by subtracting 200 from the total pupil stations calculated for the building, and dividing the remainder by 1.16. The resulting number of pupil stations is the Building Aid Units total of the building for calculating building aid ceiling. Note that the operating capacity by the pupil station method is computed using the same method as outlined, but *modified* by any differences due to the district’s educational program and/or maximum class sizes which are clearly outlined in formal board policy and/or in teacher contract clauses.

Pupil Stations Chart

ROOM	SQUARE FEET PER PUPIL	MAXIMUM # OF PUPIL STATIONS
Agriculture shop and classroom	75	20
Art	45	25
Business or computer classrooms		
• Distributive education	50	20
• Office/secretarial/typing/keyboarding	35	24
• Computer classroom	35	24
Home and careers	50	24
Technology (industrial arts)	75	24
Mechanical drawing	35	25
Library—reading room only	25	Not to exceed 15% of PS total for recitation classrooms
Music		
• Classroom	25	30
• Instrumental	25	(area of room/25) x .4
• Vocal	20	(area of room/20) x .4
Physical education		
• Gymnasium	Per station	30
• Swimming pool	Per station	30
Recitation classroom		
• Interchangeable classroom	26	30
• Open planned classroom	30	-----
Science		

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• General, earth	30	30
• Advanced—biology, chemistry, physics	50	24
Study hall	16.5	Not to exceed 40% of PS total for recitation classrooms
• Cafeteria/study hall (if so labeled and used)	16.5	Area of room/16.5) x .7 Not to exceed 40% of PS total for recitation classrooms

CALCULATION OF BUILDING AID UNITS FOR SECONDARY SCHOOL ADDITIONS

The Building Aid Units of the existing building considering the prospective space usage by applying the appropriate “Teaching Station” or “Pupil Station” method. Next, the BAU of the total building including the existing and the addition is calculated. The BAU calculation for the existing building is subtracted from the BAU calculated for the entire proposed complex. The result is the Building Aid Units assigned for the addition to the existing building. An alternative method to determine BAU’s for a secondary school addition is the square foot method. The gross area for grades 7-9 or 7-12 (10-12) in the existing building is divided by 100 or 125 respectively. Then, the BAU are determined for the entire complex including existing and proposed as described above. The second factor is subtracted from the first. The result is the BAU of the addition for the purpose of determining maximum cost allowances. The square foot method for secondary schools may have application when a proposed building does not contain classrooms which produce BAU.

BUILDING AID

Regardless of the building aid for which a district may qualify, total expenditures for capital construction are limited to the amount properly authorized by either a district vote of the public in a referendum or as part of the annual budget vote. In specific circumstances, a declaration of an ordinary contingent expense by a Board of Education also can authorize facility work that qualifies for building aid. There are additional avenues for the Big Five City School Districts.

The formula for determining estimated building aid for a new building, addition, reconstruction and/or alteration is described below.

Building Aid Units are calculated using the rules and guidelines described earlier. The total Building Aid Units are multiplied by a *construction cost index* resulting in a dollar total called the *maximum cost allowance*. The construction cost index is prepared by the New York State Labor Department which represents the cost of labor and materials. It varies monthly. Each set of grade levels qualify for a factor of the monthly construction cost index. Grades K-6 qualify for 1.0 times the current index; grades 7-9 qualify for 1.4 times the current index; and 7-12 (10-12) qualifies for 1.5 times the index. Special Education housed in a separate facility qualifies for 2 times the index, while special education students served in a building with regular education students qualify for 3 times the index.

The index has two parts: one for *construction costs*, and one for *incidental costs*. Construction costs are normally those expenditures for labor and materials to accomplish the project. Incidental costs are expenditures for site purchase, grading or improvement of the site, original furnishings or equipment, professional fees both design, construction management, and legal, and other miscellaneous incidental costs such as insurance and general administrative costs during construction. Generally, the maximum cost allowance for incidentals is 25% of the maximum cost allowance for construction for secondary schools and special education, and 20% for elementary schools. Further, in the case of a project having construction of a new addition, as well as reconstruction or alterations of an existing building, a separate maximum cost allowance is determined for the construction costs and for the incidental costs for both the addition and the reconstruction or alterations separately. The month the district signs the major contract for the work proposed under each particular project determines what construction index amount is used to compute actual Building Aid.

The result of multiplying the total Building Units by category (i.e. K-6, 7-9, 7-12, or 10-12 as applicable, special education integrated, and special education stand alone) times the construction cost index results in a total called *the maximum cost allowance*. An allowance is determined separated for new construction as well as renovation and/or reconstruction for each

project by building in a school district with multiple projects even though the projects were approved by the public in one referendum. The maximum cost allowances for new versus existing BAU and contracts versus incidental costs, are *adjusted* by the district’s *regional cost factor*. The regional cost factor is used to compensate for higher construction costs in various geographical areas of the State. No part of the State can have a regional cost factor less than 1.0. The 2008-2009 regional cost factor for Chemung County is designated as 1.0 by the SED.

To determine the *estimated building aid* a district will receive for a project, the maximum cost allowance adjusted by the regional cost factor is multiplied by the *district’s building aid ratio*. The district building aid ratio represents a fixed percentage determined annually for each individual school district in the State. The ratio is based on the full value of property in the district and the number of students in the district and reflects the wealth of the school district. Normally, the building aid ratio varies from 0% in the wealthiest districts to as high as 95% in the poorest districts in the State. The State Education Department in the Building Aid Output Report for 2008-2009 has calculated that the Horseheads School District ‘selected’ building state aid ratio for planning of projects in the current year is 83.5%. In addition, Horseheads was allocated an amount through a new facility grant type aid under a 2006 legislative program called *Excel*. *Excel Aid* may be used towards the local share of a facility project that is approved by SED as meeting the purposes of the special building aid program.

The actual building aid a district will ultimately receive is determined when the *final cost report* for an approved project is filed with the SED when the project is completed. If the documented actual expenses allowed for construction and incidentals are equal to, or less than the adjusted maximum cost allowances for construction and incidentals, the district will receive building aid equal to its building aid ratio times those documented expenditures. If the final documented expenses in either the construction or incidental categories exceed the adjusted maximum cost allowances provided to the district for those categories before the project began, there is no penalty. However, the building aid ratio will be applied only to the adjusted maximum cost allowances and not to the total expenditures the district documents by category in the final cost report.

HORSEHEADS SCHOOL DISTRICT GUIDELINES GOVERNING CLASS SIZE

The analyses in this study of the capacities of the school buildings first reviewed to see if there is board policy or teacher contract language that would modify the calculation of *operating capacity* from the calculation of state-rated capacity. The contract between the Horseheads Board of Education and the Horseheads Teacher Association includes Article VIII which addresses class size. It states:

Article VIII; Class Size

A. Middle and High Schools

1. Class sizes are established at 25. If computers are used to establish class size maximums, the computer will be set at the established maximum of 25. Lab class size shall be limited by the number of student stations as determined by the Department. The reference to class sizes ranging from 20-25 at the Middle School and High School means that this is a goal. A good faith effort will be made to reach this goal. It is understood that a class size of 19 does not mean that a section must be dropped. A class size of 26 does not mean that a section must be added. It is recognized that there are special situations where these class sizes are not applicable; e.g. chorus, band, physical education, etc. In the event of a student adding or dropping a class, and thereby creating a situation where the above class size goals are not realized, the district may request that a teacher accept additional student(s) over 25 into his/her class. Such request and the agreement to the request must be in writing.
2. The building principal shall make every reasonable effort to balance individual teaching loads. The principal may take into consideration requests by teachers for a particular teaching assignment.

B. Elementary Academic Classroom

The District has established these class size guidelines:

<u>Grade Level</u>	<u>Number of Students</u>
Kindergarten – Grade 3	23
Grades 4 – 6	25

Whenever any section exceeds these guidelines by one (1) student, the principal shall attempt to bring the class size within the guidelines within ten school days. If the principal is unable to bring the class within the class-size guidelines, the District shall hire either a teaching assistant or teacher aide.

Whenever any section exceeds these guidelines by two (2) students and facilities are available within that school, the District shall, if economically feasible, create an additional section. After February 1st of a school year education considerations such as the effect of a change of teacher and the portion of the school year remaining may be considered in determining other alternatives to address the work load problem.

C. Special Education Classes

Class sizes shall be governed by the “regulations of the Commissioner of Education”. If a typically self-contained special education student participates in two or more core academic subjects in the same general education classroom at the elementary level, the student will be counted on the general education classroom enrollment roster for the purposes of class size.

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- D. Individual building planning teams or teachers in collaboration with the building principal have the right to review and establish alternatives to the class sizes set forth in this Article provided, however, no alternative shall require the hiring of additional staff more the layoff of the current staff. It is expressly understood that if an alternative is proposed that is outside the guidelines in this Article, that the District and the Association will meet to negotiate the impact and feasibility of the proposal.

The district class size guidelines for class sizes are used by the study to modify the state-rated capacity calculations to determine the operating capacity of the buildings as follows.

Grade Pre-Kindergarten through grade 3	23 pupils
Grade 4 through grade 6	25 pupils
Grade 7 through grade 12	25 pupils

At the time of a facility project submittal to the SED, the class size school district guidelines endorsed by the Board through the teachers’ contract is the substantiation provided to SED to document the class size practices of the district are *core and critical* to the program vision of the school district in helping all pupils successfully complete high school with the achievement of expected State and local standards. Twenty-seven Building Aid Units is the minimum standard used by SED guidelines to calculate state-rated and operating elementary school capacities when no class size maximum below 27 is outlined in local guidelines, board policy or local teachers’ contract. The local district class size guidelines are incorporated in the capacity analysis of each elementary school and classroom space allocated for the elementary grades to determine operating capacity. The pupil station method or teaching station method, as appropriate, is applied to the space hosting secondary students to determine grades 7-12 building operating capacity using the local class size guidelines and SED classroom size allocations for the particular program space.

Appendix B includes the detailed capacity analysis for each of the school buildings in the Horseheads School District. The *operating capacity* calculations reflect the class size guidelines of the district. The analyses are benchmarked to and reflect how the instructional spaces are deployed in each building in the school year 2008-2009 to deliver the curriculum and the

program kindergarten through grade 12 as reported by each respective building principal. The SED rated capacity (Building Aid Unit calculations) follow SED guidelines for each specific classroom space.

SUMMARY TABLES

A series of **Tables** follow. **Table One** charts the current year enrollment of each school building; the operating capacity of the building based on how space in each school is deployed by each principal; and the Building Aid Units that the instructional space qualifies for as per SED guidelines. This table is useful in planning about potential capital renovation tasks.

Table Two compares current enrollment to current capacity of each school building as defined by how the space is deployed to provide the program to determine to what percentage level each building is over or under its pupil capacity based on the school district’s class size guidelines. **Tables One** and **Two** are useful with regard to decisions and discussions about class size values, program visioning, and assessing the gap between what the district values in how to implement the program and how the existing facilities support or impede those values. Both tables also provide baseline data to compare current program capacity of the schools with anticipated enrollments of the future that will be provided in the *Demographic/Enrollment Projection Study*.

Table Three lists the locations by school building of all of the designated special needs classrooms in grades kindergarten through twelve. This table quickly and visually provides a scan of where self-contained special needs programs are implemented in the district. **Table Four** inventories all of the instructional support spaces in the K-4 buildings as currently deployed by the principals of each building. This table is useful in reviewing the equity of available instructional support services in all of the buildings serving elementary pupils.

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TABLE ONE: SUMMARY OF CAPACITY ANALYSES GRADES KINDERGARTEN THROUGH GRADE 12 BY BUILDING GIVEN CURRENT ENROLLMENT AND CURRENT 2008-2009 DEPLOYMENT OF THE FACILITIES TO DELIVER THE PROGRAM

SCHOOL	OCTOBER 1, 2008 TOTAL ENROLLMENT	CURRENT DISTRICT-WIDE OPERATING CAPACITY AS PER LOCAL GUIDELINES REFLECTING THE CURRENT PROGRAM AND THE DEPLOYMENT OF SPACES			BUILDING AID UNITS (SED RATED) CAPACITY BASED ON CURRENT USE OF FACILITIES	
		GRADE LEVEL/SUBJECT CLASSROOMS	SPECIAL NEEDS CLASSRMS	TOTAL OPERATING PUPIL CAPACITY	GRADE LEVEL/SUBJECT CLASSROOMS	INSTRUCTIONAL SPACES SPECIAL NEEDS CLASSROOMS
RIDGE ROAD K-4	399	468	8	476	540	8
CENTER STREET K-4	323	422	6	428	476	6
GARDNER ROAD K-4	448	445	66	511	513	66
BIG FLATS K-4	397	445	22	467	513	22
INTERMEDIATE SCHOOL 5-6	612	700	112	1449	756	112
MIDDLE SCHOOL 7-8	659	637			743	
HIGH SCHOOL 9-12	1396	1631	47	1678	1670	47
TOTAL K-12	4234	4748	261	5009	5211	261
ELEMENTARY AND SECONDARY GRADE LEVEL TOTALS DISTRICT-WIDE						
TOTAL K-4	1567	1780	102	1882	2042	102
TOTAL 5-6	612	700	112	1449	756	112
TOTAL 7-8	659	637			743	
TOTAL 9-12	1396	1631	47	1678	1670	47

TABLE TWO: ANALYSIS OF CURRENT K THROUGH GRADE 12 CLASSROOMS OPERATING CAPACITY COMPARED TO CURRENT ENROLLMENT <i>CLASS SIZE DISTRICT GUIDELINES</i>						
GRADE LEVEL	CURRENT DISTRICT-WIDE OPERATING CAPACITY <u>WITHOUT UNALLOCATED CAPACITY FOR FLEXIBILITY OF PROGRAM</u> GIVEN THE CURRENT IMPLEMENTATION OF THE PROGRAM	OCT. 2008 ENROLL.	NUMBER AND PERCENT OVER/ UNDER DISTRICT CURRENT OPERATING CAPACITY	SCHOOL BUILDING AND OCTOBER 2008 ENROLLMENT	OPERATING CAPACITY <u>WITHOUT UNALLOCATED CAPACITY FOR FLEXIBILITY OF PROGRAM</u> NOT INCLUDING SPACE RENTED TO THE BOCES CONSORTIUM	ENROLLMENT AND PERCENT OVER/UNDER BUILDING CURRENT OPERATING CAPACITY
TOTAL K-4	1882	1567	315; 16.7% UNDER			
TOTAL 5-8	1449	1271	178; 12.3% UNDER			
TOTAL 9-12	1678	1396	282; 16.8% UNDER			
TOTAL K-12	5009	4234	775; 15.5% UNDER			
GRADES KINDERGARTEN THROUGH FOUR				RIDGE ROAD 399	468	69; 14.7% UNDER
				CENTER STREET 323	428	105; 24.8% UNDER
				GARDNER ROAD 448	511	63; 12.3% UNDER
				BIG FLATS 397	445	48; 10.8% UNDER
GRADES FIVE THROUGH EIGHT				INTERMEDIATE/ MIDDLE SCHOOL 1271	1435	164; 11.4% UNDER
				GRADES 5-6 CLASSROOMS 612	700	88; 12.6% UNDER
				GRADES 7-8 CLASSROOMS 659	637	22; 3.5% OVER
GRADES NINE THROUGH TWELVE				HIGH SCHOOL 1396	1678	282; 16.8% UNDER

TABLE THREE: SUMMARY OF CURRENT 2008-2009 SPECIAL EDUCATION SELF-CONTAINED CLASSROOM CAPACITY IN EACH SCHOOL BUILDING

SCHOOL	CLASS	ROOM NUMBER	SQUARE FOOTAGE	OPERATING CAPACITY	BUILDING AID UNITS
RIDGE ROAD ELEMENTARY	8:1:1 BOCES	103	820	8	8
CENTER STREET ELEMENTARY	6:1:1	202	800	6	6
GARDNER ROAD ELEMENTARY	12:1:1	108	850	12	12
	15:1:1	112	850	15	15
	12:1:1	109	850	12	12
	12:1:1	205	850	12	12
	15:1:1	306	800	15	15
BIG FLATS ELEMENTARY	6:1:1 (BOCES)	103	794	6	6
	8:1:1 (BOCES)	205	877	8	8
	8:1:1 (BOCES)	304	758	8	8
INTERMEDIATE/ MIDDLE SCHOOL	15:1	300A	400*	15	15
	6:1:1	300	775	6	6
	12:1:1	302	775	12	12
	15:1	316	900	15	15
	8:1:1 (BOCES)	99	400*	8	8
	12:1:1	101	775	12	12
	15:1:1	200	775	15	15
	15:1:1	204	775	15	15
	6:1:1 (BOCES)	221	775	6	6
	8:1:1	223	775	8	8
HORSEHEADS HIGH SCHOOL	12:1:1	152	600*	12	12
	12:1 ASD	301	1250	12	12
	15:1:1	257	650*	15	15
	8:1:1	259	400*	8	8
TOTAL K-12				261	261

*The current spaces assigned to serve these noted special needs classes are below SED square foot guidelines.

**TABLE FOUR: SUMMARY OF ROOMS/SQUARE FOOTAGE ASSIGNED FOR
INSTRUCTIONAL SUPPORT SPACE SERVING GRADES K-4 IN 2008-2009
AS LISTED BY THE PRINCIPALS**

(NUMBER DENOTES SQUARE FOOTAGE; 'X' DENOTES PRESENCE; BLANK DENOTES NO
ASSIGNED PRESENCE IN THE BUILDING)

INSTRUCTIONAL SUPPORT SPACE	RIDGE ROAD	CENTER STREET	GARDNER ROAD	BIG FLATS
Library	2270	1500	2114	1440
Computer Lab	800	800	800	750
Computer Lab				465
Vocal Music	770	850	1066	985
Strings Music	153	800	850	
Instrumental music	430	250	400	349
Physical Education	3550	3700	4270	3770
Cafeteria/auditeria	2500	2510	3242	2500
Stage	600	700	850	500
Nurse	320	x	x	x
Psychologist	150	x	x	468
Speech/Language therapy	252	1000	x	120
Speech/Language therapy (BOCES)	180			330
Social Worker	280	x	x	168
Social Worker (BOCES)	132			80
Remedial Services (AIS)	770		800	750
Remedial Reading		800		
Resource Math		500		
OT/PT			850	752
Art	770	800	1038	881
Faculty Workroom	230	x		x
Faculty Lunchroom	370		400	
OT/PT	200	800		750
Conference Room	820		x	465
Special Needs Resource	470	800	850	757
Special Needs Resource	770	800		
Autism Spectrum Disorder Classroom				752
ESL		800	x	
TV station			x	

FINDINGS AND RECOMMENDATIONS OF THE STUDY

Reported below are program findings resulting from the inventory of all the spaces in each building as a result of the capacity study. The study methodology did not include comprehensive visits to each school building. Therefore, please note that the study does not include suggestions or observations about safety, codes, infrastructure needs or deficiencies, or the quality of the various instructional spaces in all of the buildings. The architect of the district and various staff of the district are the best sources for such suggestions. The focus of the study is to provide insights about the operating capacity of all instructional spaces in all of the district's school buildings as deployed in the 2008-2009 school year to deliver the program.

Future planning about school facilities is first a *comprehensive curriculum improvement project* to determine the functions necessary for each of the buildings. Then, future planning becomes a '*brick and mortar project*' to determine the form of the facilities needed to implement the envisioned curriculum plan. The observations shared below are not meant to be definitive comments about proficiencies or deficiencies specific to each school. They are offered to encourage district discussion as the district makes decisions about the future of its facilities and the deployment of them to achieve the district's vision of the expected program and the pupil enrollments forecasted for the future.

- It is recommended that the district analyze its technology plan and revise it as necessary to reflect the future goals of the district in supporting instruction with technology. The use of technology to deliver learning is often a prime variable in school building planning. Bandwidth (size of data lines), types of equipment, staff training, and pedagogical impact on learning outcomes given the investment are important topics that once decided usually translate into 'brick and mortar' decisions. The technology plan of the district will give insights as to the provision of computers for student instruction and video enhanced instructional tools for teachers in the future. The technology plan is often a district's blueprint in defining the vision and the instructional goals of infusing technology in the curriculum. It also can give direction as to what are the program delivery roles of all the instructional spaces in a school building including the classrooms,

library and computer labs as they are interrelated to bring about the use of technology for learning and instruction.

- All grade level classrooms at the elementary schools meet the minimum SED square footages guideline of 770 square feet except for five classrooms at Center Street which are at 740 square feet. There is other evidence of careful program planning in the past by the district. For example, out of the 15 kindergarten classrooms seven have 1000 or more square feet, 6 are in the mid 950 square foot range, one is at 820, and only one is at 794. The minimum SED recommended kindergarten classroom size is a 1000 square feet. The classrooms at the Intermediate/Middle School are also all sized at or above the recommended minimum. Rooms 300A and 99 at the Middle School host special needs classrooms and are undersized as per SED guidelines for the programs served. There are also three undersized rooms at the high school currently assigned to serve special needs classes. The availability and size of physical education facilities throughout the district is abundant. If capital improvements are undertaken, the issue of correcting undersized classrooms does not seem to be a major variable. It is suggested that the sizes of the existing instructional spaces across the district documents the *good planning and vision* that previous Boards, staffs, and the community brought to the decision-making about the facilities of the school district.
- The central services/administration of the district is housed in the high school. This, too, suggests prudent planning by past leadership of the school district in that such placement is usually more cost-effective and convenient to serving the needs of the district program than a separate, stand-alone administration building.
- It is suggested that the current facilities afforded the pupils across all grade levels are diverse and ample. The study as a clinical study of school building spaces finds no spaces significantly deficient or oversized as deployed in 2008-2009 to implement the program.
- **Table Three** charts the location of special education classrooms in the Horseheads school buildings. All of the elementary schools include self-contained special needs programming. Gardner Road hosts the most special needs classes. There is space allocated to serve 261 pupils in self-contained settings in grades K-12. As part of the space allocated to serve special needs programming, Horseheads hosts space to serve 44

pupils served by programs provided on a shared basis to consortium school districts of the region through the local BOCES. The best place to educate special needs pupils is their home district. However, when space or numbers of similar pupils with similar needs do not exist, the next best place to serve special needs pupils is in a public school setting in a program provided on a shared basis by a BOCES. Horseheads rents 6 classrooms to the BOCES to enable the availability of quality and appropriate special needs pupil programming to Horseheads pupils as well to pupils from member school districts of the Greater Southern Tier BOCES consortium. The willingness of Horseheads to host such shared special needs programs through BOCES suggests a strong district value and philosophy about serving all students in an integrated and inclusionary fashion. It also underscores school district commitment to the diligent and focused work necessary for implementing special needs integration and inclusion programming successfully by Horseheads faculty and staff. In addition, there are pragmatic benefits to collaborating on a regional basis to provide quality instructional space for BOCES shared programming. First, Horseheads pupils enrolled in consortium shared programs receive an appropriate program and are served in their home district. Second, Horseheads receives a rental income for hosting the classrooms. Third, Horseheads staff benefit from daily instructional collaboration with instructional colleague specialists of the BOCES. Fourth, the operating capacity of the classrooms rented to BOCES to serve pupils from the region is counted *in addition* to the allowed capacity substantiated by the K-12 enrollments of the pupils who live in the Horseheads School District. Therefore, the rooms rented to the BOCES to benefit children from the region generate additional building aid ceilings for the Horseheads buildings that host them when capital projects are undertaken by the Horseheads School District and its taxpayers.

- **Table Four** charts the instructional support spaces in each of the K through grade 4 elementary schools for 2008-2009 as delineated by each principal. The data substantiate that careful planning and thought has been done to help ensure that all elementary schools provide support services and spaces equitably. The number of spaces allocated for each of the above instructional support spaces varies depending upon the size and needs of the enrollments served in each building. **Table Four** can be a useful tool for discussions

about future K-4 programming and the necessary facilities to support the program vision. Some typical discussion questions include:

- What should be the reason for the availability of a unique instructional support space and program in an elementary building and not in other elementary buildings?
- What currently unique instructional support spaces and services should be in each elementary school consistently as district-wide elements of the Board authorized elementary program?
- What instructional support spaces and services are *appropriately* unique to one or more elementary buildings and attendance zones?
- Are there other instructional support spaces or services that should be authorized as part of the program of each elementary school building?

The discussion of these suggested topics will help the district to craft its program vision for the future. It is that vision which will determine the quantity and type of space necessary in each school to implement the elementary program.

- The operating capacity analysis is based on school building space usage to deliver the program in 2008-2009. Please note that support spaces like storage, the stage, offices, bathrooms, nurse station or remedial and similar instructional support spaces do not carry capacity. Only grade level or subject classrooms generate capacity. The re-deployment of space that now generates capacity to an assignment that carries no capacity (example: academic intervention services, storage, offices), will **lower** the capacity for the building without a renovation or additions project. Similarly, if the deployment of space that now generates no capacity (example: reading, computer lab, office, Academic Intervention) to an assignment that qualifies capacity (example: grade 3), then the operating capacity of the building will **increase** without a renovation or additions project. **Tables One** and **Two** chart the school building capacity findings of the study based on the October 1, 2008 enrollments of the district and school district class size guidelines. Given the deployment of school facilities to implement the program in the 2008-2009 school year for the 4234 enrolled pupils, the capacity of the district *without an 'unallocated*

capacity' for flexibility of delivering the program is summarized below. The summary does not include the 44 pupil capacity provided by the rooms rented to the BOCES consortium to serve regional pupils.

SCHOOL GRADE LEVEL BUILDING CONFIGURATION	OPERATING CAPACITY BASED ON LOCAL HORSEHEADS CENTRAL SCHOOL DISTRICT CLASS SIZE CRITERIA
K-4	15.4% under capacity
5-8	11.4% under capacity
9-12	16.8% under capacity
Total K-12	14.7% under capacity

- A district cannot supersede *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12. Normally, SED project managers are granted some discretion of approving an aid ceiling for a facility project without deductions for excess capacity if the operating capacity of the project is within 10% of the projected enrollment. The availability of up to 10% additional pupil capacity over the estimated enrollment projection is prudent planning by a district to ensure the district can be flexible and serve the ebb and flow of unforeseen additional future enrollments district-wide and by designated attendance zone. Districts often find that the 90% capacity threshold is too conservative and use an 85% capacity threshold to provide enough flexibility in implementing the instructional program and to accommodate unforeseen enrollment and/or to encourage additional program offerings.

The study suggests that the district subscribe to the wisdom of having ***at least a 10% flexibility factor*** regarding facility capacity as it undertakes the development of its long range program and facility plan.

**SUGGESTED HORSEHEADS SCHOOL BUILDING CAPACITIES TO USE IN
LONG-RANGE PLANNING**

Assumptions:

- *The Horseheads ‘Class Size’ district guidelines reflect the values of the community in the delivery of the instructional program.*
- *A 10% unallocated pupil capacity in each building is prudent to allow flexibility in the delivery of the instructional program*

BUILDING GRADE LEVELS	OPERATING CAPACITY <u>ACCOMODATING A</u> 10% UNALLOCATED CAPACITY FOR FLEXIBILITY OF PROGRAM GIVEN THE CURRENT IMPLEMENTATION OF THE PROGRAM AND LOCAL CLASS SIZE GUIDELINES	OCT. 2008 ENROLL.	NUMBER AND PERCENT OVER/ UNDER DISTRICT OPERATING CAPACITY
TOTAL K-4	1667	1567	100; 6% UNDER
TOTAL 5-8	1292	1271	21; 1.6% UNDER
TOTAL 9-12	1511	1396	115; 7.6% UNDER
TOTAL K-12	4470	4234	236; 5.3% UNDER

Given the above assumptions, the current year (2008-2009) school building capacity use by the district to implement the program K-12 is summarized below:

- ✓ K-4 facilities in total are currently at 94% of functional operating capacity
- ✓ 5-8 facility is currently at 98.4% of functional operating capacity
- ✓ 9-12 facility id currently at 94.7% of functional operating capacity

Summary Preliminary Conclusions:

- The school buildings of the district are close to functional capacities, but there does not seem to be an immediate challenge or hardship in delivering the instructional program as it exists in 2008-2009.

- An increase in student population due to live birth trends and historical annual enrollment trends may be a challenge to accommodate in the current school buildings. For example, enrollment catchment areas of each elementary school may need to be addressed to ensure equity of delivery of the program with regard to numbers of students in each elementary school compared to the capacity of each respective school. The upcoming *Demographic/Enrollment Projection Study* will provide estimates of future enrollments. At that time a comparison of the estimated future enrollments will be compared to the current pupil capacities of the Horseheads school buildings.
- Any increase in student population due to residential housing development may require additional school building capacities at all grade levels. There is currently some functional capacity room to accommodate an influx of such new enrollments if the added enrollment is measured over a series of three to five years as opposed to a very large influx in one school year. The upcoming *Demographic/Enrollment Projection Study* will provide estimates of future enrollments that may come about because of residential housing development slated for the district based on the type of residential unit and the occupancy per household using Federal Census data.
- The results of this capacity study provide a tool for the Board of Education, senior administration, and community to help define the vision for the pre-K through grade 12 program in the light of estimated future pupil enrollments for the district that will be provided in the *Enrollment Projection/Demographic Study*.

POSSIBLE NEXT STEPS

Suggested planning steps given the data from the *School Buildings Pupil Capacity Study* include:

- ❖ Continue to define what the vision of the expected instructional program is for the children of the Horseheads Central School District. What are the implications, if any, of this vision on the current facilities of the school district taking into the high potential for an increasing enrollment over at least the next five years?
- ❖ Work with the architect of the district to evaluate regularly infrastructure items of the facilities of the district like roofs, HVAC elements, utility efficiencies, and

other building-site elements that are not directly related to enrollments, but do need attention due to normal life cycles of such systems.

- ❖ Address how the opportunity of the availability of an expanded pre-kindergarten program offering is or is not part of the program vision for the school district. Currently, allocated pre-K classrooms at Center Street and Big Flats can collectively serve 69 children in a full day program or 138 in a half day program. There are 317 kindergarten pupils served in 2008-2009. Assuming a similar number of pre-schoolers are in the community, the current space allocated for pre-K can serve an estimated 43% of the four year olds in a half-day pre-K program. Depending upon the values and goals of the community and district with regard to pre-K education, it would not be unreasonable to plan for pre-kindergarten program space to serve 65-85% of the projected number of pre-school eligible four-year olds in five years.

- ❖ Review and analyze current elementary school attendance zone boundaries. Are there opportunities for pupils if Center Street with the most available capacity serves more children? Are there ways without changing attendance zones to increase the number of children (30 to 50) served at Center Street?

- ❖ The upcoming *Enrollment/Demographic Study* will provide projections and not predictions. It will, though, be a primary tool to judge if there is a gap between available school building capacity to serve pupils and estimated pupil enrollments in the future. All enrollment projections for years further in the future (plus five years) have inherent uncertainties because the assumptions on which they are based can be affected by changes in human behavior, by the economy, or by other events. The projections will offer a tangible and credible data set to analyze and to identify the elements of future school district demographic change and how that change may influence the school building capacity necessary in the future to implement the instructional vision of the district.

- ❖ If the forthcoming comprehensive enrollment projections that will include the potential impact of a robust new housing market imply a growing K-4 pupil population in the future, the district may want to begin a preliminary structural and program feasibility review of the Broad Street Building that is now used for other purposes. Currently, the building hosts programming for the YMCA, ARC, Seniors, the Central Business Office service, Head Start, GED classes, and the high school suspended program. A feasibility analysis of the building for reuse as an elementary building does not preclude necessarily the continued use of the Broad Street Building for the very worthy programs now hosted by it. Such an analysis is prudent and addresses due diligence in looking at all school building assets of the school district if an increase in elementary enrollment is expected in the future. The Broad Street building has 24 classrooms sized from the minimum standard of 770 square feet up to 800 square feet. There are 4 classrooms of 1040 square feet each. There are only 3 classrooms at 760 square feet slightly below the minimum standard. Large instructional support space like a cafeteria, library and gym are in tact. The assets are similar to other elementary buildings now in use in the district. It is suspected that between 375 and 400 pupils could possibly be served at Broad Street as a functioning elementary school in keeping with the current 2008-2009 program values and characteristics evident at the elementary schools of the district.

APPENDIX A:

**ROOM SCHEDULE
OF MINIMUM SPACES AND SIZES**

(Source: SED Office of Facility Planning)

MINIMUM ROOM SIZES – required for new buildings and additions; recommended for new spaces created within existing space.

General

- a. Spaces in new buildings and additions which are required to house a district's educational program shall meet the size standards listed below. Where no square footage (sq. ft.) is listed, the size may be as determined locally.
- b. In every case, listed square footage means minimum, net, clear, new educational space.
- c. Newly-created spaces in alterations to existing school buildings should attempt to meet the size standards insofar as possible or practical.
- d. Criteria to determine the number of spaces necessary is also included below.

Elementary School

- a. Classrooms --
 - 1. Grades 1-6 770 sq. ft.
(27 BAU/room)
 - 2. Pre-kindergarten/kindergarten.....900 sq. ft.
(27 BAU/room)

b. Library 900 sq. ft.
(1 thru 12 classroom buildings -- none required)
(13 plus classroom building -- 1 required)

c. Physical Education - gymnasium 36' x 52'
(1 and 2 classroom buildings -- none required)
(2 thru 14 classroom building -- 1 required)
(1 thru 14 additional classrooms -- 1 additional)

d. Special Education	Max. Pupil Capacity	Min. Classroom Size
Student/Teacher/Ratio		
12:1 or 15:1	12 or 15	770 sq. ft.
12:1:1	12	770 sq. ft.
6:1:1	6	450 sq. ft.
8:1:1	8	550 sq. ft.
12:1+3:1	12	900 sq. ft.
Resource Room	----	300 sq. ft.

NOTE: Provide ancillary space equivalent to at least ¼ of the area of a special education classroom for each special education classroom being constructed, either as part of the new classroom or other designated space.
Preschool: 50 sq. ft. per student or 60 sq. ft. for classroom serving non-ambulatory students (maximum of 12 students per room).

NOTE: Approval may be given for classrooms less than 50 sq. ft. per student if other areas of the building are allocated for preschool recreational or instructional use.

- e. Usual ancillary spaces --
 - 1. Administration
 - 2. Adult Education
 - 3. Auditorium or multi-purpose room
(number of fixed seats, or 36' x 52' usual, 7 sq. ft./person)

- 4. Art Room (usual)770 sq. ft.
- 5. Cafeteria and Kitchen
(36'x52' usual, 15 sq. ft./person)
(operating capacity of building divided by number of servings)
- 6. Computer Lab
- 7. Conference Room
- 8. Gifted and Talented
- 9. Grounds Maintenance
- 10. Health Suite
- 11. Music Room (usual) 770 sq. ft.
- 12. Music Practice room(s) -- small, individual
- 13. Remedial Rooms
- 14. Resource Rooms
- 15. Storage
- 16. Swimming Pool -- 25 meters x 7 ft. lanes
- 17. Teachers' room(s)
- 18. Toilets -- individual and/or gang

Secondary School

- a. Agricultural shop1500 sq. ft.
and classroom 400 sq. ft.
- b. Art room, including storage1200 sq. ft.
(1 room for each 400 7th and 8th grade pupils)
(1 room for each 500 9th-12th grade pupils)
- c. Business and Computer Classrooms
 - 1. Distributive Education1000 sq. ft.
 - 2. Office Practice/Secretarial Practice/Computer..... 840 sq. ft.
classrooms
- d. Home and Careers (homemaking)..... (first room) 1200 sq. ft.
(1 room for each 500 pupils, other rooms per program)
- e. Technology Classroom including 200 sq. ft. storage
(1 space for each 500 pupils)2000 sq. ft.
Mechanical Drawing/CAD 840 sq. ft.
- f. Vocational shops -- including storage varies with program
- g. Library Reading Room
(10% of planned building enrollment in reading room at 25 sq. ft./person)
(See Study Hall, item "1", below)
- h. Music (1 room for each 500 pupils including #1, 2 and 3, below)
 - 1. Classroom 770 sq. ft.
 - 2. Instrumental/Band (15 sq.ft./pupil)(usual minimum) 1400 sq. ft.
 - 3. Vocal (7 sq. ft./pupil) (usual minimum) 1200 sq. ft.
 - 4. Practice Rooms (1 for a piano)
- i. Physical Education -- gymnasium – 48'x 66'
(up to 500 pupils) -- 1 required
(501 to 1000 pupils) -- 1 additional
(each additional 500 pupils or fraction thereof -- 1 additional station --
36'x 52' minimum or a swimming pool, 25 meters x 7 ft lanes)

j. Recitation room/interchangeable classroom 770 sq. ft.
 Number of classrooms equals (planned building enrollment \square 9) + 33 \square (# of teaching periods/day)

k. Science -- including preparation and storage

1. General Science1000 sq. ft.

Number of rooms = (100% of 7th and 8th grades \square 25) \square (# of teaching periods/day)

2. Earth Science.....1000 sq. ft.

Number of rooms = (100% of 9th grade \square 25) \square (# of teaching periods/day)

3. Biology.....1200 sq. ft.

Number of rooms = (70% of 10th grade \square 24) \square (# of teaching periods/day)

4. Chemistry.....1200 sq. ft.

Number of rooms = (40% of 11th grade \square 24) \square (# of teaching periods/day)

5. Physics.....1200 sq. ft.

Number of rooms = (35% of 12th grade \square 24) \square (# of teaching periods/day)

l. Study Hall -- up to 25% of pupil enrollment may be out of class at any given time.

Accommodate these in library or study hall -- number of fixed seats.

m. Special Education

Student/Teacher/Ratio	Max. Pupil Capacity	Min. Classroom Size
12:1 or 15:1	12 or 15	770 sq. ft.
12:1:1	12	770 sq. ft.
6:1:1	6	450 sq. ft.
8:1:1	8	550 sq. ft.
12:1+3:1	12	900 sq. ft.
Resource Room	----	300 sq. ft.

NOTE: Provide ancillary space equivalent to at least 1/4 of the area of a special education classroom for each special education classroom being constructed, either as part of the new classroom or other designated space.

n. Usual ancillary spaces --

1. Administration
2. Adult education
3. Auditorium (no. of fixed seats, 7 sq. ft./person)
4. Cafeteria/Kitchen (15 sq. ft./person)
5. Conference Rooms
6. Computer Laboratory
7. Guidance Suite
8. Health Suite
9. Lockers and showers (for 100% of pupil enrollment)
10. Large group instruction (no. of fixed seats, 7 sq. ft./person)
11. Resource Rooms
12. Remedial Rooms
13. Storage
14. Maintenance
15. Teachers' room(s)
16. Toilets

APPENDIX B:

**PUPIL CAPACITY ANALYSIS OF EACH SCHOOL BUILDING
OF THE HORSEHEADS CENTRAL
SCHOOL DISTRICT
GRADES PRE-KINDERGARTEN
THROUGH GRADE 12**

- **RIDGE ROAD ELEMENTARY.....34**
- **CENTER STREET ELEMENTARY37**
- **GARDNER ROAD ELEMENTARY40**
- **BIG FLATS ELEMENTARY.....43**
- **INTERMEDIATE/ MIDDLE SCHOOL.....46**
 - Grades 5-6.....47**
 - Grades 7-8.....48**
- **HORSEHEADS HIGH SCHOOL.....51**

RIDGE ROAD ELEMENTARY SCHOOL

Total Enrollment as of October, 2008	
<ul style="list-style-type: none"> • Grades K-4 including Special Needs Self-contained 	399

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

**RIDGE ROAD OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY
ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:**

OPERATING CAPACITY	
PRE-KINDERGARTEN AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	0
KINDERGARTEN-GRADE 4 AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	468
SPECIAL EDUCATION	8
	Regional special education -8
TOTAL OPERATING CAPACITY GRADES K-4: 468	
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
KINDERARTEN–GRADE 4	540
SPECIAL EDUCATION	8
ESTIMATED TOTAL BUILDING AID UNITS K-4	548

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY SCHOOL’S BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM
<i>OPERATING CAPACITY</i>	<i>UNDER BY 69 PUPILS OR BY 14.7%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 149 PUPILS OR BY 27.2%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED OPERATING CAPACITY FACTOR TO ALLOW PROGRAM FLEXIBIITY</i>	<i>UNDER BY 23 PUPILS OR BY 5.5%</i>

CAPACITY ANALYSIS RIDGE ROAD ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	108	940	23	27
Kindergarten	109	820	23	27
Kindergarten	106	940	23	27
Kindergarten	104	940	23	27
Grade 1	107	820	23	27
Grade 1	105	820	23	27
Grade 1	114	770	23	27
Grade 2	116	770	23	27
Grade 2	124	800	23	27
Grade 2	125	800	23	27
Grade 2	126	800	23	27
Grade 2	127	800	23	27
Grade 3	128	800	23	27
Grade 3	129	800	23	27
Grade 3	120	800	23	27
Grade 3	132	800	23	27
Grade 4	131	800	25	27
Grade 4	134	800	25	27
Grade 4	133	800	25	27
Grade 4	136	800	25	27
TOTAL GRADES K-5			468	540

RIDGE ROAD ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library	113	2270		
Computer Lab	123	800		
Computer Lab				
Vocal Music	119	770		
Strings Music		153		
Instrumental music	121	430		
Physical Education	Gym	3550		
Cafeteria/auditeria	Auditeria	2500		

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Stage	Stage	600		
Nurse	102c	320		
Psychologist	122b	150		
Speech/Language therapy	120	252		
Speech/Language therapy (BOCES)	102D	180		
Social Worker	102B	280		
Social Worker (BOCES)	102A	132		
Remedial Services (AIS)	117	770		
Remedial Reading				
Resource Math				
OT/PT				
Art	118	770		
Faculty Workroom		230		
Faculty Lunchroom		370		
OT/PT	122C	200		
Conference Room	101A	820		
Special Needs Resource	122A	470		
Special Needs Resource	115	770		
Autism Spectrum Disorder Classroom				
ESL				
TV station				
TOTAL GRADES K-4			0	0

RIDGE ROAD SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
8:1:1 BOCES	103	820	8	8
TOTAL SPECIAL EDUCATION			8	8

CENTER STREET ELEMENTARY SCHOOL

Total Enrollment as of October, 2008	
• Pre-Kindergarten	36
• Grades K-4 including Special Needs Self-contained	323

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

CENTER STREET OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:
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OPERATING CAPACITY	
PRE-KINDERGARTEN AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	46
KINDERGARTEN-GRADE 4 AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	422
SPECIAL EDUCATION	6
TOTAL OPERATING CAPACITY GRADES K-4: 428	
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	54
KINDERARTEN–GRADE 4	476
SPECIAL EDUCATION	6
ESTIMATED TOTAL BUILDING AID UNITS K-4	482

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY SCHOOL’S BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM
<i>OPERATING CAPACITY</i>	<i>UNDER BY 105 PUPILS OR BY 24.8%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 159 PUPILS OR BY 33%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED OPERATING CAPACITY FACTOR TO ALLOW PROGRAM FLEXIBIITY</i>	<i>UNDER BY 63 PUPILS OR BY 16.3%</i>

CAPACITY ANALYSIS CENTER STREET ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	103	850	23	27
Pre-Kindergarten	104	1000	23	27
TOTAL PRE-K			46	54
Kindergarten	102	1000	23	27
Kindergarten	105	1000	23	27
Kindergarten	107	1000	23	27
Grade 1	113	740*	23	25
Grade 1	115	740*	23	25
Grade 1	110	740*	23	25
Grade 1	112	740*	23	25
Grade 2	114	800	23	27
Grade 2	117	740*	23	25
Grade 2	118	800	23	27
Grade 2	121	800	23	27
Grade 3	120	800	23	27
Grade 3	122	800	23	27
Grade 3	123	800	23	27
Grade 4	206	800	25	27
Grade 4	208	800	25	27
Grade 4	205	800	25	27
Grade 4	207	800	25	27
TOTAL GRADES K-4			422	476

CENTER STREET ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library	Lib	1500		
Computer Lab	116	800		
Computer Lab				
Vocal Music	101	850		

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Strings Music	200 (shared)	800		
Instrumental music	108	250		
Physical Education	Gym	3700		
Cafeteria/auditeria	109	2510		
Stage	stage	700		
Nurse	106c	x		
Psychologist	psyc	x		
Speech/Language therapy	Speech	1000		
Speech/Language therapy (BOCES)				
Social Worker	Soc wk	x		
Social Worker (BOCES)				
Remedial Services (AIS)				
Remedial Reading	125	800		
Resource Math	119	500		
OT/PT				
Art	209	800		
Faculty Workroom		x		
Faculty Lunchroom				
OT/PT	204	800		
Conference Room				
Special Needs Resource	201	800		
Special Needs Resource	203	800		
Autism Spectrum Disorder Classroom				
ESL	200 (shared)	800		
TV station				
TOTAL GRADES K-4	0	0		

CENTER STREET SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
6:1:1	202	800	6	6
TOTAL SPECIAL EDUCATION			6	6

**GARDNER ROAD
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2008	
<ul style="list-style-type: none"> • Grades K-4 including Special Needs Self-contained 	448

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

GARDNER ROAD OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:

OPERATING CAPACITY	
PRE-KINDERGARTEN AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	0
KINDERGARTEN-GRADE 4 AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	445
SPECIAL EDUCATION	66
TOTAL OPERATING CAPACITY GRADES K-4: 511	
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	0
KINDERARTEN–GRADE 4	513
SPECIAL EDUCATION	66
ESTIMATED TOTAL BUILDING AID UNITS K-4	579

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY SCHOOL’S BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM
<i>OPERATING CAPACITY</i>	<i>UNDER BY 63 PUPILS OR BY 12.3%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 131 PUPILS OR BY 22.6%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED OPERATING CAPACITY FACTOR TO ALLOW PROGRAM FLEXIBIITY</i>	<i>UNDER BY 12 PUPILS OR BY 2.6%</i>

CAPACITY ANALYSIS GARDNER ROAD ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	100	1023	23	27
Kindergarten	102	1023	23	27
Kindergarten	104	1023	23	27
Kindergarten	106	1050	23	27
Grade 1	110	850	23	27
Grade 1	114	850	23	27
Grade 1	111	850	23	27
Grade 1	115	850	23	27
Grade 2	204	800	23	27
Grade 2	206	800	23	27
Grade 2	209	800	23	27
Grade 3	202	800	23	27
Grade 3	203	800	23	27
Grade 3	307	800	23	27
Grade 3	305	800	23	27
Grade 4	302	800	25	27
Grade 4	304	800	25	27
Grade 4	311	800	25	27
Grade 4	309	800	25	27
TOTAL GRADES K-4			445	513

GARDNER ROAD ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library	Lib	2114		
Computer Lab	300	800		
Computer Lab				
Vocal Music	301	1066		
Strings Music	Stage	850		
Instrumental music		400		
Physical Education	Gym	4270		
Cafeteria/auditeria		3242		
Stage		850		
Nurse		x		
Psychologist		x		
Speech/Language therapy		x		
Speech/Language therapy (BOCES)				

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Social Worker		x		
Social Worker (BOCES)				
Remedial Services (AIS)	200	800		
Remedial Reading				
Resource Math				
OT/PT	113	850		
Art	201	1038		
Faculty Workroom				
Faculty Lunchroom		400		
OT/PT				
Conference Room		x		
Special Needs Resource	107	850		
Special Needs Resource				
Autism Spectrum Disorder Classroom				
ESL		x		
TV station		x		
TOTAL GRADES K-4			0	0

GARDNER ROAD SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	108	850	12	12
15:1:1	112	850	15	15
12:1:1	109	850	12	12
12:1:1	205	850	12	12
15:1:1	306	800	15	15
TOTAL SPECIAL EDUCATION			66	66

**BIG FLATS
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2008	
• Pre-Kindergarten	18
• Grades K-4 including Special Needs Self-contained	397

**BUILDING CAPACITY ANALYSIS:
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

BIG FLATS OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:
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OPERATING CAPACITY	
PRE-KINDERGARTEN AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	23
KINDERGARTEN-GRADE 4 AS PER LOCAL CLASS SIZE CONTRACTURAL GUIDELINES	445
SPECIAL EDUCATION	22
	Regional special education -22
TOTAL OPERATING CAPACITY GRADES K-4: 445	
SED 'RATED' CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
PRE-KINDERGARTEN	27
KINDERARTEN-GRADE 4	513
SPECIAL EDUCATION	22
ESTIMATED TOTAL BUILDING AID UNITS K-4	535

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES K-4 ENROLLMENT COMPARED TO THE PUPIL CAPACITY SCHOOL'S BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM
<i>OPERATING CAPACITY</i>	<i>UNDER BY 48 PUPILS OR BY 10.8%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 138 PUPILS OR BY 25.8%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED OPERATING CAPACITY FACTOR TO ALLOW PROGRAM FLEXIBIITY</i>	<i>UNDER BY 4 PUPILS OR BY 1%</i>

CAPACITY ANALYSIS BIG FLATS ELEMENTARY SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	101	794	23	27
TOTAL PRE-K			23	27
Kindergarten	100	945	23	27
Kindergarten	102	945	23	27
Kindergarten	104	945	23	27
Kindergarten	105	794	23	27
Grade 1	203	877	23	27
Grade 1	207	877	23	27
Grade 1	209	887	23	27
Grade 1	211	877	23	27
Grade 2	204	881	23	27
Grade 2	206	881	23	27
Grade 2	208	881	23	27
Grade 2	210	881	23	27
Grade 3	306	806	23	27
Grade 3	308	806	23	27
Grade 3	311	791	23	27
Grade 4	310	806	25	27
Grade 4	312	806	25	27
Grade 4	313	780	25	27
Grade 4	315	790	25	27
TOTAL GRADES K-4			445	513

BIG FLATS ELEMENTARY INSTRUCTIONAL SUPPORT SPACE

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library	Lib	1440		
Computer Lab	303	750		
Computer Lab	200	465		
Vocal Music	201	985		
Strings Music				
Instrumental music	309	349		
Physical Education	Gym	3770		
Cafeteria/auditeria		2500		
Stage		500		
Nurse		x		
Psychologist	307	468		

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY DISTRICT GUIDELINES	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Speech/Language therapy		120		
Speech/Language therapy (BOCES)		330		
Social Worker		168		
Social Worker (BOCES)		80		
Remedial Services (AIS)	301	750		
Remedial Reading				
Resource Math				
OT/PT	302	752		
Art	202	881		
Faculty Workroom		x		
Faculty Lunchroom				
OT/PT	301	750		
Conference Room	200	465		
Special Needs Resource	305	757		
Special Needs Resource				
Autism Spectrum Disorder Classroom	300	752		
ESL				
TV station				
TOTAL GRADES K-4			0	0

BIG FLATS SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
6:1:1 (BOCES)	103	794	6	6
8:1:1 (BOCES)	205	877	8	8
8:1:1 (BOCES)	304	758	8	8
TOTAL SPECIAL EDUCATION			22	22

HORSEHEADS INTERMEDIATE AND MIDDLE SCHOOL

Total Enrollment as of October, 2008	
• Elementary grades 5-6 and Special Needs Self-contained	612
• Secondary grades 7-8 and Special Needs Self-contained	659
Total enrollment 5-8	1271

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

HORSEHEADS INERMIDEIATE AND MIDDLE SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:

OPERATING CAPACITY	
GRADES 5-6	
CLASSROOMS	700
SECONDARY GRADES 7-8	
PUPIL STATION METHODOLOGY	
CLASSROOMS	(939-200)/1.16 = 637
SPECIAL EDUCATION	112
Regional special education -14	
ESTIMATED TOTAL OPERATING CAPACITY GRADES 5-8	1435
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 5-6	756
GRADES 7-8	(1062-200)/1.16 = 743
SPECIAL EDUCATION 5-8	112
ESTIMATED TOTAL BUILDING AID UNITS 5-8	1611

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES 5-8 ENROLLMENT COMPARED TO THE INTERMDEIATE/ MIDDLE SCHOOL’S PUPIL CAPACITY BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM:
<i>OPERATING CAPACITY</i>	<i>UNDER BY 164 PUPILS OR BY 11.4%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 340 PUPILS OR BY 21.1%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED CAPACITY FACTOR TO ALLOW PROGRAM FELEXIBIITY</i>	<i>UNDER BY 21 PUPILS OR BY 1.6%</i>

CAPACITY ANALYSIS INTERMEDIATE ELEMENTARY GRADES 5-6

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Grade 5	304	775	25	27
Grade 5	305	775	25	27
Grade 5	306	775	25	27
Grade 5	307	775	25	27
Grade 5	308	775	25	27
Grade 5	309	775	25	27
Grade 5	310	900	25	27
Grade 5	311	775	25	27
Grade 5	312	900	25	27
Grade 5	314	900	25	27
Grade 5	318	775	25	27
Grade 5	320	775	25	27
Grade 5	322	775	25	27
Grade 5	324	775	25	27
Grade 6	317	775	25	27
Grade 6	319	775	25	27
Grade 6	321	775	25	27
Grade 6	323	775	25	27
Grade 6	325	775	25	27
Grade 6	326	775	25	27
Grade 6	327	775	25	27
Grade 6	401	790	25	27
Grade 6	407	906	25	27
Grade 6	409	906	25	27
Grade 6	411	906	25	27
Grade 6	413	906	25	27
Grade 6	415	906	25	27
Grade 6	417	906	25	27
TOTAL GRADES 5-6			700	756

**CAPACITY ANALYSIS HORSEHEADS CENTRAL MIDDLE SCHOOL
SECONDARY GRADES 7 AND 8**

*Denotes classrooms under state minimum recommended square footage

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
ENGLISH	104	775	25	30
ENGLISH	106	775	25	30
ENGLISH	108	780	25	30
ENGLISH	109	775	25	30
ENGLISH	115	775	25	30
SOCIAL STUDIES	100	775	25	30
SOCIAL STUDIES	103	775	25	30
SOCIAL STUDIES	107	775	25	30
SOCIAL STUDIES	117	775	25	30
SOCIAL STUDIES	121	775	25	30
SOCIAL STUDIES	123	775	25	30
LIBRARY READING AREA	LIB	1000	40	40
MATH	102	775	25	30
MATH	105	775	25	30
MATH	112	780	25	30
MATH	119	775	25	30
SCIENCE	211	860	25	28
SCIENCE	213	900	25	30
SCIENCE	215	860	25	28
SCIENCE	217	860	25	28
SCIENCE	219	860	25	28
SCIENCE	209	860	25	28
HEALTH	212	780	25	30
FOREIGN LANG	208	780	25	30
FOREIGN LANG	210	780	25	30
ART	116	1200	25	25
ART	118	1200	25	25
FAMILY & CONSUMER SCIENCE	214	1170	23	23
FAMILY & CONSUMER SCIENCE	216	1170	23	23
VOCAL MUSIC/GEN MUSIC	227	1170	25	30
INTERMED VOCAL MUSIC	225	1160	25	23

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
INSTRUMENTAL MUSIC	400	2162	34	34
ORCHESTRA	405	770	12	12
TECHNOLOGY	125	1960	24	24
TECHNOLOGY	127	1160	15	15
TECHNOLOGY	129	970	12	12
HMS LIVE TV STUDIO		500	6	6
PHYS ED		9200	25	30
PHYS ED		11650	25	30
RAW TOTALS GRADES 7-8			939	1062

GRADES 5-8 INSTRUCTIONAL SUPPORT SPACE				
SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
INTERMEDIATE GRADES 5-6				
School Psychologist		169		
School Social Work Assistant		169		
Special Ed Resource Room	301	775		
Special Ed Resource Room	303	775		
Art	313	840		
Art	315	1000		
Computer Lab	330	1020		
Vocal Music	330	1020		
Instrumental Music	332	960		
Orchestra Instrumental Music	405	440		
Instrumental Music Instruction	Office B	153		
Remedial Math	Office A	153		
Speech		352		
Remedial Reading/AIS	Lib conf 2	400		
Library	Lib	2370		
Physical Education	Gym	9000		
Cafetorium		3300		
Stage		850		
MIDDLE SCHOOL GRADES 7-8				
Golf instruction		2800		
Adaptive PE		4900		
Large Group Instruction	LGI	1780		

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Library Media Center		6430		
Cafetorium		4490		
Stage		1130		
OT/PT	202	775		
Math Lab	110	780		
Special Ed Resource Room	111	775		
Special Ed Resource Room	113	775		
Study Hall	120A	450		
Study Hall	120B	350		
Computer Lab	201	860		
Computer Lab	218	775		
In School Suspension	207			
Reading Lab	222	450		
Autism Spectrum Disorder Classroom	220	350		
Community Resource Officer		100		
Psychologist		100		
Guidance		360		
Social Work Assistant		120		
Social Work Assistant		420		
Social Work Assistant		100		
TOTAL GRADES 5-8			0	0

*Denotes classrooms under state minimum recommended square footage

HORSEHEADS INTERMEDIATE/ MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
15:1	300A	400*	15	15
6:1:1	300	775	6	6
12:1:1	302	775	12	12
15:1	316	900	15	15
8:1:1 (BOCES)	99	400*	8	8
12:1:1	101	775	12	12
15:1:1	200	775	15	15
15:1:1	204	775	15	15
6:1:1 (BOCES)	221	775	6	6
8:1:1	223	775	8	8
TOTAL SPECIAL EDUCATION			112	112

HORSEHEADS HIGH SCHOOL

Total Enrollment as of October, 2008	
<ul style="list-style-type: none"> • Secondary grades 9-12 and Special Needs Self-contained 	
Total enrollment 9-12	1396

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 12/1/08**

HORSEHEADS HIGH SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2008-2009:
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OPERATING CAPACITY	
PUPIL STATION METHODOLOGY	
SECONDARY 9-12 CLASSROOMS	$(2093-200)/1.16 = 1631$
SPECIAL EDUCATION	47
ESTIMATED TOTAL OPERATING CAPACITY GRADES 9-12	1678
SED ‘RATED’ CAPACITY (BUILDING AID UNITS) FOR ESTIMATED BUILDING AID CEILING CALCULATIONS	
GRADES 9 – 12 CLASSROOMS	$(2138-200)/1.16 = 1670$
SPECIAL EDUCATION	47
ESTIMATED TOTAL BUILDING AID UNITS 9-12	1717

UNDER OR OVER TOTAL BUILDING PUPIL CAPACITY	CURRENT GRADES 9-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE HIGH SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2008-2009 PROGRAM
<i>OPERATING CAPACITY</i>	<i>UNDER BY 282 PUPILS OR BY 16.8%</i>
<i>SED RATED CAPACITY</i>	<i>UNDER BY 321 PUPILS OR BY 18.7%</i>
<i>INCORPORATING GENERALLY ACCEPTED OPERATING PRACTICE OF 10% UNASSIGNED CAPACITY FACTOR TO ALLOW PROGRAM FELEXIBIITY</i>	<i>UNDER BY 115 PUPILS OR BY 7.6%</i>

CAPACITY ANALYSIS HORSEHEADS HIGH SCHOOL

*Denotes classrooms under state minimum recommended square footage of 770 square feet.

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Art	151	1700	25	25
Art	153	860	25	19
Art	155	1000	25	22
Art	157	1000	25	22
Home and Careers	212-314	1080	21	21
Home and Careers	207	990	19	19
Home and Careers	216	690	13	13
Band		2500	40	40
Choir		1700	34	34
Instrumental Strings	Round Room	1000	16	16
Foreign language	269	770	25	29
Foreign language	271	770	25	29
Foreign language	273	1150	25	30
Foreign language	274	770	25	29
Foreign language	276	770	25	29
Foreign language	278	770	25	29
Foreign language	280	770	25	29
Physics	112	1370	25	24
Physics	210	990	25	19
Chemistry	114	1370	25	24
Chemistry	118	980	25	19
Chemistry	120	980	25	19
Biology	100	1000	25	20
Biology	101	1100	25	22
Biology	102	1000	25	20
Biology	111	800	25	16
Biology	105	1370	25	24
Earth Science	108	1370	25	30
Earth Science	113	600	25	20
Earth Science	115	930	25	30
Earth Science	117	930	25	30
Health	200	990	25	30
Health	201	670	25	25
Health	204	990	25	30
SS	252	770	25	29
SS	254	770	25	29
SS	256	770	25	29
SS	258	770	25	29
SS	261	1200	25	30
SS	263	1100	25	30
SS	262	800	25	30
SS	264	700	25	26

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
SS	265	770	25	29
SS	266	770	25	29
SS	267	770	25	29
SS	268	770	25	29
SS	270	770	25	29
SS	272	770	25	29
English	158	1040	25	30
English	159	800	25	30
English	160	800	25	30
English	161	800	25	29
English	162	800	25	30
English	163	800	25	30
English	165	650	25	25
English	167	700	25	26
English	168	800	25	30
English	170	800	25	30
English	172	1160	25	30
Math	213	690	25	26
Math	215	690	25	26
Math	217	800	25	30
Math	218	830	25	30
Math	219	800	25	30
Math	221	600	25	23
Math	222	830	25	30
Math	223	830	25	30
Math	224	600	25	23
Math	226	600	25	23
Math	227	800	25	30
Math	230	800	25	30
Technology	154	1200	25	16
Technology	156	1200	25	16
Technology	150	2000	25	24
Business	107	600	25	17
Business	109	800	25	22
Business Computers	211	690	25	19
Library-reading area	Lib	1000	40	40
Phys Ed	North	7000	25	30
Phys Ed	South	7400	25	30
Phys Ed-pool		7800	25	30
RAW TOTALS 9-12			2093	2138

HORSEHEADS HIGH SCHOOL GRADES 9-12 INSTRUCTIONAL SUPPORT SPACE				
SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Cafeteria		7600		
Rehearsal Room		1500		
Exercise Bike Room		700		
Stage/Auditorium		10,600		
Weight Room		2000		
Aux Gym		3000		
Guidance		x		
Social Worker	202	368		
Computer Lab	209	990		
Computer Lab	260	860		
Transitional Support	220	368		
OT/PT/Speech-Hearing	225	400		
Nurse's Office		x		
Reading Lab	164	650		
Reading Lab	166	500		
Test Center	250	600		
Resource Rm/Academic Support	203	670		
Resource Room	206	690		
Resource room	228	400		
Resource Room – Asperger's/ASCD	251	650		
Resource Room	253	650		
Resource Room	255	650		
Faculty Room		500		
Student Activity Center	SAC	1250		
Multi-media Center		2200		
Library		6200		
Conference Room		1000		
Educational Support Services		900		
TOTALS GRADES 9-12			0	0

**HORSEHEADS HIGH SCHOOL SPECIAL EDUCATION
INSTRUCTIONAL CLASSROOMS**

CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	152	600*	12	12
12:1 ASD	301	1250	12	12
15:1:1	257	650*	15	15
8:1:1	259	400*	8	8
TOTALS SPECIAL EDUCATION			47	47

**APPENDIX C:
ESTIMATED BUILDING AID CEILINGS
FOR EACH HORSEHEADS CENTRAL SCHOOL DISTRICT
SCHOOL BUILDING**

The primary purpose of providing these cost allowances for *hypothetical renovation/reconstruction* projects that would not change the capacity in each school building is to demonstrate the various calculations and elements that produce maximum cost allowances for SED approved projects. Projects that might include *additions* to existing buildings therefore would in all likelihood *add* capacity. Such addition projects would qualify for an added separate calculated building aid ceiling for the additions if the resulting total operating capacities for grades K-6 and 7-8, and 9-12 are within the parameters as defined by SED of future enrollment projections. The latest SED facility project guidelines and the latest published SED construction cost index are incorporated in these sample building aid calculations along with the SED calculated regional cost factor for Chemung County. The regional cost factor for Chemung County is 1.0. SED guidelines applied in these estimated analyses are subject to change.

SCHOOL BUILDING	ESTIMATED HYPOTHETICAL RECONSTRUCTION/RENOVATION BUILDING AID CEILINGS AS OF JANUARY 2009 BASED ON THE CURRENT BUILDING AID UNITS CALCULATED FOR EACH BUILDING
Ridge Road Elementary	\$6,518,388
Center Street Elementary	\$6,330,916
Gardner Road Elementary	\$8,297,847
Big Flats Elementary	\$7,023,102
Intermediate/ Middle School	\$25,259,916
Horseheads High School	\$31,796,147

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: RIDGE ROAD ELEM.

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	540	0	0
GRADES 7-8	0	0	0
GRADES 9-12	0	0	0
SPECIAL ED	8	0	0
PRE-K	0	0	0

ADDITIONS	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

ALTERATIONS	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	540	\$9,614	\$5,191,560	\$1,923	\$1,038,420
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	8	\$28,841	\$230,728	\$7,210	\$57,680
TOTALS			\$5,422,288		\$1,096,100

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$5,422,288	\$5,422,288	\$1,096,100	\$1,096,100	\$6,518,388	\$6,518,388	
TOTALS	\$5,422,288	\$5,422,288	\$1,096,100	\$1,096,100	\$6,518,388	\$6,518,388	
WITHOUT SUPP	\$5,422,288	\$5,422,288	\$1,096,100	\$1,096,100	\$6,518,388	\$6,518,388	

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: CENTER STREET ELEM.

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	476	0	0
GRADES 7-8	0	0	0
GRADES 9-12	0	0	0
SPECIAL ED	6	0	0
PRE-K	54	0	0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	54	\$9,614	\$519,156	\$1,923	\$103,842
GRADES K-6	476	\$9,614	\$4,576,264	\$1,923	\$915,348
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	6	\$28,841	\$173,046	\$7,210	\$43,260
TOTALS			\$5,268,466		\$1,062,450

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$5,268,466	\$5,268,466	\$1,062,450	\$1,062,450	\$6,330,916	\$6,330,916	
TOTALS	\$5,268,466	\$5,268,466	\$1,062,450	\$1,062,450	\$6,330,916	\$6,330,916	
WITHOUT SUPP	\$5,268,466	\$5,268,466	\$1,062,450	\$1,062,450	\$6,330,916	\$6,330,916	

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: GARDNER ROAD ELEM.

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	513	0	0
GRADES 7-8	0	0	0
GRADES 9-12	0	0	0
SPECIAL ED	66	0	0
PRE-K	0	0	0

ADDITIONS	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

ALTERATIONS	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	513	\$9,614	\$4,931,982	\$1,923	\$986,499
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	66	\$28,841	\$1,903,506	\$7,210	\$475,860
TOTALS			\$6,835,488		\$1,462,359

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$6,835,488	\$6,835,488	\$1,462,359	\$1,462,359	\$8,297,847	\$8,297,847	
TOTALS	\$6,835,488	\$6,835,488	\$1,462,359	\$1,462,359	\$8,297,847	\$8,297,847	
WITHOUT SUPP	\$6,835,488	\$6,835,488	\$1,462,359	\$1,462,359	\$8,297,847	\$8,297,847	

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: BIG FLATS ELEM.

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	513	0	0
GRADES 7-8	0	0	0
GRADES 9-12	0	0	0
SPECIAL ED	22	0	0
PRE-K	27	0	0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	27	\$9,614	\$259,578	\$1,923	\$51,921
GRADES K-6	513	\$9,614	\$4,931,982	\$1,923	\$986,499
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	22	\$28,841	\$634,502	\$7,210	\$158,620
TOTALS			\$5,826,062		\$1,197,040

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$5,826,062	\$5,826,062	\$1,197,040	\$1,197,040	\$7,023,102	\$7,023,102	
TOTALS	\$5,826,062	\$5,826,062	\$1,197,040	\$1,197,040	\$7,023,102	\$7,023,102	
WITHOUT SUPP	\$5,826,062	\$5,826,062	\$1,197,040	\$1,197,040	\$7,023,102	\$7,023,102	

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: INTERMEDIATE/MIDDLE SCHOOL

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	756	0	0
GRADES 7-8	743	0	0
GRADES 9-12	0	0	0
SPECIAL ED	112	0	0
PRE-K	0	0	0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	756	\$9,614	\$7,268,184	\$1,923	\$1,453,788
GRADES 7-8	743	\$13,459	\$10,000,037	\$3,365	\$2,500,195
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	112	\$28,841	\$3,230,192	\$7,210	\$807,520
TOTALS			\$20,498,413		\$4,761,503

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$20,498,413	\$20,498,413	\$4,761,503	\$4,761,503	\$25,259,916	\$25,259,916	
TOTALS	\$20,498,413	\$20,498,413	\$4,761,503	\$4,761,503	\$25,259,916	\$25,259,916	
WITHOUT SUPP	\$20,498,413	\$20,498,413	\$4,761,503	\$4,761,503	\$25,259,916	\$25,259,916	

ESTIMATED AID CEILING (JAN. SAMPLE ANALYSIS)
(NOV., 2008 index)

SCHOOL: HIGH SCHOOL

DISCUSSION ONLY

COUNTY CHEMUNG

	EXISTING	NEW	SUPPLEMENTAL
GRADES K-6	0	0	0
GRADES 7-8	0	0	0
GRADES 9-12	1670	0	0
SPECIAL ED	47	0	0
PRE-K	0	0	0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	0	\$14,420	\$0	\$3,605	\$0
SPECIAL ED	0	\$28,841	\$0	\$7,210	\$0
K-6 SUPP	0	\$9,614	\$0	\$1,923	\$0
7-8 SUPP	0	\$13,459	\$0	\$3,365	\$0
9-12 SUPP	0	\$14,420	\$0	\$3,365	\$0
TOTALS			\$0		\$0
W/O SUPP			\$0		\$0

	CAPACITY	INDEX	CONSTRU	INDEX	INCIDENT
PRE-K	0	\$9,614	\$0	\$1,923	\$0
GRADES K-6	0	\$9,614	\$0	\$1,923	\$0
GRADES 7-8	0	\$13,459	\$0	\$3,365	\$0
GRADES 9-12	1670	\$14,420	\$24,081,400	\$3,605	\$6,020,350
SPECIAL ED	47	\$28,841	\$1,355,527	\$7,210	\$338,870
TOTALS			\$25,436,927		\$6,359,220

SUMMARY	CONSTRU	REGIONAL CONSTRU	INCIDENT	REGIONAL INCIDENT	TOTAL	REGIONAL TOTAL	REGIONAL COST FACTOR
ADDITIONS	\$0	\$0	\$0	\$0	\$0	\$0	1
ALTERATIONS	\$25,436,927	\$25,436,927	\$6,359,220	\$6,359,220	\$31,796,147	\$31,796,147	
TOTALS	\$25,436,927	\$25,436,927	\$6,359,220	\$6,359,220	\$31,796,147	\$31,796,147	
WITHOUT SUPP	\$25,436,927	\$25,436,927	\$6,359,220	\$6,359,220	\$31,796,147	\$31,796,147	

APPENDIX D:
A WELL THOUGHT-OUT PLAN FOR FACILITY PROJECTS

Defining a Vision; the Role of an Architect and Construction Management Firm; Maximizing New York State Building Aid Reimbursement

A. Introductory Discussion:

The Horseheads School District like most school districts in New York State desires to receive the maximum state building aid allowable to help pay for the facilities necessary to support the locally defined educational plan.

Defining the educational program is the first priority by the school board, district leadership, and faculty. The educational plan accommodates statewide curriculum/assessment standards, and the vision and aspirations the Horseheads School District community has for all the children of the district, present and future. Planning for a facility project is first a curriculum visioning/improvement endeavor before it is a ‘brick and mortar’ designing/construction endeavor.

Commissioner’s Regulations 155.1 requires a school district to plan for the future of its facilities by: assessing enrollment projections, evaluating the district’s grade organization, reviewing the use of existing buildings, evaluating the need for replacing obsolete and/or aging facilities, and determining the needs for additional facilities.

A key ingredient to determine what facilities are needed to implement the educational plan is an enrollment projection. The defining of facilities necessary to implement the plan is with a future vision of the K-6 enrollment to be served five years from now, the 7-8 enrollment to be served eight years from now, and the 9-12 enrollment to be served ten years from now. The district vision for pre-kindergarten education is an *additional* documentation for facilities necessary to implement program.

Once the educational program plan is defined and future enrollment estimates are calculated, an architect can help a school board answer:

- How do the present facilities help or hinder the educational plan?
- Can the current facilities be renovated to meet the space needs of the educational plan?
- Can the current facilities be renovated with the addition of new space to meet the needs of the educational plan?
- Should a current building be abandoned and a new building constructed to meet the space needs of the educational plan?

Form follows function. The educational program plan/expectations to serve the estimated future student population must first be defined. Then, and only then can design specialists help define facility options to achieve the educational plan. It is also at this time that the various facility options are analyzed to calculate the maximum State of New York building aid represented by each respective option to achieve the defined educational program specifications.

B. Goals

1. DEVELOP AFFORDABLE OPTIONS TO MEET THE EDUCATIONAL SPECIFICATIONS

A simultaneous overlay in reviewing facility options that can meet the needs of the educational plan is economics. What can the school district afford? What facility options are within the means of the school district? After planned input from the community, the school board/administrative team can judge and estimate what the local taxpayer can afford to implement the educational plan and the necessary facilities. Estimates of capital fund collections based on

various facility options are provided by the architect and construction management consultants so estimates on school district taxes can be calculated.

2. CHOOSE DESIGN OPTIONS THAT QUALIFY FOR MAXIMUM BUILDING AID FROM THE STATE OF NEW YORK

Commissioner's Regulations have been developed to help secure equity and fairness in determining the maximum amount the State will pay to support facilities in all school districts, rich and poor. Districts that are wealthy may spend much more than what the State will aid 'up to'. For Horseheads and most school districts, the reality of economics is that they must try and satisfy the facility needs of their educational plans at no more than the maximum allowable expense the State will aid 'up to'. This worthy goal is not always attainable. The real work of an architect/engineer is the skill to design a form that will satisfy the function of the district's educational plan *within* the maximum cost allowance that the State will aid 'up to' unless the school board decides to spend above the aidable ceiling. Therefore, it is important to support the work of the architect and the program decision-making of the district by having available on-going estimates of maximum aid ceiling calculations of design schematics. In this way, the major work necessary to submit a project for State Education Department review is not wasted. The Horseheads and the architect design team will know the estimated qualifying aid ceiling of a plan before submittal to the State Education Department.

3. UNDERSTAND THE 'MAXIMUM AID CEILING ALLOWANCE'

Any dollars spent over the assigned maximum cost allowance as defined by the State Education Department are all '100 penny dollars' directly from local tax dollars with no State support. Careful planning is necessary to keep as close to the maximum aid ceiling as possible. Sometimes the maximum aid ceiling may not be sufficient for major work in very old, sub-standard buildings. Or, a district may wish to provide more space than the estimated enrollments can justify as per the SED school facility program guidelines. In these cases, the school will need to decide what it can afford over the state aidable ceiling for the facility project.

C. Strategic Approach

1. **Assure that all design features can be directly related to the educational vision, instructional goals, and mission of the Horseheads Central School District. Communicate this vision with clarity to the community. For example, every item of a proposed project should have a direct answer to the question "What will this do for kids?" short term and or long term.**
2. Follow Commissioner's guidelines that are used to determine maximum cost allowance for building aid for each building.
3. Keep a district-wide perspective. The total of the rated capacities of **all** the buildings in the Horseheads must relate and be congruous with the total projected K-6 and 7-12 student enrollments to be served in programs offered by the school district. The district cannot receive aid on space that supersedes the enrollment estimated to be served in the future.
4. Follow carefully what makes up a maximum aid ceiling assignment. Maximum aid ceilings are building specific and cannot be allocated for other buildings. Maximum aid ceilings include two parts: one is for construction or reconstruction and the other is for related incidental expenses. Both aid ceiling maximums cannot be interchanged.
5. Put in place accurate record keeping for each project. This is to ensure that Horseheads can file accurate final cost reports to the State Education Department such that there are no deducts in aid for unapproved items or for work that was not in the original scope of the project and not substantiated by an approved change order.

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