

Baldwinsville Central School District Study Question:

*Are there options that might provide program effective and cost-effective ways or patterns to organize how the K-12 program is implemented/delivered over the next five years?*



**PUPIL CAPACITY ANALYSIS  
OF EACH SCHOOL BUILDING OF  
THE BALDWINSVILLE CENTRAL  
SCHOOL DISTRICT**

**KINDERGARTEN  
THROUGH  
GRADE 12**

*A Tool to Help Plan and Discuss  
the Future*

*January 31, 2019*

*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

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*“Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future.”*

## **PURPOSE OF THE SCHOOL BUILDINGS CAPACITY STUDY**

This study provides a school building pupil capacity assessment that documents how the instructional spaces in all of the school buildings of the Baldwinsville Central School District are utilized in the 2018-2019 school year to deliver *the current kindergarten through grade twelve program including special education*. Second, it provides an assessment of pupil capacity of each building measured against local district goals for grade level class sizes and measured against State Education Department building aid unit capacity guidelines for instructional space.

The study is instructionally focused on the current year 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 best source for such infrastructure analysis is the architect for the district.

The protocol to accomplish the school building capacity assessment is guided by two elements. Element one applies the New York State Education Department defined room schedule of minimum spaces necessary to house a district's educational program and the square foot guidelines for each specific space to define the *State-rated pupil capacity*. *Appendix A* describes the NYS guidelines and term definitions about State-rated school building pupil capacity.

The second element key to an analysis of school building pupil capacity is *local school district values* stated in Board of Education Policy and/or the contract between the Board of Education and the Teachers' Association. If there is such class size policy or contract language, then the State-rated pupil capacity for the school buildings is modified by the *local district class size guidelines*.

## **USE OF THE PUPIL CAPACITY ANALYSIS**

The analysis provides:

- ✓ A comprehensive inventory of all instructional and instructional support spaces in the eight school buildings of the district and how they are used to implement and deliver the 2018-2019 grades K-12 program.
- ✓ A measure of balance between available pupil capacity in a school and the enrollment to be served in the building.

- ✓ Indication of which buildings have available pupil capacity to host an influx of new enrollment, host new or different programming and/or host different grade level configurations than are now assigned.

**BALDWINVILLE CENTRAL SCHOOL DISTRICT GUIDELINES GOVERNING CLASS SIZE**

Article Eleven, Section 11.2 of the Teachers’ Contract states the following:

**Section 11.2 Class Size**

It is the common goal of the District and the Association that, to the extent financial, budgetary or space considerations make it feasible, normal class size shall be:

For Primary A (Grades K-1)	District Average 20
For Primary B (Grades 2 & 3)	District Average 23
For Intermediate (Grades 4, 5, &6)	District Average 25
For Secondary (Grades 7-12)	District Average 27
For Special Subjects	Guidelines will Regulations of the Commissioner

Board Policy does not reference *class size*.

The Board of Education has the discretion to set class size goals annually. Historically and consistently, the District administration with Board knowledge and support has implemented the K-12 program using the following “Operational Class Size Goals”.

<b>GRADE LEVEL</b>	<b>Operational Class Size District Goal</b>
Kindergarten	20
Grade 1	20
Grade 2	22
Grade 3	23
Grade 4	24
Grade 5	25
Grade 6	25
Grade 7	25
Grade 8	26
Grades 9-12	26*
Other Secondary Classes	
Technology	22
Home and Careers	22
PE	25

\*Individual periods of specialized, advanced instructional offerings may well have lower class enrollments.

The **‘functional operating class size goals’** of the district are used by the Pupil Capacity Study to modify the state-rated capacity calculations to determine the *functional* operating pupil capacity of each school building. It is this *functional operating capacity* defined by the “*class size operating goals*” that the study suggests the District use for short-range and long-range planning for the delivery of instruction and the program.

The following pages outline the detailed pupil capacity analysis for each of the Baldwinsville Central School District buildings. The analyses are benchmarked to and reflect how the instructional spaces are deployed in each building in the school year 2018-2019 to deliver the curriculum to kindergarten through grade 12 as inventoried and reported by each respective building principal. Specific questions about specific spaces are best directed to the respective principal.

Three pupil capacity measurements are provided:

1. The *functional operating capacity* calculation reflects the class size “operating goals” that the district uses to deliver the program. It is recommended that this is the calculation of pupil capacity that should be used by the school district in its planning of future program delivery/implementation.
2. A second *pupil capacity* calculation reflects the class size “guidelines” defined in the Teachers’ contract that the Board and Administration may use at their discretion to deliver the instruction in grades K-12.
3. The *estimated building aid units/State Education Department rated guidelines* calculation that likely would guide the determination of building aid allocation to the district in the case of a facility project

**Summary of the Pupil Capacity of each Baldwinsville Central School District School Building as the Space is Deployed to Deliver the Program for 2018-2019**

<b>School Building</b>	<b>2018-2019 Baldwinsville CSD Pupil Enrollment (October 1, 2018)</b>	<b>Functional Operating Capacity Given how the Program is Implemented/Deployed; Guided by the Local District Class Size OPERATING GOALS</b>	<b>% Of Total Pupil Capacity Used in 2018-2019 As Per the Class Size OPERATING GOALS *</b>	<b>Estimated Additional Pupil Enrollment that Could be Served as per the Class Size OPERATING GOALS Given the 2018-2019 Program Delivery</b>
<b>McNamara Elementary (K-5)</b>	529	512	103.3%	-17
<b>Reynolds Elementary (K-5)</b>	454	466	97.4%	12
<b>Elden Elementary (K-5)</b>	483	487	99.2%	4
<b>Palmer Elementary (K-5)</b>	480	514	93.4%	34
<b>VanBuren Elementary (K-5)</b>	525	514	102.2%	-11
<b><i>TOTAL GRADES K-5</i></b>	<b>2471</b>	<b>2493</b>	<b>99.1%</b>	<b>22</b>
<b>TOTAL GRADE 6</b>	400	419	95.5%	19
<b>TOTAL GRADE 7</b>	450	455	98.9%	5
<b><i>TOTAL Ray Middle School GRADES 6-7</i></b>	<b>850</b>	<b>868</b>	<b>97.9%</b>	<b>18</b>
<b>Durgee Junior High 8-9</b>	<b>850</b>	<b>819</b>	<b>103.8%</b>	<b>-31</b>
<b>High School 10-12</b>	<b>1258</b>	<b>1467</b>	<b>85.7%</b>	<b>209</b>
<p><b>*Generally accepted long-range planning assumes that between 7% and 10% of <u>Potential Pupil Capacity</u> is considered/planned for as <i>unassigned pupil capacity</i>. This allows flexibility in the delivery of the program and helps to insure the quality of program delivery with the space available if unforeseen annual or seasonal spikes in pupil enrollment occur.</b></p>				

**MCNAMARA  
ELEMENTARY SCHOOL**

<b>Total Enrollment as of October, 2018</b>	
<b>• Grades K-5</b>	<b>529</b>

**BUILDING CAPACITY ANALYSIS:  
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET  
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	512
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL FUNCTIONAL PUPIL CAPACITY</b>	<b>512</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	519
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL PUPIL CAPACITY</b>	<b>519</b>
<b>ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	614
BALDWINSVILLE SPECIAL EDUCATION	36
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL ESTIMATED BAUs</b>	<b>614</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY K-5 AS PER THE CLASS SIZE GOALS OF THE DISTRICT</i>	<b>OVER BY 17 PUPILS OR BY +3.3%</b>
CAPACITY K-5 AS PER THE TEACHERS’ CONTRACT	<b>OVER BY 10 PUPILS OR BY +1.9%</b>

**CAPACITY ANALYSIS MCNAMARA ELEMENTARY SCHOOL**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Kindergarten	C111	945	20	20	27
Kindergarten	C110	771	20	20	27
Kindergarten	C108	762*	20	20	26
Kindergarten	C107	950	20	20	27
Grade 1	C106	762*	20	20	26
Grade 1	C105	760*	20	20	26
Grade 1	C104	762*	20	20	26
Grade 1	C103	760*	20	20	26
Grade 2	C102	757*	22	23	26
Grade 2	C101	757*	22	23	26
Grade 2	B207	789	22	23	27
Grade 2	B209	778	22	23	27
Grade 3	B211	791	23	23	27
Grade 3	B213	801	23	23	27
Grade 3	B215	933	23	23	27
Grade 3	B216	962	23	23	27
Grade 4	B112	805	24	25	27
Grade 4	B111	791	24	25	27
Grade 4	B110	809	24	25	27
Grade 5	B106	809	25	25	27
Grade 5	B107	811	25	25	27
Grade 5	B108	809	25	25	27
Grade 5	B109	791	25	25	27
<b>TOTAL GRADES K-5</b>			<b>512</b>	<b>519</b>	<b>614</b>

<b>MCNAMARA SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
<b>TOTAL SPECIAL EDUCATION</b>			<b>0</b>	<b>0</b>



## INSTRUCTIONAL SUPPORT SPACE

Instructional *support* space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	B210-B212	2475
Computer Lab	B206	762
Music	A116	759
Band /Orchesetra	A117	245
Art	B113	801
Physical Education	A114	1894
Wellness Room		
Cafeteria	A115	2622
Stage		
Nurse	A105	548
Psychologist	A107	139
Social worker	A109	160
Resource Officer/Social Worker	In Library	x
Observation Room	A108	52
Speech/ENL	B202	356
Reading	B116	835
Reading		
AIS services	B115	791
Special Ed Resource	B104	357
Special Ed Resource	B203	198
Special Ed Resource	A110	289
Special Ed Resource	A106	289
ENL		
Quiet Room Special Ed.		
Liberty Resources		
Behavioral Intervention Program		
Math Lab		
Math Lab/Special Ed.	B115	791
Literacy RTi		
Learning Coaches		
OT/PT	A114	304
OT/PT/Speech		
BOCES-Social Worker		
BOCES-Social Worker		
Conference Room	A102	260
Conference Room		
Staff Work Room	A111	493
Copy Room		
Book Room/Special Ed.		

**REYNOLDS  
ELEMENTARY SCHOOL**

<b>Total Enrollment as of October, 2018</b>	
<ul style="list-style-type: none"> <li>• Grades K-5</li> <li>• BOCES Program Pupils</li> </ul>	<p style="text-align: center;"><b>454</b></p> <p style="text-align: center;"><b>8</b></p>

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET  
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	466
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>TOTAL FUNCTIONAL PUPIL CAPACITY</b>	<b>466</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	473
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>TOTAL MAXIMUM PUPIL CAPACITY</b>	<b>473</b>
<b>ESTIMATED 'BUILDING AID UNITS' FOR CAPITAL PROJECT CALCULATIONS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	565
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>TOTAL ESTIMATED BAUs</b>	<b>577</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY K-5 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<i>UNDER BY 12 PUPILS OR BY 2.6%</i>
MAXIMUM PUPIL CAPACITY K-5 AS PER THE TEACHERS' CONTRACT	UNDER BY 19 PUPILS OR BY 4%

**CAPACITY ANALYSIS REYNOLDS ELEMENTARY SCHOOL**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Kindergarten	144	780	20	20	27
Kindergarten	146	986	20	20	27
Kindergarten	148	986	20	20	27
Kindergarten	150	986	20	20	27
Grade 1	142	780	20	20	27
Grade 1	127	780	20	20	27
Grade 1	140	780	20	20	27
Grade 1	129	780	20	20	27
Grade 2	136	780	22	23	27
Grade 2	125	780	22	23	27
Grade 2	138	780	22	23	27
Grade 3	128	780	23	23	27
Grade 3	113	750*	23	23	26
Grade 3	134	780	23	23	27
Grade 4	116	827	24	25	27
Grade 4	124	780	24	25	27
Grade 4	126	780	24	25	27
Grade 4	111	750*	24	25	26
Grade 5	118	832	25	25	27
Grade 5	120	832	25	25	27
Grade 5	122	832	25	25	27
<b>TOTAL GRADES K-5</b>			<b>466</b>	<b>473</b>	<b>565</b>

<b>REYNOLDS SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
12:1:1 BOCES RENTAL	110	740*	12	12
<b>TOTAL SPECIAL EDUCATION</b>			<b>12</b>	<b>12</b>

## REYNOLDS INSTRUCTIONAL SUPPORT SPACE

Instructional *support* space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	103	2475
Computer Lab	101	780
Music	131	672
Band /Orchestra	152B	230
Art	132	1009
Physical Education	133	3796
Wellness Room		
Cafeteria	152	2790
Stage	152A	765
Nurse	102	624
Psychologist	115	144
Social worker	117	192
Resource Officer/Social Worker	In Library	In Library
Observation Room		
Speech	135	154
Reading		
Reading		
AIS services		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
ENL	Share with 130	Share with 130
Quiet Room Special Ed.		
Liberty Resources		
Behavioral Intervention Program		
Math Lab	114	222
Math Lab/Special Ed.	123	780
Literacy RTi	130	1009
Learning Coaches	121	512
OT/PT	137	804
OT/PT/Speech		
BOCES-Social Worker	112	309
BOCES-Social Worker	112A	109
Conference Room	106A	143
Conference Room	108	780
Staff Work Room	145	335
Copy Room	106	513
Book Room/Special Ed.		

**ELDEN  
ELEMENTARY SCHOOL**

<b>Total Enrollment as of October, 2018</b>	
<b>• Grades K-5</b>	<b>483</b>

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET  
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	487
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL FUNCTIONAL PUPIL CAPACITY</b>	<b>487</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	494
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL MAXIMUM PUPIL CAPACITY</b>	<b>494</b>
<b>ESTIMATED 'BUILDING AID UNITS' FOR CAPITAL PROJECT CALCULATIONS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	586
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL ESTIMATED BAUs</b>	<b>586</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY K-5 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<b>UNDER BY 4 PUPILS OR BY .8%</b>
MAXIMUM PUPIL CAPACITY K-5 AS PER THE TEACHERS' CONTRACT	<b>UNDER BY 11 PUPILS OR BY 2.2%</b>

**CAPACITY ANALYSIS ELDEN ELEMENTARY SCHOOL**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Kindergarten	101	1075	20	20	27
Kindergarten	102	1015	20	20	27
Kindergarten	103	817	20	20	27
Kindergarten	104	817	20	20	27
Grade 1	106	826	20	20	27
Grade 1	105	787	20	20	27
Grade 1	107	837	20	20	27
Grade 1	108	827	20	20	27
Grade 2	126	869	22	23	27
Grade 2	127	790	22	23	27
Grade 2	128	814	22	23	27
Grade 2	129	769*	22	23	26
Grade 3	142	767*	23	23	26
Grade 3	144	779	23	23	27
Grade 3	146	816	23	23	27
Grade 3	148	794	23	23	27
Grade 4	145	769*	24	25	26
Grade 4	150	806	24	25	27
Grade 4	147	795	24	25	27
Grade 5	152	730*	25	25	25
Grade 5	151	724*	25	25	25
Grade 5	153	750*	25	25	26
<b>TOTAL GRADES K-5</b>			<b>487</b>	<b>494</b>	<b>586</b>

<b>ELDEN SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
<b>TOTAL SPECIAL EDUCATION</b>			<b>0</b>	<b>0</b>

## ELDEN INSTRUCTIONAL SUPPORT SPACE

Instructional *support* space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	141	1530
Computer Lab		
Music	131	913
Band /Orchestra	124B	367
Art	130	945
Physical Education	133	3746
Wellness Room		
Cafeteria	124	2000
Stage	STAGE	557
Nurse	109	804
Psychologist	109B	212
Social worker		
Resource Officer/Social Worker	141A	371
Observation Room		
Speech		
Reading	125	769
Reading	125A	220
AIS services		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
ENL	117B	125
Quiet Room Special Ed.	136	172
Liberty Resources	118	212
Behavioral Intervention Program		
Math Lab		
Math Lab/Special Ed.	115	822
Literacy RTi		
Learning Coaches		
OT/PT		
OT/PT/Speech	143	842
BOCES-Social Worker		
BOCES-Social Worker		
Conference Room	109A	220
Conference Room		
Staff Work Room	117	639
Copy Room		
Book Room/Special Ed.		

## PALMER ELEMENTARY SCHOOL

<b>Total Enrollment as of October, 2018</b>	
<b>• Grades K-5</b>	<b>480</b>
<b>• BOCES Program Pupils</b>	<b>8</b>

**BUILDING CAPACITY ANALYSIS:  
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET  
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	514
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>TOTAL FUNCTIONAL PUPIL CAPACITY</b>	<b>514</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	522
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>TOTAL MAXIMUM PUPIL CAPACITY</b>	<b>522</b>
<b>ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	611
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>TOTAL ESTIMATED BAUs</b>	<b>619</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY K-5 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<b>UNDER BY 34 PUPILS OR BY 6.6%</b>
MAXIMUM PUPIL CAPACITY K-5 AS PER THE TEACHERS’ CONTRACT	<b>UNDER BY 42 PUPILS OR BY 8.1%</b>



**CAPACITY ANALYSIS PALMER ELEMENTARY SCHOOL**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Kindergarten	C110	940	20	20	27
Kindergarten	C109	767*	20	20	26
Kindergarten	C108	765*	20	20	26
Kindergarten	C107	955	20	20	27
Grade 1	C106	765*	20	20	26
Grade 1	C105	760*	20	20	26
Grade 1	C103	760*	20	20	26
Grade 2	C104	764*	22	23	26
Grade 2	C102	767*	22	23	26
Grade 2	C101	769*	22	23	26
Grade 2	B109	790	22	23	27
Grade 2	B110	790	22	23	27
Grade 3	B206	792	23	23	27
Grade 3	B207	792	23	23	27
Grade 3	B208	792	23	23	27
Grade 3	B209	792	23	23	27
Grade 4	B210	793	24	25	27
Grade 4	B211	789	24	25	27
Grade 4	B213	785	24	25	27
Grade 5	B115	792	25	25	25
Grade 5	B116	835	25	25	27
Grade 5	B212	788	25	25	27
Grade 5	B215	933	25	25	27
<b>TOTAL GRADES K-5</b>			<b>514</b>	<b>522</b>	<b>611</b>

<b>PALMER SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
BOCES RENTAL 8:1:1	A108 (trailer)	914	8	8
<b>TOTAL SPECIAL EDUCATION</b>			<b>8</b>	<b>8</b>

## PALMER INSTRUCTIONAL SUPPORT SPACE

Instructional *support* space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	B110	2109
Computer Lab	B106	763
Music	A119	835
Band /Orchestra	A120	250
Art	B113	790
Physical Education	Gym	1893
Wellness Room	B109	790
Cafeteria	Cafeteria	2711
Stage	Stage	1034
Nurse	A102	695
Psychologist	B104	350
Social Worker	A110 (trailer)	426
Resource Officer/Social Worker	In Library	x
Observation Room		
Speech	A106	255
Reading/RTi	A105	225
Reading	B107	790
AIS services		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
ENL		
Quiet Room Special Ed.		
Liberty Resources		
Behavioral Intervention Program	B216	965
Math Lab	B202	391
Math Lab/Special Ed.	B105 shared	225 shared
Literacy RTi		
Learning Coaches		
OT/PT	A110 (trailer)	914
OT/PT/Speech		
BOCES-Social Worker		
BOCES-Social Worker		
Conference Room	A104	423
Conference Room		
Staff Work Room	A106A	641
Copy Room	A103	207
Book Room/Special Ed.		

**VANBUREN  
ELEMENTARY SCHOOL**

<b>Total Enrollment as of October, 2018</b>	
• Grades K-5	525

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET  
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	514
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL FUNCTIONAL PUPIL CAPACITY</b>	<b>514</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 5	521
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL MAXIMUM PUPIL CAPACITY</b>	<b>521</b>
<b>ESTIMATED 'BUILDING AID UNITS' FOR CAPITAL PROJECT CALCULATIONS</b>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	619
BALDWINSVILLE SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL ESTIMATED BAUs</b>	<b>619</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES K-5 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY K-5 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<b>OVER BY 11 PUPILS OR BY +2.14%</b>
MAXIMUM PUPIL CAPACITY K-5 AS PER THE TEACHERS' CONTRACT	<b>OVER BY 4 PUPILS OR BY +.8%</b>

**CAPACITY ANALYSIS VANBUREN ELEMENTARY SCHOOL**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Kindergarten	101	1093	20	20	27
Kindergarten	102	1080	20	20	27
Kindergarten	103	773	20	20	27
Kindergarten	104	774	20	20	27
Grade 1	105	774	20	20	27
Grade 1	106	759*	20	20	26
Grade 1	107	772	20	20	27
Grade 1	108	756*	20	20	26
Grade 2	125	816	22	23	27
Grade 2	126	818	22	23	27
Grade 2	128	816	22	23	27
Grade 3	129	816	23	23	27
Grade 3	130	817	23	23	27
Grade 3	127	818	23	23	27
Grade 3	144	812	23	23	27
Grade 4	145	816	24	25	27
Grade 4	146	814	24	25	27
Grade 4	147	816	24	25	27
Grade 4	148	814	24	25	27
Grade 5	150	814	25	25	27
Grade 5	151	789	25	25	27
Grade 5	152	792	25	25	27
Grade 5	153	811	25	25	27
<b>TOTAL GRADES K-5</b>			<b>514</b>	<b>521</b>	<b>619</b>

<b>VANBUREN SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
<b>TOTAL SPECIAL EDUCATION</b>			<b>0</b>	<b>0</b>

## VANBUREN INSTRUCTIONAL SUPPORT SPACE

Instructional *support* space in an elementary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that other elementary building(s) in the district do have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	141	1914
Computer Lab		
Music	131	897
Band /Orchestra	124	305
Art	142	813
Physical Education	133	3708
Cafeteria	122	2102
Stage	122A	310
Nurse	111B	191
Psychologist	115	385
Social worker	117	257
Resource Officer/Social Worker	120	60
Observation Room		
Speech	141B	238
Reading		
Reading	113 shared	806 shared with 113 math
AIS services		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
Special Ed Resource		
ENL	141A	133
Quiet Room Special Ed.		
Liberty Resources	136	163
Behavioral Intervention Program		
Math Lab		
Math Lab/Special Ed.	113	806 shared with reading
Literacy RTi		
Learning Coaches		
OT/PT	143	828
OT/PT/Speech		
BOCES-Social Worker		
BOCES-Social Worker		
Conference Room	109A	212
Conference Room		
Staff Work Room	109	524
Copy Room		
Book Room/Special Ed.		

## RAY MIDDLE SCHOOL

<b>Total Enrollment as of October, 2018</b>	
• Elementary grade 6 including self-contained special ed.	400
• Secondary grade 7 including self-contained special ed.	450
• BOCES Program Pupils	8
<b>Total enrollment 6-7</b>	<b>850</b>

**BUILDING CAPACITY ANALYSIS:  
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**MIDDLE SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
<b>GRADE 6</b>	
CLASSROOMS	413
<b>SECONDARY GRADE 7</b>	
<b>TEACHING STATION METHODOLOGY</b>	
CLASSROOMS	425
BALDWINSVILLE SPECIAL EDUCATION	30
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>ESTIMATED TOTAL FUNCTIONAL OPERATING CAPACITY GRADES 6-7:</b>	<b>868</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
GRADE 6	419
GRADES 7	459
BALDWINSVILLE SPECIAL EDUCATION	30
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>TOTAL MAXIMUM PUPIL CAPACITY 6-7:</b>	<b>908</b>
<b>ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS</b>	
GRADE 6	481
GRADE 7	510
BALDWINSVILLE SPECIAL EDUCATION	30
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	8
<b>TOTAL ESTIMATED BAUs</b>	<b>1029</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES 6-7 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY 6-7 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<i>UNDER BY 18 PUPILS OR BY 2.1%</i>
MAXIMUM PUPIL CAPACITY 6-7 AS PER THE TEACHERS’ CONTRACT	UNDER BY 58 PUPILS OR BY 6.4%

**CAPACITY ANALYSIS RAY MIDDLE SCHOOL GRADE 6**

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

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS (ADJUSTED FOR CLASSROOMS UNDER MINIMUM OF 770 SQUARE FEET)</b>
Grade 6	112	796	25	25	27
Grade 6	113	810	25	25	27
Grade 6	115	803	25	25	27
Grade 6	126	550*	19	19	19
Grade 6	127	550*	19	19	19
Grade 6	129	787	25	25	27
Grade 6	130	801	25	25	27
Grade 6	131	801	25	25	27
Grade 6	132	806	25	25	27
Grade 6	135	1017	25	25	27
Grade 6	136	1013	25	25	27
Grade 6	145	809	25	25	27
Grade 6	157	806	25	25	27
Grade 6	158	809	25	25	27
Grade 6	159	809	25	25	27
Grade 6	160	809	25	25	27
Grade 6	163	1002	25	25	27
<b>TOTAL GRADE 6</b>			<b>413</b>	<b>413</b>	<b>481</b>

**CAPACITY ANALYSIS RAY MIDDLE SCHOOL GRADES 7**

**TEACHING STATION METHODOLOGY** (grades 7-8 schools having 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. )

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
English 7	180	810	25	27	30
English 7	172	827	25	27	30
English 7	196	803	25	27	30
English 7	283	811	25	27	30
Math 7	179	811	25	27	30
Math 7	181	810	25	27	30

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
Math 7	197	798	25	27	30
Math 7	284	810	25	27	30
Social Studies 7	182	800	25	27	30
Social Studies 7	186	552	25	27	30
Social Studies 7	198	810	25	27	30
Social Studies 7	282	813	25	27	30
Science 7	164	1010	25	27	30
Science 7	174	1010	25	27	30
Science 7	175	1004	25	27	30
Science 7	285	991	25	27	30
Health 7	167	803	25	27	30
Art	234A	1268			
Music/Chorus	103	?			
Technology- Project Lead the Way	236	1027			
Technology	231	5131			
CTE (Home & Careers)	229A	1500			
CTE (Home & Careers)	229	1172			
Band Room	275	1591			
Orchestra	271	798			
Library					
Physical Education/Stage	262	3838 (1 station)			
<b>RAW TOTALS GRADE 7</b>			<b>425</b>	<b>459</b>	<b>510</b>

\*Denotes classrooms under state minimum recommended square footage

<b>RAY MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
15:1:1	139	641*	15	15
15:1:1	144	672*	15	15
BOCES rental 8:1:1	187	552	8	8
<b>TOTAL SPECIAL EDUCATION</b>			<b>38</b>	<b>38</b>



## RAY MIDDLE SCHOOL INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary/secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections or grade level subject sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level or subject section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level/subject classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that the other middle school in the district does have assigned space.

<b>RAY MIDDLE GRADE 6 INSTRUCTIONAL SUPPORT SPACE</b>		
<b>SUPPORT SERVICE/PROGRAM</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>
Music	184	552
Art	234	770
Physical Education	261	3558 (1 station)
<b>RAY MIDDLE GRADES 6-7 INSTRUCTIONAL SUPPORT SPACE</b>		
Library	107	?
Math RTi	149	147
Math RTi	151	438
Small Instruction Room	147	185
Liberty Resources	134	179
Reading	124	554
Reading	125	554
Co-teach	154	550
Co-teach	155	550
Co-teach	185	552
Speech	192	147
Speech	193	181
Music Practice Rooms	272,276,277	192
OT/PT	139A	289
English as a Second Language	148	70
Staff Work Room	190	442
Guidance Counselor	116-121	760
Social Worker	177	177
Psychologist	162	174
Nurse	224-226	586
ISS/ Testing Center	215	323
Cafeteria	210	3782

## DURGEE JUNIOR HIGH SCHOOL

Total Enrollment as of October, 2018	
<ul style="list-style-type: none"> <li>• Secondary grades 8-9 Including Special Needs Self-contained</li> </ul>	<b>850</b>

**BUILDING CAPACITY ANALYSIS:  
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**MIDDLE SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<b>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</b>	
<b>PUPIL STATION METHODOLOGY</b>	
GRADES 8-9	$(1137-200)/1.16 = 807$
BALDWINSVILLE SPECIAL EDUCATION	12
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>ESTIMATED TOTAL FUNCTIONAL OPERATING CAPACITY GRADES 8-9:</b>	<b>819</b>
<b>PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS</b>	
GRADES 8-9	$(1177-200)/1.16 = 842$
BALDWINSVILLE SPECIAL EDUCATION	12
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL MAXIMUM OPERATING CAPACITY 8-9:</b>	<b>854</b>
<b>ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS</b>	
GRADES 8-9	$(1228-200)/1.16 = 886$
BALDWINSVILLE SPECIAL EDUCATION	12
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
<b>TOTAL ESTIMATED BAUs</b>	<b>898</b>

<b>UNDER OR OVER BUILDING PUPIL CAPACITY</b>	<b>CURRENT GRADES 8-9 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM</b>
<i>FUNCTIONAL OPERATING CAPACITY 8-9 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<b>OVER BY 31 PUPILS OR BY +3.8%</b>
MAXIMUM PUPIL CAPACITY 8-9 AS PER THE TEACHERS’ CONTRACT	UNDER BY 4 PUPILS OR BY .5%

**CAPACITY ANALYSIS DURGEE JUNIOR HIGH SCHOOL GRADES 8 AND 9**

*PUPIL STATION METHODOLOGY (grades 7-8 schools having 30 or more teaching stations)*

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
English	203	843	26	27	30
English	212	773	26	27	29
English	301	772	26	27	29
English	303	772	26	27	29
English	501	785	26	27	30
English	523	789	26	27	30
Math	505	813	26	27	30
Math	506	816	26	27	30
Math	507	812	26	27	30
Math	508	815	26	27	30
Math	518	809	26	27	30
Math	519	816	26	27	30
Global Studies	207	773	26	27	29
Global Studies	208	772	26	27	29
Global Studies	205	773	26	27	29
Global Studies	504	815	26	27	30
Social Studies	404	770	26	27	29
Social Studies	406	772	26	27	29
Earth Science	302	1276	26	27	30
Earth Science	304	1279	26	27	30
Life Science	147	894	26	27	29
Life Science	148	816	26	27	27
Life Science	155	1106	26	27	30
Life Science	204	1234	26	27	30
Life Science	211	1272	26	27	30
Life Science	410	1238	26	27	30
Life Science	502	1289	26	27	30
Life Science	522	1288	26	27	30
Spanish/French	516	803	26	27	30
Spanish/French	517	820	26	27	30
Spanish	520	814	26	27	30
Spanish/German	521	815	26	27	30
Health	305	772	26	27	29
Art	402	586	26	13	13
Art	403	1091	26	27	24
Art	405	1097	26	27	24

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
Career Center/PLTW	133	558	7	7	7
Technology	149	1118	22	27	14
Technology	151	1035	22	27	13
Technology	154	1539	22	27	20
Music Choral	105	1273	26	27	25
Music Instrumental	107	1373	26	27	21
Library	142	(3287) reading area 750	26	27	30
Physical Education	141	6886 (stations)	50	50	60
<b>RAW TOTAL 8-9</b>				<b>1177</b>	<b>1228</b>

<b>DURGEE JUNIOR HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
12:1:1	509	815	12	12
<b>TOTAL SPECIAL EDUCATION</b>			<b>12</b>	<b>12</b>

## DURGEE JUNIOR HIGH SCHOOL INSTRUCTIONAL SUPPORT SPACE

Instructional support space in an elementary/secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections or grade level subject sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level or subject section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level/subject classroom. Please note that a blank next to a support service/program indicates that this school building does not have a space assigned to the support service/program and that the other middle school in the district does have assigned space.

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Liberty Resource Office	102	109
Liberty Resource Office	104	111
Large Group Instructional space	103	927
Stage	106	1086
Guidance	110-111	1316
School Resource Officer	112	149
Psychologist	113	149
In-school Planning Room	114	192
Cafeteria	115	3706
OT/PT Resource Room	118	294
Resource Room	120	306
Resource Room	206	386
Resource Room	209	375
Resource Room	210	390
Math Support Room	511	433
Reading Room	513	463
Testing Center	123	322
Health/Nurse Office	127, B,C,D	736
Faculty Workroom	129	496
The Pod –Flexible large group instruction space	139	997
Fitness Rom	140	221
Conference Room	101D	182
Book Room/Copy Room	512	196
Band/Orchestra Practice Room	107B	110
Band/Orchestra Practice Room	107C	117
Weight Room	141B	819
Art Computer Lab	403A	216

**C.W. BAKER  
HIGH SCHOOL**

Total Enrollment as of October, 2018	
<ul style="list-style-type: none"> <li>• Grades 10-12 including Special Needs Self-Contained</li> <li>• BOCES Program Pupils</li> </ul>	<b>1258</b>
	<b>12</b>

**BUILDING CAPACITY ANALYSIS:  
'OPERATING' BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;  
'RATED' BASED ON CURRENT SED GUIDELINES AS OF 10/1/18**

**HIGH SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2018-2019:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per BOARD POLICY CLASS SIZE GUIDELINES</i>	
SECONDARY GRADES 10-12	
PUPIL STATION METHODOLOGY	
CLASSROOMS	(1871-200)/1.16 = 1440
BALDWINSVILLE SPECIAL EDUCATION	27
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>ESTIMATED TOTAL FUNCTIONAL OPERATING CAPACITY GRADES 10-12:</b>	<b>1467</b>
PUPIL CAPACITY as per TEACHER CONTRACT CLASS SIZE MAXIMUMS	
GRADES 10-12	(2021-200)/1.16 = 1569
BALDWINSVILLE SPECIAL EDUCATION	27
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>TOTAL MAXIMUM OPERATING CAPACITY 10-12:</b>	<b>1596</b>

ESTIMATED 'BUILDING AID UNITS' FOR CAPITAL PROJECT CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES 10-12	(2004-200)/1.16 = 1555
BALDWINSVILLE SPECIAL EDUCATION	39
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
<b>TOTAL ESTIMATED BAUs</b>	<b>1606</b>

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES 10-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2018-2019 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY 10-12 AS PER THE CLASS SIZE GUIDELINES IN BOARD POLICY</i>	<i>UNDER BY 209 PUPILS OR BY 14.3%</i>
MAXIMUM PUPIL CAPACITY 10-12 AS PER THE TEACHERS' CONTRACT	UNDER BY 338 PUPILS OR BY 21.2%

**CAPACITY ANALYSIS C.W. BAKER HIGH SCHOOL**

**(Methodology: Pupil Station method since there are over 22 teaching stations 10-12.)**

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
Art-Ceramics	G401	1239	25	27	25
Art-Drawing and Painting	G402	1393	25	27	25
Art-Photography	G406	1296	25	27	25
Music-chorus	1626	2334	46	46	46
Music	1326	909	26	27	30
Music	1322	641	26	27	25
Music - instrumental	1624	2666	42	42	42
LOTE	1423	486	18	27	18
LOTE	1421	733	26	27	28
LOTE	1419	733	26	27	28
LOTE	1428	748	26	27	28
LOTE	1424	739	26	27	28
LOTE	1422	739	26	27	28
Health	1507	722	26	27	27
Health	1509	764	26	27	29
Chemistry	1204	1160	23	27	23
Chemistry	1208	1161	23	27	23
Chemistry	1212	1131	22	27	22
Chemistry	1304	892	17	27	17
Chemistry	1205	1172	23	27	23
Physics	1211	1159	23	27	23
Physics	1219	1176	23	27	23
Earth Science	1221	965	26	27	30
Earth Science	1225	970	26	27	30
Earth Science	1231	956	26	27	30
Biology	1306	1285	25	27	25
Living Environment	1227	966	19	27	19
English	G403	1094	26	27	30
English	1407	767	26	27	29
English	1405	761	26	27	29
English	1403	761	26	27	29
English	1401	767	26	27	29
English	1402	741	26	27	28
English	1404	762	26	27	29
English	1406	787	26	27	30
English	1408	761	26	27	29
English	1410	767	26	27	29
English	1426	739	26	27	28
Social Studies	2414	735	26	27	28

<b>CLASSROOM USE</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>FUNCTIONAL OPERATING CAPACITY</b>	<b>PUPIL CAPACITY AS PER TEACHERS' CONTRACT</b>	<b>RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS</b>
Social Studies	2413	732	26	27	28
Social Studies	2415	736	26	27	28
Social Studies	2416	761	26	27	29
Social Studies	2417	728	26	27	28
Social Studies	2419	745	26	27	28
Social Studies	2421	958	26	27	30
Social Studies	2423	982	26	27	30
Social Studies	2425	736	26	27	28
Social Studies	2427	1126	26	27	30
Math	1104B	763	26	27	29
Math	2401	732	26	27	28
Math	2402	534	20	27	20
Math	2403	728	26	27	28
Math	2404	731	26	27	28
Math	2405	738	26	27	28
Math	2406	731	26	27	28
Math	2407	724	26	27	27
Math	2408	734	26	27	28
Math	2410	735	26	27	28
Math	2412	734	26	27	28
Technology	G421	1454	22	27	19
Technology	G419	1601	22	27	21
Technology	G409	2222	22	27	24
Technology	G407	2038	22	27	24
Business	1437	1124	26	27	24
Business	1432	1118	26	27	24
Family and Career Services	1418	835	22	27	16
Family and Career Services	1416	344	6	6	6
Family and Career Services	1414	519	10	10	10
Library-reading area	1104	Reading area 750 square ft. (4549)	26	27	30
Phys Ed-small gym	G501	6888- 2 stations	50	54	60
Phys Ed-large gym	G431	9006- 3 stations	75	81	90
Pool	G226	2161	25	27	30
<b>RAW TOTALS 10-12</b>			<b>1871</b>	<b>2021</b>	<b>2004</b>



\*Denotes classrooms under state minimum recommended square footage

<b>C.W. BAKER HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS</b>				
<b>CLASS</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>	<b>OPERATING CAPACITY</b>	<b>BUILDING AID UNITS</b>
12:1:1	1425	513*	12	12
15:1:1	1312	246*	15	15
BOCES rental 12:1:4	1511	736*	12	12
<b>TOTAL SPECIAL EDUCATION</b>			<b>39</b>	<b>39</b>

### GRADES 10-12 INSTRUCTIONAL SUPPORT SPACE

Instructional support space in a secondary building does not have ‘pupil capacity’ assigned to it. Only space that serves grade level sections generates ‘pupil capacity’. If an instructional support space is changed to serve a grade level subject section instead of a support service, then it does have a pupil capacity assigned to its use as a grade level classroom.

<b>SUPPORT SERVICE/PROGRAM</b>	<b>ROOM NUMBER</b>	<b>SQUARE FEET</b>
Computer Lab	1411	879
Computer Lab	1409	823
Large Group Room	1201	2198
Resource	2420	3113
Resource	2314	561
Resource	2316	615
Cafeteria 1	G209	1610
Cafeteria 2	G211	1610
Cafeteria 3	G213	1610
Career Counseling	1413	751
Liberty Resources Counseling	1412	159
Liberty Resources Counseling	1109F	128
Social Worker	1103	120
Resource Officer	G100B	141
Psychologist	1101	145
Psychologist	1105A	82
BOCES RENTAL support space	1513	352
Nurse	G201	840
Test Center	1210	756
Fitness room	G703	2273
Training Room	G706	694
Wrestling Room	6709	1903
Faculty Work Room	1420	733

## APPENDIX A:

### BACKGROUND ABOUT THE ROLE OF PUPIL CAPACITIES OF SCHOOL BUILDINGS, THE STATE EDUCATION DEPARTMENT OF PROGRAM/FACILITY PLANNING, AND STATE BUILDING AID FOR SCHOOL DISTRICT CAPITAL PROJECTS\*

The instructional program envisioned by the district and how best to deploy effectively that program within the educational facilities drive the analysis of school building pupil capacity. The protocol to define pupil capacity is first a program delivery analysis tool, and is second the basis for possible State building aid if a capital work is approved for a school building.

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 a 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 calculated pupil capacity number 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 construction 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.

An estimate of building aid equals the calculated *maximum cost allowances* derived for both the construction 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.

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

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 (by county)* for the fiscal year that the project 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 exceed \$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 pupil capacity of existing school buildings to determine building needs*. The tool for a pupil capacity assessment is a room schedule of minimum spaces necessary to house a district's educational program for a given number of pupils.

## **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 pupil 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 (BAUs)*. The BAUs 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 elementary pupils to be served; total secondary 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.

In the case of the Baldwinsville Central School District for 2018-2019 there are eight schools: five K-5 elementary school buildings; one 6-7 middle school building, one 8-9 junior high, and a secondary high school building that serves grades 10 through 12. Therefore, when considering State building aid support, the combined pupil capacity of all five elementary K-5 schools is compared to the enrollment projections five years into the future to determine space need. The grade 6 pupil capacity of the middle school is compared to the enrollment projections five years into the future to determine space need; the grades 7, 8, and 9 pupil capacity is compared to the enrollment projections eight years into the future to determine space need. The high school grades 10-12 enrollment projection ten years into the future determines pupil capacity need for building aid support.

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 and pupil capacity as per the established SED space standards*. The pupil capacity analyses offered in this study are benchmarked to the program use of the spaces by the building principals to deliver the program in the 2018-2019 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 BAUs projected for the grade levels to be served in a specific new/renovated building is compared to the total operating capacity BAUs in all district buildings proposed to deliver the program to the same grade levels.

Local class size operating goals in Board Policy and/or Teachers’ Contract are acknowledged by the SED when determining BAUs and aid ceilings for approved facility projects. For example, local school district documented operating class size practice for the elementary grades are listed below for Baldwinsville. The projected enrollments for K-6 five years from now are divided by the local class operating class size goal to determine the number of classrooms that the enrollment projections substantiate. For each direct instruction grade level classroom that is at least 770 square feet in size, 27 Building Aid Units are assigned to determine a total aid ceiling for each respective elementary building with a capital project. The total number of classrooms across the district K-6 cannot exceed the number of classrooms determined by dividing the enrollment projection five years into the future by the local class size operating goals.

Grades	Baldwinsville Operating Class Size Goals in Board Policy	Eligible BAUs Per Direct Instruction Grade Level Classroom Documented by the Enrollment Estimate Five Years from Now
K	20	27
1	21	27
2	22	27
3	23	27
4	24	27
5-6	25	27

▪ **“FUNCTIONAL CAPACITY”**

*Functional Capacity* is a term not in SED regulations regarding school facilities. It is used in the study to describe the result of planning for a flexibility factor of unassigned pupil capacity as a district develops its ongoing long range plan for program delivery in the schools of the district. If a district

supersedes *district-wide* the number of classrooms necessary to house projected enrollment K-6 and 7-12, then the district receives no building aid on ‘excess’ classrooms that are built. 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.

## **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** pupil 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 BAUs times a 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. There is the possibility for BAUs (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 BAUs 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. *The Room Schedule of Minimum Spaces and Sizes for Elementary Schools* (source: NY SED Office of Facility Planning) is reported on the next page.

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

d. 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 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

## **CALCULATION OF BUILDING AID UNITS AND PUPIL CAPACITY FOR SPECIAL EDUCATION**

The BAUs for special education classrooms are determined by assigning the BAU and pupil capacity 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 that the aid ceiling calculated by multiplying the BAUs 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 AND PUPIL CAPACITY 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 and pupil capacities are determined separately for the elementary versus the secondary spaces. The Building Aid Units and pupil capacity 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.

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 pupil 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 that 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		
• 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 AND PUPIL CAPACITY FOR SECONDARY SCHOOL ADDITIONS

The Building Aid Units of the existing building are calculated 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 BAUs 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) qualify 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.

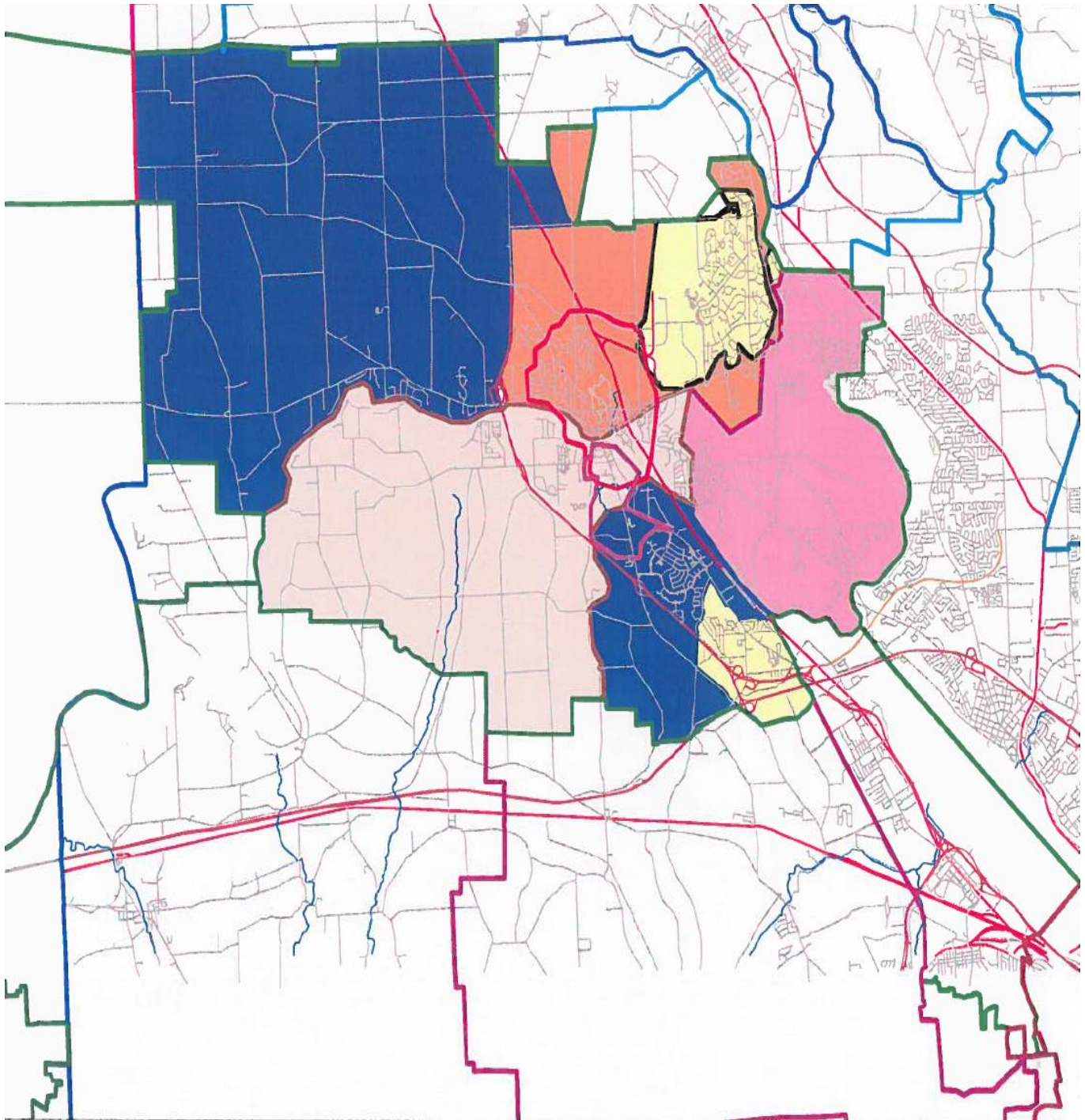
The result of multiplying the total Building Aid Units by category (i.e. K-6, 7-9, 7-12, or 10-12 as applicable, special education integrated, and special education stand-alone) times the construction cost index results in a total called *the maximum cost allowance*. An allowance is determined separated 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 current regional cost factor for Onondaga 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 standard building aid ratio varies from 0% in the wealthiest districts to as high as 95% in the poorest districts in the State. For 2018-2019 Baldwinsville qualifies for an aid ratio of up to .834 (83.4%). The ratio is determined annually by the State Education Department.

The final 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 re



**BALDWINVILLE CENTRAL SCHOOL DISTRICT MAP OF  
ELEMENTARY ATTENDANCE ZONES**



**(Blue) REYNOLDS ELEMENTARY, (Pink) PALMER ELEMENTARY, (Yellow)  
MCNAMARA ELEMENTARY, (Orange) ELDEN ELEMENTARY,  
(Light Pink) VANBUREN ELEMENTARY**

*“Custom tools and research to aid a school district in defining a vision and  
decision options for serving students in the future.”*