

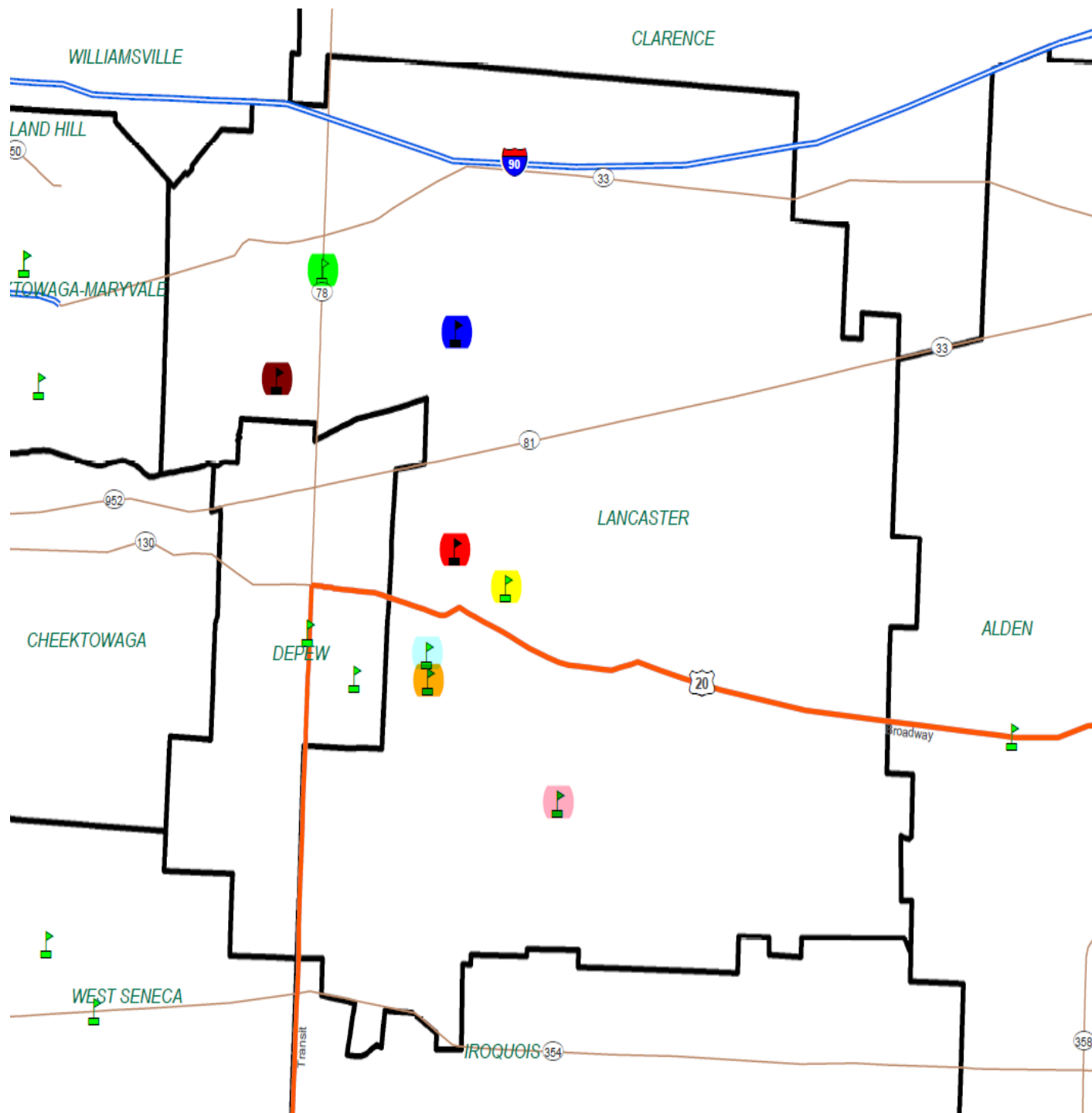
PUPIL CAPACITY ANALYSIS OF EACH SCHOOL BUILDING OF THE LANCASTER CENTRAL SCHOOL DISTRICT

**Pre-KINDERGARTEN
THROUGH
GRADE 12**

***A Tool to Help Plan and Discuss
the Future***

February 27, 2018

*"Custom tools and research to aid a School District in defining a vision and
decision options for serving students in the future."*



HILLVIEW ELEMENTARY
WILLIAM STREET INTERMEDIATE
LANCASTER HIGH SCHOOL
JOHN A. SCIOLE ELEMENTARY
DISTRICT OFFICE/CENTRAL AVENUE
COURT STREET ELEMENTARY
LANCASTER MIDDLE SCHOOL:
COMO PARK ELEMENTARY SCHOOL

“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 Lancaster Central School District are utilized in the 2017-2018 school year to deliver *the current Pre-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 2017-2018 grades Pre-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 new enrollment, or different programming and/or host different grade level configurations than are now assigned.

LANCASTER CENTRAL SCHOOL DISTRICT GUIDELINES GOVERNING CLASS SIZE

The Teachers' Contract refers to "Class Size" under ARTICLE 10, "Other Matters". Clause 10.3 states that:

10.3 Class Size

10.3.1 Learning occurs within individuals. School instruction proceeds in groups. What size instructional group will best facilitate learning? No research evidence suggests an optimum class size. The nature of what is to be learned significantly affects the relationship of group size and learning outcome. If our concern is the mastery of a body of substantive knowledge as contrasted with learning to suspend judgment, the group size is a significant variable affecting the learning outcome. Much research evidence attests to this.

10.3.2 Important variables, affecting class size and teaching load, considered in rank order of importance are:

- (1) The objective of instruction.*
- (2) The ability, adjustment, and age of the learners.*
- (3) The course relationship to the total school program.*
- (4) The grade relationship to the total school program.*
- (5) The availability of appropriate instructional materials.*
- (6) The availability of space.*

10.3.3 Class sizes and teaching loads cannot be fixed numbers, either minima or maxima, but are to be consistent with educational outcomes desired and the evidences indicating maximum likelihood of the attainment of those objectives. Sufficient flexibility to ensure accommodation of diversity must be balanced by reasonable uniformity to ensure equality while both must produce effective instructional and reasonable distribution of teaching load. The definition of effective instruction and reasonable distribution are the responsibility of the professional staff.

There is not Board Policy specifically referring to '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 "Optimal Class Size Goals".

GRADE LEVEL	Optimal Class Size District Goal
Pre-Kindergarten	18 as per State Education grant guidelines.
Kindergarten	21
Grade 1	21
Grade 2	23
Grade 3	23
Grade 4	25
Grade 5	25
Grade 6	25
Grades 7-8	25
Grades 9-12	25*

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

The **Optimal Class Size District Goals** are the *functional operating goals* that guide such District decisions as the number of grade level class sections, staffing levels, budgeting, deployment of resources, and use of the school buildings to deliver the program. **The Optimal Class Size District 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 “*Optimal Class Size Goals*” that the study suggests the District use for short-range and long-range planning for the delivery of instruction and the program. The goals reflect the instructional delivery values of the District.

The following pages outline the detailed pupil capacity analysis for each of the Lancaster Central School District buildings. The analyses are benchmarked to and reflect how the instructional spaces are deployed in each building in the school year 2017-2018 to deliver the curriculum to kindergarten through grade 12 as reported by each respective building principal.

Two pupil capacity measurements are provided:

1. The *functional operating capacity* calculation reflects the “optimal class size goals” that the Board and Administration have historically used at their discretion to deliver the instruction in grades K-12.
2. The *estimated building aid units/State Education Department rated guidelines* calculation that likely reflects conservatively what would guide the determination of State building aid allocation to the District in the case of a facility project.

Summary of the Pupil Capacity of each Lancaster Central School District School Building 2017-2018

School Building	2017-2018 Enrollment (October 1, 2017)	2017-2018 Pupil Capacity K-12 (Does include space rented to the BOCES to serve shared regional programs.)		Total Pupil Capacity Used in 2017-2018 As Per District 'Optimal' Class Size Goals	Remaining Pupil Capacity Available in 2017-2018 As Per District 'Optimal' Class Size Goals	
		Operating Capacity Given how the Program is Implemented/Deployed in the available spaces in the <u>Current School Year</u> Guided by the Local District 'Optimal' Class Size Goals	Potential Pupil Capacity with Reassignment of Some Support Services to Spaces Typically Sized to Accommodate Such Services Guided by the Local District 'Optimal' Class Size Goals	Percentage	Estimated <u>Additional</u> Pupil Enrollment that Could be Served Now	% of Pupil Capacity Not Now Used in 2017-2018
Court Street Elementary (K-3)	361	409	409 + 0 = 409	88.3%	48	11.7%
Hillview Elementary (K-3)	508	526	526 + 0 = 526	96.6%	18	3.4%
J.A. Sciole Elementary (K-3)	429	443	443 + 0 = 443	96.8%	14	3.2%
Como Park Elementary (K-3)	339	373	373 + 63 = 436	77.8%	97	22.2%
TOTAL GRADES K-3	1637	1751	1751 + 63 = 1814	90.2%	177	9.8%
William Street Intermediate Grades 4-6	1242	1335	1335 + 100 = 1435	86.6%	193	13.4%
Middle School Grades 7-8	863	959	959 + 25 = 984	87.7%	121	12.3%
High School 9-12	1900	2011	2011 + 25 = 2036	93.3%	136	6.7%

ESTIMATED FUTURE ENROLLMENTS COMPARED TO EXISTING PUPIL CAPACITY OF THE SCHOOL BUILDINGS

The **January 2018 Enrollment Project/Demographic Study** reports estimated future enrollments for the Lancaster Central School District. The Study provides low, mid, and high range enrollment estimates based on historical enrollment and live birth data specific to the Lancaster Central School District. Commissioner Regulation 155.1 benchmarks School District facility planning based on the estimates of future enrollments for various groups of grade levels.

The tables below estimate the potential impact on current Lancaster CSD pupil capacity using the **baseline** enrollment projections for grades K-6 five years into the future; for grades 7-8 eight years into the future; and for grades 9-12 ten years into the future.

WORKING SUMMARY OF K -12 ENROLLMENT PROJECTION ESTIMATES COMPARED TO EXISTING PUPIL CAPACITY

Estimated K-3 Enrollments and Pupil Capacity in 2022-2023; five years from now			
Grades K-3 (October 2017 enrollment)	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment in 2022-2023 (low to high projections):	Estimated Unused Pupil Capacity in five years in 2022- 23 with the <u>current</u> grade level and school building configurations:
Court Street Elementary (361)	409		
Hillview Elementary (508)	526		
J.A. Sciole Elementary (429)	443		
Como Park Elementary (339)	436		
TOTAL GRADES K-3 (1637)	1814	1506 -1897	<u>Under</u> available operating pupil capacity <u>by 305 or by</u> <u>17%</u> to <u>over</u> available operating capacity <u>by 83 or by</u> <u>4.6%</u>

Estimated 4-6 Enrollments and Pupil Capacity in 2022-2023; Five years from now			
Grades 4-6 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2022-2023 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2022-2023 with the <u>current</u> grade level and school building configurations:
William Street Intermediate <i>(1242)</i>	1435	1320 – 1353	<u>Under</u> available operating pupil capacity by 82 to 115 or <u>by 5.7% to 8%</u>

Estimated 7-8 Enrollments and Pupil Capacity in 2025-2026; Eight years from now			
Grades 7-8 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2025-2026 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2027-2028 with the <u>current</u> grade level and school building configurations:
Middle School 7-8 <i>(863)</i>	984	945 -979	<u>Under</u> available operating pupil capacity by 5 to 39 or <u>by .5% to 4%</u>

Estimated 9-12 Enrollments and Pupil Capacity in 2027-2028; ten years from now			
Grades 9-12 <i>(October 2017 enrollment)</i>	Functional Operating Capacity Given how the Program is Implemented/Deployed/ Guided by the Local District 'Optimal' Class Size Goals	Estimated Enrollment In 2027-2028 (low to high projections):	Estimated Unused Pupil Capacity in ten years in 2027-2028 with the <u>current</u> grade level and school building configurations:
High School 9-12 <i>(1900)</i>	2036	1814 -1868	<u>Under</u> available operating pupil capacity by 168 to 222 or <u>by 8.3% to 10.9%</u>

Pre-Kindergarten

Planning for a Pre-kindergarten program component is a separate element and analysis compared to planning for the K-12 program. Unlike Kindergarten, which has evolved into a *defacto* ‘compulsory’ enrollment grade for which State attendance aid is given to a District, Pre-kindergarten enrollment rests solely on the availability of such a program at the discretion of a School District and the volition of the parents or guardians.

Since 2009, the Lancaster Central School District offers and values a Pre-Kindergarten half-day program in collaboration with a community provider at the Central Avenue School location. Only Pre-kindergarten instruction is provided in the previous elementary school. The Central Avenue School location currently has a Pre-Kindergarten pupil capacity of 180 pupils served on a half-day basis. So far in 2017-2018 there are 162 Pre-Kindergarten pupils enrolled in the program.

The historical live births in the Lancaster Central School District suggest possible future Pre-K enrollments.

	Live Births	Pre-Kindergarten Enrollment Year:	Estimated Pre-K Enrollment if 100% of all 4 year olds are enrolled:	Estimated Pre-K Enrollment if 85% of all 4 year olds are enrolled:	Estimated Pre-K Enrollment if 70% of all 4 year olds are enrolled:
2015	338	2019	365*	310*	256*
2016	373	2020	403*	342*	282*

*plus an unknown set of 4-year-olds who were not born in the District, but moved to the District and may enroll in the District Pre-kindergarten Program. On-average since 2012, annual kindergarten enrollments equal 108% of the live births five years before the Kindergarten enrollment year. It is suggested that that same ratio can be expected for potential Pre-K enrollments four years after the birth year.

The District reports the Pre-K program vision is to offer a half-day Pre-K program to 100% of all 4 year-olds of the School District within three to five years. To accommodate all 4 year-olds in a half-day program, it is estimated that 12 direct instruction classrooms (pupil capacity of 432 half-day pupils) will need to be available to serve Pre-Kindergarten pupils. New York State Smart Schools monies may be used to provide Pre-Kindergarten classrooms. A preliminary review of the Smart Schools monies funding program suggests that the monies will support Lancaster CSD in the construction/provision of eight Pre-Kindergarten classrooms.

COURT STREET ELEMENTARY SCHOOL

Total Enrollment as of October, 2017	
• Grades K-3 including Special Needs Self-contained	361

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’</i>		
PRE-KINDERGARTEN	0	
KINDERGARTEN–GRADE 3	373	
LANCASTER SPECIAL EDUCATION	36	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES		0
TOTAL FUNCTIONAL PUPIL CAPACITY	409	409
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS		
PRE-KINDERGARTEN	0	
KINDERGARTEN–GRADE 3	449	
LANCASTER SPECIAL EDUCATION	36	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0	
TOTAL MAXIMUM PUPIL CAPACITY	485	

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES K-3 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM	
<i>FUNCTIONAL OPERATING CAPACITY K-3 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 48 PUPILS OR BY 11.7%</i>	

CAPACITY ANALYSIS COURT STREET ELEMENTARY SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	132	902	21	27
Kindergarten	119	791	21	27
Kindergarten	120	903	21	27
Kindergarten	121	832	21	27
Kindergarten	122	936	21	27
Grade 1	126	772	21	27
Grade 1	127	790	21	27
Grade 1	128	790	21	27
Grade 1	129	772	21	27
Grade 2	124	767*	23	26
Grade 2	125	754*	23	26
Grade 2	130	754*	23	26
Grade 2	131	707*	23	24
Grade 3	106	760*	23	26
Grade 3	107	760*	23	26
Grade 3	108	757*	23	26
Grade 3	109	757*	23	26
TOTAL GRADES K-3			373	449

COURT STREET SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
Grades K-1; 12:1:1	118	988	12	12
Grade 2; 12:1:1	110	757*	12	12
Grade 3; 12:1:1	111	710*	12	12
TOTAL SPECIAL EDUCATION			36	36

COURT STREET 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without

jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

It is suggested that Court Street does not have spaces that could be re-deployed to increase the pupil capacity of the school building without negatively affecting the program and class size goals of the District. Currently, the stage is used by three support services; art is provided on ‘a cart’ because a room is not available; and the one room with 760 square feet and large enough to serve a grade level section is used by Academic Intervention with two teachers providing services.

Additional minimum pupil capacity available for grade level section direct instruction: 0 classrooms or an additional 0 (grades K-3) pupil capacity.

COURT STREET ELEMENTARY SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library Media Center	101	1632
Computer Lab		
Music	105	760
Music		
Art		
Art		
Art/Music		
Physical Education	170	3750
Cafeteria	155	1674
Stage	123A shared	1242
Nurse	Nurse	620
Psychologist	101B shared	144
Psychologist/Social Worker		
Social Worker	104	230
Speech	118B	217
Speech	101B shared	
BOCES Speech		
Consultant Teacher/Speech		
AIS	112	255
AIS	103	760
AIS	113	221
AIS/Speech		
English Language Learners/Vision	147	56
English Language Learners	123A shared	stage
Consultant Teacher/Resource Room	179	504
Special Education Resource Room		
Special Education Resource Room		
CPS Worker-Erie County		
OT	123A shared	stage
OT	Near 111	alcove
PT	123A shared	stage
OT & PT		
Music Therapy		
Faculty Workroom	Faculty	495
Workroom, PTO		
Conference Room	369	200
Book Room	165	400
Copier Room		

HILLVIEW ELEMENTARY SCHOOL

Total Enrollment as of October, 2017	
• Grades K-3 including Special Needs Self-contained	508

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY</i> as per District ‘OPTIMAL GOALS’		
PRE-KINDERGARTEN	0	
KINDERGARTEN–GRADE 3	526	
LANCASTER SPECIAL EDUCATION	0	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES		0
TOTAL FUNCTIONAL PUPIL CAPACITY	526	526
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS		
PRE-KINDERGARTEN	0	
KINDERGARTEN–GRADE 3	636	
LANCASTER SPECIAL EDUCATION	0	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0	
TOTAL MAXIMUM PUPIL CAPACITY	636	

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES K-3 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM	
<i>FUNCTIONAL OPERATING CAPACITY K-3 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 18 PUPILS OR BY 3.4%</i>	

CAPACITY ANALYSIS HILLVIEW ELEMENTARY SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	1	726*	21	25
Kindergarten	3	957	21	27
Kindergarten	4	992	21	27
Kindergarten	4	992	21	27
Kindergarten	6	770	21	27
Kindergarten	7	770	21	27
Kindergarten	8	770	21	27
Grade 1	11	770	21	27
Grade 1	12	770	21	27
Grade 1	13	770	21	27
Grade 1	14	770	21	27
Grade 1	15	770	21	27
Grade 1	16	770	21	27
Grade 2	10	770	23	27
Grade 2	17	756*	23	26
Grade 2	18	756*	23	26
Grade 2	24	756*	23	26
Grade 2	25	756*	23	26
Grade 2	26	756*	23	26
Grade 3	19	756*	23	26
Grade 3	20	756*	23	26
Grade 3	21	756*	23	26
Grade 3	22	756*	23	26
Grade 3	23	756*	23	26
TOTAL GRADES K-3			526	636

HILLVIEW SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
TOTAL SPECIAL EDUCATION			0	0

HILLVIEW 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without jeopardizing the class size goals

of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

It is suggested that Hillview does not have spaces that could be re-deployed to increase the pupil capacity of the school building without negatively affecting the program and class size goals of the District. Currently, the stage is used by two support services; and the one room with 870 square feet and large enough to serve a grade level section is used by Academic Intervention with four teachers providing services.

Additional minimum pupil capacity available for grade level section direct instruction: 0 classrooms or an additional 0 (grades K-3) pupil capacity.

HILLVIEW STREET ELEMENTARY SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library Media Center	28	1680
Computer Lab		
Music	27	588
Music	81A Stage shared	1242
Art	32	496
Art	81A Stage shared	1242
Art/Music		
Physical Education	GYM	3500
Cafeteria	Café.	1700
Auditorium	Aud.	3127
Stage	81A Stage shared	1242
Nurse	45	287
Psychologist		
Psychologist/Social Worker		
Social Worker	29	132
Speech	2A	176
BOCES Speech		
Speech		
Consultant Teacher/Speech		
AIS	9 (shared by four)	870
AIS		
AIS		
AIS/Speech		
English Language Learners/Vision		
English Language Learners		
Consultant Teacher/Resource Room		
Special Education Resource Room	150	475
Special Education Resource Room	2	330
CPS Worker-Erie County		
OT		
OT		
PT		
OT & PT	Locker room	345
Music Therapy		
Faculty Workroom	Faculty	543
Workroom, PTO		
Conference Room	52	180
Book Room	Locker Room	345
Copier Room		

**JOHN A. SCIOLE
ELEMENTARY SCHOOL**

Total Enrollment as of October, 2017	
• Grades K-3 including Special Needs Self-contained	429

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	419
LANCASTER SPECIAL EDUCATION	24
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL FUNCTIONAL PUPIL CAPACITY	443
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	513
LANCASTER SPECIAL EDUCATION	24
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL MAXIMUM PUPIL CAPACITY	537

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES K-3 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY K-3 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 14 PUPILS OR BY 3.2%</i>

CAPACITY ANALYSIS SCIOLE ELEMENTARY SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	15	840	21	27
Kindergarten	16	840	21	27
Kindergarten	17	840	21	27
Kindergarten	18	840	21	27
Kindergarten	25	1440	21	27
Grade 1	19	840	21	27
Grade 1	21	840	21	27
Grade 1	22	840	21	27
Grade 1	23	840	21	27
Grade 2	8	840	23	27
Grade 2	9	840	23	27
Grade 2	10	840	23	27
Grade 2	11	840	23	27
Grade 2	12	840	23	27
Grade 2	1	840	23	27
Grade 3	2	840	23	27
Grade 3	3	840	23	27
Grade 3	4	840	23	27
Grade 3	6	840	23	27
TOTAL GRADES K-3			419	513

SCIOLE SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
Grades 2-3; 12:1:1	5	840	12	12
Grades K-1; 12:1:1	13	840	12	12
TOTAL SPECIAL EDUCATION			24	24

SCIOLE 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

It is suggested that Sciole does not have spaces that could be re-deployed to increase the pupil capacity of the school building without negatively affecting the program and class size goals of the District. Currently, the stage is used by two support services; and the one room with 870 square feet and large enough to serve a grade level section is used by Academic Intervention with two teachers providing services.

Additional minimum pupil capacity available for grade level section direct instruction: 0 classrooms or an additional 0 (grades K-3) pupil capacity.

SCIOLE STREET ELEMENTARY SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library Media Center	LMC	2112
Computer Lab		
Music	32	560
Music		
Art	28	1120
Art		
Art/Music	Foyer	416
Physical Education	Gym	3500
Cafeteria	Cafetorium	3744
Auditorium		
Stage	33B	546
Nurse	Nurse	550
Psychologist		
Psychologist/Social Worker	39	275
Social Worker		
Speech		
Speech		
BOCES Speech		
Consultant Teacher/Speech	7	840
AIS	20	840
AIS		
AIS		
AIS/Speech	24	840
English Language Learners/Vision		
English Language Learners	Locker Room	594
Consultant Teacher/Resource Room	37	320
Special Education Resource Room		
Special Education Resource Room		
CPS Worker-Erie County		
OT		
OT		
PT		
OT & PT	OT/PT	792
Music Therapy	Locker Room	594
Faculty Workroom	14	840
Workroom, PTO	Workroom	704
Conference Room		
Book Room		
Copier Room		

COMO PARK ELEMENTARY SCHOOL

Total Enrollment as of October, 2017	
• Grades K-3 including Special Needs Self-contained	339
• Special Education in Rented Space to the BOCES consortium	12

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’</i>	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	373
LANCASTER SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
TOTAL FUNCTIONAL PUPIL CAPACITY	373
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS	
PRE-KINDERGARTEN	0
KINDERGARTEN–GRADE 3	459
LANCASTER SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	12
TOTAL MAXIMUM PUPIL CAPACITY	537

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES K-3 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY K-3 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 34 PUPILS OR BY 9.1%</i>

CAPACITY ANALYSIS COMO PARK ELEMENTARY SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Kindergarten	108	1130	21	27
Kindergarten	114	855	21	27
Kindergarten	109	1040	21	27
Kindergarten	113	855	21	27
Kindergarten	112	855	21	27
Grade 1	111	890	21	27
Grade 1	207	930	21	27
Grade 1	209	860	21	27
Grade 1	211	830	21	27
Grade 2	208	850	23	27
Grade 2	205	875	23	27
Grade 2	204	880	23	27
Grade 2	203	900	23	27
Grade 2	223	840	23	27
Grade 3	227	825	23	27
Grade 3	226	900	23	27
Grade 3	224	840	23	27
TOTAL GRADES K-3			373	459

COMO PARK SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
Rental to BOCES; 12:1:1	125	807	12	12
TOTAL SPECIAL EDUCATION			12	12

COMO PARK 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

If some or all of the seven shaded spaces were re-deployed in spaces more typically used to support such services, it is suggested that minimally an additional three grade level classrooms can be accommodated at Como if required by new enrollment.

Additional minimum pupil capacity available for grade level section direct instruction: 3 classrooms for an additional 63 (grades K-3) pupil capacity.

COMO PARK ELEMENTARY SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library Media Center	127	2102
Computer Lab	128	601
Music	126	807
Music		
Art	110	987
Art		
Art/Music		
Physical Education	121	3022
Cafeteria	132	1897
Auditorium	122	3201
Stage	121.1	900
Nurse	106.1	415
Psychologist	225	790
Psychologist/Social Worker		
Social Worker		
Speech	201	276
Speech		
BOCES Speech	101	145
Consultant Teacher/Speech		
AIS	215	770
AIS	202	675
AIS	202.1	165
AIS/Speech		
English Language Learners/Vision		
English Language Learners		
Consultant Teacher/Resource Room		
Special Education Resource Room	216	863
Special Education Resource Room	213	300
CPS Worker-Erie County	214	176
OT		
OT		
PT		
OT & PT	212	470
Music Therapy		
Faculty Workroom	222	332
Workroom, PTO		
Conference Room		
Book Room		
Copier Room	106.2	299

CENTRAL AVENUE EARLY CHILDHOOD PRE-KINDERGARTEN

Total Enrollment as of October, 2017	
• PRE-KINDERGARTEN Half-day Program	162

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’</i>	
PRE-KINDERGARTEN HALF DAY	180
OR PRE-KINDERGARTEN FULL DAY	90
KINDERGARTEN–GRADE 3	0
LANCASTER SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL FUNCTIONAL PUPIL CAPACITY	180 HALF DAY PROGRAM
	90 FULL DAY PROGRAM
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS	
PRE-KINDERGARTEN	125
KINDERGARTEN–GRADE 3	0
LANCASTER SPECIAL EDUCATION	0
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL MAXIMUM PUPIL CAPACITY	125

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES Pre-K ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY PRE-KINDERGARTEN AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 18 PUPILS OR BY 10% WITH A HALF-DAY PROGRAM DELIVERY</i>

CAPACITY ANALYSIS CENTRAL AVENUE PRE-K SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	<i>FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT ‘OPTIMAL’ CLASS SIZE GOALS</i>	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Pre-Kindergarten	108	735*	18	25
Pre-Kindergarten	107	735*	18	25
Pre-Kindergarten	106	735*	18	25
Pre-Kindergarten	109	735*	18	25
Pre-Kindergarten	110	735*	18	25
TOTAL PREKINDERGARTEN			90; full day 180: half day	125

**WILLIAM STREET
ELEMENTARY INTERMEDIATE SCHOOL**

Total Enrollment as of October, 2017	
• Grades 4-6 including Special Needs Self-contained	1242

**BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17**

**OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET
THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:**

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’</i>	
PRE-KINDERGARTEN	0
GRADES 4-6	1275
LANCASTER SPECIAL EDUCATION	60
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL FUNCTIONAL PUPIL CAPACITY	1335
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS	
PRE-KINDERGARTEN	0
GRADES 4-6	1373
LANCASTER SPECIAL EDUCATION	60
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL MAXIMUM PUPIL CAPACITY	1433

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES 4-6 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY GRADES 4-6 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 93 PUPILS OR BY 7%</i>

CAPACITY ANALYSIS WILLIAM STREET ELEMENTARY SCHOOL

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

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Grade 4	106	868	25	27
Grade 4	109	837	25	27
Grade 4	123	837	25	27
Grade 4	124	837	25	27
Grade 4	125	868	25	27
Grade 4	128	837	25	27
Grade 4	134	760*	25	26
Grade 4	135	786	25	27
Grade 4	202	837	25	27
Grade 4	206	868	25	27
Grade 4	226	925	25	27
Grade 4	228	837	25	27
Grade 4	248	825	25	27
Grade 4	249	806	25	27
Grade 4	250	800	25	27
Grade 4	251	800	25	27
Grade 4	252	786	25	27
Grade 4	253	760*	25	26
Grade 5	107	837	25	27
Grade 5	108	837	25	27
Grade 5	122	837	25	27
Grade 5	127	868	25	27
Grade 5	139	825	25	27
Grade 5	143	800	25	27
Grade 5	146	760*	25	26
Grade 5	201	837	25	27
Grade 5	203	837	25	27
Grade 5	204	868	25	27
Grade 5	208	837	25	27
Grade 5	209	837	25	27
Grade 5	210	837	25	27
Grade 5	229	837	25	27
Grade 5	230	837	25	27
Grade 5	232	868	25	27
Grade 5	237	837	25	27
Grade 6	102	837	25	27
Grade 6	103	837	25	27
Grade 6	104	867	25	27
Grade 6	136	800	25	27

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Grade 6	137	800	25	27
Grade 6	141	825	25	27
Grade 6	142	806	25	27
Grade 6	144	800	25	27
Grade 6	234	868	25	27
Grade 6	235	837	25	27
Grade 6	236	837	25	27
Grade 6	241	760*	25	26
Grade 6	242	786	25	27
Grade 6	243	800	25	27
Grade 6	245	806	25	27
Grade 6	246	825	25	27
TOTAL GRADES 4-6			1275	1373

WILLIAM STREET SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	129	837	12	12
12:1:1	130	837	12	12
12:1:1	140	578*	12	12
12:1:1	213	925	12	12
12:1:1	239	768	12	12
TOTAL SPECIAL EDUCATION			60	60

WILLIAM STREET 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

If some or all of the seven shaded spaces were re-deployed in spaces more typically used to support such services, it is suggested that minimally an additional four grade level classrooms can be accommodated at William Street if required by new enrollment.

Additional minimum pupil capacity available for grade level section direct instruction: 4 classrooms or an additional 100 (grades 4-6) pupil capacity.

WILLIAM STREET ELEMENTARY SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library Media Center	113	3480
Computer Aide Workroom	231	312
Technology	200	920
General Music	132	768
Chorus	133	832
Band Room	115	1536
Band Lessons	100	837
Band Lessons	113	120
Band Lessons	112	352
Band Lessons	114	384
Orchestra Lessons	111	336
Art	215A	1295
Art	215B	1064
Art	240	832
Grade 6 Health	220	837
Physical Education	Gym A	3744
Physical Education	Gym B	4180
Physical Education	Pool	6757
Cafeteria/Auditorium	Multipurpose	7244
Stage	Stage	1800
Nurse	Nurse	846
Psychologist	219	153
Psychologist	Psychologist	144
Social Worker	120 front	234
Social Worker	120 back	288
Speech	211	748
Hearing Room	110	300
Special Education Consultant Teacher	101	837
Special Education Consultant Teacher	126	506
Special Education Consultant Teacher	138	806
Special Education Consultant Teacher	225	837
Special Education Consultant Teacher	227	748
Special Education Consultant Teacher	244	800
Special Education Consultant Teacher	247	578
Math AIS	205	506
Reading AIS	207	312
Reading AIS	216	512
Creative Writing/Writing AIS	218	837
AIS	221	512
AIS	223	512
AIS	224	512
Accelerated Math	222	837
Special Education Resource Room	214	512
Special Education Resource Room	217	512
OT & PT	131	837
Faculty Workroom	105	506
Faculty Workroom	233	506
Sensory Room/Conference Room	238	920
Conference Room	121	330

LANCASTER MIDDLE SCHOOL

Total Enrollment as of October, 2017	
• Secondary grades 7-8 and Special Needs Self-contained	863

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

MIDDLE SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:

<i>FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’</i>	
PUPIL STATION METHODOLOGY	
GRADES 7-8	$(1285 - 200) / 1.16 = 935$
LANCASTER SPECIAL EDUCATION	24
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
ESTIMATED TOTAL FUNCTIONAL OPERATING CAPACITY GRADES 7-8:	959
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS	
GRADES 7-8	$(1460 - 200) / 1.16 = 1086$
LANCASTER SPECIAL EDUCATION	24
SPECIAL EDUCATION IN RENTED SPACE TO BOCES	0
TOTAL MAXIMUM OPERATING CAPACITY 7-8:	1110

UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES 7-8 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM
<i>FUNCTIONAL OPERATING CAPACITY GRADES 7-8 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 96 PUPILS OR BY 10%</i>

CAPACITY ANALYSIS LANCASTER MIDDLE SCHOOL GRADES 7 AND 8
PUPIL STATION METHODOLOGY (grades 7-8 schools having 30 or more teaching stations)

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Language Arts	101	805	25	30
Language Arts	103	800	25	30
Language Arts	153	847	25	30
Language Arts	161	847	25	30
Language Arts	208	618	23	23
Language Arts	210	620	23	23
Language Arts	211	711	25	27
Language Arts	200	780	25	30
Spanish	110	570	21	21
Spanish	114	844	25	30
Spanish	303	707	25	27
Spanish	305	712	25	27
Spanish	307	575	22	22
French	213	787	25	30
Social Studies	102	800	25	30
Social Studies	107	800	25	30
Social Studies	152	805	25	30
Social Studies	162	805	25	30
Social Studies	300	1000	25	30
Social Studies	304	661	25	25
Social Studies	306	815	25	30
Social Studies	310	940	25	30
Math	100	803	25	30
Math	105	830	25	30
Math	151	816	25	30
Math	163	816	25	30
Math	201	801	25	30
Math	207	815	25	30
Math	218	818	25	30
Algebra	202	778	25	29
Algebra	203	805	25	30
Science	104	815	25	27
Science	106	835	25	27
Science	156	951	25	30
Science	158	925	25	30
Science	301	793	25	26
Living Environment	204	793	15	15
Living Environment	309	822	16	16
Health	109	660	25	25
Art	112	973	21	21

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Art	209	1006	22	22
Band/Orchestra	113	1970	25	31
General Music	115	812	25	30
Home Skills	216	733	14	14
Hospitality and Tourism	217	862	25	30
Technology-CAD	117	806	23	23
Technology-Robotics	118	806	23	23
Technology-Systems	120	1700	22	22
Technology-Manufacturing	164	808	10	10
Library	232	3180; reading area 750	30	30
Physical Education	122	6307 (2 stations)	50	60
Physical Education	168	3564	25	30
Study Hall	205	809	25	34
RAW TOTALS 7-8			1285	1460

*Denotes classrooms under state minimum recommended square footage

LANCASTER MIDDLE SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	108	725	12	12
12:1:1	111	592	12	12
TOTAL SPECIAL EDUCATION			24	24

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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without

jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

If the shaded space (computer room) was re-deployed, it is suggested that minimally an additional one grade level classroom can be accommodated at the Middle School if required by new enrollment. The District has moved to a pedagogy that has each pupil using a chromebook computer as a learning tool. As shared by the principal, the use of computer labs will phase-out as the existing desk top equipment in those rooms ‘wear out’.

Additional minimum pupil capacity available for grade level section direct instruction: 1 classroom or an additional 25 (grades 7-8) pupil capacity.

LANCASTER MIDDLE SCHOOL GRADES 7-8 INSTRUCTIONAL SUPPORT SPACE		
SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Computer Lab	157	905
Computer Lab	214	765
Auditorium	136	4352
Stage	137	1972
Resource Room	154	490
Resource Room	212 shared	275 shared
Hearing	212 shared	275 shared
Resource Room	302	432
Resource Room	308	450
AIS Support	160	487
Nurse	142	700
Reading Lab	215	482
Counseling Office	COUNSL	348
Cafeteria	CAFE	4000
Faculty Work Room	123	540
Faculty Work Room	155	214
Faculty Work Room	159	590
Faculty Work Room	240	590
Faculty Lunch Room	116	595
Conference Room	110	316
School Resource Officer	143	128
Family Support Center	145	138
Fitness Room	150	1200

LANCASTER HIGH SCHOOL

Total Enrollment as of October, 2017	
• Secondary grades 9-12 and Special Needs Self-contained	1900

BUILDING CAPACITY ANALYSIS:
‘OPERATING’ BASED ON LOCAL INSTRUCTIONAL DELIVERY STANDARDS;
‘RATED’ BASED ON CURRENT SED GUIDELINES AS OF 10/1/17

HIGH SCHOOL BUILDING OPERATING CAPACITY BENCHMARKED TO HOW SPACE IS CURRENTLY ASSIGNED TO MEET THE EXPECTED INSTRUCTIONAL PROGRAM FOR 2017-2018:		
FUNCTIONAL OPERATING PUPIL CAPACITY as per District ‘OPTIMAL GOALS’		
SECONDARY GRADES 9-12		
PUPIL STATION METHODOLOGY		
CLASSROOMS	$(2464-200)/1.16 = 1951$	
LANCASTER SPECIAL EDUCATION	60	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES		0
ESTIMATED TOTAL FUNCTIONAL OPERATING CAPACITY GRADES 9-12:	2011	2011
ESTIMATED ‘BUILDING AID UNITS’ FOR CAPITAL PROJECT CALCULATIONS		
GRADES 9-12	$(2736-200)/1.16 = 2186$	
LANCASTER SPECIAL EDUCATION	60	
SPECIAL EDUCATION IN RENTED SPACE TO BOCES		0
TOTAL MAXIMUM OPERATING CAPACITY 9-12:	2246	2246
UNDER OR OVER BUILDING PUPIL CAPACITY	CURRENT GRADES 9-12 ENROLLMENT COMPARED TO THE PUPIL CAPACITY OF THE SCHOOL BENCHMARKED TO THE IMPLEMENTATION OF THE 2017-2018 PROGRAM	
<i>FUNCTIONAL OPERATING CAPACITY GRADES 9-12 AS PER THE CLASS SIZE ‘OPTIMAL’ GOALS OF THE DISTRICT</i>	<i>UNDER BY 111 PUPILS OR BY 5.5%</i>	

CAPACITY ANALYSIS LANCASTER HIGH SCHOOL

(Methodology: Pupil Station method since there are over 22 teaching stations 9-12.)

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
English Language Arts	106	649	24	24
English Language Arts	119	859	25	30
English Language Arts	123	874	25	30
English Language Arts	137	821	25	30
English Language Arts	139	616	23	23
English Language Arts	214	658	25	25
English Language Arts	222	887	25	30
English Language Arts	223	946	25	30
English Language Arts	224	784	25	30
English Language Arts	228	741	25	28
English Language Arts	238	875	25	30
English Language Arts	240	875	25	30
English Language Arts	S25	980	25	30
German	132	781	25	30
Spanish	112	722	25	27
Spanish	133	798	25	30
Spanish	227	813	25	30
Spanish	S24	940	25	30
French	226	713	25	27
Social Studies-Global	103	680	25	26
Social Studies-Global	108	683	25	26
Social Studies-Global	118	796	25	30
Social Studies-Global	234	768	25	29
Social Studies-Global	236	976	25	30
Social Studies-Participation in Government	207	718	25	27
Social Studies-Economics	209	610	23	23
Social Studies-AP Gov.	211	763	25	29
Social Studies-Criminal Law	233	828	25	30
Social Studies-US History	235	806	25	30
Social Studies-US History	239	806	25	30
Social Studies-US History	241	733	25	29
Social Studies-AP World	S26	977	25	30
Social Studies-AP US History	244	837	25	30
Math-Algebra	101	691	25	26
Math-Geometry	105	644	25	24
Math-Geometry	110	664	25	25
Math-Geometry	229	815	25	30

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Math-Geometry	237	806	25	30
Math	141	495	19	19
Math-AP Calc.	202	734	25	28
Math-Pre-Calc.	218	746	25	28
Math-Pre-Calc.	242	875	25	30
Math- College Math Prep	203	567	21	21
Math-Algebra II	204	718	25	27
Math-Algebra	230	741	25	28
Math-Algebra	231	822	25	30
Mat-Applied Geom.	232	828	25	30
General Science	138	945	25	30
General Science	141B	715	25	27
Earth Science	109	1046	25	30
Earth Science	126	776	25	25
Earth Science	128	845	25	28
Earth Science	130	1048	25	30
Earth Science	131	1003	25	30
Earth Science- Oceanography	136	972	25	30
Living Environment	107	1074	21	21
Living Environment	111	1147	22	22
Biology-Anatomy & Physiology	134	971	19	19
Biology-AP	S12	1158	23	23
Chemistry	S11	1167	23	23
Chemistry	S13	1195	23	23
Chemistry	S14	1189	23	23
Chemistry	S15	1205	24	24
Physics	129	941	18	18
Physics	S16	1263	25	25
Health	116	990	25	30
Classroom-Foundations for Success	123	874	25	30
Art	147	834	18	18
Art	149	1096	24	24
Art	150	1176	25	26
Art	151	897	19	19
Art	155	1219	25	27
Vocal Music	142	1367	25	27
Orchestra	143	1267	25	20
Band	143B	1438	25	28
Technology-Home Repair	153	2077	25	27
Technology	154	974	25	27

CLASSROOM USE	ROOM NUMBER	SQUARE FEET	FUNCTIONAL OPERATING CAPACITY AS PER SCHOOL DISTRICT 'OPTIMAL' CLASS SIZE GOALS	RATED CAPACITY SED GUIDELINES AND EST. BUILDING AID UNITS
Technology	158	961	25	27
Technology	166	1945	25	25
Technology	167	1707	22	22
Technology	168	1697	22	22
Technology- HUB Center	120	991	25	30
Technology-HUB Center	112	722	25	27
Business-Accounting	216	929	25	26
Business-Princ. of Marketing/Keyboarding	212	696	19	19
Business-Princ. of Finance	208	740	21	21
Business-AOF Fin. Planning	206	1063	25	30
Business- Hosp. and Tourism	217	743	21	21
Business-Keyboarding	220	790	22	22
Business	221	763	21	21
Business	222	887	24	241
Business-Career Development	S23	940	25	26
Library	245	5150 (reading area 750)	25	30
Physical Education	Java-174	8609(2 stations)	50	60
Physical Education	Field House-101	31,101 (4 stations)	100	120
Physical Education	North Gym	6232 (2 stations)	50	60
Physical Education	Pool-173	5241	25	30
RAW TOTALS 9-12			2464	2736

*Denotes classrooms under state minimum recommended square footage

HIGH SCHOOL SPECIAL EDUCATION INSTRUCTIONAL CLASSROOMS				
CLASS	ROOM NUMBER	SQUARE FEET	OPERATING CAPACITY	BUILDING AID UNITS
12:1:1	125	563*	12	12
12:1:1	145	1200	12	12
12:1:1	146	832	12	12
12:1:1	215	504*	12	12
12:1:1	S22 & Lab	1255	12	12
TOTAL SPECIAL EDUCATION			60	60

HIGH SCHOOL 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.

The shaded support service spaces in the following chart are identified by the principal as services that could be served in other appropriate spaces or in a shared space. Assigning the identified support services in sized space typically used for such services allows the school to serve more enrollment without jeopardizing the class size goals of the District or the program to be delivered. If such class-section sized spaces are used to deliver direct instruction, the pupil capacity of the building increases.

If the shaded space (social studies office to share with another subject area) was re-deployed, it is suggested that minimally an additional one grade level classroom can be accommodated at the High School if required by new enrollment.

Additional minimum pupil capacity available for grade level section direct instruction: 1 classroom or an additional 25 (grades 9-12) pupil capacity.

GRADES 9-12 INSTRUCTIONAL SUPPORT SPACE		
SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
Library	245	5150
Computer Lab	S25	277
Computer Lab	S26	274
Computer Lab	S21	270
Algebra and ELA Lab	135A	410
Reading Lab	135B	410
Gradepoint-Academic Skills Lab	S26 Lab	274
SC ELA	215	504
Special Ed Resource	S21 Lab	270
Special Ed Resource	S25 Lab	277
Special Ed Resource	125A	497
Consultant Teacher (3)	114	1073
Consultant Teacher (3)	219	984
	221	
Consultant Teacher (3)	225	1199
	225A	
Consultant Teacher (3)	S21	977
Nurse	182	820
School Resource Officer	99.1	179
Counseling Center	200	1873
Leadership Room-Student leaders workroom	124	783
Auditorium	183	8108
Stage	183.1	2142
Lecture Hall	122	3125
Weight Room	163	3124
Conference Room	205	651
Conference Room	99	611
Faculty Workroom	117A	495
Faculty Workroom	243	515
AV Prep Room	117	519
Copy Room	201	493
Language other than English Office	115	349

SUPPORT SERVICE/PROGRAM	ROOM NUMBER	SQUARE FEET
English Language Arts Office	121	449
Social Studies Office	213	735
Senior Room	171	1092
Cafeteria	161	9807
School Store	184	518
Attendance Office	180	153
In-school Suspension	169-170	1427

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 project is approved for a school building(s).

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 Lancaster Central School District for 2017-2018 there are seven schools: four grades K-3 elementary school buildings; one grades 4-6 intermediate elementary building; one grades 7-8 middle school building; and a secondary high school building that serves grades 9 through 12. Therefore, when considering State building aid support, the combined pupil capacity of all four elementary grades K-3 schools is compared to the K-3 enrollment projections five years into the future to determine space need. The pupil capacity of the grades 4-6 elementary school is compared to the 4-6 enrollment projections five years into the future to determine space need. The pupil capacity of the middle school is compared to the enrollment projections eight years into the future to determine space need for grades 7 and 8. The high school grades 9-12 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 2017-2018 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.

When determining a building aid ceiling allowance for a Lancaster facility project, the total of the BAUs calculated as the District's K-6 operating capacity cannot exceed the projected K-3 and 4-6 enrollment five years from now. The total grades 7-8 BAUs calculated as the District's 7-8 operating capacity cannot exceed the projected 7-8 enrollment eight years from now. The total grades 9-12 BAUs calculated as the District's 9-12 operating capacity cannot exceed the projected 9-12 enrollment ten years from now.

▪ ***“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. SED project managers can be 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. A clear vision by the School District of the program elements to be delivered resulting from a capital project often helps SED Facilities to execute building aid within the 'rules' *and* in support of the School District comprehensive program plan. A SED Facilities Project Manager is a key asset to the School District in reviewing capital project approaches.

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: $8(7X - 12)$. 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 class size goals 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.

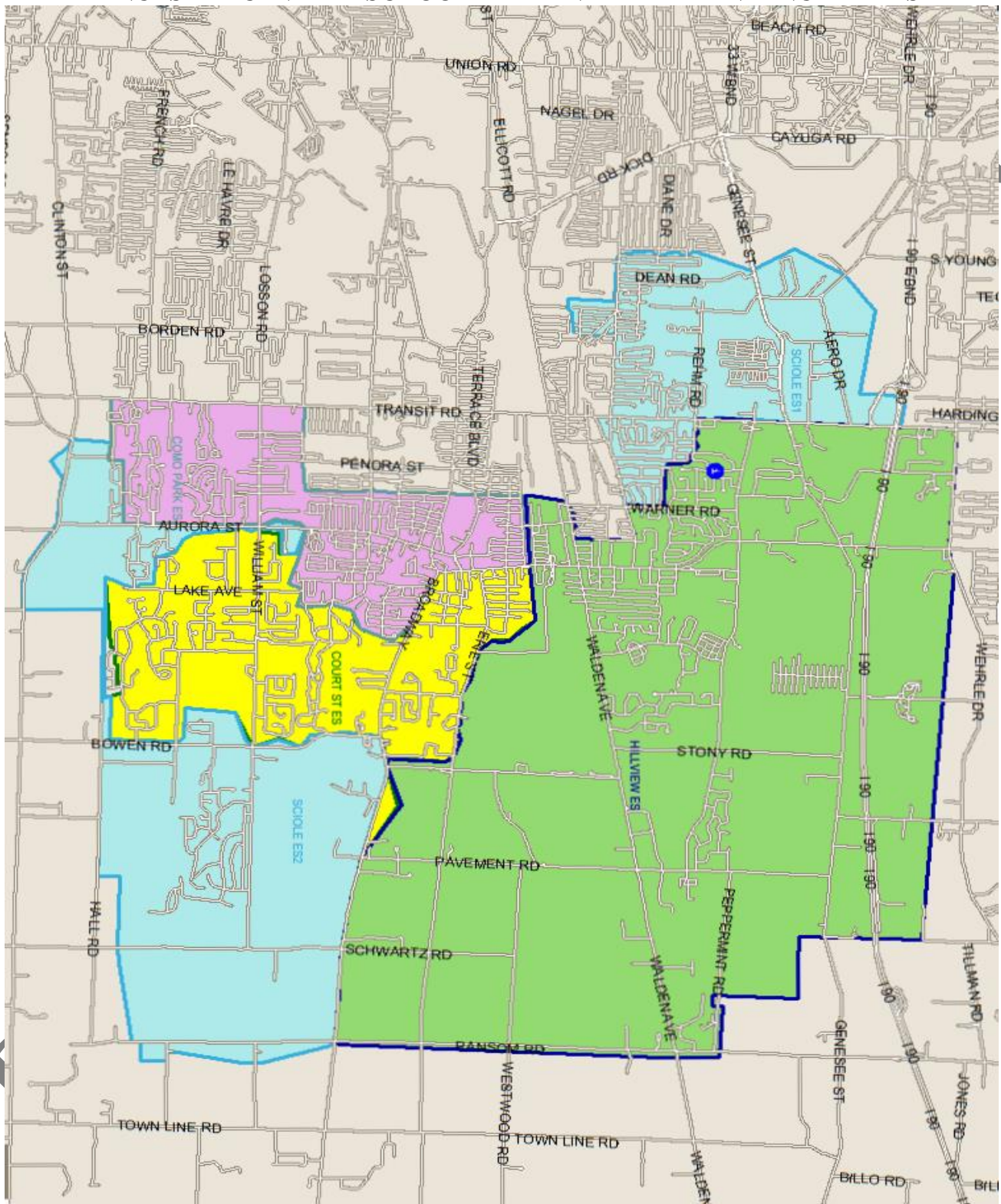
The result of multiplying the total Building Aid Units by category (i.e. K-6, 7-9, 7-12, or 10-12 as applicable, special education integrated, and special education stand-alone) times the construction cost index results in a total called *the maximum cost allowance*. An allowance is determined separated 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 Erie County is designated as 1.0754 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 2017-2018, Lancaster qualifies for an aid ratio of up to .743 (74.3%) subject to the Final Cost Report for a specific approved project submitted by the District to the State Education Department. The ratio is determined annually by the State Education Department.

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.

LANCASTER CENTRAL SCHOOL ELEMENTARY ATTENDANCE AREAS



HILLVIEW ELEMENTARY
COURT STREET ELEMENTARY
JOHN A. SCIOLE ELEMENTARY
COMO PARK ELEMENTARY