



School Facility Utilization Task Force
7:00 PM on Wednesday, April 8, 2026
Antolini School Library
Agenda

Video call link: <https://meet.google.com/nrf-euqk-pwi>
Or dial: (US) +1 781-365-8902 PIN: 155 122 008#

- A. Approval of Agenda**
- B. Communications to the School Facility Utilization Task Force**
- C. School Facility Utilization Task Force Chair's Report**
- D. Routine Business**
 - a. Approval of Minutes - March 25, 2026
 - b. Timeline Check In
- E. New Business**
 - a. Silver Petrucelli & Associates delivers Programming & Capacity
- F. Public Comment - (For Task Force Business Only)**
- G. Old Business**
 - a. Update from Stakeholder Engagement Subcommittee
 - b. Review and possibly take action regarding the revised decision-matrix framework
- H. Action steps for next meeting w/ date, location and time**
 - a. April 22, 2026 at 7:00 PM at Ann Antolini Library - Site Analysis and Preliminary Options
- I. Adjournment**

Dedicated email for the task for is NHTaskForce@newhtfd.org

Dedicated webpage is <https://www.newhtfd.org/board-of-education/school-facility-utilization-task-force>

Sign up for e-mail alerts from the School Facility Utilization Task Force on the town website:

<https://www.newhartfordct.gov/subscribe>

Recording will be made available on the YouTube channel. You can subscribe here:

<https://www.youtube.com/@schoolfacilityutilization>

School Facility Utilization Task Force
7:00PM on Wednesday, March 25, 2026
Ann Antolini School - Multi-Purpose Room

All appointed members of the School Faculty Utilization Task Force were in attendance, except for **Kerry Guilfoyle** (Board of Finance) and **Carmen Neale** (Community Member).

Members in attendance were:

Mary Beth Greenwood (Board of Selectman), **Alesia Kennerson** (Board of Selectman), **Eleanor “Penny” Miller** (Board of Education), **Jon Puz** (Board of Education), **Samantha Wald** (Community Member), **Bernard “Ben” Witte** (Board of Finance)-*VIRTUALLY*, **Kristin Young** (SFU-TF Chair / Board of Education), **Michelle Miller** (Project Manager SP+A) and Mike Zuba (MP Planning Group).

Kristin Young, the School Facility Utilization Task Force Chair called the meeting to order at 7:03PM.

A. Approval of Agenda

MOTION by Alesia Kennerson to approve the agenda as presented. Second by Samatha Wald.

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B. Communications to the School Facility Utilization Task Force

Pamela Colombie (*2-March 11 & 12, 2026*)

C. School Facility Utilization Task Force Chair’s Report

Ms. Young informed attendees of the “*Task Force Meeting Videographer*” position available, which is posted to the NHPS webpage for applicants to apply.

D. Routine Business

- a. Approval of Minutes - March 11, 2026

MOTION by Samantha Wald to approve the Minutes March 11, 2026. Second by Alesia Kennerson.

AMENDED-MOTION by Samantha Wald to approve the meeting minutes from March 11, 2026 with an amendment to correct “regret tiles” to “re-grout tiles” (*reference Page 3 Ann Antolini-Architectural Interior*). Second by Alesia Kennerson.

UNANIMOUS

- b. Timeline Check In

Michelle Miller (SP+A) feels SP+A is on track, there will be a presentation from Michele Miller in two weeks at the next meeting on Wednesday April 8, 2026.

E. New Business

- a. Projections

Silver Petrucelli & Associates and MP Planning Group LLC delivers Enrollment

Mike Zuba with MP Planning Group LLC, introduced himself. Mike has been in this profession for 26 years. He explained student enrollment drivers, trends and the projections themselves.

Population Trends

New Hartford's population declined by 4.5% between 2010 and 2020 census. While overall population decreased over the last decade, trends vary by group. The population between the ages of 35-54 saw a decline of over 30% (*group most likely to have school-aged children*). Population by age cohort shows demographic decline.

Female of Childbearing Age (FOCBA)

FOCBA typically have a strong correlation with births. There was an overall decrease in FOCBA, however, females 30-34 had the highest birth rates and modest increases from 2010 to 2020. There was notable growth in the female population in their 20's between 2010 and 2020.

Birth Trends and Projections

Birth tabulations and projections switched from calendar year to September-August to align with the new Kindergarten entry age requirements for the 2024-25 year. Birth projection models are anticipated to stabilize and average around 50 annually. There are three different birth projection models: **Low** (47 births), **Medium** (50 births) and **High** (54 births). If a grant is submitted to the State of Connecticut, enrollment projections are required as well as unemployment rates. The unemployment rate locally for 2025 YTD in New Hartford is 3.2%, while the state unemployment rate was 3.9%.

Median Home Sale Price

Median single-family home sale prices increased by 74% from \$236,000 in 2019 to \$410,000 in 2025. Condo median sale prices increased by 69% since 2019.

Home Sale Trends

Home sales peaked in 2004 at 131, then sharply dropped to a low of 50 home sales in 2011 and 2014, a time known as the "Great Recession". Over the last three years the total sales in New Hartford declined, averaging 71 annually, total sales in New Hartford didn't exceed prior year peaks.

Housing Permit Activity

Permit activity peaked in the early 2000's. Single-family permits have averaged 7 units annually since 2016. The Planning & Zoning Commission has not approved any notable residential projection that would impact student enrollment.

Town Plan Review

The New Hartford Plan of Conservation and Development (POCD) was recently updated and adopted in January 2026. The POCD has a priority to "enable opportunities for housing" with prioritization for senior housing and residential development around New Hartford's Center.

Historic Enrollment Trends

Districtwide enrollment peaked in 2009-10 at 632 students. Over the last 10 years enrollment has declined by 7%, averaging 440 students. Over the last five years: (PK) averaged 29 students, (K-2) averaged 164 students and (3-6) averaged 247 students.

K-2 Enrollment Trends

In the last five years, Bakerville Consolidated School averaged 101 students and New Hartford Elementary School averaged 61 students.

Non-Public School Enrollment Trends

Since 2021-22 the enrollment of 56 students in non-public schools has declined with 2024-25 at 43 students, which is the lowest in recent history.

Other Public Schools Enrollment Trends

Since 2017-18 other public-school's enrollment averaged 8 students annually. Since peaking in 2020-21, the student enrollment in "other public schools" has decreased to only 2 students in 2025-26.

Kindergarten Caveats & Assumptions

The entry date change which is new for the 2024-25 school year (per State of CT law), the cutoff date shifted from January 1 to September 1. Students who turn 5 after September 1, can apply to enter Kindergarten early via a waiver process, consisting of parental request and a readiness assessment. This number has slightly receded in the last two years. The Birth-K numbers does have something to do with the State imposed entry date change, and there is a similar drop-off within other communities.

Projections Assumptions

The models don't vary greatly, they are tightly banded, to be expected because this is the "unknown", the further out in time the wider the data. The projection models in the first five years vary roughly 30 students (405-433), the uncertainty increases towards the 10-year (2035-36) model ranging from 416-495 students.

High: projections average 54, migration averages 3.3%

Medium: projections average 50, migration averages 3.0% (*likely the best model, average 437 students for 2025-26 over the next decade, and 457 students in 2035-36*)

Low: projections average 47, migration averages 2.4 %

Districtwide Projections (*using the medium projection model*)

PK projections remain constant at 39 students, K-2 (11%) increases by 16 students, averaging 161 students and 3-6 (2%) increasing roughly 5 students, averaging 237 students.

Projection Takeaways

All three projection models have narrow bands of roughly 30 students. Recent housing conditions, demographics and enrollment in-migration align best with the Medium Projection Model and represents the most likely direction for New Hartford.

Over the next five years:

Bakerville Consolidated School is projected to increase by 13%, averaging 102 students. New Hartford Elementary School is projected to increase by 2%, averaging 92 students. Ann Antolini School is projected to decline by 12%, averaging 232 students.

There are not a lot of elements within the community that will create big swings in student enrollment. There is a very small difference between the High and Medium Projection Models. Unless there is something outside of the control of the community (*Recession or Pandemic, for example*), the enrollment in New Hartford is fairly stable. Outplacement students are only included within these numbers if the NHPS district is financially responsible for the student. If the district is not financially responsible for the student, they are not included. The numbers included in the presentation depend upon how the student was reported by the State of Connecticut.

Aulay Carlson - 455 West Hill Road

Mr. Carlson expressed his surprise; he ran the figures for the projection models three times and he cannot come close to the same numbers as MP Planning Group. Mr. Carlson determines there to be a much lower number of students by 50 or 60.

Towns that have seen growth are: ***South Windsor, Granby, and Glastonbury***. Mike Zuba explained how suburban districts similar to New Hartford are stable — if not growing. Urban districts are not growing, for example: ***Stamford***. Where housing has been the fastest growing housing, increasing for 20 years, and their enrollment in declining.

F. Old Business

a. Discuss public stakeholder input and process with the potential of scheduling (2) public hearings

Members discussed holding two informational meetings, available to everyone. Suggestion was to have an informational session happen during the week with an earlier start time and the other informational session happen on a weekend day. These public informational meetings would be conducted after the April 8, 2026 presentation by SP+A. Saturday April 25, 2026 is Opening Day for baseball-bad day for parents to attend a public informational meeting. Consensus was after much discussion to add two additional “Public Informational Meetings” which dates are: **Saturday May 2, 2026 at 1:00PM** (weekend date) and **Tuesday May 19, 2026 at 5:30PM** (earlier evening weekday date).

Discussion on how to reach out to the community consisted of many different ideas. Ms. Wald suggest a post card mailing. Ms. Young suggested a subcommittee. Ms. Greenwood suggest to have a clear purpose for the survey. Ms. Miller suggested reaching the senior community to get the word out, by a platform that does not consist of technology or social media. Mr. Witte suggested to have options for the community before initializing a survey, he recommended to wait until the SFU-TF has a set direction with reasons to support said direction(s).

MOTION by Jon Puz to create a “*Gather Feedback Subcommittee*” for SFU-TF, and nominate no more than 3 SFU-TF members and have the fourth member be Kristin Young (as ex officio). Second by Penny Miller.

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Mary Beth Greenwood, Penny Miller and Samantha Wald are the three members of the SFU-TF assigned to the “Gather Feedback Subcommittee”.

MOTION by Jon Puz to change the order and bring public comment forward. Second by Penny Miller.

UNANIMOUS

b. Discuss, propose and align School Facility Utilization Task Force Goals came after public comment

Alesia Kennerson expressed the SFU-TF main goals to focus on should be: “*develop fiscally responsible solutions that address cost of capital projects, transportation, staffing and operations, address safety and security concerns and improve the efficiency and consistency of resources and continuity of educational delivery*”. Ms. Greenwood emphasized travel and busing must be considered, what are the costs and the length of travel? How do we improve how we deliver education in a more efficient manner, not only cost wise but within the cohorts themselves? Jon Puz agrees with Ms. Kennerson. Ms. Greenwood suggested adding “potential alternative building use” as a factor to the matrix and including “the traffic pattern at the school” (Michele Miller advised: *this will be included in the site analysis*). Should travel be included as a factor?

G. Public Comment - (For Task Force Business Only)

Taylor Johnson - 182 Gillette Road

Ms. Johnson expressed the data presented by MP Planning Group (enrollment projections) does not include home sales that are “*off-market*” or rental properties. The data set from Mike Zuba comes from home sales only within the MLS. She feels numbers could fluctuate by not including the off-market sale or students who may reside at a rental property. There are off market sales in town, a follow-up with Mike Zuba regarding this question seemed to be a good consensus.

H. Action steps for next meeting w/ date, location and time

a. April 8, 2026 (Wednesday) at 7:00PM at Ann Antolini School Library - Programming & Capacity (Presentation by SP+A)

I. Adjournment

MOTION by Penny Miller to adjourn the meeting at 8:56PM. Second by Jon Puz.

UNANIMOUS

*Respectfully submitted by,
Elizabeth Domas, Recording Secretary*

Attachments:

Pamela Colombie (2-March 11 & 12, 2026)

MP Planning Group NHPS Enrollment Projections DRAFT

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NEW HARTFORD PUBLIC SCHOOLS

SCHOOL UTILIZATION STUDY– PROGRAMMING & CAPACITY



Bakerville School



New Hartford Elementary



Antolini School

April 8, 2025

Agenda

1. What is Programming?
2. What is Capacity?
3. Assessment of Programing and Capacity of:
 - Bakerville School
 - New Hartford Elementary
 - Antolini School
4. Benchmarking
5. Proposed Standards – setting needs in the district
6. School Grants
7. New Hartford Reimbursement



Programming

A detailed, pre-design document outlining the required spaces, their sizes (square footage), and functional relationships, tailored to the school's educational goals.

- Space List & Requirements
- Relationship Adjacencies
- Functional Needs
- Circulation & Technical Requirements: 25-35%

It acts as a blueprint to design a safe, flexible, and efficient learning environment, including classrooms, common areas, specialized facilities, & building infrastructure

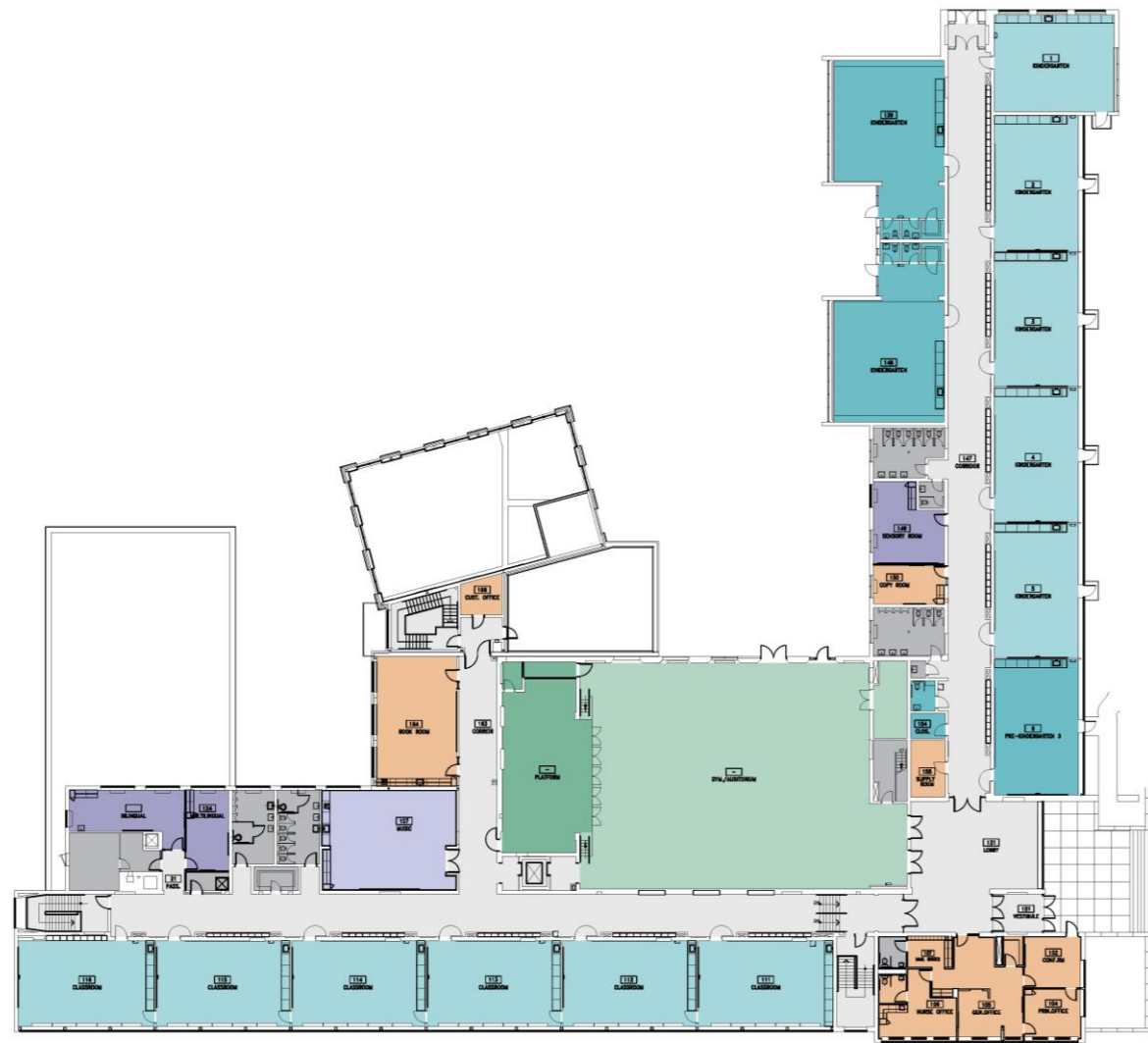
The Programming Process:

Architects work with school boards, staff, and the community to gather requirements before designing, ensuring the project aligns with budgetary constraints and educational objectives.

Why it Matters:

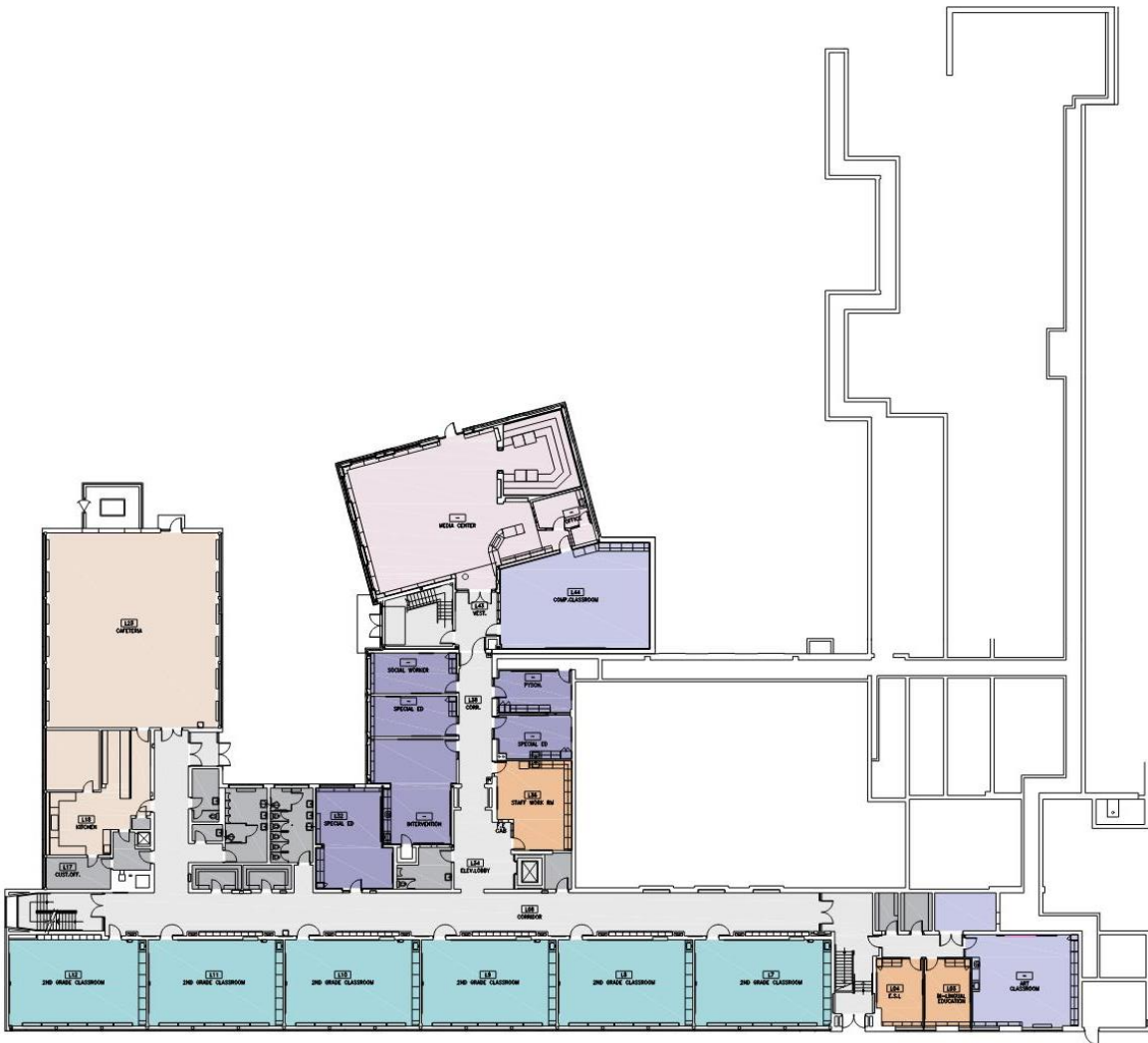
A well-developed program improves learning outcomes, increases teacher efficiency, and saves costs by reducing changes during the design and construction phases

School Program



Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	17	797-817	13,608	800	23%
PREK CLASSROOMS	3	804-940	3,302	1101	6%
SPECIAL EDUCATION/PPS	9	216-548	2,911	323	5%
SPECIALS (ART, MUSIC, COMPUTERS)	3	848-900	2,759	920	5%
MEDIA CENTER	1		2,107	2107	4%
PHYSICAL EDUCATION	1		4,875	4875	8%
AUDITORIUM/STAGE	1		1,098	1098	2%
FOOD SERVICE	2		3,052	1526	5%
ADMINISTRATION	9	286-621	3,226	358	5%
BUILDING INFRASTRUCTURE			2,741		5%
CIRCULATION + STRUCTURE			19,424		33%
TOTAL			59,103		
CONNECTICUT STATE SPACE STANDARD SPECIFICATIONS FOR 332 PREK - GRADE 2 STUDENTS			41,500		
DIFFERENCE			17,603		

School Program



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School Program

K-8 School - Proposed Architectural Program
Projected Enrollment: 800 Students

Space Division	Quantity	Square footage	Subtotal
GENERAL CLASSROOMS			
Kindergarten Classroom	4	1000	4000
Toilets	4	80	320
Grade 1 Classroom	4	850	3400
Grade 2 Classroom	4	850	3400
Grade 3 Classroom	4	850	3400
Grade 4 Classroom	4	850	3400
Grade 5 Classroom	4	850	3400
Grade 6 Classroom	3	850	2550
Grade 7 Classroom	3	850	2550
Grade 8 Classroom	3	850	2550
Science Labs (Grade 6-8)	3	1200	3600
TOTAL	33		32,570
SPECIAL SUPPORT			
General Art Classroom	3	1000	3000
Art Storage	2	150	300
Kiln	2	150	300
General Music Classroom	3	1000	3000
Music Storage	2	150	300
Tech Ed	1	2000	2000
SPECIAL EDUCATION			
Resource Rooms	3	850	2550
ELL/ESL	3	425	1275
Speech	3	425	1275
Reading	3	425	1275
OT/PT	1	850	850
OT/PT Storage	1	80	80
TOTAL	20		16,205
MEDIA CENTER			
Office	1	250	250
Circulation Desk/Media	1	150	150
Reading/Storytelling Space	1	300	300
Book Stack Area	2	400	800
Work Table/Seating Area	3	600	1800
Computer Resource Lab	3	850	2550
Marivertspace	1	650	650
Storage/Work Room	1	150	150
TOTAL	11		6,650

K-8 School - Proposed Architectural Program
Projected Enrollment: 800 Students

Space Division	Quantity	Square footage	Subtotal
PHYSICAL EDUCATION			
Full-size gymnasium	1	6200	6200
auxiliary gymnasium	1	3500	3500
Equipment Storage	2	100	200
Lockers	2	800	1600
Office	1	120	120
TOTAL	6		11,620
AUDITORIUM			
Seating Area	1	6500	6500
Stage/Platform with ramp	1	1500	1500
TOTAL	2		8,000
CAFETERIA			
Dining Room (3 lunch waves)	1	4000	4000
Kitchen	1	600	600
Servery	1	600	600
Dish Washing	1	200	200
Dry Storage	1	150	150
Refrigerator Storage	1	150	150
Freezer Storage	1	150	150
Office	1	120	120
Toilet	1	120	120
Loading Dock	1	100	100
Shipping and Receiving	1	500	500
TOTAL	3		6,690
ADMINISTRATION			
Main Office			
Front Lobby	1	500	500
Reception/Waiting	1	200	200
Secretarial Area	1	300	300
Work Area/Mail	1	150	150
Principal Office	1	150	150
Assistant Principal Office	1	150	150
Conference Room(s)	2	200	400
Student Records	1	150	150
Office Storage	1	150	150
Toilet	1	100	100

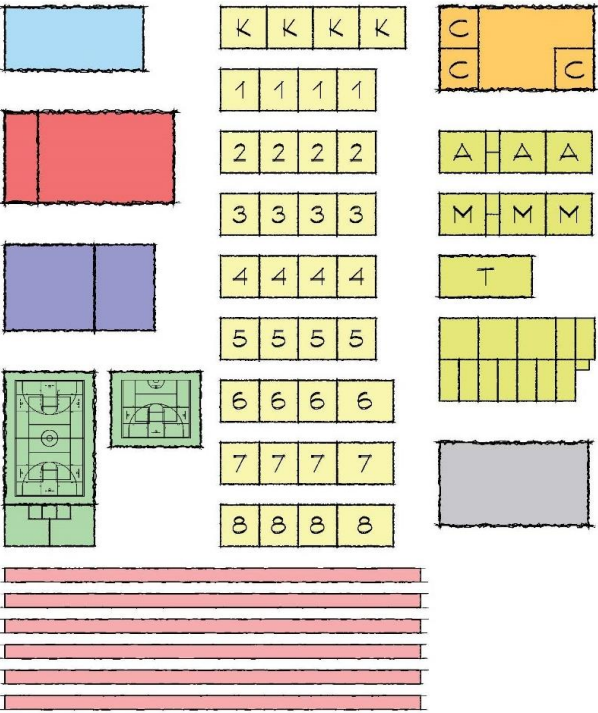
K-8 School - Proposed Architectural Program
Projected Enrollment: 800 Students

Space Division	Quantity	Square footage	Subtotal
Guidance	3	150	450
School Psychologist	1	120	120
Speech Pathologist	1	120	120
PTA Storage	1	100	100
Faculty Lounge	1	500	500
Satellite Copy Area(s)	2	80	160
Book Storage	1	100	100
Nurse Suite			
Reception/Waiting	1	100	150
Office	1	120	120
Exam	3	120	360
Cot Area	1	500	500
Toilet(s)	1	100	100
Storage	1	100	100
TOTAL	9		5,130
BUILDING INFRASTRUCTURE			
Custodial Office	1	120	120
Custodial Work Area	1	200	200
Satellite Custodial Area	3	80	240
Student Toilets			
Boys	5	350	1750
Girls	5	350	1750
Staff Toilets	3	80	240
Public Toilets	2	250	500
Server Room			
Satellite Data Rooms	1	200	200
	2	100	200
Mechanical/Boiler Room			
Electrical Closets	1	1200	800
	3	100	300
Water Room	1	180	180
TOTAL	28		6,480
CIRCULATION			
Gross Square Foot Factor	1.2	93,345	18,669
TOTAL			112,014

State Space Standards for 800

111,644

K-8 School - Proposed Architectural Program Diagrams
Projected Enrollment: 800 Students



Incorporate any specialized programs?

- additional Pre-K
- Self contained Special Ed
- Additional Special Ed Services



Educational Design



Date of construction reflects program of that era which doesn't meet today's needs...



Bakerville School: Typical 1940s School



New Hartford Elementary: Typical 1950s School



Antolini School: Typical 1960s School



School Design Evolution

1940s to Today

1940s–1950s Industrial Model	1960s–1970s Open Education	1980s: Back to Basics	1990s–2000s: Tech Integration	2000s–2010s: 21 st Century Learning	2020s–Present Hybrid & Wellness
					
Teacher-Centered, Standardized	Student-Centered, Flexible	Standardized, Controlled	Early Digital Learning	Collaborative, Creative	Personalized, Inclusive
Cellular Classrooms	Open Plan Spaces	Enclosed Classrooms	Computer Labs	Flexible Environments	Adaptive Ecosystems

From Efficiency → Flexibility → Resilience

Educational Programmatic Design Needs Today

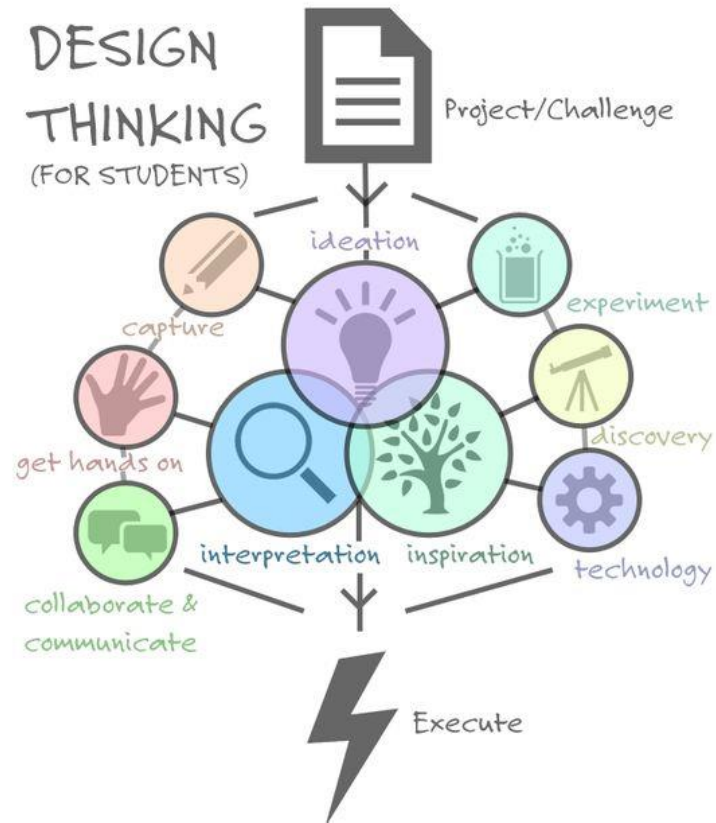
Program older schools usually lack:

Challenging as the situation appears, there is a brighter side. The pressing need to renovate, replace and create so many new educational facilities at once presents a compelling opportunity to evaluate existing research about what constitutes an optimum school learning environment.

-Schools as Centers of Community: A CITIZEN'S GUIDE FOR PLANNING AND DESIGN

- Breakout/small group rooms
- Commons / collaboration areas
- Adequate power + Wi-Fi
- STEAM / maker spaces
- Counseling / sensory rooms
- Secure vestibule entry
- Natural light + modern HVAC
- Outdoor learning access
- Inclusive SPED support spaces
- Flexible furniture/layouts

Educational Programmatic Design Needs Today



Today we see most requests for:

- Increases in spaces to support Special Education and Intervention
- Increase in smaller spaces for break out, group work
- Increases in STEAM, STEM and CTE programs
- Changing of the classroom with Technology & Furniture
- Community Use
- Security
- HVAC/air quality
- Teacher's space

Educational Framework – CT school construction standards and guidelines

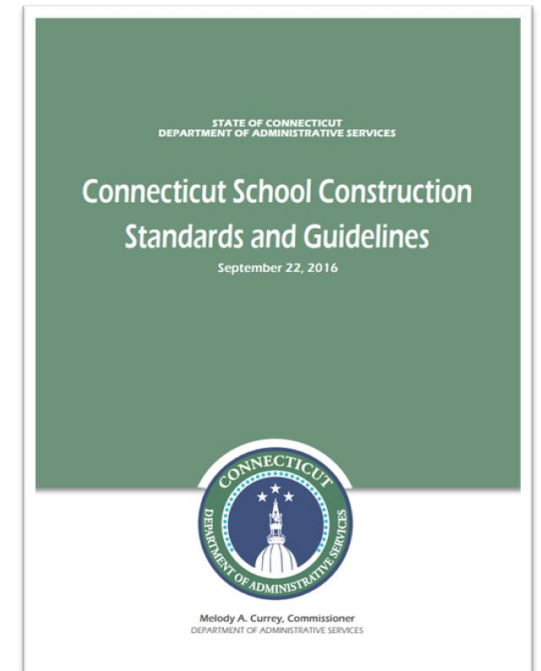
Program

As programs and services change it is **important to each LEA** (Local Educational Agency) **identify the current and future educational needs of its students** once those needs have been identified the LEA should **determine the types of instructional programs that will result in a successful student.**

The standards and guidelines are **based on current and future trends in education** and the following programs as stated above ultimately each **LEA is responsible for determining the appropriate programs for its students**

Elementary Schools:

- Core academic (including Preschool)
- General Education Intervention spaces
- Special Education
- Visual Arts
- Music
- Technology Education
- Physical Education

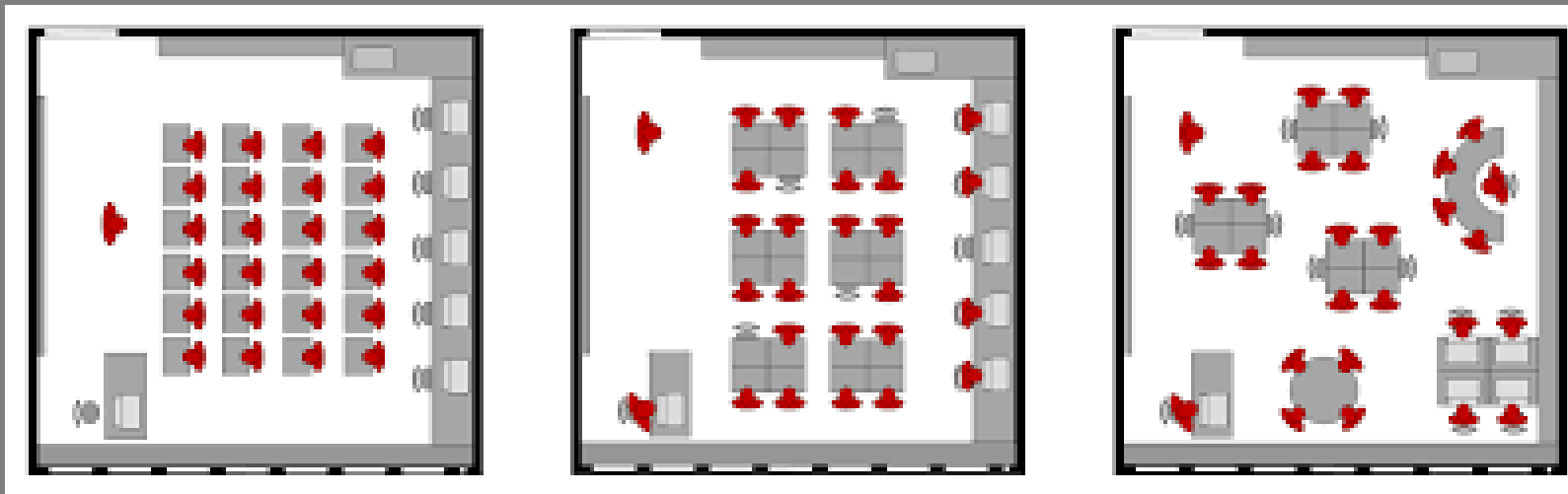




Capacity

Capacity is the maximum number of students a school can support based on available instructional spaces and program requirements. It reflects how many students a school can serve while still delivering its full educational program effectively not just how many students a building can physically hold.

- General education classrooms
- Specialized instructional spaces
- Support and intervention spaces
- Scheduling needs



Capacity Types

There are 3 types of capacity:

- **Maximum (Physical) Capacity**: Theoretical maximum if every classroom were filled to standard class size, ignoring program needs.
- **Functional Capacity**: The number of students a school can serve while supporting the full educational program.
- **Program Capacity**: Capacity based specifically on space requirements for all programs, including special education and interventions.

Capacity Type Comparison			
Type	What It Represents	Realistic?	Use
Physical	Maximum possible	 No	Reference point
Functional	Typical operations - Designed use of spaces	 Somewhat	Planning baseline
Program	Full educational model - actual educational delivery	 Yes	Decision-making / Design Practice

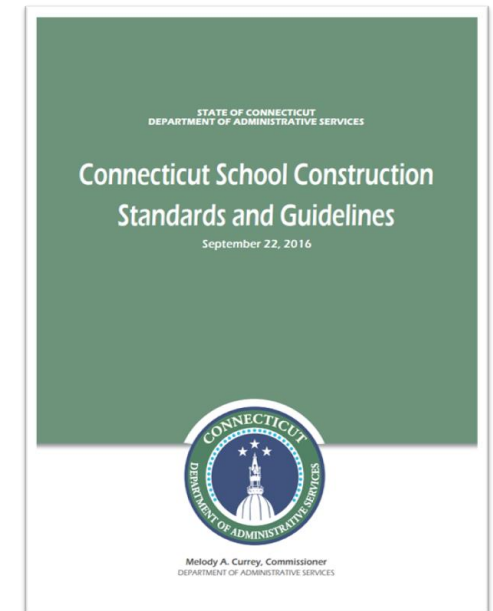
Educational Framework – CT School Construction Standards and Guidelines

Introduction

An educational framework is a series of broad principles associated with organizational facility program and service issues in conjunction with educational facility planning concepts the educational framework establishes the foundation on which educational facilities are designed.

The Connecticut school Construction Standards and Guidelines are not intended to address every possible condition **flexibility is important to develop appropriate solutions given the diversity of educational programming student needs community requirements existing conditions and site constraints found in each LEA** (Local Educational Agency).

- Grade Configuration
- School size
- Class Size
- Programs
 - Special Education
 - Early Childhood Education



Utilization and Capacity Methodology

Enrollment projections show little growth in the district, we need to determine how this effects the schools under the current configuration and under new possible configurations.

School Capacity:

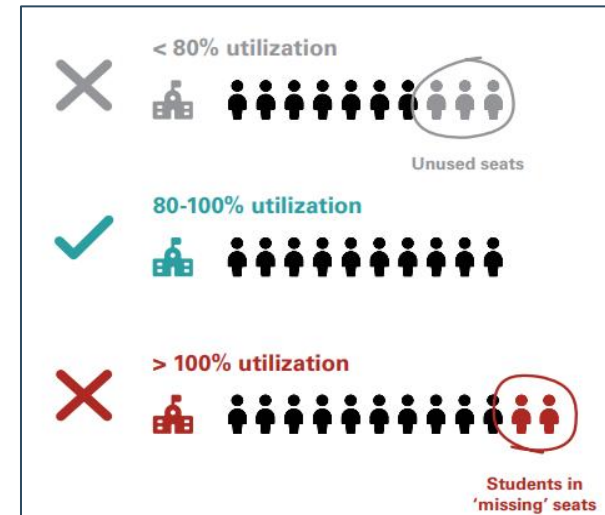
- Determines how many seats a school has
 - School program/classroom quantities
 - Class size standards/targets
 - Enrollment/Projections

New Hartford Class Sizes Guidelines

PreK	18
Grades K - 2	20
Grades 3-6	25

School Utilization:

- Measurement of how full a facility is to meet educational programmatic needs
- Calculated as the enrollment divided by the capacity
- Calculated differently in different types of schools
 - Elementary: General classrooms with a 95% efficiency factor
 - Middle school: General classrooms (teams) a 95% efficiency factor
 - High School: General and full-sized Specials with an 81% scheduling factor applied



Why using Program Capacity in PreK–6 schools matters?

1. Upsurge of Support Services at Younger Ages

- Reading & math intervention
- Speech/language
- Occupational therapy
- Behavioral support
- These are not optional they are core to early education delivery.

2. Special Education is More Space-Intensive at younger grades:

- Identification rates are high
- Services are more frequent and more intensive
- Students spend more time in pull-out or specialized environments
- Some rooms serve very small populations but are non-negotiable

3. Scheduling Inefficiencies Are Built-In

- Unlike secondary schools, elementary schedules are not fluid.
- Students move in cohorts
- Specialists (art, music, PE) run on fixed rotations
- Intervention blocks must align with core instruction
- Some spaces sit idle during parts of the schedule but are still required
- Grade-level collaboration / teacher planning

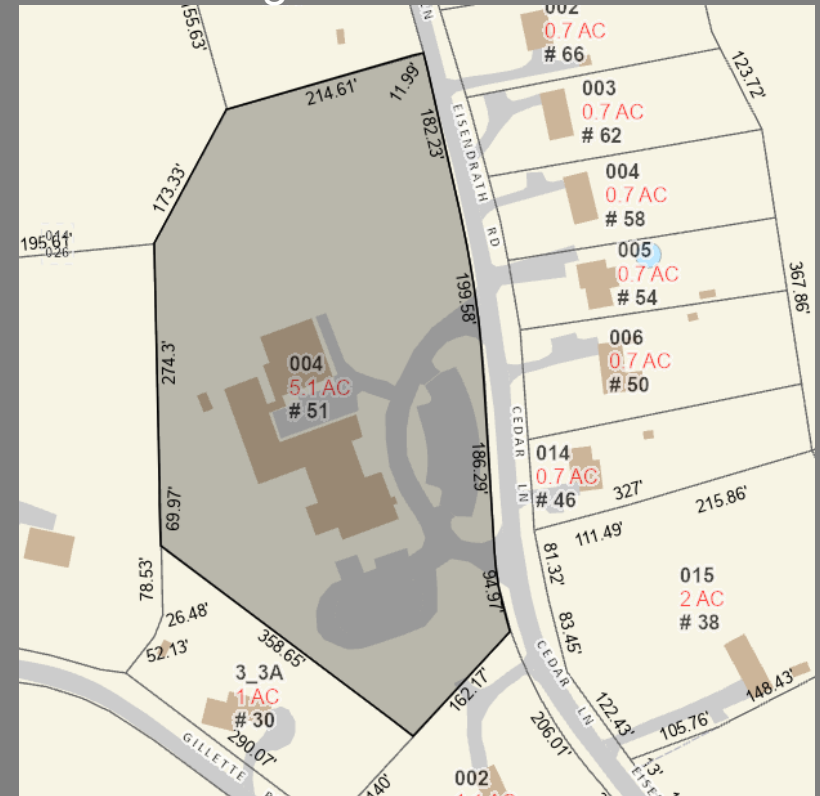
In a PK–6 environment, program capacity isn't a refinement it's the only way to understand whether the building can actually deliver the educational model the district expects.



Bakerville School



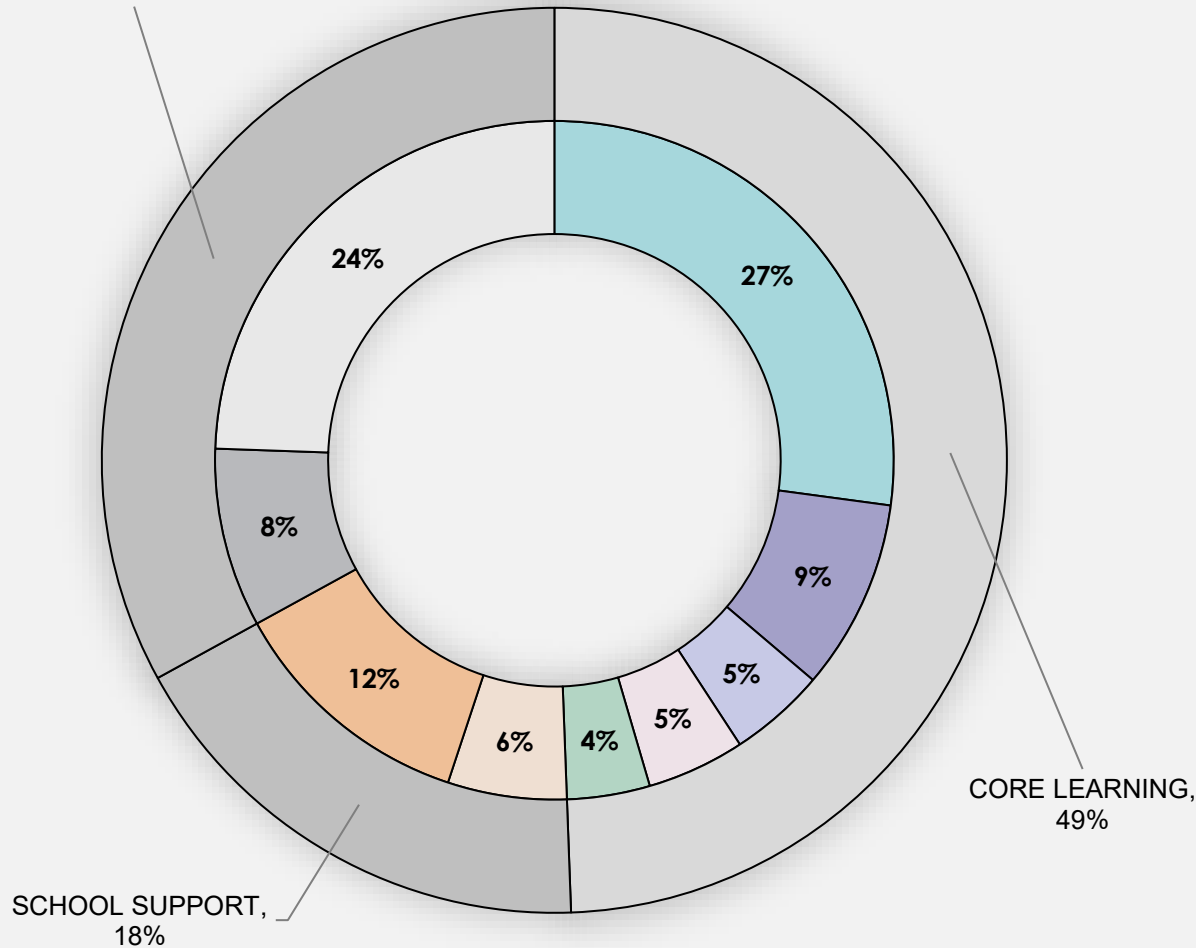
- Constructed in 1941
- Renovations/Additions in 1949, 1954, 2002
- 18,483 gross square feet
- Serves grades K-2



Bakerville School: Existing Program

Bakerville School - Program Analysis 2026

FACILITY SUPPORT,
33%



■ GENERAL CLASSROOMS - 5,014 SF

■ SPECIAL EDUCATION/PPS - 1,679 SF

■ SPECIALS (ART, MUSIC) - 847 SF

■ MEDIA CENTER - 863 SF

■ PHYSICAL EDUCATION - 730 SF

■ FOOD SERVICE - 1,047 SF

■ ADMINISTRATION - 2,206 SF

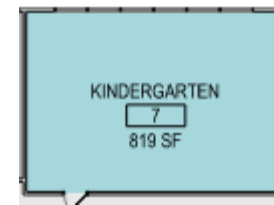
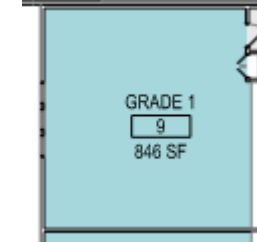
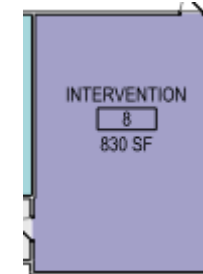
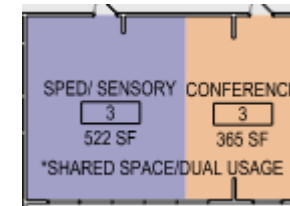
■ BUILDING INFRASTRUCTURE - 1,578 SF

■ CIRCULATION + STRUCTURE - 14,519 SF

18,483 SF

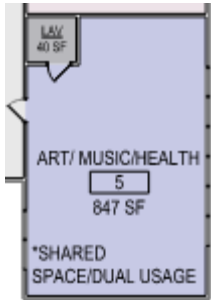
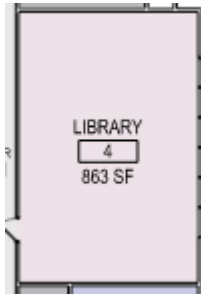
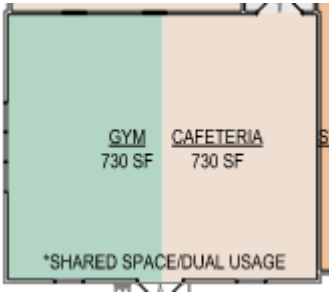
Bakerville School: Existing Program

Space Division	Room #	Square Footage	Notes	%
GENERAL CLASSROOMS				
Kindergarten	6	823	undersized, lack of storage, no bathroom	27%
Kindergarten	7	819	undersized, lack of storage, no bathroom	
Grade 1	9	846		
Grade 1	10	843		
Grade 2	11	843		
Grade 2	12	840		
SUBTOTAL		5,014		
SPECIAL ED/PPS/INTERVENTION				
Intervention	8	830	2 staff, Used daily for Intervention, student meetings, testing and various student accommodations, houses curriculum storage, files and Intervention materials	9%
SPED/Sensory	3	522	Shared with Conference Room space, scheduling can be problematic as full time staff is working with students on math, literacy, behavior - need separation from conference	
Social Worker	1	195	Used full time by 3 different staff members, sound issues, small for groups	
Speech		132	Used min of 2 days per week, access is off of Staff work/break room problematic, location not ideal	
OT		0	No dedicated space, materials stored in hallways and staff uses any available space (Library, Speech, Art)	
SUBTOTAL		1,679		



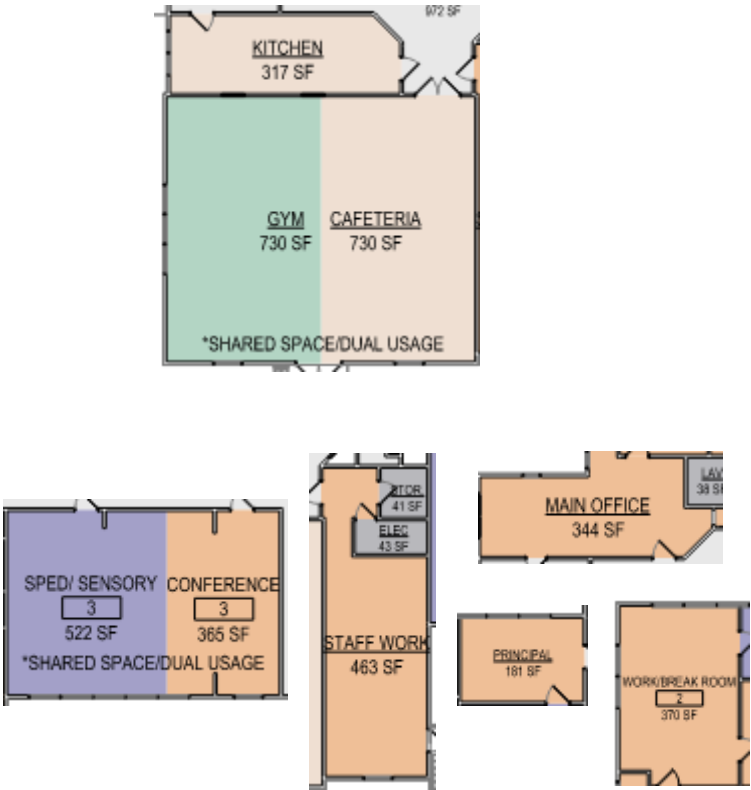
Bakerville School: Existing Program

Space Division	Room #	Square Footage	Notes	%
SPECIALS				5%
Music Art Health		847	Shared use - utilized 3 days or 1 per week for each, not ideal to have an Art Music room combined (specialized)	
SUBTOTAL		847		
MEDIA / LEARNING COMMONS / LIBRARY				5%
Media Center	4	863	Used for Media 1 day per week - not ideal but staff is district wide, small size	
SUBTOTAL		863		
PHYSICAL EDUCATION				4%
Gymnasium/Auditorium		730	actual size = 1460, This space is greatly undersized and not conducive to PE use - table, chairs, equipment at perimeter, flooring type is slippery	
PHYSICAL EDUCATION		730		



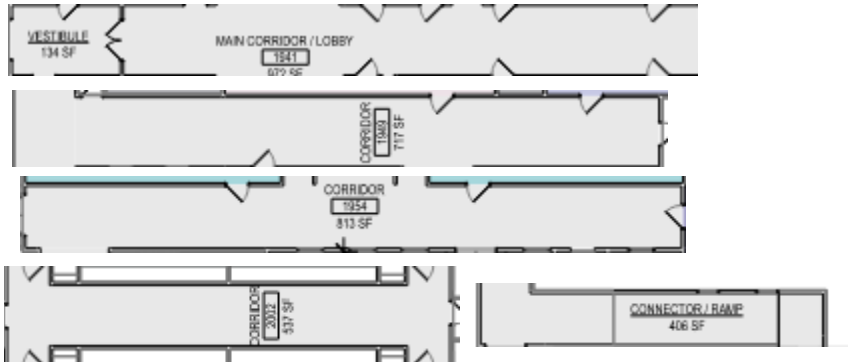
Bakerville School: Existing Program

Space Division	Room #	Square Footage	Notes	%
FOOD SERVICE				6%
Cafeteria		730	actual size = 1460 / 2 lunch waves from 12:15-1:20	
Kitchen		317	warming, tight/ doesn't work well, undersized	
SUBTOTAL		1,047		
ADMINISTRATION				11%
Principal		181	Remote from main office	
Nurse		169	Very small	
Work break room		483	Not ideal for work and break to be combined	
Main Office		344		
Conference		365	Shared with SPED/Sensory causes scheduling issues, location is remote from main office	
Staff Resource / Work Room		463	Old stage accessed by stairs	
SUBTOTAL		2,005		

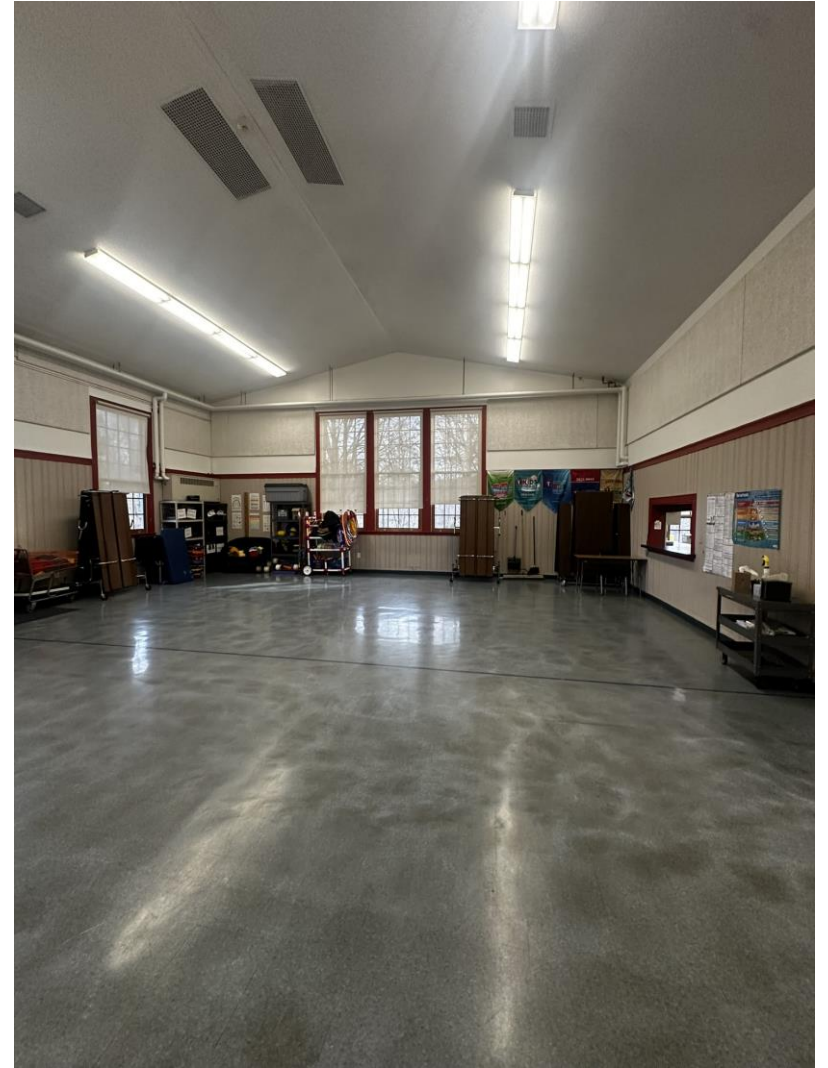


Bakerville School: Existing Program

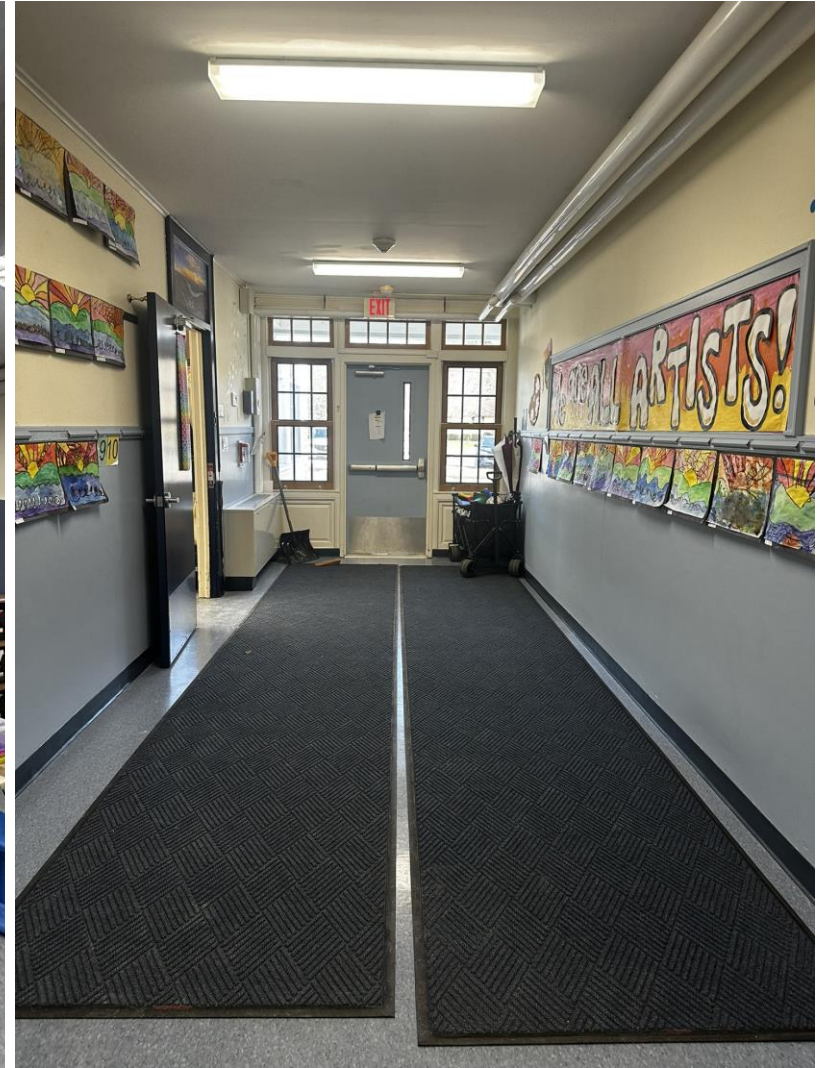
Space Division	Room #	Square Footage	Notes	%
INFRASTRUCTURE				9%
Lav		38		
Lav at nurse		44		
Custodian		22		
Lav		34		
Girls		177	Primarily used by Grade 1-2	
Boys		153		
Storage		147		
Custodian		117		
Storage		41		
Electrical		43		
Lav at Art Music		40		
Boiler Room		380		
Girls		171	backs up / primarily used by Kindergarten	
Boys		171		
SUBTOTAL		1,578		
CIRCULATION + STRUCTURE				24%
Vestibule		134		
Main Corridor / Lobby		972		
Corridor 1949		717		
Corridor 1954		813		
Connector / ramp		406		
Corridor 2002		537	narrow with student storage on hooks	
walls thickness to exterior		940		
SUBTOTAL		4,519		
TOTAL SQAURE FEET		18,483		



Bakerville School: Existing Program



Bakerville School: Existing Program



Bakerville School: Physical Capacity

BAKERVILLE SCHOOL: EXISTING PROGRAM SUMMARY					
Addition/Reno: 1949, 1954, 2002					
Current Enrollment: 95 Students / Projected Enrollment: 110			Construction: 1941		
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	6	819-846	5,014	836	27%
SPECIAL ED/PPS/INTERVENTION	4	132-830	1,679	420	9%
SPECIALS (ART, MUSIC)	1	847	847	847	5%
MEDIA CENTER	1	863	863	863	5%
PHYSICAL EDUCATION	1	1460 Multipurpose	730	730	4%
FOOD SERVICE	2	317-730	1,047	524	6%
ADMINISTRATION	6	181-545	2,206	368	12%
BUILDING INFRASTRUCTURE	14	38-380	1,578	113	9%
CIRCULATION + STRUCTURE			4,519		24%
TOTAL SQUARE FEET			18,483		

6+3 full-sized classrooms

New Hartford Class Sizes Guidelines	
PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

Bakerville School	
Max Class Size Target	20
Classroom Quantity	9
Max Physical Capacity	171
Current Enrollment	98
Current Utilization	57%
Projected Enrollment	110
Projected Utilization	64%

This concept eliminates other full-sized classrooms –
No Media, No Art, No Music, No full sized SPED.
It is NOT a recommended planning practice.



Bakerville School: Program Capacity

BAKERVILLE SCHOOL: EXISTING PROGRAM SUMMARY

Current Enrollment: 95 Students / Projected Enrollment: 110 Construction: 1941

Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	6	819-846	5,014	836	27%
SPECIAL ED/PPS/INTERVENTION	4	132-830	1,679	420	9%
SPECIALS (ART, MUSIC)	1	847	847	847	5%
MEDIA CENTER	1	863	863	863	5%
PHYSICAL EDUCATION	1	1460 Multipurpose	730	730	4%
FOOD SERVICE	2	317-730	1,047	524	6%
ADMINISTRATION	6	181-545	2,206	368	12%
BUILDING INFRASTRUCTURE	14	38-380	1,578	113	9%
CIRCULATION + STRUCTURE			4,519		24%
TOTAL SQUARE FEET			18,483		

6 full-sized classrooms

New Hartford Class Sizes Guidelines

PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

Bakerville School	
Max Class Size Target	20
Classroom Quantity	6
Max Program Classroom Capacity	114
Current Enrollment	98
Current Utilization	86%
Projected Enrollment	110
Projected Utilization	96%



80-100% utilization



Bakerville School: General Classroom Quantities

BAKERVILLE SCHOOL: GENERAL CLASSROOM QUANTITIES						
Addition/Reno: 1949, 1954, 2002						
Current Enrollment: 95 Students / Projected Enrollment: 110				Construction: 1941		
GRADE	MAX CLASS SIZE POLICY	CURRENT 2026 ENROLLEMENT	CURRENT CLASSROOM QUANTITY	HIGHEST 8-YEAR PROJECTIONS 2031-2032	CLASSROOM QUANTITY FOR PROJECTIONS	
Pre-K	18	0	0	0	0.00	0
K	20	25	2	35	1.75	2
1	20	34	2	35	1.75	2
2	20	37	2	40	2.00	2
3	25	0	0	0	0.00	0
4	25	0	0	0	0.00	0
5	25	0	0	0	0.00	0
6	25	0	0	0	0.00	0
TOTAL		96	6	110	5.50	6
SF per Student		193		168		
*** Credit for buildings constructed pre-1959 therefore is considered 15,703				EXISTING SF		18,483
				ADJUSTED SF***		15,703
				STATE SF - EXG		11,898
				STATE SF - PROJECTED		13,776

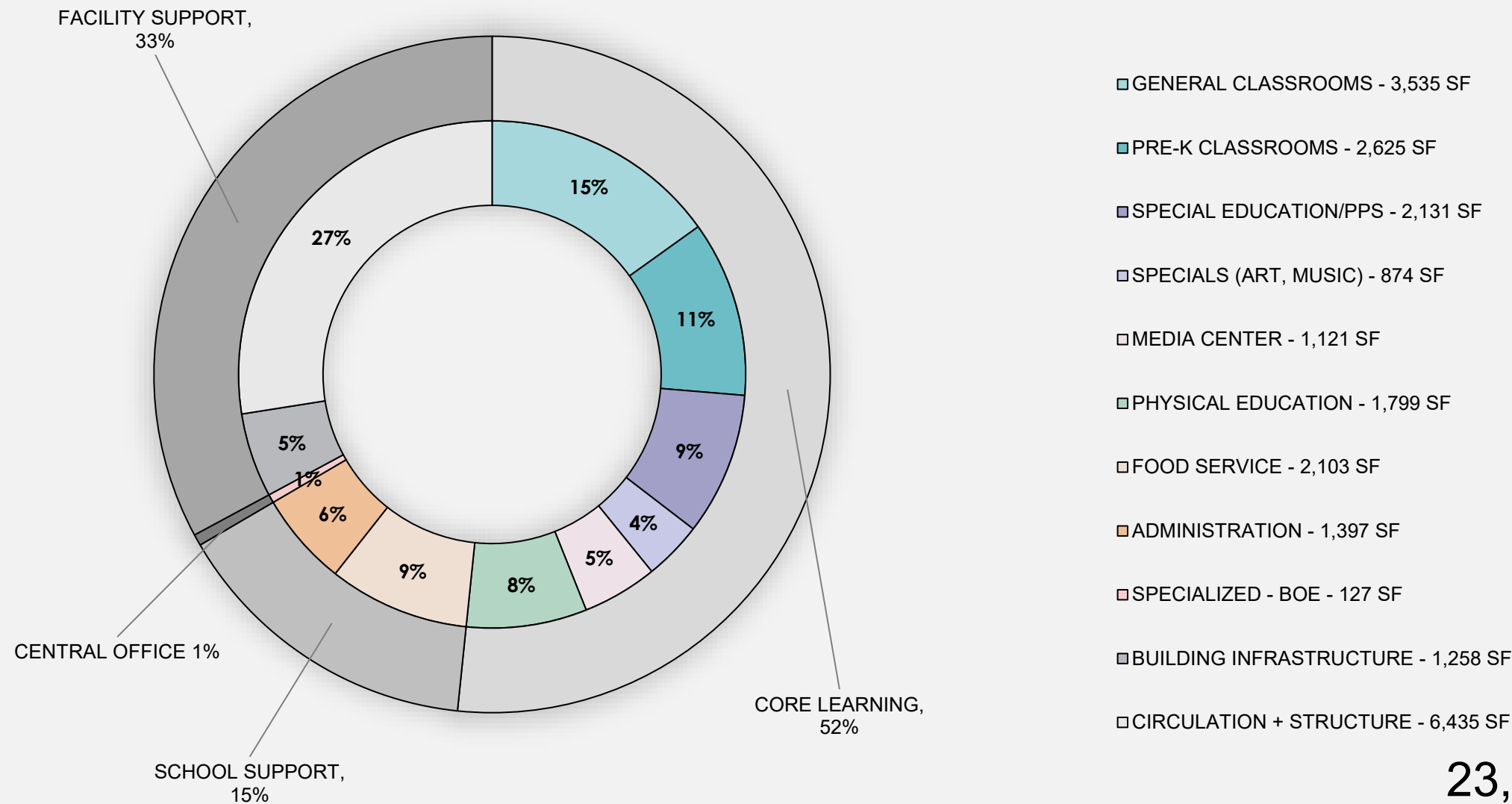


- Constructed in 1954
- Renovations/Additions in 2004
- 23,405 gross square feet
- Serves grades PreK-2



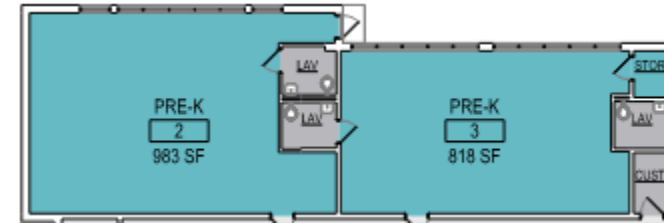
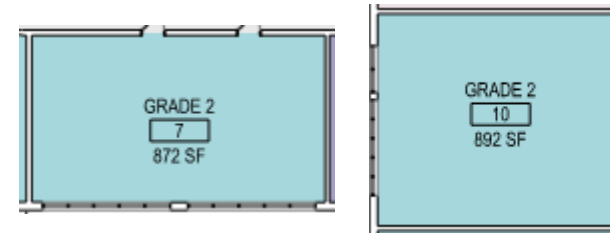
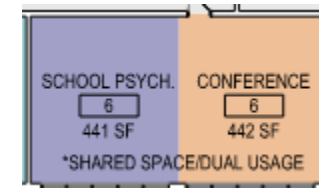
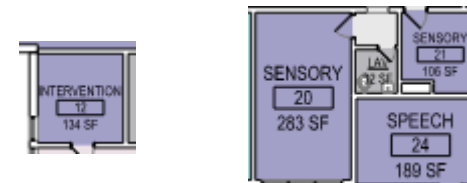
New Hartford Elementary: Existing Program

New Hartford Elementary - Program Analysis 2026



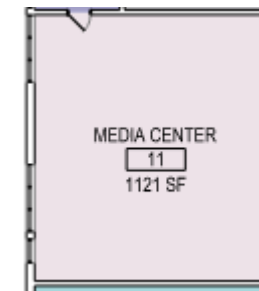
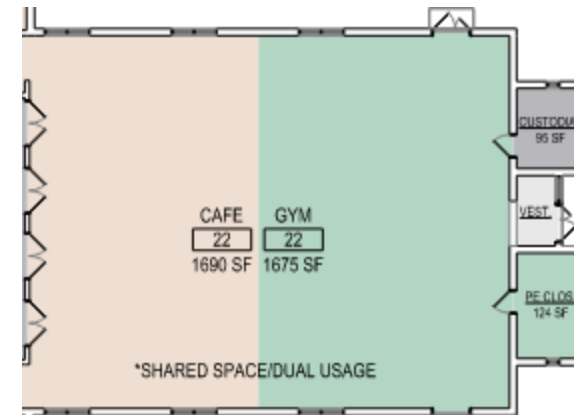
New Hartford Elementary: Existing Program

Space Division	Room #	Square Footage	Notes	%
PRE-K CLASSROOMS				11%
Pre-Kindergarten	2	983	undersized, lack of storage	
Pre-Kindergarten	3	818	undersized, lack of storage	
Pre-Kindergarten	5	824	undersized, lack of storage	
SUBTOTAL		2,625		
GENERAL CLASSROOMS				15%
Kindergarten	4	875	undersized, lack of storage, no bathroom	
Grade 1	9	896		
Grade 2	7	872		
Grade 2	10	892		
SUBTOTAL		3,535		
SPECIAL ED/PPS/INTERVENTION				9%
SPED	1	839	Fulltime regular use, 1-2 staff, sometimes multiple groups working at a time	
School Psych.	6	441	fulltime use/ shared with Conference Room is problematic, need separation	
Intervention	12	134	Too small - intended to be Media Office	
Sensory	20	283	used a lot everyday	
Sensory	21	108	Not ideal, typically used for storage for SPED and OT	
Speech	24	189	Used 4 days a week	
Speech	25	137	Office space	
OT		0	No dedicated space, materials stored in hallways and staff uses any available space / gym	
SUBTOTAL		2,131		



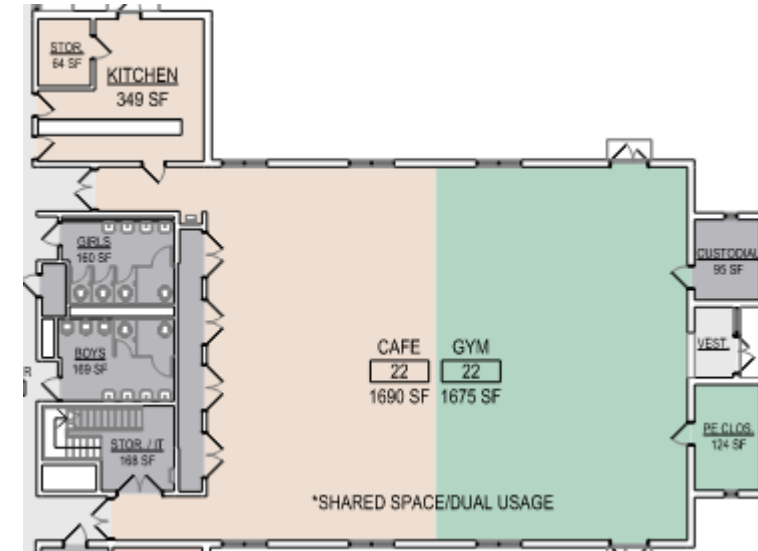
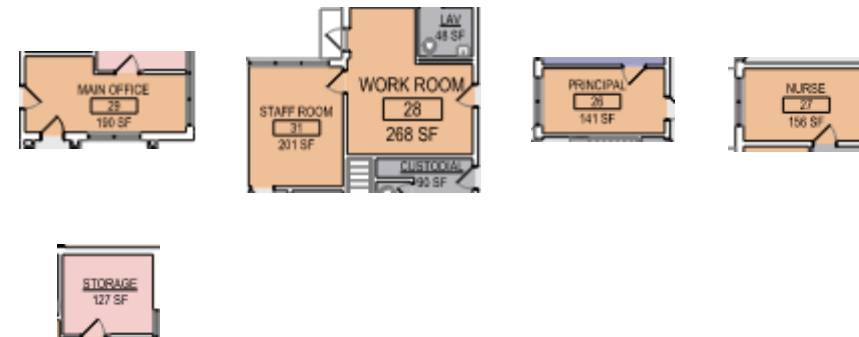
New Hartford Elementary: Existing Program

Space Division	Room #	Square Footage	Notes	%
SPECIALS				4%
Music Art Health	8	874	Shared use - utilized 3 days or 1 per week for each, not ideal to have an Art Music room combined as they are specialized, tons of supplies, no piano	
SUBTOTAL		874		
MEDIA / LEARNING COMMONS / LIBRARY				5%
Media Center		1,121	Used for Media 1 day per week - not ideal but staff is district wide / used for Intervention and meetings / fair size	
SUBTOTAL		1,121		
PHYSICAL EDUCATION				
Gymnasium/Auditorium		1,675	total gym is 3365, fair size, table, chairs, equipment at perimeter	8%
Office/Storage		124		
PHYSICAL EDUCATION		1,799		



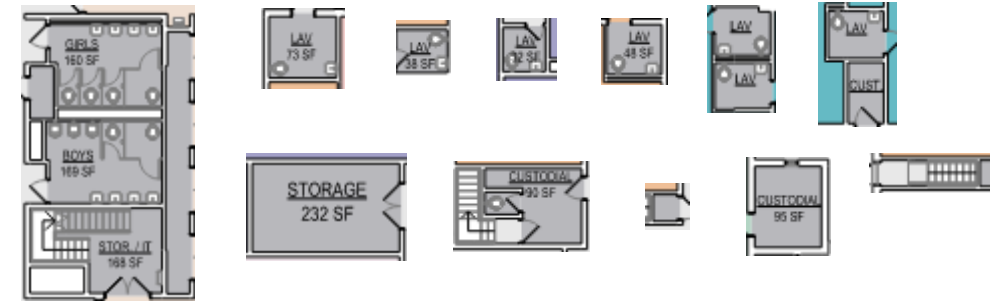
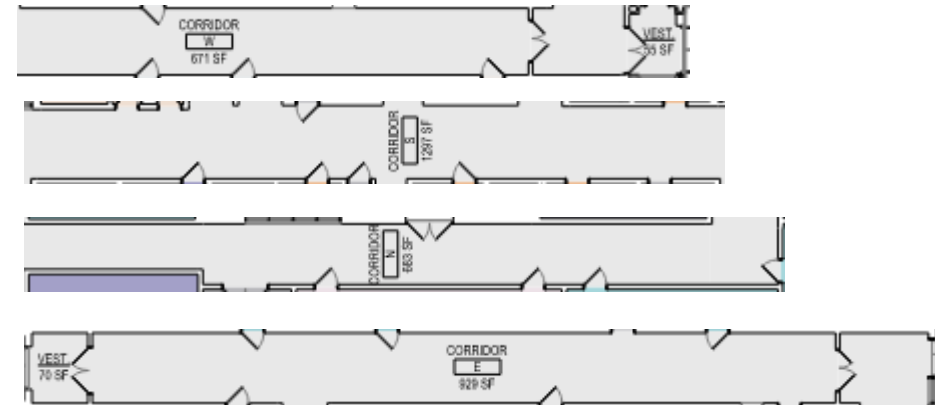
New Hartford Elementary: Existing Program

Space Division	Room #	Square Footage	Notes	%
FOOD SERVICE				9%
Cafeteria		1,690	3 waves of lunch 11:50-1:15	
Kitchen		349	servery too small - kids in hall	
Storage		64		
SUBTOTAL		2,103		
ADMINISTRATION				6%
Principal	26	141	Remote from main office	
Nurse	27	156	too small	
Staff Room	31	201	small, no sink	
Work Room	28	268		
Main Office		190	small	
Conference	6	441	shared with psych - need separation, contains curriculum & intervention supplies/books (changes into a classroom when the school enrollment fluctuates)	6%
SUBTOTAL		1,397		
SPECIALIZED PROGRAM			too small for office or conference, poor acoustics, sometimes used for lunch detention & office	1%
Storage		127		
SUBTOTAL		127		



New Hartford Elementary: Existing Program

Space Division	Room #	Square Footage	Notes	%
INFRASTRUCTURE				5%
Girl's		160		
Boy's		169		
Lav		73		
Lav		38		
Lav at nurse		48		
Lav		32		
Lav at PreK		46		
Lav at PreK		47		
Lav at PreK		45		
Custodial		90		
Storage		232		
Storage		11		
Custodial		22		
Storage		112		
Custodial Office		95		
Custodial		38		
SUBTOTAL		1,258		
CIRCULATION + STRUCTURE				27%
Corridor E		929		
Corridor S		1,297		
Corridor W		671		
Corridor E		683		
Vest.		55		
Vest.		70		
walls thickness to exterior		2,730		
SUBTOTAL		6,435		



New Hartford Elementary: Existing Program



New Hartford Elementary: Existing Program



New Hartford Elementary: Physical Capacity

NEW HARTFORD ELEMENTARY: EXISTING PROGRAM SUMMARY					
Current Enrollment: 98 Students / Projected Enrollment: 98			Addition/Reno: 2004 Construction: 1954		
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	4	875-896	3,535	884	15%
PREK CLASSROOMS	3	818-983	2,625	875	11%
SPECIAL ED/PPS/INTERVENTION	7	108-839	2,131	304	9%
SPECIALS (ART, MUSIC)	1	874	874	874	4%
MEDIA CENTER	1	1121	1,121	1121	5%
PHYSICAL EDUCATION	2	Gym is 3365	1,799	900	8%
FOOD SERVICE	3	64-1690	2,103	701	9%
ADMINISTRATION	6	141-268	1,397	233	6%
SPECIALIZED - BOE/TECH	1	127	127		1%
BUILDING INFRASTRUCTURE	16	11-169	1,258	79	5%
CIRCULATION + STRUCTURE			6,435		27%
TOTAL SQUARE FEET			23,405		

7+3 full-sized classrooms

New Hartford Class Sizes Guidelines	
PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

New Hartford Elementary - Physical Capacity	
Max Class Size Target	18 & 20
Classroom Quantity	10
Max Physical Capacity	184
Current Enrollment	98
Current Utilization	53%
Projected Enrollment	98
Projected Utilization	53%

This concept eliminates other full-sized classrooms –
No Art, No Music, No Media, No full sized SPED.
It is NOT a recommended planning practice.



New Hartford Elementary: Program Capacity

NEW HARTFORD ELEMENTARY: EXISTING PROGRAM SUMMARY					
Current Enrollment: 98 Students / Projected Enrollment: 98			Addition/Reno: 2004 Construction: 1954		
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
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ADMINISTRATION	6	141-268	1,397	233	6%
SPECIALIZED - BOE/TECH	1	127	127		1%
BUILDING INFRASTRUCTURE	16	11-169	1,258	79	5%
CIRCULATION + STRUCTURE			6,435		27%
TOTAL SQUARE FEET			23,405		

7 full-sized classrooms

New Hartford Class Sizes Guidelines

PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

New Hartford Elementary - Program Capacity	
Max Class Size Target	18 & 20
Classroom Quantity	7
Max Program Classroom Capacity	127
Current Enrollment	98
Current Utilization	77%
Projected Enrollment	98
Projected Utilization	77%



New Hartford Elementary: General Classroom Quantities

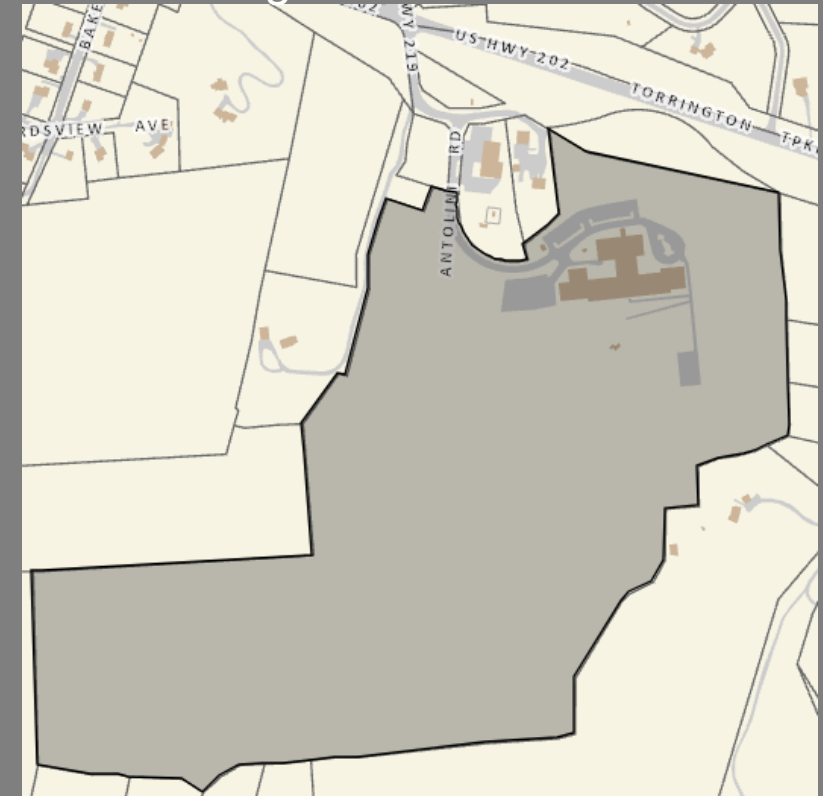
NEW HARTFORD ELEMENTARY: GENERAL CLASSROOM QUANTITIES Addition/Reno: 2004						
Current Enrollment: 98 Students / Projected Enrollment: 98				Construction: 1954		
GRADE	MAX CLASS SIZE POLICY	CURRENT 2026 ENROLLEMENT	CURRENT CLASSROOM QUANTITY	HIGHEST 8-YEAR PROJECTIONS 2031-2032	CLASSROOM QUANTITY FOR PROJECTIONS	
Pre-K	18	44	3	39	2.17	3
K	20	15	1	20	1.00	1
1	20	16	1	19	0.95	1
2	20	23	2	20	1.00	1
3	25	0	0	0	0.00	0
4	25	0	0	0	0.00	0
5	25	0	0	0	0.00	0
6	25	0	0	0	0.00	0
TOTAL		98	7	98	5.12	6
*** Credit for buildings constructed pre-1959 therefore is considered 19,527				EXISTING SF		23,405
				ADJUSTED SF***		19,527
				STATE SF - EXG		12,274
				STATE SF - PROJECTED		12,274



Antolini School

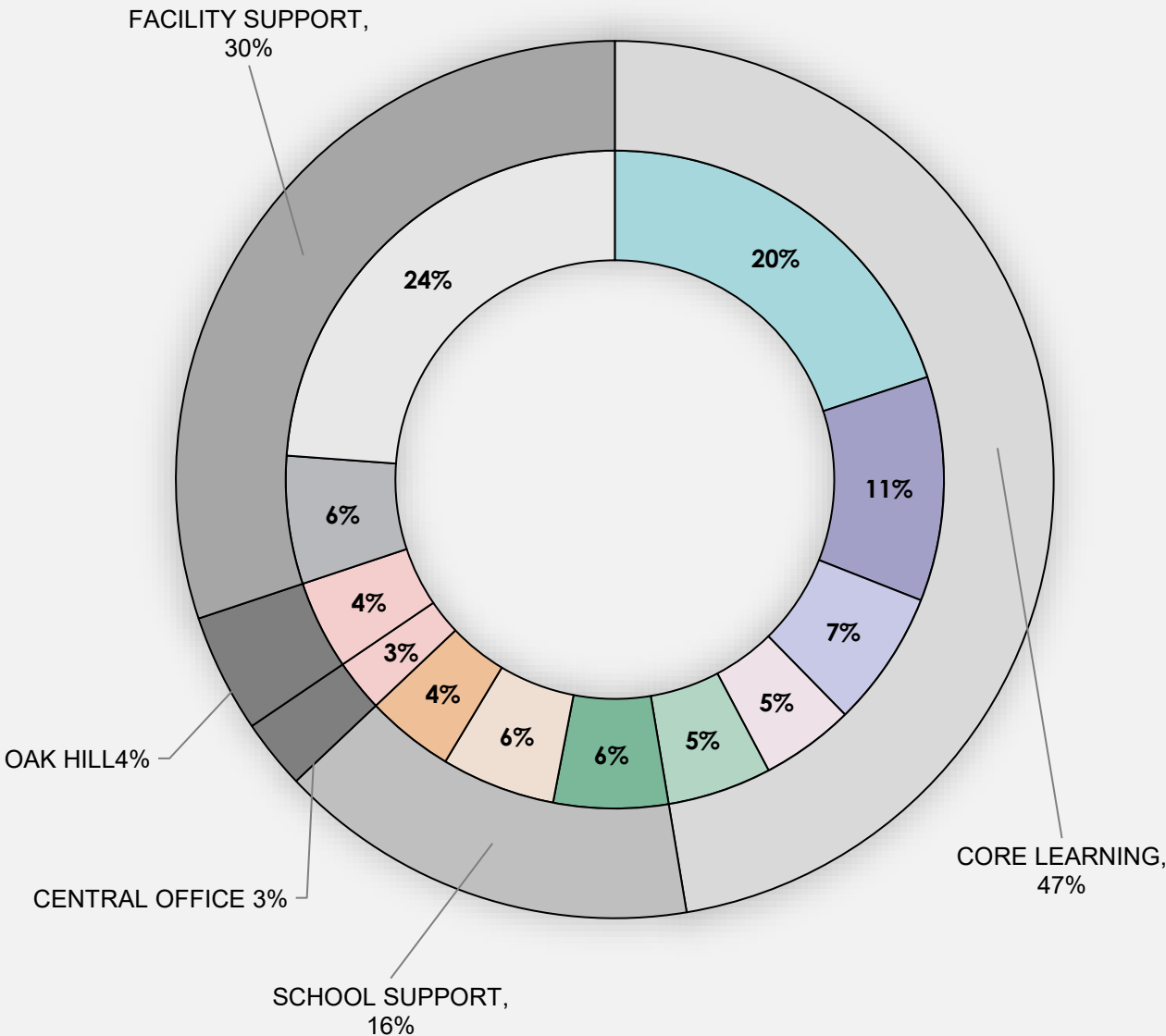


- Constructed in 1968
- Renovations/Additions in 1990 & 1992
- 58,177 gross square feet
- Serves grades 3-6



Antolini School: Existing Program

Antolini School - Program Analysis 2026

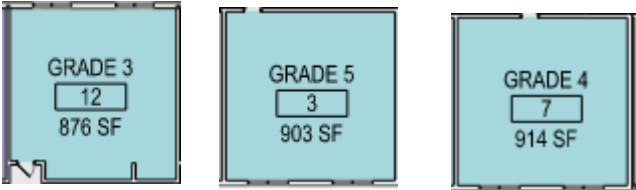


- GENERAL CLASSROOMS - 11,606 SF
- SPECIAL EDUCATION/PPS - 6,417 SF
- SPECIALS (ART, MUSIC) - 3,891 SF
- MEDIA CENTER - 2,671 SF
- PHYSICAL EDUCATION - 2,980 SF
- AUDITORIUM/STAGE - 3,274 SF
- FOOD SERVICE - 3,259 SF
- ADMINISTRATION - 2,518 SF
- SPECIALIZED - CENTRAL OFFICE - 1,492 SF
- SPECIALIZED - OAK HILL - 2,541 SF
- BUILDING INFRASTRUCTURE - 3,661 SF
- CIRCULATION + STRUCTURE - 13,867 SF

58,177 SF

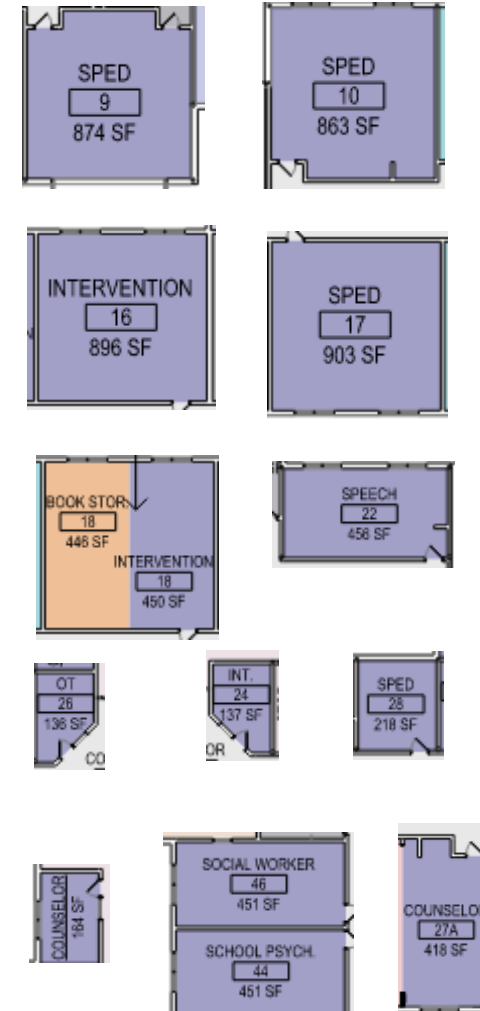
Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
GENERAL CLASSROOMS				20%
Grade 3	12	876		
Grade 3	13	857		
Grade 3	14	860		
Grade 4	5	903		
Grade 4	6	896		
Grade 4	7	914		
Grade 4	8	896		
Grade 5	4	896		
Grade 5	3	903		
Grade 5	15	903		
Grade 6	19	903		
Grade 6	20	896		
Grade 6	21	903		
SUBTOTAL		11,606		



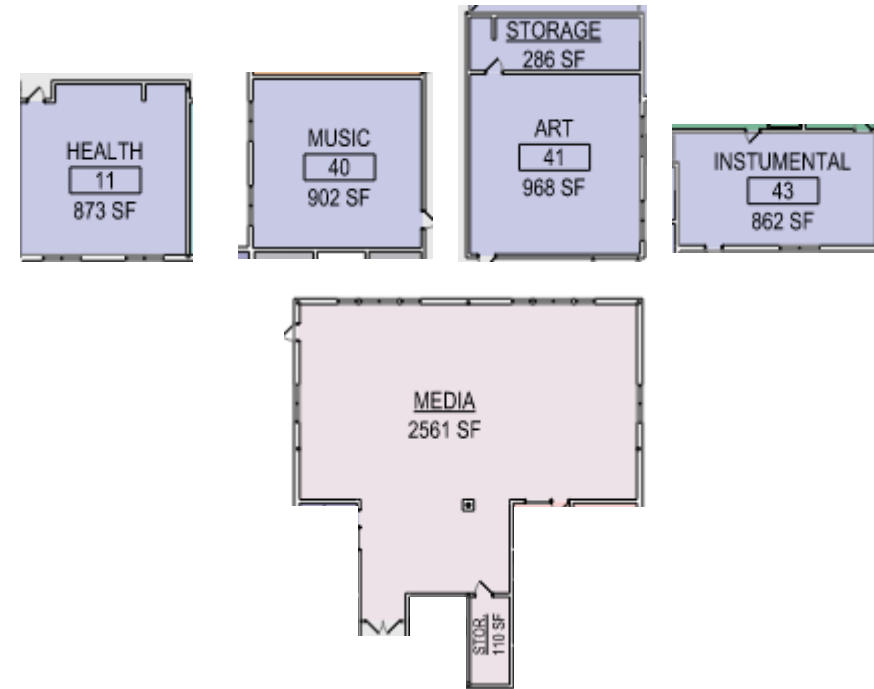
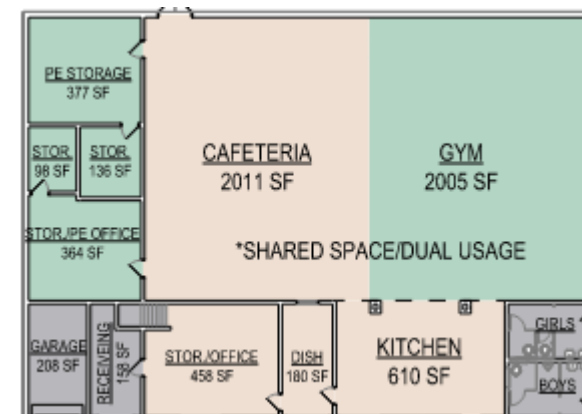
Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
SPECIAL ED/PPS/INTERVENTION				11%
SPED	9	874	Used 5 days a week, lots of storage	
SPED	10	863	Used 5 days a week, lots of storage	
Intervention	16	896	Used daily after school for BASES program / needs to be in a full sized space but not general classroom	
SPED	17	903	Used 5 days a week with multiple groups of 2-3 at a time	
Intervention	18	450	Shared with book storage / could be separated	
Speech	22	456	Used 3 days a week	
Intervention	24	137	too small, glass=security concern	
Occupational Therapy (OT)	26	136	used 3-4 days, too small, moves out of room often	
SPED	28	218	used 5 days a week, too small, fits only 3-4 at most	
Counselor (out patient)		164	small	
School Psych.	44	451	Used 5 days a week, Has Conference Table and Sensory space	
Social Worker	46	451	Used 4 days a week, Has Conference Table	
School Counselor	27A	418	good size	
SUBTOTAL		6,417		



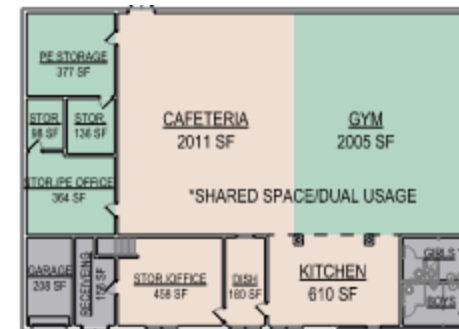
Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
SPECIALS				7%
Health	11	873	Used partially 5 days a week, sometimes used for Intervention	
Music	40	902	Used 2 days fulltime and 3 days parttime	
Art	41	968	Used for Art 3 days a week, used for conferences and youth support lunches too	
Art Storage	41A	286		
Instrumental	43	862	2 full days and 3 partial days (space included ramp)	
SUBTOTAL		3,891		
MEDIA / LEARNING COMMONS / LIBRARY				5%
Media Center		2,561	Used for Media 3 days per week - not ideal but staff is district wide	
Media Storage		110		
SUBTOTAL		2,671		
PHYSICAL EDUCATION				5%
Gymnasium		2,005	actual room is 4016 = good size - fold out tables interfere with wall padding, Kitchen area noisy during events	
PE Storage		377	Old locker rooms	
Storage		136		
Storage /PE Office		364		
Storage		98		
PHYSICAL EDUCATION		2,980		



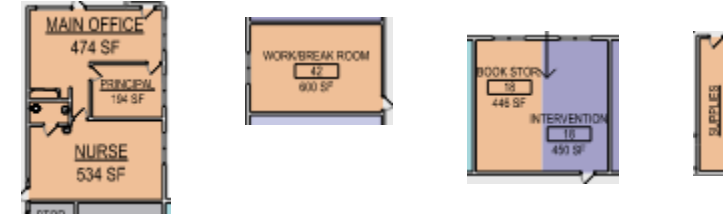
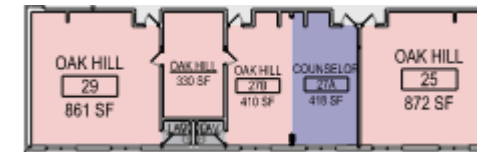
Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
AUDITORIUM/STAGE				6%
Auditorium		2,495	Used for band 2x week and occasionally for assemblies - doesn't fit entire school	
Stage - left		131		
Stage - right		131		
Stage		455		
Storage		62		
SUBTOTAL		3,274		
FOOD SERVICE				6%
Cafeteria		2,011	in gym (half of space) / 4 lunch waves	
Kitchen		610		
Dishwash		180		
Storage/Office		458		
SUBTOTAL		3,259		



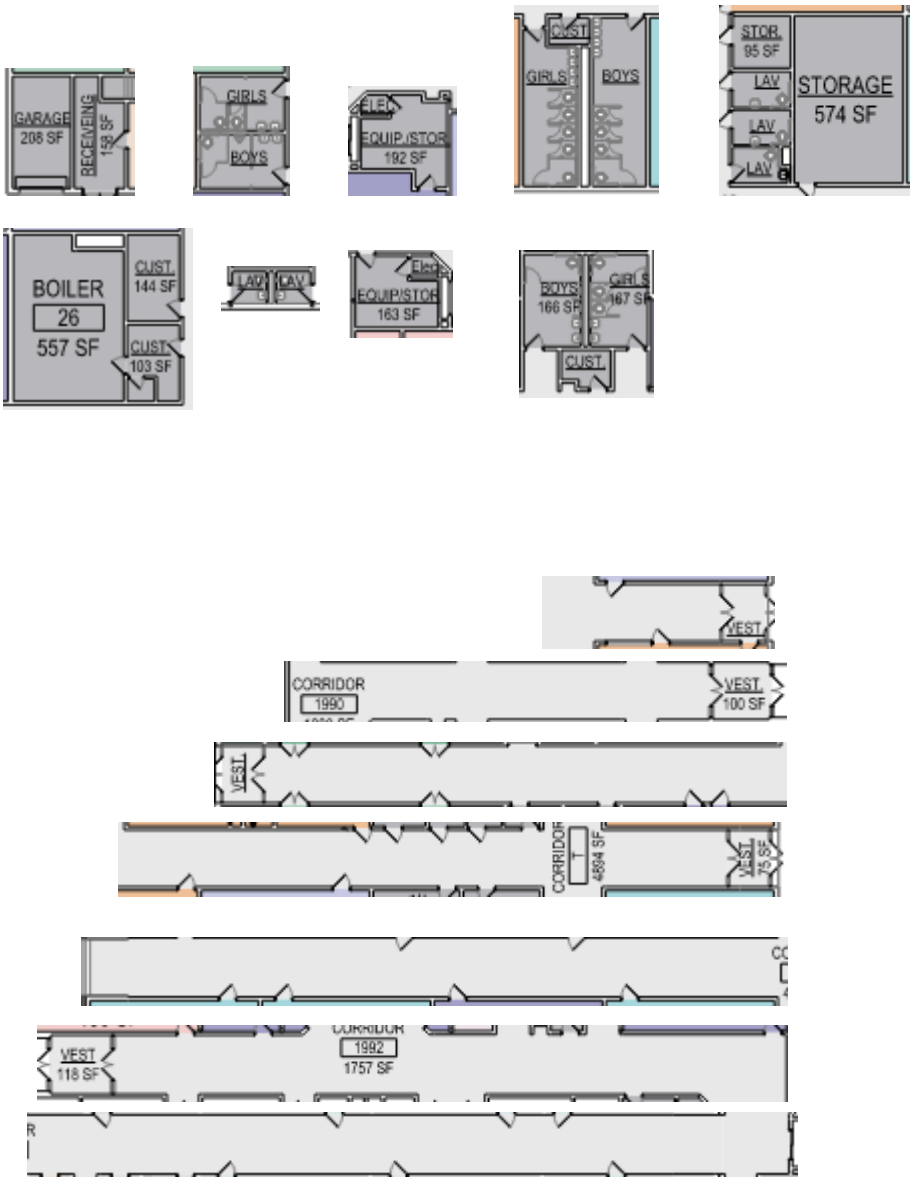
Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
ADMINISTRATION				4%
Principal		194		
Nurse		534	good size	
toilet		45		
Work Break Room	42	600		
Book Storage	18	446	shared with intervention	
Main Office		474		
Supply Storage		225		
SUBTOTAL		2,518		
SPECIALIZED PROGRAMS				3%
District Curriculum Coach	23	853	Location fluctuates, used for testing and group work, houses district curriculum materials and half storage	
District IT	30	466	used 5x week, lots of equipment storage	
District IT		173	used 5x week, Intended to be Media Office	
CENTRAL OFFICE SUBTOTAL		1,492		
Oak Hill	25	872	vacant	4%
Oak Hill	27B	410	vacant	
Oak Hill Kitchenette		330	vacant	
Oak Hill Lav		34		
Oak Hill Lav		34		
Oak Hill	29	861	vacant	
OAK HILL SUBTOTAL		2,541		



Antolini School: Existing Program

Space Division	Room #	Square Footage	Notes	%
INFRASTRUCTURE				6%
Girls		145		
Boys		145		
Receiving		158		
garage		208		
Custodiam		144		
Custodian		103		
Boiler		557		
Storage		95		
Lav		66		
Lav		64		
Lav		57		
Storage / Electrical		574		
Custodian		34		
Girls		248		
Boys		285		
Equipment / Storage		192		
Electrical		17		
Custodian		54		
Girls		167		
Boys		166		
Equipment / Storage		163		
Electrical		19		
SUBTOTAL		3,661		
CIRCULATION + STRUCTURE				24%
Main Vestibule		80		
Corridor		4,894		
Gym/Auditorium vestibule		75		
Corridor 1990		1,030		
vestibule 1990		100		
Corridor 1992		1,757		
Vestibule 1992		118		
walls thickness to exterior		5,813		
SUBTOTAL		13,867		
TOTAL SQAURE FEET		58,177		



Antolini School: Existing Program



Antolini School: Existing Program



Antolini School: Physical Capacity

ANTOLINI SCHOOL EXISTING PROGRAM					
Current Enrollment: 250 Students / Projected Enrollment: 249			Addition/Reno: 1990 & 1992 Construction: 1968		
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	13	876-914	11,606	893	20%
SPECIAL ED/PPS/INTERVENTION	13	136-903	6,417	494	11%
SPECIALS (ART, MUSIC)	5	286-968	3,891	778	7%
MEDIA CENTER	2	110-2561	2,671	1336	5%
PHYSICAL EDUCATION	5	gym is 4016	2,980	596	5%
AUDITORIUM/STAGE	5	62-2495	3,274	655	6%
FOOD SERVICE	4	180-2011	3,259	815	6%
ADMINISTRATION	6	194-600	2,518	420	4%
SPECIALIZED - CENTRAL OFFICE	3	173-853	1,492	497	3%
SPECIALIZED - OAK HILL	4	330-861	2,541	635	4%
BUILDING INFRASTRUCTURE	22	17-574	3,661	166	6%
CIRCULATION + STRUCTURE			13,867		24%
TOTAL SQUARE FEET			58,177		

New Hartford Class Sizes Guidelines	
PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

Antolini School - Physical Capacity	
Max Class Size Target	25
Classroom Quantity	22
Max Physical Capacity	523
Current Enrollment	250
Current Utilization	48%
Projected Enrollment	249
Projected Utilization	48%



This concept eliminates other full-sized classrooms - No Art, No Music, No full sized SPED, No Oak Hill or similar.
It is NOT a recommended planning practice.

Antolini School: Program Capacity

ANTOLINI SCHOOL EXISTING PROGRAM				Addition/Reno: 1990 & 1992	
Current Enrollment: 250 Students / Projected Enrollment: 249				Construction: 1968	
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	13	876-914	11,606	893	20%
SPECIAL ED/PPS/INTERVENTION	13	136-903	6,417	494	11%
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SPECIALIZED - OAK HILL	4	330-861	2,541	635	4%
BUILDING INFRASTRUCTURE	22	17-574	3,661	166	6%
CIRCULATION + STRUCTURE			13,867		24%
TOTAL SQUARE FEET			58,177		

13 full-sized classrooms

New Hartford Class
Sizes Guidelines

PreK

Grades K - 2

Grades 3-6

18

20

25

X 95%
efficiency
factor

Antolini School - Program Capacity	
Max Class Size Target	25
Classroom Quantity	13
Max Program Classroom Capacity	309
Current Enrollment	250
Current Utilization	81%
Projected Enrollment	249
Projected Utilization	81%



80-100% utilization



Antolini School: Program Capacity

ANTOLINI SCHOOL EXISTING PROGRAM					
Current Enrollment: 250 Students / Projected Enrollement: 249			Addition/Reno: 1990 & 1992 Construction: 1968		
Space Division	Quantity	Square footage	Subtotal	Average	Percentage
GENERAL CLASSROOMS	13	876-914	11,606	893	20%
SPECIAL ED/PPS/INTERVENTION	13	136-903	6,417	494	11%
SPECIALS (ART, MUSIC)	5	286-968	3,891	778	7%
MEDIA CENTER	2	110-2561	2,671	1336	5%
PHYSICAL EDUCATION	5	gym is 4016	2,980	596	5%
AUDITORIUM/STAGE	5	62-2495	3,274	655	6%
FOOD SERVICE	4	180-2011	3,259	815	6%
ADMINISTRATION	6	194-600	2,518	420	4%
SPECIALIZED - CENTRAL OFFICE	3	173-853	1,492	497	3%
SPECIALIZED - OAK HILL	4	330-861	2,541	635	4%
BUILDING INFRASTRUCTURE	22	17-574	3,661	166	6%
CIRCULATION + STRUCTURE			13,867		24%
TOTAL SQUARE FEET			58,177		

13 full-sized classrooms

2 full-sized classrooms

New Hartford Class Sizes Guidelines	
PreK	18
Grades K - 2	20
Grades 3-6	25

X 95%
efficiency
factor

Antolini School - Program Capacity	
Max Class Size Target	25
Classroom Quantity	15
Max Program Classroom Capacity	356
Current Enrollment	250
Current Utilization	70%
Projected Enrollment	249
Projected Utilization	70%



Antolini School: General Classroom Quantities

ANTOLINI SCHOOL: GENERAL CLASSROOM QUANTITIES					Addition/Reno: 1990 & 1992	
Current Enrollment: 250 Students / Projected Enrollement: 249					Construction: 1968	
GRADE	MAX CLASS SIZE POLICY	CURRENT 2026 ENROLLEMENT	CURRENT CLASSROOM QUANTITY	HIGHEST 8-YEAR PROJECTIONS 2031-2032	CLASSROOM QUANTITY FOR PROJECTIONS	
Pre-K	18	0	0	0	0.00	0
K	20	0	0	0	0.00	0
1	20	0	0	0	0.00	0
2	20	0	0	0	0.00	0
3	25	54	3	51	2.04	3
4	25	72	4	66	2.64	3
5	25	56	3	58	2.32	3
6	25	68	3	74	2.96	3
TOTAL		250	13	249	9.96	12
					EXISTING SF	58,177
					STATE SF - EXG	35,350
					STATE SF - PROJECTED	35,209

District Program Summary

Space Division	Bakerville School	New Hartford Elementary	Antolini School	Central Office	TOTAL	
CONSTRUCTION / ADDITION YEAR	1941/1949/ 1954/2002	1954/2004	1968/1990/1992			
GENERAL CLASSROOMS	5,014	3,535	11,606		20,155	20%
QUANTITY	6	4	13		23	
SIZE RANGE	819-846	872-892	857-914		876	
PREK CLASSROOMS	0	2,625	0		2,625	3%
QUANTITY	0	3	0		3	
SIZE RANGE	N/A	818-983	N/A			
SPECIAL EDUCATION/PPS	1,679	2,131	6,417		10,227	10%
TOTAL QUANTITY	4	7	12		23	
FULL SIZED CLASSROOMS	1	1	4		6	
SIZE RANGE	132-830	106-839	136-903			
SPECIALS (ART, MUSIC, HEALTH)	847	874	3,891		5,612	6%
MEDIA CENTER	863	1,121	2,671		4,655	5%
PHYSICAL EDUCATION	730 / 1406	1,799 / 3365	2,980 / 4016		5,509	5%
AUDITORIUM/STAGE	0	0	3,274		3,274	3%
FOOD SERVICE	1,047 / 1406	2,103 / 3365	3,259 / 4016		6,409	6%
ADMINISTRATION	2,005	1,397	2,518		5,920	6%
SPECIALIZED - CENTRAL OFFICE	0	127	1,492	1,088	2,707	11%
SPECIALIZED - OAK HILL	0	0	2,541		2,541	3%
BUILDING INFRASTRUCTURE	1,578	1,258	3,661		6,497	6%
CIRCULATION + STRUCTURE	4,720	6,435	13,867		25,022	25%
TOTAL	18,483	23,405	58,177	1,088	101,153	

Space Division	Bakerville School	New Hartford Elementary	Antolini School	Central Office	TOTAL
ADJUSTED ACTUAL SCHOOL BUILDING AREA (DAS - OGA)	15,703	19,527	N/A		
ALLOWABLE DAS OGA STANDARDS - PROJECTIONS	11,898	12,274	35,209		59,381
DIFFERENCE (OVER SPACE STANDARDS)	3,805	7,253	22,968		34,026
CURRENT ENROLLEMENT	98	98	250		446
PROJECTED ENROLLEMENT	110	98	249		
MAX PROGRAMMED CAPACITY	114	98	309		521
DAS ALLOWABLE SQUARE FEET PER STUDENT	124	124	124-156		124-156
CURRENT UTILIZATION RATE	86%	77%	81%		81%
ENROLLEMENT PROJECTION	110	98	249		457
PROJECTED UTILIZATION RATE	96%	77%	81%		85%

District Deficiencies

- **Special Ed** – Not all programs have rooms or room size/shared use is not conducive
 25% of district has variety of needs
 Less efficiency in the BS & NHE but the needs remain
- **Intervention** - Supports general ed and is reevaluated on 6-8 week periods
 Highly used - Space is needed
- **Art, Music, Health** -
 Shared usage is not conducive to delivery / specialized
- **Separate cafeteria/Full gym** -
 Limits scheduling and furniture interferes with proper PE class
 Kitchens and Serveries are undersized
- **Nurse Suite** -
 BS & NES are too small / no privacy
- **Main Office Suites** - need dedicated conference rooms
 BS & NES - Principal, Nurse, Psych, Conference remote
- **Staff** - must travel from 2 or 3 schools reducing teaching/service time
- **Central Office** - staff is broken up throughout the district
- **HVAC** - ventilation does not meet mechanical code ventilation requirements



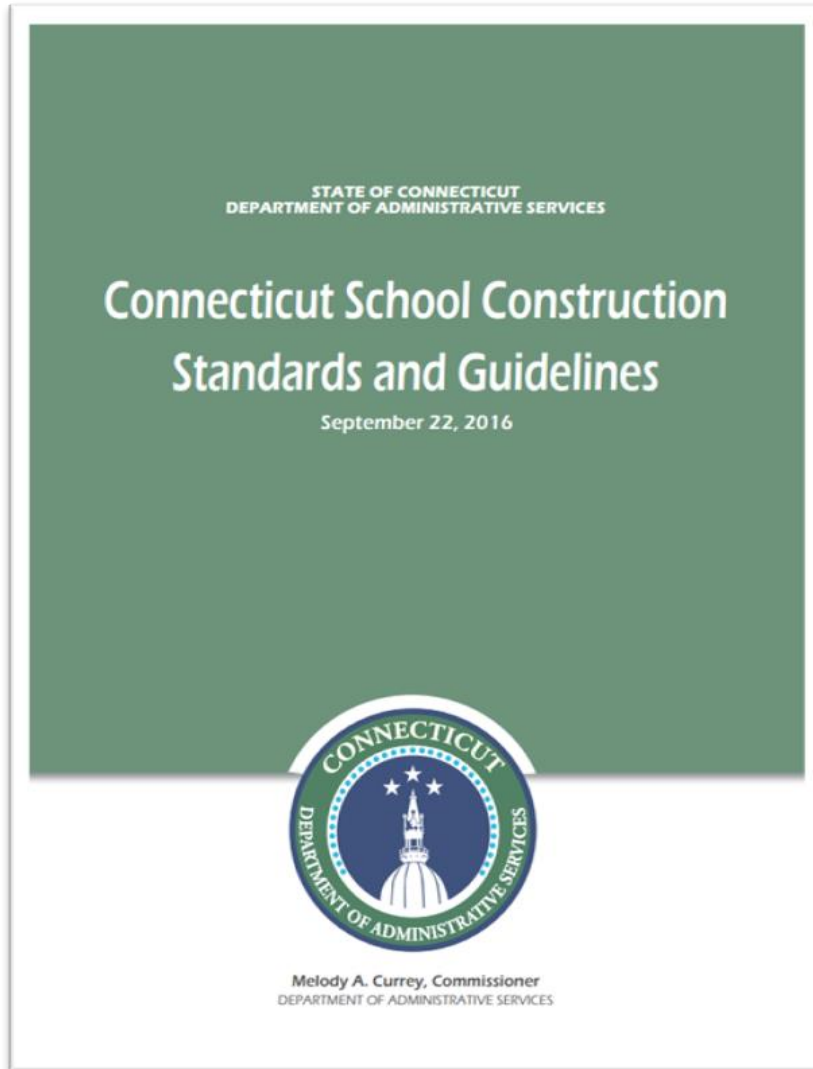
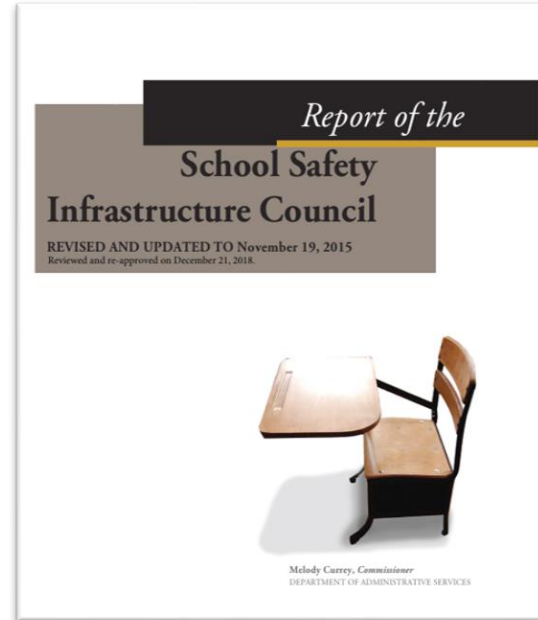
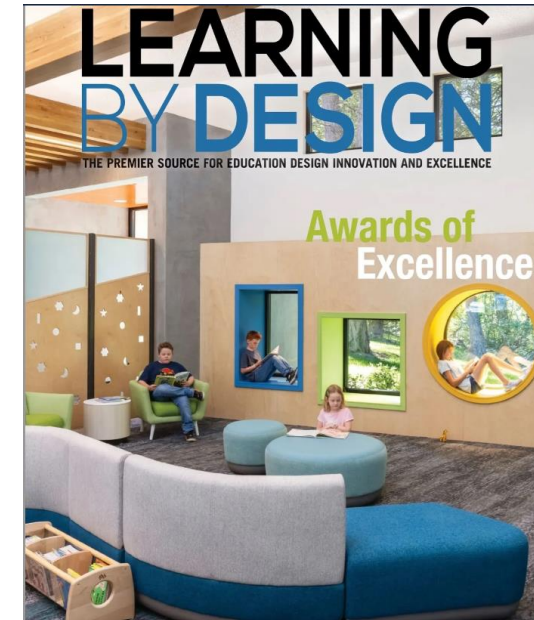
Benchmarking

The process of comparing a school district's educational programs and space needs against accepted standards, peer districts, and best-practice guidelines to determine whether existing school facilities appropriately support the instructional program.

- Do we have the right types of spaces for how education is delivered today?
- Are classrooms properly sized and configured for the programs offered?
- Are specialized spaces (art, music, STEM, special education, intervention, etc.) adequate?
- How do our facilities compare with similar districts?

The goal is to verify that the facility can support the educational model the district wants to deliver.

Program Benchmarking Spaces – Design Standards & References



TOGETHER, WE SHAPE THE FUTURE OF LEARNING



In practice, most school projects rely on a layered approach:

- Programming – District specific educational specs + stakeholder input
- Code compliance (IBC, ADA, NFPA)
- Benchmarking from prior projects/ resources
- State grant requirements (drives funding + space standards)

Program Benchmarking Spaces – State and Typical Design Standards

Elementary School Program Benchmarking													
Schools	PreK	Kindergarten	Classrooms	Media		Gym	Art	Music	STEM/CTE	Café		Stage	Health Clinic (Nurse)
Planning Practice - Typical sizes / state recommendations	1,200	1,200	800- 900	SF based on 10% of student enrollment x 35 SF/Student Best Design Practice - 2000+		2,500 - 4,700 (elementary court size is 74x42)	1,200	1,200	1,200	SF based on 3 lunch periods and 17.5 SF/Seat*		900	350
	exg	exg	exg	exg	formula	exg	exg	exg	exg	exg	formula	exg	exg
Bakerville School	N/A	821 	843 	863	385	1460/shared 	863/shared 	863/shared 	N/A	1460/shared 	642	0 	169
New Hartford Elementary	875 	839 	884 	1121	343	3365/shared 	874/shared 	874/shared 	N/A	3365/shared 	572	0 	156
Antolini School	N/A	N/A	893 	2,561	875	4016/shared 	968 	902 	N/A	4016/shared 	1,453	455 	534
										Kitchen and servery are not included and each school has its own drawbacks			

Program Benchmarking Spaces – State and Typical Design Standards

Features - Fixed Equipment

- F1 Open casework/cubbies
- F2 Tall wardrobe with file drawers
- F3 Base & wall cabinets
- F4 Sink base cabinet
- F5 Marker board
- F6 Tack board
- F7 Exterior windows
- F8 Towel dispenser
- F9 Soap dispenser

Features - Loose Furnishings

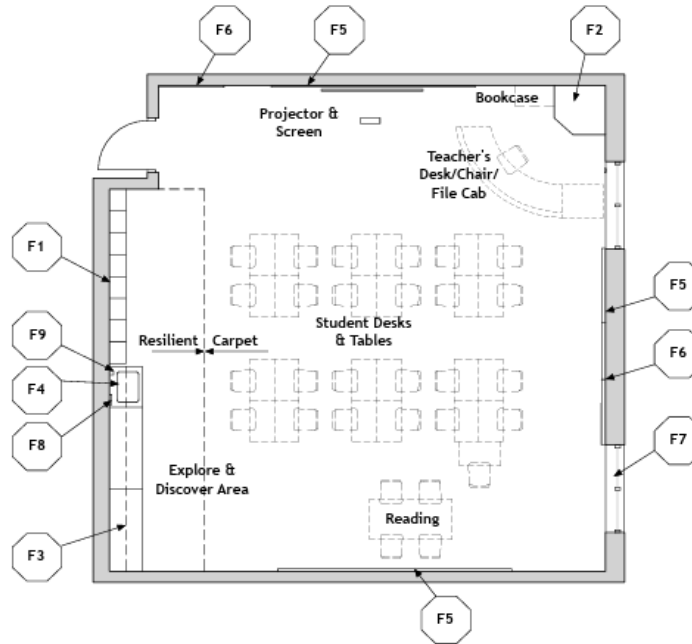
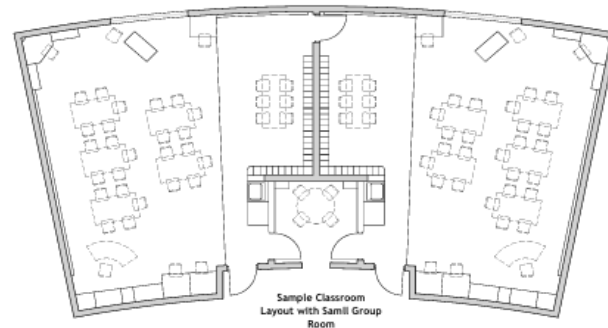
- Student desks/tables
- Computer workstation
- Student chairs
- Teacher workstation and chair
- File cabinet
- Low bookcases (fixed or mobile)
- Reading table

Finishes:

- Flooring - Carpet; Resilient - 4' width in front of cabinets or all resilient (optional)
- Base - Resilient base
- Ceiling - Suspended, acoustical
- Walls - Painted concrete masonry units

Notes:

1. Electrical - duplex receptacles; multi-level switching
2. Technology - wireless or video port; data port, voice port & phone; data ports for students; clock; ceiling-mounted projector
3. Plumbing - sink with drinking fountain
4. Miscellaneous - operable partition between classrooms is optional
5. Adjacent spaces are listed in Chapter 5



Features - Fixed Equipment

- F1 Exterior windows
- F2 Tall wardrobe with file drawers
- F3 Base and wall cabinets
- F4 Sink base cabinet
- F5 Marker board
- F6 Tack board
- F7 Towel dispenser
- F8 Soap dispenser
- F9 Operable partition
- F10 Open casework for coats, backpacks, etc. with wall cabinets above

Features - Loose Furnishings

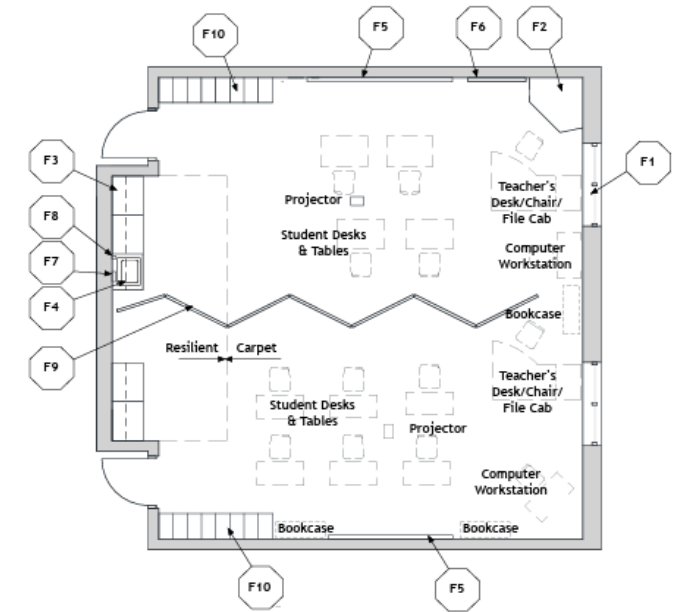
- Student desks/tables
- Computer workstation
- Student chairs
- Teacher's desk and chair
- File cabinet
- Mobile bookcases or storage unit

Finishes:

- Flooring - Carpet; Resilient - 4' width in front of cabinets
- Base - Resilient base
- Ceiling - Suspended, acoustical
- Walls - Painted concrete masonry units

Notes:

1. Plumbing - sink
2. Electrical - duplex receptacles; multi-level switching
3. Technology - video port; data port; voice port & phone; data ports for students; clock; ceiling-mounted projector
4. Miscellaneous - operable partition between classrooms is optional
5. Adjacent spaces are listed in Chapter 5



Space Plate

Diagrams are for illustration purposes only. The final size, shape, furniture, features, finishes, and adjacent spaces shall be based on the educational needs as determined by the LEA and Design Professional.

Benchmarking –School Configuration / Sizes Comparison

The District Reference Groups (DRGs) are a classification system that groups local and regional public school districts together based on the similar socioeconomic status of their students. Developed by the Connecticut State Department of Education (CSDE), the DRGs have not been officially updated since they were first released in 2006.

DRG Variables:

- Income
- Education
- Occupation
- Family Structure
- Poverty
- Home Language
- District Enrollment

Appendix A

District Reference Groups (DRG)

Group A				
035 DARIEN	090 NEW CANAAN	118 RIDGEFIELD	158 WESTPORT	209 DISTRICT NO. 9
046 EASTON	117 REDDING	157 WESTON	161 WILTON	
Group B				
004 AVON	054 GLASTONBURY	076 MADISON	107 ORANGE	155 WEST HARTFORD
018 BROOKFIELD	056 GRANBY	085 MONROE	128 SIMSBURY	167 WOODBRIDGE
025 CHESHIRE	057 GREENWICH	091 NEW FAIRFIELD	132 SOUTH WINDSOR	205 DISTRICT NO. 5
051 FAIRFIELD	060 GUILFORD	097 NEWTOWN	144 TRUMBULL	215 DISTRICT NO. 15
052 FARMINGTON				
Group C				
001 ANDOVER	031 CORNWALL	092 NEW HARTFORD	139 SUFFIELD	212 DISTRICT NO. 12
005 BARKHAMSTED	048 ELLINGTON	108 OXFORD	142 TOLLAND	213 DISTRICT NO. 13
008 BETHANY	050 ESSEX	112 POMFRET	204 DISTRICT NO. 4	214 DISTRICT NO. 14
012 BOLTON	067 HEBRON	121 SALEM	207 DISTRICT NO. 7	217 DISTRICT NO. 17
023 CANTON	078 MANSFIELD	127 SHERMAN	208 DISTRICT NO. 8	218 DISTRICT NO. 18
030 COLUMBIA	079 MARLBOROUGH	129 SOMERS	210 DISTRICT NO. 10	219 DISTRICT NO. 19
Group D				
007 BERLIN	033 CROMWELL	084 MILFORD	119 ROCKY HILL	152 WATERFORD
009 BETHEL	040 EAST GRANBY	094 NEWINGTON	126 SHELTON	153 WATERTOWN
014 BRANFORD	042 EAST HAMPTON	096 NEW MILFORD	131 SOUTHINGTON	159 WETHERSFIELD
027 CLINTON	045 EAST LYME	101 NORTH HAVEN	137 STONINGTON	164 WINDSOR
028 COLCHESTER	072 LEDYARD	106 OLD SAYBROOK	148 WALLINGFORD	
Group E				
003 ASHFORD	032 COVENTRY	068 KENT	113 PORTLAND	154 WESTBROOK
013 BOZRAH	036 DEEP RIVER	071 LEBANON	114 PRESTON	160 WILLINGTON
019 BROOKLYN	039 EASTFORD	073 LISBON	122 SALISBURY	169 WOODSTOCK
021 CANAAN	041 EAST HADDAM	074 LITCHFIELD	123 SCOTLAND	201 DISTRICT NO. 1
024 CHAPLIN	053 FRANKLIN	098 NORFOLK	125 SHARON	206 DISTRICT NO. 6
026 CHESTER	063 HAMPTON	099 NORTH BRANFORD	140 THOMASTON	216 DISTRICT NO. 16
029 COLEBROOK	065 HARTLAND	102 NORTH STONINGTON	145 UNION	903 WOODSTOCK ACADEMY
Group F				
022 CANTERBURY	086 MONTVILLE	111 PLYMOUTH	134 STAFFORD	147 VOLUNTOWN
047 EAST WINDSOR	100 NORTH CANAAN	124 SEYMOUR	136 STERLING	165 WINDSOR LOCKS
049 ENFIELD	110 PLAINVILLE	133 SPRAGUE	141 THOMPSON	166 WOLCOTT
058 GRISWOLD				211 DISTRICT NO. 11
Group G				
011 BLOOMFIELD	062 HAMDEN	083 MIDDLETOWN	116 PUTNAM	146 VERNON
017 BRISTOL	069 KILLINGLY	088 NAUGATUCK	138 STRATFORD	162 WINCHESTER
044 EAST HAVEN	077 MANCHESTER	109 PLAINFIELD	143 TORRINGTON	901 NORWICH FREE ACAD.
059 GROTON				902 GILBERT SCHOOL
Group H				
002 ANSONIA	037 DERBY	080 MERIDEN	104 NORWICH	156 WEST HAVEN
034 DANBURY	043 EAST HARTFORD	103 NORWALK	135 STAMFORD	
Group I				
015 BRIDGEPORT	089 NEW BRITAIN	093 NEW HAVEN	095 NEW LONDON	151 WATERBURY
064 HARTFORD				163 WINDHAM

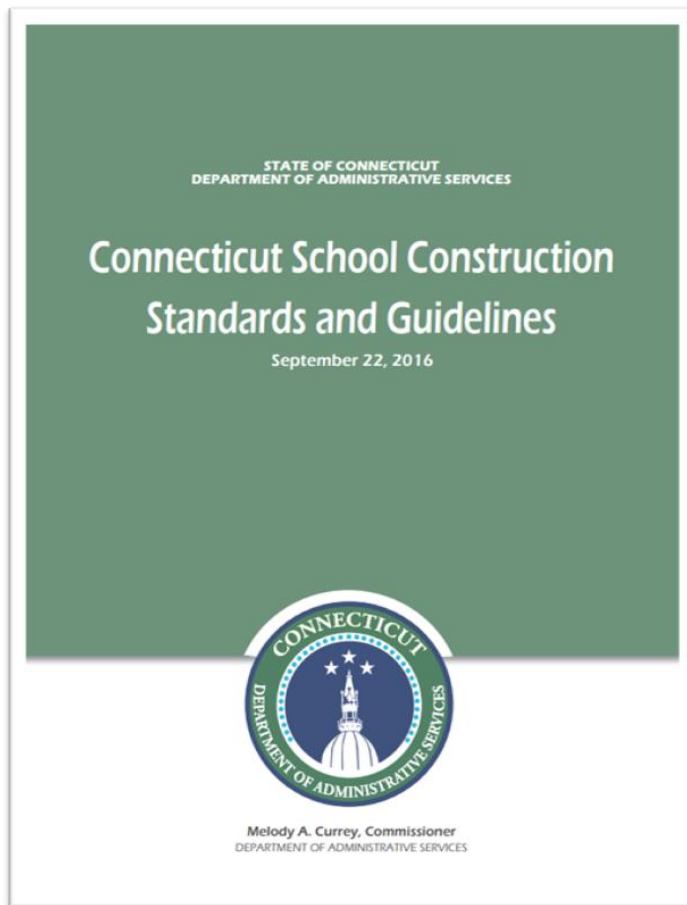
Benchmarking –School Configuration / Sizes Comparison

Rank by Size	Town	Population	School system configuration/student enrollement (pop)	DRG Group
110	Woodstock	8,434	(1) PK-4 @ 425 pop, (1) 5-8 @ 345 pop, Independent - HS @ 1098 pop	E
111	Litchfield	8,333	Regional District 20	E
112	Middlebury	8,025	Regional District 15	B
113	Easton	7,815	(1) PK-5 @ 618 pop, (1) 6-8 @ 280 pop, Region 9 HS	A
114	Old Lyme	7,721	Regional District 18	C
115	Thomaston	7,566	(1) PK-3 @ 270 pop, (1) 4-6 @ 197 pop, (1) 7-12 @ 295 pop	E
116	Durham	7,230	Regional District 13	C
117	Lebanon	7,141	(1) PK-4 @ 367 pop, (1) 5-8 @ 272 pop, (1) 9-12 @ 340 pop	E
118	Westbrook	6,918	(1) PK-4 @ 258 pop, (1) 5-8 @ 160 pop, (1) 9-12 @ 176 pop	E
119	Essex	6,847	(1) PK-6 @ 299 pop, (part of Regional District 4)	C
120	New Hartford	6,710	(2) PK/K-2 @ 98 pop & 95 pop, (1) 3-6 @ 249 pop then to Regional District 7	C
121	Killingworth	6,284	Regional District 7	C
122	Beacon Falls	6,271	Regional District 16	E
123	Marlborough	6,192	(1) PK-6 @ 445 pop, Regional District 8	C
124	Harwinton	5,688	Regional District 10	C
125	Willington	5,609	(1) PK-8 @ 394 pop, Regional District 19	E
126	Columbia	5,359	(1) PK-8 @ 477 pop, Regional District 19	C
127	Bethany	5,324	(1) PK-6 @ 445 pop, Regional District 5	C
128	East Granby	5,278	(1) PK-2 @ 195 pop, (1) 3-5 @ 179 pop, (1) 6-8 @ 204 pop, (1) 9-12 @ 239 pop	D
129	Canterbury	5,222	(1) PK-4 @ 279 pop, (1) 5-8 @ 200 pop, attend neighboring HS	F
130	North Stonington	5,197	(1) PK-6 @ 406 pop, (1) 7-12 @ 335 pop	E

Program Benchmarking Spaces – State and Typical Design Standards

Compare overall size and population with State Standards to determine potential eligibility for construction projects

- New Hartford 2026 reimbursement rate=45.71%



TOTAL						59,103
CONNECTICUT STATE SPACE STANDARD SPECIFICATIONS FOR 332						41,500
PREK - GRADE 2 STUDENTS						
DIFFERENCE						17,603

PROJECTED STUDENT ENROLLMENT	Students	# Inst. Areas	Students	# Inst. Areas
8-Year Highest Projected Enrollment	8-Year	25	8-Year	25
Pre-Kindergarten	55	2.20	Grade 6	0.00
Kindergarten	86	3.44	Grade 7	0.00
Grade 1	90	3.60	Grade 8	0.00
Grade 2	101	4.04	Grade 9	0.00
Grade 3		0.00	Grade 10	0.00
Grade 4		0.00	Grade 11	0.00
Grade 5		0.00	Grade 12	0.00
Total Student Enrollment			332	13.28

REIMBURSEABLE SQUARE FOOTAGE	Students	SF/student	Total	SF/Student Range
SF/Student - Elementary School	332	125.00	41,500	104-125
SF/Student - Middle School	0			119-151
SF/Student - High School	0			163-187
Maximum Reimbursable Gross Square Feet			41,500	

PROGRAM AREAS	New	Exist SF	Total SF	# Instr Area
Academic Core	0	0	0	0
Special Education	0	0	0	
Administration	0	0	0	
Media Center	0	0	0	
Visual Arts	0	0	0	0
Music	0	0	0	0
Performing Arts / Auditorium	0	0	0	0
Life Skills/Tech/Bus Education	0	0	0	0
Physical Education	0	0	0	0
Student Dining	0	0	0	
Food Service	0	0	0	
Custodial	0	0	0	
Subtotal - Net Square Feet	0	0	0	0
Building Services	0	0	0	
Subtotal - Net SF including Building Servi	0	0	0	
Construction Factor	0.11	0.11	0.11	
Total Gross SF Programmed - Funded	0	0	59,103	
Difference Between Max. Reimb. Gross SF and Gross SF Progra			17,603	

Program Benchmarking Spaces – State and Typical Design Standards

2000 Educational Facility Planning Concepts

- **Organizational Models:** Student-centered approaches provide students with a variety of opportunities to learn and develop skills and competencies based on their individual needs. Facilities may be organized into “houses”—instructional units comprised of classroom spaces, student production spaces, and teacher preparation areas.

A “house” concept can provide for grade level teaming, schools-within-a-school or thematic teaming.

- **Grade-Level Teaming**

Grade-level teaming, found to be developmentally appropriate for secondary students, is based on organizing the building into separate grade-level units. Grade-level teams typically utilize an interdisciplinary approach.

- **Schools-Within-A-School**

A schools-within-a-school model is based upon multiple units of grades housed in the same facility, with separate governing bodies. Thus, a large school can be divided into smaller, more personalized “houses,” creating small learning communities in which students experience a greater sense of being known and belong to a social and academic unit.

- **Thematic Teaming**

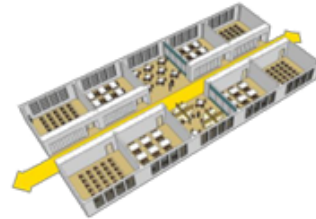
Thematic teaming is based on delivering curriculum within the context of a specific theme. Themes may include Science and Math, Fine and Performing Arts, Career and Technical Education, or Foreign Language and Literature.

This design offers more flexibility than the traditional double-loaded corridor model. Double-loaded corridor designs cannot accommodate multiple organizational models nor do they foster the same level of cooperation, teaming, and sharing of professional resources as house designs.

- **Technology:** Technology continues to evolve and influence education. Technology has previously been perceived as a stand-alone content area with its own dedicated spaces. Today, technology is most often incorporated into every learning space and curriculum.

Incorporating technology can accomplish two basic goals of education: linking traditionally isolated content areas and providing teachers with tools to differentiate learning

“Best Practices” Organizational Models House Concept



“Best Practices” Technology



2000 Educational Facility Planning Concepts

Educational Facility Planning Concepts

One of the goals of the Standards and Guidelines is for LEAs to build facilities that meet the needs of teaching and learning in the 21st century. There is a recognized impact of educational delivery models on the planning, design, and construction of school facilities.

The evolving needs and programmatic initiatives require that facility usage be adapted to support the desired educational environment. A continued relationship between the Office of School Construction Grants & Review and the LEA will ensure that students, teachers, and administrators are provided with facilities aligned with the educational mission of the State of Connecticut.

Spaces within the learning environment should bring students and teachers together, ensuring that the spaces promote, not constrain, learning.

Some suggested approaches for learning environments include:

- Traditional Learning Environment (TLE)
- Student-Centered Learning Environment (SCLE)
- Blended Learning Environment (BLE)

Traditional Learning Environment (TLE)

A TLE is typically associated with classrooms of 25 students and 1 teacher. It is instructor-centered and provides for a teacher-led approach in which the students and teacher meet in a common location for a specific duration of time. The TLE model focuses on transmitting the teacher's knowledge to the student. The student then transmits by testing the information received back to the teacher, who acknowledges the student's understanding of the subject through grading.

A TLE should be planned with learning spaces beyond the traditional classroom, including: small group rooms, student and teacher collaboration rooms, and traditional common spaces, i.e., cafeteria, media center, and gymnasium.

Student-Centered Learning Environment (SCLE)

An SCLE focuses on and supports the principles and activities that facilitate learning in an information-based system. Our global economy has made lifelong learning and innovation central to success. An SCLE provides for engagement, interaction, teamwork, and concurrent interdisciplinary themes.



TLE - Traditional Learning Environment



Benchmarking – Typical School Sizes in Connecticut

Average enrollment of a public elementary school in Connecticut is roughly 380–430 students per school

- National Center for Education Statistics: 384 students
- Other education data summaries: 427 students

Typical Range: Most Connecticut elementary schools fall roughly within:
300 – 600 students (common planning range for elementary schools)

- Small rural schools: 200–350 students
- Typical suburban schools: 350–500 students
- Large suburban/urban schools: 500–700+ students

Common planning assumption used in Connecticut is:

- 400–450 students per elementary school
 - Typical school size: 60,000 – 85,000 SF



Program Standards for New Hartford

Program standards are essentially the rules and requirements that define what spaces a school must have, how big they should be, and how they function to support education. Think of them as the bridge between educational goals and building design. They guide architects, planners, and districts when designing or renovating schools.

Program standards = documented criteria that define:

- What spaces are required?
- How many of each space?
- Recommended sizes (square footage)
- Functional relationships (what should be near what)

Program Standards for New Hartford

NEW HARTFORD PROGRAM STANDARDS				
Space Division	Quantity per school	Square Footage	TOTAL	Notes
PREK CLASSROOMS				
Maintain 3 sections - improve sizes if possible			1,200	
GENERAL CLASSROOMS				
Provide grade level classrooms appropriately per grade inline with class size standards				
SPECIAL ED/PPS/INTERVENTION				
Resource Room / Learning Center	2	800	1600	2 per building (450 is CT standard)
Speech	2	200	400	2 per building
BCBA	1	200	200	Comfortable office size
OT/PT	1	800	800	Full Size (200 is CT standard)
Sensory	1	400	400	Half size room (450 is CT standard)
Quiet Room (seclusion)	1	200	200	Low sensory calming room
Intervention	4	400	1600	1 per grade
Instructional Leader	1	600	600	Include curriculum storage
Life Skills (with restroom)	1	1,000	1,000	<u>1 school location</u> - support outplacement students (4) incorporate out of district with a 8 student max
School Psych	1	400	400	
School Counselor	1	400	400	
Social Worker	1	400	400	
Subtotal			8,000	

Space Division	Quantity per school	Square Footage	TOTAL	Notes
SPECIALS				
Art	1	1,200	1,200	CT standard
General Music	1 or 2	1,200	1,200	(2 for 5-6 grade to support Band/Instrumental) CT standard
Health Classroom	1	800	800	
MEDIA CENTER				
Appropriate sized / incorporate makers space			2,000+/-	
ADUDITORIUM				
Provide Platform in Cafeteria			900+/-	
PHYSICAL EDUCATION				
Separate appropriate sized dedicated Gym			3500 - 4700	
FOOD SERVICE				
Separate Cafeteria	size based on enrollment/lunch waves needs			
ADMINISTRATION				
Ideal - office suite: main office, principal, school psych, nurse and conference room				
Minimally dedicated conference room near main entrance/office				
Expand Nurse at Bakerville & New Hartford				
Improved Break rooms for staff				
curriculum / supply storage				
CENTRAL OFFICE				
Ideal - group all staff together in one location				
Dedicated conference room and breakroom				
More storage				



School Construction Project Grants - OGA



Administrative Services

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Forms HVAC Grants ▾ Non-Priority List ▾ Plan Review Priority List ▾ School Construction Grants ▾

DAS grants



Explore CT DAS grants information and resources

The Department of Administrative Services (DAS) funds projects across the State of Connecticut through grants. The DAS Office of Grants Administration oversees several grant programs, including:

- General school construction grants, such as new construction or renovations of public schools
- The HVAC program has sunset and HVAC school building projects have been folded into the non-priority list for school construction grants.

Explore important information about DAS grants below. This includes the types of available grants, how to apply for grants, and contact information for the Office of Grants Administration.



ResearchReport

School Construction Reimbursement Grants

By: Marybeth Sullivan, Senior Legislative Attorney
November 1, 2023 | 2023-R-0250

Issue

Provide an overview of the state's school construction grant process.

This report updates OLR Report [2022-R-0239](#).

Summary

This report explains the process that towns and regional school districts must follow when applying for school construction grants as required by state law and regulations. (Any standards or guidelines established by the Department of Administrative Services' (DAS) [School Building Projects Advisory Council](#) are not summarized in this report.) Summaries of statutes and regulations are accurate as of the report's publication date. This report is not an all-inclusive set of instructions upon which school districts should rely when applying for these grants.

To obtain a school construction grant for a project, a school district must apply through the Office of the State Comptroller's [online portal](#) and submit plans and data on the project for approval by DAS's Office of Grants Administration. The district must have local approval for the local share of the project costs. DAS places the project, once approved, on the annual school construction priority list, which it submits to the legislature for approval. No grant is paid unless the legislature has approved the project. The project must also comply with various bidding and contracting requirements to receive a grant.

School construction grants are based on eligible project costs, which are limited by state standards and criteria. The state reimburses towns for 10% to 80% of those costs, depending on town wealth.

www.cga.ct.gov/olr
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Stephanie A. D'Ambrose, Director

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Legislative Office Building

<https://www.cga.ct.gov/2022/rpt/pdf/2022-R-0239.pdf>

DAS Office of Grants Administration – School Construction Project Grants

- New Hartford 2026 reimbursement rate is **45.71%**.
- For new construction, it would be reduced to **40.00%**.

2 project paths: Priority Projects, Non-priority

Priority: Alterations, Major renovation, New construction – open yearly requires application by June 30. Then December 15 – DAS submits List to the Governor and Education Committee for review

Non-Priority: HVAC, Code violations, school security, roofs, install insulation at walls and attics, limited access elevator, windows, photovoltaic panels, wind generation systems, building management systems, a public school administrative or service facility or portable classroom buildings – open monthly 1st-10th

Table 3: Bonus Reimbursement Rates for Certain Projects

Project Type	Reimbursement Rate
K-12 regional school districts	Extra 10%, but not to exceed 85%
Interdistrict cooperatives	Extra 10%
School readiness (district must maintain enrollment for at least 10 years)	Extra 5%
Lighthouse schools	Extra 10%
To increase out-of-district seats for the interdistrict Open Choice program	Up to 10%
Reduction of kindergarten through grade 3 class size in priority school districts and priority schools (i.e., Early Reading Success program)	Extra 10%
Full-day kindergarten or preschool in priority school districts or priority schools (preschool program must be maintained for 10 years)	Extra 10%

Source: [CGS §§ 10-285a\(b\), \(d\)-\(h\)](#), & [10-285d](#)

Table 4: Ineligible Costs for School Construction Grant Reimbursement

Ineligible Items	
<ul style="list-style-type: none">• Feasibility studies• Textbooks and supplies• Computer software (except operating systems)• Lease of facilities (except for projects to remedy indoor air quality emergencies)• Service, equipment, or maintenance contracts• Salaries of "in house" administration or educational staff employed by the local board or municipality• Site regrading, ordinary resurfacing, or reseeded	<ul style="list-style-type: none">• Off-site town improvements and utility extensions• Moving of existing facilities on-site or to another site (except where necessary for a new school plant or extension)• Ordinary building and built-in equipment maintenance, repair, painting, redecoration• Repair to movable equipment and furniture• Ordinary repairs to or replacements of boilers, combustion equipment, or fuel storage equipment

School Construction Project Grant - Project Types

ABBREVIATIONS

Abbreviation	Project Types Authorized by the General Assembly
A	Alteration
A/TCH	Technology Infrastructure
DV	Diversity School
E	Extension
EA	Extension/Alteration
MAG	Interdistrict Magnet Facility
IC	Interdistrict Cooperative
N	New Construction
PF	Purchase of Facility
PS	Purchase of Site
RNV	Approved Renovation
SP	Regional Special Education
VA	Regional Vocational Agriculture Construction
VE	Regional Vocational Agriculture Equipment

Add'l Abbreviations	Project Types Authorized by the Commissioner
BE	Board of Education/Central Administration Facility
BMS	Building Management Systems
CV	Code Violation
EC	Energy Conservation
HVAC	Heating, Ventilation and Air Conditioning
IAQ	Indoor Air Quality Emergency
LUE	Limited Use Elevator
PV	Photovoltaic
RE	Relocatable Classrooms
RR	Roof Replacement

SCHOOL + STATE FINANCE PROJECT

2025 Legislative Session: Impacts to School Construction & Capital Projects

July 9, 2025

On June 4, 2025, the Connecticut General Assembly passed a bonding and school building projects bill for fiscal years (FYs) 2026 and 2027.¹ Contained in the bonding bill are several policy changes affecting school construction and capital projects, including a new grant program for minor capital repairs and special reimbursement rate bonuses for specific types of school construction projects. This document provides a high-level overview of the provisions that impact K-12 public education and school facilities.

Key Bonding/School Construction Provisions & Changes

- The new District Repair and Improvement Project (DRIP) program provides \$30 million in both FY 2026 and FY 2027 to support minor capital repairs and maintenance for local and regional school districts, Regional Educational Service Centers (RESCs), the Goodwin University Magnet School System (GUMSS), endowed academies, and charter schools.
- Districts can receive an additional 15 percentage-point bonus to their reimbursement rates for school construction projects that include new or expanded in-district special education programs.
- Reimbursement bonuses for early childhood education are broadened to apply to full elementary school construction projects, rather than just the program-specific space.
- Several policies are updated to simplify and improve school construction grant processes, including merging the Heating, Ventilation, and Air Conditioning (HVAC) grant into the school construction program and removing duplicative requirements from grant applications.

School Construction Grant Application Process

Local Process

- Before applying for a school construction grant, **a municipality's legislative body must authorize its local board of education**, through the superintendent, to apply to the DAS commissioner for a grant. Regional boards of education may vote to allow their district supervising agent (i.e., superintendent) to apply for the grant [\(CGS § 10-283\(a\)\(1\)\)](#).
- The municipality or regional board must either (1) **secure a funding authorization** for the local share of the project costs that is effective under state law and local ordinance or charter or (2) schedule and prepare a referendum, if required, with results available by **November 15** that year [\(CGS § 10-283\(d\)\)](#). State law allows a municipality to issue bonds to finance a school building project through a vote by its legislative body [\(CGS § 10-289\)](#).
- The municipality or regional board must establish a school building committee with at least one member who has experience in the construction industry [\(CGS § 10-292v\)](#).
- *When bonding is needed to fund the project: To receive state reimbursement, the district will need authorization to borrow the full amount, but will only need to issue the town share based on the reimbursement rate in bonds. The Referendum Question will reflect the full borrowing amount to meet state requirements.*

School Construction Grant Application Process

Application Process

- Applications must include (1) **educational specifications** for the project as approved by the local board of education or grant recipient governing body and (2) one certified copy of the resolution or **resolutions** establishing a building committee for the project and authorizing at least the preparation of schematic drawings and outline specifications and the filing of the notice of the proposed school building project ([Conn. Agencies Reg., § 10-287c-11\(a\)](#)).
- To be eligible for inclusion on the DAS commissioner's annual school construction priority list and receive a grant commitment from the state, DAS must receive applications by June 30 ([CGS § 10283\(a\)\(2\)](#)).
- The **educational specifications** that must be provided are as follows:
 1. a description of the project's general nature and purpose, which may include the applicant's long-range plan and the project's relationship to the plan;
 2. enrollment data & proposed project capacity;
 3. the nature and organization of the educational program
 4. support facilities;
 5. space and site needs;
 6. accommodation for educational technology;
 7. specialized equipment
 8. any other supporting documents the commissioner considers necessary ([Conn. Agencies Reg., § 10-287c-1\(4\)](#)).

School Construction Grant - Priority Lists (cost per SQ FT)

DAS/SCG&R 2024 - 2026 Priority Lists - Similar Projects									
Year	District	Project Number	Project Type	Facility Name	Category	Project Costs	Rate	SQ FT	Cost per SQ FT
2026	MILFORD	084-0217 EA	EXTENTION / ALTERATION	Jonathan Law High School		\$ 12,650,000	39.28%	227,437	\$ 55.62
	NORWICH	104-0122 N	NEW	Teachers' Memorial Global Studies Magnet Middle School	N/A	\$ 69,367,713	67.14%	87,000	\$ 797.33
	SEYMOUR	124-0058 N	NEW	Bungay Elementary School	N/A	\$ 60,000,000	64.58%	69,309	\$ 865.69
	STAMFORD	135-0294 A/EC	ALTERATION / ENERGY CONSERVATION	Julia Stark Elementary School	N/A	\$ 14,347,081	60.00%	92,189	\$ 155.63
	WATERBURY	151-0318 EA	EXTENTION / ALTERATION	Roberto Clemente International Dual Language School	N/A	\$ 38,755,850	78.93%	58,917	\$ 657.80
	WESTPORT	158-0101 N	NEW	Long Lots Elementary School	N/A	\$110,472,124	11.07%	127,892	\$ 863.79
2025	GREENWICH	057-0115 EA/RR/CV	(EXTENSION/ ALTERATION, ROOF REPLACEMENT, CODE VIOLATION)	OLD GREENWICH ELEMENTARY SCHOOL	N/A	\$ 45,086,000	20.00%	75,248	\$ 599.17
	NORWICH	104-0121 N	NEW	JOHN M. MORIARTY ELEMENTARY SCHOOL	N/A	\$ 74,065,026	67.14%	75,325	\$ 983.27
	NORWICH	104-0120 N	NEW	UNCAS ELEMENTARY SCHOOL	N/A	\$ 76,468,605	67.14%	75,325	\$ 1,015.18
	PLAINVILLE	110-0064 RNV	APPROVED RENOVATION	PLAINVILLE MIDDLE SCHOOL	N/A	\$ 61,915,000	65.36%	101,138	\$ 612.18
		24DASY017090RNV0624	APPROVED RENOVATION	Edgewood Pre-K Academy	A	\$ 16,803,560	69.64%	39,180	\$ 428.88
2024	Bristol								
	LEARN	24DASY245090APF0624	MAGNET/ ALTERATION/ PURCHASE OF FACILITY	New Early Childhood School	A	\$ 95,736,656	80.00%	89,035	\$ 1,075.27
	Stamford	24DASY135283N0624	NEW	South School - Upper	A	\$ 85,871,466	60.00%	78,518	\$ 1,093.65
	Stamford	24DASY135284N0624	NEW	South School – Lower	A	\$ 72,463,942	60.00%	70,920	\$ 1,021.77
	Danbury	24DASY034154A0624	ALTERATION	Danbury High School	B	\$ 16,500,000	63.21%	28,400	\$ 580.99
	Hartford	24DASY064322RNV0624	APPROVED RENOVATION	Montessori Magnet at Batchelder	B	\$102,569,302	95.00%	98,786	\$ 1,038.30
	Hartford	24DASY064322RNV0624	APPROVED RENOVATION	S.A.N.D. Elementary School	B	\$ 82,837,086	95.00%	74,450	\$ 1,112.65
	Hartford	24DASY064324RNV0624	APPROVED RENOVATION	Maria C. Colón Sánchez Elementary School	B	\$ 96,945,196	95.00%	99,598	\$ 973.36
	NEWINGTON	24DASY094112AB0624	APPROVED RENOVATION	John Wallace Middle School	B	\$ 10,717,573	58.57%	26,750	\$ 400.66



NEW CONSTRUCTION



RENOVATE AS NEW

NEW CONSTRUCTION PLANNING
COST PER SQUARE FOOT

avg new	\$948.67	\$1,000.00
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RENOVATION PLANNING
COST PER SQUARE FOOT

avg rnv	\$827.43	\$ 850.00
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New Hartford Reimbursement



- Understanding how reimbursement works
- Understanding how each school and each new configuration will have different reimbursement rates

DAS Office of Grants Administration – School Construction Project Grants

DAS School Building Project Reimbursement Rates

August 2025

District Code	District Name	2020 General Construction	2020 New	2021 General Construction	2021 New	2022 General Construction	2022 New	2023 General Construction	2023 New	2024 General Construction	2024 New	2025 General Construction	2025 New	2026 General Construction	2026 New
75	LYME	23.57%	13.57%	24.64%	14.64%	24.64%	14.64%	25.36%	15.36%	25.36%	15.36%	25.00%	15.00%	25.00%	15.83%
76	MADISON	28.21%	18.21%	28.21%	18.21%	28.21%	18.21%	28.93%	18.93%	28.93%	18.93%	29.29%	19.29%	28.93%	20.42%
77	MANCHESTER	67.50%	57.50%	67.50%	57.50%	67.86%	57.86%	68.57%	58.57%	67.86%	57.86%	67.86%	57.86%	67.86%	65.83%
78	MANSFIELD	75.36%	65.36%	75.36%	65.36%	75.72%	65.72%	75.72%	65.72%	76.07%	66.07%	76.07%	66.07%	76.07%	75.42%
79	MARLBOROUGH	47.14%	37.14%	47.50%	37.50%	48.21%	38.21%	48.21%	38.21%	47.86%	37.86%	46.07%	36.07%	47.86%	42.50%
80	MERIDEN	76.07%	66.07%	75.72%	65.72%	75.36%	65.36%	75.36%	65.36%	75.72%	65.72%	75.72%	65.72%	75.36%	74.58%
81	MIDDLEBURY	35.00%	25.00%	35.71%	25.71%	36.43%	26.43%	36.07%	26.07%	35.71%	25.71%	35.71%	25.71%	35.00%	27.50%
82	MIDDLEFIELD	50.00%	40.00%	48.21%	38.21%	48.57%	38.57%	48.57%	38.57%	48.21%	38.21%	49.29%	39.29%	50.36%	45.42%
83	MIDDLETOWN	66.43%	56.43%	66.43%	56.43%	66.43%	56.43%	65.00%	55.00%	66.07%	56.07%	66.07%	56.07%	67.14%	65.00%
84	MILFORD	40.71%	30.71%	37.14%	27.14%	37.86%	27.86%	39.28%	29.28%	37.86%	27.86%	36.79%	26.79%	36.79%	29.58%
85	MONROE	35.71%	25.71%	35.36%	25.36%	36.79%	26.79%	36.43%	26.43%	36.79%	26.79%	37.86%	27.86%	39.29%	32.50%
86	MONTVILLE	69.28%	59.28%	70.36%	60.36%	70.36%	60.36%	71.07%	61.07%	72.50%	62.50%	72.50%	62.50%	70.36%	68.75%
87	MORRIS	35.36%	25.36%	35.00%	25.00%	35.00%	25.00%	33.57%	23.57%	33.57%	23.57%	33.57%	23.57%	33.21%	25.42%
88	NAUGATUCK	74.64%	64.64%	74.29%	64.29%	75.00%	65.00%	74.64%	64.64%	74.64%	64.64%	74.64%	64.64%	75.00%	74.17%
89	NEW BRITAIN	79.64%	69.64%	79.29%	69.29%	79.29%	69.29%	78.93%	68.93%	78.93%	68.93%	79.29%	69.29%	79.29%	79.17%
90	NEW CANAAN	20.36%	10.36%	20.36%	10.36%	20.36%	10.36%	20.36%	10.36%	20.36%	10.36%	20.36%	10.36%	21.07%	11.25%
91	NEW FAIRFIELD	38.22%	28.22%	38.93%	28.93%	38.57%	28.57%	37.14%	27.14%	35.36%	25.36%	35.36%	25.36%	36.07%	28.75%
92	NEW HARTFORD	48.93%	38.93%	50.71%	40.71%	52.50%	42.50%	52.50%	42.50%	51.43%	41.43%	50.36%	40.36%	45.71%	40.00%
93	NEW HAVEN	78.21%	68.21%	77.86%	67.86%	77.50%	67.50%	77.50%	67.50%	77.50%	67.50%	77.86%	67.86%	77.50%	77.08%
94	NEWINGTON	57.86%	47.86%	58.57%	48.57%	57.14%	47.14%	57.14%	47.14%	58.57%	48.57%	59.29%	49.29%	60.36%	57.08%
95	NEW LONDON	77.86%	67.86%	78.21%	68.21%	78.21%	68.21%	78.21%	68.21%	78.21%	68.21%	78.21%	68.21%	78.21%	77.92%
96	NEW MILFORD	42.14%	32.14%	43.93%	33.93%	46.07%	36.07%	48.93%	38.93%	49.64%	39.64%	48.21%	38.21%	48.21%	42.92%
97	NEWTOWN	36.07%	26.07%	36.07%	26.07%	35.71%	25.71%	35.00%	25.00%	35.00%	25.00%	35.00%	25.00%	34.64%	27.08%
98	NORFOLK	30.36%	20.36%	30.36%	20.36%	30.36%	20.36%	30.36%	20.36%	30.36%	20.36%	31.43%	21.43%	31.07%	22.92%
99	NORTH BRANFORD	53.93%	43.93%	53.22%	43.22%	51.43%	41.43%	52.86%	42.86%	53.57%	43.57%	53.22%	43.22%	51.43%	46.67%
100	NORTH CANAAN	66.07%	56.07%	65.71%	55.71%	64.29%	54.29%	62.50%	52.50%	62.14%	52.14%	63.57%	53.57%	62.86%	60.00%
101	NORTH HAVEN	41.43%	31.43%	42.50%	32.50%	41.79%	31.79%	40.71%	30.71%	39.64%	29.64%	37.50%	27.50%	38.21%	31.25%
102	NORTH STONINGTON	46.43%	36.43%	48.57%	38.57%	52.86%	42.86%	55.36%	45.36%	53.93%	43.93%	56.07%	46.07%	56.79%	52.92%
103	NORWALK	32.50%	22.50%	33.21%	23.21%	33.21%	23.21%	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%	60.00%
104	NORWICH	76.43%	66.43%	76.78%	66.78%	77.14%	67.14%	77.14%	67.14%	77.14%	67.14%	77.50%	67.50%	77.86%	77.50%
105	OLD LYME	26.79%	16.79%	26.79%	16.79%	26.79%	16.79%	26.79%	16.79%	26.07%	16.07%	25.71%	15.71%	25.71%	16.67%
106	OLD SAYBROOK	27.86%	17.86%	27.14%	17.14%	27.14%	17.14%	27.14%	17.14%	27.14%	17.14%	27.14%	17.14%	27.14%	18.33%
107	ORANGE	33.93%	23.93%	32.14%	22.14%	31.07%	21.07%	30.72%	20.72%	31.43%	21.43%	31.07%	21.07%	31.43%	23.33%
108	OXFORD	37.14%	27.14%	38.57%	28.57%	40.36%	30.36%	43.57%	33.57%	42.50%	32.50%	41.43%	31.43%	39.64%	32.92%
109	PLAINFIELD	75.00%	65.00%	74.64%	64.64%	74.29%	64.29%	73.93%	63.93%	73.93%	63.93%	73.93%	63.93%	74.29%	73.33%
110	PLAINVILLE	65.00%	55.00%	65.00%	55.00%	65.71%	55.71%	66.07%	56.07%	65.36%	55.36%	65.00%	55.00%	65.00%	62.50%
111	PLYMOUTH	70.36%	60.36%	71.07%	61.07%	71.43%	61.43%	71.43%	61.43%	69.64%	59.64%	68.57%	58.57%	68.57%	66.67%

DAS Office of Grants Administration – School Construction Project Grants



DAS-057 Space Standards Calculation

Regulatory Reference: RCSA Sec. 10-287c-15(a)

Rev. 11/1/2025

State of Connecticut

Department of Administrative Services

Public School Building Projects Grants Program

Space Standards Calculation Details

Purpose	This tab is for reference only. It provides the breakdown calculations used to determine the adjusted actual area and the Space Standards maximum reimbursable area based on the inputs provided in the main tab. All calculations are automatic. No user input is required on this tab.																																																																																					
Exclude Areas not Subject to Space Standards	<div><div>18,483</div><div>- 0</div><div>- 0</div><div>- 0</div><div>= 18,483</div></div>	<div>IBC Building Area</div> <div>Subtract: Square footage of areas under roof overhangs not serving an educational function</div> <div>Subtract: Square footage of floor openings in atriums and multi-story spaces</div> <div>Subtract: Square footage allocated to district administrative space</div> <div>Total building area subject to Space Standards under RCSA § 10-287c-15(a)</div>																																																																																				
Apply Pre-1959 Area Adjustment	<div><div>13,899</div><div>× 0.80</div><div>= 11,119</div><div>+ 4,584</div><div>= 15,703</div></div>	<div>Square footage of building constructed prior to 1959</div> <div>Multiply by 80%</div> <div>Adjusted pre-1959 building square footage</div> <div><i>Treating the pre-1959 space as 80% of its actual size is mathematically equivalent to a 25% increase in the allowable square footage, in accordance with CGS § 10-286(c)(1)</i></div> <div>Add: Square footage of the building constructed in 1959 or later that is subject to space standards</div> <div>Adjusted school building area in square feet in accordance with CGS § 10-286(c)(1)</div>																																																																																				
Calculate Initial Square Footage Per Pupil	<div><div>372</div><div>+ 3</div><div>= 124.00</div></div>	<div>Sum of the square footage allowances for all grades housed in the school</div> <div>Divide by: Number of grades housed in the completed project</div> <div>Initial maximum square footage per pupil under RCSA § 10-287c-15(a)</div> <table><tr><th>Projected Enrollment</th><th>Pre-K & K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th></tr><tr><td colspan="14">Allowable Square Footage per Pupil</td></tr><tr><td>0 - 350</td><td>124</td><td>124</td><td>124</td><td>124</td><td>124</td><td>156</td><td>156</td><td>180</td><td>180</td><td>180</td><td>194</td><td>194</td><td>194</td></tr><tr><td>351 - 750</td><td>120</td><td>120</td><td>120</td><td>120</td><td>120</td><td>152</td><td>152</td><td>176</td><td>176</td><td>176</td><td>190</td><td>190</td><td>190</td></tr><tr><td>751 - 1500</td><td>116</td><td>116</td><td>116</td><td>116</td><td>116</td><td>148</td><td>148</td><td>170</td><td>170</td><td>170</td><td>184</td><td>184</td><td>184</td></tr><tr><td>Over 1500</td><td>112</td><td>112</td><td>112</td><td>112</td><td>112</td><td>142</td><td>142</td><td>164</td><td>164</td><td>164</td><td>178</td><td>178</td><td>178</td></tr></table> <div>State Standard Specifications Grades - RCSA § 10-287c-15(a)</div>	Projected Enrollment	Pre-K & K	1	2	3	4	5	6	7	8	9	10	11	12	Allowable Square Footage per Pupil														0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194	351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190	751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184	Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178
Projected Enrollment	Pre-K & K	1	2	3	4	5	6	7	8	9	10	11	12																																																																									
Allowable Square Footage per Pupil																																																																																						
0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194																																																																									
351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190																																																																									
751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184																																																																									
Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178																																																																									
Apply Allowable HVAC Increase	<div><div>Yes</div><div>1.00%</div><div>× 124.00</div><div>= 125.24</div></div>	<div>Dedicated HVAC space reported?</div> <div>Allowable square footage per pupil increase for HVAC under CGS § 10-286(c)(2)</div> <div>Multiply by: Initial maximum square footage per pupil</div> <div>Adjusted maximum allowable square footage per pupil</div>																																																																																				
Calculate Allowable Space Standards Area	<div><div>125.24</div><div>× 110</div><div>= 13,776</div></div>	<div>Adjusted maximum allowable square footage per pupil</div> <div>Multiply by: Projected enrollment</div> <div>Allowable Space Standards area under RCSA § 10-287c-15(a)(1)</div>																																																																																				

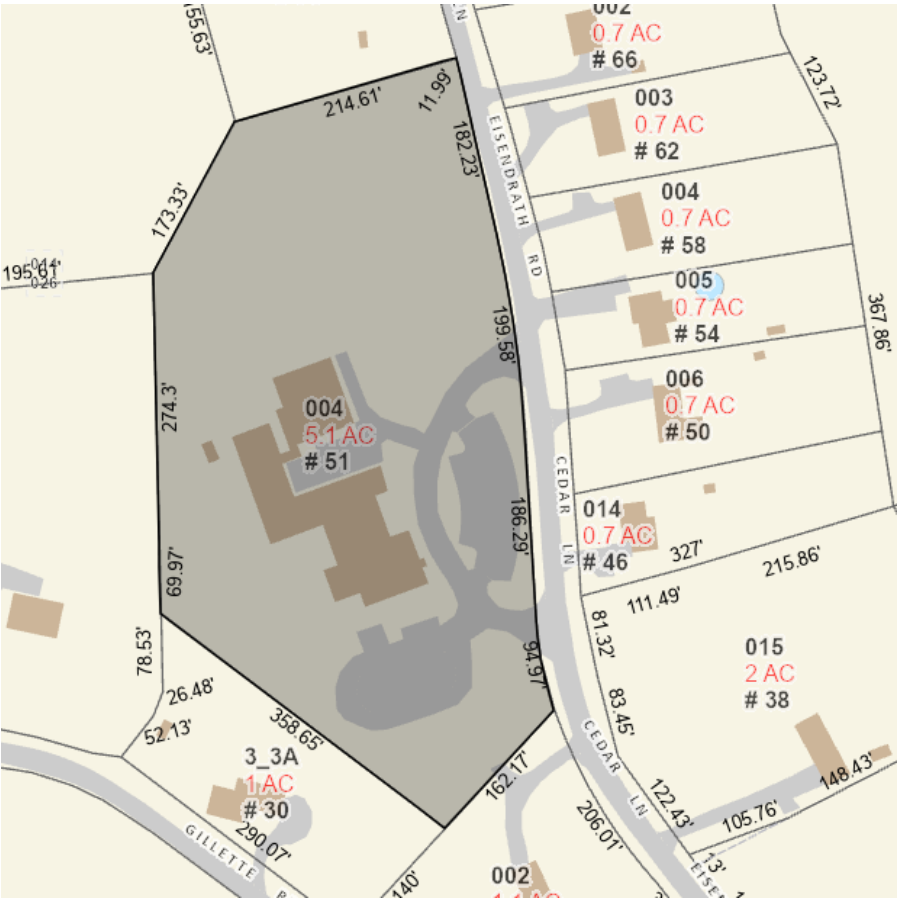
Projected Enrollment	Pre-K & K	1	2	3	4	5	6	7	8	9	10	11	12
			Allowable Square Footage per Pupil										
0 - 350	124	124	124	124	124	156	156	180	180	180	194	194	194
351 - 750	120	120	120	120	120	152	152	176	176	176	190	190	190
751 - 1500	116	116	116	116	116	148	148	170	170	170	184	184	184
Over 1500	112	112	112	112	112	142	142	164	164	164	178	178	178

State Standard Specifications Grades - RCSA § 10-287c-15(a)

Bakerville School: Current and Projected Reimbursement

7. Final Results Calculated automatically	13,776	Allowable Space Standards Area
	15,703	Adjusted Actual School Building Area
	No	Does the completed school building project comply with the Space Standards? <i>If "Yes," the project's reimbursement is not reduced. If "No," the below adjustment factor applies.</i>
	87.73%	Reimbursement adjustment factor (per CGS § 10-286(a)(1)) <i>If the adjusted actual building area exceeds the allowable limit, this factor reduces grant reimbursement.</i>

TOTAL SQAURE FEET		18,483	
<u>DAS-057 Space Standards Calculation for Public School Building Projects Grants Program</u>			
ADJUSTED ACTUAL SCHOOL BUILDING AREA (DAS - OGA)	15,703	Adjustment based on Pre-1959 construction	
ALLOWABLE SPACE STANDARDS AREA - EXISTING ENROLLEMENT	11,898	Based on 95 students	
ALLOWABLE SPACE STANDARDS AREA - PROJECTED ENROLLEMENT	13,776	Based on 110 students	
<u>Associated Reimbursement</u>			
New Hartford typical reimbursement rate:	45.71%	New construction rate:	40.00%
<u>Projected Enrollment: 110</u>			
Reimbursement adjustment factor:	87.73%		87.73%
Adjusted Bakerville reimbursement rate:	40.10%		35.09%



ARCHITECTS
ENGINEERS
INTERIORS

Calculated
automatically

12,274	Allowable Space Standards Area
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19,527	Adjusted Actual School Building Area
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No	<p>Does the completed school building project comply with the Space Standards?</p> <p><i>If "Yes," the project's reimbursement is not reduced. If "No," the below adjustment factor applies.</i></p>
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62.85% **Reimbursement adjustment factor** (per CGS § 10-286(a)(1))
If the adjusted actual building area exceeds the allowable limit, this factor reduces grant reimbursement.

TOTAL SQAURE FEET		23,405	
<u>DAS-057 Space Standards Calculation for Public School Building Projects Grants Program</u>			
ADJUSTED ACTUAL SCHOOL BUILDING AREA (OGA)	19,527	Adjustment based on Pre-1959 construction	
ALLOWABLE SPACE STANDARDS AREA - EXISTING ENROLLEMENT	12,274	Based on 98 students	
<u>Associated Reimbursement Scenarios</u>			
New Hartford typical reimbursement rate:	45.71%	New construction rate:	40.00%
<u>Projected Enrollment: 98</u>			
Reimbursement adjustment factor:	62.85%		62.85%
Adjusted NHE reimbursement rate:	28.73%		25.14%



Antolini School: Current and Projected Reimbursement

7. Final Results

Calculated automatically

35,209	Allowable Space Standards Area
58,177	Adjusted Actual School Building Area
No	Does the completed school building project comply with the Space Standards? <i>If "Yes," the project's reimbursement is not reduced. If "No," the below adjustment factor applies.</i>
60.52%	Reimbursement adjustment factor (per CGS § 10-286(a)(1)) <i>If the adjusted actual building area exceeds the allowable limit, this factor reduces grant reimbursement.</i>

TOTAL SQAURE FEET 58,177

DAS-057 Space Standards Calculation for Public School Building Projects Grants Program

ALLOWABLE SPACE STANDARDS AREA - EXISTING ENROLLEMENT	35,350	Based on 250 students	
ALLOWABLE SPACE STANDARDS AREA - PROJECTED ENROLLEMENT	35,209	Based on 249 students	
<u>Associated Reimbursement Scenarios</u>			
New Hartford typical reimbursement rate:	45.71%	New construction rate:	40.00%
<u>Projected Enrollment: 249</u>			
Reimbursement adjustment factor:	60.52%		60.52%
Adjusted Antolini reimbursement rate:	27.66%		24.21%



Program Closing

This programming effort does more than define spaces—it clarifies your educational priorities and translates your vision for teaching and learning into a purposeful, student-centered framework. It ensures each space supports your curriculum and the needs of students and staff. With this foundation, you can move confidently into the next phase, aligning options with your priorities, budget, and site to shape a solution that advances your mission and serves your community for years to come.

