



SCHENECTADY CITY SCHOOL DISTRICT



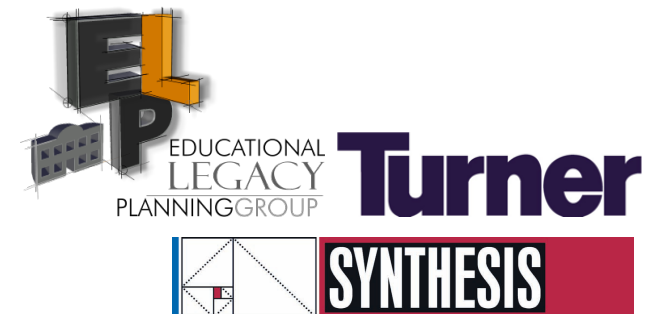
ELEMENTARY SCHOOL PROGRAM FRAMEWORK KINDERGARTEN-6TH CAPACITY EVALUATION

FINAL DRAFT

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SCHENECTADY CITY SCHOOL DISTRICT

ELEMENTARY SCHOOL PROGRAM FRAMEWORK

KINDERGARTEN-6TH CAPACITY EVALUATION

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USING THIS REPORT

Information from the Building Condition Survey (prepared by Cannon Design) has been used where appropriate and where it agrees with new information that has been ascertained through this study. Some information has been updated. For example, total square footage at each school has been adjusted based upon new information in the updated schematic diagrams that show room usage. This information updates the BCS.

The definition of full sized teaching station (inter-changeable classroom) may be different in the text of the report than shown on the schematics. This is simply because the schematics show CURRENT room usage, and the text of the report deals with future potential. For example, the schematics will show a kindergarten room as a “special” room and not list it as interchangeable. However, this is a program decision. And while kindergarten rooms should be uniquely designated as such on the schematics, the room can properly be used for any subject or grade level in the future.

Enrollment is a moving target from day to day. The enrollment figures used in this report are based upon a November, 2011, census prepared by the district. Some data were revised after the site visit if they did not coincide with current enrollment at the time of the visit.

Each building has been given a score based upon the subjective view of the planner. While the criteria (ideal program) set forth by the district is an objective look at what should be, the score is a subjective evaluation of what is. Each of 11 criteria was given a score of 1-4, and then an average for the school was extrapolated by adding the scores and simply dividing by 11.



ELEMENTARY SCHOOL PROGRAM FRAMEWORK KINDERGARTEN-6TH CAPACITY EVALUATION



In assessing the capacity of Schenectady School District's elementary buildings to appropriately house a K-6 configuration, it is essential that we first define the "ideal" program in an effort to evaluate the extent to which it can be accommodated by the existing space inventory. This Program Framework does not anticipate changes in program delivery or pedagogical methodology.

A meeting was held with the Interim Superintendent of Schools and his staff on January 11, 2011, to set the goals and parameters of the program study, and a follow-



up meeting was held with key administrators to further refine the general program of requirements that would become the framework for the building assessment.

The following framework was developed from these discussions:

Administration:

- One administrator and a secretary per building
- Admin para-professional: attendance, discipline (triage)

Configuration: (14-21 Classrooms)

- At least two (preferably three) sections deep at each school for all grades
- Uniformity throughout the school is preferred
- Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas
- Cooperative learning spaces, if available

English As A second Language (ESL) Program

(One undersized classroom)

- On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instruction

- One dedicated classroom is needed in the 500-800SF range, with natural light, if possible.

Security

- Single point of secure entry

Special Education

- One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped "safe room" within or adjacent to the classroom (2 classrooms)
- Resource (small group pull-out) rooms located in close proximity to general education and integrated classrooms
- A conference room for local CSE and parent meetings
- Related services for identified population:
 - Speech: One 200-300SF private space, near classrooms.
 - OT/PT: 400-800SF classroom with storage capabilities.
 - Identify special areas District-wide with multiple handicapped students can be served. (Accessibility, etc.)



ELEMENTARY SCHOOL PROGRAM FRAMEWORK KINDERGARTEN-6TH CAPACITY EVALUATION



Specials/Exploratories (Three Classrooms + Gym)

- Dedicated Art room (One hour of once per week)
- Dedicated music room (30 minutes twice weekly)
- Dedicated band/orchestra/choral room
- Dedicated Physical Education space (35 minutes, twice weekly)
- Playground (Counts toward state PhysEd requirement)
- Library Media Center

Student Support

- One shared support office 250SF:
 - Psychologist .5 FTE
 - Social Worker 1 FTE
- Nurse

Student/Teacher Ratio

- 18-22 to 1 in general education classroom.
- 18-22/2/1 integrated co-teaching classroom, with 6-9 identified students, one co-teacher and one aid divided between two sets of children in different classes

Teacher Support

- Dedicated faculty room
- Conference room
- Staff development area, if possible
- Book room

Technology (One classroom)

- Dedicated computer room
- Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network.

Cafeteria (Cafetorium)

- Breakfast program (half an hour before academic day) and Lunch, requires properly sized cafeteria



Elementary Snapshot *

Student Population

PK-6: 5,582

K-6: 5,385

Sections

PK-6: 253

K-6: 242

I.E.P.

503

ESL

226



Elementary K-8 Assessment Framework

The Schenectady City School District is currently running two Elementary K-8 Schools at Central Park and King. These schools include a modified middle school program at grades 7 and 8, while maintaining an elementary delivery model at the 6th grade.

In expanding any elementary school into a K-8, the District is proposing to max out one full team of teachers handling a load of 105-125 students at the 7th and 8th grades. The core subject areas would be as follows:

1. **Math**
2. **Science**
3. **Social Studies**
4. **English Language Arts (ELA)**
5. **Foreign Language**

Additional programs that would require at least one additional room are: A half credit each of health,

technology and/or family and consumer sciences (FACS).

Exploratories would include: Art, Music (perhaps a choral or band component) and physical education. These would not require a dedicated room for middle school, but could be accommodated by existing shared spaces.

Middle School Teaching Stations

1. Math
2. Social Studies
3. ELA
4. Science + Prep
5. Foreign Language
6. Health/Tech/FACS
7. Team/Pullout/Rsrc

A team meeting room – that would double as a pullout or resource room – is required as well.

Therefore, the minimum space requirements for adding grades 7 and 8 to a K-6 elementary school are 6 full size classrooms and one 250-400SF team room.

Most schools have not been assessed as potential sites for K-8 expansion. However, where requested, the planning team has reviewed the extent to which certain buildings meet these criteria in the short term as currently configured and long term potential with renovation.

Katherine B. Blodgett School



Built in 1959, the Katherine B. Blodgett School is located at 520 Bradt Street. The 14,973 SF building is leased and is not currently in use. The plan is to reopen it for use in 2012-13.

The school has **11 teaching stations** and **7 inter-changeable teaching stations**, if you do not count the “multi-purpose” room that would likely be used for cafeteria and a teaching station designated for library media

services. There are also a twin set of slightly undersized rooms that have a folding partition between them and could each be counted toward capacity. Counting those two undersized rooms adds up to **9 net teaching stations counted for capacity**, all of which will serve as fine classrooms with good light and space. The problem with this building is it has no support spaces and its narrow hallways are not conducive for any type of breakout. In order to provide some level of pullout support, a teaching station may have to be divided several ways. Additionally, this building is not properly equipped for early childhood grades because none of its teaching stations is regulation size or equipped with a bathroom.

With that said, if the district were to use its 9 teaching stations and max out classes at 22, the potential capacity of this building is 198 as an early childhood center, with no support spaces, and 154 as a one-section-deep K-6 school, with a potential for support and self contained.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office and principal’s office are sufficiently sized. The space is shared with a small nurses’ office, which is nicely positioned next door to the principal. There are eyes on the door if the reception area is used properly.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	1	Does not meet the standard for an elementary school, and cannot officially meet the standard for early childhood instruction. There are no teaching stations that meet the state minimum standard set for kindergarten, which is 900 SF equipped with a bathroom.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are no proper spaces for this program.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	2	There are eyes on the door if the reception area is used properly.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	Any of the teaching stations can be used for self contained special education, but if this were a K-6 school, there would only be one teaching station possibly available for this use.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There are no proper spaces for these programs.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	1	There are no proper spaces for this program.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	A library can be carved out of existing teaching stations, and the cafeteria can be accommodated the same way. However, this building is not properly designed for either space.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	1	There are no proper spaces for this program.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	There are no proper spaces for this program.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	The building has WiFi. There is no room for a dedicated computer room.
<div data-bbox="1177 1425 1768 1523">Average Score: 1.36</div>		

Katherine B. Blodgett School

Overall Program Capacity Assessment

Blodgett is the smallest “elementary” building in the district and has very little use outside of an early childhood center or a special academic program. It has very little long term potential due to being privately owned, too small, lacking core and support spaces and having a high deferred maintenance cost.

Its deferred maintenance estimate of \$2.1 million million works out to \$142 per square foot, which is among the highest in the district. If the district were to make that needed investment, however, it would be left with an

inadequate building that it doesn't own and probably does not want to own. Like other tiny leased schools, an alternative may be to charter a school in this location and run a specialized elementary program here that might be exempt from some state mandates.

Building Condition Survey (BCS) Information Street Address: 520 Bradt Street

Original Build Year: 1959

Gross Square Footage: 14,973
Enrollment: N/A
Students Per SF: N/A

Number of Floors: 2

Building Owner: Leased

**Estimated Capital Expenditure
for Deferred Maintenance:**
\$2,129,349.00 (\$142 per SF)

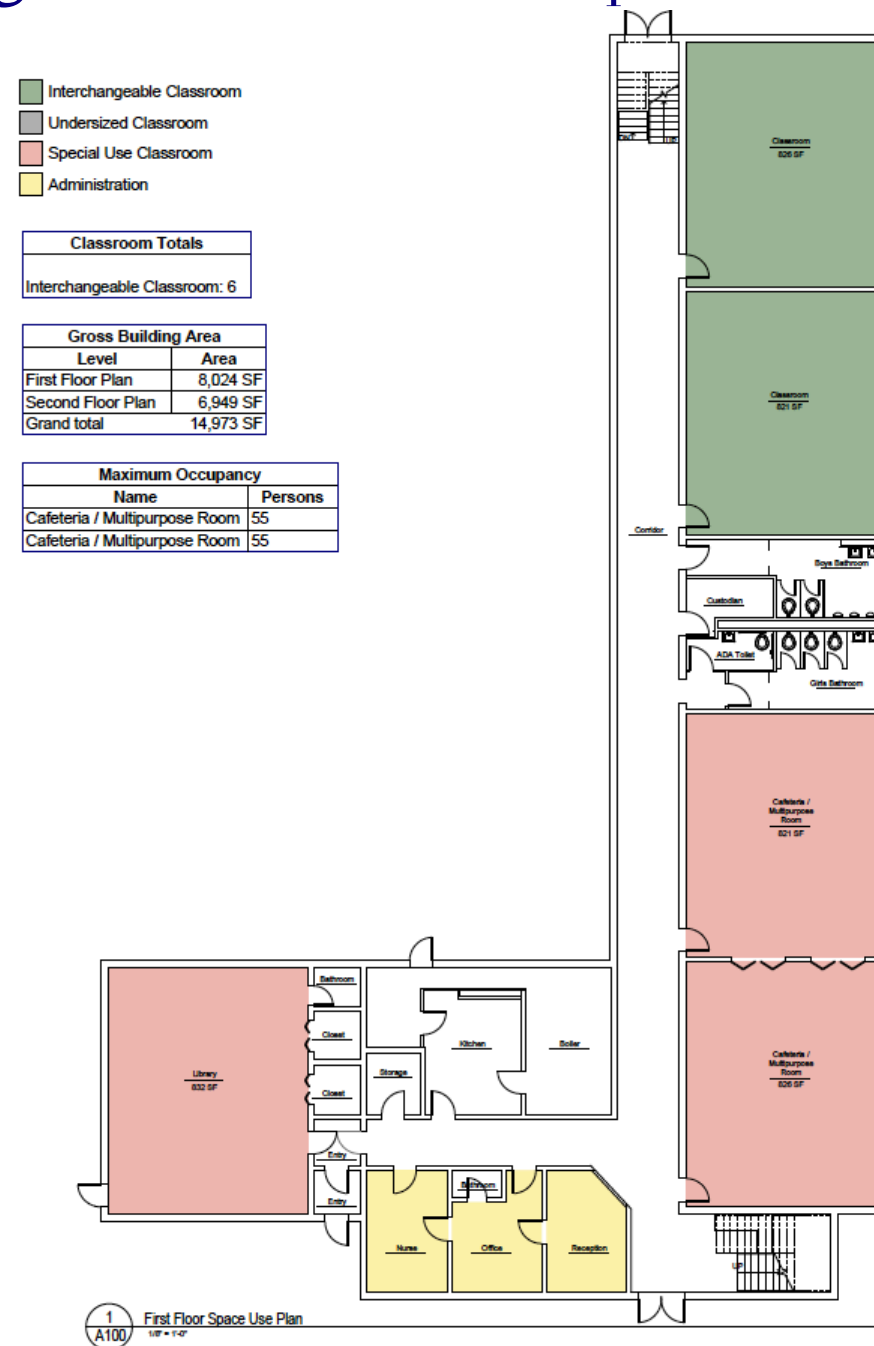
Teaching Stations:	11
Full Size TS	
(ex. cafe/Lib):	7
Undersized TS	2
Net TS (Capacity):	9
Maximum Sections:	9

Configuration: 9 sections of early childhood education, PK-K-1. Or, one-section-deep K-6

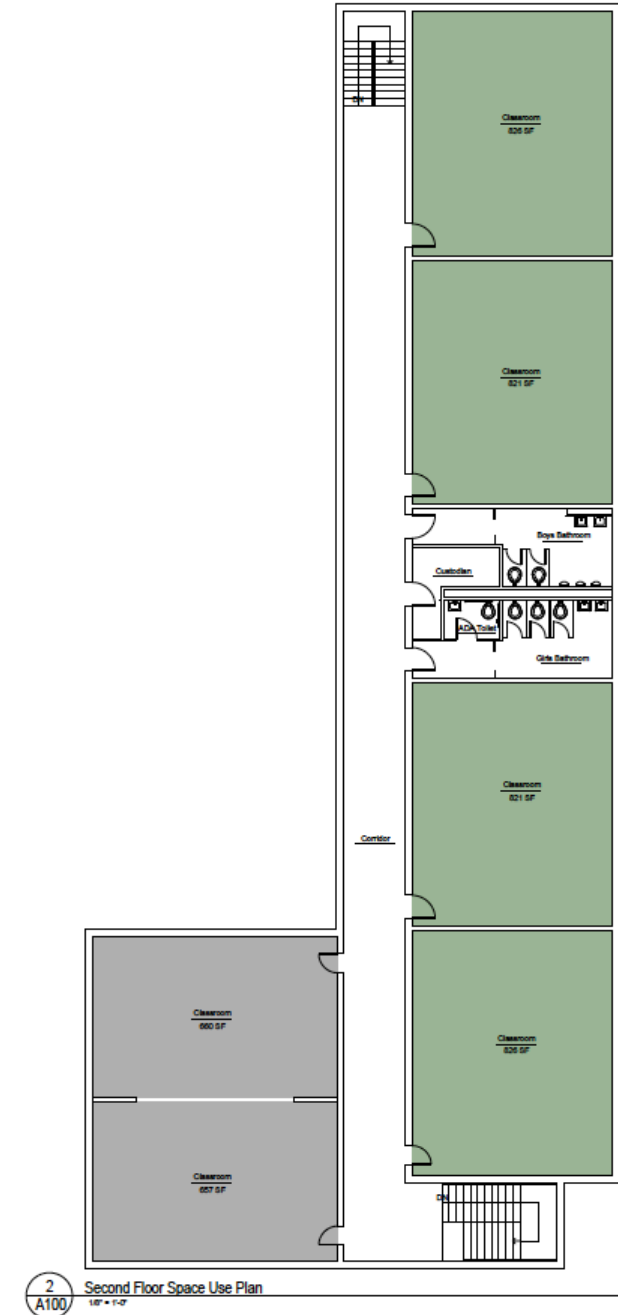
Maximum potential capacity: 198 PK-K students with a max class size at 22 and no identified support spaces. Or, 154 students K-6, with some support space and a self-contained.



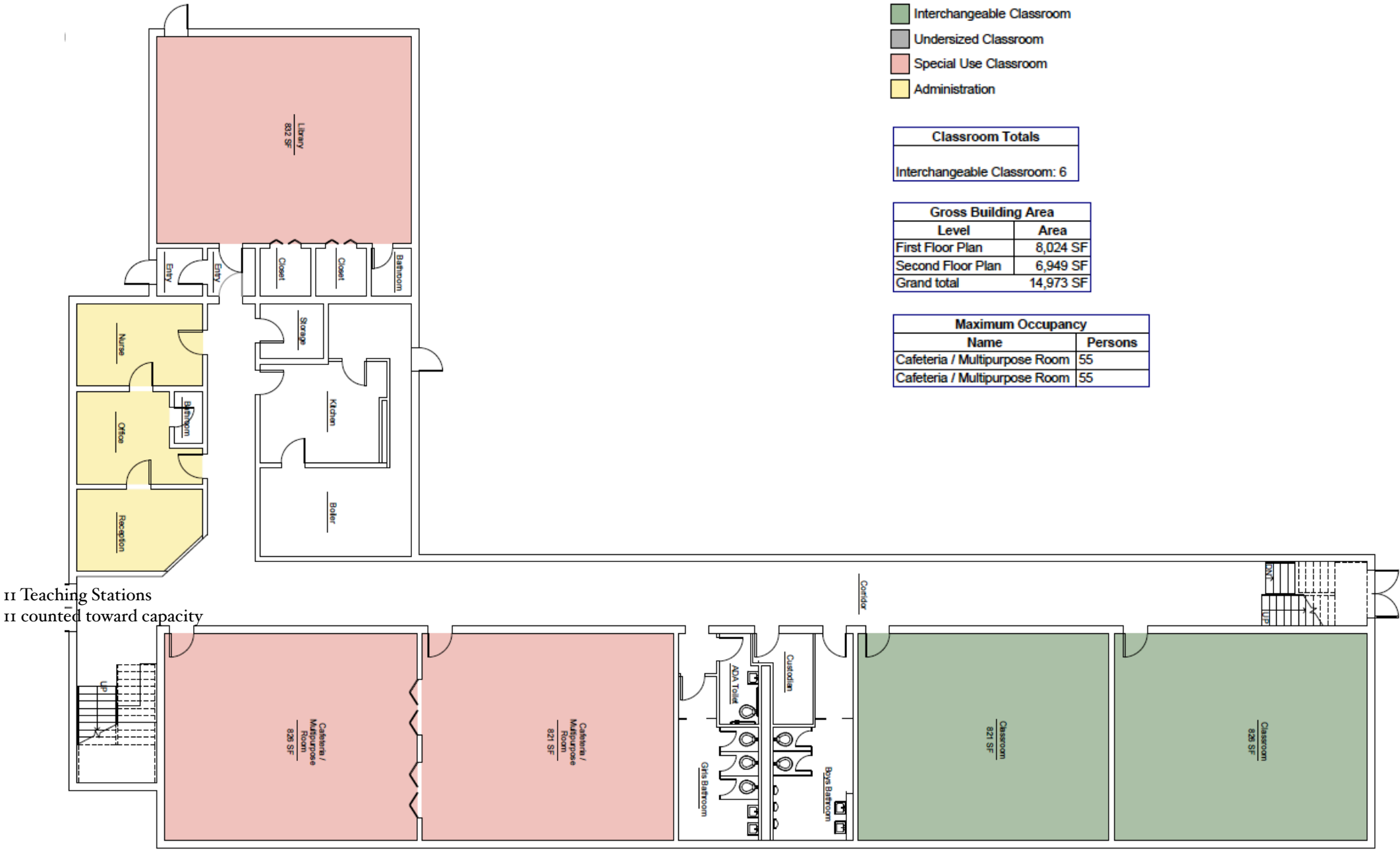
Katherine B. Blodgett School Current space Allocation



11 TS
9 full size (Inc. multi-purpose & library)
2 undersized (Capacity)



Katherine B. Blodgett School Current space Allocation



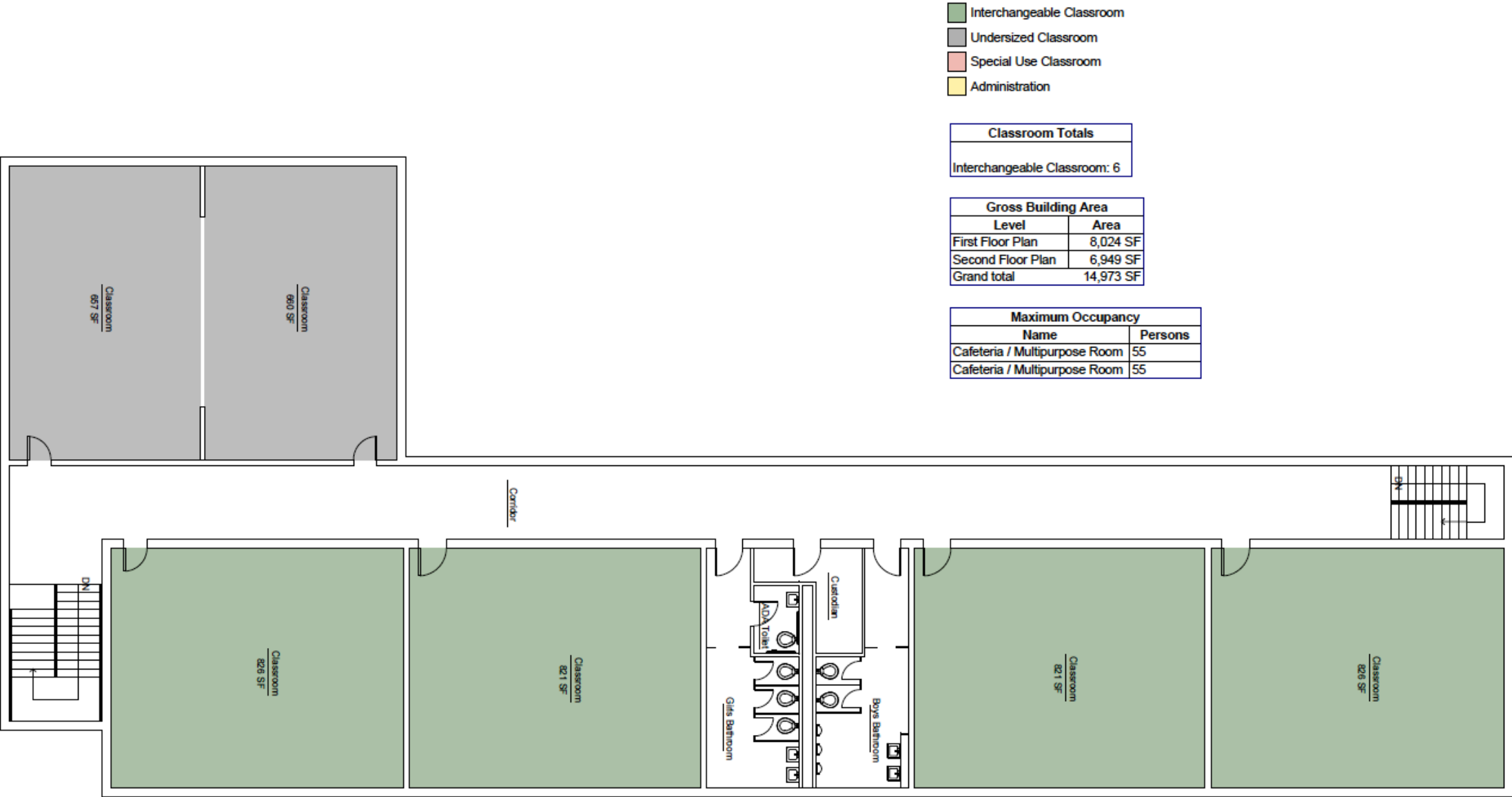
- Interchangeable Classroom
- Undersized Classroom
- Special Use Classroom
- Administration

Classroom Totals	
Interchangeable Classroom: 6	

Gross Building Area	
Level	Area
First Floor Plan	8,024 SF
Second Floor Plan	6,949 SF
Grand total	14,973 SF

Maximum Occupancy	
Name	Persons
Cafeteria / Multipurpose Room	55
Cafeteria / Multipurpose Room	55

Katherine B. Blodgett School Current space Allocation



Central Park K8 Magnet



Built in 1910, the Central Park K-8 Magnet School is located at 421 Elm Street. The 103,928 SF school currently houses 612 students in a PK-8 program – one section of pre-kindergarten, three-deep K, 2, 4, & 6, and two-deep grades 1, 3 & 5. There are five sections of 7th and three sections of 8th, with six self-contained.

The recent upgrades to the school have had a significant

impact on the learning environment, especially on the lower level where the creative use of color has enlivened a formerly dismal area. The building has many and varied spaces in its original footprint, and the addition has allowed it to serve a larger and more diverse population with its added core spaces and additional classroom inventory. The lion's share of its classroom inventory is undersized, but most are just slightly below state minimums. Spaces for support services are generally inadequate and not well distributed.

The school has **46 teaching stations** and **5 inter-changeable teaching stations**, **31 undersized rooms** that could unofficially be counted toward capacity, and **five specials** including art, technology, FACS, band, and music. Adding those 31 undersized rooms to the five regulation sized teaching stations, totals **36 teaching stations counted toward capacity**. Assuming that a minimum of six of those TS would always have

to be used as: 1) resource, 2) two comp labs, 3) art, 4) music, and 5) In School Suspension, that leaves **a net of 30 TS counted toward capacity**. Currently, seven rooms are being used for middle level, but that will rise to 10 rooms next year, leaving 20 for the elementary program and self-contained.

Therefore, **Central Park can house some variation of two and three deep sections K-6, along with up to six self contained**. This would give it an **elementary capacity of between of 308-440**, depending on how many teaching stations are designated for self-contained. With 10 classrooms designated for middle level, at least two full teams could be accommodated with a middle level capacity of between 230-250. **This would bring the total potential capacity of the building to 690**. This would be very tight, would compromise some support spaces and assumes no smaller self-contained classes. Core facilities could accommodate this number.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	2	The main office area is insufficiently sized and poorly proportioned, but is augmented by a small office suite on the same level.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	Central Park has a large inventory of teaching stations with most of them falling below the minimum standard set by the state – the majority just slightly undersized. With the current average class size just under 22, the teaching stations (albeit tight) allow teachers to have a variety of desk and furniture configurations, along with technology, while accommodating the number current of students, typically below 22. There are no discernible cooperative learning spaces, and the kindergarten rooms are undersized. However, the auditorium could be used for multiple classes for cooperative learning or projects.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	2	There are 12 ESL students being served at Central Park and not many appropriate areas to support the program. While ESL is currently in a shared space, there are currently two rooms that would fit the standard for ESL, one is currently being shared by two programs, the other is ISS.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	2	The antiquated design of the front entrance makes it very difficult to maintain a secure single entry. Besides camera security, the office is far removed from the entrance, with no “eyes” on the entrance. Upon walking into the building, a person is faced with going up or down, with no clear path to the office.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary, intermediate and middle – for a total of three per K-8 school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	There are many appropriate rooms for self contained, but none is equipped with a “safe room.” In its stead, a secure hallway is used near the room designated for emotionally challenged. This hallway is not padded and has graffiti on the walls that has to be regularly removed, since children pass through the area.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	There is only one designated resource room and it is shared with speech. OT/PT shares space with Pre-K in an appropriately sized classroom and there are no appropriate areas to serve the multiple handicap at this time. There are very few private areas for meetings and parent conferences. The CSE is currently using a shared space at this time.
Specials/Exploratories <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) K-8 <ul style="list-style-type: none"> FACS Technology Band Science 	2	All teaching stations for specials are undersized, except the band room, which is not really a mandated special but a nice addition to a K-8 building. Science, FACS and Technology are equipped to serve the needs of middle school population, while the physed stations provide ample room for the enrollment and along with nicely proportioned private locker rooms for girls and boys on different levels juxtaposed to different gym stations.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	3	The library media center is poorly proportioned, but is about the right size for the school's population. Part of it serves as the third computer lab in the building. The cafeteria is recently renovated and has a capacity that can easily accommodate the needs of the school's population.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	The nurses' office is somewhat undersized for the enrollment and lacks privacy for treatment and/or rest.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, class size ranges from 21 to 23, with an average of just under 22. If the district were to raise class sizes in the future, the building could accommodate an increase, but the undersized rooms would limit the increase, or the increase in class size would limit learning opportunities within the classroom.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	3	The teacher room is adequately sized, also serving as the book room. The auditorium or library could serve as a staff development area, when needed.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	3	There are two computer classrooms, a portion of the library set aside for this purpose and computers in every classroom, along with a laptop cart.
Average Score: 2.27		

Central Park K-8 Magnet School

Overall Program Capacity Assessment

Central Park is the largest elementary building in the district. Its bigness, however, fades into insignificance once you get into the cozy teaching spaces packed with learning tools and replete with high ceilings and ample natural light.

There are only 5 full size teaching stations of the 46, with an added 31 that are undersized. The teaching stations, however, are generally well sized and can accommodate instruction as the District maintains low class sizes. The core spaces for physed, auditorium and cafeteria make this building unique among elementary schools, one of the reasons why it works so well as a K-8 building. The large core spaces account for its square foot per student of 170, which is slightly above national norms and is a pleasant departure from the proportions of other buildings in the district, some of which hover below 100 SF per student.

This building lacks a good inventory of well distributed support spaces and shortchanges specials spaces for kindergarten, art, and science, which all are well undersized.

There is no room on this site for expansion, nor would you want to add on to this building. Its addition naturally extends the building, adding two major core spaces and some good instructional areas. With its recent inside renewal and site work, it is well positioned to serve the community for years to come. Any future work should include the redistribution of some spaces for project learning, small group instruction and program support.

Building Condition Survey (BCS) Information Street Address: 421 Elm Street

Original Build Year: 1910

Gross Square Footage: 103,928

Enrollment: 612

Students Per SF: 170

Number of Floors: 3

Building Owner: District

Estimated Capital Expenditure
for Deferred Maintenance:
\$2,704,666.00 (\$26 per SF;
\$4,419 per student)



Teaching Stations:	46
Full Size classrooms:	5
Undersized TS: (Capacity)	31
Net TS (Capacity):	36
Middle School Core TS:	10
Maximum K-6 Sections:	20

Configuration: Two- or Three-deep K-6 (14-20 TS), self-contained (0-6), 10 MS rooms, plus specials.

Maximum potential capacity:
K-6: 308-440 (14-20 sections@22)
7-8: 230-250
SC: Up to 6 sections

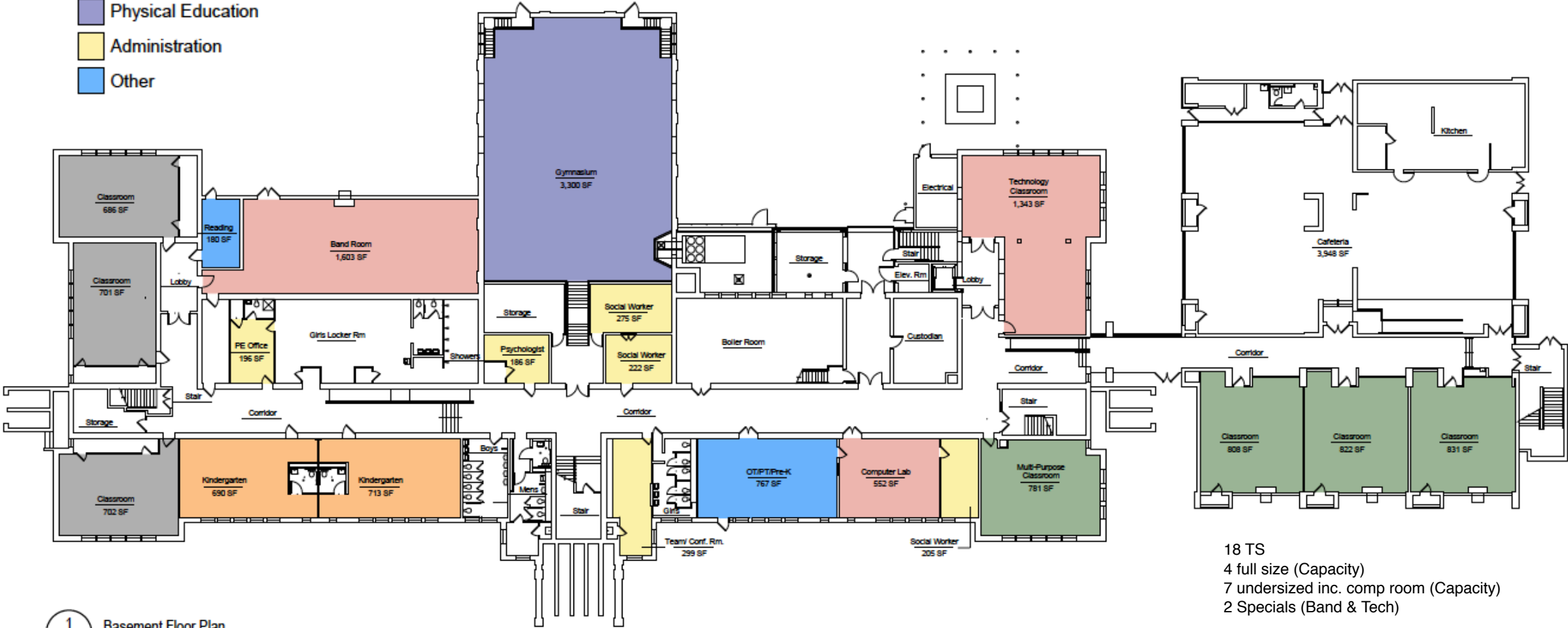
Central Park K-8 Magnet School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Gross Building Area	
Level	Area
Basement	36,110 SF
First Floor	32,268 SF
Second Floor	23,509 SF
Third Floor	11,412 SF
Grand total	103,298 SF

Classroom Totals
Interchangeable Classroom: 5
Kindergarten: 2

Maximum Occupancy	
Name	Persons
Cafeteria	263
Gymnasium	471
Gymnasium	798



18 TS
4 full size (Capacity)
7 undersized inc. comp room (Capacity)
2 Specials (Band & Tech)

1 Basement Floor Plan

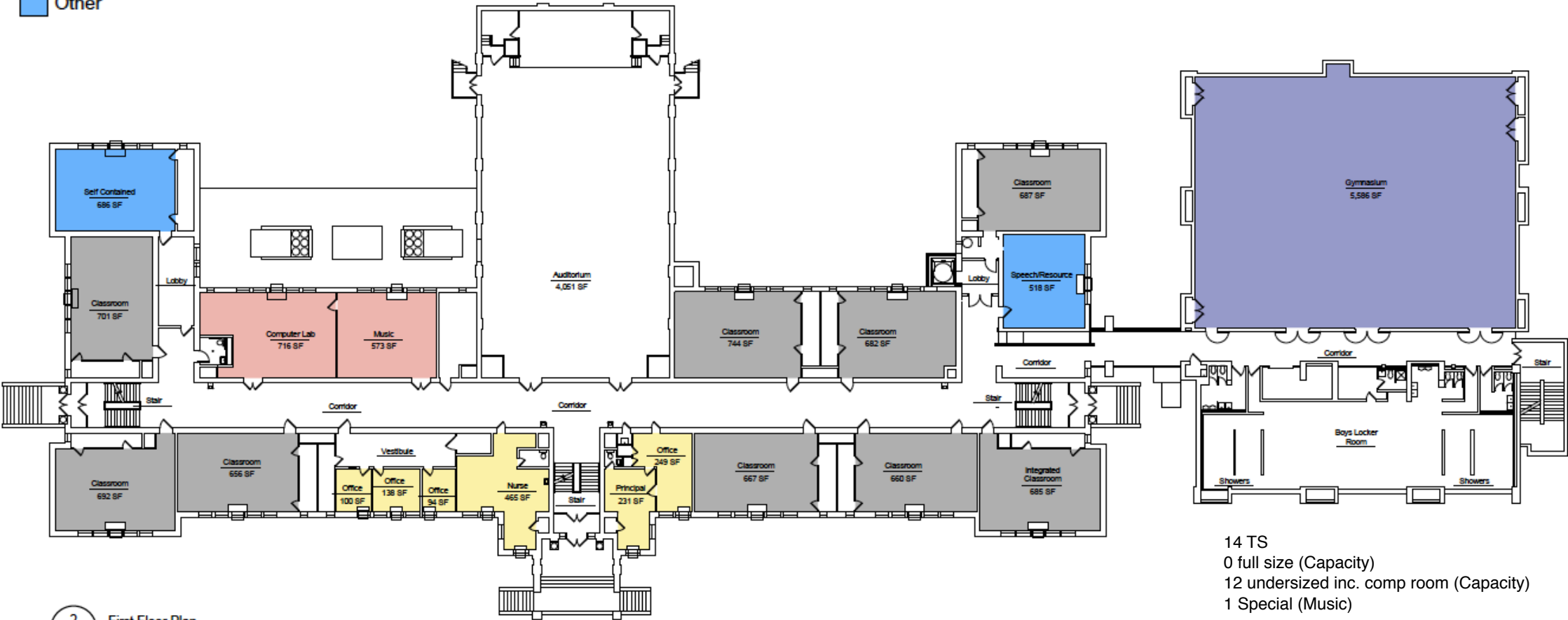
Central Park K-8 Magnet School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Gross Building Area	
Level	Area
Basement	36,110 SF
First Floor	32,268 SF
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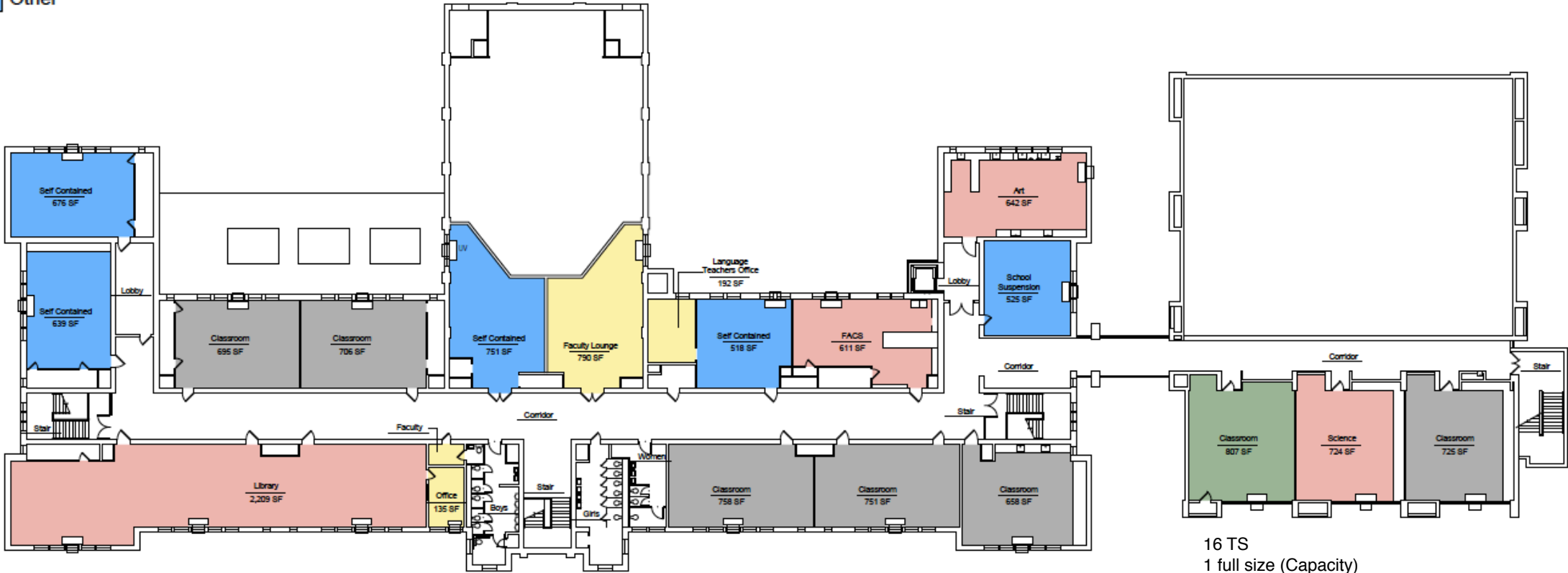
Central Park K-8 Magnet School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Gross Building Area	
Level	Area
Basement	36,110 SF
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Classroom Totals
Interchangeable Classroom: 5
Kindergarten: 2

Maximum Occupancy	
Name	Persons
Cafeteria	263
Gymnasium	471
Gymnasium	798



16 TS
1 full size (Capacity)
12 undersized inc. science
2 Specials (inc. FACS & Art)

2 Second Floor Plan
A101 1/16" = 1'-0"



Elmer Elementary School

Built in 1905, the Elmer Avenue Elementary School is located at 90 Elmer Avenue. The 53,081SF school currently houses 423 students in a K-6 program – one kindergarten section, four deep at grades 1 and 2, three deep grades 3-5, and two deep at grade 6.

While this building has a lot of charm with its many interesting spaces, it remains one of the more inadequate

facilities for housing a K-6 program, due to the disjointed and counterintuitive marriage of two architectural styles separated by more than a half century. The 1904 building was designed without a cafeteria and lacks sufficient toilets to accommodate both staff and students. Its original open core design with perimeter classrooms of ample size and light are conducive to project-based and cooperative learning activities, providing excellent classroom spaces as well. However, the building lacks enough distributed smaller spaces for student support services.

The school has **33 teaching stations** and **19 interchangeable teaching stations** (a dedicated art and music room included in that number) along with three barely undersized rooms that could unofficially be counted toward capacity. Counting those three undersized rooms and

removing art and music leaves **20 net teaching stations counted for capacity**, which matches the amount of sections being run at the school now. Therefore, Elmer cannot accommodate the ideal, three-deep K-6 elementary program, with two self-contained classrooms. It could however, house a **three-deep, 1-6 program with two self-contained classes, with a maximum potential capacity of 426, with 396 general education students and 30 identified, self contained**. The school nicely accommodates kindergarten, however, with two well proportioned, fully equipped K rooms. Therefore, reassigning sections at the upper levels might be wiser.

The lack of cafeteria and bathroom facilities makes increasing the enrollment at this school untenable.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office area is sufficiently sized, with an ample principal’s office, support spaces and meeting areas.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	3	Elmer has a solid inventory of quality classroom spaces. Most of the spaces are oversized, with just three slightly undersized classrooms that would need to be used for the general population. While the number of teaching stations would not facilitate the ideal K-6 program with two self-contained, it has two regulation-sized K-rooms with toilets on the ground floor, and 18 other teaching stations that would accommodate variations of the ideal. The original building is uniquely suited for cooperative learning activities on the upper levels.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	While there are no ESL students currently being served at this school, there are several spaces that could appropriately accommodate this program.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	2	The security of this building is suspect, due to its sprawling addition, multiple entries and a design that makes it impossible to have “eyes on” the main entrance at all times.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	There are several appropriate rooms for smaller self-contained. There are no rooms equipped with “safe rooms” within the classroom, and we saw no areas within the building that could be used for students who are acting out.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	There is are two identified resource rooms that are both below SED standards – two remedial reading spaces, a social worker’s office, speech services, and AIS, all located on the lower floors, with no proper spaces for support services on the two upper floors. There is no OT/PT room. There is a 783SF TS on the ground floor (marked G8 on the plans) that could service the multiple handicapped population, because of its proximity to a ground floor entrance and the presence of a bathroom in the room.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	The art room is undersized according to SED standards, but adequate for the current program, especially with the storage area. While it seems to be in the catacombs of the school, it serves the purpose. The physical education space is adequate, if it were only used for physed, but it also doubles as a dining area. Playground space is varied and adequate, with some new equipment and outside landscaping and upgrades that have upgraded the appearance of the school, notwithstanding the current drainage problem.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	The library media center encompasses two rooms and is inadequate as a space for learning, despite the fact that its aggregate size may be sufficient. As stated, there is no dining space adjacent to the cafeteria.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	The somewhat undersized office is currently located on the first level juxtaposed to a remedial reading room, across from the resource room and nurse. The nurses' office is adequate for the needs of the school.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 17.5-25.5, with a very large kindergarten class of 25. If the district were to raise class sizes in the future, this school could not accommodate a significant increase, due to its lack of distributed toilet facilities and the absence of the cafeteria.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	The teacher room is adequately proportioned near the front entrance and there is an adjacent area for small conferences.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	This area is seriously undersized for a computer room, falling well below the SED standard.
<div data-bbox="1177 1425 1768 1523">Average Score: 2.09</div>		

Elmer Avenue Elementary School

Overall Program Capacity Assessment

Elmer Avenue Elementary School ties together two eras of architecture with less success than many of its sister schools in the city. While the original structure is charming and unique and its classroom inventory for general education is adequate, its connections and support spaces are wholly inadequate, and in some cases non-existent (e.g no cafeteria).

There are 19 full size teaching stations of the 33, with an added three just undersized classrooms that we will count toward capacity. That leaves 20 net TS after music and art are subtracted. This would accommodate a r-6 general education model with two self contained (including one that may be appropriate for the multiple handicapped.) However, the best use of space in this building would be to decrease sections at the upper level, since there are two well equipped, oversized kindergarten rooms on the ground floor. Maximum student capacity at this building is 426, with a maximum of 22 general ed students per classroom, and two self

contained at 15 each. Currently, the school holds 415, which is more along the size it should be, based on the support spaces.

Support spaces and bathrooms in this school are not well distributed, and the lack of cafeteria and the undersized library make this a dubious place to increase student population.

Building Condition Survey (BCS) Information Street Address: 90 Elmer Ave

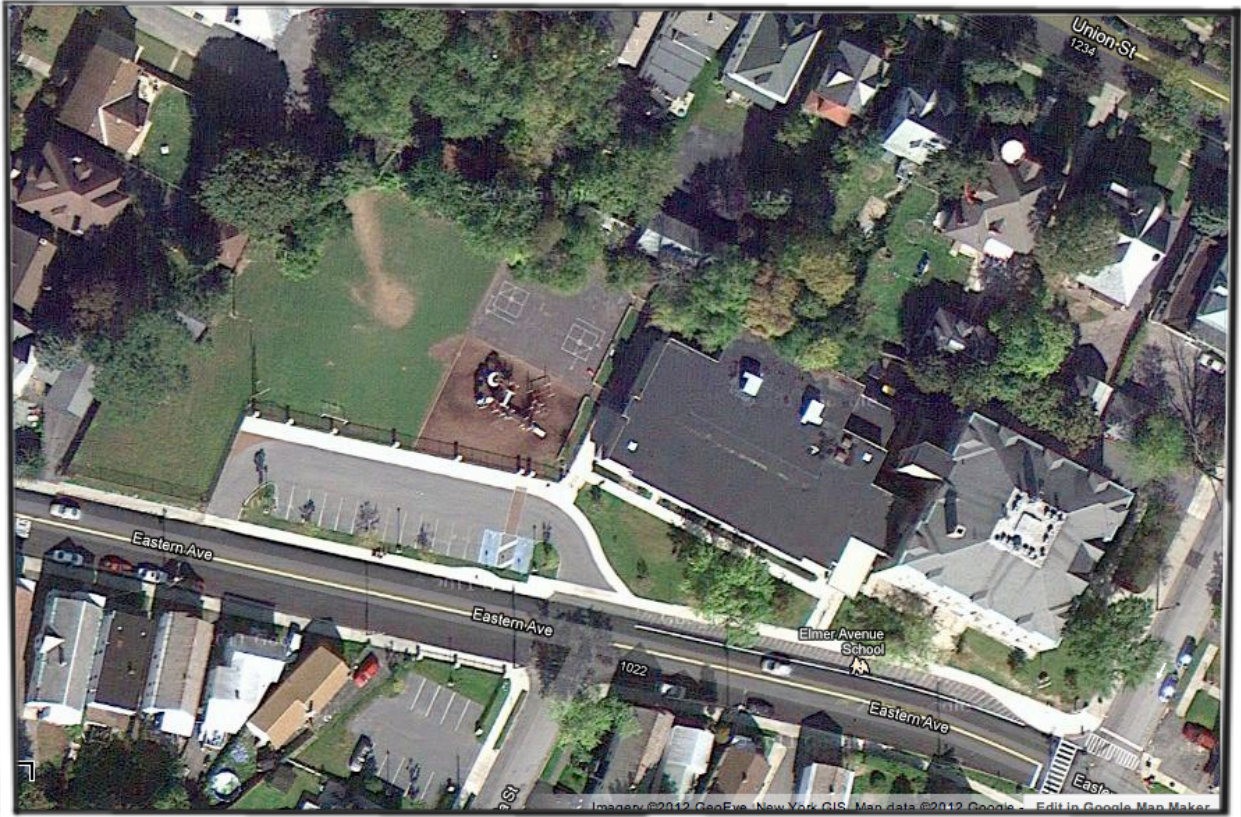
Original Build Year: 1905

Gross Square Footage: 53,081
Enrollment: 415
Students Per SF: 126

Number of Floors: 4

Building Owner: District

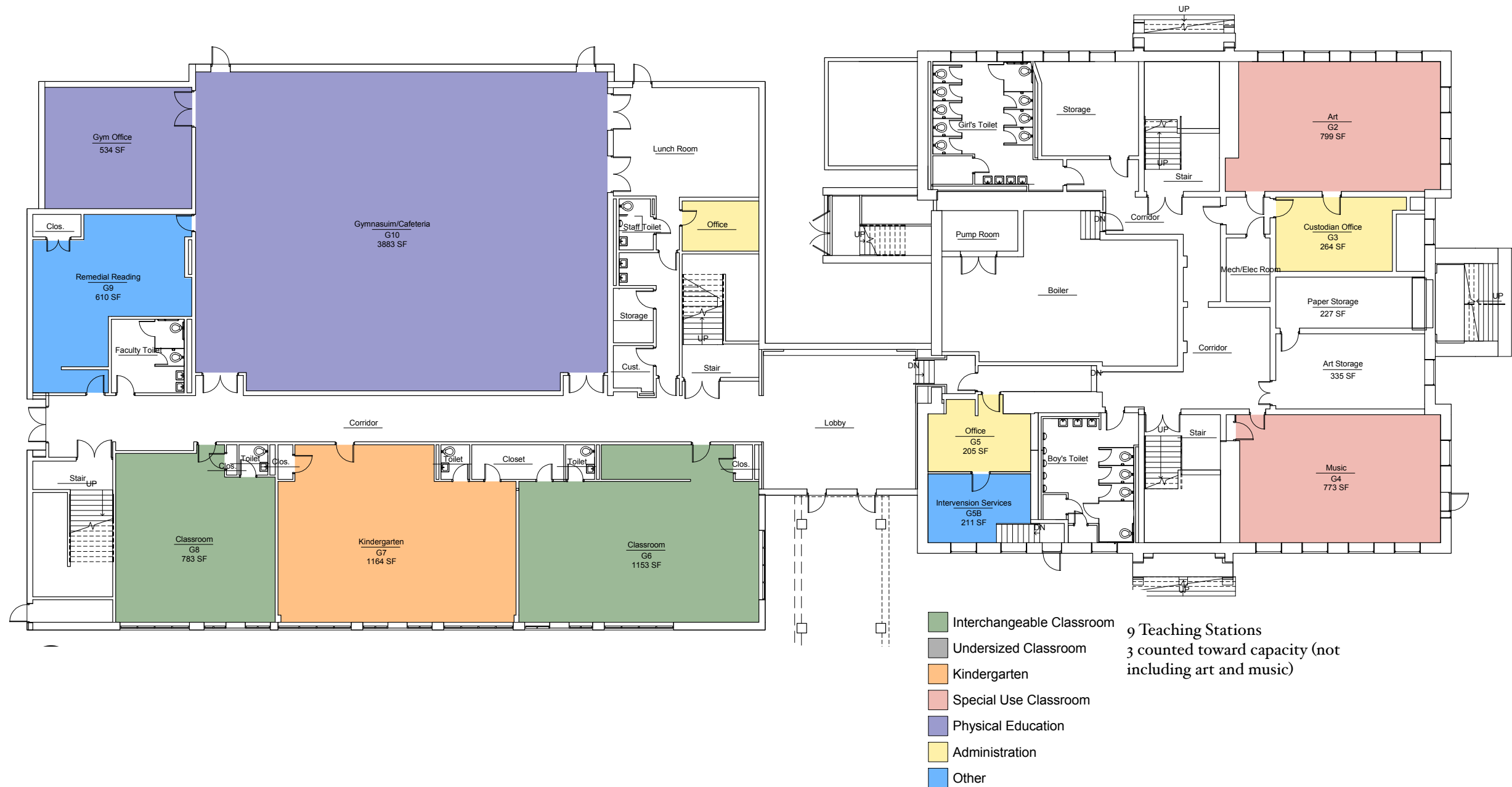
Estimated Capital Expenditure
for Deferred Maintenance:
\$3,222,821.00 (\$61 per SF;
\$7,618 per student)



Teaching Stations: 33
Full Size classrooms: 19
Net TS (Capacity): 20
Maximum Sections: 20

Configuration: Three-deep r-6, two self-contained, or some variation of using 18 TS for general education.
Maximum potential capacity: 426 students with a max class size at 22 and two self-contained at 15 students each.

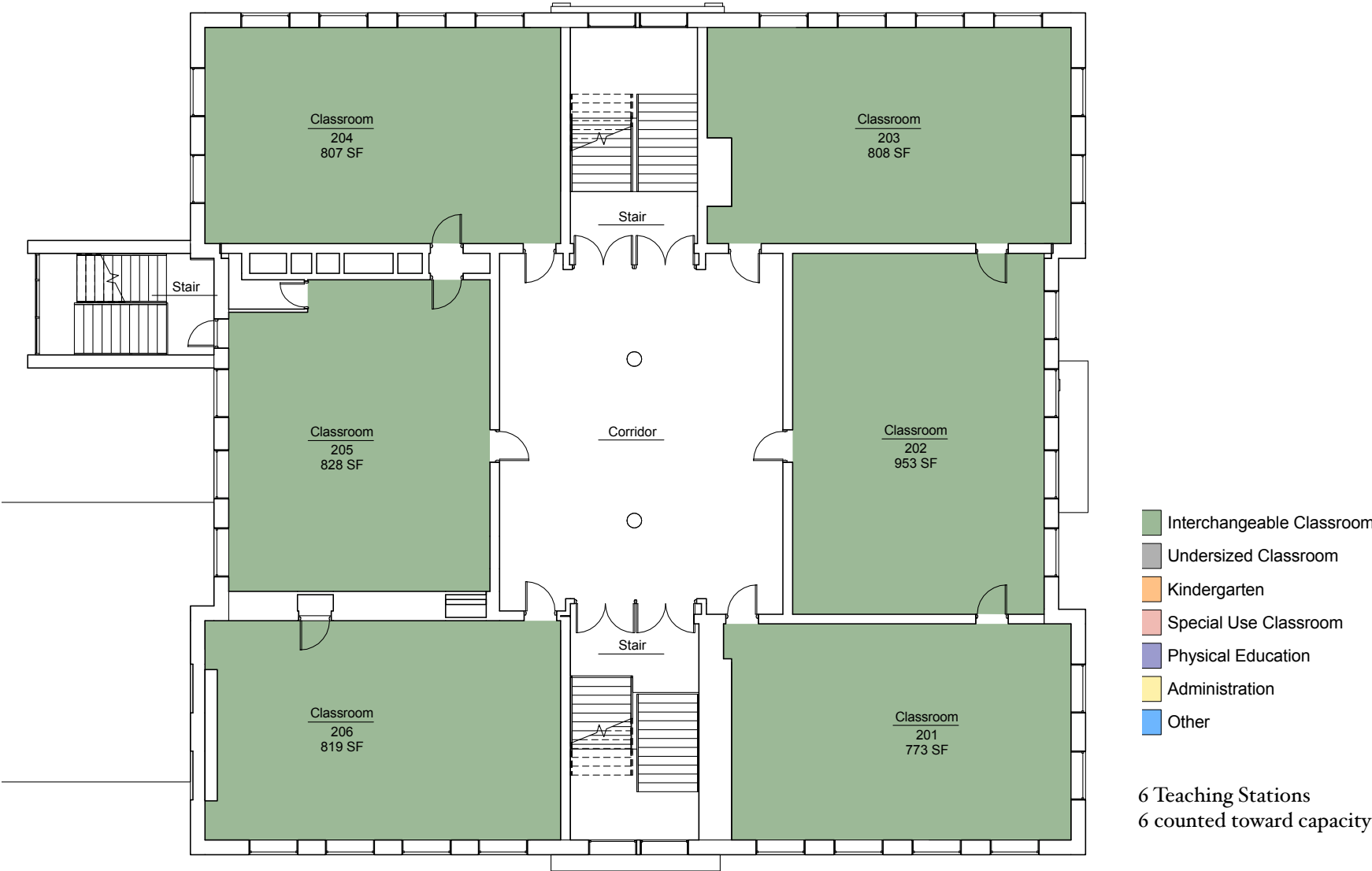
Elmer Avenue Elementary School Current space Allocation



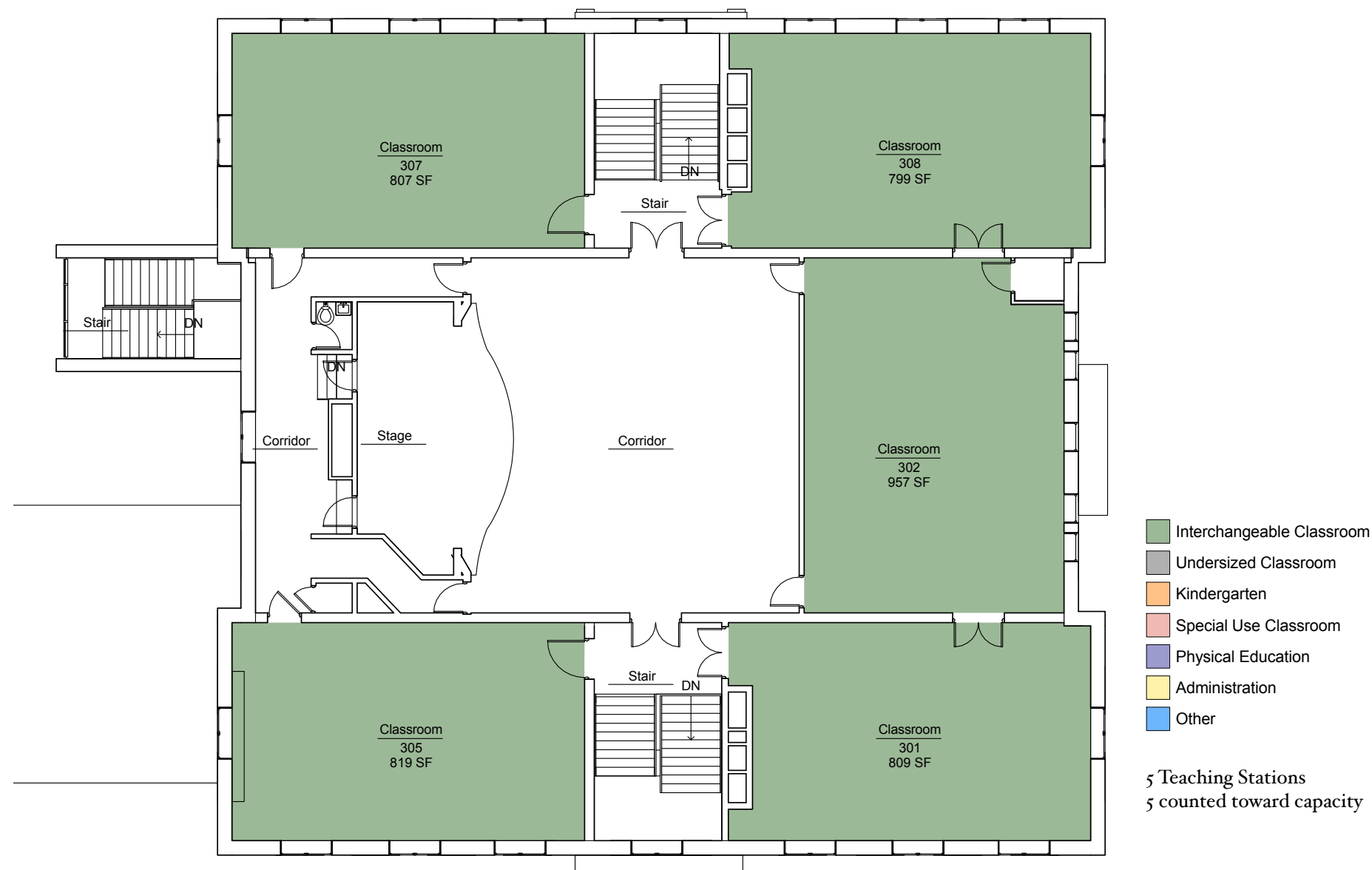
Elmer Avenue Elementary School Current space Allocation



Elmer Avenue Elementary School Current space Allocation



Elmer Avenue Elementary School Current space Allocation





FDR Elementary School

Built in 1913, the Franklin Delano Roosevelt Elementary School is located at 570 Lansing Street. The 27,219 SF building is a leased facility and is currently housing 185 K-6 students, one-section deep with two self-contained classes.

The school has **19 teaching stations** and **3 interchangeable teaching stations**, along with 9 undersized rooms, three of which are being used as art, music and computer classrooms, leaving a net of

six that can be counted toward capacity. Add the six undersized rooms to the three regulation sized classrooms gives you a total of nine classrooms that can be used to calculate the capacity of the building. If the district were to use its 9 teaching stations and max out classes at 22, the potential capacity of this building is 198 as an early childhood center – with no spaces that meet code for kindergarten students – and 154 students as a one-section-deep K-6 school, with a potential for support and self contained. With two self contained classes, that would bring the maximum potential capacity to 184 students.

The building’s size and unique layout make it an undesirable and inefficient place to run a traditional K-6 school or early childhood center. Nearly an entire floor is taken up by a beautiful physed station/auditorium, where the stage and hospitality rooms are used for teaching stations and support spaces. Possible future uses of this building might be for a special elementary program or District-sponsored charter school.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	2	The office and principal’s office are disproportionately large for the amount of students in the building, but they fill the need, nonetheless.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	1	Does not meet the standard for an elementary school, and cannot officially meet the standard for early childhood instruction. There are no teaching stations that meet the state minimum standard set for kindergarten, which is 900 SF equipped with a bathroom.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are no proper spaces for this program. Currently, there are a disproportionate amount of ESL students in the school – more than 10 percent – and a 129 SF space carved out of the stage being used for their instruction.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	It is difficult to understand where to enter this building. When entering the front door, there are no eyes on the door and the office is at the opposite end of the building. Though small, this building is poorly designed for security. The front door opens to stairs going right up into the main classroom area with no deterrent.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	Any of the teaching stations can be used for self contained special education.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There are no proper spaces for these programs. Current spaces being used are a hospitality room at the back of the gym, and two staging rooms off the auditorium stage.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	While not equipped with anything spacial, there are undersized spaces being used for art and music, along with an oversized physed station, and no playground to speak of.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	There is a library the size of an office and no formal dining area.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	1	The nurses' office is located at the front door and is sufficient size for the needs of the school. Other support spaces are carved out of whatever is available, including staging areas off the auditorium stage.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	The faculty room is actually quite nice, since it has a kitchen and serving area once used for a hospitality or bar. The book room is a closet in the back of the stage.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	There is a dedicated computer room.
<div data-bbox="1177 1425 1768 1523">Average Score: 1.36</div>		

FDR Elementary School

Overall Program Capacity Assessment

FDR is a charming building that is probably beloved by parents and faculty alike. It has the feel of a private school, not just because of its size but also because of its unique layout. It has support services and a kitchen all serving the needs of the smallest population of students in the district.

This building has little future potential for the District as an elementary school, and little potential as an early childhood education center. If the building is

maintained in the district's inventory, it might fit as a specialized elementary program or a district-sponsored charter school, where state mandate waivers could easily be achieved and a unique program could be designed and run in the unique setting.

Building Condition
Survey (BCS) Information
Street Address: 570 Lansing Street

Original Build Year: 1913

Gross Square Footage: 27,219
Enrollment: 118
Students Per SF: 231

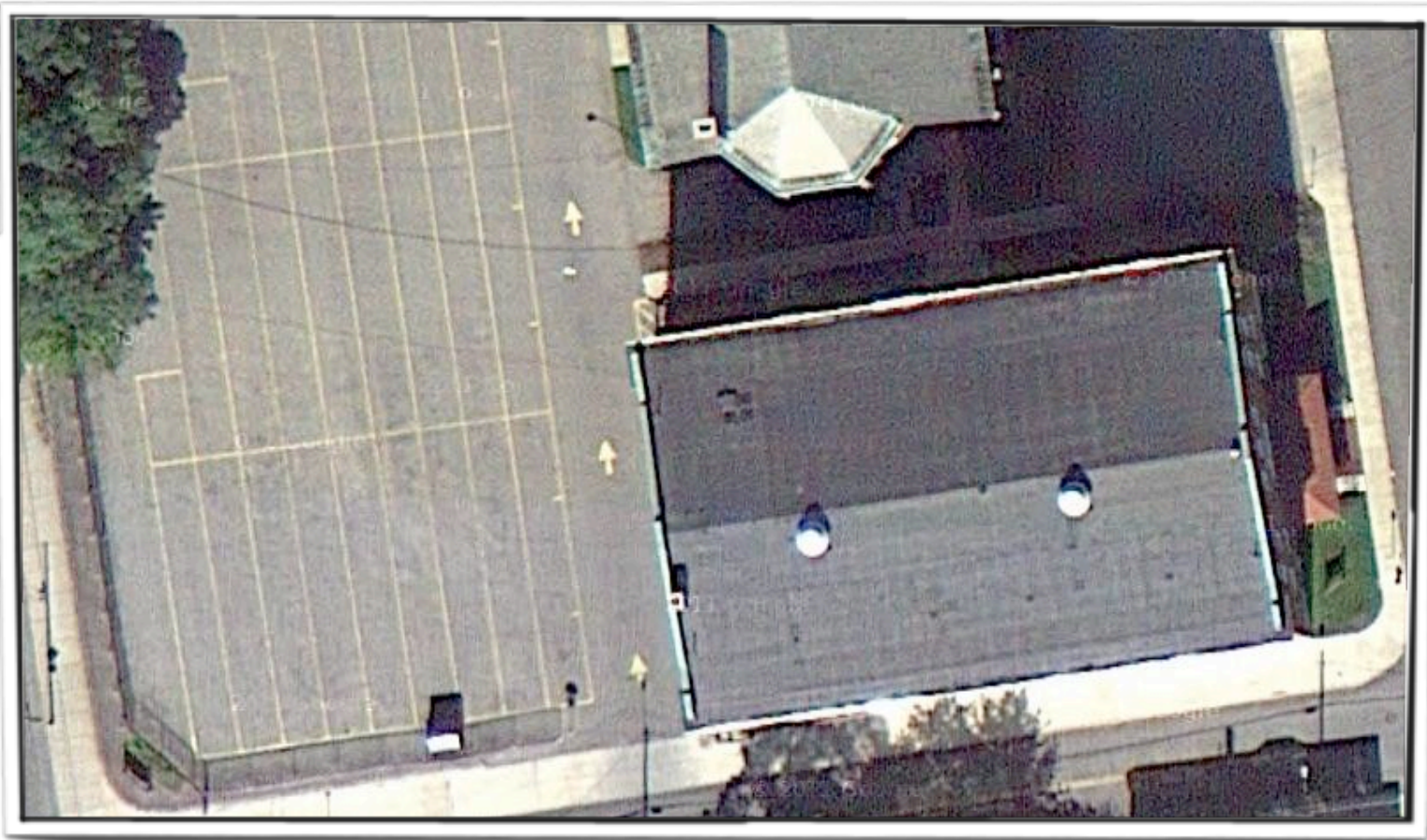
Number of Floors: 3

Building Owner: Leased

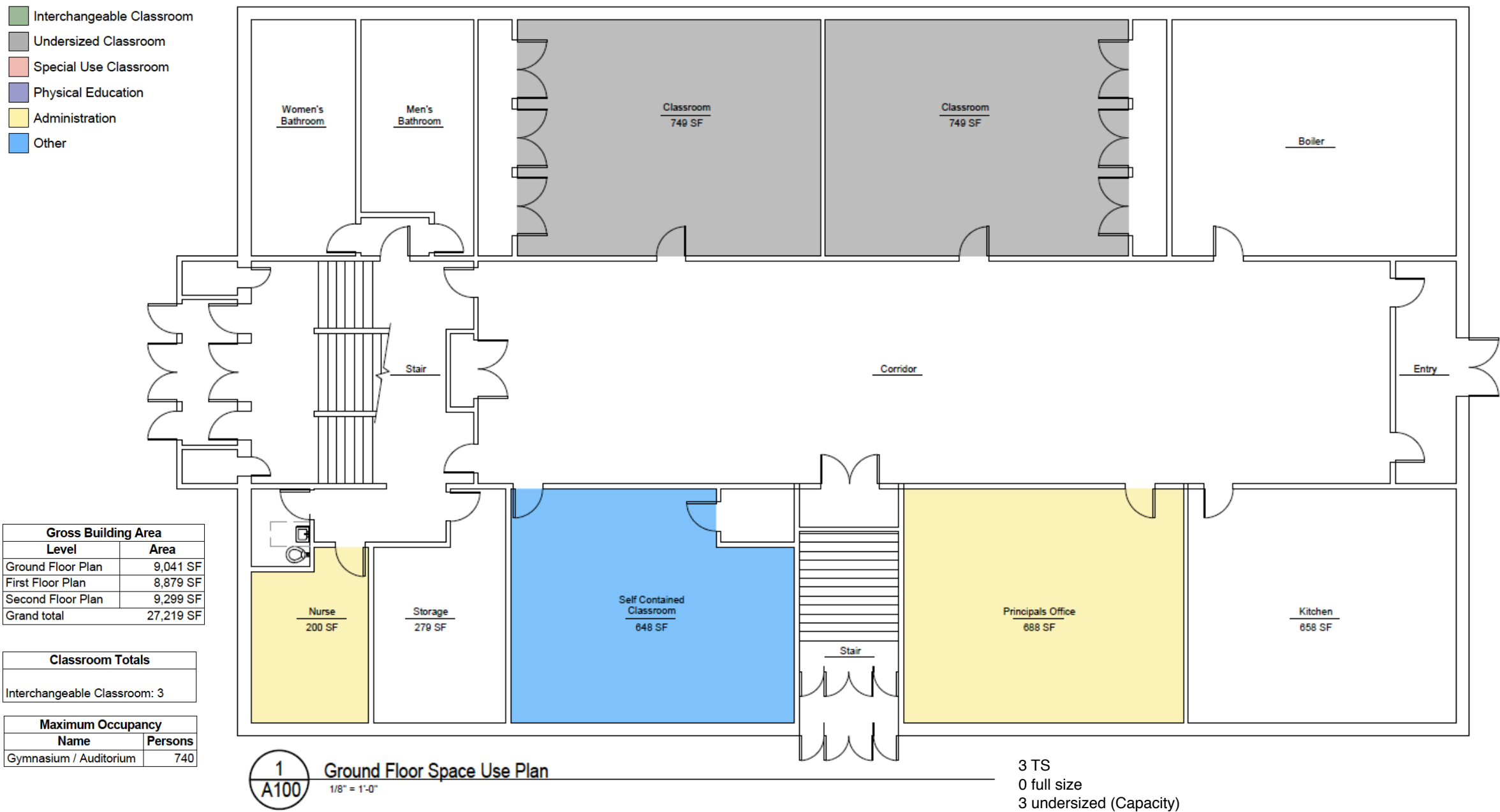
Estimated Capital Expenditure
for Deferred Maintenance:
\$1,267,502,00 (\$47 per SF;
\$10,742 Per Student)

Teaching Stations:	19
Full Size TS:	3
Undersized TS (inc. Art, Music, Comp)	9
Net TS (Capacity):	9
Maximum Sections:	9

Configuration: 9 sections of early childhood education, PK-K-1. Or, one-section-deep K-6
Maximum potential capacity: 198 PK-K students with a max class size at 22. Or, 154 students K-6, with some support space and two self-contained.

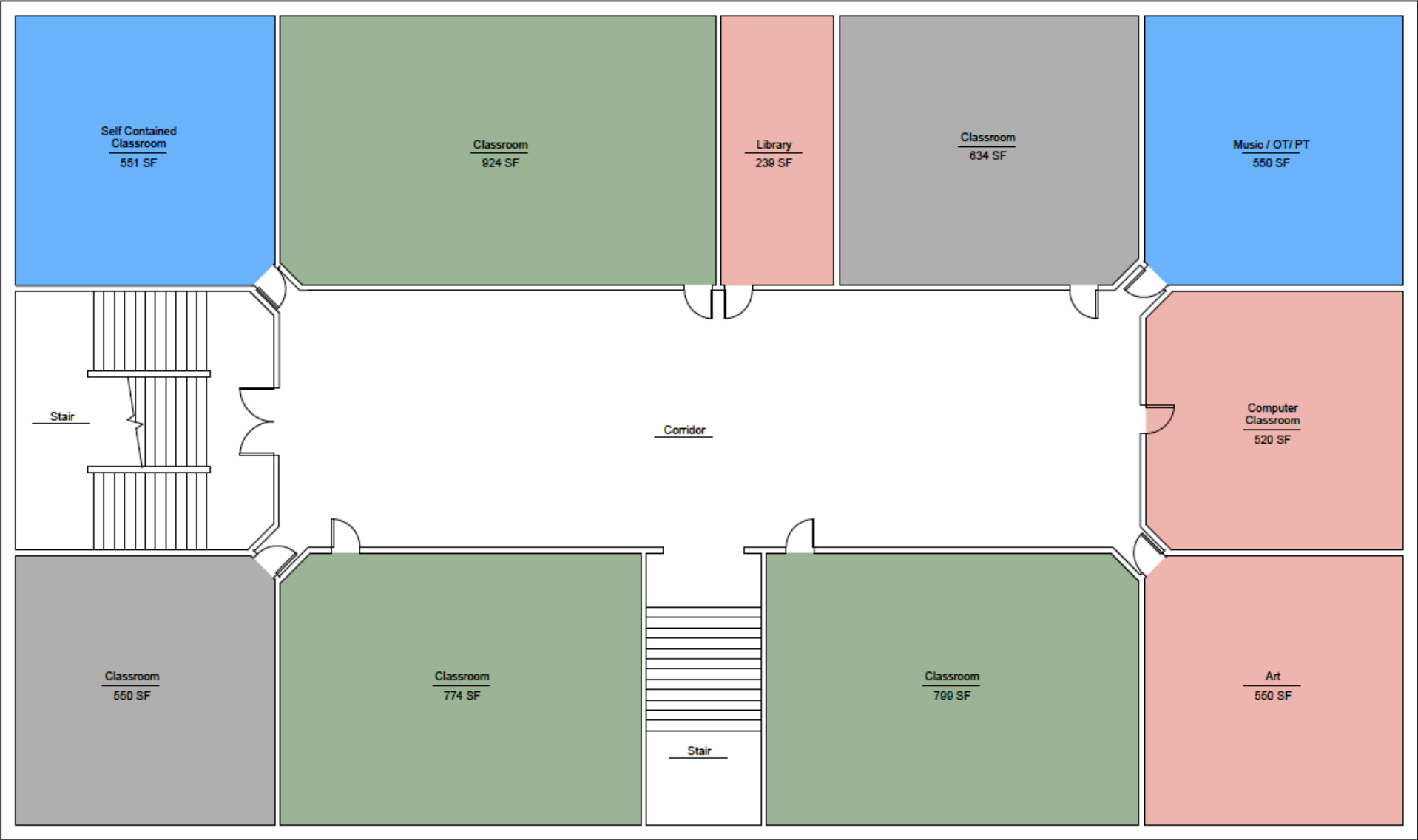


Franklin Delano Roosevelt Elementary School Current space Allocation



Franklin Delano Roosevelt Elementary School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Special Use Classroom
- Physical Education
- Administration
- Other



Gross Building Area	
Level	Area
Ground Floor Plan	9,041 SF
First Floor Plan	8,879 SF
Second Floor Plan	9,299 SF
Grand total	27,219 SF

Classroom Totals	
Interchangeable Classroom: 3	

Maximum Occupancy	
Name	Persons
Gymnasium / Auditorium	740

2
A100

First Floor Space Use Plan

1/8" = 1'-0"

10 TS
3 full size
3 undersized (Capacity)
3 specials

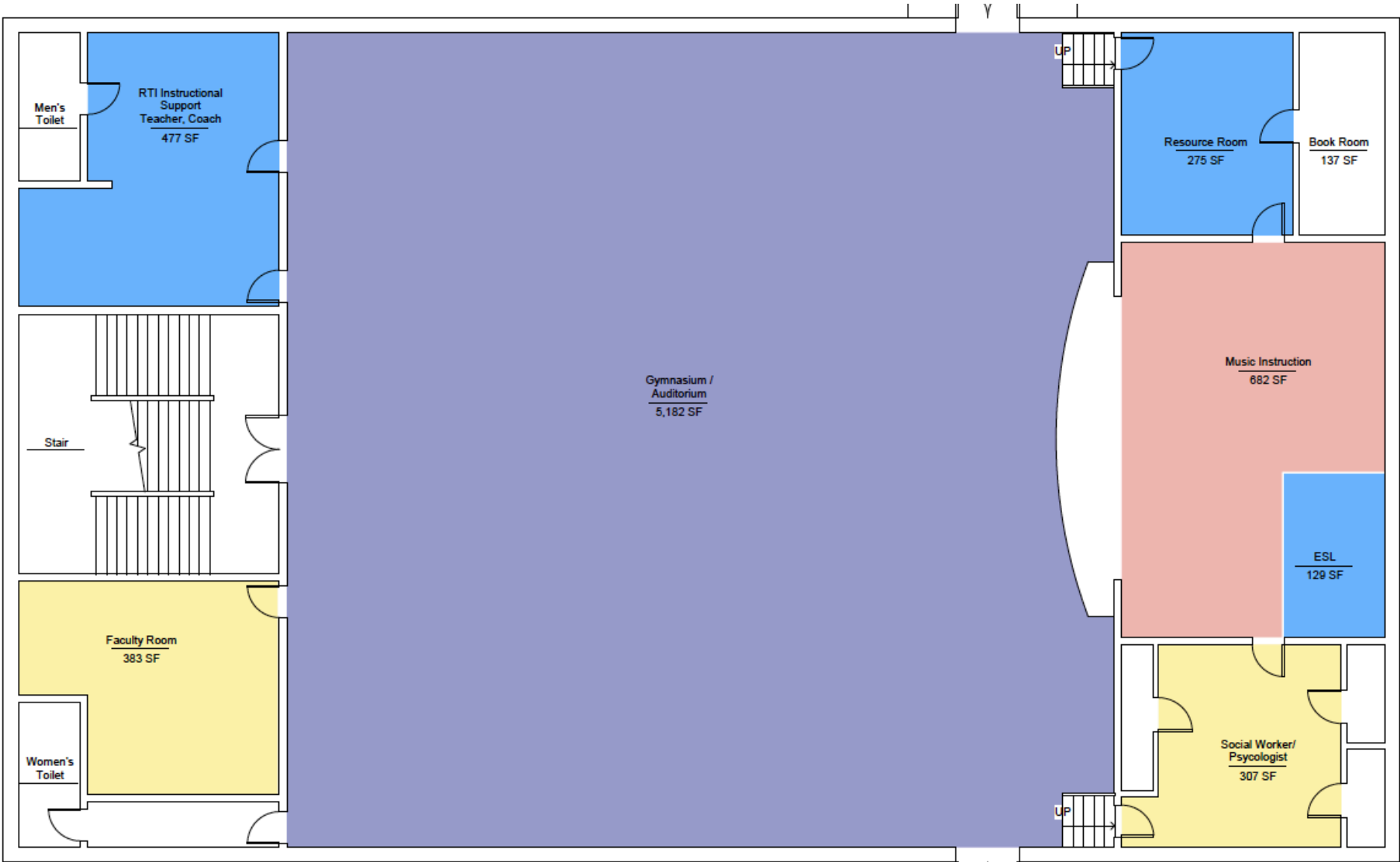
Franklin Delano Roosevelt Elementary School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Special Use Classroom
- Physical Education
- Administration
- Other

Gross Building Area	
Level	Area
Ground Floor Plan	9,041 SF
First Floor Plan	8,879 SF
Second Floor Plan	9,299 SF
Grand total	27,219 SF

Classroom Totals	
Interchangeable Classroom:	3

Maximum Occupancy	
Name	Persons
Gymnasium / Auditorium	740



3
A100

Second Floor Space Use Plan

1/8" = 1'-0"

6 TS
0 full size
0 undersized (Capacity)

Fulton Early Childhood Center



Built in 1905, the Fulton Early Childhood Center is located at 408 Eleanor Street. The 29,462 SF school currently houses 124 students in a PK-K program – students in a K-6 program – four sections of PK and five sections of kindergarten.

The school has **21 teaching stations** and **10 inter-changeable teaching stations** along with two barely undersized rooms that could unofficially be counted toward capacity. Counting those two undersized rooms allows for

12 net teaching stations counted for capacity, though the parenting classroom on the lower level should probably not be used as a classroom because of its location in the basement next to the boiler room and its limited natural light.

Fulton is ill-equipped to ever become a K-6 option, and is barely able to serve this early childhood function. Its gym is split in two for cafeteria. Offices and break rooms are on the stage. Only one of the classrooms meets minimum state standard for kindergarten. And the condition of the building is suspect.

With that said, if the district were to use its 12 teaching stations and max out classes at 22, the potential capacity of this building is 264, with no self contained special education option. With every self contained class added, just subtract one teaching station from the general population. Each self-contained class would bring the capacity down by 7-10, depending on whether the class added were a 12 or 15 student class.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	2	The office and principal’s office are sufficiently sized. The space is shared with a small nurses’ office, which is nicely positioned next door to the principal.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	1	Does not meet the standard for an elementary school, and cannot officially meet the standard for early childhood instruction. There is only one teaching station that meets the state minimum standard set for kindergarten, which is 900 SF equipped with a bathroom.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are 7 ESL students currently receiving services in a 56 SF converted closet. There are very few support spaces in the building. A space used for remedial reading on the second floor would be sufficient, but it is needed for that program. This is the only appropriate space in the building for ESL.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	Once a visitor finds the front door, the principal's office is to the right with no eyes on the door. While there is active security and the door is locked, once someone enters, they can go in three different directions.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	1	There is one room being used for inclusion presently that is equipped with a bathroom. The safe room is across the hall. There are no regulation sized rooms for smaller self-contained.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	There is no need for a resource room right now, and there is only one appropriate space for that function, which is being used by remedial reading. The speech room is adequate, albeit small, and the OT/PT function is being done at the lower level in an appropriately seized room. There are no areas within this building that could serve the multiple handicapped.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	1	There is a playground and gym, which is shared as a lunchroom, but the school is not quipped with proper spaces for art and music. If this were a one-section-deep school, these programs could function in teaching stations being used for general instruction.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	There is no library and no cafeteria.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The spaces being used for these functions are appropriately sized and nicely distributed throughout the building. The nurses' office is undersized, but it is in an excellent area right next to the principal's office, which is especially appropriate for the early grades.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	The teacher room is carved out of the stage in the gym.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	Doesn't currently exist.
<div data-bbox="1177 1425 1768 1523">Average Score: 1.36</div>		

Fulton Early Childhood Center

Overall Program Capacity Assessment

Fulton is one of the smallest and oldest schools in the district. It does not have the capacity to function as anything beyond an early childhood center. Yet, even this function is a stretch for this building, since its teaching stations (save one) generally do not meet minimum standards and it is bereft of some the basic support spaces for 21st century learning.

Building Condition Survey (BCS) Information
Street Address: 408 Eleanor Street

Original Build Year: 1905

Gross Square Footage: 29,462
Enrollment: 124
Students Per SF: 238

Number of Floors: 3

Building Owner: District

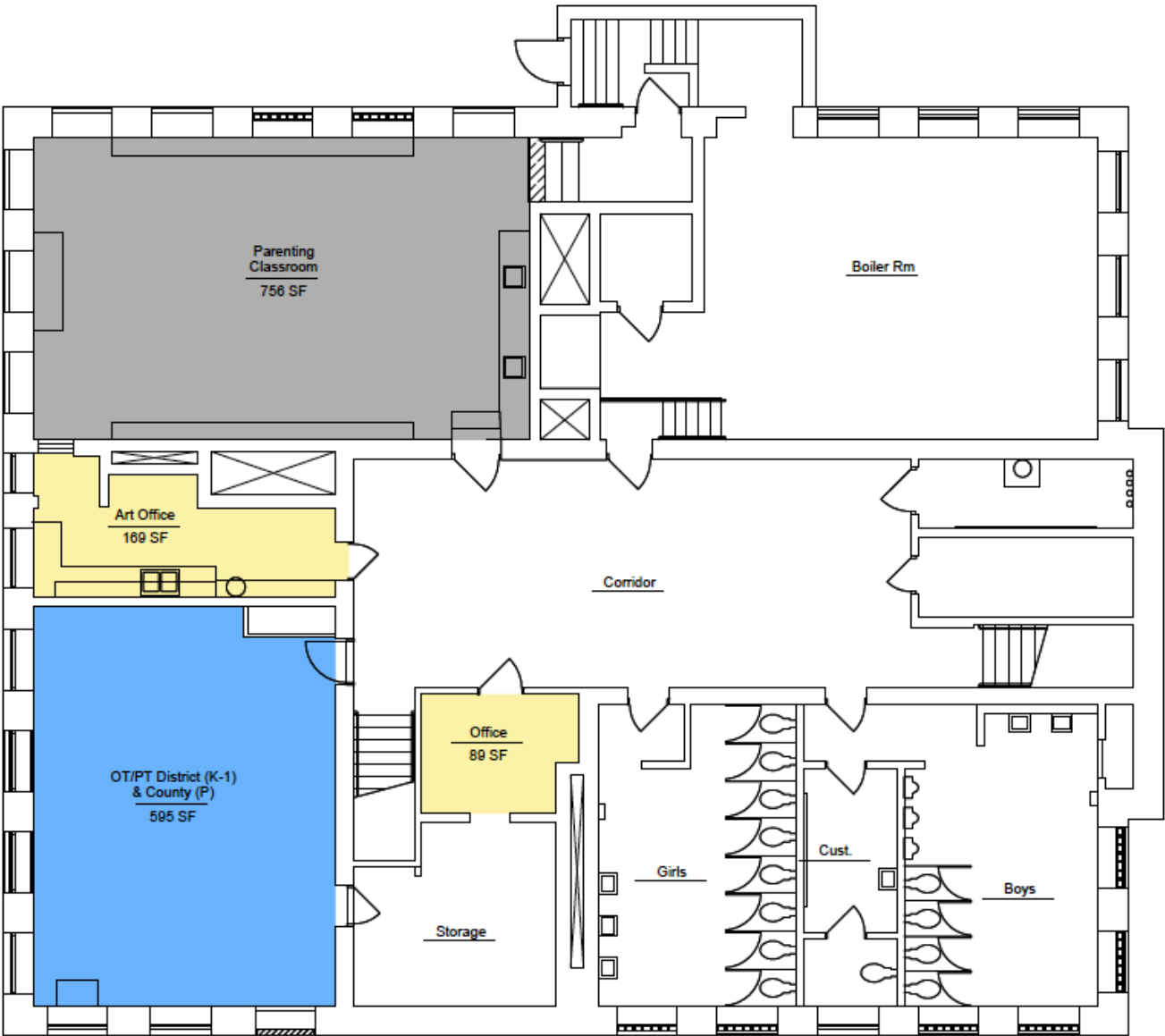
Estimated Capital Expenditure for Deferred Maintenance:
\$2,880,479 (\$98 per SF;
\$23,230 per student)

Its deferred maintenance estimate of \$2.9 million works out to \$98 per square foot. If the district were to make that needed investment, however, it would be left with an inadequate building on an undersized site.

Teaching Stations:	21	Configuration: 12 sections of early childhood education, PK-K-1. Maximum potential capacity: 264 students with a max class size at 22.
Full Size classrooms:	10	
Undersized TS	2	
Net TS (Capacity):	12	
Maximum Sections:	12	



Fulton Early Childhood Center Current space Allocation



- Undersized Classroom
- Kindergarten Classroom
- Pre-Kindergarten Classroom
- Physical Education
- Administration
- Other

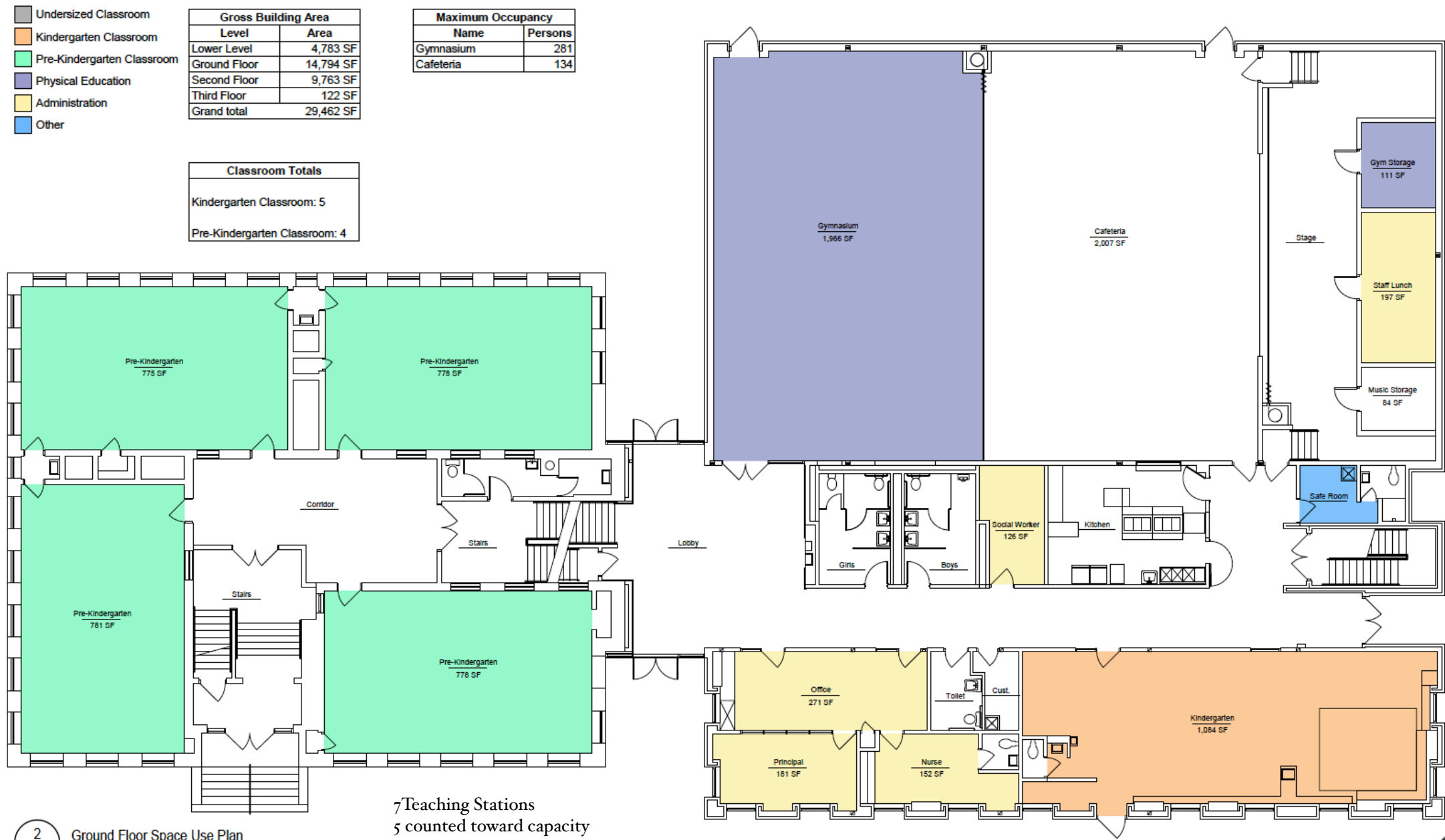
Gross Building Area	
Level	Area
Lower Level	4,783 SF
Ground Floor	14,794 SF
Second Floor	9,763 SF
Third Floor	122 SF
Grand total	29,462 SF

Maximum Occupancy	
Name	Persons
Gymnasium	281
Cafeteria	134

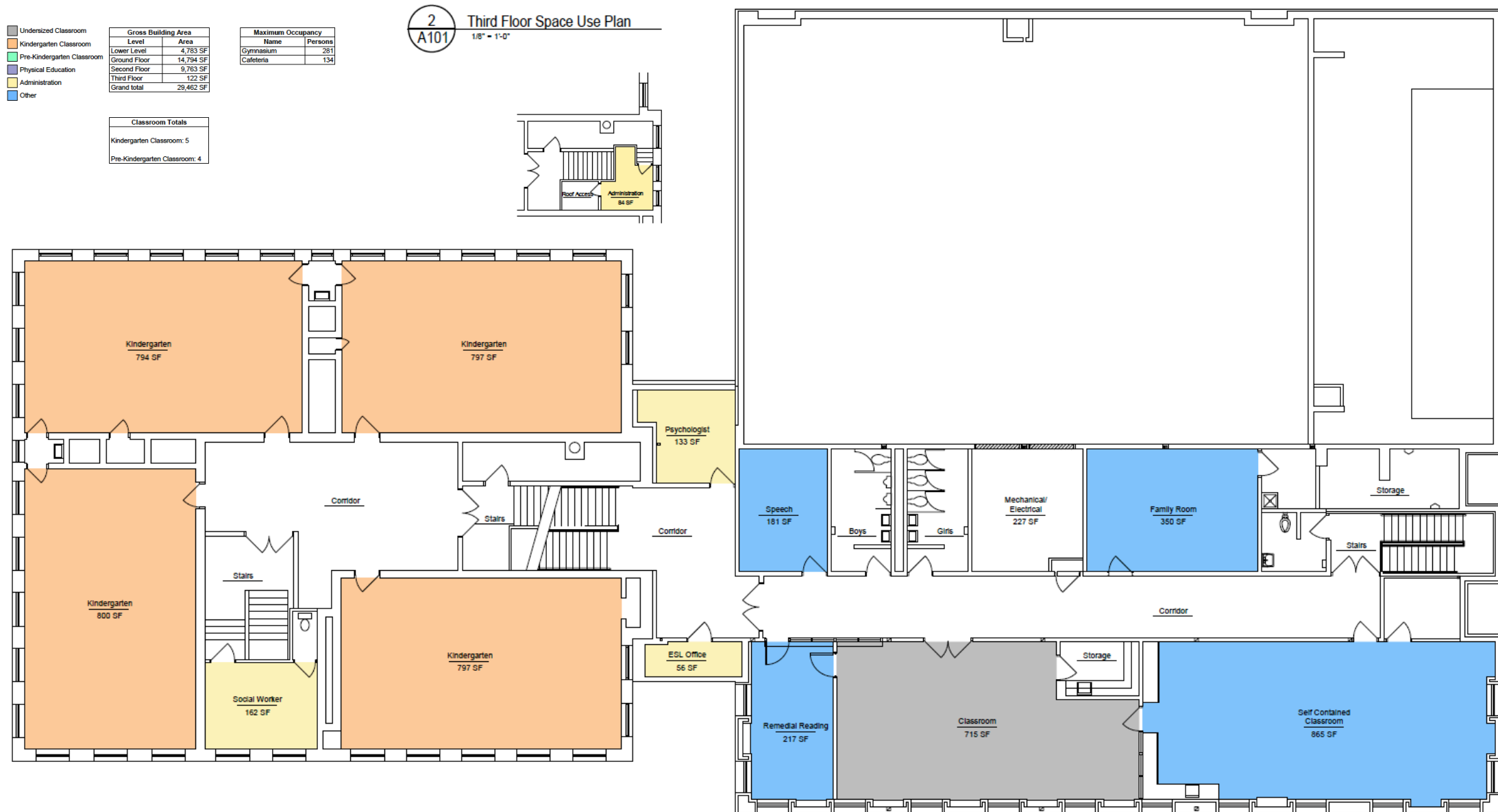
Classroom Totals	
Kindergarten Classroom: 5	
Pre-Kindergarten Classroom: 4	

2 Teaching Stations
o counted toward capacity

Fulton Early Childhood Center Current space Allocation



Fulton Early Childhood Center Current space Allocation



1
A101 Second Floor Space Use Plan
1/8" = 1'-0"

12 Teaching Stations
6 counted toward capacity





Hamilton Elementary

Built in 1914, the Hamilton Elementary School sits at the corner of 7th and Webster Streets. The 59,891

SF school currently houses 423 students in a three deep K-5 program, two deep at sixth grade with one self-contained.

While it nears its century mark, it has many elements that modern designers envy – including

adequately sized rooms with areas for storage, great light in classrooms, support areas, hallways and offices (thanks to its “donut” shaped design) and wide circulation areas that allow for small group interaction.

However, its core areas are undersized – including the gym and cafeteria – and it does not have any rooms that are large enough to meet code for kindergarten teaching stations. To create its library media center, spaces have been cobbled together in a way that seriously diminishes its appeal and usefulness.

The school has **34 teaching stations** and **24 inter-changeable teaching stations** (a dedicated art and music room included in that number) leaving **22 net teaching stations counted for capacity**. Therefore, Hamilton has the potential to house a **three-deep K-6 elementary program, with one self-contained classroom**, or a three deep program at six grades, with two deep at either kindergarten or 6th grades, with two self-contained. Maximum potential capacity is 477 students with a max class size at 22 and one self-contained at 15 students.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office area is sufficiently sized, with an ample principal’s office that allows for a conference table.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	The school falls short in the number of teaching stations that can be counted for capacity and the size of the kindergarten rooms. As stated, there are no rooms that meet SED standard at this school for kindergarten space. Also, there are not enough rooms to house a three-deep, K-6 program with two self contained rooms. One of the potentially inter-changeable classrooms is currently being used for a time-out/homework room, which accounts for why the school is currently two deep at all grades but sixth and houses only one self-contained classroom
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	There are currently 18 ESL students assigned to Hamilton. There are two adequately sized 588 SF spaces with light on the ground floor that meet the needs of the expected level of ESL population – one is currently being used for that purpose, the other as a book room.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	This school provides an excellent example of how every school entrance should be designed, with a single point of entry, eyes on the door, locked internal doors, and a pathway through the office into the school for all guests.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	1	To run a three deep K-6 program at this school, there could only be one self-contained room. There are no rooms equipped with “safe rooms” within the classroom, and we saw no areas within the building that could be used for students who are acting out.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	Spaces that are appropriate for supporting the identified population at the school are all located on the ground floor, which could probably be a good feature if space could be assigned down in this area for the self-contained classrooms. Currently, the inter-changeable classroom space on this floor is dedicated to kindergarten, art and music. There are two identified resource rooms that are below SED standards, both on the ground floor, two remedial reading spaces, a social worker’s office and an undersized OT/PT room. This would not an ideal location to serve students with multiple handicaps could be served.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	The art room is undersized according to SED standards, but adequate for the current program. The music room doubles as a band and choral room. The physical education space is undersized for both program and staging needs. Students pack into the gym in the morning before they go to their respective areas. Playground space is varied and adequate, with a courtyard that provides for multiple uses along with excellent security.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center is grossly inadequate as a space for learning, despite the fact that its size is more than sufficient. The spaces that have been cobbled together are uninspiring, poorly furnished, and not user friendly. The cafeteria is also undersized for the population of the school.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The office is currently located on the ground level juxtaposed to a resource and remedial which is attached to a remedial reading location. While the nurses' office is located in the wrong part of the school, it is nicely sized and equipped.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 18-23. If the district were to raise class sizes in the future, core areas would be undersized to meet the needs of the population.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	While the school does have a faculty room for dining, it does not have dedicated distributed spaces for faculty, nor spaces for teachers to meet either in conference, as a group or with parents.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	This area is seriously undersized for a computer room, falling well below the SED standard.
<div>Average Score: 2.27</div>		

Hamilton Elementary School

Overall Program Capacity Assessment

Hamilton Elementary School is somewhat undersized to accommodate the ideal elementary program outlined under the Educational Specification Program Framework that would be three sections deep at all grades.

Its 22 teaching stations counted toward capacity is one shy of the 23 needed to house a K-6, three sections deep general educational program with two self contained sections of identified students.

This school's support and core areas are undersized and poorly distributed, limiting its ability to accommodate the program if class sizes increased dramatically. At an average class size of 25, the school could hold 550 students, but its core areas would be stretched beyond their limits. For example, the capacity of the gym is just under 400 students. This is the only area in the school where all students can fit, albeit somewhat

uncomfortably. If population increased, there would be no area to stage or gather all students. There are also site limitations.

With some upgrading, however, this school can be retrofitted for 21st century learning and has many of the attributes needed to remain an important place for learning in the years and decades to come.

Building Condition Survey (BCS) Information Street Address: 1091 Webster Ave

Original Build Year: 1914

Gross Square Footage: 59,891
Enrollment: 423
Students Per SF: 142

Number of Floors: 3

Building Owner: District

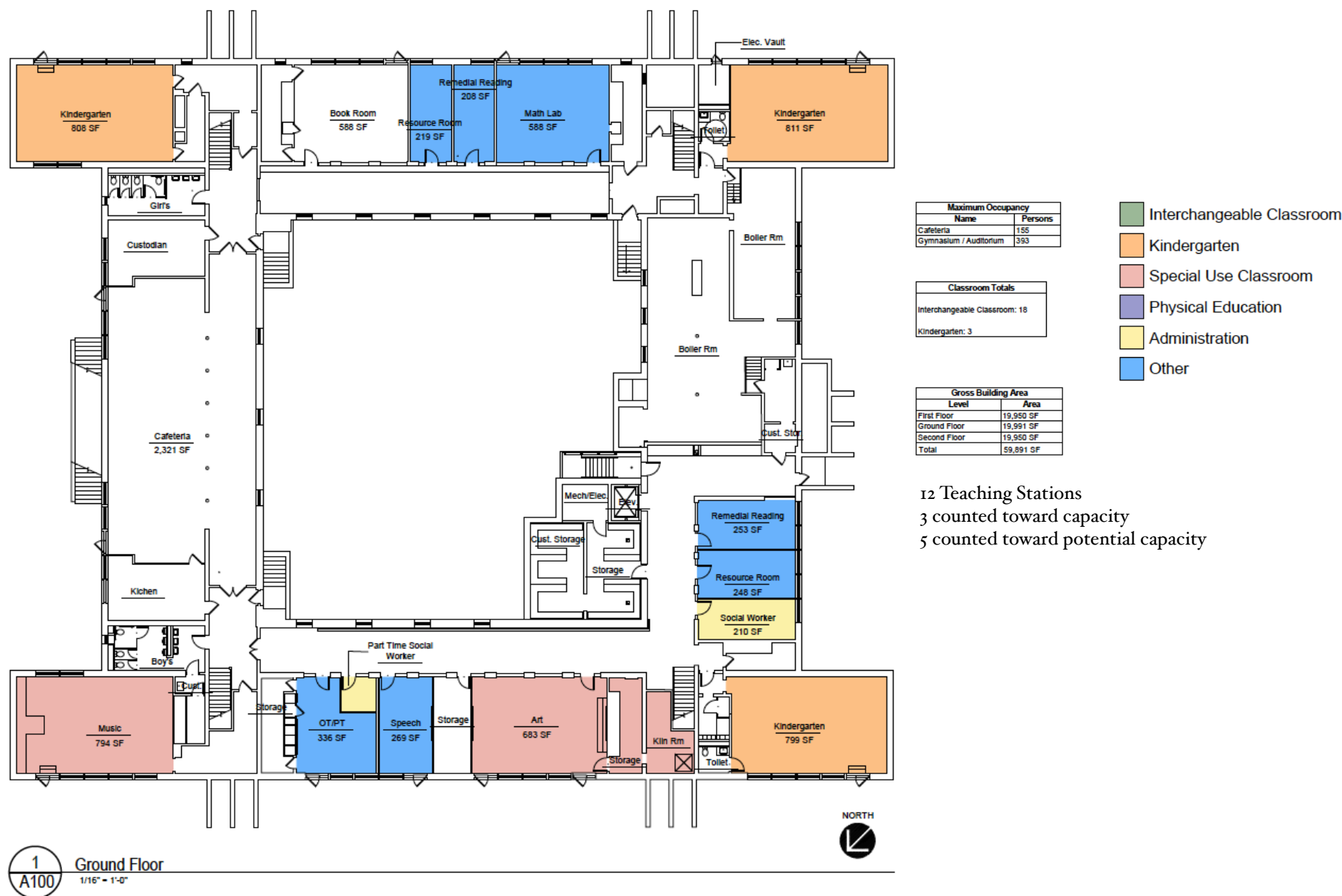
Estimated Capital Expenditure
for Deferred Maintenance:
\$3,266,393.00 (\$55 per SF;
\$7,722 per student)



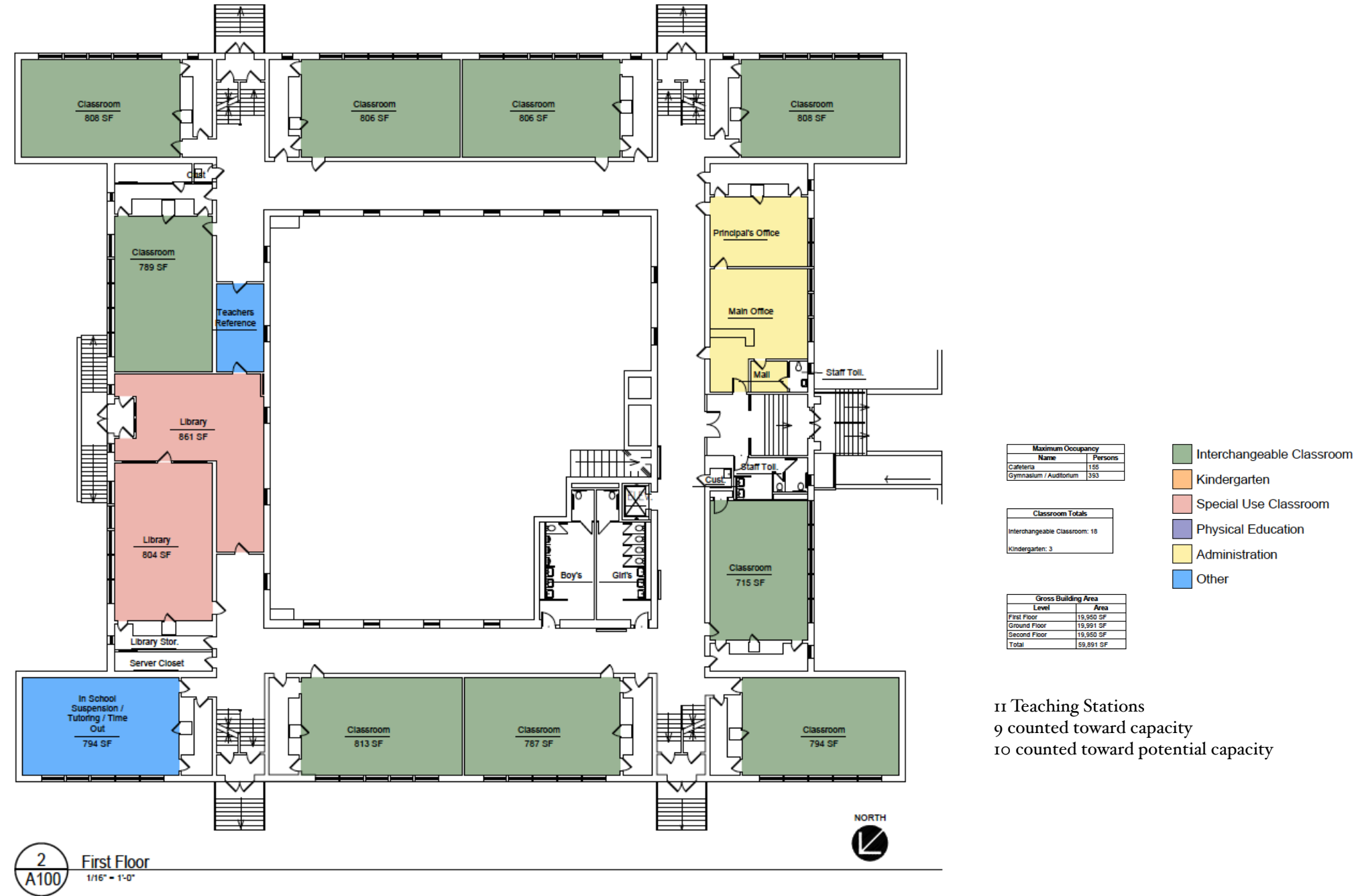
Teaching Stations:	34
Full Size classrooms:	24
Net TS (Capacity):	22
Maximum Sections:	22

Configuration: Three-deep K-6, One self-contained.
Maximum potential capacity: 477 students with a max class size at 22 and one self-contained at 15 students.

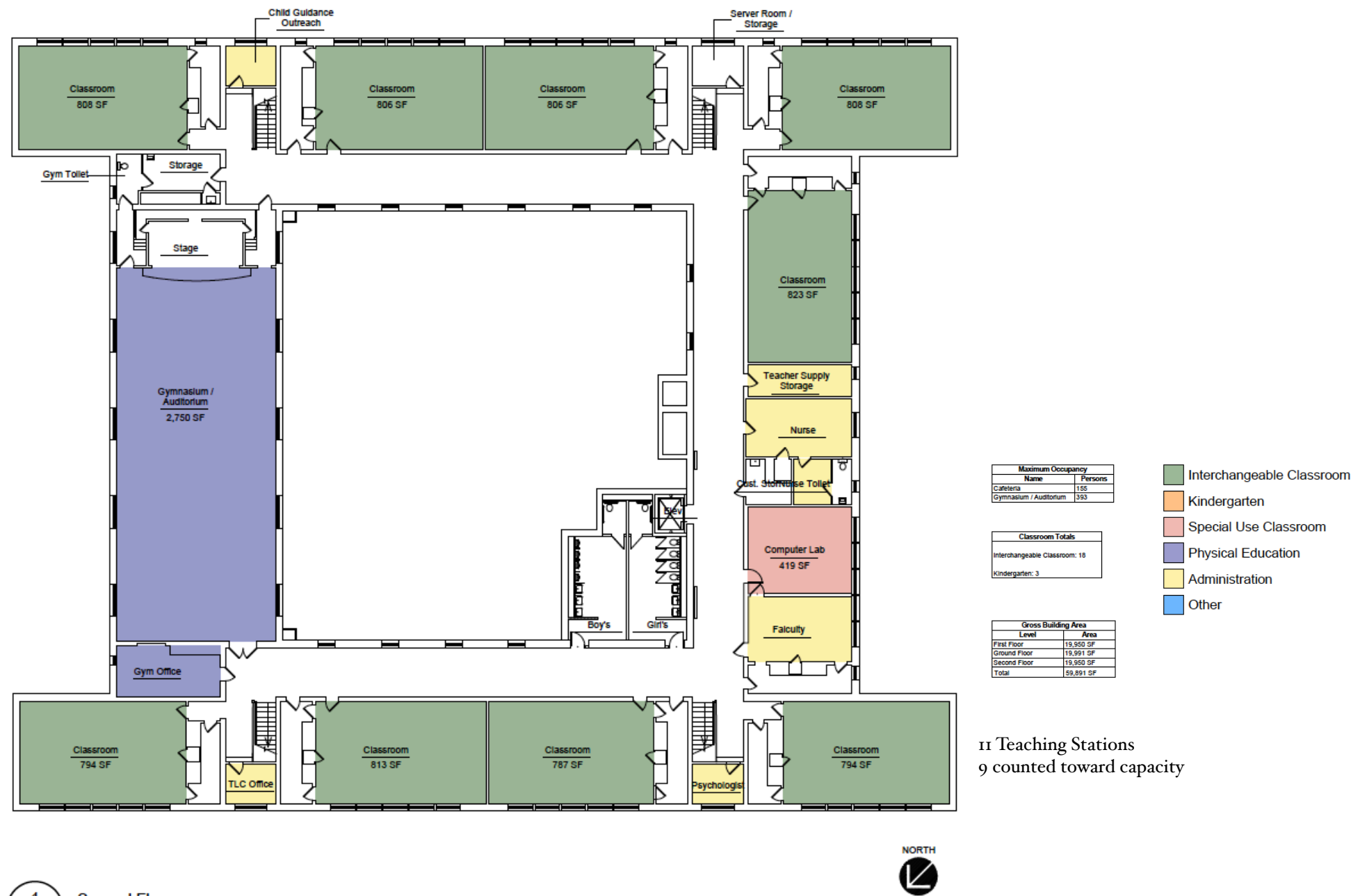
Hamilton Elementary School Current space Allocation



Hamilton Elementary School Current space Allocation



Hamilton Elementary School Current space Allocation





Howe Early Childhood Ed Center

Built in 1923, the Howe Early Childhood Education Center is located at 1065 Baker Street. The 42,609 SF school currently houses 94 students in four sections of Pre-K and three sections of kindergarten, along with one self-contained section of 11 students. One floor of the

school is dedicated to professional development, with two CISCO classrooms, three general PD rooms, a conference room and teacher center, along with a PD library.

Both the original and newer section of this building are very dated, with very few teaching stations meeting regulation size for general education and very few properly sized support spaces to accommodate a more expanded elementary program.

The school has **24 teaching stations – 7 inter-changeable teaching stations** and another **11 slightly undersized rooms** that can be counted toward capacity – leaving **15 net teaching stations**

counted for capacity (after subtracting three from that number for art, music and library.) Therefore, Howe has the potential to house a **two-deep K-6 elementary program, with two self-contained classrooms** if room 030 were used for a smaller self-contained room This school has many limitations, however, not the the least of which are the cramped entry, tiny cafeteria that can sit only about 50-60 in one serving, and a library that would only be the size of a classroom and which is currently located on the third floor. Maximum potential capacity is 338 students with maximum class size at 22 and two self-contained at 15 students.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	2	The entrance of Howe is more like walking into an old office building or Victorian home than it is a school. While there is plenty of space for all functions, it is not properly apportioned for a fully functional elementary program.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	While the newer wing of the school has classrooms equipped with toilets, there is only one properly sized kindergarten room. A two-deep K-6 program could run at this school, but its core and support spaces would be grossly deficient.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	Currently, there are no ESL students being served at the school, but there are a number of appropriate spaces with natural light that potentially could be used for this purpose.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	This school provides a secure entryway, where there are “eyes” on the entrance and a gatekeeper.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	3	Running a two deep program would allow for room 006 to continue to be used for Special Education self-contained, with a safe room attached. Additionally, room 030 is a 500+ SF space that could be used for a self-contained. Currently, it is used for the school psychologist.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There are very few spaces that would be appropriate for many of the support services needed to run a fully functional elementary program. Three current spaces are available for support services, with a storage room as a potential fourth. This would not be an appropriate location for the multiple handicapped.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	The art room is undersized according to SED standards, but adequate for the current program. Currently, there is no dedicated music room (art and music share). One of the undersized rooms would no doubt be allocated for this use. The gymnasium is more than sufficient for the population of the school and doubles as a performance/assembly space. The playground is large and has various potential activity areas.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	The library is located on the third floor and it encompasses two teaching stations. If the school were to go two-deep, the space would have to be limited to one teaching station and it should be relocated to a more central area of the school. The cafeteria is potentially one of the biggest stumbling blocks to expanding enrollment at this school, since it only serves some 60 children at a time. While there is no doubt that more children can be sardined in this area, even four serving of 80 children would only add up to 320.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	While the nurses' area would be small for a fully functional elementary school, it is likely workable. There are also appropriate spaces for the school psychologist and social worker.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	Maintaining small class sizes at this facility would be a necessity if this were to function with a full elementary program. Properly serving the needs of 330+/- students would challenge this facility to its very limits.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	The school does have a faculty room for dining, albeit very small. It also has a conference room at the entrance of the facility that could be used by teachers.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	There are dedicated technology areas for professional development that might be used for a computer room. This, however, would affect the number of sections that could be housed at the school. The CISCO room on the first floor could be converted into the library, since it is fitted out for technology.
<div>Average Score: 2</div>		

Howe Early Childhood Education Center

Overall Program Capacity Assessment

Howe Early Childhood Education Center cannot support a three-deep K-6 program, and is not well equipped to support a two-deep program either. However, if the district’s professional development functions were removed from the building, it could be used to accommodate a two-deep K-6 program, though with many limitations.

Its 15 teaching stations counted toward capacity would allow for a two-deep K-6 program, with two self-contained sections of identified students, one to be housed in an undersized room currently used by the psychologist.

While the school’s gym is far beyond the needs of any potential population, the cafeteria is woefully undersized. Additionally, its library-media space is not centrally located and it would have to be fit into one teaching station. Support spaces for academic intervention, resource, speech and reading would have to be shared, since there is a dearth of ancillary spaces in this building.

If one were to max out class size at 22 with two self-contained at 15 each, the potential maximum enrollment with a two-deep program would be 338.

Major portions of this building would have to be redesigned and renovated to truly make it a building that could house a full elementary program and deliver 21st century learning. There is room on the site to expand core areas.

**Building Condition
Survey (BCS) Information**
Street Address: 1065 Baker Street

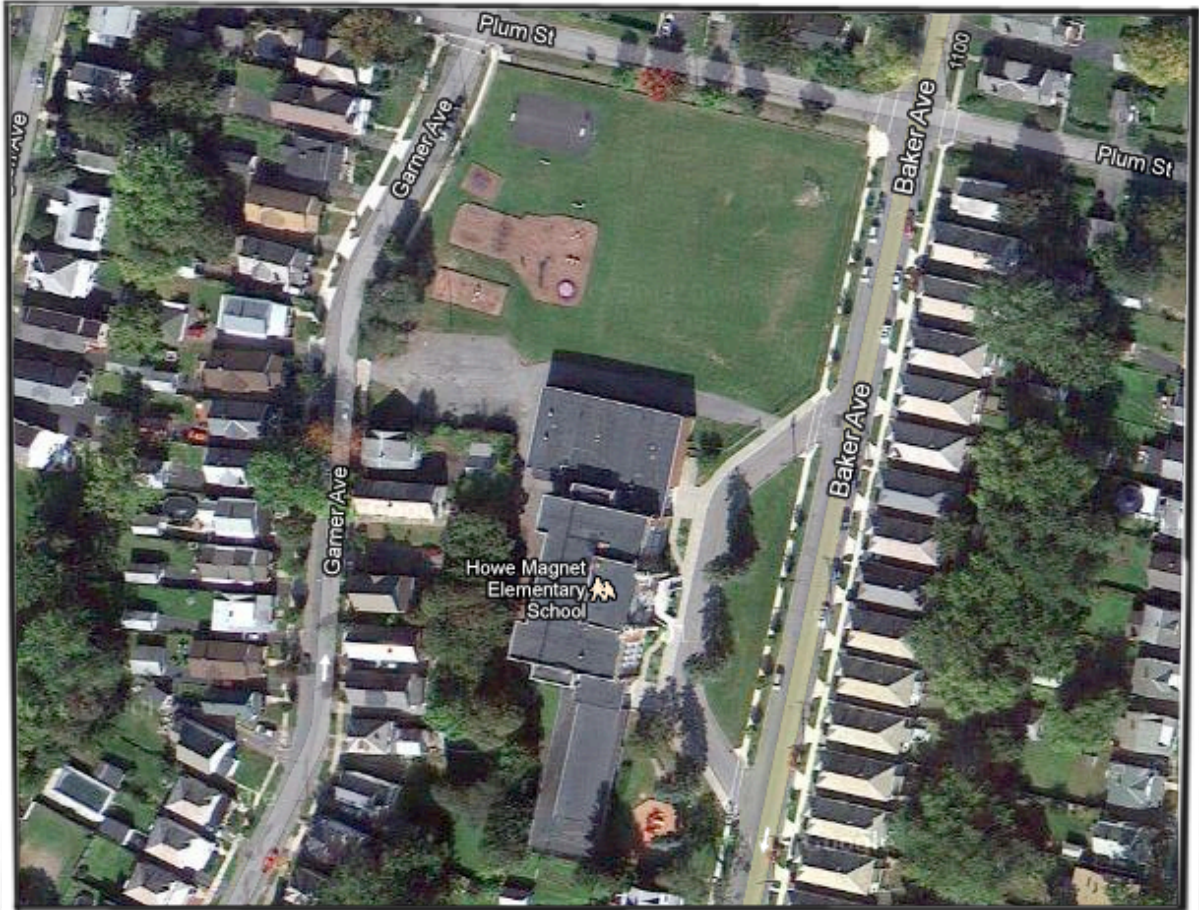
Original Build Year: 1923

Gross Square Footage: 42,609
Potential Enrollment: 338
Students Per SF: 126

Number of Floors: 3

Building Owner: District

**Estimated Capital Expenditure
for Deferred Maintenance:**
\$2,274,057.00 (\$53 per SF;
\$6,728 per student)



Teaching Stations: 24
Full Size classrooms: 7
Net TS (Capacity): 15
Maximum Sections: 15

Configuration: Two-deep K-6, two self-contained.
Maximum potential capacity: 338 students with a max class size at 22 and two self-contained at 15 students.

Howe Early Childhood Ed Center Current space Allocation

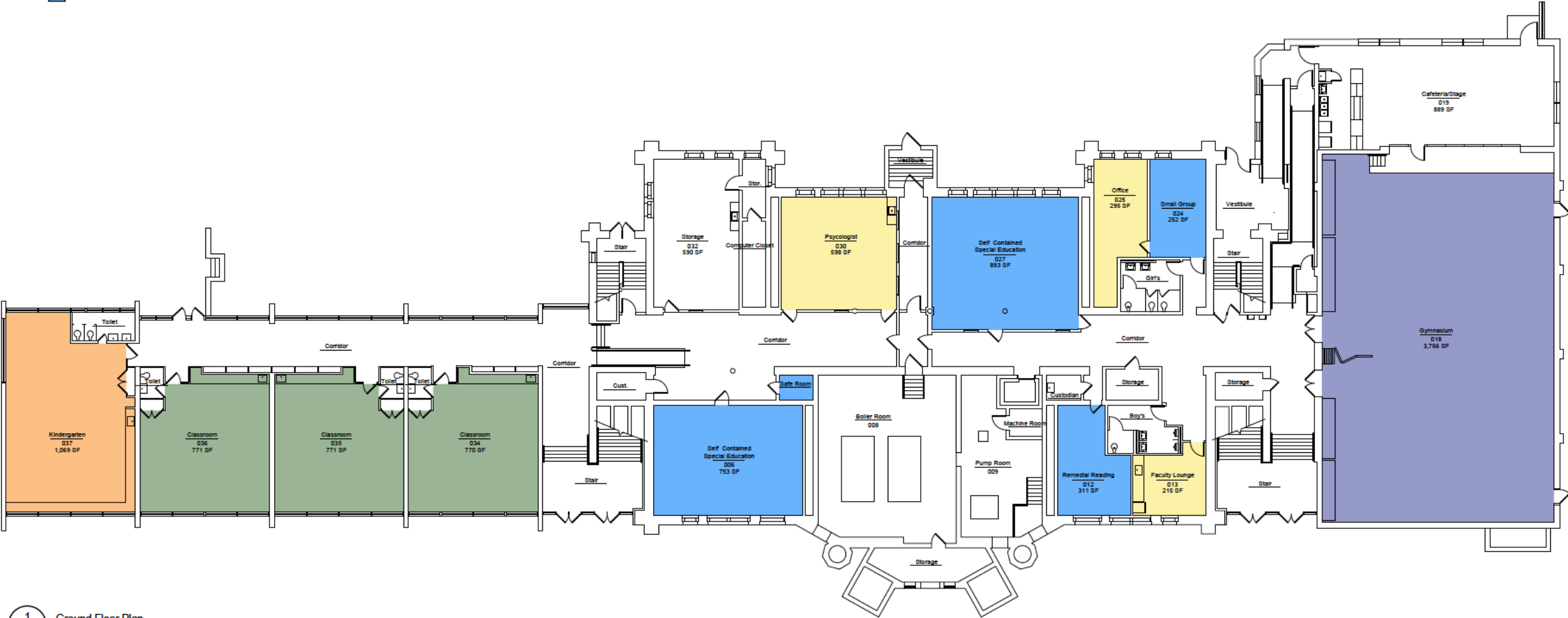
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals	
Interchangeable Classroom:	3
Kindergarten:	1

Maximum Occupancy	
Name	Persons
Gymnasium	538
Cafeteria/Stage	59

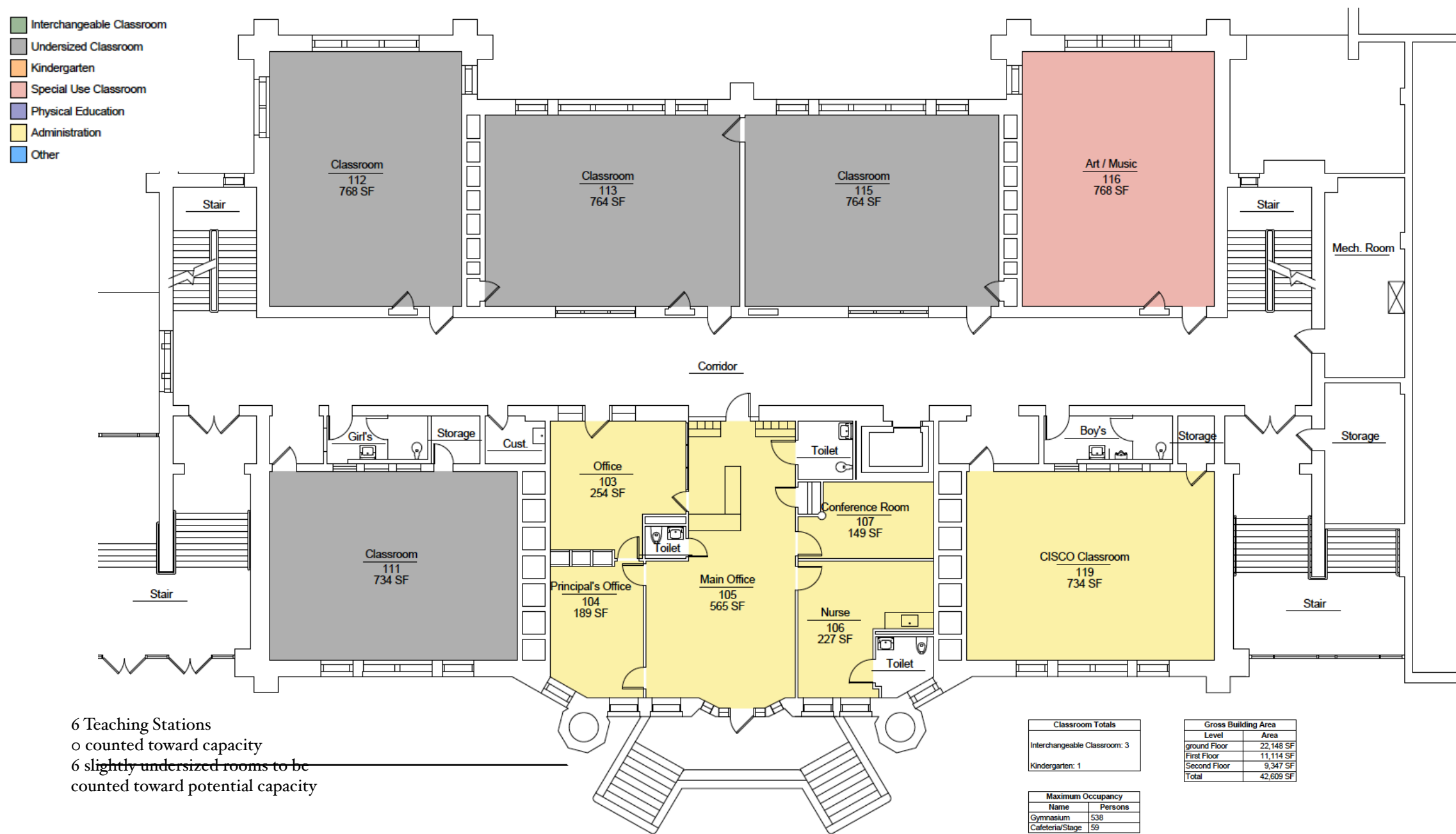
Gross Building Area	
Level	Area
ground Floor	22,148 SF
First Floor	11,114 SF
Second Floor	9,347 SF
Total	42,609 SF

8 Teaching Stations
5 counted toward capacity

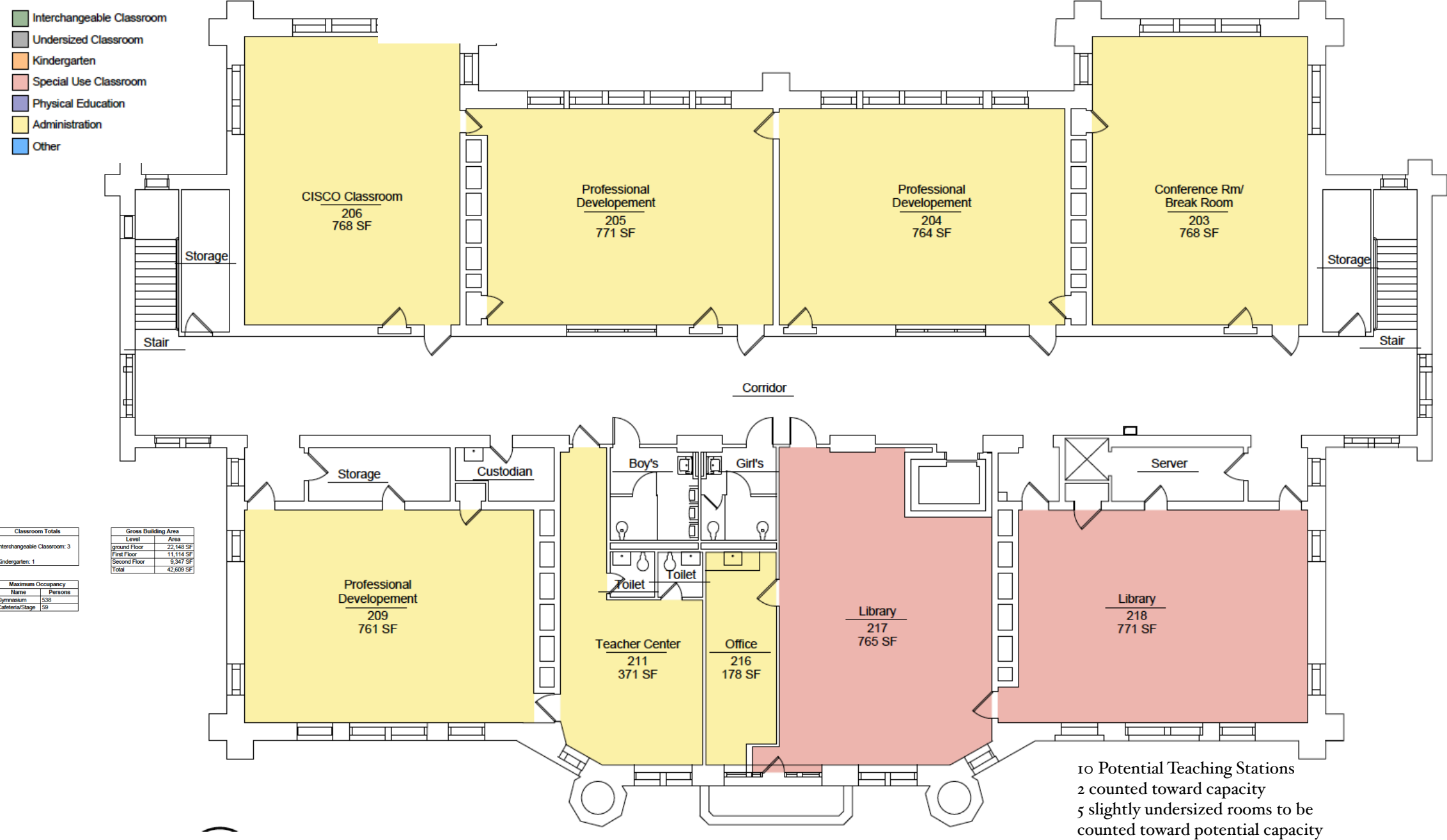


1
A100 Ground Floor Plan
3/32" = 1'-0"

Howe Early Childhood Ed Center Current space Allocation



Howe Early Childhood Ed Center Current space Allocation





Keane Elementary

Built in 1954, the Keane Elementary School is located at 1252 Albany Street. The 32,831 SF school currently houses 342 students in 15 sections – two sections of kindergarten, three sections of first grade and two sections grades 2-6, along with one self-

contained section of 10 students. One wing of the building is dedicated to district-wide office functions.

The school has two main floors, with support functions being housed in the basement. Every inch of this building is used – some areas take on a double load, like the gym which doubles as a cafeteria. Its teaching stations are generally undersized (below the 770 SF SED standard) and its support areas are remote and undersized as well.

The school has **27 teaching stations – 3 inter-changeable teaching stations**, another **13 slightly undersized rooms** that can be counted toward capacity, and two rooms currently being used that are nearly half the size of a regulation teaching station.

These two stations are being used for art and music. If we allow for art and music to continue in these undersized settings, that leaves a net of **16 net teaching stations counted for capacity**. Therefore, Keane has the potential to house a **two-deep K-6 elementary program, with two self-contained classrooms**. This is a very simplistic way to look at this building, however, since the school has nowhere to stage students in the morning, and has seriously undersized core spaces to provide gym, cafeteria and library media center services.

Maximum potential capacity is 332 students with maximum class size at 22 and two self-contained at 12 students.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none"> One administrator and a secretary. Admin para-professional: attendance, discipline (triage) 	1	The office is undersized and poorly positioned for security and way finding.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none"> At least two (preferably three) sections deep at each school for all grades. Uniformity throughout the school is preferred. Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas. Cooperative learning space, if available 	1	While there is enough space to shoehorn a two-deep program into the building, all teaching stations are undersized by regulation, and the exploratory areas like art, music and library media are seriously deficient. There are no spaces for cooperative learning, and nearly all support spaces are located outside of the instructional wings at the ground level. Core areas are insufficient as well.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none"> On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instruction One dedicated classroom is needed in the 500-800SF range, with natural light, if possible. 	1	Currently, there are 9 ESL students being served at the school and there are no spaces with natural light, nor any spaces that fit the size criteria set forth.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	While this school clearly has a single point of entry, there are no “eyes on the door” from the office, no secure passage through the office, and no readily discernible path to the office.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	Running a two deep program would allow for two-self contained rooms, if the inadequate spaces continue to be used for exploratories. There are no rooms equipped with a “safe room” for children acting out.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There are very few spaces that would be appropriate for many of the support services needed to run a fully functional elementary program – none of them is within proximity to the instructional areas and all of them are in the basement. OT/PT is currently offered near a stairwell in the basement, and the rest of the spaces are the size of a small office rather than a support area. Dental services are being offered in the corridor against a stairway railing, which is covered by a snow fence because of the size of the students in the building.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	1	The art and music rooms are smaller than half the size of regulation, while the gymnasium doubles as a cafeteria with prep services on the stage. The playground is large and has various potential activity areas.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	The library is located on the second floor and is the size of a small classroom. It is grossly undersized, especially considering the proportions of its furniture and the fact that it also doubles as the only computer area in the building. There is no dedicated cafeteria in the building.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	The nurses' area is the size of a small office, and thus is not fit for the needs of a school with more than 300 students.. There are appropriate spaces for the school psychologist and social worker, albeit not distributed throughout the building.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	Maintaining small class sizes at this facility is a necessity, since the core and support areas are seriously undersized. Currently, the average class size is low, hovering around 21, but there is a dramatic delta of 11 students between the smallest class sizes and the largest. Properly serving the needs of 330+/- students challenges this facility beyond its very limits.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Conference room Book room Staff development area, if possible 	1	The school does not have a dedicated faculty room for dining. It has very few spaces to even hold a small conference and certainly no areas for staff development. It does have a teacher book room at this time.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	There are no dedicated computer rooms in the building. Computers are available in the rooms and along the wall of a very tight library.

Average Score: 1.27

Keane Elementary

Overall Program Capacity Assessment

Keane Elementary School is one of the District's leased facilities, with offices housed in the former rectory area of the parochial school. The building is small, simply designed and in good physical shape. It could function nicely as a small elementary school one-section deep or as a program location. Unlike many of its district-owned counterparts, size is the issue, not condition.

With that said, its size and design limit its use as a elementary school that can house the ideal elementary program. Its current use is no in line with its capacity. Several sections would have to be removed from the school in order to provide the space needed to run a full elementary program. Even then, there would still be no dedicated cafeteria and other spaces would have to be reconfigured to maximize use.

It is a few hundred yards away from Lincoln and serves mostly walkers. As tight and undersized as this building is, it is probably is a healthier environment for students than its neighbor school, just because of its age and maintenance. Though the rooms are all undersized for their designated use, they generally house the small

class sizes with ease. Running a 21st century elementary program with all supports and pullouts is impossible with the current population and without some major and minor alterations.

If this building were district-owned, it would certainly have future potential. The limitations of this building are all about overall size, core and support spaces. The site might allow modest expansion and the rectory could be converted to educational use. With proper redesign, it could properly accommodate 21st century learning.

Building Condition Survey (BCS) Information Street Address: 1252 Albany Street

Original Build Year: 1954

Gross Square Footage: 32,831

Enrollment: 342

Students Per SF: 96

Number of Floors: 2

Building Owner: Private

Estimated Capital Expenditure
for Deferred Maintenance:

\$3,803,519.00 (\$116 per SF;
\$11,121 per student)



Teaching Stations: 27

Full Size classrooms: 3

Net TS (Capacity):* 17

Maximum Sections: 17

Configuration: Two-deep
K-6, two self-contained.

Maximum potential
capacity: 332 students with a
max class size at 22 and two
self-contained at 12 students.

* Assumes that undersized TS currently used for art and music will remain with that use.

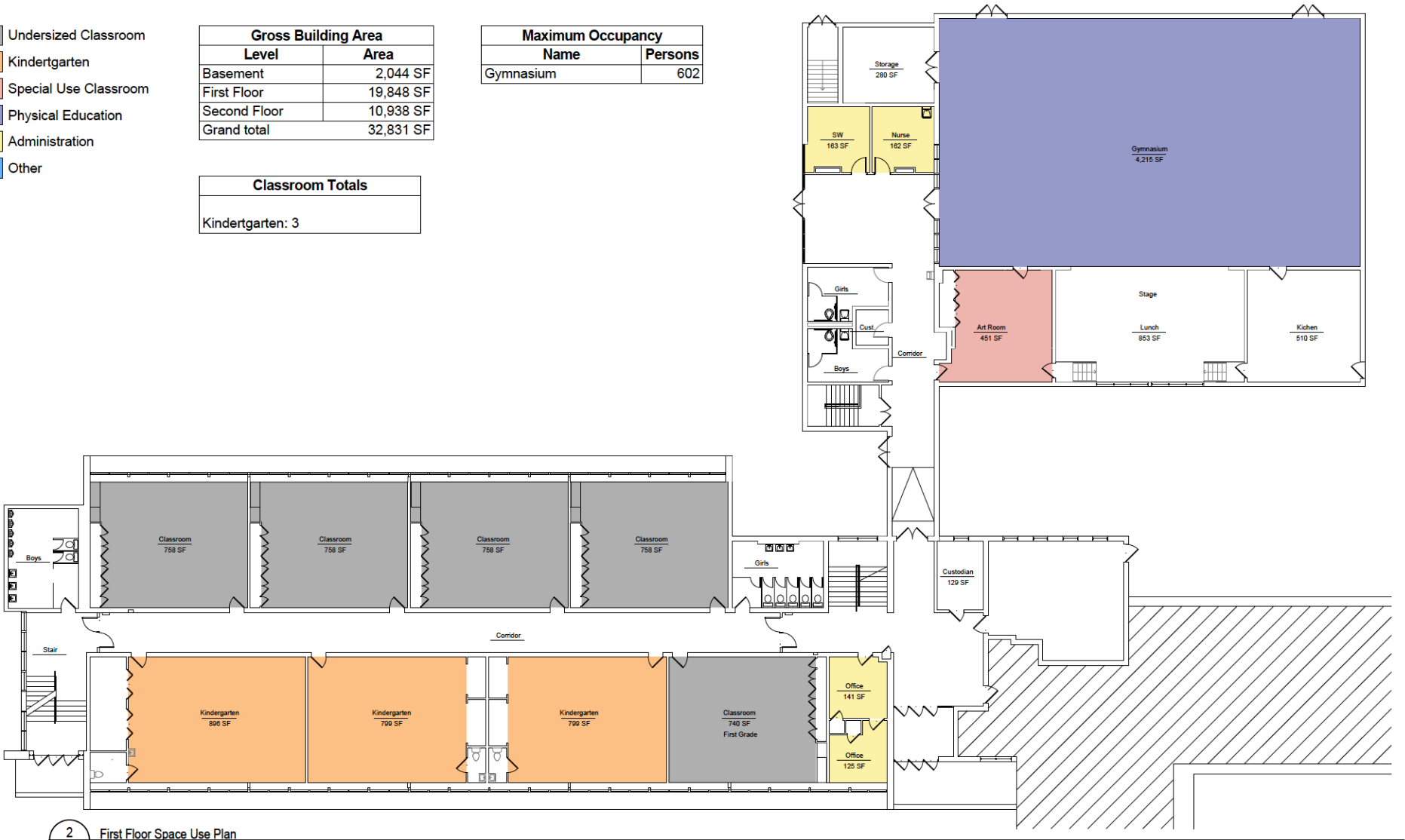
Keane Elementary Current space Allocation

- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Gross Building Area	
Level	Area
Basement	2,044 SF
First Floor	19,848 SF
Second Floor	10,938 SF
Grand total	32,831 SF

Classroom Totals
Kindergarten: 3

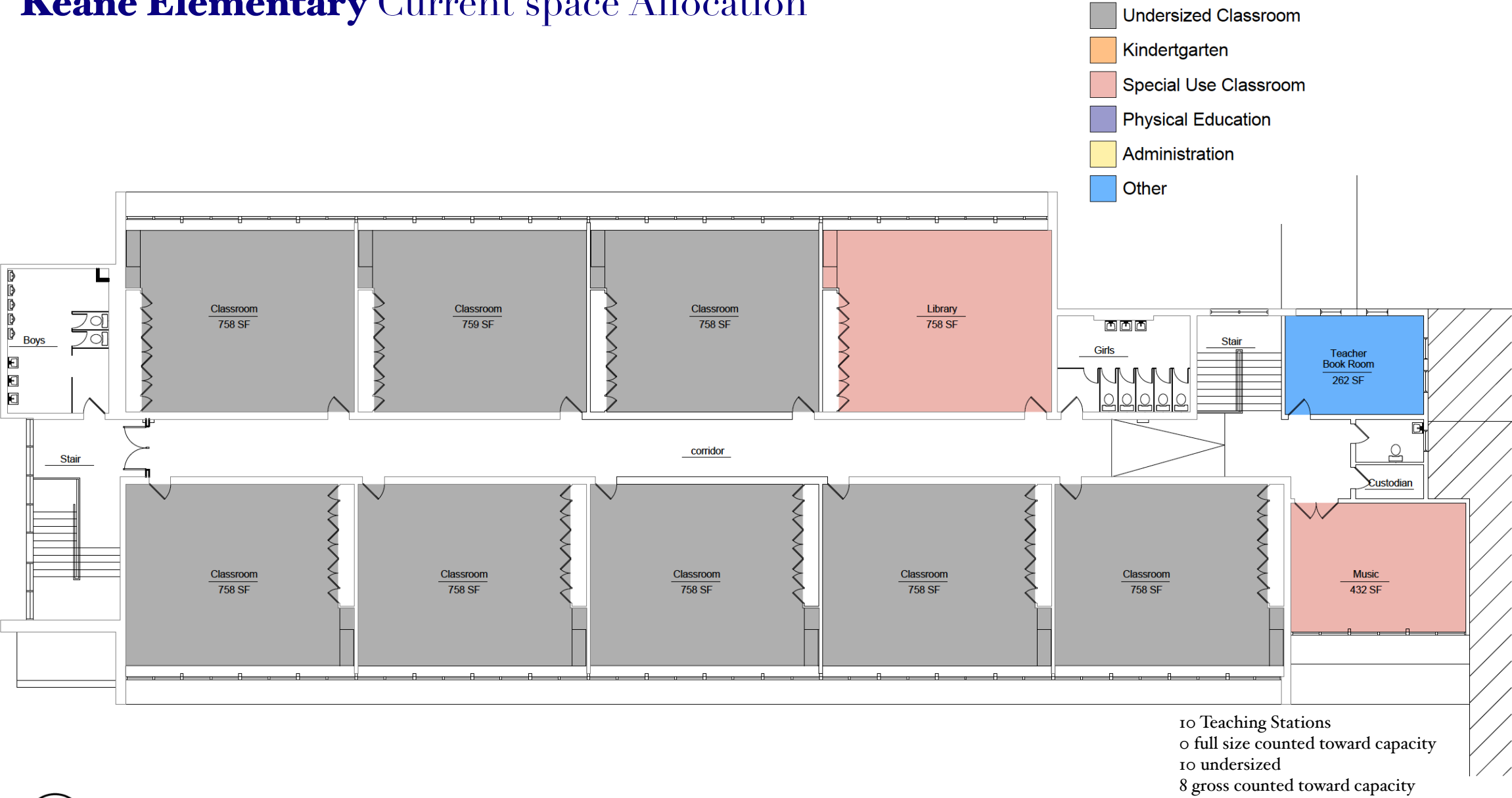
Maximum Occupancy	
Name	Persons
Gymnasium	602



2 First Floor Space Use Plan
A100
3/32" = 1'-0"

11 Teaching Stations
3 full size counted toward capacity
6 undersized
8 gross counted toward capacity

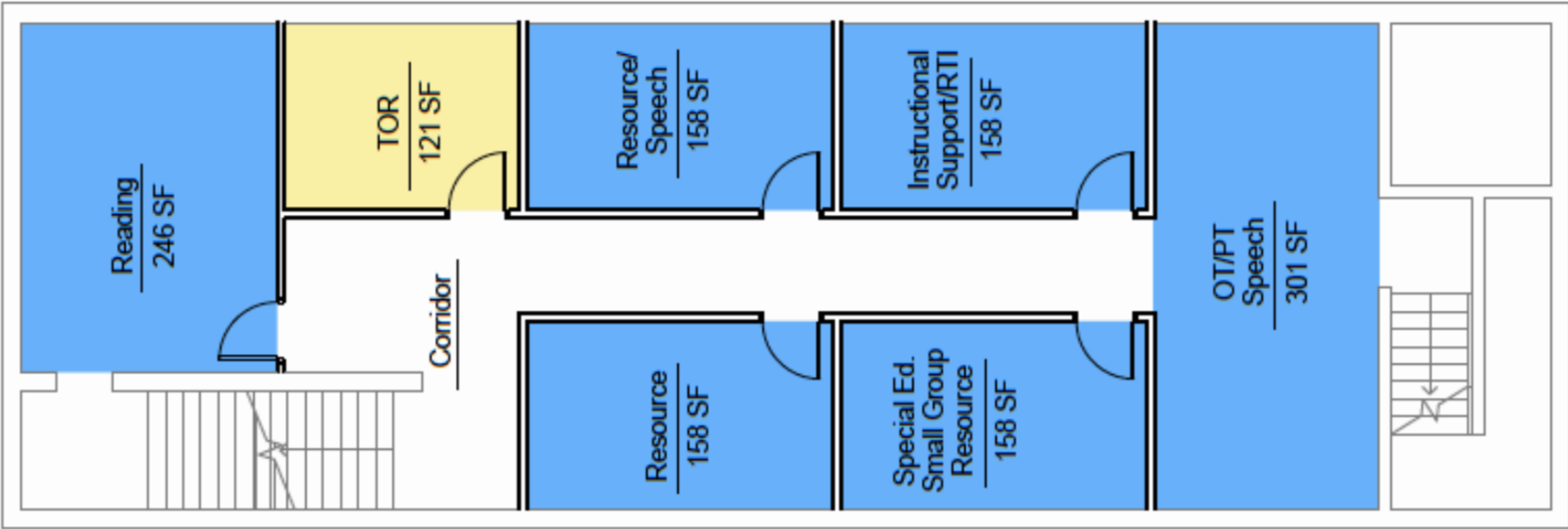
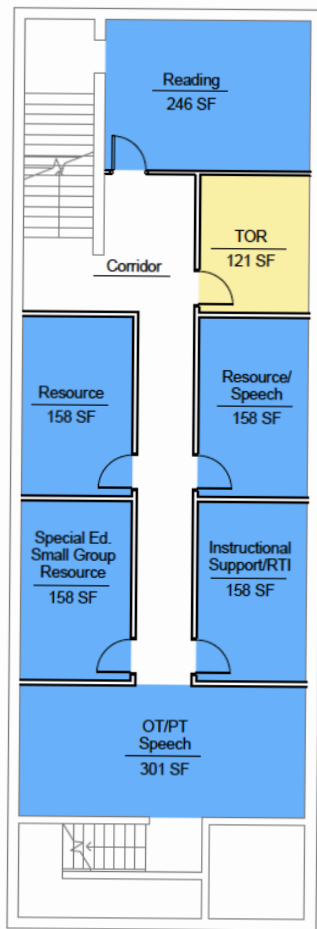
Keane Elementary Current space Allocation



1 Second Floor Space Use Plan
3/32" = 1'-0"

Keane Elementary Current space Allocation

- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other



6 Teaching Stations
o full size counted toward capacity
7 undersized
o gross counted toward capacity

1
A100
Basement Space Use Plan
3/32" = 1'-0"

1
A100
Basement Space Use Plan
3/32" = 1'-0"



Lincoln Elementary

Built in 1908, the Lincoln Elementary School is located at 2 Robinson Street. The 47,141 SF building houses 370 students in 16 sections – one section of PreK, three

K sections, two sections grades 1-4, three 5th grade sections and two 6th grade sections, along with one self-contained.

Lincoln is a turn of the century school building that continues to look its age, but without the charm of the era. Its small footprint results in four levels of educational and support spaces that feature a tiny ground floor cafeteria and a third floor gym. At some point, its main entrance on Robinson Street was closed off, with a new entrance built at the back side of the building. This counter-intuitive orientation has visitors entering the back side of the building at the ground level and welcomes them with two sealed facing doors – the one at the right going up to the main office.

The school has **34 teaching stations** and **16 interchangeable teaching stations** (dedicated art and music rooms and an oversized PreK suite included in

that number), leaving **14 net teaching stations counted for PreK-6 capacity** (The PreK suite is uniquely suited for that use.) Add to that number four slightly undersized rooms adds up to 18 PreK-6 sections comfortably accommodated, with one PreK. Therefore, Lincoln has the potential to house **one PreK section, two-deep K-6 (14), and two self-contained**. This would allow one room to be devoted to computer technology.

This would put **Lincoln’s potential student capacity at 332 – assuming a maximum class size at 22 K-6 (308), and two self-contained at 12 students each (24)**. Add to that the PreK population, if desired.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office suite is well suited to the needs of the school, albeit not originally designed for an elementary setting. Its ample size and multiple spaces allow for a large principal’s office, excellent reception and copy area and private meeting space.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	The only way Lincoln conforms to this requirement is if undersized rooms are counted, including two undersized kindergarten rooms that are equipped with bathrooms. When four undersized rooms are considered, Lincoln can house a two-sections deep K-6 program, with two self contained rooms, a PreK suite, and a technology room. There are no larger spaces for cooperative learning.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	2	There are currently 34 ESL students assigned to Lincoln, necessitating at least a half classroom or larger. Currently, a 287 SF room on the ground floor is being used, which is below the ideal, but does have natural light. There are no other significantly larger options in the building, however, except a 468 SF room currently designated for Resource.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	The main entrance has been shifted to the back of the building, fitted out with a portico and secure entry. Upon entering the building, visitors are faced with two sealed doors, one goes up to the office and the other accesses the ground floor. This provides a fairly strong level of security for the building, though unorthodox and uninviting.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	With a two-deep program K-6, there still is room for two self-contained, though there are no safe rooms within the building at this time.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	One of the strengths of this building is the amount of support spaces distributed throughout the building. Currently, there is no OT/PT area designated, but there might be several options, including a 468 SF space currently designated for Resource.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	There are dedicated spaces for music and art education, along with a gym that also serves as an auditorium space. The art and music rooms are standard sized classrooms in excellent locations replete with light and high ceilings. Music bleeds out into a hallway space that we are counting as a teaching station, where instrumental music lessons are given. The playground is inadequate and uninviting.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	1	The library media center is undersized and the cafeteria cannot properly accommodate the needs of the student population. The maximum occupancy of the cafeteria is 69, though the school typically fits more students into a lunch period.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	The nurse's office is undersized. The support offices (counted as teaching stations but not to establish capacity) are also undersized.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 21-26, with only the sixth grade even approaching 26 and the rest running closer to 20. If the district were to raise class sizes in the future, core areas would be taxed and sections would likely have to be reduced to provide more support spaces.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	The school has one adequate faculty room and very few meeting spaces. There is a space in the main office for private meetings, but no distributed spaces around the building.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	There is a dedicated computer room in this school and distributed technology and computers on a cart.

Average Score: 2

Lincoln Elementary School

Overall Program Capacity Assessment

Lincoln is a school building that has little future potential beyond its current use. Its limited site accommodates a small play area, parking lot and no bus drop off. Its frontage onto Robinson Street will likely never be a useful asset, and its reverse orientation creates awkward way-finding and an uninviting environment at the entry.

In spite of its future limitations, it serves as a neighborhood school to the surrounding community with 34 teaching stations overall and 16 full size classrooms that accommodate its elementary program. Since it serves primarily a walking population, its inability to accommodate bus drop off is not currently an issue. Any future expansion of the school would have to take this into consideration, along with the grossly undersized cafeteria, somewhat undersized gym, and austere library media center.

The school is at or somewhat above peak population presently. With 18

net TS that we will count toward capacity, the school can accommodate a two-deep K-6 program (308), with two self-contained (24+), one computer room and a PreK suite. This puts capacity at 332, but could be higher if the PreK suite and computer room are used for K-6 programming.

Building Condition Survey (BCS) Information Street Address: 2 Robinson Street

Original Build Year: 1908

Gross Square Footage: 47,141

Enrollment: 370

Students Per SF: 127

Number of Floors: 4

Building Owner: District

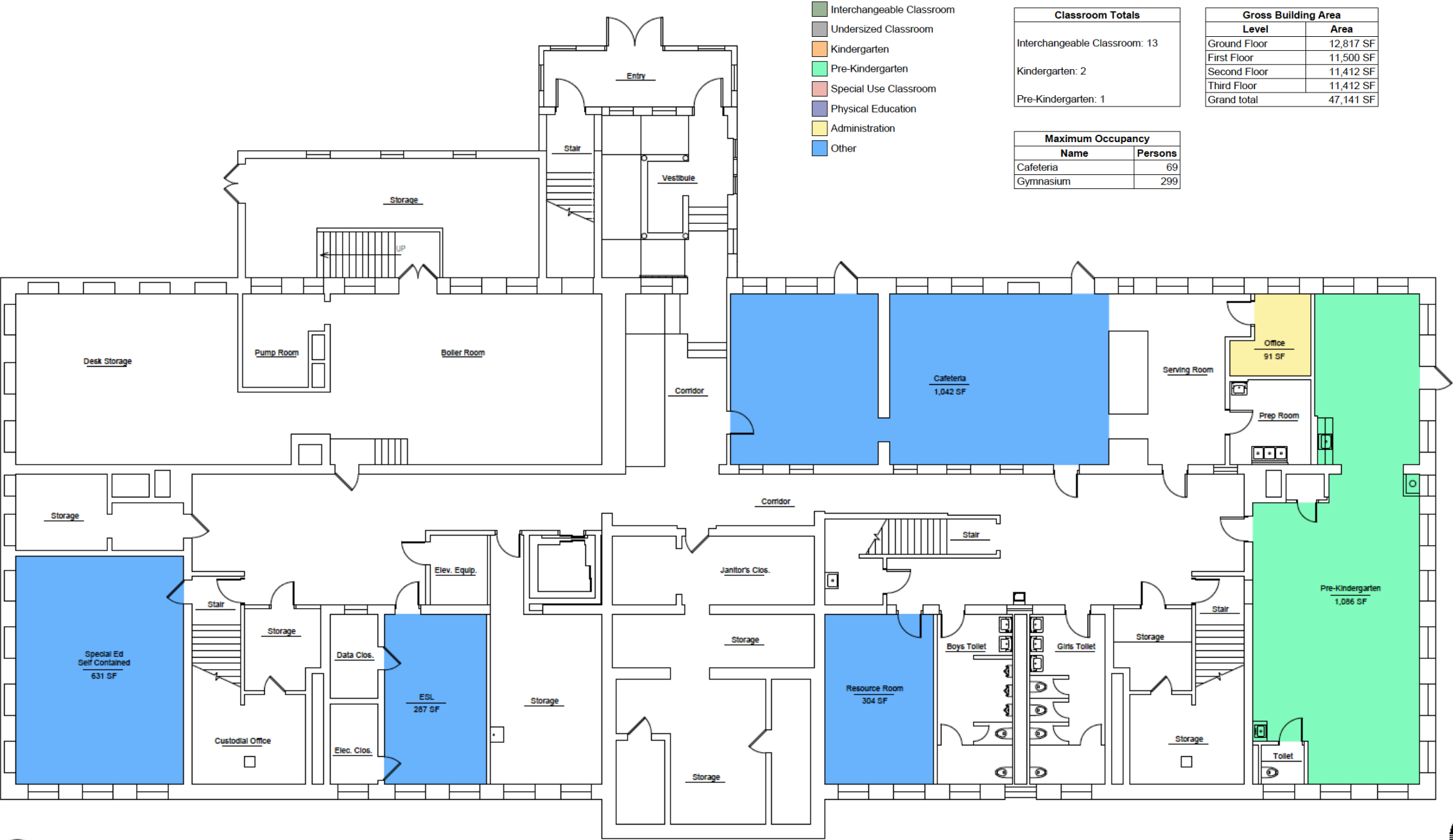
**Estimated Capital Expenditure
for Deferred Maintenance:**

\$3,316,111.00 (\$70 per SF;
\$8,962 per student)



Teaching Stations:	34	Configuration: Two-deep K-6, two self-contained, one comp room.
Full Size classrooms:	16	
Undersized TS	4	Maximum potential capacity: 332 students with a max class size at 22 (308) and two self-contained with 12 students each.
Net TS (Capacity):	18	
Maximum Sections:	18	

Lincoln Elementary School Current space Allocation Ground Level



1
A100 Ground Floor Space Use Plan
1/8" = 1'-0"

Lincoln Elementary School Current space Allocation First Level



Lincoln Elementary School Current space Allocation Second Level

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Pre-Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals
Interchangeable Classroom: 13
Kindergarten: 2
Pre-Kindergarten: 1

Gross Building Area	
Level	Area
Ground Floor	12,817 SF
First Floor	11,500 SF
Second Floor	11,412 SF
Third Floor	11,412 SF
Grand total	47,141 SF

Maximum Occupancy	
Name	Persons



2
A101 Second Floor Space Use Plan
1/8" = 1'-0"



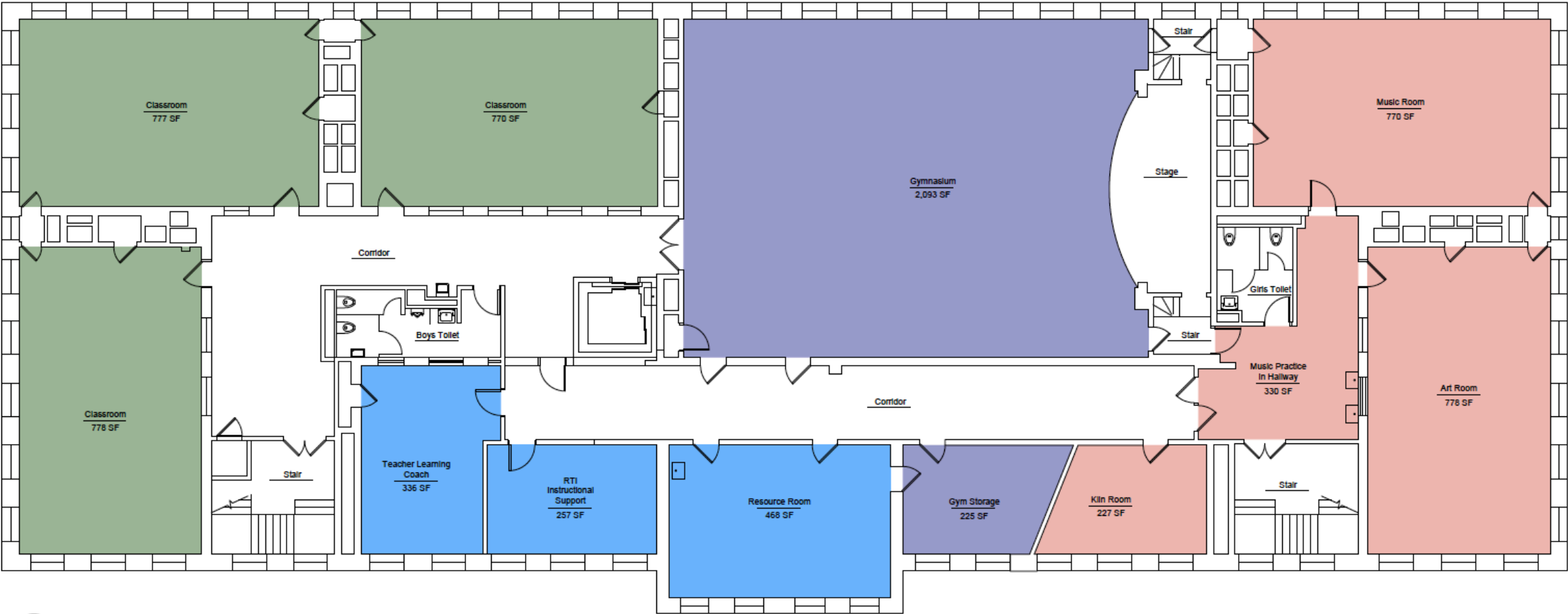
Lincoln Elementary School Current space Allocation Third Level

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Pre-Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals
Interchangeable Classroom: 13
Kindergarten: 2
Pre-Kindergarten: 1

Gross Building Area	
Level	Area
Ground Floor	12,817 SF
First Floor	11,500 SF
Second Floor	11,412 SF
Third Floor	11,412 SF
Grand total	47,141 SF

Maximum Occupancy	
Name	Persons
Cafeteria	69
Gymnasium	299



MLK K-8 Magnet

Built in 1966, the Martin Luther King K-8 Magnet School is located at 918 Stanley Street. The 63,898 SF school currently houses 566 students in a PK-8 program – 97 of whom are in the



middle school program 7 & 8. Currently, there is one section of pre-kindergarten, three-deep at K, 1, 3, 4, & 6, and two-deep grades 2 & 5. Nine teaching stations are currently being used for MS education.

While the MLK building

is only some 66% of the size of Central Park, it is a very efficient building (without the additional core spaces of CP like the auditorium and extra gym) complemented by an inventory of fully sized teaching stations that exceed state minimums and specially equipped rooms that facilitate a complete middle school program. Its sprawling design also allows for the segregation of primary, intermediate and middle school students, if desired.

The school has **46 teaching stations – 26 inter-changeable teaching stations (inc. science), one undersized room** that could unofficially be counted toward capacity, and **six specially equipped rooms** including two art, technology, FACS, music and a computer lab. With the undersized room added to the **26** regulation sized teaching stations, this totals **27 teaching stations that can be counted toward capacity.** (This assumes that six TS would remain as specials: 1) Two art, 2)

comp lab, 3) music, 4) technology, and 5) FACS.) Currently, five rooms are being used for middle level core subjects, but that will rise to 10 rooms next year, leaving 17 for the elementary program and self-contained.

Therefore, **MLK can house a two -deep K-6 program, along with up to three self contained.** This would give it an **elementary capacity of of 308 (@ 22 students per class),** depending on how many teaching stations are designated for self-contained. With 10 classrooms designated for middle level, at least two full teams could be accommodated with a middle level capacity of between 230-250. **This would bring the total potential capacity of the building to 603.** This is 40 more students than current enrollment. Support services would suffer, since it is already a daunting task to accommodate programs outside the core. (e.g. OT/PT is scheduled in the cafeteria.) Core facilities could accommodate this increased enrollment.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS	1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The main office is well positioned and has a fairly good sized outer area, but a very cramped principal’s office. There is a conference room across the hall that augments the administrative area, and middle school administration is located in the middle school wing.	
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	3	MLK has an excellent inventory of teaching stations, most of which exceed the state minimum standard and serve the needs of the students very well. There is one properly sized and equipped kindergarten room, but it will be used for regular instruction of older. The sprawling layout allows for the proper segregation of age groups, if desired, and the middle school wing is appropriately designed for the needs of this population.	
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are 18 ESL students being served at MLK and only a handful of areas meet the standard for this program. Currently, ESL has an exclusive space, but it is 168 SF, no larger than an average office.	

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	The sprawl of this one-story former municipal office building would typically make for security issues. But its unusual, low-lying, bunker-like design – replete with isolated courtyards – makes it less identifiable as a school and less vulnerable to intrusion. Its single point of entry is somewhat difficult to find, but once inside it is clear where to go. The office has eyes on the entrance, but still it would benefit from a redesign of the entry to direct traffic flow into the office rather than the main school area.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary, intermediate and middle – for a total of three per K-8 school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	There are many appropriate rooms for self contained, but none is equipped with a “safe room.”
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There is only one designated resource room and it is no larger than a small office. Speech is a fairly good size area that meets the standard but there is no designated OT/PT area. (When services are offered, that are scheduled in the cafeteria.) There are currently no teaching stations that would appropriately accommodate the needs of students with multiple handicaps. However, since kindergarten is being moved out of MLK, its oversized teaching station equipped with a bathroom might provide a space for special needs in the future. A small conference room at the entrance of the school might work for CSE meetings.
Specials/Exploratories <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) K-8 <ul style="list-style-type: none"> Specials: FACS, Technology, Science, (Band) 	3	There are two art rooms for elementary and middle school and a music room, all of which are undersized by state standards, but sufficient for the needs of the program. The gym is large enough to stage all students, if ever needed, and the playground meets the needs of the current program. While there is no band room, there are dedicated rooms for technology, science and FACS – all of which are newly renovated and nicely proportioned.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	3	The library media center is undersized, but can be used for class instruction and private reading. There is a teacher book room carved out of the space, and a small reading room with entrance from the library. . The cafeteria is recently renovated and has a capacity that can accommodate the needs of the school's population in three servings, which should be sufficient.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	There are separate offices for the school psychologist and social worker, both smaller than recommended but adequate, nonetheless. The nurses' office meets the needs of the school's population, though slightly undersized.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, class sizes range from 18.3 to 22, with an average of just over 21. If the district were to raise class sizes in the future, the building could accommodate an increase, and most of the rooms are large enough to absorb the additional students. The core areas would handle a modest increase as well.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	3	The faculty lounge is somewhat undersized and remote, located in the far corner of the building in the middle school wing. The conference room at the entrance of the building can be used for private meetings, and the book room carved out of the library provides ample space for guided reading texts.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	3	There is one well equipped computer classroom, along with a portion of the library set aside for this purpose and computers in every classroom, along with a laptop cart.

Average Score: 2.55

MLK K-8 Magnet School

Overall Program Capacity Assessment

MLK is a natural setting for a K-8 configuration, thanks to its sprawl and new addition. Its inventory of large teaching stations in distinct and somewhat isolated wings of the building allow for proper segregation of grades for age-appropriate interaction. It sorely lacks storage and support spaces, however. Metal cabinets clutter the hallways as a result, and inappropriate spaces are being used for some support services, like the cafeteria for OT/PT and an office for ESL.

This building has potential to serve more students, and it probably will next year as two full teams of middle school students will be housed here. It is one of the few buildings that could also accommodate larger class sizes, if necessary. The teaching stations are larger than state minimums, and the core facilities can accommodate the increase, including a renovated cafeteria that could handle 600 students in three servings, if necessary. One caveat, however, is that the school already is below the national norm for square footage per student. Increasing enrollment to its maximum of 603

would squeeze every square foot out of this building and cause it to fall well below national norms. The dearth of storage and support spaces would create further challenges as well.

While there may be some opportunity for small expansion at MLK, the site is limited. Additionally, very little can be done in the courtyards due to state ed requirements.

Building Condition
Survey (BCS) Information
Street Address: 918 Stanley Street

Original Build Year: 1966
Gross Square Footage: 63,898
Enrollment: 566
Students Per SF: 113
Number of Floors: 1

Building Owner: District
Estimated Capital Expenditure for Deferred Maintenance:
\$1,827,853.00 (\$28 per SF;
\$3,224 per student)



Teaching Stations:	46	Configuration: Two- deep K-6 (14 TS), 2 or 3 self-contained, 10 MS rooms, plus specials. Maximum potential capacity: K-6: 308 (14 sections@22) 7-8: 230-250 SC: Three sections (36-45) Total Max Capacity: 603
Full TS (inc. science):	26	
Undersized TS: (Capacity)	1	
Net TS (Capacity):	27	
Middle School Core TS:	10	
Maximum K-6 Sections:	17	

MLK K-8 Magnet School Current space Allocation

- Interchangeable Classroom
- Pre-Kindergarten
- Kindergarten
- Special Use Classroom
- Physical Education
- Adminstration
- Other

Gross Building Area	
Level	Area
First Floor	63,898 SF
Grand total	63,898 SF

Classroom Totals	
Interchangeable Classroom:	21
Kindergarten:	2
Pre-Kindergarten:	1

Maximum Occupancy	
Name	Persons
Cafeteria	203
Gymnasium	542



1 First Floor Plan

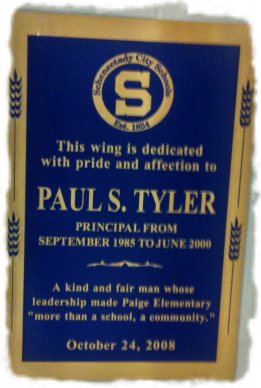
21 TS
11 full size (Capacity)
1 undersized (Capacity)
2 Specially Equipped (Music & Art)

25 TS
15 full size (Capacity)
0 undersized inc. comp room (Capacity)
4 Specially Equipped (Comp, FACS, Tech & Art)

MLK K-8 Magnet School Middle School Wing



18 TS
4 full size (Capacity)
7 undersized inc. comp room (Capacity)
2 Specials (Band & Tech)



Paige Elementary School

Built in 1953, the Paige Elementary School is located at 104 Elliot Avenue. The 54,916 SF building houses 497 students in 20 sections – three deep K-5, two deep at grade 6, with three self-contained.

Paige is a sprawling, one-story building characterized by two outstretched wings of generously proportioned classrooms, a six classroom addition built on the end of

the north wing, a cavernous cafeteria built in the old courtyard that has a carved out space for music. Its inventory of teaching stations are ample in size, with many seeming even larger due to a sloped roof design. Its cafeteria can accommodate 492 students in three sittings, and its gym can easily accommodate a student population beyond its current use.

The school has **39 teaching stations** and **27 inter-changeable teaching stations** (a dedicated art room included in that number), one inappropriate classroom cobbled out of the cafeteria space, and one double-sized classroom that is currently being used for kindergarten. Since Paige has the highest ESL population among elementary schools in the District, a

classroom needs to be dedicated or divided (as is currently the case) to serve this population. After dedicating a room to ESL, this leaves **25 net teaching stations counted for capacity**. Therefore, Paige has the potential to house the ideal elementary K-6 program, **three-deep K-6 (21), and four self-contained**.

This would put **Paige’s potential student capacity at 510 – assuming a maximum class size at 22 K-6, and four self-contained at 12 students each**. This would present a challenge with feeding all students in three servings, unless the music room were removed from the cafe, which is imminently possible, even preferred.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	1	The office area is cramped and ill-suited for its student population. Its narrow, linear design creates poor traffic flow, particularly in light of the fact that is the main entry-way into the school, as it should be.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	3	The strength of Paige is its classroom inventory, which includes oversized classrooms that even feel larger because of the sloping roof line. While it only has one kindergarten space to SED code, the majority of its other classroom spaces are well above the minimum standard. This area would receive a “4,” and thus exceed the standard, if there were more rooms adequately sized for kindergarten.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	There are currently 53 ESL students assigned to Paige, necessitating a room on the larger side, with natural light, if possible. There are many options at this school. One is to maintain its current location, which is in a room that is divided for sharing with remedial reading. Other options exist as well.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	The main entrance has been reconfigured to ensure that all visitors must enter the building through the office or nurse's area. It's outstretched wings make for easy oversight and its single point of entry is buttressed by swipe card access at alternate doors.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	4	To run a three deep K-6 program at this school, there is the potential for at least three or four self-contained rooms, one that is equipped with a high quality safe room for emotional outbursts, well suited for E.D. students.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	This could be the number one deficiency of the Paige building. While there are support spaces located throughout the building, increasing the size of the school will make this area more challenging. The classrooms wings are equipped with 100% full sized rooms and few support spaces. The library has been carved up to provide some support space, but not of a high quality or properly sized. There is an oversized speech room located at the far end of the building, again not within the proximity of the classroom spaces.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	There are an abundance of appropriate spaces for an art room, due to the size and great lighting in many of the rooms. The music room, however, is seriously deficient as it currently stands. If it were moved, this school would certainly meet the standard of quality for its spaces. The gym station is ample and the playground is sufficient, though its juxtaposition to the 2008 addition can become a problem at the height of playground due to noise.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center is significantly undersized. In fact, there is a nearby classroom that actually is 400SF larger. The cafeteria is adequate for the current student population, but would be stretched beyond capacity with this building at full capacity. This cavernous area was built in the old courtyard and has a ceiling that was designed to rise above the roofline to access natural light. If the music room were removed, it would be able to comfortably handle the school at capacity.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The nurse's office is well positioned, adequately equipped and proportioned. The support offices (counted as teaching stations but not to establish capacity) are adequately sized, and centrally located.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 17-28, with only the sixth grade even approaching 28. If the district were to raise class sizes in the future, core areas would be taxed and sections would likely have to be reduced to provide more support spaces. The amply sized classrooms would support increasing class size, however.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	The school has one undersized faculty room and very few meeting spaces. On our site visit, teachers were gathered in the library and the principal's office for meetings. Increasing this school's capacity should include augmentation in this area.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	There is no dedicated computer room in this school, though there is distributed technology and computers on a cart.

Paige Elementary School

Overall Program Capacity Assessment

Paige Elementary School has an abundance of full sized teaching stations that can easily accommodate the ideal, three-sections deep, K-6 elementary program. Its limitations are at its core, with an undersized library and a cafeteria that has been reduced in size by the addition of a space for music.

The cafeteria issue can easily be rectified by removing the internal music space and relocating it to another part of the building, still leaving ample capacity for a three-deep K-6 program, along with two to four self-contained sections for identified students, depending on what is needed for support space, e.g. ESL, speech, remedial reading, etc.

Long term prospects as a permanent site for K-8 would have to be further studied. However, there is plenty of room on the site for expansion,

perhaps depending on right-of-way access. The school's sprawling design would argue for a second floor addition to one of the wings, should an expansion be seen as necessary. Core spaces would have to be expanded/upgraded, and special area classrooms would need to be added, depending on site constraints.

Building Condition Survey (BCS) Information Street Address: 104 Elliot Avenue

Original Build Year: 1953

Gross Square Footage: 54,916

Enrollment: 497

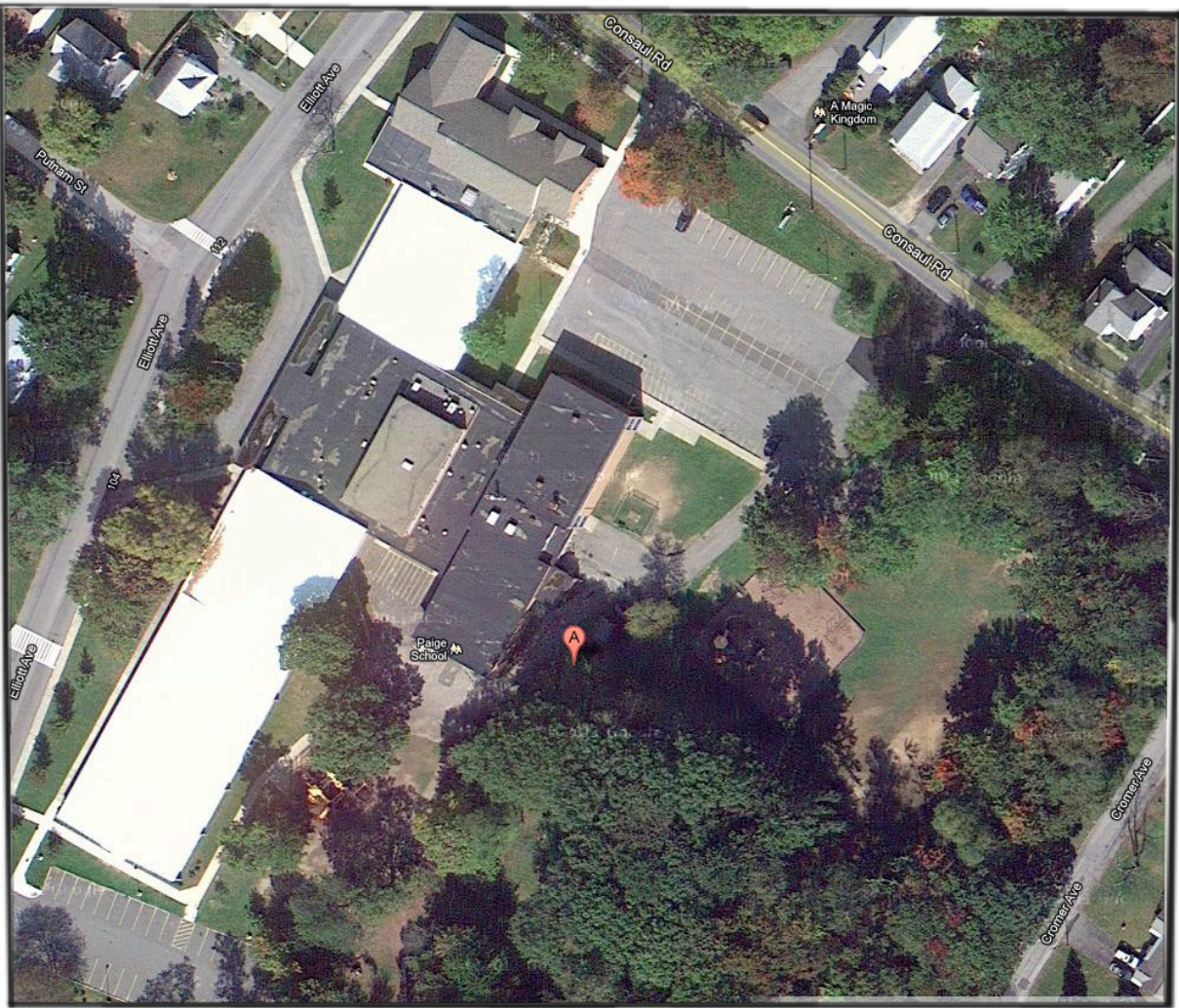
Students Per SF: 111

Number of Floors: 1

Building Owner: District

Estimated Capital Expenditure for Deferred Maintenance:

\$1,445,668.00 (\$26 per SF;
\$2,909 per student)



Teaching Stations: 39

Full Size classrooms: 27

Net TS (Capacity): 25

Maximum Sections: 25

Configuration: Three-deep K-6, four self-contained.

Maximum potential capacity: 510 students with a max class size at 22 (462) and four self-contained with 12 students each.

Paige K-8 Capacity Assessment

SHORT TERM – LONG TERM

In the short term, Paige is uniquely designed to run a somewhat segregated modified middle school program, thanks to its 2008 addition located at the end of its northern classroom wing. The seven available spaces in that wing (*detailed at right*), allow for all current course offerings to be contained in one area, while limiting inappropriate student interactions. It also allows for a team room that can double as a support space. The short term challenge is that such a move would raise Paige’s student population by some 80-90 students, thus taxing the school’s capacity limits, and presenting challenges for lunch, library and, perhaps, circulation.

Paige has the potential to house a **three-deep 1-6 elementary program (18)**, with **a modified middle school program using six inter-changeable teaching stations, along with three self-contained classes, which mirrors its current use for special ed.**

In order to accomplish this, the current ESL/remedial reading split classroom would have to be returned to general education use. With potentially modest renovation, its oversized kindergarten room could be divided to address the needs of the extensive ESL program at the building, since the current ESL full size classroom would potentially be used for general education. This room could be divided into two full size classrooms, with one that is able to be split for ESL/remedial

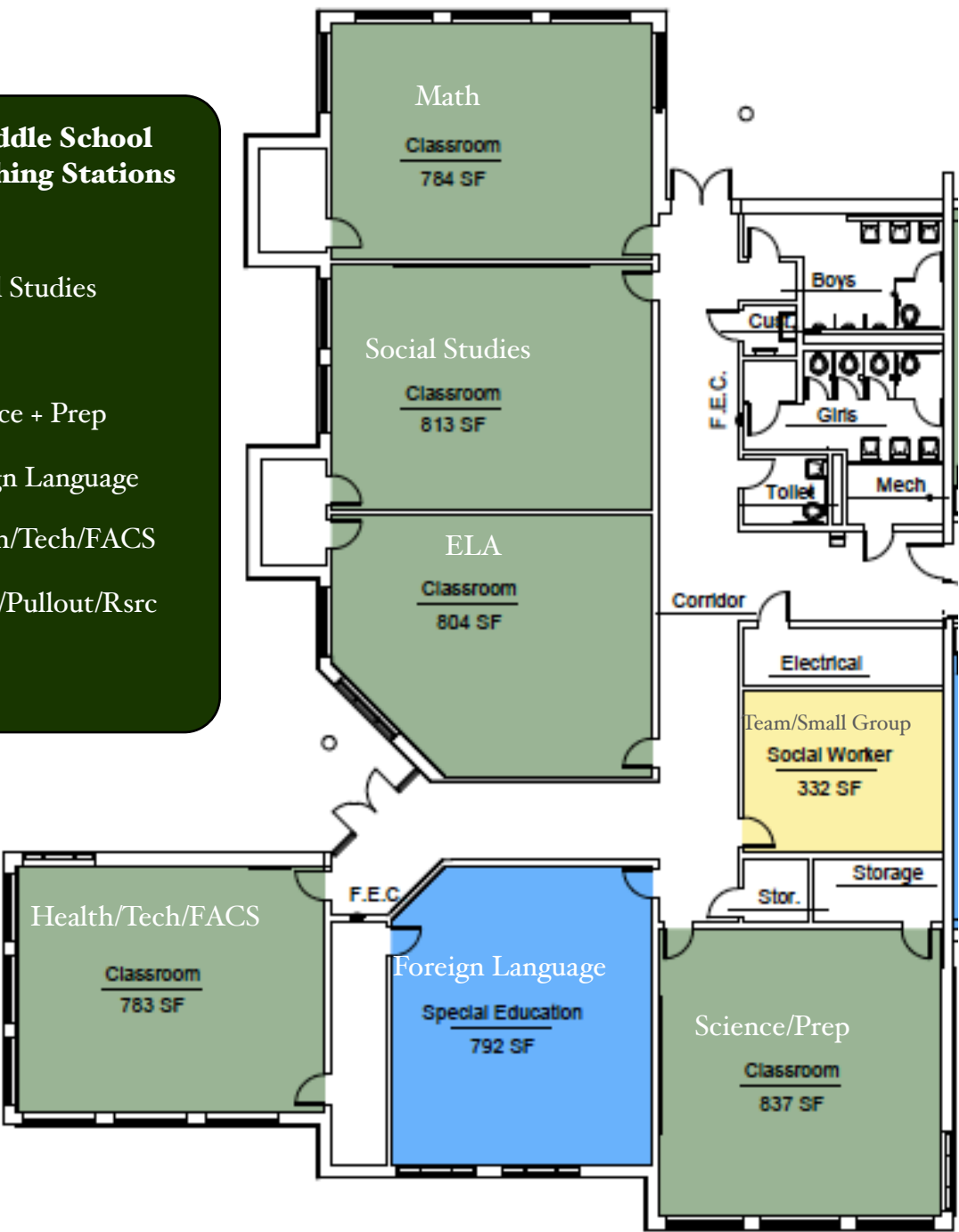
reading. Alternatively, the current ESL/remedial reading room could remain in place, and the newly divided classroom could be used for general education. **This would put Paige’s student population at 547 – assuming a maximum class size at 22 at grades 1-6 (396), 115 middle school students, and three self-contained at 12 (average) students each.** This would require four lunch servings, or some staggered schedule.

There are challenges that make Paige a less desirable long term choice as a K-8 building, yet would not rule it out.

There is limited room on the site to build off the northern wing, perhaps limiting a future option to augment a permanent middle school program in this area. Adding special area classrooms to the backside of the building may be an option, though increasing its sprawl is undesirable. Looking at a second story on the southern wing has some future potential.

Middle School Teaching Stations

1. Math
2. Social Studies
3. ELA
4. Science + Prep
5. Foreign Language
6. Health/Tech/FACS
7. Team/Pullout/Rsrc



Paige Elementary School Current space Allocation

- Interchangeable Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals	
Interchangeable Classroom: 19	
Kindergarten: 3	
Gross Building Area	
Level	Area
First Floor Plan	54,916 SF
Maximum Occupancy	
Name	Persons
Gymnasium	536
Cafeteria	164



Paige Elementary School Core Areas & Support Space

- Interchangeable Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals	
Interchangeable Classroom: 19	
Kindergarten: 3	

Gross Building Area	
Level	Area
First Floor Plan	54,916 SF

Maximum Occupancy	
Name	Persons
Gymnasium	536
Cafeteria	164



Paige Elementary School Current space Allocation North Wing



Paige Elementary School Current space Allocation South Wing





AC&C At Pleasant Valley

Built in the 1922, the Academy of Culture and Communication at Pleasant Valley School is located at 1097 Forest Road. The 46,753 SF building houses 531 students in 24 sections – four deep K-2, three deep grades 3-6, with no self-contained.

With one student per 88 SF, Pleasant Valley is using every square foot of space to the max. By comparison, Hamilton – a similar building – is at 142 SF per student, which is just above the national average. At PV, teaching stations and core facilities are *beyond* capacity. The school has an inventory of teaching stations that is almost all undersized, along with core spaces like the cafeteria. There is no legal place to stage all students in the building. The school has **39 teaching stations** and **2 inter-changeable teaching stations** (a kindergarten room is counted in that number), along with 25 undersized teaching stations that are currently used as classrooms. After dedicating a room to art and music, this leaves **25 net teaching stations counted for potential capacity**.

Therefore, PV has the potential to house the ideal elementary K-6 program, **three-deep K-6 (21), and two (to four) self-contained**. Under this configuration, **PV’s student population would peak at 486 – assuming a maximum class size at 22 K-6 peaking at 462 students, and two self-contained at 12 students each**. This would leave two undersized teaching stations for ESL (currently at 30 students), OT/PT, etc. Currently, OT/PT is operating in the elevator staging area, which is a private space as long as the elevator is not being used. Bringing the population down to this level would be more in line with the building’s maximum capacity, though still challenged in the cafeteria, which has a capacity of 147. Currently the school has seven staggered servings.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	2	Though the office area is removed from the front entrance and thus provides no passive security, its size is sufficient for the program needs.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	PV has enough teaching stations to house the ideal elementary program, however only two of the stations are actually to code. There is one kindergarten room to code, but the others are undersized and two of them do not have bathrooms. There are no areas where two classes can come together and work in cooperative learning activities.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	There are currently 30 ESL students assigned to PV. There are many options in this building, which has a number of smaller support spaces on the ground floor and first level. Currently, a 316 SF room with natural light is being used, which is below the recommended standard, but meets the current need.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	While there is a single point of entry staffed by a monitor, the proximity of the office does not even allow for a window onto the entrance. The isolation of the office from the main entrance makes this sub-standard.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	To run a three deep K-6 program at this school, there is the potential for at least two to four self-contained rooms. There are no “safe rooms” in or adjacent to any teaching stations, since there are no self-contained at the school, which is currently running 7 integrated co-teaching classes.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	There are currently two undersized resource rooms that are converted small offices on the first level, next to speech. The are well apportioned areas being used for Response to Intervention (RTI) programs and reading. The OT/PT room is basically located in a corridor that leads to the elevator and there are no areas that would be appropriate to serve the multiple handicapped.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	An undersized teaching station on the ground floor is being used for art, while there are two dedicated spaces for music, one for instrumental lessons. The physed space is sufficient for the population and the new playground has been a welcome addition, becoming a release valve on warmer days for an overcrowded cafeteria.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center is somewhat undersized, but currently meets the needs of the program. The cafeteria can serve 147 students, which makes the current student population a problem, but in adequate to serve the ideal configuration. It is equipped with a warming kitchen.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	2	The nurse's office is undersized and under-equipped for the student population. There are a number of appropriate offices to support student counseling needs.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 18-27, with only the fourth grade even approaching 27. If the district were to raise class sizes in the future, core areas would be taxed and the predominance of undersized classrooms would not support increasing class size.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	The school has oddly configured faculty room and no ideal meeting spaces or areas for staff development. The library would be the most likely place for these activities, but even this space is somewhat undersized.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	While there is a room with computers in it, it is called "student support" services, because it is not well equipped with technology and typically is not used for this purpose.

Average Score: 1.55

AC&C At Pleasant Valley

Overall Program Capacity Assessment

While the Pleasant Valley School can accommodate the ideal, three-sections deep, K-6 elementary program, its odd design, narrow egress points, undersized core spaces and undersized classrooms make it less than the ideal building to house the largest population of elementary students. Its value is in its many and varied spaces, which are currently used to their very limit. Its third level is bolted shut and currently not in use.

Dialing its population back would serve the students more effectively. This would allow for three-deep, K-6 and two self contained, maxing the school out at 486 students, which is about 50 fewer than the current population.

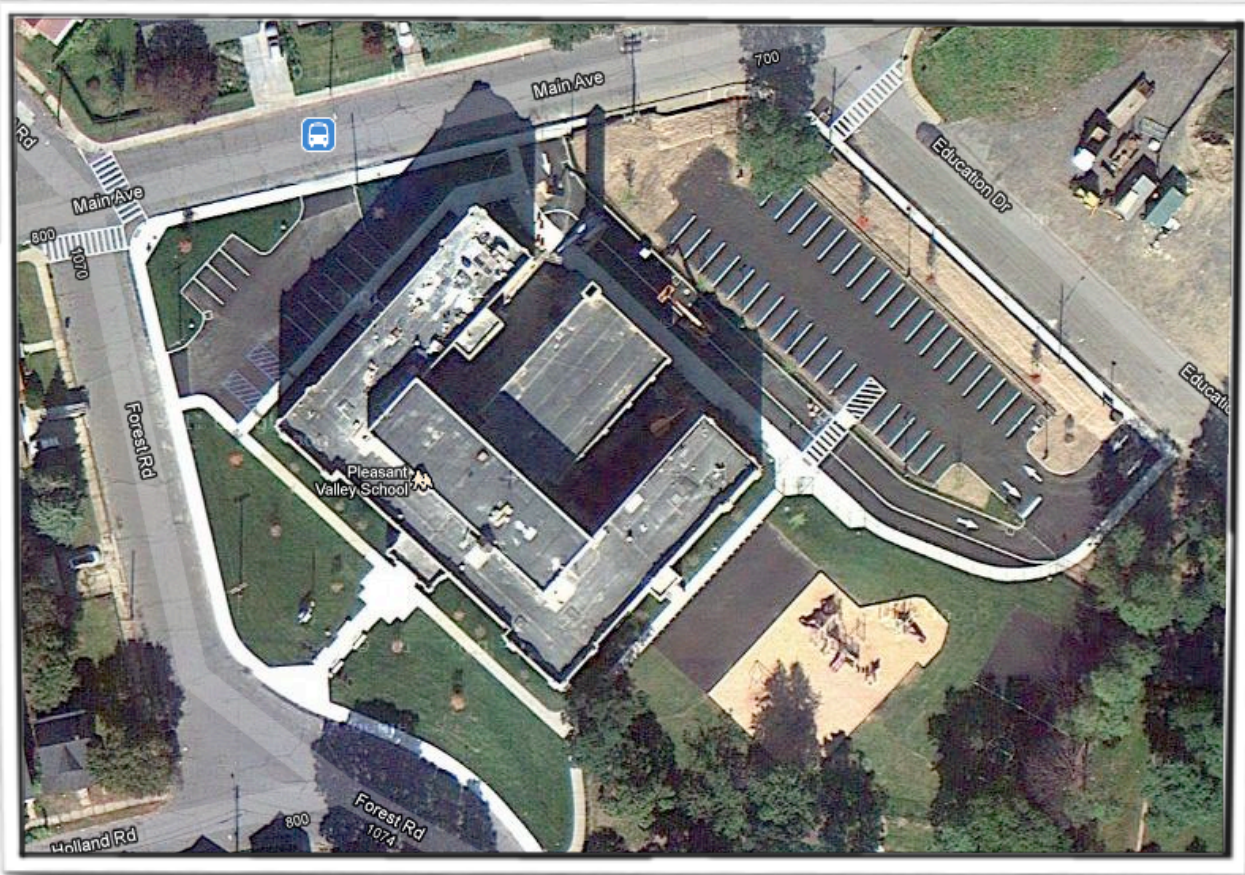
Currently, the school's seven lunch servings make it difficult for scheduling and for eating. The school survived the mild winter by sending students outside and moving them out of the cafeteria to make room for another serving. This would be far more challenging in a more traditionally inclement weather.

The school has characteristics that would enable it to provide adequate spaces and spaces for 21st century learning with a proper redesign and major renovation. Clearly, its enrollment is 130-150 too high and its site for expansion is limited. Notwithstanding, it has potential for the long term, especially if its upper floor could ever be redesigned for use again.

Building Condition Survey (BCS) Information Street Address: 1097 Forest Road

Original Build Year: 1922
Gross Square Footage: 46,753
Enrollment: 531
Students Per SF: 88

Number of Floors: 3
Building Owner: District
**Estimated Capital Expenditure
for Deferred Maintenance:**
\$4,296,526 (\$92 per SF;
\$8,091 per student)



Teaching Stations:	39	Configuration:	Three-deep K-6, two self-contained.
Full Size classrooms:	2	Maximum potential capacity:	486 students with a max class size at 22 (462) and two self-contained with 12 students each.
Net TS (Capacity):	25		
Maximum Sections:	25		

AC&C At Pleasant Valley School Current Space Allocation



AC&C At Pleasant Valley School Current Space Allocation



- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

14 Teaching Stations
o counted toward capacity
8 undersized counted toward potential capacity

Gross Building Area	
Level	Area
Ground Floor Plan	18,141 SF
First Floor Plan	14,414 SF
Second Floor Plan	14,198 SF
Grand total	46,753 SF

Classroom Totals
Interchangeable Classroom: 1
Kindergarten: 4

Maximum Occupancy	
Name	Persons
Auditorium/Gymnasium	427
Cafeteria	147

AC&C At Pleasant Valley School Current Space Allocation



32 TS
12 full size (Capacity)
11 undersized inc. comp room (Capacity)
2 art & music

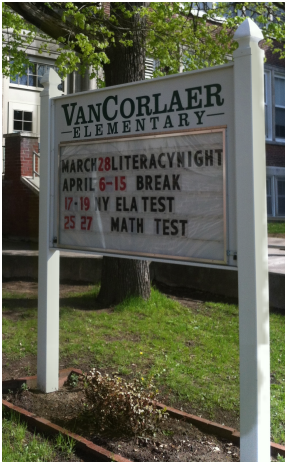
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

14 Teaching Stations
1 counted toward capacity
12 undersized counted toward potential capacity

Gross Building Area	
Level	Area
Ground Floor Plan	18,141 SF
First Floor Plan	14,414 SF
Second Floor Plan	14,198 SF
Grand total	46,753 SF

Classroom Totals
Interchangeable Classroom: 1
Kindergarten: 4

Maximum Occupancy	
Name	Persons
Auditorium/Gymnasium	427
Cafeteria	147



VanCorlaer

Built in 1910, VanCorlaer is located at 2300 Guilderland Avenue. The 58,395 SF building currently houses 443 students in a K-6 program – one section of K, 3 & 6, five-deep at grades 1 & 2, four-deep at grade 4 and two-deep at grade 5.

One of the oldest elementary schools in the district, VC has a traditional donut-shaped design and has a turn of the century feel to it – from original floors to dated furniture to its dank ground floor. There

are a number of spaces being used in this building that one might determine as inappropriate due to poor condition or

inappropriate location. The faculty room, for example, is rarely used because of its paucity of natural light, its proximity to classrooms and its condition. There are so few support spaces that a 116 square foot converted closet is being used for Response to Intervention (RTI) program. Gym storage has been converted for use as OT/PT and ESL. These old buildings had an ample inventory of good classroom spaces, but a dearth of smaller support areas to run a 21st century educational program.

The school has **34 teaching stations – 12 inter-changeable teaching stations (inc. kindergarten), 13 undersized rooms** that could unofficially be counted toward capacity, and **2 specially equipped rooms** including art and an art/music room. With the undersized rooms added to the **12** regulation sized teaching stations, this totals **25 teaching stations that can be counted toward capacity.** (This assumes that the shared art/music special room will remain for that use.)

Therefore, **VanCorlaer can house a three-deep K-6 program, along with up to 2-4 self contained.** This would give it a **capacity of of 462 (@ 22 students per class) plus two self contained (24-60), which would bring the maximum capacity to 522.**

This is some 80 more students than are current enrollment and would be very difficult to accommodate for all the aforementioned reasons. In fact, an objective assessment of this school would take some of the spaces out of the general classroom inventory and reconfigure them to provide smaller support spaces for additional educational services.

Core facilities could accommodate an increase in enrollment and teaching stations are generally large enough to handle more students, should class size increase.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The main office is well positioned and has a workable outer area and principal’s office. There is a conference room adjacent to the principal’s office that can be used for meetings, and the entrance is designed in such a way to direct all traffic into the office.
Configuration: (14-21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	Of VC’s 23 teaching stations, 12 are regulation size and the rest are just below the state’s minimum requirement. The number of TS would allow for the ideal three-section’s deep K-6 configuration, notwithstanding the paucity of support spaces in the building. There are no properly sized or equipped teaching stations for kindergarten. There is no area for cooperative learning activities. The gym doubles as an auditorium.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are 19 ESL students being served at VC and there are no spaces that meet the standard. Currently, ESL has an exclusive space, but it is a 165 SF storage area.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	3	VC is one of only three elementary schools in the district that has a single point of secure entry where visitors cannot get into the school without first entering the office. This is the best way to secure a building and ensure a level of control not possible with any other configuration or active security system.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary, intermediate and middle – for a total of three per K-8 school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	There are many appropriate rooms for self-contained, but none is equipped with a “safe room.”
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	1	This is the area where VC truly is inadequate. Every one of the listed support services either does not have a space or is currently housed in an inappropriate space. Speech is an 84 SF room in a stairwell. OT/PT is located in gym storage along with ESL – both undersized. There is no resource room, and the RTI room is smaller than an average office in a converted storage area with no light. There are no areas that are appropriate for the multiple handicapped population.
Specials/Exploratories <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	3	There is a nicely proportioned art room and an undersized music room that also serves part time for art as well. There is plenty of playground area and a gym that meets the needs of the school population and doubles as a performance and gathering area.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Specials/Exploratories <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center uses two connected rooms and has a small area for technology, books, reading and storytelling. Its size and its layout are limiting. The cafeteria can accommodate the student population.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	1	While the nurses' area is a passable size, its location on the second floor is inappropriate due to its distance from the main office and entrance. The social worker and psych space is an 84 SF closet in a stairwell on the second floor.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, class sizes range from 18.3 to 22, with an average of just over 21. If the district were to raise class sizes in the future, the building could accommodate an increase, and most of the rooms are large enough to absorb the additional students. The core areas would handle a modest increase as well.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	1	The faculty room doubles as the book room. While its size is appropriate, its location and condition assure that it remains empty most of the day. There is a small conference room for private meetings, but no area for staff development.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	1	While there is distributed technology in the classrooms, there is no dedicated computer room and a very small area set aside in the library.

Average Score: 1.82

VanCorlaer Elementary School

Overall Program Capacity Assessment

While Van Corlaer can technically accommodate the ideal, three-sections deep, K-6 elementary program, the reality of the building's limitations become ever more evident as more children are added to the enrollment. Its 25 teaching stations that can be counted toward capacity must be supported by smaller spaces, which are lacking.

The school's 21st century value is diminished by its lack of variety among the spaces and its resultant inability to properly support the core program. Unlike some of the other buildings in the district that have experienced some renewal, VC has the feel of a turn-of-the-century school – from the upper “loft” to the original floors to the diminished light on the lower level.

Support programs like ESL, RTI, OT/PT, psychological services, et al., are being delivered in closets and storage areas. The school was designed with a full complement of full size teaching stations, but was not conceived in era of pullout support services.

Additionally, some of the teaching stations and support areas on the

lower level are compromised by lack of full natural light and the deteriorated physical condition.

The potential of VanCorlaer is up to the district, but there is plenty of room on the site and a myriad of ways that the school can be redesigned for future viability. The \$2.53 million worth of deferred maintenance at the school amounts to \$43 per square foot and ranks it somewhere in the lower 50% among the schools in deferred maintenance costs.

Building Condition Survey (BCS) Information Address: 2300 Guilderland Avenue

Original Build Year: 1910

Gross Square Footage: 58,395

Enrollment: 443

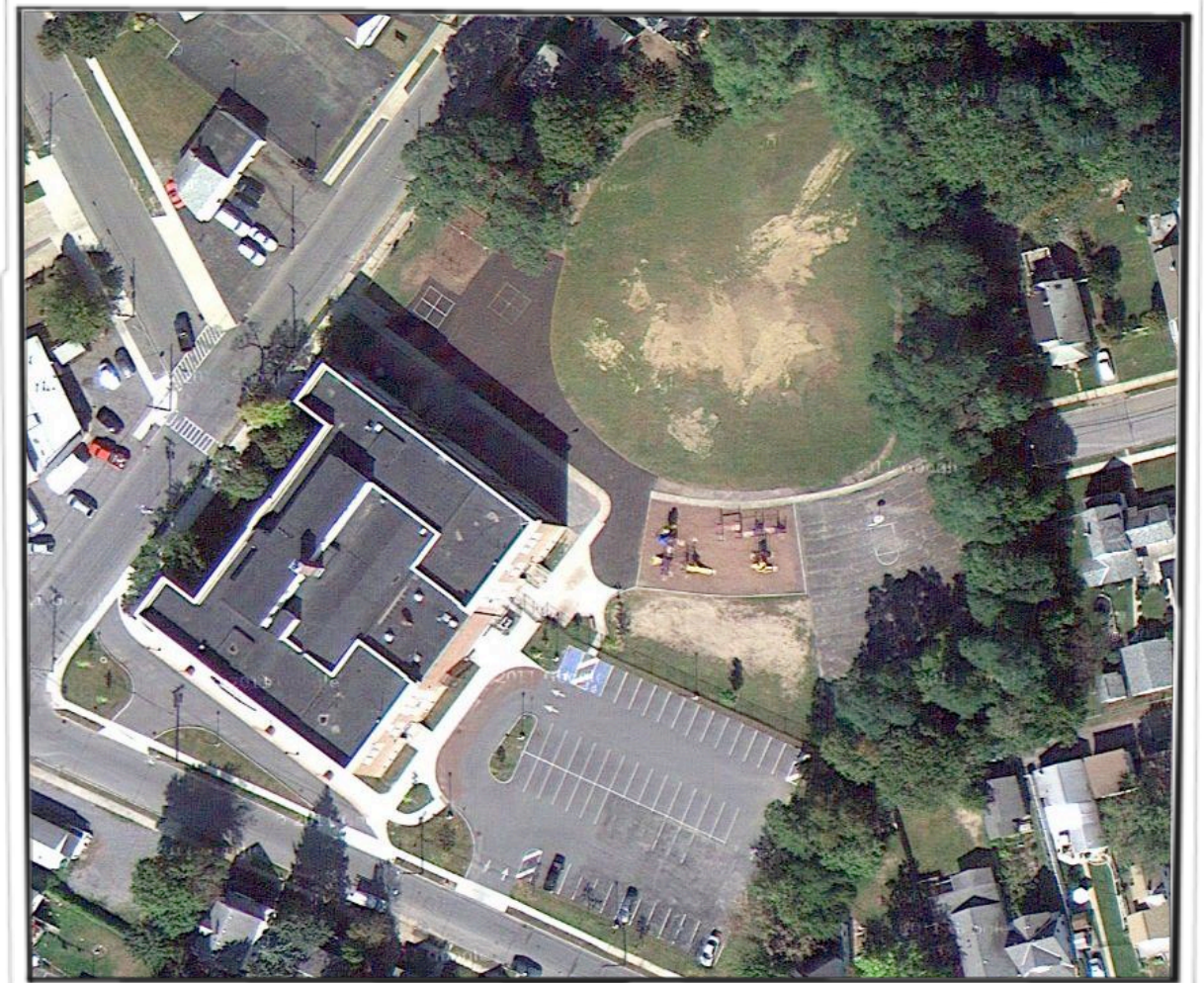
Students Per SF: 132

Number of Floors: 3

Building Owner: District

Estimated Capital Expenditure for Deferred Maintenance:

\$2,533,487.00 (\$43 per SF;
\$5,719 per student)



Teaching Stations:	34
Full TS (inc. science):	12
Undersized TS: (Capacity)	13
Net TS (Capacity):	25
Maximum K-6 Sections:	25

Configuration: Three- deep K-6
(21 TS), 2-4 self-contained.

Maximum potential capacity:
K-6: 462 (21 sections@22)

SC: 2-4 sections (24-60)

Total Max Capacity: 522

VanCorlaer Elementary School Current space Allocation



Classroom Totals	
Interchangeable Classroom:	10
Kindergarten:	1

Maximum Occupancy	
Name	Persons
Cafeteria	210
Gymnasium	595

Gross Building Area	
Level	Area
Ground Floor Plan	20,172 SF
First Floor Plan	20,202 SF
Second Floor Plan	15,669 SF
Grand total	56,044 SF

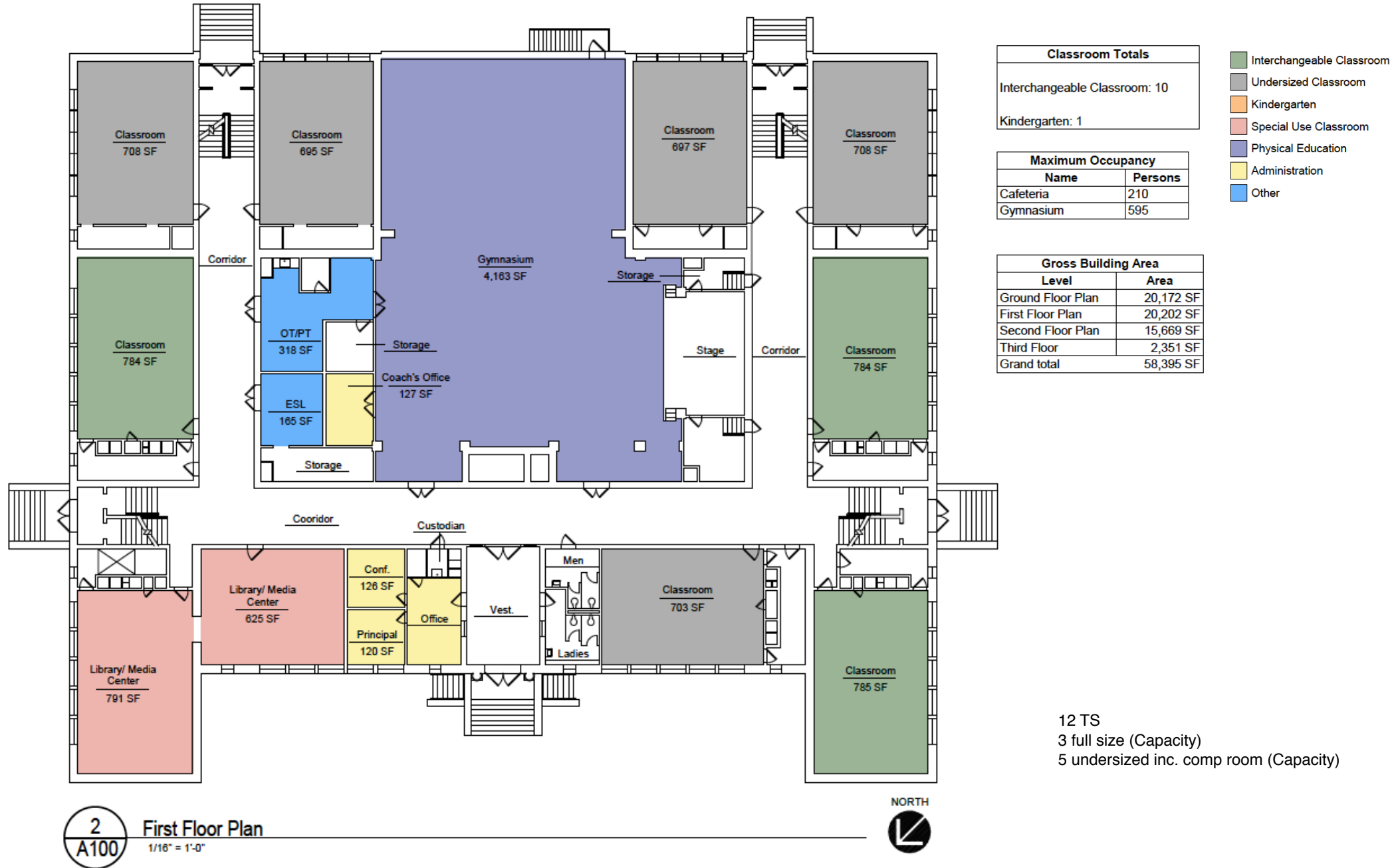
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

8 TS
3 full size (Capacity)
2 undersized inc. comp room (Capacity)
2 Specially Equipped (Art & Music)

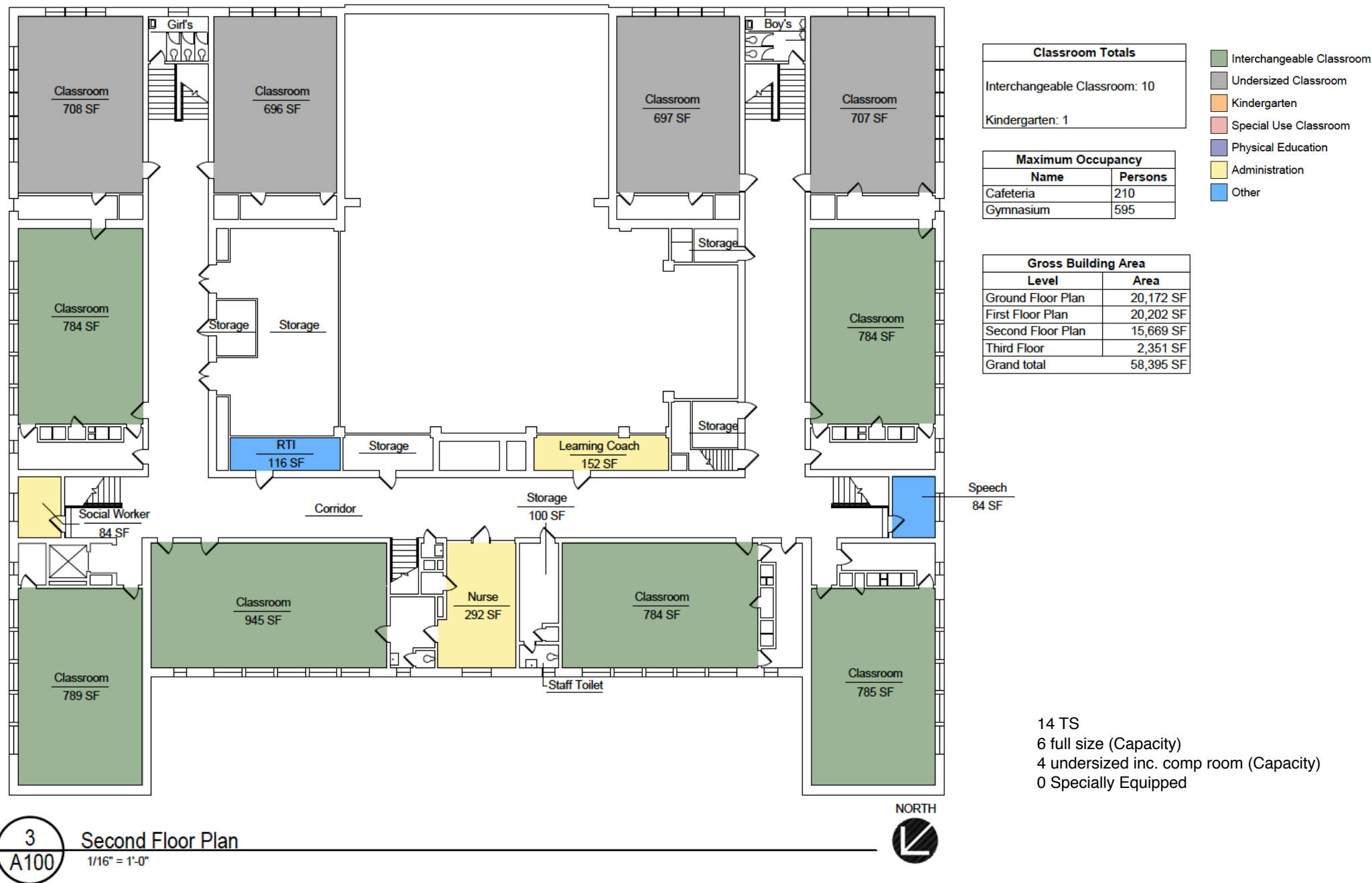
1
A100
Ground Floor Plan
1/16" = 1'-0"



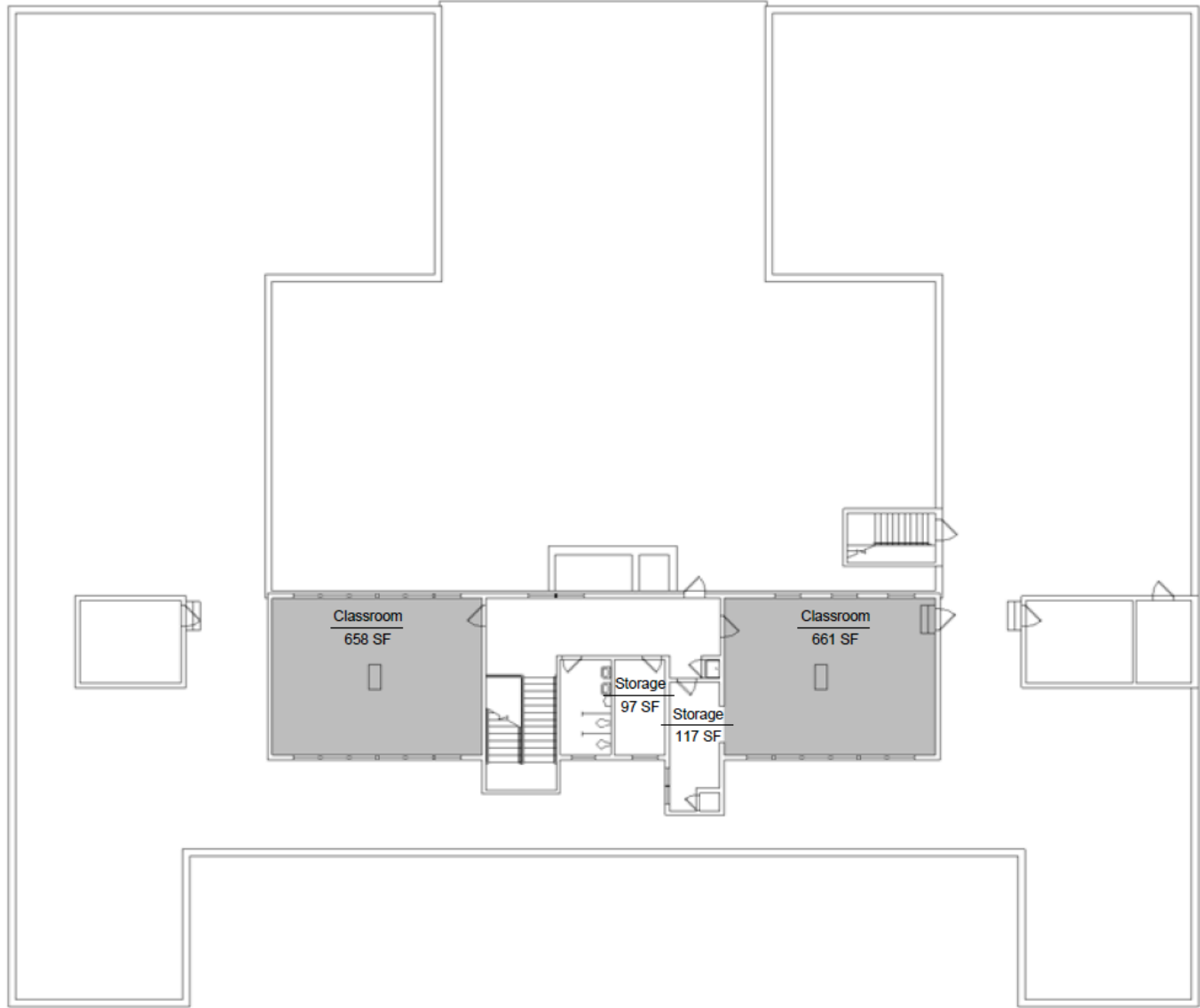
VanCorlaer Elementary School Current space Allocation



VanCorlaer Elementary School Current space Allocation



VanCorlaer Elementary School Current space Allocation



4
A100

Third Floor

1/16" = 1'-0"



Classroom Totals	
Interchangeable Classroom:	10
Kindergarten:	1

Maximum Occupancy	
Name	Persons
Cafeteria	210
Gymnasium	595

Gross Building Area	
Level	Area
Ground Floor Plan	20,172 SF
First Floor Plan	20,202 SF
Second Floor Plan	15,669 SF
Third Floor	2,351 SF
Grand total	58,395 SF

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

2 TS
0 full size (Capacity)
2 undersized inc. comp room (Capacity)
0 Specially Equipped



Woodlawn Elementary

Built in the 1950s, the Woodlawn Elementary School is located at 3311 Wells Avenue. The 66,127 SF building houses 506 students in 18 sections – three deep K-1, four deep grade 2, two deep grades 3- 6, with four self-contained.

Woodlawn was built as an open plan middle school, which accounts for its highly inefficient inventory of spaces, its poorly apportioned classrooms, and

sub-standard, non-compliant classroom spaces that have been assembled out of necessity rather than design. Its two wings connected by a corridor-foyer seem almost unrelated, with so many ill-advised spaces that would have to be reapportioned to be useful in a traditional elementary setting. It is an excellent example of how a school’s original design matters greatly in its ultimate use. Not all schools are created equal.

Woodlawn has **37 teaching stations** and **19 inter-changeable teaching stations** (a dedicated art room and lecture hall included in that number), six undersized classrooms, a music classroom with natural light on the stage of the auditorium, and two non-compliant classrooms tucked into the library that serve kindergarten. There is also a fully equipped FACS classroom being used as a

faculty room at this time. Subtracting the music, art and oversized lecture hall from the count leaves **22 net teaching stations counted for capacity** (including undersized, but not including the faculty room.)

Therefore, Woodlawn has the potential to house a **three-deep K-6 elementary program, with one self-contained classroom**, or a three deep program at six grades, with two deep at either kindergarten or 6th grades, and two self-contained rooms. **Maximum potential capacity is 477 students with a maximum class size at 22 and one self-contained at 15 students.** If the two current non-compliant rooms were to be used off the library, this would allow for the ideal K-6 elementary program to be housed here with three self-contained (12 average students), bringing potential capacity up to 498.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The square footage of the office area is more than sufficient for its use, however, the allocation of space is ill advised and the proximity to the main entrance less than desirable.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	Woodlawn’s number of teaching stations should be more than sufficient to house the ideal elementary program. However, many of its spaces are ill sized, under-sized or non-compliant. It has no appropriate rooms for kindergarten, for example. It has a number of spaces uniquely designed for middle school, that do not quite work for the elementary setting.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	3	There is only one ESL student enrolled at Woodlawn, which is why it does not have a dedicated space for ESL. If it were to need such a space, it might be able to share the larger remedial reading or resource spaces available in the building.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	While there is a single point of entry into the building, there are two major problems with security at that entrance. 1) A view of the entrance is blocked from the window of the office; 2) Once someone is buzzed in, the visitor has full access to the classroom wing without ever going near the office.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	3	Woodlawn has a number of spaces uniquely fit out for special education, including a teaching station with an internal bathroom and changing area, and smaller teaching stations throughout the facility that are well suited for smaller self-contained.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	3	This building has a lot of interesting options for flexible spaces due to its unusual layout of what once was an open plan. For example, there are spaces at the end of all hallways in the classroom wing that can be used for breakout. There are also some internal small group areas that can be used for offices, small meetings or one-on-ones. This school also has the most extensive OT/PT area, albeit it is a converted locker room that is hardly converted. It also could have meeting/conference space, if the office were re-partitioned.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	4	All of these spaces are more than sufficient for its current population and much more, if needed. It has both a music room and an adjacent choral area off the stage. It has a generously proportioned gym, excellent spaces for art (currently a well lit, large space is being used), and a baseball field on its playground.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	3	The library media center is an excellent size for the current student population, while also being able to handle an enhanced population. Its variety of spaces are used as teaching stations, including two K-rooms and remedial reading. Its cafetorium, while unusual for its open plan, is designed to hold 233 students, which allows for an enhanced student population. It also doubles as an auditorium.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The nurse's office is located in the main office. It is somewhat undersized, but adequately equipped and and well positioned. The support offices (counted as teaching stations but not to establish capacity) are adequately sized, and centrally located.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 20-30. If the district were to raise class sizes in the future, core areas could easily accommodate such a move, but the number of undersized teaching stations would make a school-wide, consistently larger class size uncomfortable. Also, sections would have to be reduced to provide more support spaces for programs like ESL, speech, reading.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	3	The teacher's lounge is located in a 900SF room designed for FACS. Currently, this serves the needs of the teacher, but will not serve the long term needs of the school. There are some areas that could be used for staff development and meetings, like the District Training room that is currently unused
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	3	This criteria is being met in the library, distributed in rooms, and potentially the District Training room.

Average Score: 2.82

Woodlawn Elementary

Overall Program Capacity Assessment

Woodlawn Elementary School does not have enough compliant teaching stations to accommodate the ideal elementary program outlined under the Educational Specification Program Framework – three sections deep at all grades with one self-contained at the primary and intermediate grade levels. Its 22 teaching stations counted toward capacity is one shy of the 23 needed to house a K-6, three sections deep general educational program with two self-contained sections of identified students. However, two non-compliant rooms are currently being used for kindergarten. The egress from these rooms is out into the library, not a hallway, and thus they are not compliant with SED standards. If these two rooms were counted toward capacity, the ideal program could be housed in this building, but this would simply be a temporary measure. The school's cafeteria, gym and library have the potential to serve a higher student population, however.

Since this building was designed as an open plan middle school, it has two strikes against it as it serves the elementary population. 1) It has a number of spaces that are

inappropriate for the elementary setting, including a fully equipped FACS room being used as a faculty lounge. 2) Erecting walls in the open plan resulted in a mix of odd spaces and an inefficient use of square footage. With its generous core, this building has some potential for renovation and redesign. However, its odd design may inhibit its future potential.

Building Condition Survey (BCS) Information Street Address: 3311 Wells Avenue

Original Build Year: 1972

Gross Square Footage: 66,127

Enrollment: 506

Students Per SF: 131

Number of Floors: 2

Building Owner: District

Estimated Capital Expenditure for Deferred Maintenance:

\$1,358,681 (\$21 per SF;

\$2,685 per student)



Teaching Stations:	37
Full Size classrooms:	19
Net TS (+undersized):	22
Net TS (+non-compliant)	24
Maximum Sections:	22/24

Configuration: Three-deep K-6, one self-contained. (Three Deep, two self-contained)

Maximum potential capacity: 477 students with a max class size at 22 (462) and 15-1 self-contained. (Or 498, with three self-contained at 12)

Woodlawn K-8 Capacity Assessment

SHORT TERM/LONG TERM

In the short term, Woodlawn could accommodate a K-6 elementary program (*minimum two sections deep*) along with a modified middle school program from grades 7-8. The best place to house the middle school program would be in the exploratory wing (*shown at right*), where technology, FACS and science rooms were designed for a middle or junior high school program. While this would not be the most efficient use of space, it would provide a level of segregation between elementary school and middle school children to minimize inappropriate interaction. One of the exceptions to that is the art room, which could be moved, if necessary, and to a lesser degree the music area. Additionally, at least one current self-contained room equipped with a safe room (*blue top left on schematic*) would have to be reallocated to general education. Ideally, leaving one age-appropriate self-contained classroom in this wing could be achieved if the District Training room were used for a classroom and the faculty room were returned to its originally designed use as a FACS room. Renovating the District Training room might work best due to its tiered seating, but may not be necessary in the short run.

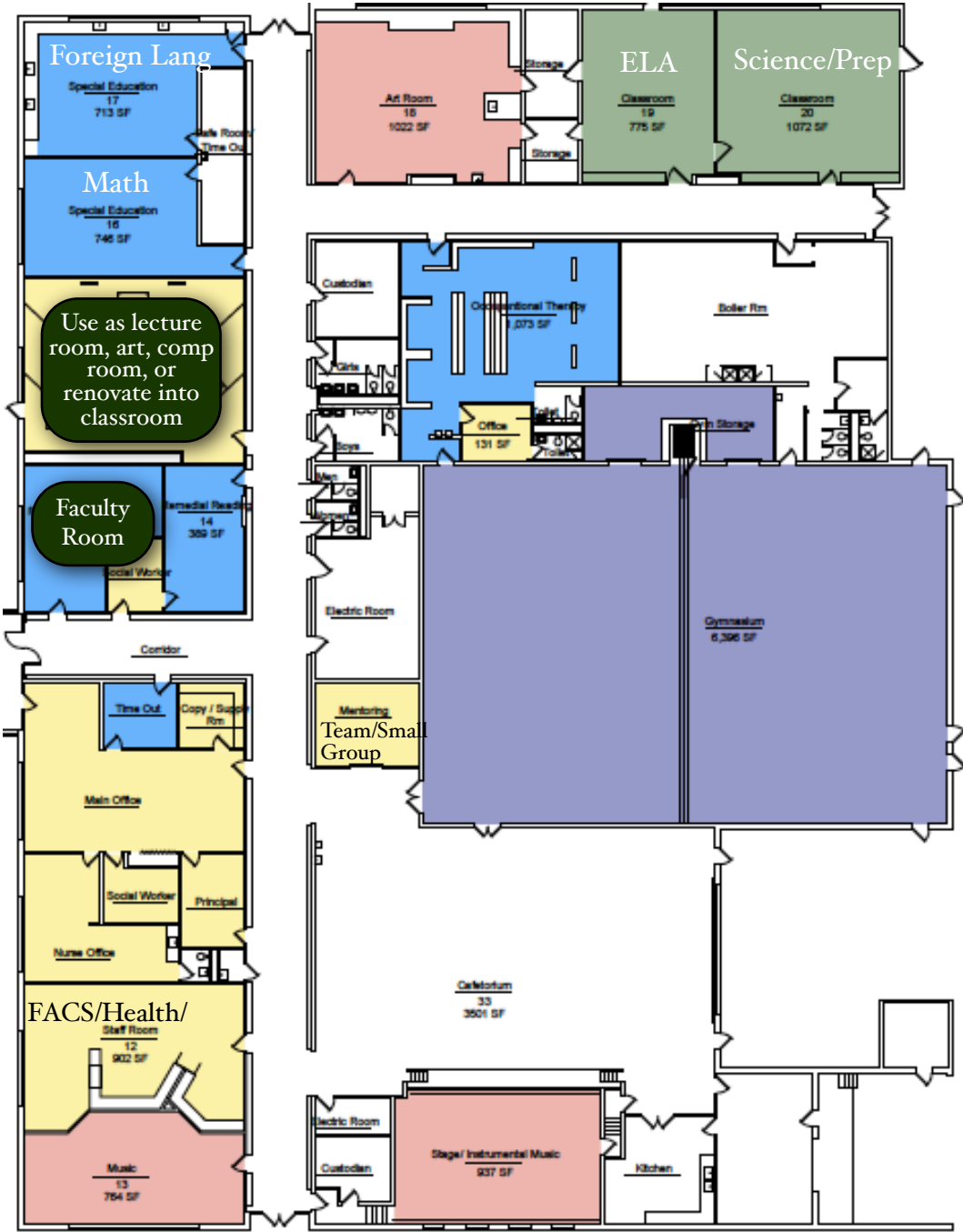
If this wing were to be used for the middle school, it would leave 20 full and undersized teaching stations that can be used for general and special ed. (*This includes the two non-compliant K rooms off the library*.) This

would not leave enough teaching stations for a three-deep K-6 program with two self-contained. Currently, the school accommodates four self-contained. If one self-contained were located in the middle school wing, that would leave three in the elementary classroom wing, including one specially equipped room for the developmentally disabled. This would leave a net of **17 teaching stations for general education, facilitating two-deep at K-3, and three-deep at grades 4-6**. This would bring **potential capacity up to 537 students, with 374 K-6 general ed, 115 grades 7-8, and 48 identified students in self-contained (average of 12 per room)**.

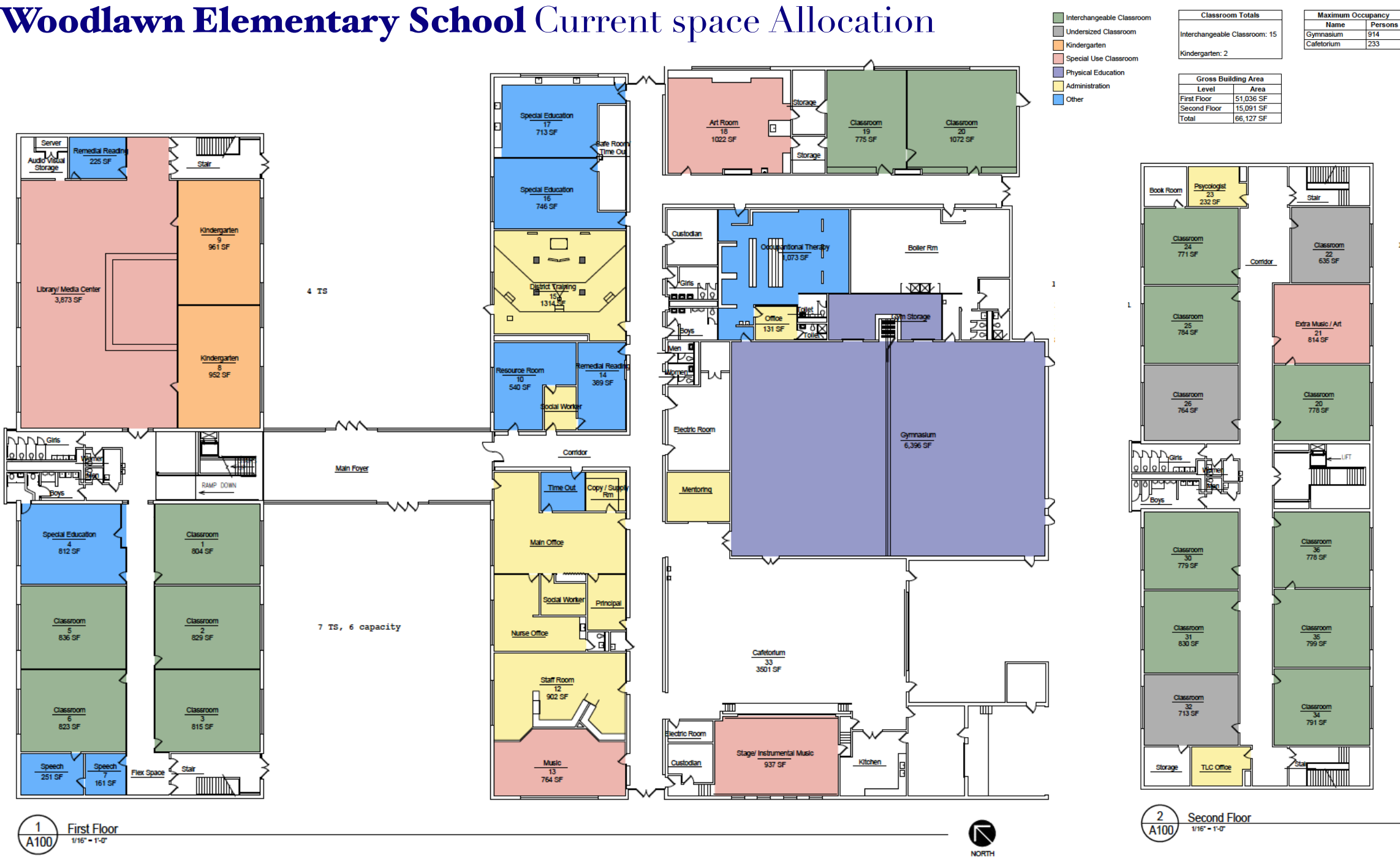
In the long term, this building's design could be better aligned with its use as a renovated middle school or K-8 building, given the special MS/JHS spaces already

Middle School Teaching Stations

1. Math
2. Social Studies
3. ELA
4. Science + Prep
5. Foreign Language
6. Health/Tech/FACS
7. Team/Pullout/Rsrc



Woodlawn Elementary School Current space Allocation



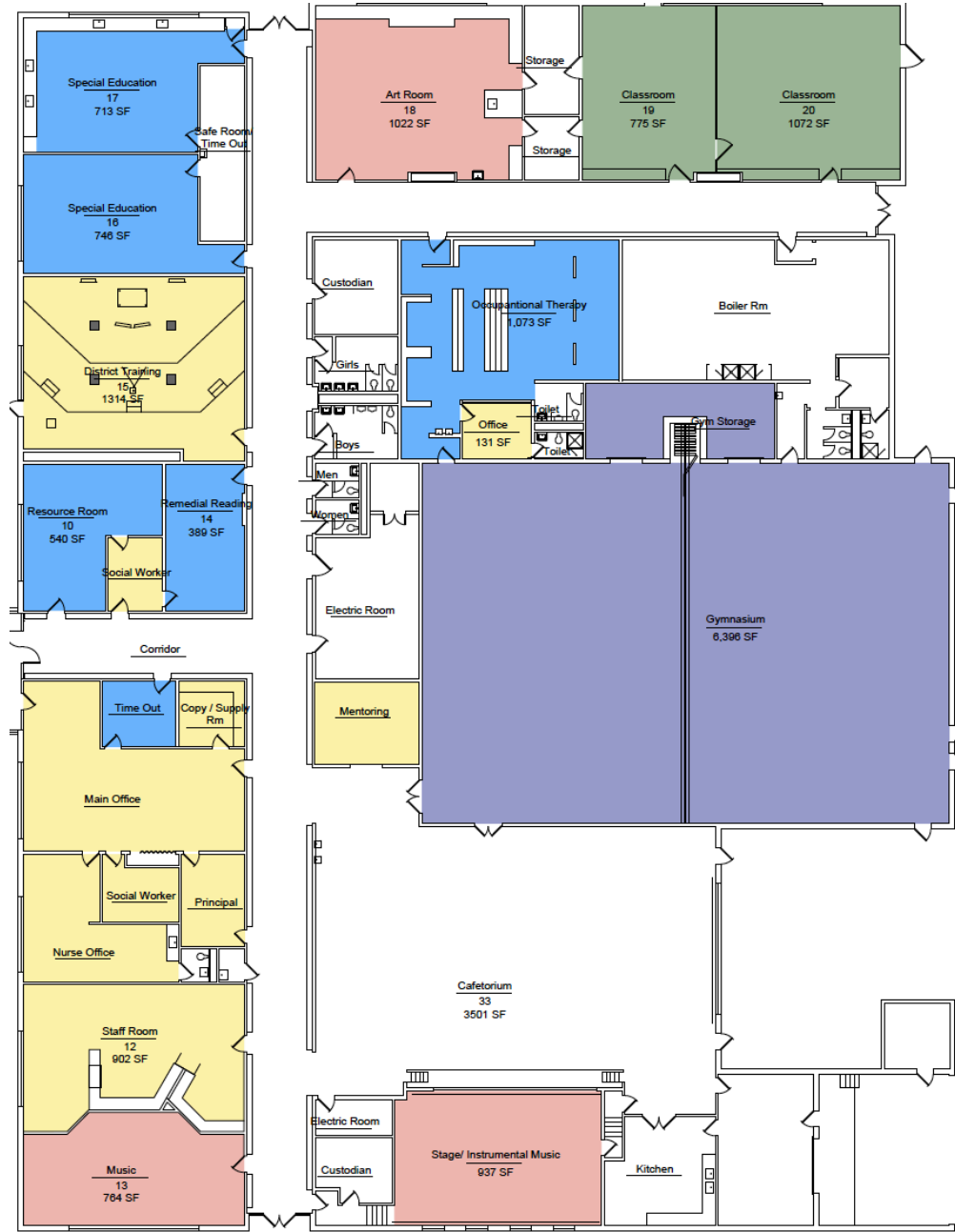
Woodlawn Elementary School Core Areas & Support Space

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals
Interchangeable Classroom: 15
Kindergarten: 2

Gross Building Area	
Level	Area
First Floor	51,036 SF
Second Floor	15,091 SF
Total	66,127 SF

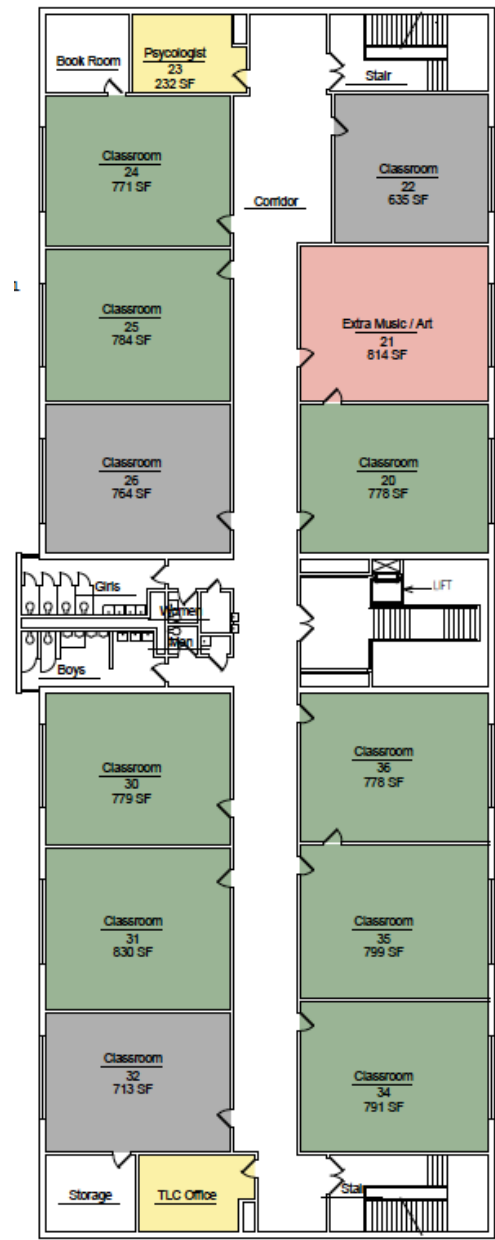
Maximum Occupancy	
Name	Persons
Gymnasium	914
Cafetorium	233



Woodlawn Elementary School Current Space Allocation 1st Flr



Woodlawn Elementary School Current Space Allocation 2nd Flr



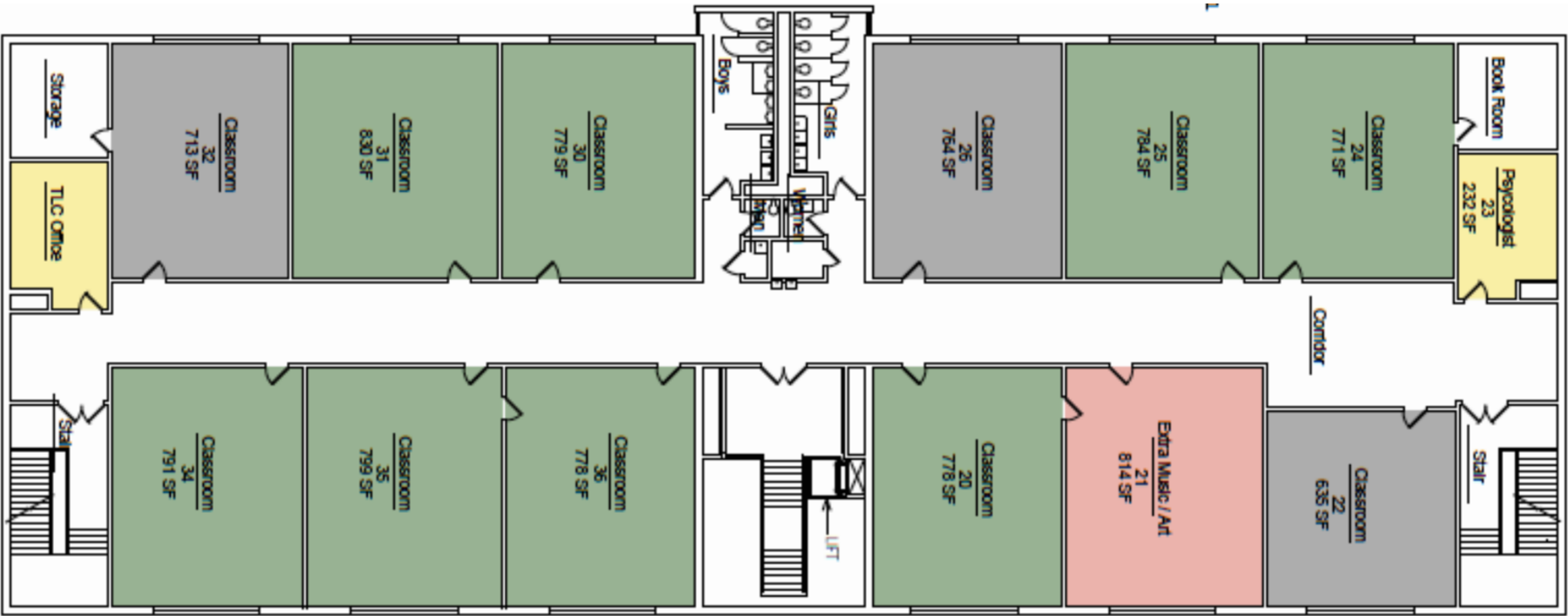
1

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

Classroom Totals	
Interchangeable Classroom:	15
Kindergarten:	2

Gross Building Area	
Level	Area
First Floor	51,036 SF
Second Floor	15,091 SF
Total	66,127 SF

Maximum Occupancy	
Name	Persons
Gymnasium	914
Cafetorium	233



1

2
A100

Second Floor
1/16" = 1'-0"



Yates Magnet School

Built in the 1913, the Yates Magnet Elementary School is located at 725 Salina Street. The 58,807 SF building currently houses 404 students – two sections deep at grades K, 3, 4 & 6, and three sections deep at grades 1, 2 and 5, with three self-contained.

Yates has two levels of teaching stations and a third level loft supported by oddly proportioned specials in

the basement, which encompasses nearly half of the square footage of the school. The library, art, music, physed, auditorium and cafeteria are all located in the dank surroundings of the basement. The original 1913 vertical structure was enlarged with a classroom addition.

The school has **33 teaching stations** and **17 interchangeable teaching stations** (two dedicated kindergarten rooms included in that number) and 4 undersized classrooms (including dedicated art and music rooms), leaving **19 net teaching stations counted for capacity.** Therefore, Yates has the

potential to house a variation of a **two- and three-deep K-6 elementary program, with up to four self-contained classrooms.**

Maximum potential capacity is 388 students with maximum class size at 22 in 16 sections K-6 (352) and three self-contained at 12 students each. The school is presently serving more students than the maximum capacity, with 17 sections of general ed and 3 self-contained. The school would more appropriately serve 15 sections, leaving one additional teaching station for other services like ESL, which is currently in an inappropriate diminutive space without light in the basement.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office area is sufficiently sized, with a standard principal’s office and multiple adjacent support offices, but no area for a conference.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	2	The school falls short of the number of teaching stations that can be counted for capacity, just below the requisite 23 teaching stations that would accommodate a three-deep, K-6 program with two self contained rooms. The conventional design of the building does not support cooperative learning activities involving more than one class, though its rooms are generally above SED standard 770 SF.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	2	There are currently 8 ESL students assigned to Yates, meeting in a dark closet in the basement. While there may be spaces within the school to reallocate, the best option might be to limit the general education population to accommodate more support spaces within the teaching station inventory.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	2	While not ideal, this school's entrance provides for a modicum of oversight, with a window from the office out to the front foyer.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	3	The is school is well equipped to accommodate identified students, with one classroom equipped with a safe room. Currently, there are three self-contained at the school, with two nicely proportioned spaces on the first floor and one on the second floor.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	There are a variety of smaller spaces that are located throughout the first and second floors, close to the majority of the student population. There are currently two full sized self-contained rooms with internal bathroom facilities, multiple areas for small group breakout (RTI and Resource), but no areas designated for OT/PT.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	An undersized art and music rooms are in the basement, along with the adequate physed station and very dated auditorium. The playground is quite large and easily serves the students population.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center is poorly proportioned, split in such a way to make both sides seem cramped and uninviting though the undersized space is somewhat larger than others. The cafeteria accommodates 158 students, which adequately serves the needs of the student population.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The shared office is on the first floor and is sufficient for the need. The nurses' office is properly sized for the school.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 14-22, with the average just under 20. This school is blessed with nicely proportioned classrooms, so increasing class size at this school would not be a problem, though the library would have difficulty accommodating a higher student population. Other core spaces could support higher enrollment, though more spaces would have to be allocate to support services.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	The school has a faculty room for dining, but does not have dedicated distributed spaces for faculty, nor spaces for teachers to meet in conference.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	The undersized computer room is located on the third floor and is not well used.

Average Score: 2.27

Yates Magnet Elementary School

Overall Program Capacity Assessment

Yates Magnet Elementary School does not have enough teaching stations to accommodate the ideal elementary program outlined under the Educational Specification Program Framework – three sections deep at all grades.

Its 19 teaching stations are well proportioned, however, and it is uniquely equipped to serve identified students – with classrooms equipped with bathrooms and one safe room. Using 15 teaching stations for the general population at the school would accommodate the current three self-contained and leave one TS for support services like ESL, which is currently utilizing an inadequate space.

The core facilities at the school are all found in the basement, which has limited light, several off-limits spaces, and is a bit of a labyrinth to navigate. The library is poorly proportioned. There is tremendous capacity on the site for expansion or building.

The long term prospects for this building are good, primarily because there is ample room on the site for expansion. With redesign, core spaces could be improved, classroom areas expanded and augmented, and the building would be ready for 21st century learning.

**Building Condition
Survey (BCS) Information**
Street Address: 725 Salina Street

Original Build Year: 1913

Gross Square Footage: 58,807

Enrollment: 405

Students Per SF: 145

Number of Floors: 4

Building Owner: District

**Estimated Capital Expenditure
for Deferred Maintenance:**
\$2,033,743.00 (\$35 per SF;
\$5,022 per student)



Teaching Stations: 33

Full Size classrooms: 16

Net TS (Capacity): 19

Maximum Sections: 19

Configuration: Variation of two-, three- deep at grades K-6, three self-contained.

Maximum potential capacity: 388 students with a max class size at 22 and three self-contained at 12 students.

Yates Magnet Elementary School Current space Allocation

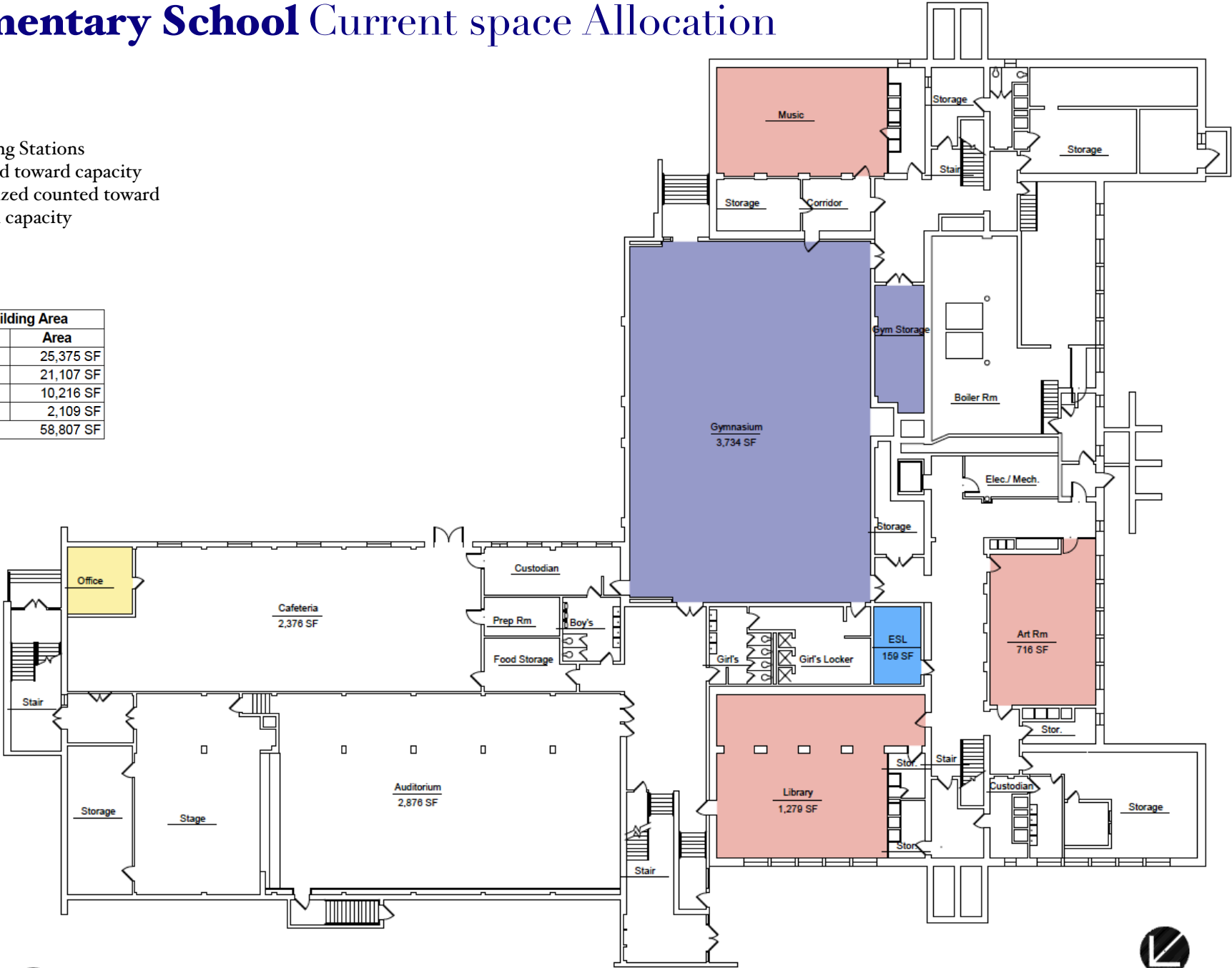
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

6 Teaching Stations
o counted toward capacity
2 undersized counted toward potential capacity

Classroom Totals	
Interchangeable Classroom: 13	
Kindergarten: 2	

Maximum Occupancy	
Name	Persons
Gymnasium	533
Cafeteria	158

Gross Building Area	
Level	Area
Basement	25,375 SF
First Floor	21,107 SF
Second Floor	10,216 SF
Third Floor	2,109 SF
Grand total	58,807 SF



1 Basement
A100
1/16" = 1'-0"



Yates Magnet Elementary School Current space Allocation

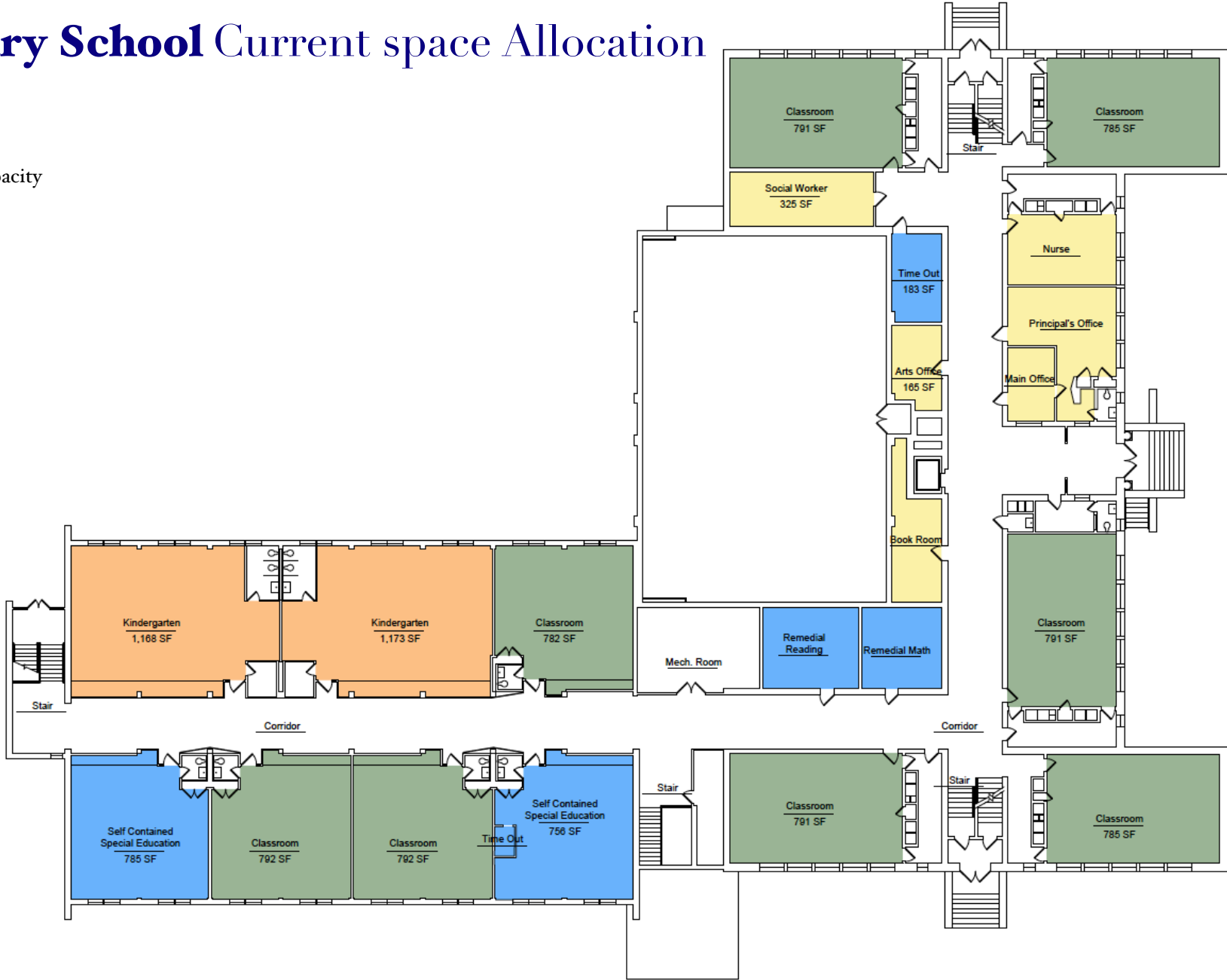
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

17 Teaching Stations
12 counted toward capacity

Classroom Totals	
Interchangeable Classroom:	13
Kindergarten:	2

Maximum Occupancy	
Name	Persons
Gymnasium	533
Cafeteria	158

Gross Building Area	
Level	Area
Basement	25,375 SF
First Floor	21,107 SF
Second Floor	10,216 SF
Third Floor	2,109 SF
Grand total	58,807 SF



2 First Floor
A100
1/16" = 1'-0"

Yates Magnet Elementary School Current space Allocation

- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

8 Teaching Stations
5 counted toward capacity
1 undersized counted toward potential capacity

Classroom Totals	
Interchangeable Classroom:	13
Kindergarten:	2

Maximum Occupancy	
Name	Persons
Gymnasium	533
Cafeteria	158

Gross Building Area	
Level	Area
Basement	25,375 SF
First Floor	21,107 SF
Second Floor	10,216 SF
Third Floor	2,109 SF
Grand total	58,807 SF



Yates Magnet Elementary School Current space Allocation

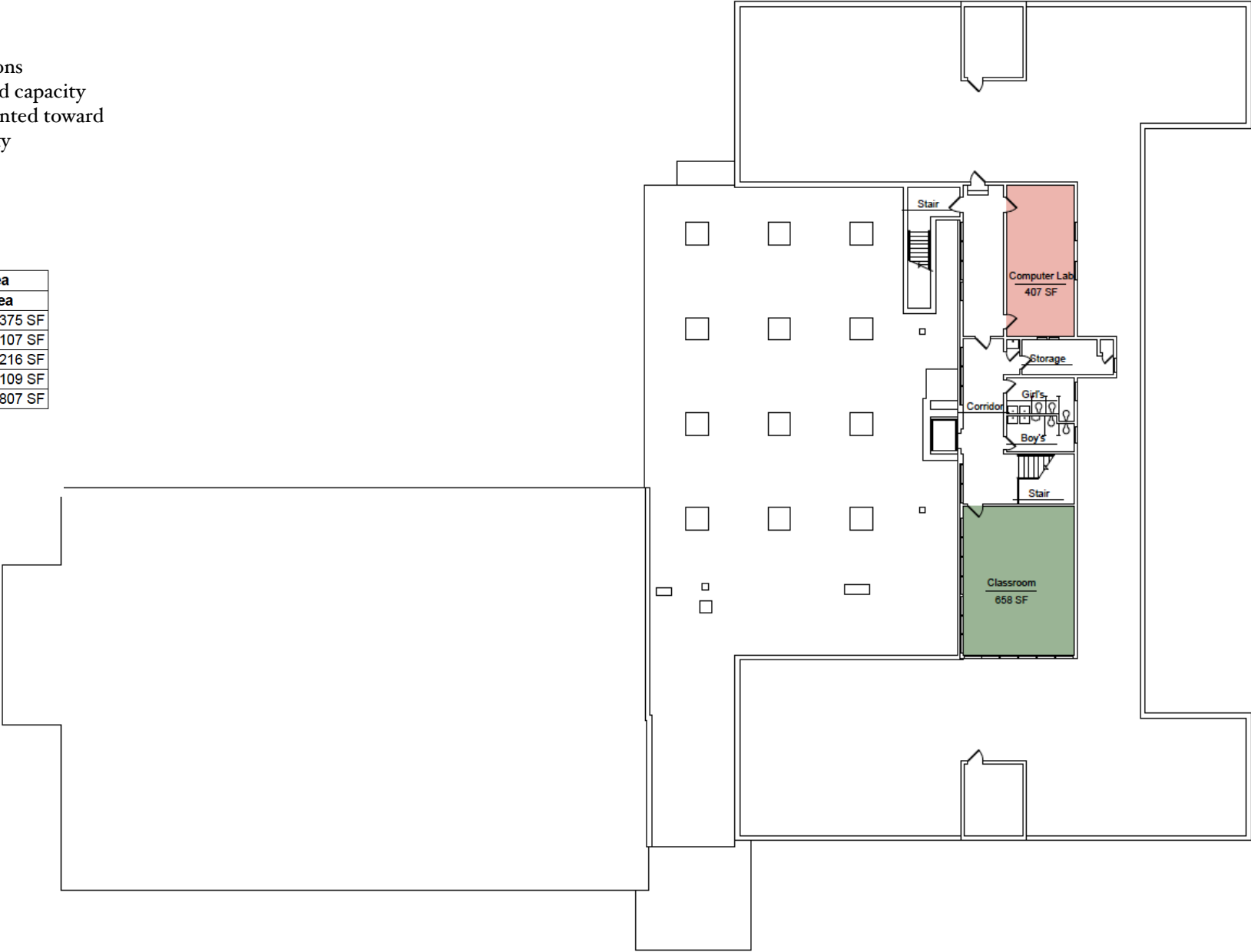
- Interchangeable Classroom
- Undersized Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other

2 Teaching Stations
o counted toward capacity
r undersized counted toward potential capacity

Classroom Totals
Interchangeable Classroom: 13
Kindergarten: 2

Maximum Occupancy	
Name	Persons
Gymnasium	533
Cafeteria	158

Gross Building Area	
Level	Area
Basement	25,375 SF
First Floor	21,107 SF
Second Floor	10,216 SF
Third Floor	2,109 SF
Grand total	58,807 SF





Jesse T. Zoller School

Built in 1955, the Zoller Elementary School is located at 1880

Lancaster Street. The 53,975SF building currently houses 454 students in three sections deep at K-1, four deep at grade 2, two deep at grades 3, 4 and 6, and three deep at grade 5 with two self-contained.

Zoller is a sprawling, one-story building characterized by one outstretched wing, an austere 8 classroom addition, and a cafeteria that is a signature space amid an otherwise uninspiring design. Its inventory of teaching stations are ample in size and its core spaces easily accommodate a student population well beyond its current use, though its available teaching stations limit its capacity.

The school has **33 teaching stations** and **22 interchangeable teaching stations** (a dedicated art room included in that number) and 2 undersized

classrooms, leaving **22 net teaching stations counted for capacity**, if one of the undersized rooms were used for self-contained, as is currently the case. Therefore, Zoller has the potential to house a **three-deep K-6 elementary program, with one self-contained classroom**, or a three deep program at six grades, with two deep at either kindergarten or 6th grades, and two self-contained rooms. Maximum potential capacity is 477 students with a maximum class size at 22 and one self-contained at 15 students.

PROGRAM REQUIREMENT	SCORE 1-4	COMMENTS
Administration: <ul style="list-style-type: none">One administrator and a secretary.Admin para-professional: attendance, discipline (triage)	3	The office area is sufficiently sized, with an standard principal’s office an multiple adjacent support offices, but no area for a conference.
Configuration: (14 or 21 Classrooms) <ul style="list-style-type: none">At least two (preferably three) sections deep at each school for all grades.Uniformity throughout the school is preferred.Properly sized (900 SF) kindergarten rooms equipped with bathroom and reading areas.Cooperative learning space, if available	3	The school falls short of the number of teaching stations that can be counted for capacity, just below the requisite 23 teaching stations that would accommodate a three-deep, K-6 program with two self contained rooms. The conventional design of the building does not support cooperative learning activities involving more than one class, though its rooms are generally above SED standard 770 SF.
English As A second Language (ESL) Program (One undersized classroom) <ul style="list-style-type: none">On average, there are about 20 students per school enrolled in ESL instruction, requiring 36 to 72 minutes of instructionOne dedicated classroom is needed in the 500-800SF range, with natural light, if possible.	1	There are currently 11 ESL students assigned to Zoller, meeting in a significantly under-sized 230 SF room. There are no adequately sized spaces for ESL, outside two rooms currently fit out for self-contained and music.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <small>1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard</small>
Security <ul style="list-style-type: none"> Single point of secure entry 	1	This school provides little passive security at its entrance, with no eyes on the door. Visitors are buzzed in and then must report to the office, which has no ability to watch as visitors find their way to the office.
Special Education Instructional Services <ul style="list-style-type: none"> One self-contained class per level – primary and intermediate – for a total of two per school, with a built-out properly equipped “safe room” within or adjacent to the classroom. (2 classrooms) 	2	To run a three deep K-6 program at this school, there could only be one self-contained room. There are no rooms equipped with “safe rooms” within the classroom, and there is an ill-equipped space provided for students acting out in the eight classroom addition.
Special Education Support Services <ul style="list-style-type: none"> A conference room for local CSE and parent meetings. Related services for identified population: <ul style="list-style-type: none"> Resource (small group pull out) rooms located in close proximity to general education and integrated classrooms. Speech: One 200-300SF private space, near classrooms. OT/PT: 400-800SF classroom with storage capabilities. Identify special areas District-wide with multiple handicapped students can be served. (Access. etc.) 	2	There are a variety of smaller support spaces located throughout the main building, with only one support space provided in the addition. One undersized resource room is found at the far end of the main wing, while multiple areas for speech and reading are located throughout the main building. Zoller has the largest OT/PT area of all the elementary schools, and some of the district’s equipment is stored there.
Specials/Exploratories (Three Classrooms, Gym, cafe) <ul style="list-style-type: none"> Dedicated Art room (One hour of once per week) Dedicated music room (30 minutes twice weekly) that will also serve band/orchestra/choral room Dedicated Physical Education space (35 minutes, twice weekly) Playground (Counts toward state physed requirement) 	2	The art room is appropriately sized in a space that would be adequate if it were not for the lack of natural light, due to a limited length of window area and its proximity to the cafeteria addition, which casts a shadow. The music room doubles as a band and choral room and is seriously undersized. The physical education space is an excellent meeting space and provides plenty of room for the current student population and beyond. undersized for both program and staging needs. Playground space is not an issue.

PROGRAM REQUIREMENT	SCORE (1-4)	COMMENTS <div> 1=Does Not Meet Program Needs 2=Below Standard 3=Meets Standard 4=Exceeds Standard </div>
Specials/Exploratories (Three Classrooms + Gym) <ul style="list-style-type: none"> Library Media Center able to accommodate multiple classes, provide alternative learning setting, and real research opportunities Cafeteria that can comfortably accommodate all students for breakfast, and provide realistic time schedule for providing lunch 	2	The library media center is nicely equipped but small, limiting its use as a space for multiple classes to come together. As stated, the cafeteria is a signature space that has ample room to handle most of the school's population in only two sittings, if needed.
Student Support <ul style="list-style-type: none"> One shared support office 250SF: <ul style="list-style-type: none"> Psychologist .5 FTE Social Worker 1 FTE Nurse 	3	The office is currently located in the back classroom addition and is somewhat undersized. There are several offices available within the main office to possibly provide space for psychologist or social worker. The nurse's office is well positioned, well equipped and nicely proportioned.
Student/Teacher Ratio: <ul style="list-style-type: none"> 18-22 to 1 in general education classroom. 18-22/2/1 integrated co-teaching classroom, with 6-9 children as special education, and one co-teacher and one aid divided between two sets of children in different classes. 	N/A	While this is not a function of the facility, the average class size ranges from 18-28. If the district were to raise class sizes in the future, core areas would easily support such a move and the amply-sized classrooms could also accommodate such a move.
Teacher Support <ul style="list-style-type: none"> Dedicated faculty room Book room Conference room Staff development area, if possible 	2	The school has a faculty room for dining, but does not have dedicated distributed spaces for faculty, nor spaces for teachers to meet in conference. There is a parent meeting room right near the front entrance.
Technology (One classroom) <ul style="list-style-type: none"> Dedicated computer room Limited access to computers in classroom, 2-4 per classroom and laptops on a cart with an itinerant WiFi network. 	2	The computer room is tiny, falling well below SED standards. While there is not WiFi throughout the building, a technology cart is available to distribute laptops and itinerant network access.

Average Score: 2.09

Jesse T. Zoller Elementary School

Overall Program Capacity Assessment

Zoller Elementary School does not have enough teaching stations to accommodate the ideal elementary program outlined under the Educational Specification Program Framework – three sections deep at all grades.

Its 22 teaching stations counted toward capacity are one shy of the 23 needed to house a K-6, three sections deep general educational program with two self-contained sections of identified students.

However, the school's cafeteria and gym have the potential to serve a higher student population, though the library media center is currently undersized for more students. At an average class size of 25, the school could easily hold 550 students. There also is potential for a small addition that could equalize its core potential with its teaching stations.

The long term potential for this building is excellent, particularly

in light of the ample space for expansion on the site and the ability to go to a second story, if deemed appropriate. With some modest redesign and an addition, this building could serve more students in a 21st century learning environment.

Building Condition Survey (BCS) Information Street Address: 1880 Lancaster St

Original Build Year: 1955

Gross Square Footage: 53,975

Enrollment: 454

Students Per SF: 119

Number of Floors: 1

Building Owner: District

**Estimated Capital Expenditure
for Deferred Maintenance:**
\$973,513 (\$18 per SF;
\$2,144 per student)



Teaching Stations: 33

Full Size classrooms: 22

Net TS (Capacity): 22

Maximum Sections: 22

Configuration: Three-deep K-6, One self-contained.

Maximum potential capacity: 477 students with a max class size at 22 and one self-contained at 15 students.

Zoller K-8 Capacity Assessment

SHORT TERM – LONG TERM

Zoller can comfortably house a K-6 elementary program with a modified middle school program grades 7-8, facilitating a safe and manageable coexistence of the two programs. The middle school program can easily be housed in the newer wing of the school (*shown at right*), which also happens to be juxtaposed to the cafeteria. This is an ideal location with plenty of space, including a team room. An additional teaching station in this wing could be used for an age-appropriate self-contained room. A safe

room might have to be built within one of the rooms, since this plan would reallocate the current safe room to a planning/team room.

Zoller has the potential to house some variation of a **two-deep K-6 elementary program (14)**, with a modified

middle school program using six inter-changeable teaching stations, along with two self-contained classes, which mirrors current use for special ed.

This would put Zoller's student population at 447 – assuming 14 sections with a maximum class size at

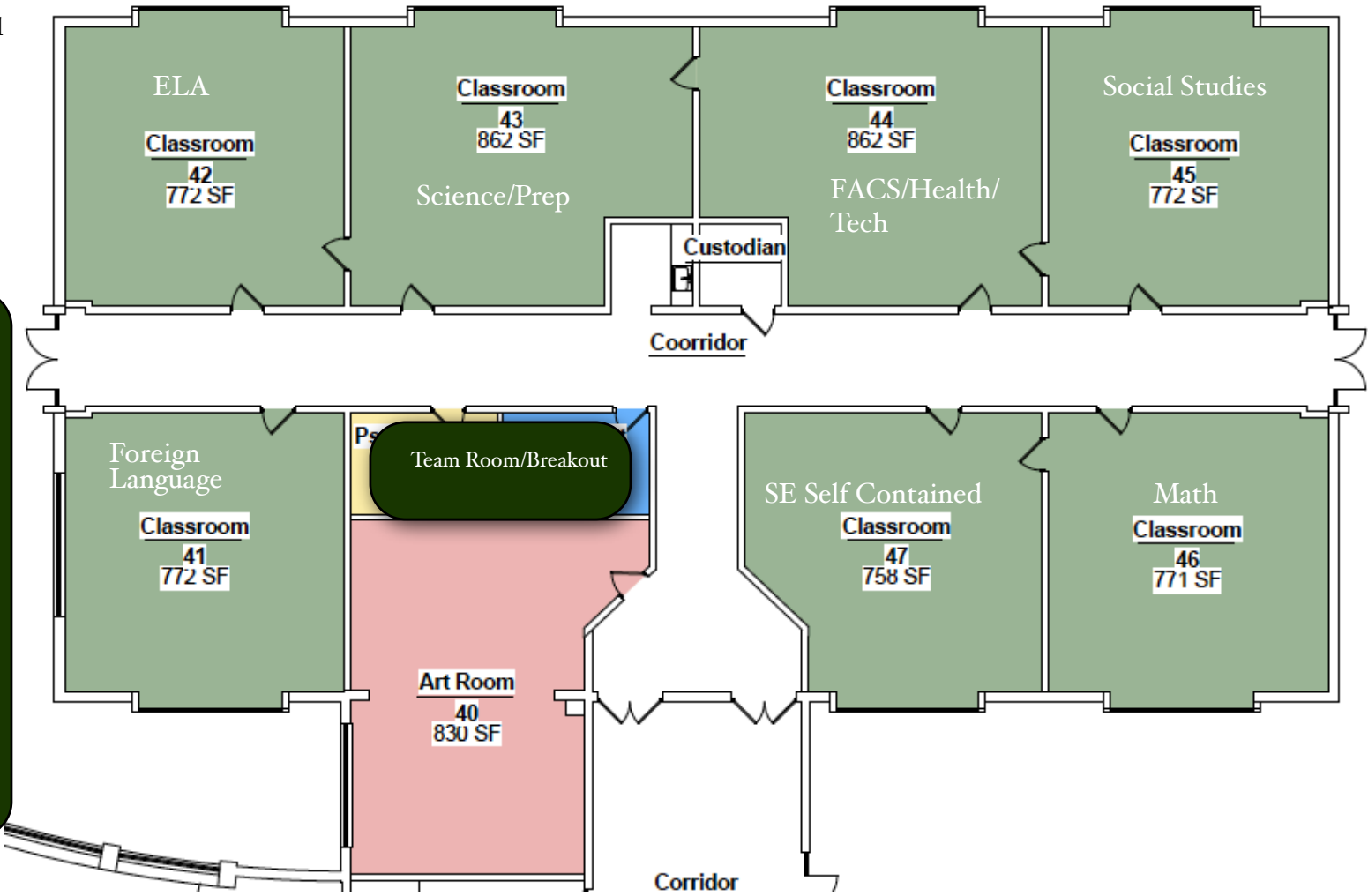
22 K-6 (308), 115 middle school students, and two self-contained at an average of 12 students each (24).

This is almost exactly the current population of the school. Population would rise slightly if sections of general education were added in lieu of special ed.

The long term prospects for this building as a K-8 are even better. Land is plentiful, the newer classroom cluster can be renovated into a true middle school classroom community, the library can be expanded, and perhaps a second story could be added, if possible or needed. Additionally, its core gym and cafe areas have ample room to accommodate an enhanced student population.

- Middle School Teaching Stations**

 - 1. Math
 - 2. Social Studies
 - 3. ELA
 - 4. Science + Prep
 - 5. Foreign Language
 - 6. Health/Tech/FACS
 - 7. Team/Pullout/Rsrc



Zoller Elementary School Current space Allocation

Classroom Totals
Interchangeable Classroom: 18
Kindergarten: 3

- Interchangeable Classroom
- Kindergarten
- Special Use Classroom
- Physical Education
- Administration
- Other



Zoller Elementary School Current space Allocation



Zoller Elementary School Current space Allocation

