

Colorado Springs School District 11

School Building Capacity Model

Purpose:

This school building capacity model has been developed in response to direction and guidance provided in Policy JC, School Attendance Areas and School Building Capacity, and its supporting regulation JC-R. It is also designed to be used in conjunction with Policy JFBA/JFBB, School Choice Open Enrollment and its supporting regulation JFBA/JFBB-R. The purpose for defining and publishing a school building capacity model is to define common guidelines for determining student capacities for schools within the district. This information, when used in conjunction with actual or projected enrollment data, provides information concerning potential crowding and/or availability of space for additional students. Actual site specific adjustments may be needed based on an individual school's configuration or circumstances. Per Regulation JC-R, this model is reviewed annually in the spring of each year by the District Attendance Area, Enrollment, and School Building Capacity Committee and updated as appropriate.

Basic Concepts:

In general this model uses the total number of teaching stations and other suitable instruction areas, minus some pre-defined set-aside space, times a students-per-teaching-station factor to arrive at an overall starting building capacity number. This number may then be adjusted based on instructional concept needs, e.g. middle school concept, and/or program capacity adjustments based on specific programs or uses in the building.

Teaching stations:

- Spaces that are at least 600 square feet in size and can be used for instructional purposes are counted as “teaching stations”. A floor plan for each school facility shows all the spaces that are counted as teaching stations.
- Smaller spaces of at least 200 square feet in size that do not have a specialized non-instructional use, and suitable for instructional purposes are counted toward “equivalent teaching stations”. One equivalent teaching station is added for each 600 square feet of this additional useable space, so long as it can support the overall instructional program of the school. The model does not identify specific uses for a teaching station as these uses are a site decision and can be changed based on need.
- Common/core areas, such as teacher's lounges, cafeterias, and media centers are not counted as teaching stations.
- Portable building classrooms that may be available on the school site are not counted as part of the basic school building capacity but can be considered under Policy JC as a possible solution to capacity issues and specialized instructional support needs. Portable classrooms with no rest rooms taking square footage away from them shall be counted as able to hold 25 students each. Portable classrooms with older, small restrooms shall be counted as able to hold 20 students each. Portable classrooms with the newer, large Americans with Disability Act (ADA) restrooms shall be counted as able to hold 15 students each.

Model Specifics:

Elementary School Building Capacity:

The concept of “Rounds” is used at the elementary level. “Rounds” are the number of classrooms per grade that can be offered on average in a school (e.g. a two-round K-5 elementary school would have a capacity of 300; 6 grades x 2 classes per grade x 25 pupils per class). Schools rarely have an even number of rounds but the number of rounds plays a role in the number of special classes that a school should plan for. Thus a larger school with more rounds, will require more space for special classes and supplemental instructional needs. Elementary school building capacity is calculated by taking the total number of teaching stations (excluding portables) and crediting teaching stations to allow for the following:

- All schools are allocated 1 teaching station for a computer lab
- Schools > a 300 student capacity are allocated one teaching station each for band/strings and for vocal music
- Schools < a 300 student capacity are allocated 0.5 teaching station each for band/strings and for vocal music
- All schools are allocated 0.5 teaching station for Flex Space for any use the school chooses including a Community room
- All schools are allocated one teaching station for pre-school
- Special Ed, art and other specials, and itinerants are each allocated 0.5 teaching station per round
- All schools with > a 500 student capacity are allocated one teaching station for a mini-gym

Note that gymnasiums are not counted as teaching stations for elementary schools; most of these also operate as the cafeteria. Configured auditoriums (there is only one; Queen Palmer ES) are not counted as teaching stations since they cannot typically be scheduled for regular classes.

The building capacity at 100% efficiency = total teaching stations minus the teaching station credits x 25 students per teaching station.

Optimum Utilization capacity: At the elementary level the “optimum utilization” capacity is the same as the building capacity at 100% efficiency as defined above. This is based on the fact that students generally stay in one classroom and specific credits are taken for all special use situations.

Middle School Building Capacity:

Middle School building capacities are calculated by taking the total number of teaching stations and crediting six teaching stations. The credits provide for a flexible/community room and five teaching stations to be used as non-instructional departmental space. Stages and fixed auditoriums are not counted as teaching stations. Gymnasiums are counted as teaching stations, with some of the larger gymnasiums counting as two teaching stations as they can accommodate two classes at the same time.

All regular D-11 middle schools house grades 6-8 and operate instructionally on the middle school concept. Exploratory class teaching stations are treated the same as academic core teaching stations, however scheduling constraints and other factors reduce the effective utilization of individual rooms. Rather than account for all factors through credits, a factor of 75% is used to arrive at the building capacity for middle schools.

High School Building Capacity:

High School building capacities are calculated by taking the total number of teaching stations and crediting nine teaching stations. The credits provide for a flexible room/community room and eight teaching stations to be used as non-instructional departmental space. Auditoriums and gymnasiums do count as teaching stations at the high school level. Gymnasiums are counted as teaching stations, with some of the larger gymnasiums counting as two teaching stations as they can accommodate two classes at the same time.

All traditional D-11 high schools house grades 9-12 and operate instructionally on standard high school concepts. Scheduling constraints and other factors reduce the effective utilization of individual rooms. Rather than account for all factors through credits, a factor of 85% is used to arrive at the building capacity for high schools.

Roy J. Wasson Academic Campus Building Capacity:

The Roy J. Wasson Academic Campus building capacity is calculated by taking the total number of teaching stations and crediting nine teaching stations. The credits provide for a flexible room/community room and eight teaching stations to be used as non-instructional departmental space. Gymnasiums are counted as teaching stations, with each of the gymnasiums counting as one teaching stations since alternative and nontraditional schools do not share gym space.

For the Roy J. Wasson Academic Campus schools and programs the building capacity equals total teaching stations less any teaching station credits multiplied by the staffing ratio depending on what school or program is utilizing the teaching station. Student enrollment in the RJWAC schools and programs is factored based on if the student is a full, part-time, or dual student.

Rather than account for all factors through credits, a factor of 85% is used to arrive at the building capacity since the majority of the RJWAC schools are high schools.

Program and Use Adjustments:

The building capacities provide a guide for assessment of enrollment vs capacity, both for in-attendance area students and for general education choice application enrollment. However, the basic capacities may be reduced by Administration and/or Board of Education approved special uses/programs, both instructional and non-instructional. These are identified in the "Program & Use Adjustments" section of the capacity worksheets for elementary schools, middle schools, high schools, and the Roy J. Wasson Academic Campus. Approved access to these special instructional programs is typically based on an approved program application, not a regular choice enrollment application (Ref. Policy JFBA/JFBB).

Title I schools are a special class of "Program and Use Adjustments". All Title I designated schools will receive one classroom set aside/credit for Title I intervention/temp worker support. In the event that the ICSS Division approves an additional classroom teacher (> 0.5 FTE) for a school, paid by Title I funds, the school receiving the additional teacher will receive an additional capacity model set aside/credit for the applicable teaching station capacity (25 elementary/30 secondary). A school receiving additional Title I classroom teachers may appeal to the Capacity Committee in September of each year to request additional offsets /credits for their school.

Note: Per Regulation JC-R, the D-11 Facilities department maintains individual school floor plans showing precisely which spaces are counted as teaching stations. These floor plans are available on the District web site.