



Eagle County School District

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# 2020 Facilities Master Plan Update

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September 2020

# ACKNOWLEDGMENTS

The Board of Education would like to thank the principals and staff from each school, District staff, and all members of the Eagle County School community who contributed to the preparation of this Plan.

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# INTRODUCTION

This 2020 Eagle County Schools Facility Master Plan Update (2020 Update), is an update to the 2016 Facilities Master Plan (2016 Plan). The focus of this update is to address conditions that have changed since 2016 and in response to changed conditions provide recommendations for the use of and improvements to Eagle County School District (ECSD or “the District”) facilities, and the use of the District’s land resources.

While the 2020 Update generally conforms with the format of the 2016 Plan, the 2020 Update is slightly reduced in scope. The 2016 Plan includes background and other information that may be relevant today. The 2016 Plan is found in the appendix of this plan.

## The 2016 Facility Master Plan

The 2016 Plan was prepared to provide a road map for the District “to ensure that the District’s schools and related facilities provide quality environments necessary to further its mission of educating the youth of Eagle County”. Buildings that are safe, secure, attractive, engaging, and equipped to support contemporary learning methods provide an environment that will create the best opportunity for providing quality education.

The 2016 Plan was prepared over the course of one year. The process involved the comprehensive evaluation of all existing schools and facilities, updates to demographics and enrollment projections, and evaluation of the District’s land resources. Four different committees were formed to guide the preparation of the 2016 Plan and community outreach meetings were held in the east and west ends of the Eagle River Valley.





## 01 Introduction

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The main elements of the 2016 Plan included:

- ***Seven Guiding Principles*** that defined the District's values regarding schools and facilities and were used as a basis for determining recommendations for future improvements to schools and facilities.
- ***Inventory of Schools and Facilities*** involved a comprehensive evaluation of all schools and facilities to identify the need for improvements and priorities for implementing such improvements.
- ***Enrollment Projections*** were prepared to understand the need to expand school capacities necessary to meet future growth in student enrollment.
- ***Land Resources*** were evaluated with respect to how the District's available land could be used to meet future school and facility needs.
- ***Recommendations*** for implementing improvements to existing schools, alternatives for addressing future school capacity needs, and strategies for the use of District lands were provided.



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The cornerstone of the 2016 Plan were the near-term and long-term recommendations for improvements to schools and facilities. These improvements were necessary in addressing both the condition of some schools as well as the increase in student enrollment at the time. These improvements included:

### Near-Term Improvements

1. **Implement Priority 1 and 2 improvements to:**
  - *Avon Elementary*
  - *Battle Mountain High*
  - *Berry Creek Middle*
  - *Brush Creek Elementary*
  - *Edwards Elementary*
  - *Gypsum Elementary*
  - *Homestake Peak*
  - *June Creek Elementary*
  - *VSSA*
  - *East Bus Barn and Chambers Road Administration Building*
2. **Replace Red Sandstone Elementary**
3. **Replace Eagle Valley Elementary**
4. **Replace Eagle Valley Middle**
5. **Construct a new Red Canyon High West**
6. **Expand Eagle Valley High**
7. **Expand Red Canyon High East**
8. **Create a centralized “Operations Hub” for transportation, technology, and maintenance**
9. **Pursue alternatives for addressing staff housing needs**
10. **Other improvements, e.g. water tank at Maloit Park and Valley Road improvements in Gypsum**

### Potential Long-Term Improvements

1. **Implement Priority 3 and 4 improvements to existing schools and facilities**
2. **Construct a new school at the Hay Meadow parcel in Eagle**
3. **Expand Homestake Peak School in Eagle-Vail**
4. **Convert Gypsum Elementary to house high school programs**
5. **Construct a new elementary school at the IK Bar parcel in Gypsum (to replace Gypsum Elementary)**
6. **Construct a 3rd elementary school at the Buckhorn parcel in Gypsum**

The 2016 Plan provided the basis for a proposed bond measure to fund needed improvements. Eagle County voters continued their long history of supporting the District’s facility needs by overwhelmingly voting to approve a bond in the fall of 2016. This bond provided funding to implement the majority of the near-term improvements listed above.

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## 2020 Facility Master Plan Update

### Need for Update to the 2016 Plan

The 2016 Plan is characterized as a “working document” that identifies needs and guides decision-making regarding the District’s schools and facilities. The Plan addresses dynamic factors that change over time. The 2016 Plan acknowledges that:

*“As a living document, the FMP should be updated on a periodic basis as conditions change or the District’s needs change”.*

The 2020 Update has been prepared in response to this statement from the 2016 Plan.

Significant enrollment growth, particularly in the western end of the District, was forecasted in 2016. In response, the focal point of the 2016 Plan was the expansion and upgrading of existing school facilities. Most of the near-term priorities identified in the 2016 Plan were addressed by the voter approved bond in 2016. Today, the factors influencing ECSD operations, specifically as they relate to future enrollment trends, are markedly different than in 2016. Significant enrollment declines are forecasted throughout the District and as such the focus of the 2020 Update is on addressing the condition of existing facilities and how to manage enrollments to ensure efficient operation of schools.

The effort to update the 2016 Plan has occurred in the midst of the COVID-19 pandemic. While the full impact of this pandemic remains unknown, it is assumed that our community and ECSD will be affected by the pandemic for months and possibly years to come. The pandemic may create the need to more frequently revisit elements of the 2020 Update as impacts of the pandemic are better understood, particularly with respect to enrollment projections and the use of District facilities.



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## **Process for the 2020 Update**

The process for the 2020 Update involved the following main steps:

1

### **Comprehensive evaluation of all schools and facilities**

The process of evaluating each school and facility began with updating the list of needed improvements from the 2016 Plan (removing improvements that were implemented with the 2016 bond), walking each site with District staff to observe conditions, and interviewing principals. Updated lists of needed improvements were then prepared and prioritized.

2

### **Update to enrollment projections**

Two independent studies were commissioned to update enrollment projections. The first, prepared by Western Demographics, Inc. concluded that ECSD is entering a period of enrollment decline. A second report was completed by Cooperative Strategies. This report also projected enrollment decreases over the next ten years. Findings from the Western Demographics, Inc. report have been used as a basis for the recommendations of this Plan.

3

### **Evaluation of land resources**

Undeveloped District-owned lands were evaluated and recommendations regarding the use of these lands have been updated. These recommendations were prepared with input from the ECSD Land Resource Committee. Changes in enrollment forecasts and recommendations from the recently adopted 2020 Employee Housing Master Plan are the two main factors that have influenced changes in recommendations for the use of ECSD land.

4

### **Recommendations**

Recommendations for schools, facilities, the use of land, and other strategies were prepared following completion of the three steps listed above. Recommendations were formulated by District staff and consultants and were then vetted with the District Leadership Team.

5

### **Preparation of the Plan**

Following completion of the steps above a draft plan was prepared. The draft of the 2020 Update was reviewed by the District staff and presented to the Board of Education for their review and approval.



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### **How the 2020 Update will be Used**

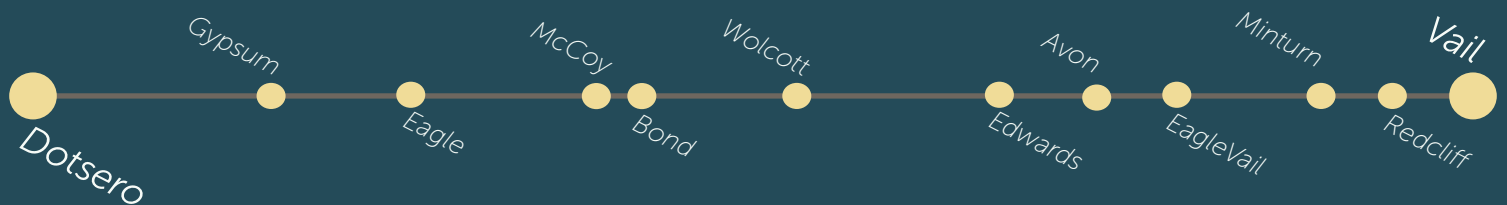
The 2020 Update provides a vision for how the District can most effectively manage schools, facilities, and land resources to further their mission of educating the youth of Eagle County. This may involve improvements to existing buildings, the development of new schools, or implementing steps to maximize the efficiency of how schools and facilities are used. The 2020 Update provides a strategy for future decision-making for building improvements, capital improvements, other programs, and actions.

This plan provides both near and long-term recommendations that serve as a road map for District staff and the Board of Education. Recommendations are at a “master plan” level, they are general in nature and many will require more detailed study and analysis prior to implementation. As with the 2016 Plan, this update is a living document and should be updated on a periodic basis as conditions and/or the District’s needs evolve.



## About Eagle County Schools

Serving Pre-K through 12th grade students from Vail to Dotsero, including McCoy and Bond, Eagle County Schools is an innovative district comprised of approximately 900 professionals engaging nearly 6,600 students. The District's vision is to prepare all of their students to be global-ready graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways. With the District's diverse student population, it is essential to provide culturally inclusive, respectful, and supportive learning environments. By enhancing our cultural competence and connecting with the hearts of our students first, it is believed their minds will be more open to engaging in the academic work necessary to graduate with global-ready skills.



## The mission of Eagle County Schools:

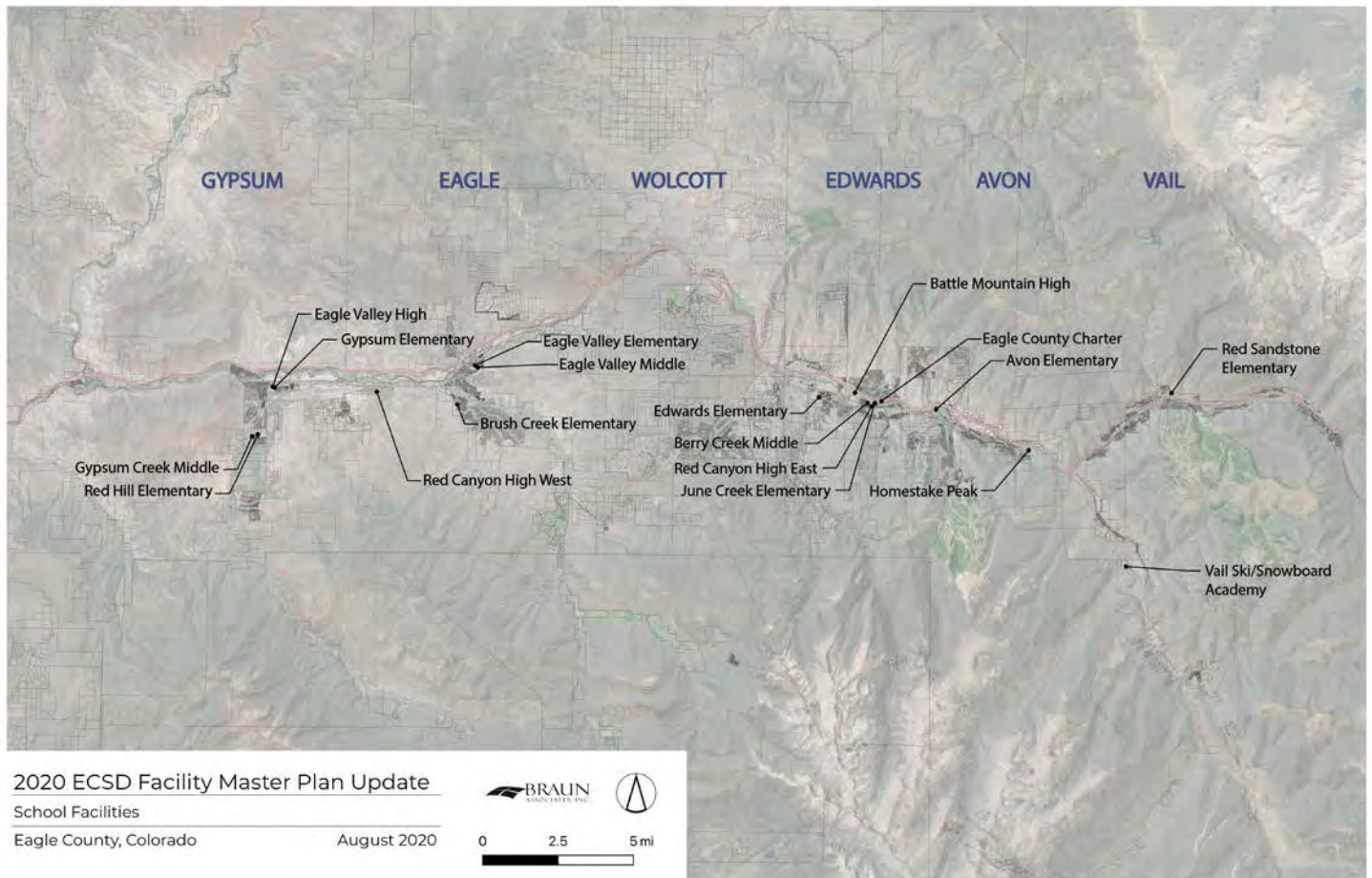
*We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.*

Eagle County Schools serves Pre-K through 12th grade students at nineteen schools located throughout Eagle County. For many years ECSD was a small, rural school district with a handful of schools in the towns of Eagle and Gypsum in the Eagle River Valley along with small schools in the towns of Minturn, Red Cliff, and Bond. As the County's resort economy took hold in the 1970's and grew rapidly in the 1980's, the District expanded school capacities as necessary to accommodate the County's growing permanent population. During this time the voters of Eagle County expressed their support of education by voting to approve a number of bond elections to construct new schools and to renovate existing schools. The past five bond elections allowed for the construction of the eleven new schools and numerous renovations, additions, and redevelopments to existing schools and facilities.



- **1990 Bond**  
Edwards Elementary  
Gypsum Elementary
- **1995 Bond**  
Avon Elementary  
Berry Creek Middle
- **1999 Bond**  
Brush Creek Elementary  
Red Hill Elementary  
Gypsum Creek Middle
- **2006 Bond**  
Red Canyon High  
June Creek Elementary  
Battle Mountain High  
Eagle Valley High (renovation)
- **2016 Bond**  
Red Sandstone Elementary  
Eagle Valley High  
Eagle Valley Middle  
Eagle Valley Elementary  
Red Canyon High (west)





This diagram depicts all existing ECSD schools. Refer to Chapter 5 of this Plan for additional information on other District's land resources.

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## Executive Summary

For the past thirty years the Eagle River Valley has experienced rapid growth and development. During that time ECSD has been tasked with keeping pace with student growth by constructing new schools and facilities. The District experienced consistent enrollment growth from 2010/11 through 2017/18. The majority of this growth was in the western end of the District and the most recent 2016 bond was in direct response to this growth. Enrollments declined slightly in 2018/19 and 2019/20 and current enrollment projections indicate an annual 2-3% decline for the next eight years. This is a significant change from the past few decades and thus the focus of this 2020 Update is very different from the 2016 Plan.

*The major findings and recommendations of the 2020 Update include:*

- Based on forecasts indicating a significant decline to school enrollments, there will be no need to expand school capacities in the foreseeable future.*
- While the 2016 bond resulted in the construction of new schools and facilities, significant renovations to schools, and comprehensive improvements to all existing schools, the need for an ongoing improvement program focused on building preservation is necessary to prolong the life of buildings and to provide a positive environment for learning.*
- Declining enrollments and the resulting decline in revenues suggest that the new challenge for ECSD is to manage and operate schools and facilities as efficiently as possible. This will involve, among other things, monitoring trends that impact enrollment levels, defining standards or benchmarks to evaluate the efficiency of school operations, and implementing the appropriate measures as they become necessary.*
- Steps should be taken to implement housing programs and projects as outlined in the 2020 ECSD Staff Housing Master Plan.*
- Continue to reserve key ECSD parcels for new schools or expansion to existing schools, if and when the need arise in the future, utilize other ECSD parcels to address housing initiatives.*
- Identify a permanent funding source for the District's capital reserve fund and use this fund for ongoing building maintenance and other improvements.*

## GUIDING PRINCIPLES

*Guiding Principles were defined early in the process of preparing the 2016 Plan. These principles expressed the District's values regarding facilities and the important role they play in educating the youth of Eagle County and in District operations. These principles were used as a basis for determining recommendations for future school and facility improvements.*

*Guiding Principles from 2016 have been reviewed and with few exceptions these principals remain relevant today. The seven Guiding Principles include:*

### GUIDING PRINCIPLE #1

*Incorporate best practices in the design, construction, maintenance, and operation of District facilities regarding the health, safety and security of students and staff.*

A fundamental goal of this Plan is to ensure that the District provides a healthy, safe and secure environment for learning. Providing such an environment is critical to the success of both teachers and students and this is one of the District's foremost priorities. Quality environments for learning will be achieved by incorporating health, safety and security considerations into the design, construction, and operation of District facilities.

### Strategies for addressing Guiding Principle #1 include:

- Facilities are designed to prevent or mitigate potentially critical situations – i.e. secure doors/access control systems, perimeter fencing, exterior lighting.
- Facilities include up to date communication systems, monitoring/surveillance systems, backup electric systems.
- Conduct periodic security and safety audits of all schools.
- Engage District maintenance and operations staff in the design and construction process of facility improvements to ensure the long-term maintenance of facilities is considered during this process.
- Maintain building systems (HVAC equipment, roofs, windows, and doors) to ensure indoor air quality.
- Monitor changes to local health codes related to food service and implement necessary upgrades as necessary to school food service facilities.

## GUIDING PRINCIPLE #2

*Recognize that the physical environment of a school directly affects student achievement and educational growth.*

The school's physical environment affects learning and student achievement in both academics and co-curricular activities. Every student should have access to quality facilities that provide engaging, motivating, and stimulating places to learn. ECSD schools need to provide effective classrooms for traditional lecture-based teaching, but also need to accommodate more interactive educational methods by providing flexible utilization of space to facilitate small group collaboration, independent studies, research work, on-line curriculum, and other pursuits.

### Strategies for addressing Guiding Principle #2 include:

- Provide the space, facilities, equipment, etc. necessary to motivate and engage students to learn.
- Design new schools and renovate (to the extent feasible) existing schools to support contemporary education and alternative learning methods.
- Pursue the renovation and when necessary the replacement of schools when the age and/or physical condition of the building no longer provides a quality learning environment or is otherwise inconsistent with District standards.
- Provide facilities that foster student participation in co-curricular activities including but not limited to physical education, athletics, fine arts, career and technical education, debate, etc.

## GUIDING PRINCIPLE #3

*Support environmental sustainability through the implementation of best practices in the design, construction, and operation of schools and facilities.*

ECSD believes that environmental sustainability should be at the forefront of planning, designing, building, and operating District facilities. There are a number of opportunities to incorporate environmental sustainability into future capital improvements and in the operation of existing facilities. This may involve, but not be limited to green energy and efficiency, recycling and waste minimization, water conservation, and sustainable building practices. Green initiatives can also be incorporated into and strengthen academic programs.

### Strategies for addressing Guiding Principle #3 include:

- Engage sustainability consultants in the planning, design, and operation of District facilities.
- The design and construction of new and renovated facilities should incorporate best practices with regard to the efficient use of natural resources, minimize energy and water use, reduce pollution and waste, and foster responsible land development.
- Consider the return on investment (ROI), specifically the initial/up-front costs and life-cycle costs, when considering decisions about sustainable improvements and construction.
- Pursue alternatives for incorporating environmental stewardship and sustainability into education and academic programs.



## GUIDING PRINCIPLE #4

*Protect the taxpayer's financial investments through the optimal utilization and preservation of buildings and facilities.*

An underlying goal of this facility master plan is to ensure that Eagle County taxpayer's investment in the District's facilities is protected. This is to be accomplished through a long and near-term program of maintenance and renovation that extends the useful life of facilities to the greatest extent feasible.

### Strategies for addressing Guiding Principle #4 include:

- Continually monitor the condition of buildings to identify the need for necessary repairs, renovations, and upgrades.
- When the cost of repair or renovation of existing buildings exceeds 40% of the cost of a new building, consider the replacement of the facility.
- Establish a permanent funding source for the implementation of an on-going maintenance program for all buildings.
- Evaluate the long-term operational costs associated with repairing or renovating facilities in comparison to the cost of replacement and make decisions based on ROI.
- Consider qualitative factors when evaluating the renovation or replacement of schools and other district facilities.

## GUIDING PRINCIPLE #5

*Manage school enrollment to ensure cost-effective staffing levels and operations while also allowing for diverse and varied school programming and activities.*

The number of students in each classroom directly affects the student's learning experience and the ability of staff to educate. In addition, there is an optimal number of students and educational programs that a building can effectively support. Maintaining school enrollments that are in line with these objectives is a priority of the Board of Education and a fundamental goal of this Plan.

### Strategies for addressing Guiding Principle #5 include:

- To the extent feasible, school enrollment levels should be maintained within the "Functional Capacity" (as defined in the 2012 ECSD Building Capacity Study) based on capacities established by 2016 bond improvements.
- Closely monitor school enrollments and continually update enrollment forecasts to ensure school capacities are capable of accommodating current and future enrollment levels.
- In the event of declining enrollment levels, consider school consolidations and other measures to maintain student enrollment levels that will allow for efficient school operations and cost-effective staffing levels.
- Utilize modular school buildings, boundary changes or other methods only when necessary to "bridge" capacity issues prior to the construction of school expansions or new school buildings.



## GUIDING PRINCIPLE #6

*Equity is a core value. ECSD should strive to provide all students and staff with equitable facilities, equipment, technology and other resources that will further the District's mission.*

The District believes in equity, that all teachers and students should be provided with equivalent access to quality school facilities and quality academic programming and technology. Equities in schools include classrooms, core spaces (such as cafeterias, libraries, gyms, and support spaces), and educational spaces (such as art and music rooms, science labs, and special education classrooms).

### Strategies for addressing Guiding Principle #6 include:

- Evaluate all schools to identify where inequities may exist in either facilities or programs and how capital improvement programs can be initiated to establish equity among all schools.
- As new schools are developed with the latest design features, equipment, technology, etc. the District should initiate efforts to incorporate comparable improvements to other existing schools when feasible and cost effective.

## GUIDING PRINCIPLE #7

*Foster public communication and engagement that provides for the accurate dissemination of information, generates community involvement, and promotes effective decision-making.*

ECSD's mission is to serve the community by educating the youth of Eagle County. As such, input from the community in the development of the FMP and during the more detailed planning, design and implementation of future capital improvements is essential. The District is committed to providing opportunities for input and engagement with the community to ensure that decisions regarding schools and facilities are consistent with the desires of the community.

### Strategies for addressing Guiding Principle #7 include:

- When appropriate, form committees to address specific topics and/or specific facilities.
- Implement community outreach by hosting both community-wide and school specific meetings.
- Provide interpretation services at community meetings.
- Utilize social media and other electronic forms of communication to disseminate information, inform the community of District initiatives, and gather community input via surveyors or other methods.
- Coordination with local governmental organizations (towns, Eagle County, metropolitan or special districts) and the business community to engage them in the District's planning for future capital improvements.



## INVENTORY OF SCHOOLS AND FACILITIES

### 2016 School and Facility Inventories

One of the primary reasons for ECSD preparing the 2016 Plan was to understand the improvement and maintenance needs of existing schools and facilities. This was due in large part to the age of many District buildings and recognition of the need to address building deficiencies to ensure the longevity and health of these buildings. This process entailed a comprehensive inventory of all schools and District facilities. This inventory identified all necessary improvements and prioritized the need for these improvements. Improvements were prioritized 1-4:

#### 1 Priority

*Immediate Timeframe*

These improvements addressed building preservation, safety, and capacity issues. Priority 1 improvements include immediate building preservation needs, (mechanical, electrical, asphalt, roofing), renovations of existing spaces, furnishing replacements, playground upgrades, fire alarm upgrades, asbestos removal, accessibility issues, lockers, etc..

#### 2 Priority

*2-4 Years*

Priority 2 items include building preservation improvements (window replacement, mechanical optimization and upgrades, lighting retrofits, heat tape, irrigation, flooring, ceilings), auditorium upgrades, kitchen equipment, paint, drinking fountains, furnishing replacement, building sealants, door hardware replacement, etc.

#### 3 Priority

*4+ Years*

Priority 3 improvements addressed long-term building preservation needs and may also include improvements considered to be more “wants” than “needs”. Building Preservation (cabinetry replacement, mechanical and electrical upgrades, custodial equipment, flooring), cafeteria tables, exterior facade renovations, site circulation, landscaping, kitchen/serving line redesign, window covering replacement, appliance replacement, ceiling tile replacement, furnishings replacement, are examples of Priority 3 items.

#### 4 Priority

*No Timeline*

Priority 4 improvements were considered more “wants” than “needs”. Signage, renewable energy, synthetic turf replacement, tracks at middle schools, additional fire sprinklers (beyond code requirements), and additional insulation are examples of Priority 4 improvements.

In addition to this comprehensive inventory of improvements needed to existing schools and facilities, the 2016 Plan also identified District-wide initiatives regarding security, technology and energy efficiency.



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## 2020 Update to School and Facility Inventories

Most of the Priority 1 and 2 improvements and many of the District-wide initiatives from the 2016 Plan were funded by the 2016 bond and have been implemented. The 2020 Update involved visiting each school and facility to inspect the condition of these buildings. Interviews were conducted with principals, department heads, and building representatives. This effort resulted in a comprehensive list of potential building improvements for each school and facility. With the assistance from Haselden Construction, an order of magnitude pricing of all improvements was then prepared.

These improvements were then assigned a Priority 1-4 similar to what was done in 2016. Prioritization was a collaborative effort involving consultants, District staff and committees. The prioritization of potential improvements was made using the same parameters as in 2016 and as described above. How each potential improvement implemented one or more of the seven Guiding Principles was also a major consideration in how improvements were prioritized.

Building Fact Sheets for all schools and District facilities are found in the appendix of this Plan. These fact sheets provide general information on the building, highlight building needs, provide line-item descriptions, prioritize identified improvements, and suggest timeframes for the completion of these improvements. Preliminary cost estimates for Priority 1, 2, 3, and 4 improvements are also provided. While preliminary, these estimates do include an escalation factor based on the suggested timeframes for completion of each improvement.

## Life Cycle of Buildings

Every building reaches a point where it becomes functionally obsolete and needs to be replaced. The decision on when to replace a building involves many considerations. Foremost among them is the cost of addressing needed improvements as compared to the cost of replacing the building. As an element of these building inventories, the cost of identified improvements for each school and building was compared to the estimated cost of building replacement. While there is no hard and fast standard for when maintenance costs indicate that a building



should be replaced, general guidelines indicate that when maintenance costs approach or exceed 40% of building replacement costs, building replacement may be warranted. By way of example, the 2016 Plan identified improvements for Red Sandstone and Eagle Valley Elementary that exceeded 40% of estimated building replacement costs. For these and other reasons both buildings were replaced or had extensive renovations.

Below are the estimated improvement costs expressed as a percentage of estimated building replacement costs for all ECSD schools and other District buildings:

3.2%	Avon Elementary
7.2%	Berry Creek Middle
5.4%	Brush Creek Elementary
8.8%	Battle Mountain High
0.0%	Eagle County Charter
14.5%	Edwards Elementary
0.0%	Eagle Valley Elementary
8.8%	Eagle Valley High
2.9%	Eagle Valley Middle
7.3%	Gypsum Creek Middle
2.6%	Gypsum Elementary
11.8%	Homestake Peak
2.5%	June Creek Elementary
3.5%	Red Canyon East
0.0%	Red Canyon West
3.9%	Red Hill Elementary
0.0%	Red Sandstone Elementary
0.0%	Spring Creek
35.0%	Vail Ski and Snowboard
14.5%	East Bus Barn
5.2%	District Offices

All schools are below the general 40% replacement threshold and many schools have no or very few necessary improvements. Based on this analysis there is currently no need to replace any existing schools or District facilities.

It should be noted that the estimated costs of all Priority 1-4 improvements are included in the analysis above. Vail Ski and Snowboard Academy has the highest percentage of improvement costs versus replacement costs. If Priority 4 improvements are not considered, the percentages for Vail Ski and Snowboard Academy the percentage drops from 35% to 22.5%.

## DEMOGRAPHICS AND ENROLLMENT FORECASTS

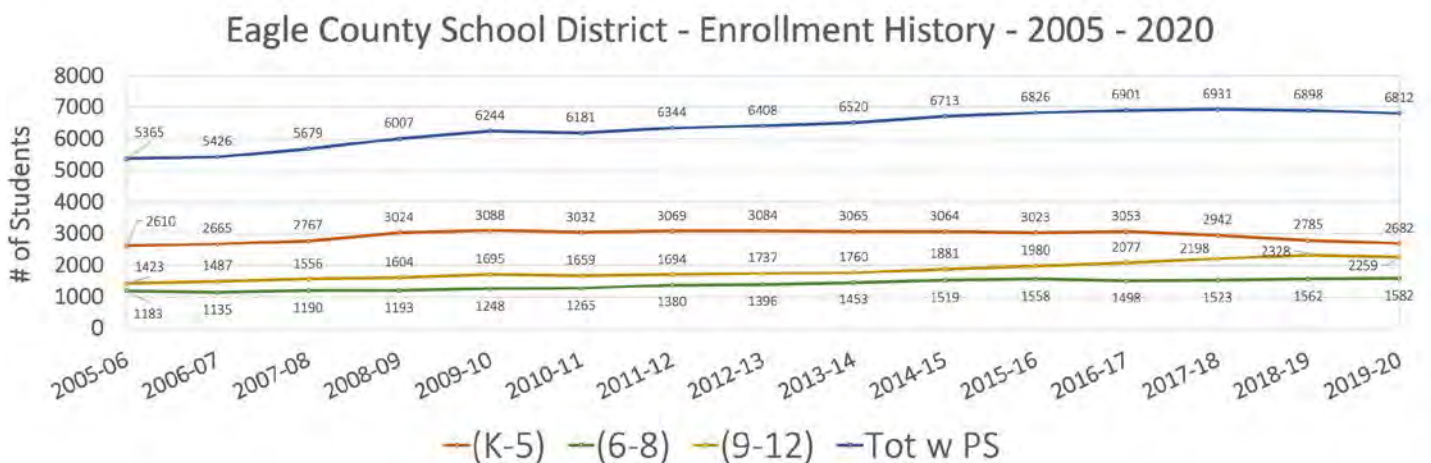
The primary purpose of the 2020 Update is to ensure that ECSD has the schools and related facilities necessary to provide a quality educational experience for the children of Eagle County. Accurate enrollment forecasting is critical to making decisions on school facilities, be they decisions to build new (or expand existing) schools in response to enrollment growth or to consolidate schools or modify school boundaries in response to declining enrollments.

In order to understand enrollment trends and school capacity needs, ECSD retained Western Demographics, Inc. to prepare the 2020 Eagle County School District Demographic, Housing and Enrollment Outlook report (see appendix for this report). This report forecasts significant enrollment declines from 2020 to 2028, a trend the District had not seen in the recent past. Aside from a slight enrollment decline in 2010, ECSD has experienced gradual enrollment growth since 2005.

Given the significant implications of the enrollment decline that was forecasted by Western Demographics, Inc., ECSD retained Cooperative Strategies to complete a second enrollment projection report. This report projected similar enrollment declines. The Western Demographics, Inc. report is used for the basis of this 2020 Facilities Master Plan.

### Student Enrollment Projections

Understanding how student enrollment may change over time is critical to the efficient operation of a school district, specifically in maintaining appropriate staffing levels and ensuring school capacities can accommodate enrollment levels. ECSD has completed comprehensive enrollment projection studies approximately every five years and annually monitors actual enrollment levels with projections. The chart below depicts ECSD enrollment history from 2005 – 2019.



Forecasting student enrollment is a dynamic and very challenging process that is influenced by a variety of related factors. Among these factors are population growth, in/out migration, historic grade sizes and trends, birth rates, employment, the cost of housing and new housing development. Forecasts done for the 2016 Plan anticipated enrollment growth through 2023. However, ECSD began to experience slight enrollment declines in 2018/19. In updating enrollment projections for this plan, a number of changing trends suggested that enrollment declines will continue.

The Spring of 2020 brought the COVID-19 pandemic that has also impacted both the population and the workforce, two factors that directly impact enrollment levels. While the full extent of impacts from COVID-19 are unknown, other trends in Eagle County suggest that enrollment declines in ECSD will be significant over the next eight years.

### Factors affecting ECSD Enrollment

Changing trends have been identified in many of the factors that directly influence student enrollment. These factors are summarized below. For more information refer to the complete 2020 Eagle County School District Demographic, Housing and Enrollment Outlook report found in the appendix.

### Grade sizes and enrollment trends

Over time grade sizes relative to each other will change. In 2006/07 the District had significantly larger elementary grade sizes as compared to smaller secondary grade sizes. Over the past decade elementary grade sizes have declined relative to secondary grades sizes. This is an indicator of declining enrollments as the smaller elementary grades work through the system.

### Overall population

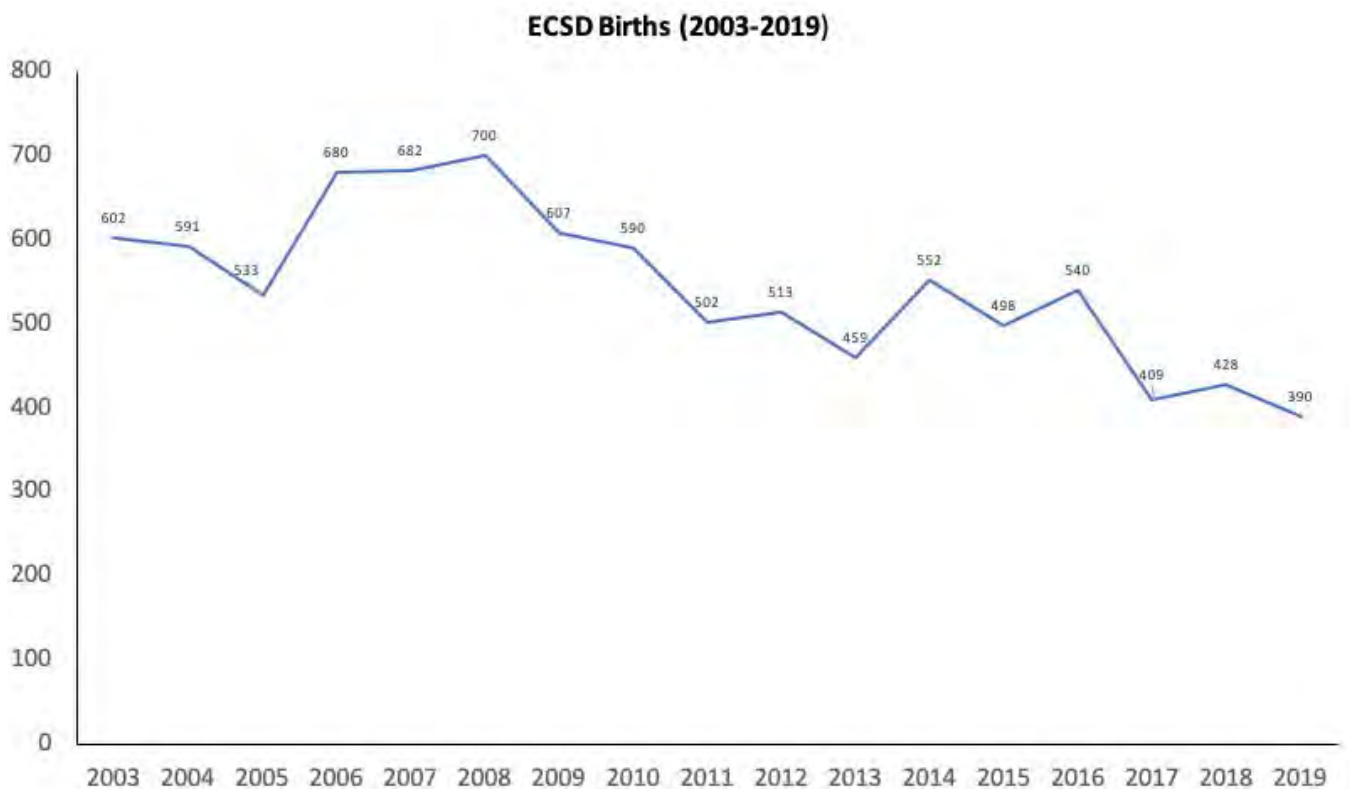
Population in Eagle County has leveled in recent years to approximately 54,000. While the Colorado State Demographer's office forecasted continued population growth in Eagle County, actual population in 2020 is below forecasted levels.

#### ECSD Population 2010 - 2018

2010	41,595
2011	42,267
2012	42,891
2013	43,901
2014	44,504
2015	44,504
2016	44,676
2017	45,181
2018	45,551

### **Birth rates**

Births in Eagle County are down significantly. Births between 2006 and 2008 were at or near 700 annually. Between 2017 and 2019 births were around 400 annually. The effect of reduced births on enrollment will be felt in the next few years.



*ECSD Demographic, Housing and Enrollment Outlook*

### **Employment and workforce observations**

Since 2009 and prior to COVID-19 the Eagle County labor force was on an upward trajectory. By April of 2020 unemployment had risen from roughly 2% to over 20%. These same trends have been seen in all other resort communities. While the long-term effects are unknown, unemployment often results in the out-migration of residents.

### **Housing costs**

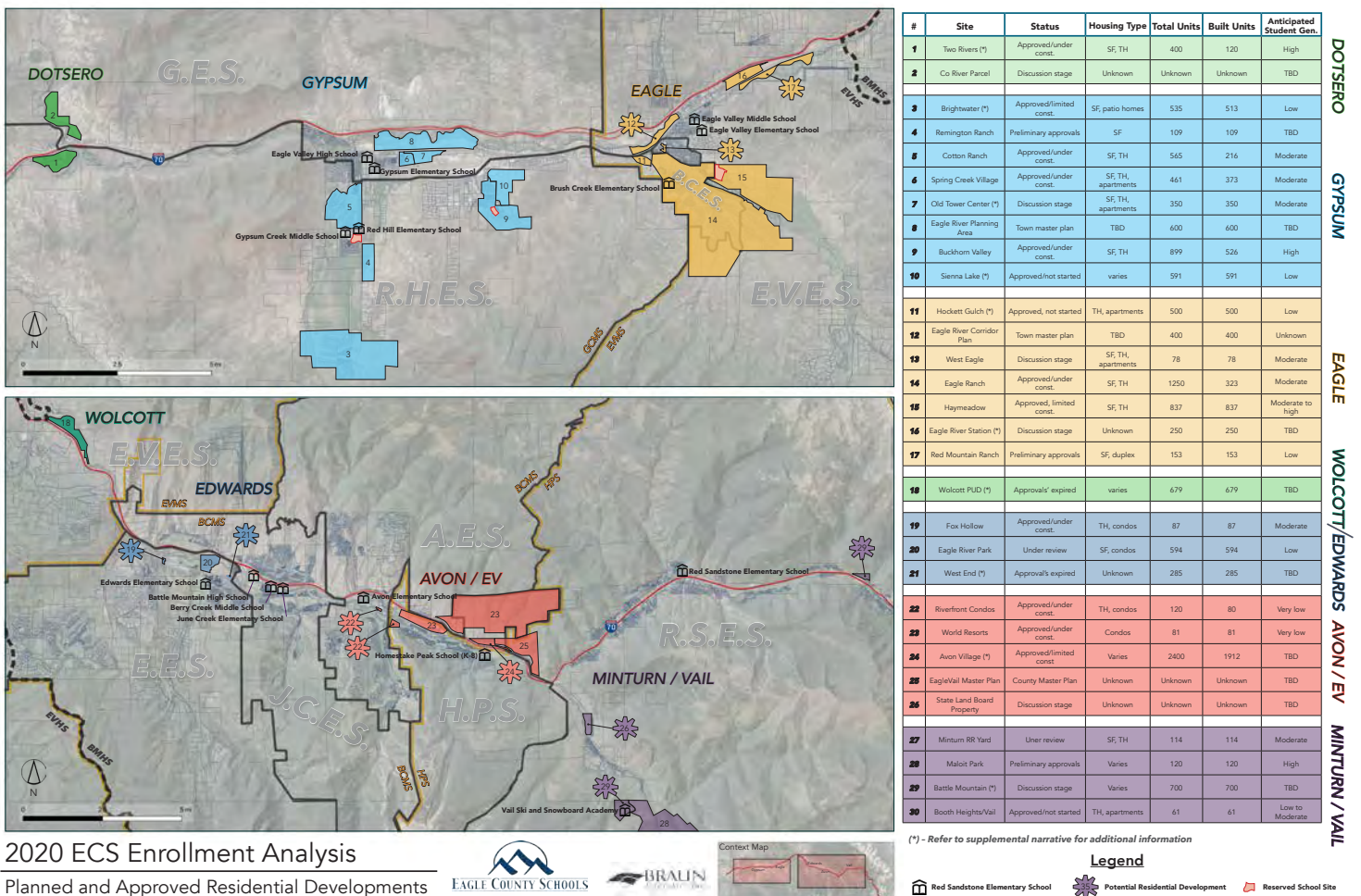
While there have been some increases in new, affordable housing, the overall housing market in Eagle County has continued to be unaffordable to the general workforce. Housing costs continue to make mountain communities less attractive to families and is another reason for out-migration of residents, oftentimes residents who would otherwise be raising families.



## New housing development

Based on input from local jurisdictions and conversations with developers, the annual absorption of new housing units is estimated to be approximately 250 per year over the coming years. There is also a significant amount of new housing that is in the planning stages that may occur in the future. Most of this new development is in the western portion of the District. Although this new construction will produce new students, student generation from the existing housing stock will continue to decline due to the factors outlined above.

The diagram below provides the general location and information on major residential projects throughout Eagle County. It can be found at full scale (24" x 36") in appendix 3. Additional information on these developments is provided in the enrollment report.



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## Summary

ECSD is entering a period of enrollment decline that is expected to last a number of years. The table below shows a reduction in total enrollment from 6,571 students in 2020 to 5,368 students in 2027. The diagram on the following page depicts all schools, their functional capacities, 2020 enrollments and projected 2027/28 enrollments. Refer to the full report found in the appendix for enrollment projections and school capacities for each school within the District.

ECSD Enrollment Forecast by Level 2020 - 2027				
Year	Elem.	Middle	High	Total
<b>2020</b>	2,868	1,478	2,225	6,571
<b>2021</b>	2,841	1,368	2,240	6,449
<b>2022</b>	2,746	1,265	2,162	6,173
<b>2023</b>	2,663	1,217	2,161	6,041
<b>2024</b>	2,624	1,134	2,059	5,817
<b>2025</b>	2,584	1,128	1,893	5,615
<b>2026</b>	2,574	1,084	1,836	5,494
<b>2027</b>	2,540	1,111	1,717	5,368

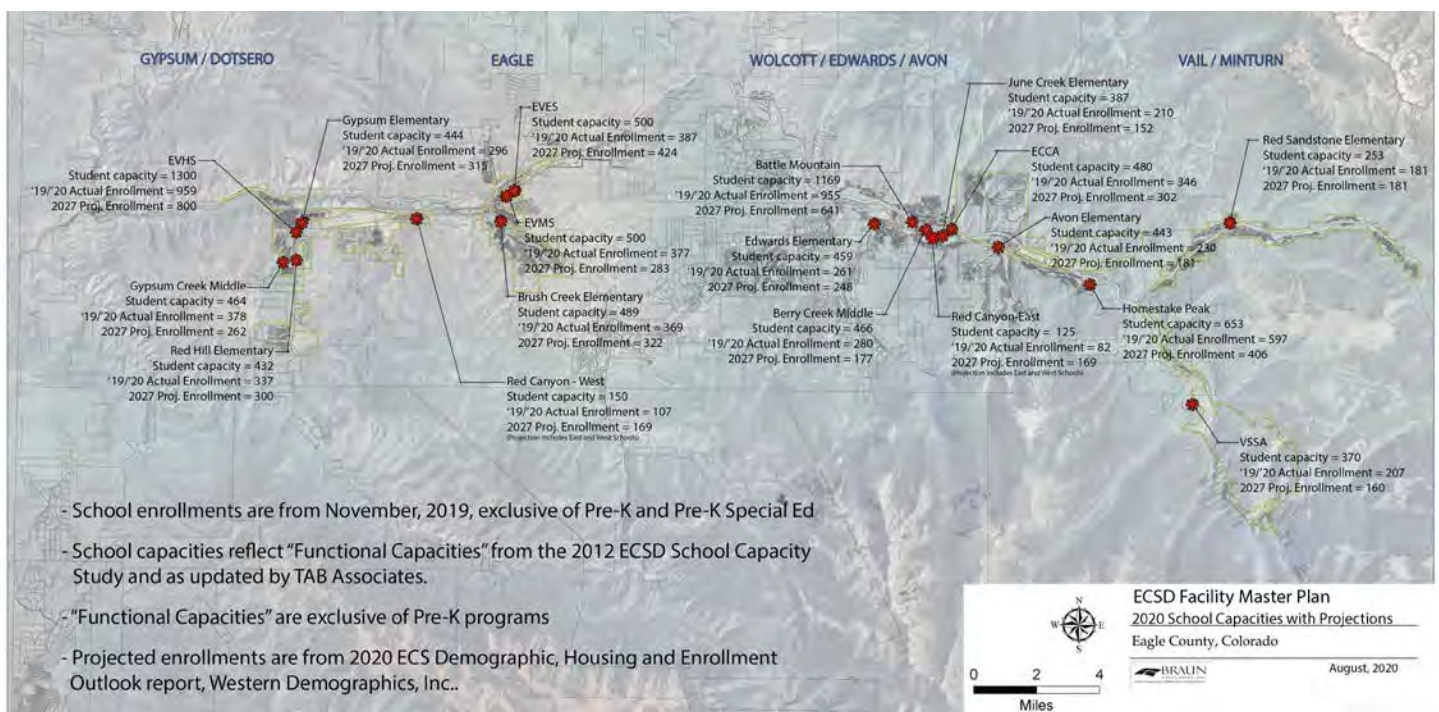
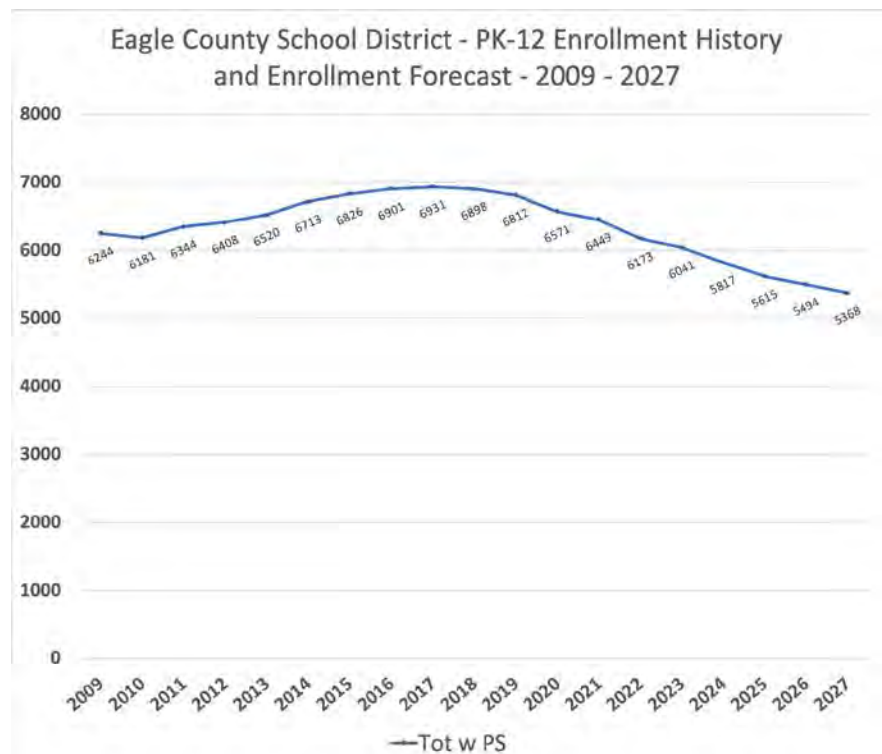
Prior to the pandemic, declining birth rates and increased housing costs directly affected family populations, hence reducing school enrollments. These trends are not unique to Eagle County as they have been identified state-wide and specifically within school districts throughout the Western Slope.

The effects of the COVID-19 pandemic will continue to make exact enrollment dynamics quite volatile. Impacts of the pandemic on our State and National economies could last three years or longer. The resort employment base and service economy of Eagle County may be on the verge of a significant adjustment as consumer patterns and recreational travel patterns endure transitory and permanent change. How these considerations affect school enrollments will remain very much a “wild card” during this period. The ECSD enrollment report represents the best information and forecasting basis available at this time.



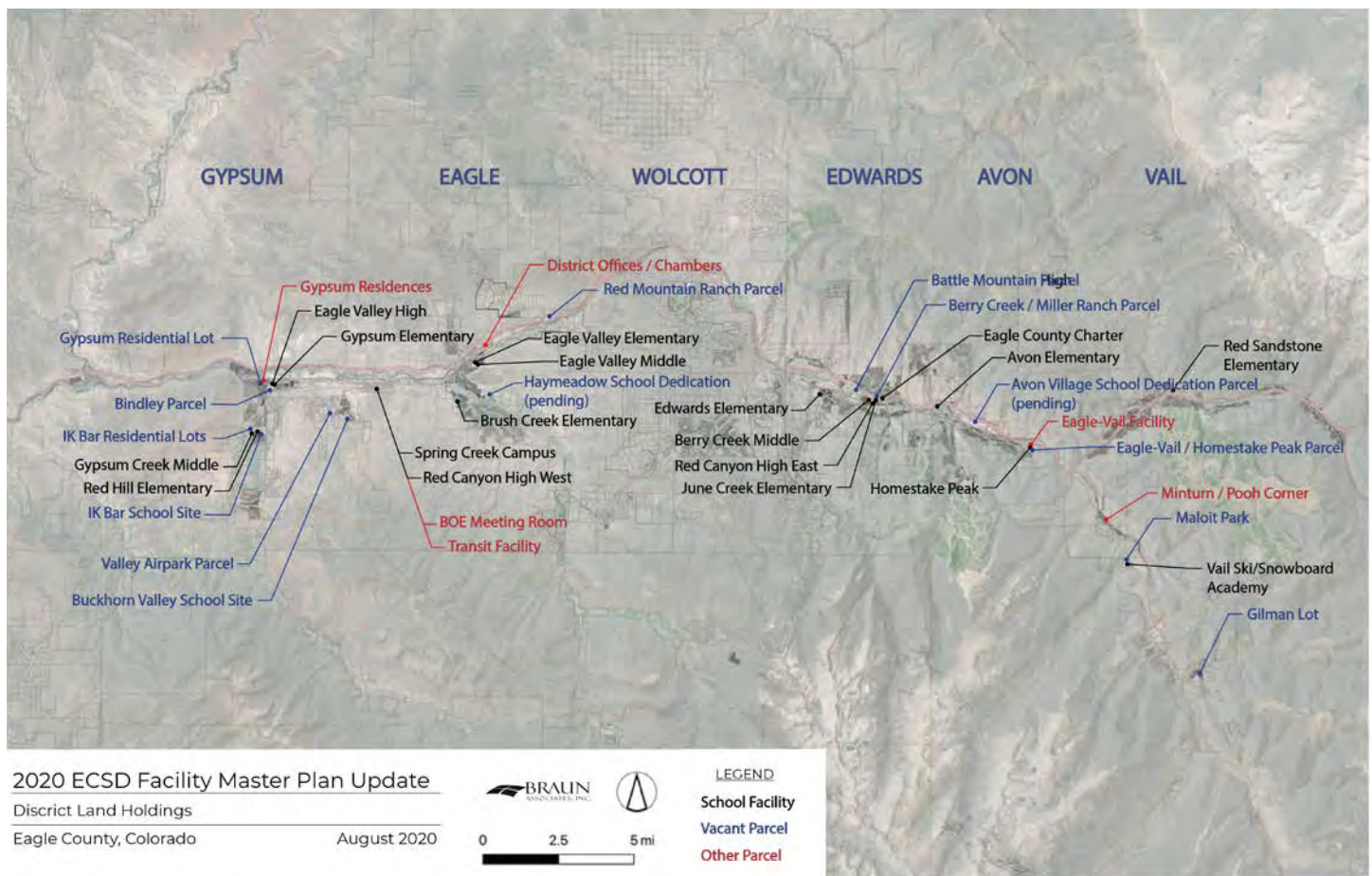
ECSD has effectively addressed school needs through 2024 and quite possibly beyond with its last bond election. According to this analysis, anticipated enrollment levels can be effectively accommodated for the foreseeable future with existing schools. With only exception (Homestake Peak middle school, see Chapter 6-Recommendations), all schools can accommodate projected enrollments within their “functional capacity” through 2027. To the contrary, enrollments at many schools are projected to be well below their “functional capacity”.

The diagram below provides the student capacity, 2019/20 actual enrollment, and the 2027 projected enrollment for each school.



## LAND RESOURCES

ECSD owns, will acquire via school land dedications, or has perpetual easements on approximately 400 acres of land throughout Eagle County. The majority of these properties accommodate existing school or school-related facilities. ECSD also has sixteen vacant parcels of land, most of which are free-standing properties and others are portions of larger, developed school sites. This chapter summarizes the District's land holdings and provides information and analysis of potential uses for undeveloped lands. The diagram below depicts all ECSD properties.



Schools are depicted in black text; other District facilities are depicted in red text and vacant parcels are depicted in blue text.

### Existing Schools and other Facilities

ECSD currently operates eighteen schools and six other sites that accommodate school-related facilities. Key features of these properties are summarized on the next page.

## School Sites

The location, parcel size, building size, and year built are provided below for each of ECSD's eighteen school sites. In most cases ECSD owns the land these schools are located on. In some cases, school facilities are located on land that ECSD has a perpetual lease or easement, examples of this are Red Sandstone School and Homestake Peak School. In other cases, such as Avon Elementary, related school facilities (i.e. parking lots or athletic fields) are located on land not owned by ECSD.

<u>School</u>	<u>Location</u>	<u>Size (acres)</u>	<u>Building Size (s.f.)</u>	<u>Year Built</u>	<u>Comments</u>
Avon Elementary	Avon	6.0	67,780	1996	Portions of field and parking are located on Town of Avon land
Battle Mountain High	Edwards	38.7	209,000	2009	
Berry Creek Middle	Edwards	16.7	80,552	1996	Parcel includes RCHS east campus
Brush Creek Elementary	Eagle	10.3	65,143	2001	
Eagle County Charter	Edwards	6.0	45,000	2012	
Eagle Valley Elementary	Eagle	23.3	73,000	1973	School was rebuilt in 2018. Parcel includes Eagle Valley Middle School.
Eagle Valley High	Gypsum	26.3	192,528	1975/ 2009/ 2018	Major renovation in 2018. Parcel includes Gypsum Elementary School
Eagle Valley Middle	Eagle	23.3	103,412	1980, 2018	School was rebuilt in 2018. Parcel includes Eagle Valley Elementary.
Edwards Elementary	Edwards	9.1	55,000	1991	
Gypsum Creek Middle	Gypsum	13.4	81,500	2001	
Gypsum Elementary	Gypsum	26.3	55,000	1991	Located on EVHS parcel
Homestake Peak	Eagle-Vail	59.5	122,500	1975, 1991	ECS owns 15.6 ac in fee, has perpetual lease on 44 acres from State Land Board.
June Creek Elementary	Edwards	9.8	70,000	2008	June Creek has been converted to an Early Learning Center. See Chapter 6 for more information.
Red Canyon High East	Edwards	16.7	8,171	2008, 2017	Addition to school in 2017. Located on Berry Creek Middle School parcel
Red Canyon High West	Gypsum	2.6	12,531	2017	School also includes BOE meeting room
Red Hill Elementary	Gypsum	12.9 ac	65,594	2001	Addition to school in 2017.
Red Sandstone Elementary	Vail	4.3 ac	45,500	1977	ECS has perpetual lease on 4.3 ac from Town of Vail. Access and fields located on other Town owned parcels. Major renovation in 2018
Spring Creek Campus	Gypsum	2.5	18,800	2000	Building also includes transportation services
Vail Ski/Snowboard Academy	Minturn	45	55,632	1978	VSSA is located on approximately 8 ac



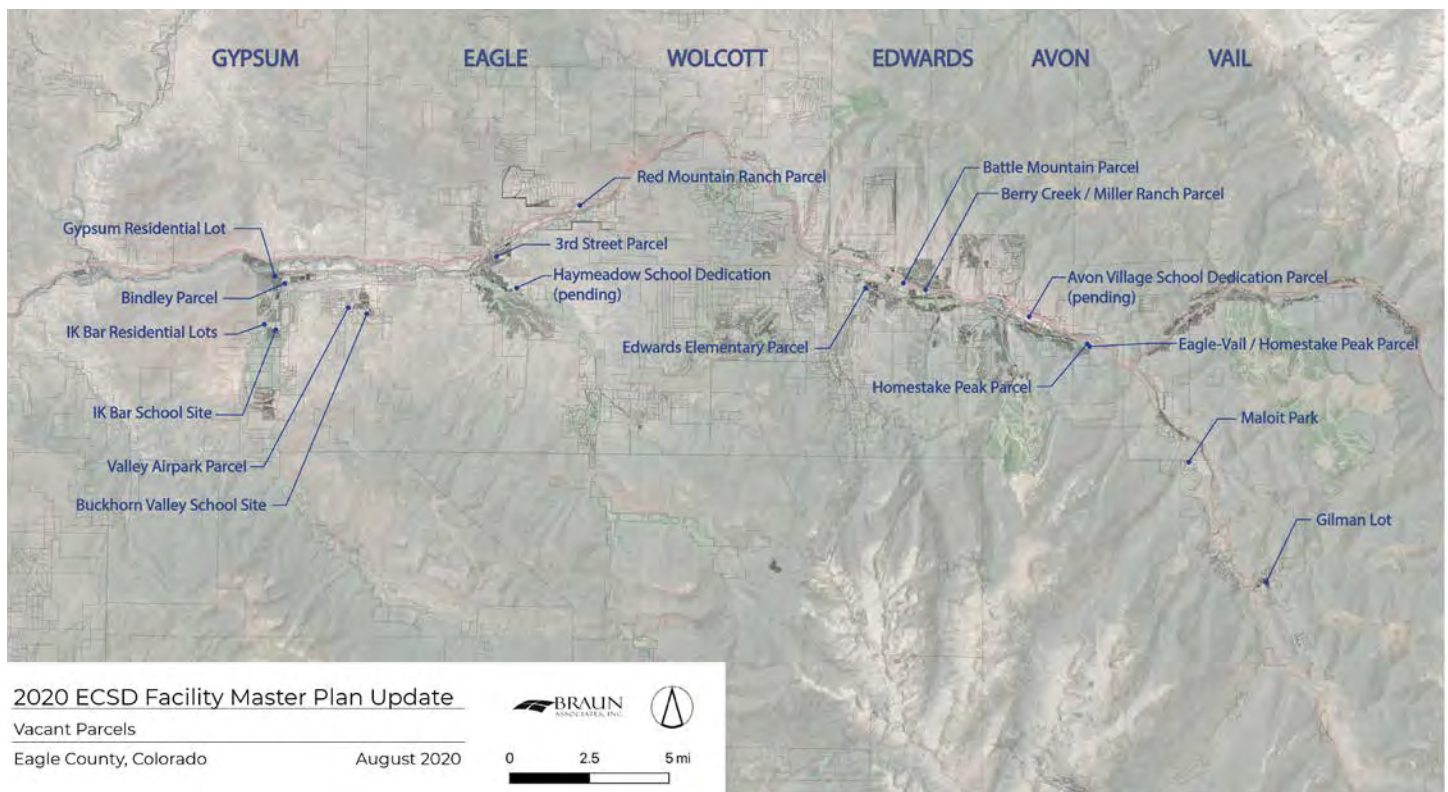
## Other Facilities

School-related facilities include District offices, the Board of Education meeting room, transit operations, staff housing, and other uses. A District-owned building in Minturn is currently leased to Pooh Corner for use as a pre-school.

School	Location	Size (acres)	Building Size (s.f.)
Gypsum Residential Lots	Gypsum	Staff housing units (5)	Homes leased to ECS staff
BOE meeting room	Gypsum	Board and staff meeting room	Located within Red Canyon West
Transit facilities	Gypsum	Bus maintenance/storage	
District Offices/Chambers Road	Eagle	District offices, administration	ECS owns building, leases space in adjacent building
Maintenance/3rd Street	Eagle	Maintenance	Located below Eagle Valley Elementary School
Eagle-Vail Facility	Eagle-Vail	Transportation, Food Service	Facility also includes staff housing unit
Minturn/Pooh Corner	Minturn	Pre-school	ECS leases building to operator

## Vacant Land Resources

ECSD owns or is expected to acquire at some point in the future via land dedication sixteen vacant parcels of land. Below is a brief summary of these parcels and where relevant the intended use envisioned for these lands. Near and long-term recommendations on the use of these lands is provided in Chapter 6 – Recommendations.



The District's seventeen vacant parcels are depicted on the diagram above.

## Gypsum Residential Lot, Gypsum

This vacant Single-Family zoned lot is located along Second Street in Gypsum. ECSD owns five other homes adjacent to or near this vacant lot. The opportunity to construct a staff housing unit on this lot has been discussed.



*Vacant, Single-family zoned lot on Second Street in Gypsum.*

## Bindley Parcel, Gypsum

This 6-acre parcel was acquired in a trade with the Town of Gypsum. The land is contiguous with Eagle Valley High School and was acquired to provide land for additional athletic fields.



*The Bindley Parcel can accommodate one or more athletic fields for EVHS.*



## Valley Airpark, Gypsum

This 2-acre parcel is located within an industrial/commercial park. The land is vacant. There are currently no planned uses for this land.



*This Airpark site is located just south of Cooley Mesa Road in Gypsum.*

## IK Bar Residential Lots, Gypsum

This 11.7-acre parcel is located next to Gypsum Valley Middle School. The western portion of the site was zoned for five 2-acre single-family lots by the Town of Gypsum in 2015. While the feasibility of developing the property for staff housing has been evaluated, the site's moderately sloping terrain coupled with the Town's position that the development of this land should be consistent with neighboring 2-acre lots to the south make this a challenging situation. The 2020 ECSD Housing Master Plan has suggested the disposal of this land and proceeds from the sale used to fund other staff housing initiatives.



*This residential parcel is located along Grundle Way across from Gypsum Valley Middle School at the IK Bar property in Gypsum.*

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### **IK Bar School Site, Gypsum**

This 18-acre parcel is part of the IK Bar property that was acquired by ECSD in 1999. Since that time, this site has been reserved for future school use.



*The IK Bar property is located on Valley Road south of Gypsum.*

### **Buckhorn Valley School Site, Gypsum**

This 10-acre parcel was dedicated to ECSD by the Buckhorn Valley development. This site has been reserved for future school use.



*The Buckhorn Valley land dedication is located along Buckhorn Valley Boulevard.*



### 3rd Street Parcel

This +/-1.0 acre parcel located at the west end of the 3rd Street Campus was identified by the ECSD Employee Housing Master Plan as a potential staff housing site.



*The site's terrain, access and proximity to utilities make it a desirable location for staff housing.*

### Haymeadow School Dedication, Eagle

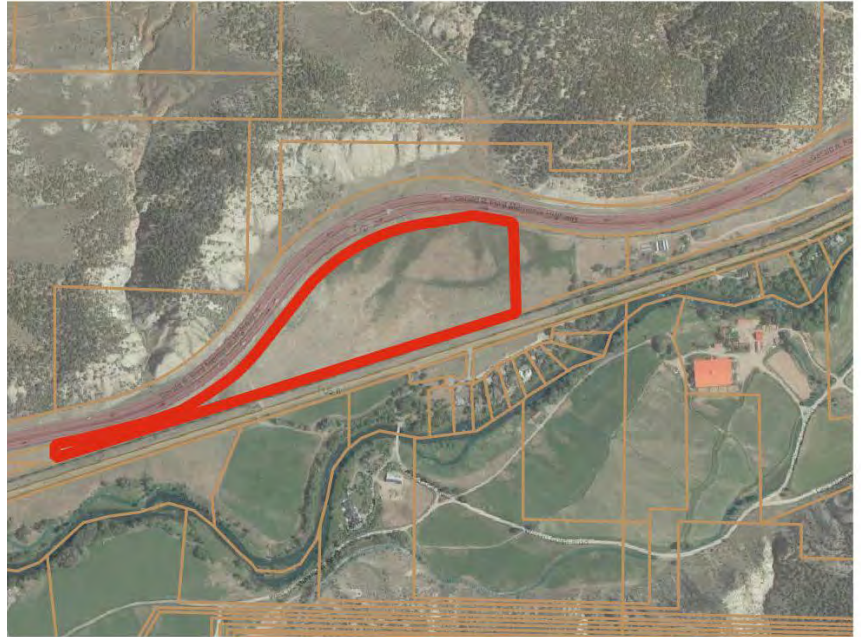
This pending 38-acre land dedication will be provided by the developers of the Haymeadow development. The dedicated site is to be shared by ECSD and the Town of Eagle. While the District's portion of the site is to be negotiated with the Town, it could be as large as 18 acres. The site is envisioned to serve as a future school site.



*The Haymeadow school dedication site is adjacent to the Town of Eagle Pool and Ice Rink.*

## **Red Mountain Ranch, Near Eagle**

This 40-acre parcel is located a short distance east of the Town of Eagle boundary between I70 and Hwy 6. At the time this site was acquired it was envisioned to be a site for a third high school. Since that time decisions have been made to maintain just two traditional high schools in the District. There are no immediate plans for the use of this land. There are a number of challenges to the development of this site. Providing access to the site (the need for rail road crossing) and utilities (water and sewer service is currently not available) will involve considerable expense and involve participation by other land owners in the area. The land is also located beyond the Town of Eagle's Growth Boundary, suggesting that the Town may not be interested in providing services to this land (at this point in time).



*The Red Mountain Ranch property is located just east of the Town of Eagle between Hwy 6 and I-70.*

## **Edwards Elementary Parcel**

This +/- 2-acre parcel is located uphill of the school. It is infrequently used by the school and has the potential to accommodate other educational uses. This land was dedicated to ECSD by the developers of the Homestead subdivision. Covenants on the land limit use to educational and recreational uses.





### **Battle Mountain Parcel**

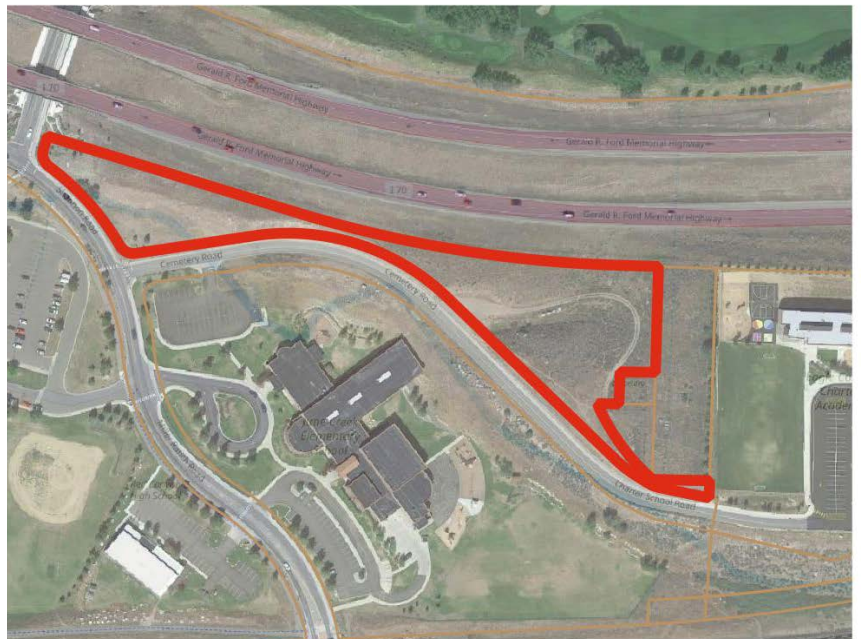
This +/-1.5 acre parcel located at the east end of the high school was identified by the ECSD Employee Housing Master Plan as a potential staff housing site. The land is currently used for storage.



*The site's terrain, access and proximity to utilities make it a desirable location for staff housing.*

### **Berry Creek/Miller Ranch Parcel**

This 3.6-acre parcel is located along Charter School Road. The 2020 ECSD Housing Master Plan identifies this as a potential site for staff housing.



*Approximately 1.5 acres of this 3.6 acre parcel is build-able.*

## **EagleVail/Homestake Peak Parcel**

This +/-2.5-acre parcel is located adjacent to Homestake Peak School. There are no immediate plans for the use of this land. To date this parcel has been land banked for potential school expansion, if or when the need should arise.



*This 2.5-acre parcel is located immediately west of Homestake School.*

## **Maloit Park, Minturn**

The Maloit Park parcel totals 85 acres. 40 acres of the parcel are designated as Open Space and cannot be developed. 45 acres are designated Mixed Use, of which approximately 15 acres around the Vail Ski and Snowboard Academy are reserved for school use. The 2020 ECSD Housing Master Plan identifies approximately 20 acres of Maloit Park as a potential site for staff housing.



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### **Avon Village School Dedication, Avon**

Based on Town of Avon codes, the original Avon Village project was obligated to provide an approximately 7.5-acre school dedication site. Over the years the location of the school dedication site was moved throughout the project. The school land was never dedicated to ECSD. In negotiations between the town and the developer, agreement was reached to dedicate half of the school site acreage to a local charter school and dedicate 3.8 acres to ECSD. Since that time the acreage that was to be provided to the charter school has been dedicated to the Town. It is anticipated that the 3.8-acre parcel will at some point be dedicated to ECSD. However, the location of the parcel has not been formally defined and there is no timeframe for this dedication.

### **Gilman Lot, Gilman**

This parcel was identified as being owned by ECSD in an inventory of District land holdings completed in the 1990's. There is little information available as to how ECSD acquired ownership of this .01-acre parcel. This parcel has no viable use.

Recommendations for the future use of these parcels are provided in Chapter 6–Recommendations.



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## RECOMMENDATIONS

This update to the 2016 Facility Master Plan has been prepared to understand conditions that have changed since 2016 and to provide recommendations for the use of, improvements to, and operations of ECSD schools and facilities, and the use of the District's land resources. The 2020 Update is intended to ensure that the District's schools and related facilities provide quality environments necessary to further its mission of educating the youth of Eagle County.

Recommendations below are presented in four distinct, yet related topics:

- ***Improvements to schools and facilities – near-term and long-term actions are outlined for improvements to existing buildings.***
- ***Staff housing – actions to address staff housing refer to recommendations outlined in the recently adopted 2020 ECSD Employee Housing Master Plan.***
- ***Land resources – recommendations for the use of ECSD's seventeen vacant land parcels are provided.***
- ***Other considerations – focus on steps to monitor enrollment levels to ensure the efficient operation of ECSD facilities.***



The recommendations outlined below, particularly with regard to building improvements, have a markedly different focus from the 2016 Plan. Recommendations of the 2016 Plan included very significant efforts to increase school capacity and to redevelop outdated schools and facilities. Due in large part to improvements made from the 2016 bond, and to forecasts for declining enrollment in the coming years, near and long-term building improvements now focus on addressing periodic maintenance and relatively modest enhancements.

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## Improvements to schools and facilities

Recommendations for building improvements were made with input from school staff, District administration, and project consultants. When finalizing the priorities for these improvements, one of the main factors considered was how the improvement furthered one or more of the seven Guiding Principles outlined in Chapter 2 of this Plan. Recommendations outlined in this Plan define the District's vision for improvements that will best serve the needs of students, staff, and the community. Additional study and in some cases project design, are necessary prior to implementing these improvements.

Similar to the 2016 Plan, recommendations for improvements to schools and facilities are presented as near-term and long-term actions.

### Near-term improvements

Near-term improvements include Priority 1 and 2 improvements as identified in the Fact Sheets for each school and District facility (Fact Sheets are found in the appendix of this Plan). Priority 1 and 2 improvements address maintenance/building preservation issues and to relatively modest enhancements to existing buildings.

Priority 1 improvements include facility needs that should be addressed in the immediate future. Priority 1 improvements remedy issues that if not addressed, could potentially cause long-term damage to a building. In many cases these improvements will be more expensive to address if action is deferred. The Fact Sheets for each building provide recommended timeframes for when these improvements should be addressed. Priority 2 improvements require attention in the next 2-4 years. While similar to Priority 1 items, Priority 2 improvements generally have a longer time frame before they should be addressed.

Based on preliminary estimates, the costs to address all Priority 1 and 2 improvements are:

***Priority 1 – \$5,650,000***

***Priority 2 – \$10,454,000***

Estimated costs of Priority 1 and 2 improvements for each ECSD building are indicated on their respective Fact Sheet. Next steps in addressing these improvements is provided in the Implementation section below.



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### Long term improvements

Long-term improvements include Priority 3 and 4 improvements outlined on the Fact Sheets for each school and District facility. Priority 3 improvements address building improvements and maintenance items that need to be addressed in the future and improvements that may be considered more “wants” than “needs”. Priority 4 improvements include improvements which are considered more “wants” than “needs”, they are not critical to the preservation of the building.

Based on preliminary estimates, the costs to address all Priority 3 and 4 improvements are:

***Priority 3 – \$17,395,000***

***Priority 4 – \$11,484,000***

Estimated costs of Priority 3 and 4 improvements for each ECSD building are indicated on their respective Fact Sheet. Next steps in addressing these improvements is provided in the Implementation section below.

### **Implementation of improvements to schools and facilities**

Recommendations for the next steps towards implementing improvements to schools and buildings are outlined below.

#### Detailed design and pricing

While improvements identified for each building are a result of comprehensive evaluations, they have been done at a “master plan” level. In many cases there may be more than one way to address a building need. In other cases, detailed design will be necessary



prior to implementing an improvement. The first step in addressing Priority 1 and 2 improvements will be to complete detailed analysis (and when necessary design), for how to address each improvement. This analysis will provide more definitive direction on improvements to be made and will allow for more accurate cost estimating.

#### Priorities and timeframes for improvements

Building Fact Sheets recommend timeframes for when improvements should be made. Having more accurate cost estimates for each improvement and hence total project costs,



will be critical to finalizing decisions on building improvements and funding availability will be a key consideration in this process. While the recommendations outlined in the 2020 Update are a solid starting point for where the District would like to be with respect to improving schools and facilities, project costs and the availability of funds will influence final decisions on the nature, extent, and timing of these improvements.

### Funding

Alternatives for how school districts can fund capital improvements are limited. Transferring funds from the general fund to the capital reserve fund is one option. Certificates of Participation (COP's) could also be used to fund building improvements. Approval of a bond measure by Eagle County voters is another option.

Grants may also provide a source of funding. ECSD has had success in the past in obtaining

BEST Grants (administered by the Colorado Department of Education). GOCO grants (Great Outdoors Colorado) represent a funding opportunity for improvements such as the new athletic fields on the Bindley parcel at Eagle Valley High School.

Defining a funding source(s) will be critical to finalizing decisions on building improvements.

**From a long-term perspective, ECSD should explore alternatives for how to establish a permanent fund source for the capital reserve fund. Using capital reserves to fund the ongoing need for building improvements could eliminate or reduce the need to use COP's or bonds.**

#### *Timeframe for Action*

The steps outlined above should be initiated in 2020 with the goal of implementing building improvement programs in 2021.



## Staff Housing

The 2020 ECSD Employee Housing Master Plan is a ten-year plan that provides the District with a road map to implement programs and housing projects to address challenges with the availability and affordability of housing for ECSD staff. The Plan outlines detailed strategies for years 2020 – 2024. Among other initiatives, the Plan recommends housing projects at Battle Mountain High School and the 3rd Street Campus, further evaluation of the potential to create housing at Maloit Park, and housing programs such as rent deposit assistance, down payment assistance, establishing preferred lender programs and providing home-buyer education. A series of action items are also recommended for years 2025-2029.

The viability of these initiatives should be evaluated over time and as deemed appropriate pursued as outlined in the Housing Master Plan. A number of these housing initiatives involve District land holdings and are discussed below.

### Timeframe for Action

Efforts to better understand the feasibility of staff housing projects at Battle Mountain High School and the 3rd Street Campus have been initiated. These efforts should continue.

## Other Considerations

It is recommended that the following actions be taken annually over the next few years:

### School enrollment levels

Historically ECSD has annually made enrollment projections for the upcoming



school year. These projections are critical for establishing staffing levels and for understanding the District's costs and revenues. These efforts should continue.

The District has typically completed a comprehensive demographic, housing, and enrollment outlook study every five years. Generally, these reports have forecasted enrollments for a seven to eight-year period. A number of key considerations influence enrollment projections - new housing construction and housing costs, birth rates, grade sizes, overall population, and employment data. It is recommended that over the next five years, ECSD annually monitor data relative to these key considerations that influence enrollment levels. Depending upon trends that are identified, it may be necessary to complete a comprehensive analysis more frequently than every five years.

The effects of COVID-19 and other trends in resort communities will continue to make enrollment forecasting quite volatile. Impacts on our State and National economies could last a number of years. The resort employment



base and service economy of Eagle County may be exposed to a significant adjustment as consumer patterns and recreational travel patterns endure transitory and permanent change in ways that are difficult to gauge. A more robust monitoring program to monitor the key factors that influence enrollment is suggested to identify trends as early as possible.

#### Timeframe for Action

Working with the District's demographer and land planner, define a work program to annually monitor data that directly influences enrollment levels. initiate this work program in 2021 and monitor this data on an annual basis.

### **Update to School Enrollment Forecasts**

It is recommended that a comprehensive update to the Demographic, Housing and Enrollment Outlook Report be completed in 2025.

#### Timeframe for Action

Unless trends indicate a need to do so sooner, complete a comprehensive update to the Demographic, Housing and Enrollment Outlook Report In 2025.

### **School Operations**

Declining enrollments will impact ECSD revenues and will also affect the efficiency of how schools operate. From a cost perspective, schools operate most efficiently when enrollments are at or near their Functional Capacity. Based on enrollment projections, few ECSD schools are expected to be at or near their Functional Capacity in the coming years.

In conjunction with the annual monitoring of enrollment levels discussed above, the costs and overall efficiency of school operations should also be evaluated on an annual basis. It is recommended that each school be evaluated to understand specific operational costs, and to identify areas where cost savings could be realized. It is also recommended that standards, or benchmarks be established to measure the efficiency of school operations. This could include, among other things, defining for each school an "average per student operational cost" (assuming the school is at its functional capacity), and using this baseline to monitor operational costs as enrollments evolve. This type of benchmark



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could be used to identify when to consider steps that could be taken to improve the efficiency of school operations. Such steps could include school consolidations, modifications to school boundaries, classroom consolidation within a school, refinements to how buildings are operated, and other measures designed to improve operational efficiencies.

During the preparation of the 2020 Update the decision was made to transition June Creek Elementary to the Edwards Early Learning Center. This change will provide support to early childhood education, a much-needed service to the community. Students from June Creek will be absorbed by Avon Elementary and Edwards Elementary, schools that have ample capacity and will now serve only grades K-5. In the renovation of June Creek, consideration was given to maintaining the school in a manner that could easily be transitioned back to a PK – 5, if or when needed. This decision is an example of following our guiding principles and being responsive and flexible with changing enrollment levels and programming needs.

*Timeframe for Action*

Steps outlined above should be implemented in 2020. The District's Finance and Facility Departments should lead this effort with assistance of representatives from each school.

**Energy Efficiency**

ECSD has implemented programs to reduce energy use since 2006 and one of three District-wide initiatives from the 2016 Plan addressed energy efficiency. The 2016 Plan included recommendations to enhance the energy efficiency of District buildings and in doing so reduce the District's energy costs. The 2020 Update includes recommendations for improvements such as improving irrigation systems and updating water fixtures to reduce water usage, installing LED lights to



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reduce electric use, and upgrading mechanical systems to reduce the use of natural gas.

ECSD is a partner in the Eagle County Community Climate Action Collaborative. The main objective of the Collaborative is to implement the recommendations of the Climate Action Plan to reduce county-wide carbon pollution by 25% by 2025 and 80% by 2050. ECSD is working with the Collaborative on their B3 Benchmarking program. This program will track energy use for each District building and this information will be used to identify the need for additional initiatives to improve energy efficiency.

*Timeframe for Action*

Continue to work with the Climate Action Collaborative to monitor energy use and as funding allows implement improvements to the energy efficiency of District schools and buildings.

**Homestake Peak Middle School**

Enrollment at the Homestake Peak Middle school is expected to be over functional capacity from 2020 to 2023. Annual seat shortfalls are estimated to range from 7 to 103 seats. At this same time, the Homestake Peak elementary school will have a surplus of 197 to 211 seats. This situation is expected to be addressed by temporary changes to how classrooms are used by the elementary and middle schools.







## Land Resources

The location and characteristics of the District's seventeen vacant land parcels is provided in Chapter 5. Recommendations on the use of these lands are presented in three categories – parcels reserved for future school use, parcels to be land-banked and parcels for other ECSD uses. The recommendations below provide a general statement of the District's objectives for the use of these lands. These recommendations are not intended to limit or preclude other ideas for the use of District lands that may arise over time. Any proposed use of District land will involve review and evaluation by staff and the Land Resource Committee, with ultimate decisions to be made by the Board of Education.

### Parcels reserved for future school use

Several of the District's vacant parcels have been dedicated (by residential developments) or were purchased by ECSD for future school development. Notwithstanding enrollment projections that suggest there will be ample capacity in existing schools for the near future, it is recommended that these parcels be reserved for future school development. These land holdings are an extremely valuable resource, it is critical that they be maintained in the event conditions change and there is a need for new schools in the future. These parcels include:

- **18-acre school site at the IK Bar in Gypsum**
- **10-acre school site at Buckhorn Valley in Gypsum**
- **Future school site at Hay Meadow in Eagle**
- **+/-3-acre parcel adjacent to Homestake Peak in EagleVail**

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### **Parcels to be land-banked**

There are no immediate uses identified for the parcels listed below. It is recommended that they be land-banked for the near-term.

#### **2-acre Valley Airpark parcel in Gypsum**

This parcel is zoned for industrial use. As ECSD needs evolve, the property could provide a valuable parcel for District operations. While not considered a priority at this time, it has been suggested that this lot be used as a RV storage lot, for use by ECSD staff.

#### **40-acre Red Mountain Ranch parcel east of Eagle**

Originally purchased for a third high school, ECSD is no longer pursuing the idea of an additional high school and currently has no immediate need to utilize this land. It is recommended ECSD continue to monitor this property and any changes with surrounding land use, Town of Eagle master plan efforts, or new infrastructure development that could affect this land.

#### **0.01-acre Gilman Lot**

No action is recommended on this parcel.

### **Parcels for other uses**

Recommendations for the use of the parcels below are intended to address a variety of opportunities.

#### **Gypsum Residential Lot, Gypsum**

This vacant Single-Family zoned lot is located along Second Street in Gypsum. It is recommended that a staff housing unit be constructed on this lot. This effort could potentially involve participation of Eagle Valley High School Career and Educational Technology students.

#### **Bindley Parcel, Gypsum**

This 6-acre parcel is contiguous with Eagle Valley High School and was acquired to provide land for additional athletic fields. This land should be maintained for this purpose, athletic fields should be developed when funding is available.

#### **IK Bar Residential Lots, Gypsum**

This property is not a viable site for staff housing due to the minimum 2-acre lot size established by existing zoning. While discussions should take place with the Town of Gypsum to evaluate the viability of establishing a higher density on this land, based on the 2015 zoning process this is likely not feasible. The 2020 ECSD Housing Master Plan suggests the disposal of this land and using proceeds to fund other staff housing initiatives. It is recommended that steps be taken to dispose of this parcel.



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### **3rd Street Parcel**

This +/-1.0-acre parcel at the west end of the 3rd Street Campus was identified by the ECSD Employee Housing Master Plan as a potential site for staff housing. Efforts to understand the housing potential at this site have been initiated. These efforts should continue.

### **Edwards Elementary Parcel**

This +/- 2-acre parcel is infrequently used by the school; it has the potential to accommodate other land uses. Covenants on the land limit its use to educational and recreational purposes. While ECSD has no immediate need to use this land, it is a parcel that could be utilized by a non-District use that is consistent with the District's overall mission.

### **Battle Mountain Parcel**

This +/-1.5-acre parcel at the east end of the high school was identified by the ECSD Employee Housing Master Plan as a potential staff housing site. Efforts to understand the housing potential at this site have been initiated. These efforts should continue.

### **Berry Creek/Miller Ranch Parcel**

This parcel located along Charter School Road in Edwards was identified in the 2020 ECSD Housing Master Plan as a potential site for staff housing. This land should be reserved for this purpose.

### **Avon Village School Dedication, Avon**

The school land dedication for Avon Village remains unresolved. The original dedication was to be 7.6 acres, of which 3.8 acres has been dedicated to the Town. The timing and location for the remaining 3.8 acres is unknown. It is recommended that ECSD initiate dialogue with the Town in hopes of resolving the status of this school land dedication. While the District has no immediate needs for land in Avon, it will be helpful to understand if or when this school land dedication may be available.

### **Maloit Park, Minturn**

The 2020 ECSD Housing Master Plan identifies approximately 20 acres of Maloit Park as a potential site for staff housing. It is recommended that this land be reserved for this purpose and further evaluation of this land be done in accordance with recommendations of the housing plan.

### **Pooh Corner, Minturn**

While not a vacant parcel, ECSD owns the Pooh Corner building in Minturn and leases it for use as a pre-school. The building is old and not in optimal condition. It is recommended that ECSD monitor the condition of this building with respect to future decisions on if or when to initiate improvements, or when to consider alternative uses for this land. The housing master plan does suggest the opportunity to integrate staff housing at this site.

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## Appendix

1. Eagle County Schools – Demographic, Housing and Enrollment Outlook, Western Demographics, Inc., August 27th, 2020
2. Building Fact Sheets, TAB Architects, May 2020
3. ECS Enrollment Analysis Diagram
4. 2016 ECSD Facility Master Plan
5. ECSC Building Capacity Study, October 2012, by TAB Associates, Inc.

## Eagle County School District - Demographic, Housing and Enrollment Outlook



*Western Demographics Inc.  
August 27, 2020*

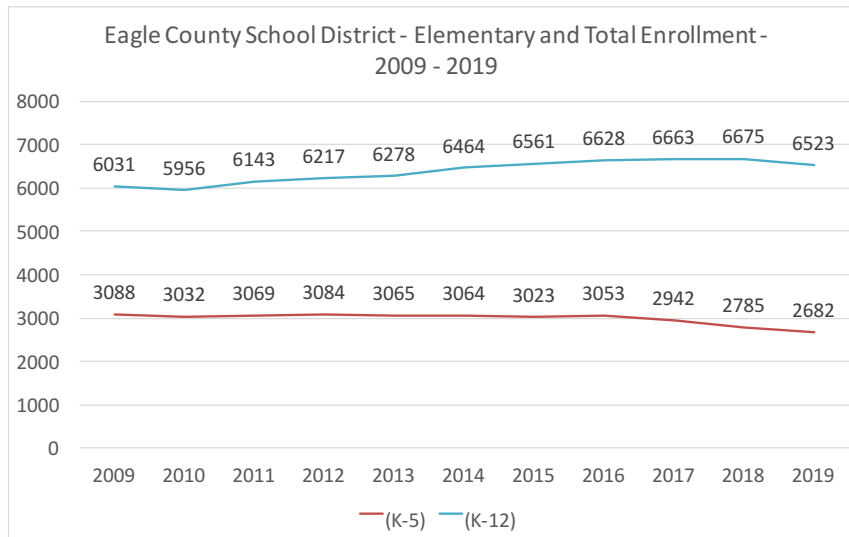
**Introduction** – The Spring of 2020 has been a period of change in the Eagle County School District. The Covid-19 pandemic has drastically affected the population and workforce of the community, especially in the service sector. The Eagle County economy is exposed to significant volatility given the fact that seventy percent of its employers are in the service and retail sectors. Enrollment levels in the school district are directly tied to employment volumes in the County and are heavily influenced by the resort economy. Prior to the pandemic, diminished birth rates and housing affordability challenges were resulting in downward trending enrollment at all school levels after nearly a decade of strong new home construction and enrollment growth.

The impacts of the pandemic were just beginning to be known as this report was published. The impacts are expected to become more tangible when April and May workforce and unemployment data become known. As this report was published, Department of Labor and Health employees were working from home and monthly data publishing was suspended. As the prolonged resort closures and high unemployment levels begin to ripple through the community, the lack of affordable housing for families, combined with unemployment may result in departure from the district to other areas with more affordable housing and potential employment opportunities. The fact that 42 percent of district residents move every five years contributes to this expectation.

These significant factors make estimating future enrollment and school facility needs extremely difficult. Given the best available information, the district is expected to decline by approximately 1200 students during the next eight years. School facility needs during this period are expected to be limited to renovation and obsolescence needs and new capacity is not suggested as an urgent need in this report. Nevertheless, the district continues to add new housing and longer-term growth expectations remain relevant.

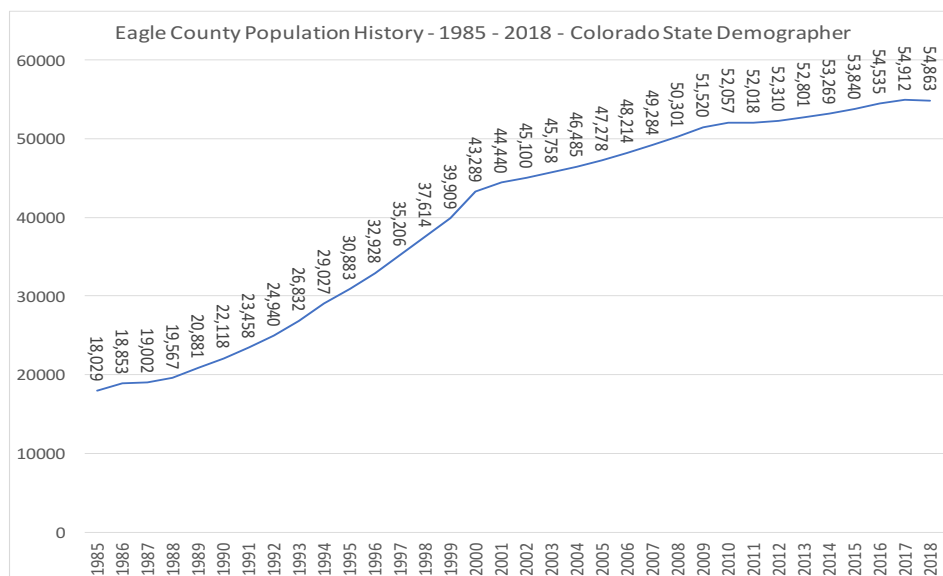
**Historical Enrollment Trends** - Between 2013 and 2018, the district gained overall and lost elementary enrollment with middle and high school enrollment growing at the overall rate during that period. With a loss of almost 400 elementary students, the expectation for overall enrollment levels in the future is for decline.

**Figure 1**



**Overall Population Change** – Overall population change in the County has leveled in recent years at around 54,000. The Covid-19 Pandemic may have an effect on decreasing this as service employment levels decrease and residents move elsewhere to find employment. Actual effects on population and enrollment are emerging.

**Figure 2**





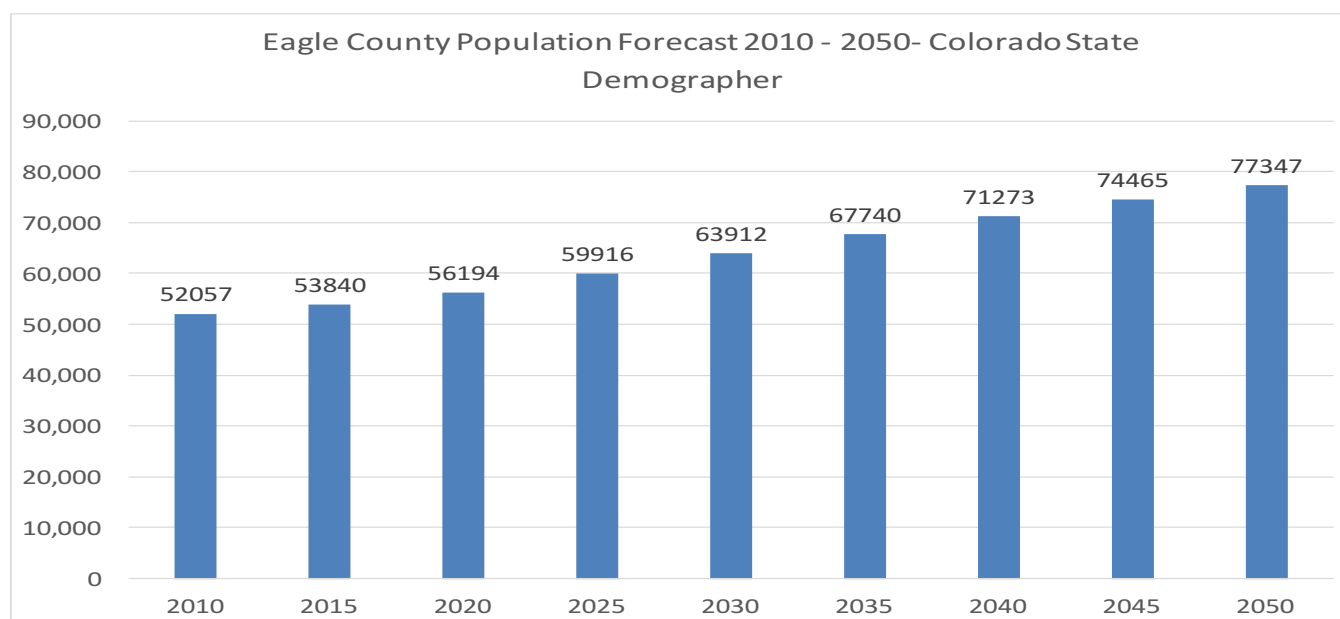
**District Share of Overall Population Change** – The DCSD does not include all of Eagle County. The American Community Survey data indicates that the majority of the growth in the County has been in the district as indicated in Figure 3.

**Figure 3**  
**ECSD Population - 2010 - 2018**

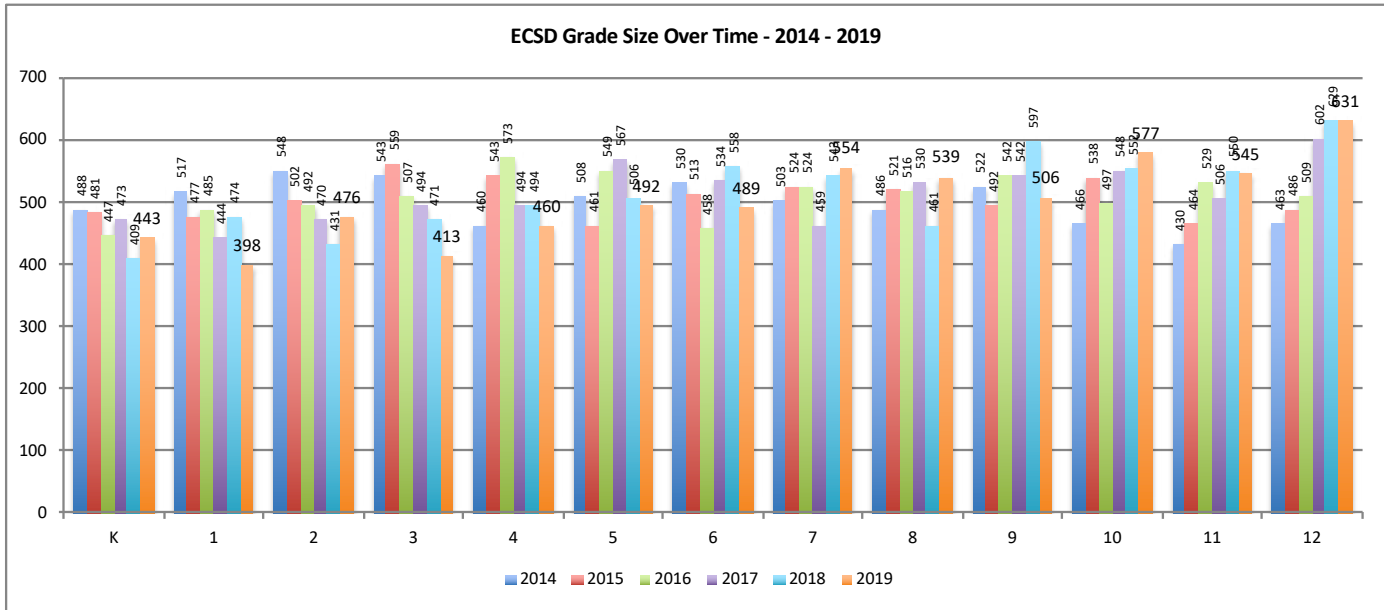
<b>2010</b>	41595
<b>2011</b>	42267
<b>2012</b>	42891
<b>2013</b>	43901
<b>2014</b>	44504
<b>2015</b>	44504
<b>2016</b>	44676
<b>2017</b>	45181
<b>2018</b>	45551

**Overall Population Forecast** – Overall population change in the County continues to be forecast upward by the Colorado State Demographer's office.

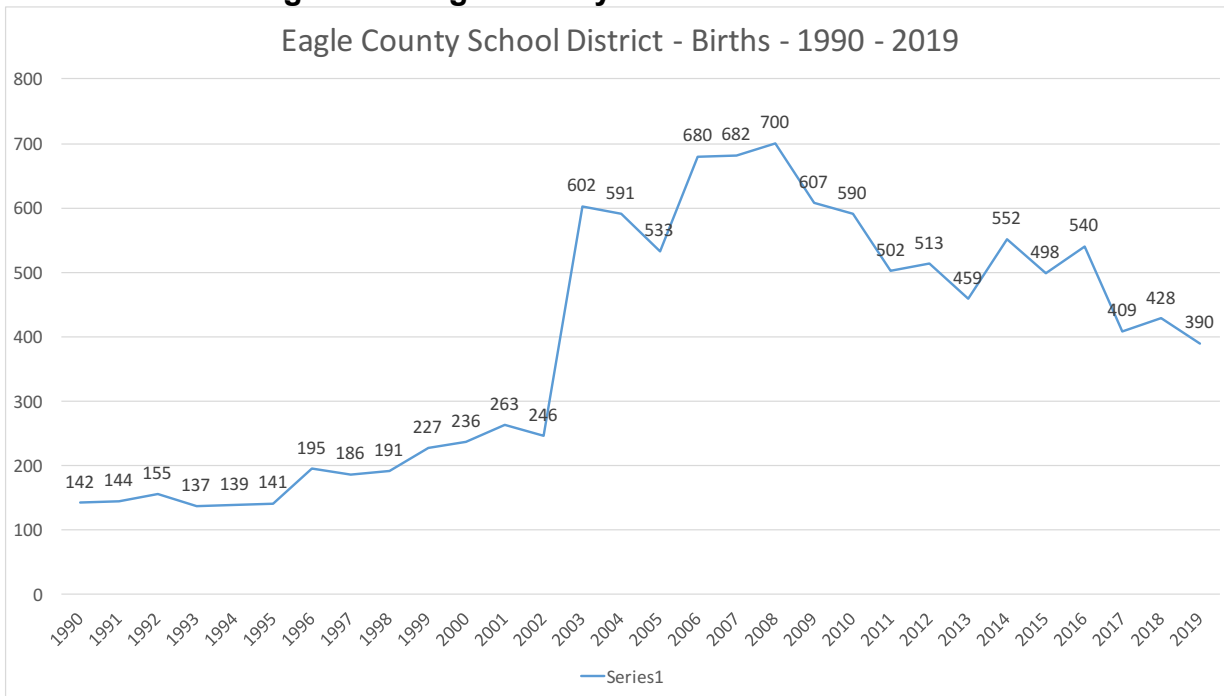
**Figure 4**



**ECSD Grade Sizes- K - 12** – During the past decade, ECSD grade sizes have changed relative to each other. During the 2006-07 school year, the district had significantly larger elementary school grade sizes with smaller secondary (middle and high school) grades as shown in the bar graph in Figure 5. Over the past decade, elementary grades have declined relative to secondary while middle and high school grades have increased. This is an indicator of potential decline as the makeup of enrollment shifts from more elementary to more secondary.

**Figure 5 - ECSD Grade Sizes – 2008, 2013, 2019**

**ECSD Births** - Birth rates are down significantly in the Eagle County School District from their record highs during the most recent housing boom, which occurred between 2006 and 2008. Births during this period hovered around 700 per year. The most recent birth year data from the Colorado Department of Health suggests an average annual birth count for babies born of mothers who have ECSD addresses. The most recent year in which data was available was 2019 when 390 babies were born in the district. These trends are illustrated in Figure 6 and future enrollment projections for kindergarten reflect these downward trends.

**Figure 6 – Eagle County School District Births – 1990 - 2019**



**Eagle County Employment and Workforce Observations – Annual Data** - As of the end of February, the Eagle County labor force had increased to over 37,000 and was on an upward trajectory as shown in Figure 7. Generally speaking, recent employment levels had steadily improved since 2009. Until mid-March, almost everyone counted in the labor force had a job. Figure 7 further illustrates the steady decline in the number of unemployed persons in Eagle County during the past five years from the high point of 2,750 in 2010 to the low of 832 in 2019. Unemployment declined steadily in Eagle County during the past ten years from the high point of 8.5 percent in 2010 to the low of 2.2 percent in 2019. Four percent is generally acknowledged as “full employment” according to most economists.

**Figure 7 - Eagle County Labor Force – Colorado Department of Labor**

Eagle County Labor Statistics - 1990 - 2019 - Pre Epidemic - Colorado Department of Labor

Year	Labor Force	Employed	Unemployed	Unemployment Rate
1990	12,519	12,065	454	3.60%
1991	13,281	12,640	641	4.80%
1992	14,070	13,131	939	6.70%
1993	14,891	14,107	784	5.30%
1994	16,626	16,021	605	3.60%
1995	17,775	17,227	548	3.10%
1996	18,477	17,907	570	3.10%
1997	19,716	19,153	563	2.90%
1998	21,151	20,521	630	3.00%
1999	21,519	20,950	569	2.60%
2000	25,631	25,014	617	2.40%
2001	26,096	25,294	802	3.10%
2002	26,693	25,561	1,132	4.20%
2003	26,188	24,960	1,228	4.70%
2004	27,314	26,136	1,178	4.30%
2005	28,407	27,325	1,082	3.80%
2006	29,827	28,823	1,004	3.40%
2007	30,929	30,053	876	2.80%
2008	31,666	30,535	1,131	3.60%
2009	30,521	28,382	2,139	7.00%
2010	32,447	29,697	2,750	8.50%
2011	32,147	29,624	2,523	7.80%
2012	32,349	30,032	2,317	7.20%
2013	31,874	29,947	1,927	6.00%
2014	32,403	31,051	1,352	4.20%
2015	32,737	31,705	1,032	3.20%
2016	33,696	32,770	926	2.70%
2017	34,772	33,970	802	2.30%
2018	36,137	35,195	942	2.60%
2019	37,073	36,241	832	2.20%

Source: LAUS Unit, LAUS system output file



**Eagle County Employment and Workforce Observations – Monthly Data** - As of the end of April, the Eagle County labor force and unemployment counts had begun to thoroughly exhibit the effects of the Pandemic and its associated employment effects. March unemployment had risen to 20.5% and the labor force had declined from 39,182 in February to 37,488 in April. This change corresponds to the premature end of skiing operations at local resorts. When the resorts closed with no planned reactivation, a significant number of employees left. Arguably, many of these employees are single workers who would not have families, but the extended economic effects on other employees who might have families are significant. Many of these might have to move to other areas with more potential for employment and lower housing costs. These effects are especially possible given the County's seventy percent service / retail dominance as shown in figure 9. Through the summer, pandemic unemployment effects moderated with unemployment easing to 9.4% by July.

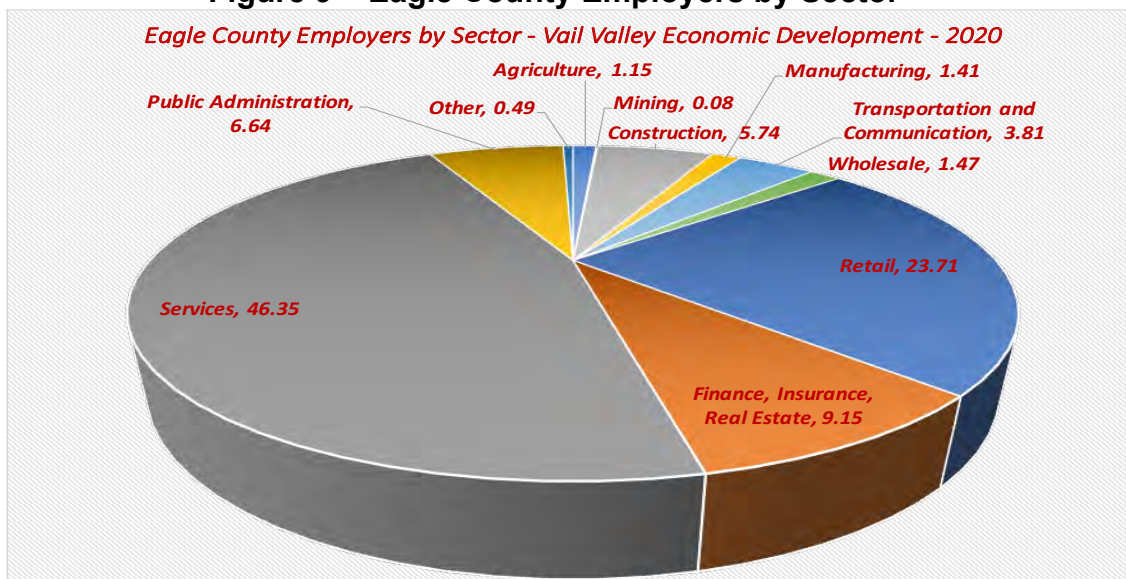
**Figure 8**  
**Labor Force, Employment and Unemployment for Eagle County**

Time Period	Labor Force	Employed	Unemployed	Unemployment Rate
July, 2019	37,971	37,248	723	1.9%
August, 2019	37,415	36,694	721	1.9%
September, 2019	36,332	35,689	643	1.8%
October, 2019	35,353	34,645	708	2.0%
November, 2019	35,923	35,036	887	2.5%
December, 2019	38,840	38,137	703	1.8%
January, 2020	39,414	38,614	800	2.0%
February, 2020	39,182	38,375	807	2.1%
March, 2020	37,336	35,908	1,428	3.8%
April, 2020	37,139	29,349	7,790	21.0%
May, 2020	36,620	30,137	6,483	17.7%
June, 2020	38,073	32,046	6,027	15.8%
July, 2020	35,933	32,538	3,395	9.4%

Source: LAUS Unit, LAUS system output file

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**Figure 9 – Eagle County Employers by Sector**



**Employment Data for Mountain Counties** – Eagle County is not alone in exhibiting significant unemployment percentages. The top 11 counties in Colorado as measured by April unemployment are all resort-influenced counties in the mountains. With unemployment rates on the front range at approximately half that of these select counties, the probability is high that residents might relocate to areas with better employment potential and lower housing costs.

**Figure 10**  
Counties with Highest Unemployment - April 2020 - Colorado Department of Labor

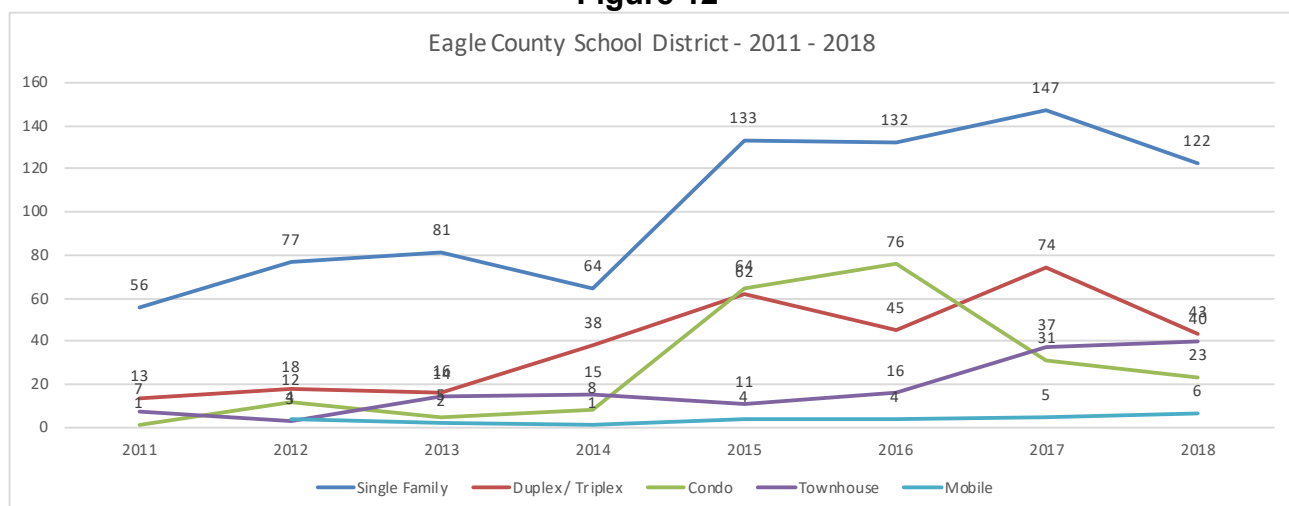
County	April Unemployment	Communities / Resorts	Resorts
Archuleta	16.0	Pagosa Springs	Pagosa Springs
Clear Creek	15.5	Idaho Springs, Georgetown,	Loveland Ski Area
Eagle	20.5	Vail, Eagle, Avon, Edwards, Gypsum, Minturn	Vail, Beaver Creek
Gilpin	23.0	Clear Creek, Black Hawk	Casinos
Grand	19.0	Winter Park, Granby, Fraser, Grand Lake	Winter Park, Mary Jane
Gunnison	16.0	Gunnison, Crested Butte	Crested Butte
Lake	16.7	Leadville	Ski Cooper
Ouray	18.6	Ridgeway, Ouray	Ouray
Pitkin	23.1	Aspen	Aspen, Snowmass, Highlands
San Miguel	23.3	Telluride	Telluride
Summit	21.1	Silverthorne, Dillon	Keystone, Copper Mountain, A-Basin

**Housing Market – Historical Data** - The housing market had slowed as of the end of 2018 when data was available and the school district seemed to be exiting a five-year boom and entering a slight lull in the market. The latest “year built” analysis of the RE-50j housing stock indicated a decline in single family and overall new construction. Future expectations are for approximately 250 new residences per year not counting apartments were reasonable pre-pandemic and contractors throughout the district continued to build new homes in April and May.

**Figure 11 - New Housing Units in the Eagle County School District 2009 - 2018**

Row Labels	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Single Family	67	111	56	77	81	64	133	132	147	122
Duplex / Triplex	11	25	13	18	16	38	62	45	74	43
Condo	21	628	1	12	5	8	64	76	31	23
Townhouse	11	39	7	3	14	15	11	16	37	40
Mobile	4	1		4	2	1	4	4	5	6
Five Category Total	114	804	77	114	118	126	274	273	294	234

**Figure 12**



**Affordable Housing Impacts** - The community has worked hard to support affordable housing efforts in the district and many affordable projects are underway, especially the western portion. Unfortunately, the overall market has become less affordable and Eagle County, along with other mountain communities and the State in general, have become less attractive to families and an out-migration to more affordable areas is occurring.

**Average Student Yield Rates** – Student yield is a ratio that calculates how many new students result from new homes constructed. Figure 13 displays the average student yield rates.

**Figure 13 - Eagle County Student Yield Samples**

Area	Dwelling	Elem	Middle	High	Total
AVON	Single Family	0.23	0.15	0.15	0.53
AVON	Condo	0.01	0.01	0.01	0.03
EAGLE	Single Family	0.26	0.15	0.14	0.54
EAGLE	Condo	0.02	0.03	0.01	0.06
EDWARD	Single Family	0.09	0.08	0.11	0.28
EDWARD	Condo	0.04	0.02	0.03	0.10
GYP SUM	Single Family	0.27	0.15	0.22	0.65
GYP SUM	Condo	0.05	0.03	0.03	0.11
VAIL	Single Family	0.07	0.04	0.04	0.15

**Two Rivers - Double Modular Unit**



**Two Rivers Stacked Unit**



**ECSD Planned New Housing** - Significant amounts of new housing are planned that will produce new students. The new housing that will produce the most students is located primarily in the western half of the district. Figure 14 summarizes the expected new housing in the seven municipalities in the district during the next five years. This data was collected via a telephone survey in 2019 and 2020. In general, the annual absorption of single-family detached homes, condos and town homes would be approximately 254 per year. Although new construction will produce new students, the existing housing stock will continue to decline in student production at a higher rate than students are replaced by new housing, thereby producing the expected enrollment decline overall.



**Figure 14 – Expected New Development by Community**

Residential Absorption 2020 - 2024				SFD Student Yield			SFA / MF Student Yield			SFD - Students Produced			SFA / MF - Students Produced			All Student Produced			
Community	SFD - Detached Homes	SFA - Townhomes, Condos, Duplexes	Apartments (MF)	ES_Yild	MS_Yild	HS_Yild	ES_Yild	MS_Yild	HS_Yild	ES_Yild	MS_Stu	HS_Stu	ES_Yild	MS_Stu	HS_Stu	ES	MS	HS	Community
Avon		120					0.01	0.01	0.01	0	0	0	1	1	1	1	1	1	Avon
Dotsero	15	0	0	0.27	0.15	0.22	0.02	0.03	0.01	4	2	3	0	0	0	4	2	3	Dotsero
Eagle	364	55	422	0.26	0.15	0.214	0.02	0.03	0.01	95	55	40	10	14	5	104	69	45	Eagle
Edwards	25	87		0.09	0.08	0.11	0.04	0.02	0.03	2	2	6	3	2	3	6	4	8	Edwards
Gypsum	183	322	282	0.27	0.15	0.22	0.05	0.03	0.03	49	27	20	30	18	18	80	46	38	Gypsum
Minturn	29	40	12	0.09	0.08	0.11	0.04	0.02	0.03	3	2	0	2	1	2	5	3	2	Minturn
Vail	0	31	30	0.01	0.01	0.01	0.01	0.01	0.01	0	0	0	1	1	1	1	1	1	Vail
<b>Totals</b>	<b>616</b>	<b>655</b>	<b>746</b>													<b>201</b>	<b>126</b>	<b>98</b>	<b>Total</b>
	<b>Total SFD &amp; SFA</b>	<b>1271</b>																<b>425</b>	<b>Five Years</b>
	<b>Annual Average SFD &amp; SFA</b>	<b>254.2</b>																	

**Figure 15 - Homes under construction in Buckhorn Valley****Figure 16 - Lightly-developed Area – North End Rail Yards - Minturn**

**Eight-year Enrollment Forecast** – The following table indicates a decline in enrollment during the next eight years of approximately 1,200. Larger grades moving out of the system and being replaced by smaller grades and a declining birth rate are partial causes of the forecast decline. The departure of families due to housing affordability are also affecting enrollment.

**Figure 17 - ECSD – Ten-year Enrollment Forecast – 4/8/20**

ECSD Enrollment Forecast by Level - 2020 - 2027				
Year	Elementary	Middle	High	Total
2020	2868	1478	2225	6571
2021	2841	1368	2240	6449
2022	2746	1265	2162	6173
2023	2663	1217	2161	6041
2024	2624	1134	2059	5817
2025	2594	1128	1893	5615
2026	2574	1084	1836	5494
2027	2540	1111	1717	5368

**By School, By Grade Forecast 2020** – The following tables display a by school, by grade forecast for the fall of 2020 which is reflective of current trends. A 98% of the original forecast is shown reflecting the more conservative enrollments expected in the wake of the pandemic.

**Figure 18**

Eagle County School District Fall 2020 Enrollment Projections - 98% Staffing - 11/18/19															
School	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total PK-12
Avon ES	40	29	27	25	39	23	35								218
Brush Creek ES	28	55	57	58	63	50	66								377
Eagle Valley ES	51	69	66	54	63	52	48								403
ECC Acad ES	0	36	36	37	35	36	35								215
Edwards ES	21	41	40	44	49	43	34								272
Gypsum ES	42	57	54	36	45	46	48								328
Homestake PK ES	22	34	31	38	37	37	33								232
June Creek ES	32	24	23	33	21	36	34								203
Red Hill ES	32	52	53	43	57	49	72								358
Red Sandstone ES	20	32	38	24	41	21	25								201
Vail Ski Snow ES	0	0	0	0	0	0	18								18
World Academy ES	0	0	0	0	0	1	1								2
Family Learning Center PK	0	0	0	0	0	0	0								0
Berry Creek MS								83	92	95					270
Eagle Valley MS								104	111	128					343
ECC Acad MS								36	38	36					110
Gypsum Creek MS								102	115	124					341
Homestake Peak MS								116	96	113					325
Vail Ski Snow MS								24	20	37					81
World Academy MS								2	4	5					11
Red Canyon HS											5	24	45	110	184
Vail Ski & Snowboard HS											25	23	19	29	96
Eagle Valley HS											286	218	249	226	979
World Academy HS											2	1	6	10	19
Battle Mountain HS											255	212	240	238	945
Total	288	429	425	392	450	394	449	467	476	538	573	478	559	613	6531

**Conclusion** – The ECSD is entering a period of enrollment decline. Prior to the pandemic, declines in birth rates and housing affordability are affecting family populations and reducing school enrollments. These are predominantly State-wide trends and mountain districts throughout the Western Slope have experienced recent declines for the same reasons. ECSD has effectively addressed school needs through 2024 and possibly beyond with its last bond election. Most schools will be able to accommodate their needs for the short- and mid-term future. According to this analysis, school needs can be effectively addressed for the foreseeable future via existing facilities.

The effects of the Covid-19 pandemic will continue to make exact enrollment dynamics quite volatile. The status of the State and National economy as of the writing of this report indicate a three-year impact to the economy or longer. The resort employment base and service economy of Eagle County may be on the verge of a significant adjustment as consumer patterns and recreational travel patterns endure transitory and permanent change. The effects on school enrollments will remain very much a “wild card” during this period.

This report represents the best information and forecasting basis available at the time of its publication. The following appendices include by-school, by-grade enrollment data along with detailed development data.

Appendix 1 includes enrollment forecasts by school and by grade for the school years 2020 through 2027. During the course of preparing these forecasts ECSD made the decision to convert June Creek Elementary School to an early learning center with elementary students from June Creek being sent to Avon Elementary or Edwards Elementary. Enrollment forecasts for June Creek, Avon and Edwards Elementary Schools do not reflect this change. Enrollment forecasts for Avon and Edwards Elementary Schools will be updated in the fall of 2020 after actual enrollments at these schools are established.

Appendix 2 includes a development inventory collected via telephone interviews of developers and planning directors during the Winter of 2019-20. As the housing market responds to the pandemic, this data will change and be revised on an annual basis.



**Appendix 1 – Enrollment by School by Grade.****ECSD - 8-year Elementary Forecast - MEDIUM 4/8/20**

Year	School	Reduced PK-5 Enrollment	Functional Capacity	Stressed Capacity	Seats Available Functional	Seats Available Stressed
2020	Avon ES	221	443	466	222	245
2021	Avon ES	206	443	466	237	260
2022	Avon ES	206	443	466	237	260
2023	Avon ES	194	443	466	249	272
2024	Avon ES	192	443	466	251	274
2025	Avon ES	187	443	466	256	279
2026	Avon ES	186	443	466	257	280
2027	Avon ES	181	443	466	262	285
2020	Brush Creek ES	381	489	514	108	133
2021	Brush Creek ES	377	489	514	112	137
2022	Brush Creek ES	377	489	514	112	137
2023	Brush Creek ES	365	489	514	124	149
2024	Brush Creek ES	336	489	514	153	178
2025	Brush Creek ES	332	489	514	157	182
2026	Brush Creek ES	327	489	514	162	187
2027	Brush Creek ES	322	489	514	167	192
2020	Eagle Valley ES	409	550	550	141	141
2021	Eagle Valley ES	412	550	550	138	138
2022	Eagle Valley ES	420	550	550	130	130
2023	Eagle Valley ES	419	550	550	131	131
2024	Eagle Valley ES	431	550	550	119	119
2025	Eagle Valley ES	429	550	550	121	121
2026	Eagle Valley ES	428	550	550	122	122
2027	Eagle Valley ES	424	550	550	126	126
2020	ECC Acad ES	219				
2021	ECC Acad ES	215				
2022	ECC Acad ES	214				
2023	ECC Acad ES	214				
2024	ECC Acad ES	211				
2025	ECC Acad ES	212				
2026	ECC Acad ES	212				
2027	ECC Acad ES	209				
2020	Edwards ES	277	459	483	182	206
2021	Edwards ES	262	459	483	197	221
2022	Edwards ES	259	459	483	200	224
2023	Edwards ES	254	459	483	205	229
2024	Edwards ES	252	459	483	207	231
2025	Edwards ES	252	459	483	207	231
2026	Edwards ES	249	459	483	210	234
2027	Edwards ES	248	459	483	211	235
2020	Gypsum ES	334	444	468	110	134
2021	Gypsum ES	329	444	468	115	139
2022	Gypsum ES	331	444	468	113	137
2023	Gypsum ES	316	444	468	128	152
2024	Gypsum ES	329	444	468	115	139
2025	Gypsum ES	324	444	468	120	144
2026	Gypsum ES	320	444	468	124	148
2027	Gypsum ES	315	444	468	129	153
2020	Homestake PK ES	236	433	510	197	274
2021	Homestake PK ES	228	433	510	205	282
2022	Homestake PK ES	222	433	510	211	288
2023	Homestake PK ES	212	433	510	221	298
2024	Homestake PK ES	201	433	510	232	309
2025	Homestake PK ES	199	433	510	234	311
2026	Homestake PK ES	195	433	510	238	315
2027	Homestake PK ES	190	433	510	243	320
2020	June Creek ES	205	387	408	182	203
2021	June Creek ES	185	387	408	202	223
2022	June Creek ES	168	387	408	219	240
2023	June Creek ES	166	387	408	221	242
2024	June Creek ES	157	387	408	230	251
2025	June Creek ES	156	387	408	231	252
2026	June Creek ES	155	387	408	232	253
2027	June Creek ES	152	387	408	235	256
2020	Red Hill ES	362	474	474	112	112
2021	Red Hill ES	320	474	474	154	154
2022	Red Hill ES	319	474	474	155	155
2023	Red Hill ES	304	474	474	170	170
2024	Red Hill ES	305	474	474	169	169
2025	Red Hill ES	304	474	474	170	170
2026	Red Hill ES	303	474	474	171	171
2027	Red Hill ES	300	474	474	174	174
2020	Red Sandstone ES	203	300	300	97	97
2021	Red Sandstone ES	200	300	300	100	100
2022	Red Sandstone ES	210	300	300	90	90
2023	Red Sandstone ES	200	300	300	100	100
2024	Red Sandstone ES	190	300	300	110	110
2025	Red Sandstone ES	181	300	300	119	119
2026	Red Sandstone ES	181	300	300	119	119
2027	Red Sandstone ES	181	300	300	119	119

## ECSD - 8-year Middle School Forecast - 4/8/20

Year	School	Reduced Grade 6-8 Enrollment	Functional Capacity	Stressed Capacity	Seats Available Functional	Seats Available Stressed
2020	Berry_Creek_MS	270	466	548	196	278
2021	Berry_Creek_MS	247	466	548	219	301
2022	Berry_Creek_MS	226	466	548	240	322
2023	Berry_Creek_MS	218	466	548	248	330
2024	Berry_Creek_MS	207	466	548	259	341
2025	Berry_Creek_MS	198	466	548	268	350
2026	Berry_Creek_MS	182	466	548	284	366
2027	Berry_Creek_MS	177	466	548	289	371
2020	Eagle_Valley_MS	342	504	642	162	300
2021	Eagle_Valley_MS	317	504	642	187	325
2022	Eagle_Valley_MS	299	504	642	205	343
2023	Eagle_Valley_MS	298	504	642	206	344
2024	Eagle_Valley_MS	284	504	642	220	358
2025	Eagle_Valley_MS	283	504	642	221	359
2026	Eagle_Valley_MS	273	504	642	231	369
2027	Eagle_Valley_MS	283	504	642	221	359
2020	ECC_Acad_MS	110				
2021	ECC_Acad_MS	106				
2022	ECC_Acad_MS	103				
2023	ECC_Acad_MS	99				
2024	ECC_Acad_MS	97				
2025	ECC_Acad_MS	95				
2026	ECC_Acad_MS	92				
2027	ECC_Acad_MS	93				
2020	Gypsum_Creek_MS	341	464	546	123	205
2021	Gypsum_Creek_MS	326	464	546	138	220
2022	Gypsum_Creek_MS	296	464	546	168	250
2023	Gypsum_Creek_MS	291	464	546	173	255
2024	Gypsum_Creek_MS	242	464	546	222	304
2025	Gypsum_Creek_MS	242	464	546	222	304
2026	Gypsum_Creek_MS	238	464	546	226	308
2027	Gypsum_Creek_MS	262	464	546	202	284
2020	Homestake_Peak_MS	323	220	258	(103)	(65)
2021	Homestake_Peak_MS	280	220	258	(60)	(22)
2022	Homestake_Peak_MS	252	220	258	(32)	6
2023	Homestake_Peak_MS	227	220	258	(7)	31
2024	Homestake_Peak_MS	220	220	258	0	38
2025	Homestake_Peak_MS	228	220	258	(8)	30
2026	Homestake_Peak_MS	219	220	258	1	39
2027	Homestake_Peak_MS	216	220	258	4	42
2020	Vail_Ski_Snow_MS	81	370	435	289	354
2021	Vail_Ski_Snow_MS	81	370	435	289	354
2022	Vail_Ski_Snow_MS	78	370	435	292	357
2023	Vail_Ski_Snow_MS	74	370	435	296	361
2024	Vail_Ski_Snow_MS	73	370	435	297	362
2025	Vail_Ski_Snow_MS	72	370	435	298	363
2026	Vail_Ski_Snow_MS	71	370	435	299	364
2027	Vail_Ski_Snow_MS	71	370	435	299	364
2020	World_Academy_MS	10				
2021	World_Academy_MS	10				
2022	World_Academy_MS	10				
2023	World_Academy_MS	10				
2024	World_Academy_MS	10				
2025	World_Academy_MS	10				
2026	World_Academy_MS	10				
2027	World_Academy_MS	9				

**ECSD - 8-year High School Forecast - MEDIUM - 11/17/19**

Year	School	Reduced 9-12 Enrollment	Functional Capacity	Stressed Capacity	Seats Available Functional	Seats Available Stressed
2016	Red_Canyon_HS	183	164	193	(29)	0
2017	Red_Canyon_HS	181	164	193	(26)	3
2018	Red_Canyon_HS	177	164	193	(22)	7
2019	Red_Canyon_HS	179	164	193	(24)	5
2020	Red_Canyon_HS	175	164	193	(20)	9
2021	Red_Canyon_HS	174	164	193	(19)	10
2022	Red_Canyon_HS	173	164	193	(18)	11
2023	Red_Canyon_HS	169	164	193	(14)	15
2016	Vail_Ski_&_Snowboard_HS	97	370	435		
2017	Vail_Ski_&_Snowboard_HS	96	370	435		
2018	Vail_Ski_&_Snowboard_HS	94	370	435		
2019	Vail_Ski_&_Snowboard_HS	95	370	435		
2020	Vail_Ski_&_Snowboard_HS	93	370	435		
2021	Vail_Ski_&_Snowboard_HS	92	370	435		
2022	Vail_Ski_&_Snowboard_HS	91	370	435		
2023	Vail_Ski_&_Snowboard_HS	89	370	435		
2016	Eagle_Valley_HS	981	1397	1664	365	632
2017	Eagle_Valley_HS	1002	1397	1664	343	610
2018	Eagle_Valley_HS	973	1397	1664	373	640
2019	Eagle_Valley_HS	960	1397	1664	387	654
2020	Eagle_Valley_HS	928	1397	1664	420	687
2021	Eagle_Valley_HS	854	1397	1664	498	765
2022	Eagle_Valley_HS	838	1397	1664	515	782
2023	Eagle_Valley_HS	800	1397	1664	555	822
2016	World_Academy_HS	18				
2017	World_Academy_HS	18				
2018	World_Academy_HS	18				
2019	World_Academy_HS	18				
2020	World_Academy_HS	18				
2021	World_Academy_HS	18				
2022	World_Academy_HS	18				
2023	World_Academy_HS	17				
2016	Battle_Mountain_HS	946	1169	1375	173	379
2017	Battle_Mountain_HS	944	1169	1375	176	382
2018	Battle_Mountain_HS	900	1169	1375	222	428
2019	Battle_Mountain_HS	909	1169	1375	212	418
2020	Battle_Mountain_HS	845	1169	1375	280	486
2021	Battle_Mountain_HS	754	1169	1375	375	581
2022	Battle_Mountain_HS	716	1169	1375	416	622
2023	Battle_Mountain_HS	641	1169	1375	494	700



## Appendix 2 – Residential Development Inventory

The following subdivisions represent the majority of expected development for which concrete data could be collected from municipal and private sources through 2024.

ECSD - Residential Development Poll

Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Avon	Updated January 2020 - Town of Avon - Matt Pielsticker	Avon Village Apartments	Underway now	MF	0	240	0			0	240	Avon	Berry Creek	Battle Mtn
Avon	Updated January 2020 - Town of Avon - Matt Pielsticker	Avon Village	No concrete information at this time	No Info							???	Avon	Berry Creek	Battle Mtn
Avon	Updated January 2020 - Town of Avon - Matt Pielsticker	River Front Lodge - Condos - Market Rate and 2nd Home	West of Westin Hotel - Predominantly resort	SFA			84			0	84	Avon	Berry Creek	Battle Mtn
Avon	Updated January 2020 - Town of Avon - Matt Pielsticker	Riverfront Subdivision - Condos - Market Rate and 2nd Home	West of Westin Hotel - Predominantly resort	SFA		18	18			0	36	Avon	Berry Creek	Battle Mtn
Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Dotsero	Two Rivers	Townhomes	No Information	SFA						120	120			
Dotsero	Two Rivers	Modular SFD	Almost Built-out	SFD	15					0	15			
Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Broadway Station	22 Studio Apartments-Project is approved. Construction to start Spring of 2020	MF	7	7	8			0	22	Eagle Valley	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Eagle Ranch Apartments	22 affordable Housing Units owned by Eagle County	MF	22					0	22	Brush Creek	Eagle Valley	Eagle Valley
Eagle	Update January 2020 - Dan Metzger Owner's Rep	Hockett Gulch - Apartments		MF	0	200	200	0	0	0	400	Eagle	Brush Creek	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	106 Broadway	20 condo units above ground floor Commercial. Project was just approved for development in November.	SFA	7	7	6			0	20	Eagle Valley	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	410 Broadway	9 Residential units above ground floor commercial. Project was just approved for development in December.	SFA	5	4				0	9	Eagle Valley	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	700 Chambers Ave	6 new units above Climbing gym. 12 new units in two new buildings	SFA	6	6	6			0	18	Eagle Valley	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Wall Street Condos	8 Condo Units-Complete	SFA	8					0	8	Eagle Valley	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Eagle Landing	42 units approved on five acres. Nearing Completion	SFD						42	42	Brush Creek	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Eagle Ranch	Turnkey/ready for development	SFD	4	5	5	5	5		23	Eagle	Brush Creek	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Eagle River Station	No Change, project approvals expired	SFD	0	0	0	0			0	Eagle	Eagle Valley	Eagle Valley
Eagle	Update January 2020 - Scott Schlosser - Realton / Owner's Rep	Haymeadow	880 unit project.	SFD	0	0	60	60	60	700	880	Eagle	Brush Creek	Eagle Valley
Eagle	Update January 2020 - Dan Metzger Owner's Rep	Hockett Gulch - Mixed density - SFD, TH, Apt		SFD	0	0	0	50	50	0	100	Eagle	Brush Creek	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	Red Mountain Ranch	153 units on 130.3 acres along the Eagle River, east of Eagle. Project still working through annexation approval process.	SFD	0	0	0	0		153	153	Eagle	Eagle Valley	Eagle Valley
Eagle	Update December 2019 - Town of Eagle - April Koner & Staff	"House" Development	No information		0	0				50	50	Eagle Valley	Eagle Valley	Eagle Valley

Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Eagle County	Updated January 2020 - Eagle County - Tez Hawkins	Wolcott	Resolution of approval of 679 dwelling units in 2013. Preliminary Sketch Plan has expired and has not been renewed.	Expired	0	0	0	0	0	679	679	Edwards	Berry Creek	Battle Mtn
Edwards	Updated January 2020 - Eagle County - Tez Hawkins	West End	Preliminary Sketch Plan has expired and has not been renewed.	Expired						0		Edwards	Berry Creek	Battle Mtn
Edwards	Updated January 2020 - Eagle County - Tez Hawkins	Edwards River Park	This project has 494 units and is currently under review by Eagle County and its referral agencies.	No Info						494	494	Edwards	Berry Creek	Battle Mtn
Edwards	Updated January 2020 - Eagle County - Tez Hawkins	Fox Hollow	87 Units, 54 3bd, 14 2bd, 8 1bd. The final plat for this project has been approved.	SFA		27	30	30		0	87	Edwards	Berry Creek	Battle Mtn
Edwards	Updated January 2020 - Eagle County - Tez Hawkins	Cordillera	Allowed per the PUD is 1037 dwelling units	SFD	5	5	5	5	5	1012	1037	Edwards	Berry Creek	Battle Mtn

## ECSD - Residential Development Poll

Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Eagle River Planning Area	No action on this	?	0	0	0	0		0	0	Eagle Valley	Eagle Valley	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Remington Ranch	No action on this	?	0	0	0	0		0	0	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Stratton Flats - Spring Creek Apts	284 APT (111-1bd, 148-2bd, 25-3bd)	MF	152	130				0	282	Gypsum	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Sienna Lake - Senior Units	332 - 55 years of age and older	Senior	0	0	0	0		0	0	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2020 - Town of Gypsum - Lana Bryce	Buckhorn Valley - Mountain Gateway	Small 2br SFA - Duplexes	SFA	40	0	0	0		0	40	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	ECSD Project	Significantly reduced scope; sold parcel to Habitat for 12 duplexes; also 5 single-family homes on west wide	SFA	6	6	0	0		0	12	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Sienna Lake - Small Homes	227 - Small single family	SFA	30	50	50	50	50	0	230	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Stratton Flats	Re-zoned for 152 SF, 118 Duplex+TH, 69 APT. Existing approvals changed to 44 SF, 144 Duplex+TH, 284 APT (111-1bd, 148-2bd, 25-3bd) *Portions of project have been constructed	SFA	8	8	8	8	8	4	44	Gypsum	Gypsum Creek	Eagle Valley
Gypsum	Update December 2020 - Town of Gypsum - Lana Bryce	Buckhorn Valley - Aspen Ridge	Single Family Detached	SFD	20	5	0	0		0	59	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Buckhorn Valley - Remaining Units - Mixed Density	Significant active development	SFD	10	10	20	20		5	65	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Cotton Ranch-Lower	Turnkey/ready for development	SFD	5	5	0	0		5	15	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2020 - Town of Gypsum - Lana Bryce	Cotton Ranch-The Village at Cotton Ranch	Turnkey/ready for development	SFD	14	0	0	0		0	44	Red Hill	Gypsum Creek	Eagle Valley
Gypsum	Update December 2019 - Town of Gypsum - Lana Bryce	Green's Landing	10 single family lots	SFD	2	2	2	2	2	0	10	Red Hill	Gypsum Creek	Eagle Valley
Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Minturn	Updated January 2020 - Town of Minturn - Scot Hunn	Maloit Park - Housing for School District Employees	Masterplan in progress - phasing is a guess from Western Demographics	?						128	128	Red Sandstone	Homestake Peak	Battle Mtn
Minturn	Updated January 2020 - Town of Minturn - Scot Hunn	Railroad Yards - Apartments - 24		MF				6	6	6	18	Red Sandstone	Homestake Peak	Battle Mtn
Minturn	Updated January 2020 - Town of Minturn - Scot Hunn	Railroad Yards - Duplexes - 50		SFA		10	10	10	10	10	50	Red Sandstone	Homestake Peak	Battle Mtn
Minturn	Updated January 2020 - Town of Minturn - Scot Hunn	Railroad Yards - Large Lot Single Family Detached - 8		SFD		2	2	2	2	0	8	Red Sandstone	Homestake Peak	Battle Mtn
Minturn	Updated January 2020 - Town of Minturn - Scot Hunn	Railroad Yards - Single Family Detached - 23		SFD		5	6	6	4	0	21	Red Sandstone	Homestake Peak	Battle Mtn
Jurisdiction	Data Vintage	Subdivision	Status / Notes	Density	2020	2021	2022	2023	2024	After 2024	Total Units	Attendance ES	Attendance MS	Attendance HS
Vail	Updated January 2020 - Town of Vail - Jonathan Spence	Boothe Heights - Apartments - Single Employee Housing	No Families	MF	15	15				0	30	Red Sandstone	Homestake Peak	Battle Mtn
Vail	Updated January 2020 - Town of Vail - Jonathan Spence	Boothe Heights - Deed Restricted Townhomes		SFA	10	9				0	19	Red Sandstone	Homestake Peak	Battle Mtn
Vail	Updated January 2020 - Town of Vail - Jonathan Spence	Boothe Heights - Market Rate Townhomes	Few Families	SFA	6	6				0	12	Red Sandstone	Homestake Peak	Battle Mtn

**Battle Mountain Project** – This large development in the Minturn area continues to be part of the land development forecast for the district. The configuration and timing of the development continues to evolve and any expected impact would be beyond 2024.

AVON ELEMENTARY

Building Facts

Principal:	Dana Harrison
Mascot:	Bear Cubs
Colors:	Royal Blue/White
Square Footage:	67,780
Built:	1996
Site Acreage:	10 acres



Capacity and Enrollment

Functional:	443
Stressed:	466
2019 Actual Enrollment:	233
2023 Projected Enrollment:	204
2027 Projected Enrollment:	190
Staff and Teacher Size:	33
Average Gross Square Footage Per Student:	153 s.f.

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

Recommended Improvements

#1	High Priority Issues:	\$ 282,199
#2	Medium Priority Issues:	\$ 513,093
#3	Low Priority Issues:	\$ 0
#4	Future Priority Issues:	\$ 151,515

**Estimated Budget Needs: \$ 946,807**

Facility Assessment

Replacement Cost:	\$28.8 Million
Cost of return:	3.2%*
Level of Need:	Low
* Percent of replacement cost	

Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Restroom Upgrades, Flooring Replacement
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	Furniture Replacements in Media Center
<i>Community</i>	Signage, Cafeteria Acoustics, Gym Sound System
<i>Environmental Sustainability</i>	Central Irrigation Controls

## AVON ELEMENTARY

### General Observations

- In general the building is functioning as designed.
- With almost 20 years of use the building is beginning to see the end of life of many items such need to consider how to begin rotation schedules for items needing replacement.

### Site Evaluations

- Existing asphalt and concrete walks need repairs.

### Mission/Goals

Avon Elementary, the heart of a world-class, multicultural school community, is committed to maximizing the potential of each individual learner. In a safe and nurturing environment, we educate and empower our students to become high achieving, well-rounded, multilingual global citizens. In partnership with our families and community, we strive to instill compassion and a lifelong love of learning.

### Historical Significance - Uniqueness - History, Relationships

- In school Health Clinic.
- Dual Language program.

### Utilization

High community use of gym and other spaces.

### Programs Delivered in Facility

Dual Language programming and International Baccalaureate

### Safety

None

### Codes

The structure was built during the initial stages of the federal accessibility standards. In general the building meets the standards when it was built.

### Environmental, Indoor air-quality

No issues.

### Memorandums of Understandings (MOUs)

Shared parking lot with Town of Avon



# AVON ELEMENTARY

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 – Asset Protection - Critical Life Safety
- 2 – Asset Protection - Cost Reduction, PM
- 3 – Productivity - Learn Experience Enhancement
- 4 – Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 – Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
2	KITCH	Kitchen Equipment	1	2		Rotate equipment as needed. Flattop with Double Burner, Double Stack Oven, Hot Cabinet(2), Refrigerator(2)	2022
2	GRDS	Irrigation Systems	5	2		Install wireless controls district wide, optimize system	2022
2	INT	Media Center	3	3		Replace Media Center main shelving, FFE	2022
2	MECH	Kitchen	1	2		West make up air unit replacement	2022
2	INT	Cafeteria	1	2		Replace VCT in cafeteria and back hallway. Install LVT	2022
4	INT	Cafeteria	4	4		Add acoustics	2025
4	EXT	Signage	4	4		OK. Add monument sign. School funding?	2025
4	INT	Main Entry	4	5		Remove Carpet Logo Install new Logo. School Funding	2025
4	INT	Gym	4	4		Upgrade sound system in Gym. School Funding	2025

# BRUSH CREEK ELEMENTARY

## Building Facts

Principal:	Brooke Cole
Mascot:	Bobcats
Colors:	Teal and Silver
Square Footage:	67,655
Built:	2001
Site Acreage:	10.3



## Capacity and Enrollment

Functional:	489
Stressed:	514
2019 Actual Enrollment:	369
2023 Projected Enrollment:	365
2027 Projected Enrollment:	322
Staff and Teacher Size:	38
Average Gross Square Footage Per Student:	138 s.f.

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 249,950
#2	Medium Priority Issues:	\$ 731,460
#3	Low Priority Issues:	\$ 23,073
#4	Future Priority Issues:	\$ 450,000

**Estimated Budget Needs: \$ 1,539,976**

## Facility Assessment

Replacement Cost:	\$28.7 Million
Cost of return:	5.4%*
Level of Need:	Low

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Flooring replacement and mechanical upgrades
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	Cafeteria Table replacement
<i>Community</i>	
<i>Environmental Sustainability</i>	Central Irrigation Controls

## BRUSH CREEK ELEMENTARY

### General Observations

- In general the building is functioning as designed.
- Buildings are over ten years old and generally holding up well but need typical maintenance and start to consider rotation schedules for future items in 5 plus years.

### Site Evaluations

- District Summary of Major Deficiencies
- Existing asphalt and concrete walks need repairs.
- Minor playground repairs and replacement of parts. Some parts of equipment is tapped off and not in use.

### Mission/Goals

Brush Creek Elementary is a Colorado John Irwin School of Excellence serving the community of Eagle Ranch in Eagle. John Irwin schools demonstrate excellent academic achievement that exceeds expectations established by the Colorado Department of Education.

**Mission:** To provide the highest quality academic experience for our students so they succeed in the 21st Century.

**Vision:** A safe, collaborative and rigorous learning environment in which all students are held to high expectations and are active participants in their learning process.

### Historical Significance - Uniqueness - History, Relationships

- Very high volume of students ride bikes to school.
- High Community use- Church, WECMRD, Karate.

### Utilization

High community use of gym

### Programs Delivered in Facility

Standard Colorado Department of Education

### Safety

None

### Codes

No issues

### Environmental, Indoor air-quality

None

### Memorandums of Understandings (MOUs)

Shared gym Usage with WECMRD

# BRUSH CREEK ELEMENTARY

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 – Asset Protection - Critical Life Safety
- 2 – Asset Protection - Cost Reduction, PM
- 3 – Productivity - Learn Experience Enhancement
- 4 – Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 – Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	EXT	Heat Tape	1, 4	1		Evaluate Heat Tape in drains. Some replacement may be needed.	2021
1	INT	Operable walls	1, 2	4		Operable wall at Stage needs maintenance refurbishment. Install new vinyl finish to both sides.	2021
1	EXT	Roof Drains	4	1		"Bury roof drain by kitchen area entry Address drains at North side - playground"	2022
1	INT	Gym Floor	2, 4	2		Repair NW corner damage. Sand and refinish.	2021
1	KITCH	Flooring	1, 4	1		Repair existing epoxy flooring. Install joint/ crack isolation.	2024
1	MECH	Equipment	1	2		DX coils upgrade (4)	2021
1	INT	Corridors	2	4		Install Bottle Fillers - 3	2021
1	INT	Media	2	3		Replace min blinds with roller shades in media	2021
2	GRDS	Sidewalks	1, 4	2		Repair and Replace as needed	2022



Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	KITCH	Cafeteria Tables	1	4	Replace with FFE.	2022
2	INT	Stage Curtains	2, 4	1	Re apply fireproofing every 20 years	2022
2	GRDS	Irrigation Systems	1, 3	2	Install wireless controls district wide	2022
2	INT	Flooring	1	2	Replace classroom carpet, remove vct, replace with walkoff	2022
2	MECH	Equipment	1	2	Actuators and Valve replacements	2022
2	GRDS	Parking Lot Asphalt	4	2	Paving- Crack Fill, Seal Coat	2021
2	INT	Restrooms	1	2	Repair restroom cove base - re-grout	2022
2	INT	Flooring	1	2	Pre school floors, change to all LVT. Removing partial Carpet/VCT.	2022
2	KITCH	Equipment	1	2	List of equipment replacements from Food Service. Ice Maker, Flattop with double burner, Combi Oven	2022
2	EXT	Roofing	4	2	Skylight kalwall, refinish	2022
3	INT	Restrooms	1, 4	2	Replace laminated counter and faucets at large restrooms areas. Replace with solid surface counters with integral sinks.	2024
4	EXT	Roof	4	2	Replace roof at 30 years. No signs if leaking. Report could show need for some maintenance.	2030

# BERRY CREEK MIDDLE SCHOOL

## Building Facts

Principal:	Amy Vanwel
Mascot:	Wildcats
Colors:	Purple and Black
Square Footage:	
Built:	
Site Acreage:	



## Capacity and Enrollment

Functional:	466
Stressed:	548
2019 Actual Enrollment:	280
2023 Projected Enrollment:	218
2027 Projected Enrollment:	177
Staff and Teacher Size:	40
Average Gross Square Footage Per Student:	173

## Recommended Improvements

#1	High Priority Issues:	\$ 1,002,902
#2	Medium Priority Issues:	\$ 470,064
#3	Low Priority Issues:	\$1, 013,085
#4	Future Priority Issues:	\$0

**Estimated Budget Needs: \$2,486,051**

## Facility Assessment

Replacement Cost:	\$34.2
Cost of return:	7.2%*
Level of Need:	Fair

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Site Issues – parking lot, sidewalks, Auditorium Upgrades - curtain, ramp, Wood shop equipment safety shut off, Kitchen Flooring
<i>Educational Growth - Physical Environment</i>	Building Preservation, New Carpet, Mechanical replacements
<i>Equity</i>	New Lockers
<i>Community</i>	Gym Bleacher Replacement
<i>Environmental Sustainability</i>	Central Irrigation Controls, Landscaping reduction redesign



## BERRY CREEK MIDDLE SCHOOL

### General Observations

- In general the building is functioning as designed.
- With almost 20 years of use the building is beginning to see the end of life of many items such as FFE, carpet, painting and etc. Need to consider how to begin rotation schedules for items needing replacement.

### Site Evaluations

- District Summary of Major Deficiencies
- Existing asphalt and concrete walks need repairs.
- Playground upgrades wanted.

### Mission/Goals

**Vision:** A Community Educating Inspired Learners

**Mission:** The Berry Creek Middle School community believes our mission is to teach students how to learn, to prepare each student to achieve at their highest levels, and to prepare each student to contribute in the broadest sense to the betterment of the school community as well as to the community-at-large.

We demonstrate PRIDE: Perseverance Responsiveness Integrity Daring Enthusiasm.

### Historical Significance - Uniqueness - History, Relationships

- Part of Miller Ranch Educational hub.

### School Community - Specific, partnerships

Located in Miller Ranch in Edwards Colorado. Only stand alone middle school up valley.

### Utilization

Bleachers are undersized for events.

### Programs Delivered in Facility

Standard Colorado Department of Education.

### Safety

None

### Codes

No issues

### Environmental, Indoor air-quality

None

### Memorandums of Understandings (MOUs)

None

# BERRY CREEK MIDDLE SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	GRDS	Sidewalks	1	1		Redesign, replace all sidewalks, with expansion joints, at front of building, various repairs and handrails. Replace lighting with lower poles.	2021
1	INT	Woodshop Equipment	1, 3	1		OK. Upgrade to safer equipment	2021
1	INT	Restrooms	1, 4	2		Replace fixtures every 20 years	2022
1	INT	Classrooms	1	1		Add Lockdown function to panic hardware.	2021
1	INT	Flooring	1, 4	2		Repair exterior tile, or replace with new material	2022
1	INT	Gym	2	4		Replace bleachers, high priority, just keep main bleachers, remove smaller ones.	2022
1	INT	Accessibility	1	3		Add ramp to stage from back of room, accessibility issues	2021
1	INT	Equipment	1	4		Bottle Fillers 4	2022
1	MECH	Equipment	1	2		Up grade DX units 5-6	2022



Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	KITCH	Kitchen Equipment	1	1	Equipment Replacement- Double Stack Oven, Flattop with Double Burner, Hot Cabinet(2), Refrigerator, Kettle	2022
2	INT	Theatre Curtains	2, 4	2	Clean and fireproof	2022
2	INT	Woodshop Equipment	1	1	Add interlock to dust collector	2021
2	KITCH	Flooring	1, 4	1	New epoxy on floor every 20 years. Steam clean, re-coat	2022
2	EXT	Exterior Facade	4	2	Paint exterior metals.	2022
2	INT	Lockers	2	2	Hallway locker replacement, repairs. This was not clear that a full replacement is needed. Refurbishment of locks and mechanisms are necessary.	2022
2	INT	Flooring	4	1	Replace locker room epoxy floors.	2022
2	MECH	Equipment	1	2	Delete one make up, and repair west unit, in kitchen	2022
2	GRDS	Asphalt and Paving	4	2	Paving, crack fill and seal coat	2022
3	GRDS	Irrigation	2	2	Install irrigation at bus loop island- redesign for no irrigation.	2022
3	GRDS	Landscaping	2	4	Upgrade- revitalization	2024
3	MECH	Equipment	1	2	Gym air handlers need replacement 5 years out.	2025

# BATTLE MOUNTAIN HIGH SCHOOL

## Building Facts

Principal:	Robert Parish
Mascot:	Huskies
Colors:	Black and Gold
Square Footage:	209,000
Built:	2009
Site Acreage:	39



## Capacity and Enrollment

Functional:	1,169
Stressed:	1,375
2019 Actual Enrollment:	955
2023 Projected Enrollment:	909
2027 Projected Enrollment:	641
Staff and Teacher Size:	100
Average Gross Square Footage Per Student:	173

## Recommended Improvements

#1	High Priority Issues:	\$ 221,997
#2	Medium Priority Issues:	\$ 299,046
#3	Low Priority Issues:	\$ 5,153,547
#4	Future Priority Issues:	\$ 2,192,217

**Estimated Budget Needs:** **\$ 7,866,087**

## Facility Assessment

Replacement Cost:	\$ 88.8 Million
Cost of return:	8.8%*
Level of Need:	Fair

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Locker Room Showers- Water Mixing Valves Lighting Control System, VCT Flooring replacement
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	None
<i>Community</i>	Athletic Storage, Baseball Synthetic Turf
<i>Environmental Sustainability</i>	LED Lighting Upgrades

# BATTLE MOUNTAIN HIGH SCHOOL

## General Observations

- In general the building is functioning as designed.

## Site Evaluations

- Existing asphalt and concrete walks need repairs.

## Mission/Goals

Battle Mountain High School is a premier 4-year comprehensive and academically rigorous high school located in the Vail Valley of Colorado. It holds membership in the Colorado Council of High School/College Relations and is accredited with distinction by the Colorado Department of Education. Battle Mountain an international school with a culturally diverse student body and commitment to excellence in education. Students experience challenging academics with extensive AP and college dual enrollment courses, a large variety of athletics, fun activities and social events, and a strong sense of community as an Battle Mountain Husky. With both academic and technical opportunities of enrichment, graduating Huskies are prepared to follow their dreams to the college or technical school of their choice. Parents are welcome and active supporters of our school and their children, rounding out our full community of learners, parents and educators.

## Historical Significance - Uniqueness - History, Relationships

- Part of Miller Ranch Educational hub.
- VERY high community use.

## School Community- Specific, partnerships

Located in Miller Ranch in Edwards Colorado. Battle Mountain is the public school for the upper Eagle Valley.

## Utilization

Current teacher count and classrooms are full. Feels need for additional classrooms and specifically additional Science rooms. Wood shop underutilized,not currently used. Computer labs not fully utilized throughout day.

## Programs Delivered in Facility

Standard Colorado Department of Education

## Safety

None

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

Shared food service kitchen with Colorado Mountain College.

# BATTLE MOUNTAIN HIGH SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	INT	Locker Room Showers	1	1		Re-pipe the showers. Delete mixing valves in showers. Install pressure balance valves. 8 total. Hot water issues in showers - user group complaint	2021
1	INT	Emergency Elevator	1	1		Battery Back up <b>CONFIRM</b>	2021
1	INT	Lighting - Interior	1, 3	2		Upgrade watt stopper lighting control system	2021
1	INT	Flooring	4	2		Refinish gym floors, both. Update lines as needed.	2021
1	INT	Equipment	1	5		New ice machine in athletics, drain and power, need drain, high priority	2021
2	GRDS	Irrigation Systems	1, 3	2		Add wireless control for irrigation systems/ District Control System	2022
2	EXT	Parking Lot	4	2		Patch, Repair, Crack Fill, Seal Coat, Curb paint, re-stripe. Every 3 years	2022
2	EXT	Roofing	4	2		Need Roofing Report Update- Mat need repairs	2022
2	EXT	Painting	4	2		Exposed steel needs paint, oxidizing	2022



Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	INT	Flooring	4	2	Stained concrete refinish, what? Process or product? Issues with staining, mostly in cafeteria.	2024
3	INT	Lighting	1, 2, 3	2	LED upgrade, throughout, phased, first phase commons	2022
3	KITCH	HVAC	1, 3	2	Air Curtain at Door	2024
3	GRDS	Fields	2	2	OK. Artificial Turf. Replace every 10 years	2024
3	GRDS	Fields	2	2	Track resurfacing	2030
3	INT	Flooring	1	2	Replace VCT, LVT or polished concrete, carpet in classroom hallways	2024
4	EXT	Fields	2	5	Additional Athletic Storage, addition, highest priority	2025
4	EXT	Site	1	4	Curbs at baseball for vehicle access	2025
4	GRDS	Fields	2	4	Add turf for baseball field, second priority	2025

# EAGLE COUNTY CHARTER ACADEMY

## Building Facts

Principal:	Kim Walters
Mascot:	Hawks
Colors:	Red and Black
Square Footage:	45,000
Built:	2012
Site Acreage:	6



## Capacity and Enrollment

Functional:	480
Stressed:	600
2019 Actual Enrollment:	346
2023 Projected Enrollment:	xxx
2027 Projected Enrollment:	xxx
Staff and Teacher Size:	n/a
Average Gross Square Footage Per Student:	n/a

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	n/a
#2	Medium Priority Issues:	n/a
#3	Low Priority Issues:	n/a
#4	Future Priority Issues:	n/a

**Estimated Budget Needs:** n/a

## Facility Assessment

Replacement Cost:	\$19.1 Million
Cost of return:	n/a
Level of Need:	Good

# EAGLE COUNTY CHARTER ACADEMY

## General Observations

- n/a

## Site Evaluations

- n/a

## Mission/Goals

### **Mission**

The Eagle County Charter Academy community creates lifelong learners and productive global citizens through a challenging college preparatory curriculum and character education. We accomplish this through an empowered staff, parental involvement and small class size.

### **Vision**

The Eagle County Charter Academy will be the premier school in educating students for the future demands of our changing world.

### **Values**

Children First, High Standards, Community, Effective Communication, Innovation and Creativity, Hawk Traits

## Historical Significance - Uniqueness - History, Relationships

- First Eagle County Charter School.

## Utilization

n/a

## Programs Delivered in Facility

State Programs

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None

# EDWARDS ELEMENTARY SCHOOL

## Building Facts

Principal:	Mathew Abramowitz
Mascot:	Wolves
Colors:	Silver and Black
Square Footage:	55,000
Built:	1991
Site Acreage:	9.1



## Capacity and Enrollment

Functional:	459
Stressed:	483
2019 Actual Enrollment:	261
2023 Projected Enrollment:	254
2027 Projected Enrollment:	248
Staff and Teacher Size:	35
Average Gross Square Footage Per Student:	173

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 188,041
#2	Medium Priority Issues:	\$ 1,335,023
#3	Low Priority Issues:	\$ 109,321
#4	Future Priority Issues:	\$ 1,745,400

**Estimated Budget Needs: \$ 3,377,784**

## Facility Assessment

Replacement Cost:	\$23.3 Million
Cost of return:	14.5%*
Level of Need:	Fair

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Kitchen Flooring, Replace playground equipment, Fire Suppression System, Mechanical Equipment upgrades, replacement Window Replacements, Guardrail code issues
<i>Educational Growth - Physical Environment</i>	Building Preservation, Skylight Replacement
<i>Equity</i>	Counter-top replacement
<i>Community</i>	
<i>Environmental Sustainability</i>	HVAC Upgrade, Lighting Upgrades, Central Irrigation Control





# EDWARDS ELEMENTARY SCHOOL

## General Observations

- In general the building is functioning as designed.
- At 20 years of age many items are reaching their designed life span and should be considered for replacement or part of a rotation schedule to be replaced within 5 years.

## Site Evaluations

- Existing asphalt and concrete walks need repairs.

## Mission/Goals

**Mission:** Valuing our differences

**Vision:** Bilingual, Biliterate and Multicultural Students

Edwards Elementary School - Colorado Governor's Distinguished Improvement Award Recipient 2012 and 2013

The Governor's Distinguished Improvement awards are given to schools that demonstrate exceptional student growth. On the school performance framework that is used by the state to evaluate schools, these schools 'exceed' expectations on the indicator related to longitudinal academic growth and 'meet or exceed' expectations on the indicator related to academic growth gaps.

## Historical Significance - Uniqueness - History, Relationships

- Community School

## Utilization

No issues

## Programs Delivered in Facility

Dual Language

## Safety

None

## Codes

Ramps do not meet ADA. Elevator is provided.

Building is not fully sprinkled.

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None

# EDWARDS ELEMENTARY SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	KITCH	Flooring	1, 4	1		Replace, resurface epoxy flooring in kitchen and back hallways.	2020
1	GRDS	Pump House	1	2		Add VFD	2021
1	EXT	Heat Tape	1	2		Add controls	2021
1	INT	Ceilings	4	2		Various ceiling drywall cracks on upper level near cafeteria. Install drywall control joints.	2021
1	INT	Equipment	1	4		Install bottle fillers. Minimum 4.	2021
1	MECH	Equipment	1	2		DX coils, upgrade to 410	2022
1	EXT	Doors	1	5		More access control at doors	2021
1	EXT	Security	1	1		More cameras, discussions	2021
2	GRDS	Irrigation Systems	1, 3	2		Install wireless controls district wide	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	INT	Classrooms	2	3	Resurface chalkboard panels in classroom storage sliders. (Typical 2 per room) Approximately 4' x6'.	2024
2	INT	Corridors	1	1	Existing guardrail vertical supports do not meet code. Larger than a 4" sphere. Could install panels to decrease opening.	2024
2	INT	Roofing	4	2	Review Skylights (Kalwall) exterior finish. Refinish as needed.	2022
2	GRDS	Equipment	1,2	1	Replace upper playground equipment, jungle gym, swings, structure.	2022
2	EXT	Windows	1, 3	2	Wood windows, misc replacement	2023
2	MECH	Equipment	1	2	One rtu roof top, couple years	2024
2	INT	Windows	2	3	Window coverings in gym. Currently covered with paper.	2022
2	GRDS	Asphalt and Paving	4	2	Paving, crack fill and seal coat	2022
2	INT	Cabinetry	2	4	Replace counters and sinks in hallways - Solid Surfacing	2024
3	INT	HVAC	1	2	Install air curtain in kitchen.	2024
3	MECH	Equipment	1	2	Make air in kitchen replace, 5-10years	2028
3	MECH	Equipment	1	2	Replace water heater 5+years out	2025
4	SYS	Fire Sprinkler	1	1	Partially sprinklered. Install	2026
4	INT	Classrooms	2	5	Replace Cabinetry	2025

# EAGLE VALLEY ELEMENTARY SCHOOL

## Building Facts

Principal:	Tiffany Dougherty
Mascot:	Eagles
Colors:	Green and White
Square Footage:	73,000
Built:	2018
Site Acreage:	23.3



## Capacity and Enrollment

Functional:	550
Stressed:	550
2019 Actual Enrollment:	387
2023 Projected Enrollment:	419
2027 Projected Enrollment:	424
Staff and Teacher Size:	46
Average Gross Square Footage Per Student:	127

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 0
#2	Medium Priority Issues:	\$ 0
#3	Low Priority Issues:	\$ 0
#4	Future Priority Issues:	\$ 0

**Estimated Budget Needs: \$ 10,817,075**

## Facility Assessment

Replacement Cost:	\$29.8 Million
Cost of return:	n/a
Level of Need:	New

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	
<i>Community</i>	
<i>Environmental Sustainability</i>	



# EAGLE VALLEY ELEMENTARY SCHOOL

## General Observations

- n/a

## Site Evaluations

- n/a

## Mission/Goals

International Baccalaureate World School

Eagle Valley Elementary School became fully authorized to offer the International Baccalaureate (IB) Primary Years Program (PYP) in January 2011. The PYP at Eagle Valley is offered in a dual language setting.

### **Mission**

At Eagle Valley Elementary School, we are educating every student for success by developing inquisitive, informed and compassionate citizens. We strive to ensure that students become independent thinkers, problem-solvers, life-long learners and responsible members of an inter-cultural society.

What is the Primary Years Program?

The IB Primary Years Program (PYP) is a curriculum framework focused on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is defined by six trans-disciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, with a powerful emphasis on inquiry-based learning. An aim of the PYP is to create a trans-disciplinary curriculum that is engaging, relevant, challenging and significant for learners in the 3-12 age range. (from [www.ibo.org](http://www.ibo.org))

The IB Primary Years Program at Eagle Valley

- Addresses learners' academic and artistic development and their physical, social and emotional well-being
- Develops learners' communication skills in more than one language
- Respects and appreciates students cultural and linguistic diversity
- Encourages learners to develop independence and take responsibility for their own learning
- Supports learners' efforts to gain understanding of the world and to function comfortably within it
- Helps learners establish personal values as a foundation upon which international-mindedness will develop and flourish
- Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners.
- Integrates subject specific knowledge and skills within the study of universal themes and concepts

## EAGLE VALLEY ELEMENTARY SCHOOL

- Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues.
- Encourages a growth mindset through reflection and goal setting
- Develops an awareness of local and global issues and the understanding that their actions make a difference in their own and others' lives

### Historical Significance - Uniqueness - History, Relationships

- Long Standing Eagle Community School

### Utilization

Operating as design.

### Programs Delivered in Facility

Dual Language, IB Programing

### Safety

None

### Codes

None

### Environmental, Indoor air-quality

None

### Memorandums of Understandings (MOUs)

None

# EAGLE VALLEY ELEMENTARY SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	MECH	Equipment	1	2		Make up air replacement, dx coil upgrade	2021
1	INT	Flooring	1	1		Kitchen back hallway replace epoxy flooring	2022
1	INT	Equipment	1	4		Water bottle fillers 4	2021
1	INT	Equipment	1	1		Gym fountains and spitter, replace with new fountain	2022
1	GRDS	Concrete Repairs	1	1		Install recessed detectable accessible ramp infill	2021
2	GRDS	Equipment	1, 3	2		Centralized Irrigation Controls	2022
2	EXT	Roofing	4	2		Skylight kalwall, refinish	2022
2	INT	Railings	1	1		Existing guardrail vertical supports do not meet code. Larger than a 4" sphere. Could install panels to decrease opening.	2024
2	INT	Cabinetry	2	4		Replace counters and sinks in hallways - Solid Surfacing	2024
2	KITCH	Equipment	1	2		List of equipment replacements from Food Service. Double Door Fridge/Freezer, 4 Door Fridge/Freezer	2022
2	GRDS	Asphalt and Paving	4	2		Paving, crack fill and seal coat	2022

# EAGLE VALLEY MIDDLE SCHOOL

## Building Facts

Principal:	Eric Mandeville
Mascot:	Pirates
Colors:	Black and Yellow
Square Footage:	103,412
Built:	1980, 2018
Site Acreage:	23.3



## Capacity and Enrollment

Functional:	504
Stressed:	642
2019 Actual Enrollment:	337
2023 Projected Enrollment:	298
2027 Projected Enrollment:	283
Staff and Teacher Size:	44
Average Gross Square Footage Per Student:	205

## Recommended Improvements

#1	High Priority Issues:	\$ 0
#2	Medium Priority Issues:	\$ 171,217
#3	Low Priority Issues:	\$ 1,109,548
#4	Future Priority Issues:	\$ 0
<b>Estimated Budget Needs:</b>		<b>\$ 1,280,764</b>

## Facility Assessment

Replacement Cost:	\$ 44 Million
Cost of return:	2.9%*
Level of Need:	New

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Locker Room Renovations
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	
<i>Community</i>	Bleacher Maintenance
<i>Environmental Sustainability</i>	



# EAGLE VALLEY MIDDLE SCHOOL

## General Observations

- None

## Site Evaluations

- None

## Mission/Goals

Eagle Valley Middle School's mission is to educate and inspire life-long learners for academic and personal success. It is our vision that all school and community members will be involved in the process of educating students to achieve academic, emotional, social and physical success. At Eagle Valley Middle School we believe in ourselves, our school, and our community. We practice three simple rules: Be Respectful, Be Responsible and Be Positive and Productive. By following these tenants, students and teachers work together to create an environment that is conducive to learning and allows all students to grow and achieve. Middle school is a team sport, so we rely on the support of our students, families and encourage parents and guardians to have frequent and meaningful communication with the school.

## Historical Significance - Uniqueness - History, Relationships

- Long standing Eagle community school.

## Utilization

No issues

## Programs Delivered in Facility

State Programs.

Middle school that encompasses everything, Arts, language, VOtech, etc.

## Safety

None

## Codes

None

## Environmental, Indoor air-quality

None

## Memorandums of Understandings (MOUs)

Town of Eagle - Gym Usage



# EAGLE VALLEY MIDDLE SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
2	INT	Locker Room Lockers	2	4		Replace all lockers	2021
3	INT	Locker Rooms	2	4		Complete renovation (Pirate and or Aux Gym) ??	2025
3	EXT	Roof Drains	1	1		Bury the roof drain on the pirate gym	2025
3	INT	Bleachers	2, 4	1		Refurbish at renovation (aux Gym)	2025
3	INT	Gym - Big Bleachers	1, 2	1		Refurbished at 2008. Refurbish at renovation (Pirate Gym)	2025

# EAGLE VALLEY HIGH SCHOOL

## Building Facts

Principal:	Greg Doan
Mascot:	Devils
Colors:	Black and White w/ Red
Square Footage:	207,246
Built:	1960's, 1975, 2000, 2009, 2018
Site Acreage:	26.3



## Capacity and Enrollment

Functional:	1,397
Stressed:	1,664
2019 Actual Enrollment:	960
2023 Projected Enrollment:	800
2027 Projected Enrollment:	n/a
Staff and Teacher Size:	95
Average Gross Square Footage Per Student:	148

## Recommended Improvements

#1	High Priority Issues:	\$ 0
#2	Medium Priority Issues:	\$ 2,320,879
#3	Low Priority Issues:	\$ 4,356,354
#4	Future Priority Issues:	\$ 582,072

**Estimated Budget Needs: \$ 7,259,304**

## Facility Assessment

Replacement Cost:	\$ 88 Million
Cost of return:	8.8%*
Level of Need:	Fair

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Wood Shop Equipment shut offs, Older Locker room renovations, accessibility, Flooring, Restroom upgrades
<i>Educational Growth - Physical Environment</i>	Building Preservation, Roof Fascia Upgrade
<i>Equity</i>	Wrestling Room Upgrades
<i>Community</i>	New Practice Field, Stadium Upgrades – Football and Baseball
<i>Environmental Sustainability</i>	HVAC Upgrade, Lighting Upgrades, Renewable Energy

# EAGLE VALLEY HIGH SCHOOL

## General Observations

- Functioning as designed

## Site Evaluations

- Field upgrades desired

## Mission/Goals

Eagle Valley High School is a 4-year comprehensive high school accredited with distinction by the Colorado Department of Education. It holds membership in the Colorado Council of High School/College Relations.

Students experience challenging academics, a large variety of athletics, fun activities and social events, and a strong sense of community as an Eagle Valley Devil. With two former college mascots as Administrators, school spirit runs high and students strive to excel and represent their school with pride.

With both academic and technical opportunities of enrichment, graduating Devils are prepared to follow their dreams to the college or technical school of their choice.

Parents are welcome and active supporters of our school and their children, rounding out our full community of learners, parents and educators.

## Historical Significance - Uniqueness - History, Relationships

- Long standing Eagle community school.

## School Community- Specific, partnerships

Gypsum, Colorado.

## Utilization

None

## Programs Delivered in Facility

State Programs

## Safety

None

## Codes

Accessibility in some portions

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

Colorado Mountain College

# EAGLE VALLEY HIGH SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
2	INT	GYM - AUX	2, 4	3		Refinish wood floor	2020
2	EXT	Windows	1, 3	4		Replace windows at renovation	2023
2	MECH	Equipment	1	2		Mechanical- RTU 3 tech area replace.	2022
2	MECH	Equipment	1	2		Mechanical- AHU 3 replace has dx coil.	2022
2	MECH	Equipment	1	2		Mechanical- Circulation pumps at all boiler rooms. (2 rooms)	2022
2	MECH	Equipment	1	2		Mechanical- Replace water heater NW corner boiler room	2022
2	MECH	Equipment	1	2		Mechanical- Library RTU replace	2022
2	MECH	Equipment	1	2		Mechanical- Computer lab split system (R)22 replace	2022
2	MECH	Equipment	1	2		Mechanical-Replace MAU in old locker rooms	2022
2	MECH	Equipment	1	2		Mechanical- Replace WH in SW corner (old airco) unit	2022
2	INT	Flooring	4	2		Redo main stairs, remove VCT at landings, Rubber Treads, nosings.	2022
2	INT	Partitions	1	2		Replace restroom partitions in north wing	2022
3	GRDS	Fencing	1	4		Fence/screen of south building equipment	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
3	GRDS	Stadium Bleachers	1, 2	2	Replace baseball bleachers	2024
3	GRDS	Fields	2	4	Add new practice field at Bindley site (GOCO grant application)	2024
3	INT	Scoreboards - aux	1	3	Needs new scoreboards	2024
3	EXT	Storage	1	4	Build new storage shed at baseball field (GOCO grant application)	2024
3	GRDS	Irrigation	1 3	4	Replace boulder diverter in ditch with weir gate	2024
3	INT	Woodshop Equipment	1, 2	1	Replace equipment with instant shut offs - safety issue, soft touch technology	2024
3	EXT	Roofing	4	2	Existing wood fascia repairs or option for metal fascia in back portions of building.	2024
3	INT	Flooring	1	2	VCT flooring replacements throughout	2024
3	INT	Renovations	2	4	Wrestling room upgrades????	2024
3	INT	Renovations	2	1	Old locker-rooms, scope??? Flooring, showers, partitions	2024
3	INT	Equipment	1	5	Water bottle fillers 4	2021
3	EXT	Roofing	4		Skylights, refinish?	2022
3	INT	Plumbing	1, 4	2	Old restroom fitting replacements all sinks.	2024
3	INT	Flooring	1	2	Replace VCT in north stairwell, landings	2024
3	GRDS	Fields	2	2	Football turf replacement	2023
3	GRDS	Asphalt and Paving	4	2	Paving, crack fill and seal coat	2024
3	KITCH	Equipment	1		List of equipment replacements from Food Service. Double Stack Ovens(2), Double Door Warmer(2), Double Door Fridge(2)	2024
3	EXT	Roofing	4		Need Roofing Report Update	2024
4	GRDS	Fields	2	2	Resurface track - 10 years	2029



# GYP SUM CREEK MIDDLE SCHOOL

## Building Facts

Principal:	David Russel
Mascot:	Wolves
Colors:	Maroon and Silver
Square Footage:	82,647
Built:	2001
Site Acreage:	13.4



## Capacity and Enrollment

Functional:	464
Stressed:	546
2019 Actual Enrollment:	378
2023 Projected Enrollment:	291
2027 Projected Enrollment:	262
Staff and Teacher Size:	48
Average Gross Square Footage Per Student:	178

## Recommended Improvements

#1	High Priority Issues:	\$ 237,649
#2	Medium Priority Issues:	\$ 184,605
#3	Low Priority Issues:	\$ 1,345,548
#4	Future Priority Issues:	\$ 799,669
<b>Estimated Budget Needs:</b>		<b>\$ 2,567,472</b>

## Facility Assessment

Replacement Cost:	\$35.1 Million
Cost of return:	7.3%*
Level of Need:	Low
* Percent of replacement cost	

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Kitchen make up air unit, Pipe irrigation ditch Flooring
<i>Educational Growth - Physical Environment</i>	Building Preservation Auditorium partition repairs
<i>Equity</i>	Auditorium upgrades
<i>Community</i>	Larger Gym
<i>Environmental Sustainability</i>	Wireless irrigation Controls

# GYPSUM CREEK MIDDLE SCHOOL

## General Observations

- The school continues to function well in regards to classroom spaces

## Site Evaluations

- Play field upgrades
- Asphalt and concrete repairs

## Mission/Goals

Welcome to the home of the award winning Gypsum Creek Middle School Wolves! We have received the Governor's Distinguished Improvement Award for four years in a row, which recognizes schools in the state with the highest rate of student growth on state-wide assessments, as measured by the Colorado Growth Model. The Colorado Association for Middle Level Education identified Gypsum Creek as "School to Watch" in 2011 for our impressive student academic growth, electives programs, academic supports, and culture of high expectations.

## Historical Significance - Uniqueness - History, Relationships

- Newest down valley Middle school based on districts middle school proptype building.

## Utilization

No issues

## Programs Delivered in Facility

State Programs

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None

# GYPSUM CREEK MIDDLE SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	EXT	Landscaping	3	2		Wireless Central irrigation Control	2021
1	INT	Mechanical	1	2		Replace gas fired Kitchen Make Up Air Unit	2021
1	INT	Equipment	1	4		Bottle fillers 4	2021
1	INT	Equipment	1	4		Replace existing gym water fountain.	2021
1	INT	Flooring	1	1		Locker-room flooring repairs	2022
1	INT	Flooring	1	1		Kitchen Flooring repairs	2022
2	GRDS	Irrigation Systems	1, 3	2		Install wireless controls district wide	2022
2	INT	Gym Floor	4	2		Sand/refinish every 20 years	2023
2	INT	Stage	2	3		Continual maintenance to partition	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	EXT	Fence	1	5	Fence around fields to control access	2022
2	GRDS	Asphalt and Paving	4	2	Paving crack fill and reseal	2022
3	INT	Interior Paint	2	3	Repaint Common areas, corridors.	2024
3	KITCH	Cafeteria Tables	1	3	Replace- FFE	2024
3	EXT	Exterior Façade	1	2	Paint.	2024
3	INT	Restrooms	1	2	Replace fittings in main restrooms	2024
3	INT	Flooring	1	2	VCT replacement throughout	2025
3	INT	Flooring	1	2	Carpet rotation throughout	2030
3	KITCH	Equipment	1	2	List of equipment replacements from Food Service. Skillet, Combi Oven, Double Stack Fridge/Freezer, Fridge Single Door, Fridge, Dishwasher	2024
4	GRDS	Site	1, 3	3	Irrigation ditch on property needs to be piped	2025
4	INT	Renovation	2	3	Auditorium Upgrade- lighting LED, lighting control booth, upgrade of sound, curtain damage, fire proofing of curtain.	2025
4	INT	Equipment	2	4	Install new wrestling mat hoist, similar to existing	2021
4	EXT	Roofing	4	2	Roofing Repairs	2030

# HOMESTAKE PEAK SCHOOL

## Building Facts

Principal:	Stephaine Gallegos
Mascot:	Falcons
Colors:	Blue and Green
Square Footage:	122,533
Built:	1975, 1991, 2019
Site Acreage:	59.5



## Capacity and Enrollment

Functional:	653
Stressed:	768
2019 Actual Enrollment:	597
2023 Projected Enrollment: (Elementary/Middle)	451 (212/239)
2027 Projected Enrollment: (Elementary/Middle)	443 (216/227)
Staff and Teacher Size:	66
Average Gross Square Footage Per Student:	180

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 1,142,963
#2	Medium Priority Issues:	\$ 1,123,890
#3	Low Priority Issues:	\$ 1,845,371
#4	Future Priority Issues:	\$ 2,044,519

**Estimated Budget Needs: \$ 6,156,743**

## Facility Assessment

Replacement Cost:	\$ 52 Million
Cost of return:	11.8%*
Level of Need:	Good

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Fire Sprinkler, Mechanical upgrades and replacements, Fire Alarm upgrade
<i>Educational Growth - Physical Environment</i>	Building Preservation, Accessibility Issue – at Lift, Ramp, Elevator, Acoustic issues (sound travel), More lockers
<i>Equity</i>	Middle School playground, House lighting replacement in Auditorium
<i>Community</i>	Parking lot striping
<i>Environmental Sustainability</i>	Centralized irrigation systems, Window replacements



# HOMESTAKE PEAK SCHOOL

## General Observations

- High community use. Need to consider how this effects maintenance budget and safety.

## Site Evaluations

- What to do with Meadow Mountain site and East Bus Barn.

## Mission/Goals

Homestake Peak is an Expeditionary Learning Pre-K through 8th grade school where learning is active, challenging, meaningful, public, and collaborative. Our motto is: We are all crew! This speaks to our collaborative vision for learning; teachers, students, and parents, all working together as a synchronized crew to support students to achieve more than they think possible. We see our students as scientists, historians, writers, urban planners, activists; investigating real community problems with their peers to develop creative, actionable solutions. Making positive changes to real-world issues make the learning relevant and increases their motivation. Our students demonstrate their knowledge through presentations, exhibits, participating in critiques, and data analysis. Teachers, parents, and students see and have a shared understanding of their achievement! This fosters collaboration and improves work quality across the board, while building perseverance, excellence, accountability and kindness.

Expeditionary Learning is a proven, research-based program that empowers young people with confidence and enthusiasm for learning and applying their knowledge to life. The hallmarks of an Expeditionary Learning school are: supportive, positive cultures; great teachers (trained in Expeditionary pedagogy) in every classroom; purpose-driven learning; and high expectations for all students.

## Historical Significance - Uniqueness - History, Relationships

- First PreK-8 school in district. Moved into old High School site after renovation in 2009.

## School Community- Specific, partnerships

Highly regarded and popular school in Eagle-Vail.

## Utilization

- High community use of gym and auditorium. Need better control and limitation of building space.
- Cafeteria highly used due to 2 hour serving time available for all students.
- Woodshop not used.
- Old Meadow Mountain site. Could be used for outdoor learning and activities.

## Programs Delivered in Facility

Expeditionary Learning

## Safety

None

## Codes

- Stairs from 100 to 200 level. Replace with ramp, elevator?
- Still many Accessibility issues at doors into rooms.
- Full building is not sprinklered.

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None



# HOMESTAKE PEAK SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	GRDS	Sidewalks	1, 4	2		Replace as needed	2022
1	INT	Lighting	1	2		Replace house lighting in auditorium	2022
1	MECH	Equipment	1	2		Pump upgrade both boiler rooms	2022
1	MECH	Equipment	1	2		Replace Upper boiler room water heater	2022
1	MECH	Equipment	1	2		Replace 400 wing air handler	2022
1	MECH	Equipment	1	2		HV 1 & 2 replace in 200 wing	2022
1	MECH	Equipment	1	2		AHU 1 admin area needs replacement	2022
1	MECH	Equipment	1	2		Gas fired ahu replacement 206	2022
1	MECH	Equipment	1	2		100/200 wing replace unit ventilators	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
1	MECH	Equipment	1	2	DX coils to 410	2022
1	MECH	Equipment	1	2	HV 10 makeup in kitchen replace	2022
1	MECH	Equipment	1	2	HV 6 & 13 replace	2022
1	MECH	Equipment	1	2	HV 3 Auditorium and hv 2 Stage	2022
1	MECH	Equipment	1	2	Pre-school hv unit replace	2022
1	GRDS	Asphalt and Paving	4	4	Parking lot, angled parking stacking issues, look at layout	2022
1	INT	Fire Alarm System	1	1	Fire alarm panel? Upgrade?	2021
2	INT	Scoreboards - Main Gym	1	1	Parts no longer available. System failing	2023
2	GRDS	Irrigation Systems	1, 3	2	Install wireless controls district wide	2022
2	INT	Flooring	1	2	Replace VCT in commons, upper corridors, sink sections in classrooms. LVT and Carpet.	2025
2	EXT	Roofing	4		Skylights refinish in upper corridor	2024
2	EXT	Roofing	4	2	Wood fascia repairs or metal flashing cover	2025
2	KITCH	Equipment	1	2	List of equipment replacements from Food Service. Double Oven, Ice Maker, Flattop Range, Heated Cabinets(2), Fridge, Dishwasher)	2022
2	GRDS	Asphalt and Paving	4	2	Paving, crack fill and seal coat	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	EXT	Painting	4	2	Exterior Paint of painted items, wood, metals, etc	2023
2	INT	Acoustics	2	3	Investigate noise between cafeteria and media. From floor? Up stairs?	2022
2	INT	Acoustics	2	3	Music room noise into conference room, high priority	2022
2	EXT	Windows	1, 2	3	Add new windows in room next to wood shop and choir room	2022
3	GRDS	Fields	2	2	Landscaping, redesign upgrades, Including courtyards.	2025
3	GRDS	Playground	2	4	New middle school play yard	2022
3	EXT	Windows	1, 3	2	Replace 100 and 200 level windows, parts no longer available	2025
3	INT	Restrooms	1	2	Replace fixtures every 25 years. Varying ages of fixtures	2025
3	EXT	Scoreboards	1	3	Aux Gym - Replace scoreboard in 10 years	2025
3	INT	Flooring	1	2	Gym hallway vct? Replace?	2025
3	INT	Painting	2	2	Paint interior, portions - Scope TBD	2024
4	SYS	Fire Sprinkler	1	1	Partially sprinklered. Complete sprinklering	2026
4	INT	Equipment	2	3	Bleachers, new, refurbish or half? Do use both sides in assemblies, graduation	2025

# JUNE CREEK ELEMENTARY SCHOOL

## Building Facts

Principal:	Erika Donahue
Mascot:	Cougars
Colors:	Plum and Black
Square Footage:	70,000
Built:	2008
Site Acreage:	9.8



## Capacity and Enrollment

Functional:	387
Stressed:	408
2019 Actual Enrollment:	210
2023 Projected Enrollment:	166
2027 Projected Enrollment:	152
Staff and Teacher Size:	36
Average Gross Square Footage Per Student:	191

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 68,487
#2	Medium Priority Issues:	\$ 428,468
#3	Low Priority Issues:	\$ 55,565
#4	Future Priority Issues:	\$ 182,541

**Estimated Budget Needs: \$ 735,060**

## Facility Assessment

Replacement Cost:	\$29.8 Million
Cost of return:	2.5%*
Level of Need:	Low

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Sidewalk repairs
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	
<i>Community</i>	Playground enlargement at PreK, Ice issues
<i>Environmental Sustainability</i>	Centralized Irrigation System



# JUNE CREEK ELEMENTARY SCHOOL

## General Observations

- Operating as designed.

## Site Evaluations

- Asphalt and Concrete repairs.
- Walkway from upper lot to school needs to be replaced. Double fall line creates hazard when icy.

## Mission/Goals

Dual Language - The Dual Language program at June Creek began in the 2015-16 school year with our Kindergarten students. Now, in it's fifth year, the Dual Language program has evolved into Grade 4. Our first cohort of students are now in their fifth year of Dual Language programming.

The professional staff at June Creek is dedicated to:

- Inspiring students to learn through experience
- Utilizing instructional methods which support a variety of modalities
- Honoring diversity
- Ensuring the use of state-of-the-art technology
- Attending to individual student needs
- Maintaining high expectations for all learners
- Employing a rigorous and relevant curriculum
- Providing a safe, positive and encouraging environment

## Historical Significance - Uniqueness - History, Relationships

- In school child care -

## School Community- Specific, partnerships

Newest Elementary school in Miller Ranch.

## Utilization

Low capacity

## Programs Delivered in Facility

Dual Language

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None

# JUNE CREEK ELEMENTARY SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	GRDS	Sidewalks	1	1		Replace walk from upper lot. Less slope and sideslope.	2021
1	GRDS	Playground	1	1		Investigate ice on prek playground, roofs, shades zones	2021
2	EXT	Heat Tape	1	1		Replace every 10 years, add controls	2022
2	INT	Interior Paint	2	2		Repaint every 10 years	2022
2	EXT	Painting	4	2		Exterior metals painted- Beams, Doors, etc. Misc woods.	2022
2	INT	Equipment	1	4		More water bottle fillers 2 more	2021
2	INT	Plumbing	1	2		Replace plumbing fittings at sinks high use areas.	2024
2	MECH	Equipment	1	2		Water heater upgrade "Cyclone"	2022
2	MECH	Equipment	1	2		Upgrade pumps in boiler room. 2.	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
3	GRDS	Irrigation Systems	1, 3	2	Install wireless controls district wide	2023
3	INT	Flooring	1	2	Replace VCT in cafeteria LVT.	2025
4	EXT	Roofing	4	2	Need Roofing Report Update. May need repairs	2030
4	EXT	Roofing	4	2	Kalwall skylights refinish.	2040

# RED CANYON HIGH SCHOOL - EAST

## Building Facts

Principal:	Troy Dudley
Mascot:	Dragons
Colors:	Red and Black
Square Footage:	8,711
Built:	2008, 2017
Site Acreage:	16.7 (part of BCMS)



## Capacity and Enrollment

Functional:	95
Stressed:	111
2019 Actual Enrollment:	82
2023 Projected Enrollment:	179*
2027 Projected Enrollment:	169*
Staff and Teacher Size:	28
Average Gross Square Footage Per Student:	91

\* Enrollment figures include both East and West Campus

## Recommended Improvements

#1	High Priority Issues:	\$ 59,658
#2	Medium Priority Issues:	\$ 27,498
#3	Low Priority Issues:	\$ 41,874
#4	Future Priority Issues:	\$ 0

**Estimated Budget Needs: \$ 129,030**

## Facility Assessment

Replacement Cost:	\$ 3.7 Million
Cost of return:	3.5%*
Level of Need:	Low

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	
<i>Educational Growth - Physical Environment</i>	Building Preservation, Wireless HVAC controls
<i>Equity</i>	
<i>Community</i>	
<i>Environmental Sustainability</i>	Centralized Irrigation System

# RED CANYON HIGH SCHOOL - EAST

## General Observations

- None

## Site Evaluations

- None

## Mission/Goals

Red Canyon High School is the alternative high school for Eagle County. It has two campuses, one in Edwards and one in Eagle. Both locations are Expeditionary Learning schools.

### **Mission Statement**

Educating every student for success one student at a time.

Red Canyon provides a safe “non-traditional” learning environment, where all students acquire the skills, knowledge, and behaviors necessary to be productive citizens in an ever-changing world.

We will prepare students to:

- Be in charge of, and apply, their academic knowledge
- Set and achieve academic and personal goals
- Communicate effectively
- Respect and work cooperatively with others
- Think critically and be creative problem solvers

## Historical Significance - Uniqueness - History, Relationships

- Alternative High School

## School Community- Specific, partnerships

Located in Miller Ranch.

## Utilization

At capacity.

## Programs Delivered in Facility

Expeditionary Learning Outward Bound School

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

None



# RED CANYON HIGH SCHOOL - EAST

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	MECH	Equipment	1	2		Add Controls to Mechanical System	2021
2	GRDS	Irrigation Systems	1, 3	2		Install wireless controls district wide	2022
2	GRDS	Asphalt and Paving	4	2		Paving, crack fill and seal coat	2022
3	INT	Interior Paint	2	3		Repaint every 10 years	2024

RED CANYON HIGH SCHOOL - WEST

Building Facts

Principal:	Troy Dudley
Mascot:	Dragons
Colors:	Red and Black
Square Footage:	12,531
Built:	2017
Site Acreage:	2.67



Capacity and Enrollment

Functional:	xxx
Stressed:	xxx
2019 Actual Enrollment:	107
2023 Projected Enrollment:	179*
2027 Projected Enrollment:	169*
Staff and Teacher Size:	28**
Average Gross Square Footage Per Student:	91

\* Enrollment figures include both East and West Campus  
\*\* Both Campuses

Recommended Improvements

#1	High Priority Issues:	\$ 0
#2	Medium Priority Issues:	\$ 0
#3	Low Priority Issues:	\$ 0
#4	Future Priority Issues:	\$ 0
Estimated Budget Needs:		\$ 0

Facility Assessment

Replacement Cost:	\$ 5.3 Million
Cost of return:	n/a
Level of Need:	New

Facility Needs - Highlights

Health, Safety, Security, Student Life	
Educational Growth - Physical Environment	
Equity	
Community	
Environmental Sustainability	Centralized Irrigation System

## RED CANYON HIGH SCHOOL - WEST

### General Observations

- None

### Site Evaluations

- None

### Mission/Goals

Red Canyon High School is the alternative high school for Eagle County. It has two campuses, one in Edwards and one in Eagle. Both locations are Expeditionary Learning schools.

#### **Mission Statement**

Educating every student for success one student at a time.

Red Canyon provides a safe “non-traditional” learning environment, where all students acquire the skills, knowledge, and behaviors necessary to be productive citizens in an ever-changing world.

We will prepare students to:

- Be in charge of, and apply, their academic knowledge
- Set and achieve academic and personal goals
- Communicate effectively
- Respect and work cooperatively with others
- Think critically and be creative problem solvers

### Historical Significance - Uniqueness - History, Relationships

- Alternative High School

### School Community- Specific, partnerships

Located in Miller Ranch.

### Utilization

No issues

### Programs Delivered in Facility

Expeditionary Learning Outward Bound School

### Safety

No issues

### Codes

No issues

### Environmental, Indoor air-quality

No issues

### Memorandums of Understandings (MOUs)

None

# RED HILL ELEMENTARY SCHOOL

## Building Facts

Principal:	Eric Olsen
Mascot:	Bear Cubs
Colors:	Red and Black
Square Footage:	65,594
Built:	2001, 2017
Site Acreage:	12.9



## Capacity and Enrollment

Functional:	455
Stressed:	478
2019 Actual Enrollment:	337
2023 Projected Enrollment:	304
2027 Projected Enrollment:	300
Staff and Teacher Size:	44
Average Gross Square Footage Per Student:	144

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 102,666
#2	Medium Priority Issues:	\$ 422,310
#3	Low Priority Issues:	\$ 32,862
#4	Future Priority Issues:	\$ 516,046

**Estimated Budget Needs:** **\$ 1,073,902**

## Facility Assessment

Replacement Cost:	\$ 27.9 Million
Cost of return:	3.9%*
Level of Need:	Low

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Curtain fireproofing
<i>Educational Growth - Physical Environment</i>	Building Preservation, Carpet hallways, Restroom common sink counters, replace Classroom carpet replacement
<i>Equity</i>	
<i>Community</i>	
<i>Environmental Sustainability</i>	Centralized Irrigation System

# RED HILL ELEMENTARY SCHOOL

## General Observations

- Operating as designed

## Site Evaluations

- Asphalt and concrete repairs

## Mission/Goals

We instill a joy of learning through setting and achieving goals, growing from challenges, and celebrating successes. Students, staff, and families listen, encourage, and support one another to bring out our strengths. We celebrate our diverse and cohesive community that extends its support outside the walls of our school. Our students and families thrive because of our commitment to one another and the community around us. We meet individual student needs through a variety of programs including Gifted and Talented, English as a Second Language, Special Education, Art, Counseling, Physical Education, Technology, Music, and Response to Intervention (RtI.). We cultivate respect. We purposefully recognize and celebrate respectful, responsible, and safe behaviors through our system of Positive Behavior Interventions and Support (PBIS.) Through direct instruction and modeling we teach that respect is a shared responsibility throughout the Red Hill community. We differentiate our instruction so that all students will master the Common Core State Standards. Our teachers and staff engage in professional development to continually improve teaching and learning in our classes. We emphasize literacy as the foundation from which students start their own successful educational journey. Our teachers and staff engage in professional development to continually improve teaching and learning in our classes. We celebrate our diverse and cohesive community that extends its supports outside the walls of our school. Our students and families thrive because of our commitment to one another and the community around us. We believe in providing as many opportunities as possible for students to shine. We incorporate programs beyond the curriculum that encourage the whole child to grow and thrive.

## Historical Significance - Uniqueness - History, Relationships

- Built in 2001 in the Gypsum Creek Valley

## School Community- Specific, partnerships

Located in Gypsum.

## Utilization

Operating under capacity.

Modulars are not used.

## Programs Delivered in Facility

State Programs

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

Youth Foundation, TLC After School Program, WECMRD, Ute Springs



# RED HILL ELEMENTARY SCHOOL

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	INT	Stage Curtains	2, 4	1		Re apply fireproofing every 20 years	2022
1	INT	Equipment	2	4		Operable wall at Stage needs maintenance refurbishment. Install new vinyl finish to both sides.	2021
1	INT	Media	2	4		Water bottler fillers 3	2021
1	INT	Cabinetry	2	2		Counter-tops at gang restrooms and new fittings. Solid Surfacing with integral sinks	2021
2	GRDS	Sidewalks	1, 4	2		Misc Repairs (allot \$5k every 3 years)	2022
2	EXT	Roof Drains	1	2		Replace Heat tape to roof drains	2023
2	INT	Flooring	1	2		Carpet hallways, media, lvt cafeteria	2022
2	INT	Flooring	1	2		Carpet classrooms	2022
2	MECH	Equipment	1	2		Mechanical, DX units Upgrade	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	MECH	Equipment	4	2	Paving, crack fill and seal coat	2022
3	KITCH	Flooring	1	1	Flooring Repairs	2014
3	KITCH	Equipment	1	2	Kitchen list equipment - Ice Maker	2022
4	INT	Roof	4	2	Roof life cycle - 30 Years	2030
4	EXT	Roofing	4	2	Skylight kalwall review? Refinish	2028

# VAIL SKI AND SNOWBOARD ACADEMY

## Building Facts

Principal:	Wade Hill
Mascot:	Yeti
Colors:	Blue and White
Square Footage:	55,632
Built:	1978
Site Acreage:	45



## Capacity and Enrollment

Functional:	370
Stressed:	435
2019 Actual Enrollment:	207
2023 Projected Enrollment:	169
2027 Projected Enrollment:	160
Staff and Teacher Size:	20
Average Gross Square Footage Per Student:	150

## Recommended Improvements

#1	High Priority Issues:	\$ 1,283,882
#2	Medium Priority Issues:	\$ 1,849,741
#3	Low Priority Issues:	\$ 2,183,846
#4	Future Priority Issues:	\$ 2,855,214

**Estimated Budget Needs: \$ 8,172,684**

## Facility Assessment

Replacement Cost:	\$23.6 Million
Cost of return:	35%*
Level of Need:	Poor

\* Percent of replacement cost

## Facility Needs - Highlights

<i>Health, Safety, Security, Student Life</i>	Fire Alarm Upgrade, Fire Sprinkler System installed
<i>Educational Growth - Physical Environment</i>	Building Preservation
<i>Equity</i>	Accessibility at entry
<i>Community</i>	Classroom face-lift, Exterior renovations
<i>Environmental Sustainability</i>	HVAC Upgrade, Lighting Upgrades, Centralized Irrigation System, Window Replacements, Insulation upgrades

# VAIL SKI AND SNOWBOARD ACADEMY

## General Observations

- Operates well for the VSSA specific needs as well as unique VSSA programs. Smaller percentage of whole building is used for VSSA.
- Kitchen repairs- Depends on future of school and other developments on site. Will kitchen be needed?
- Many items on the list as low priority need to be evaluated as currently needed for VSSA. In many instances some items are not and would not be used by VSSA so no need to spend the money.
- VSSA really wants a face-lift. That first impression clean up.
- Maintenance items for upkeep of building need to be completed. How leases work into maintenance cost and upkeep of building.

## Site Evaluations

- Playground issues. Surfacing and code.

## Mission/Goals

Vail Ski and Snowboard Academy is a remarkable and utterly unique public school that allows serious winter sports athletes the opportunity of world-class training and competition in their sport in a challenging, college-prep academic environment. The majority of our student-athletes compete on a national and international level, which entails extensive travel during the traditional school year. The Academy is specifically tailored to deliver its curriculum to a student body that can be spread across the globe. Every student travels with a laptop computer for easy access to schoolwork at all times. The use of innovative internet technologies allows teachers and students to remain in close communication. Students collect assignments, participate in discussion boards, take quizzes, download videos of lectures and receive real time instruction from teachers over the web. Vail Ski and Snowboard Academy's student-to-teacher-ratio of 10:1 (including the academic coaches) allows for individualized attention. Ski & Snowboard Club Vail provides funding for five to seven academic coaches per year who support students from August to May. Flexibility is key in our environment. Careful planning and monitoring of each student's course work maintain a uniform opportunity for learning. Our students develop a deep level of independent learning that is unusual among high school students, but absolutely essential for future college and even Olympic athletes.

### **MISSION**

Vail Ski and Snowboard Academy provides a challenging secondary and college preparatory academic program while supporting the athletic and personal goals of our students. In partnership with Ski and Snowboard Club Vail we facilitate the attainment of our students' dreams by offering

---

challenging academics, flexible scheduling and individualized attention.

### *Historical Significance - Uniqueness - History, Relationships*

Built in 1978 as the up Valley Middle school. In 2010 VSSA started using the Minturn Middle school building. In 1992, Teres Herbst created an academic arm of SSCV called Vail Valley Academy (VVA); six students and five teachers attend. By 1996, VVA had an enrollment of 36 student-athletes. In, 2007 SSCV and ECSD created the first public ski and snowboard academy in the country, Vail Ski and Snowboard Academy (VSSA). Enrollment for the first year was 31 students. In 2008, Geoffry Grimmer became VSSA Head of School; 9th-12th grades were supported by Battle Mountain High School and Minturn Middle School supported 6th-8th grades. With the support of ECSD, in 2009 VSSA opened as the first 6th-12th public ski and snowboard school in the United States with 7 full time faculty, an Office Manager, a Director of College Placement and a Director of Admissions. In the 2010-2011 school year, VSSA opened with over 90 students. In the 2013-2014 school year VSSA grew to 150+ students in grades 5 through 12 and in the 2014-2015 school year VSSA grew to 170+ students in grades 5 through 12.

### *School Community- Specific, partnerships*

Located in Minturn in Maloit Park.

Senior Community

### *Utilization*

Underutilized with spaces un-used

### *Programs Delivered in Facility*

State Programs customized delivery method.

### *Safety*

None

### *Codes*

Accessibility issues.

Playground.

### *Environmental, Indoor air-quality*

No issues

### *Memorandums of Understandings (MOUs)*

None



# VAIL SKI AND SNOWBOARD ACADEMY

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	PARK	Landscaping	1	1		Remove beetle kill pines. In park area	2021
1	SYS	Fire Alarm System	1	1		Original. Fire alarm upgrade every 20 years. Upgrade	2021
1	EXT	Lighting - Exterior	1	2		Enhance exterior lighting - very dark. Wall packs on the building	2021
1	INT	Window Coverings	1	1		Replace/ Install. Security Issue during lockdowns.	2021
1	KITCH	Flooring	1	2		Original. Replace at Renovation	2021
1	INT	Restrooms	1	1		Balance of school restrooms - replace fixtures, address accessibility issues.	2021
1	GRDS	Playground Equipment	2	3		Needs to be replaced or removed within 5 years. Old outdated equipment - not to current code (Review actual use?)	2021
1	INT	ADA Compliance	1	1		Not compliant. Redesign at renovation	2021
2	EXT	Doors	1	2		Doors/hardware are original. Replace all exterior door hardware and partial door replacement (rust)	2022

Priority	Area	Item	Guiding Principle Maintenance Category		Action	Year
2	EXT	Windows	1, 3	2	Replace fogged windows	2022
2	INT	Emergency Gas Shut Offs	1	1	Upgrade existing to meet code	2022
2	INT	Asbestos	1	1	Yes in some areas. See AHERA books for detail. Mitigate at renovation	2022
2	INT	HVAC	1	2	Replace aging Equipment	2022
2	HVAC	VFD	1, 3	1	Add 6 VFDs. Change out motors to high efficiency, plus	2022
2	KITCH	HVAC	1	2	Add air curtain.	2022
2	INT	Lighting	1, 3	2	Interior Lighting Retrofit- Sensors, LED, Controls. (Included in D.W. Sustainability)	2022
3	INT	Classrooms	2	3	Need renovation, face-lift	2024
3	INT	Dark Room	2	3	Remodel existing for storage	2024
3	INT	Operable walls	2	3	Four. Replace/repair at Renovation	2024
3	EXT	Exterior Façade	2, 4	1	Replace façade, repaint	2024
3	GRDS	Trash/Recycle	2, 3	1	Redesign dock area. Build bear-proof enclosure.	2024
3	GRDS	Playground Asphalt	1	2	Resurface (Remove?)	2024
3	INT	Locker Rooms	1	2	Refurbish plumbing fixtures at renovation	2024

Priority	Area	Item	Guiding Principle Maintenance Category		Action	
3	EXT	Storage	1	2	Remove existing old sheds. Add new storage with roll up door in new location	2024
3	EXT	Windows	1, 3	2	Replace seals on doors and windows	2024
3	EXT	Windows	1, 3	3	Replace. Original windows.	2024
3	GRDS	Asphalt	1	3	Redesign back dock entry and resurface	2024
3	GRDS	Irrigation	2, 3	3	OK currently. Redesign when front entry redesigned	2024
3	GRDS	Irrigation Systems	1, 3	3	Install wireless controls district wide	2024
4	EXT	Roofing	4	2	Roofing Report - Install 2000	2030
4	GRDS	Bus/Parent Drop Off Circulation	1	4	Redesign. Partner with SSCV, Redesign parking and front entry, stairs, ada ramp so building is visible and parking is better utilized	2025
4	INT	Insulation	1, 3	2	Upgrade insulation to meet New code	2025
4	SYS	Fire Sprinkler	1	1	Not sprinklered (kitchen, stage sprnklered). Install sprinklers	2025

# RED SANDSTONE ELEMENTARY SCHOOL

## Building Facts

Principal:	Marcie Laidman
Mascot:	Tiger Cubs
Colors:	Red and White
Square Footage:	58,272
Built:	1977, 2018
Site Acreage:	5.8 usable acres



## Capacity and Enrollment

Functional:	295
Stressed:	310
2019 Actual Enrollment:	181
2023 Projected Enrollment:	200
2027 Projected Enrollment:	181
Staff and Teacher Size:	29
Average Gross Square Footage Per Student:	197

\* Capacities based on square footage and w/o PreK  
\*\* Enrollment figures include PreK

## Recommended Improvements

#1	High Priority Issues:	\$ 0
#2	Medium Priority Issues:	\$ 0
#3	Low Priority Issues:	\$ 0
#4	Future Priority Issues:	\$ 0
Estimated Budget Needs:		\$ 0

## Facility Assessment

Replacement Cost:	\$ 24.9 Million
Cost of return:	n/a
Level of Need:	Very Good
* Percent of replacement cost	

## Facility Needs - Highlights

Health, Safety, Security, Student Life	
Educational Growth - Physical Environment	Building Preservation
Equity	
Community	
Environmental Sustainability	

# RED SANDSTONE ELEMENTARY SCHOOL

## General Observations

- None

## Site Evaluations

- None

## Mission/Goals

Red Sandstone Elementary School (RSES) is committed to all students respecting themselves, their community, and their world; succeeding in academic achievement and citizenship; empowering themselves and others; and solving problems for themselves, their community, and their world.

We believe in inspiring students to learn through engaging and meaningful educational opportunities; creating a love of learning by providing opportunities for students to reach out to the community and explore the world; implementing instructional strategies to meet the different learning styles of students; maintaining high expectations for all learners; creating learning environments that encourage collaboration, communication and support of each other; and emphasizing character development in the classroom and in the community.

At RSES, we're able to promote our vision and mission by working as a collaborative team with parents, students, and the community. All of these attributes help

## Historical Significance - Uniqueness - History, Relationships

- Built in 1977. No additions. Only Public school located in Vail.
- Highly valued access to the Town core via the pedestrian bridge.
- Gut, Renovation and Addition in 2017

## School Community- Specific, partnerships

- Red Sandstone Elementary is the only public school located in the heart of the Vail Valley. True community school nestled in a beautiful mountain scenery. Scenery and a strong commitment to educating all students are the things that make Red Sandstone a great school.
- Site is Town owned and leased to School district.
- Heavy Town of Vail and recreational usage in Gym.
- Playground funded by GOCO grant. Assessable to public.
- Soccer and play-field part of Town and District agreement.

## Utilization

No issues

## Programs Delivered in Facility

Colorado State Standards

## Safety

No issues

## Codes

No issues

## Environmental, Indoor air-quality

No issues

## Memorandums of Understandings (MOUs)

Vail Recreation District



## DISTRICT BUILDINGS

### East Bus Barn

Square Footage:	10,300
<i>Transportation:</i>	7,000
<i>Food Service:</i>	1,500
<i>Residential (2 units):</i>	1,800
Site Acreage:	1.8
Replacement Cost:	4.3 Million
Estimated Budget Needs:	\$ 624,132
Cost of Return:	14.5%*
Level of Need:	Fair

\* Percent of replacement cost

#### Needs:

- HVAC – Upgrades and replacements
- Site- Asphalt repairs
- LED Upgrades



#### Utilization

Maintenance is moving into a portion of the service bays.

#### Safety

- Provide secured vestibule
- Card Access needed

#### Codes

No issues

#### Environmental, Indoor air-quality

No issues

### District Office (Chambers Avenue)

Square Footage:	7,955
<i>Transportation:</i>	4,925
<i>Food Service:</i>	1,700
<i>Residential (2 units):</i>	1,330
Site Acreage:	1
Replacement Cost:	3.3 Million
Estimated Budget Needs:	\$ 171,377
Cost of Return:	5.2%*
Level of Need:	Good

\* Percent of replacement cost

#### Needs:

- Central control of mechanical system
- Asphalt repairs



#### Utilization

No issues

#### Safety

No issues

#### Technology

No issues

#### Codes

No issues

#### Environmental, Indoor air-quality

No issues

## DISTRICT BUILDINGS

### Spring Creek Campus

Square Footage:	18,831
Built:	2000
Site Acreage:	2.5 usable
Replacement Cost:	7.5 Million
Estimated Budget Needs:	\$ 0
Cost of Return:	n/a
Level of Need:	Good

#### *District Building*

- Technology
- Transportation
- EVHS – Auto Shop



### Maintenance

Square Footage:	10,000
Built:	1980's
Replacement Cost:	2 Million
Estimated Budget Needs:	\$ 0



### District Housing

#### Units 500A and B

- Replace siding - \$35,000

# DISTRICT BUILDINGS

## Facility Needs List

### Legend

#### Priority

- 1 — Immediate
- 2 — 2-4 Year
- 3 — 4+ Years
- 4 — Future

#### Guiding Principle

- 1 — Incorporate Best Practices
- 2 — Quality Physical Environment
- 3 — Environmental Sustainability
- 4 — Protect Taxpayer's Investment
- 5 — Manage Enrollment and Operations
- 6 — Equity
- 7 — Community Engagement

#### Maintenance Category

- 1 — Asset Protection - Critical Life Safety
- 2 — Asset Protection - Cost Reduction, PM
- 3 — Productivity - Learn Experience Enhancement
- 4 — Quality Assurance - Public/Parents/Staff/Student/Pride
- 5 — Wants - Preferred Items to be added by Staff

Priority	Facility	Area	Item	Guiding Principle		Maintenance Category	Action	Year
1	EBB	INT	Electrical	1	2		Interior Lighting Retrofit- Sensors, LED, Controls	2022
1	EBB	INT	HVAC	1, 3	2		Optimize Control System - Recommissioning, Strategies	2022
1	EBB	INT	Restrooms	1, 3	2		High Efficient fixtures	2022
2	EBB	INT	Painting	2	4		Interior Paint	2024
2	EBB	HVAC	Equipment	1	2		Replace Aging Equipment	2023
2	EBB	GRDS	Asphalt and Paving	4	2		Paving, crack fill and seal coat	2022
3	EBB	EXT	Building	1, 3	2		Insulate Seal Building.	2025
1	DO	INT	Mechanical	1	3		Review Control System- Tstat Locations (Shared Spaces)	2021
2	DO	INT	Paving	4	2		Asphalt and concrete paving repairs	2022

Priority	Area	Item	Guiding Principle		Maintenance Category	Action	Year
2	DO	EXT	Roof	4	2	Replace Asphalt Roofing	2024
1	500A&B (Housing)	EXT	Siding	1	2	Residing	2021
	DW					District Facility Storage Area- Location TBD	2022



#	Site	Status	Housing Type	Total Units	Built Units	Anticipated Student Gen.
1	Two Rivers (*)	Approved/under const.	SF, TH	400	120	High
2	Co River Parcel	Discussion stage	Unknown	Unknown	Unknown	TBD
3	Brightwater (*)	Approved/limited const.	SF, patio homes	535	513	Low
4	Remington Ranch	Preliminary approvals	SF	109	109	TBD
5	Cotton Ranch	Approved/under const.	SF, TH	565	216	Moderate
6	Spring Creek Village	Approved/under const.	SF, TH, apartments	461	373	Moderate
7	Old Tower Center (*)	Discussion stage	SF, TH, apartments	350	350	Moderate
8	Eagle River Planning Area	Town master plan	TBD	600	600	TBD
9	Buckhorn Valley	Approved/under const.	SF, TH	899	526	High
10	Sienna Lake (*)	Approved/not started	varies	591	591	Low
11	Hockett Gulch (*)	Approved, not started	TH, apartments	500	500	Low
12	Eagle River Corridor Plan	Town master plan	TBD	400	400	Unknown
13	West Eagle	Discussion stage	SF, TH, apartments	78	78	Moderate
14	Eagle Ranch	Approved/under const.	SF, TH	1250	323	Moderate
15	Haymeadow	Approved, limited const.	SF, TH	837	837	Moderate to high
16	Eagle River Station (*)	Discussion stage	Unknown	250	250	TBD
17	Red Mountain Ranch	Preliminary approvals	SF, duplex	153	153	Low
18	Wolcott PUD (*)	Approvals' expired	varies	679	679	TBD
19	Fox Hollow	Approved/under const.	TH, condos	87	87	Moderate
20	Eagle River Park	Under review	SF, condos	594	594	Low
21	West End (*)	Approval's expired	Unknown	285	285	TBD
22	Riverfront Condos	Approved/under const.	TH, condos	120	80	Very low
23	World Resorts	Approved/under const.	Condos	81	81	Very low
24	Avon Village (*)	Approved/limited const	Varies	2400	1912	TBD
25	EagleVail Master Plan	County Master Plan	Unknown	Unknown	Unknown	TBD
26	State Land Board Property	Discussion stage	Unknown	Unknown	Unknown	TBD
27	Minturn RR Yard	Uner review	SF, TH	114	114	Moderate
28	Maloit Park	Preliminary approvals	Varies	120	120	High
29	Battle Mountain (*)	Discussion stage	Varies	700	700	TBD
30	Booth Heights/Vail	Approved/not started	TH, apartments	61	61	Low to Moderate

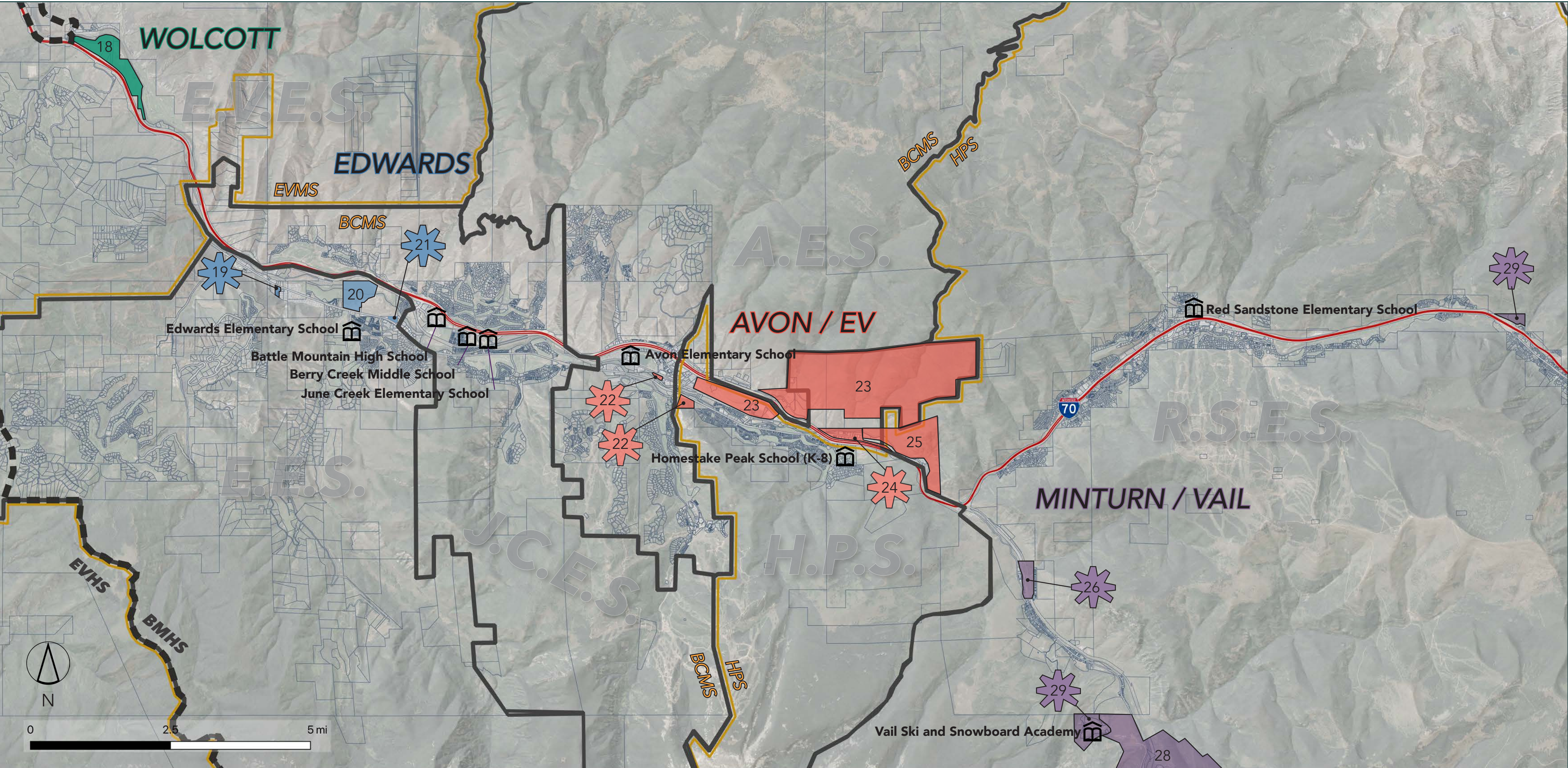
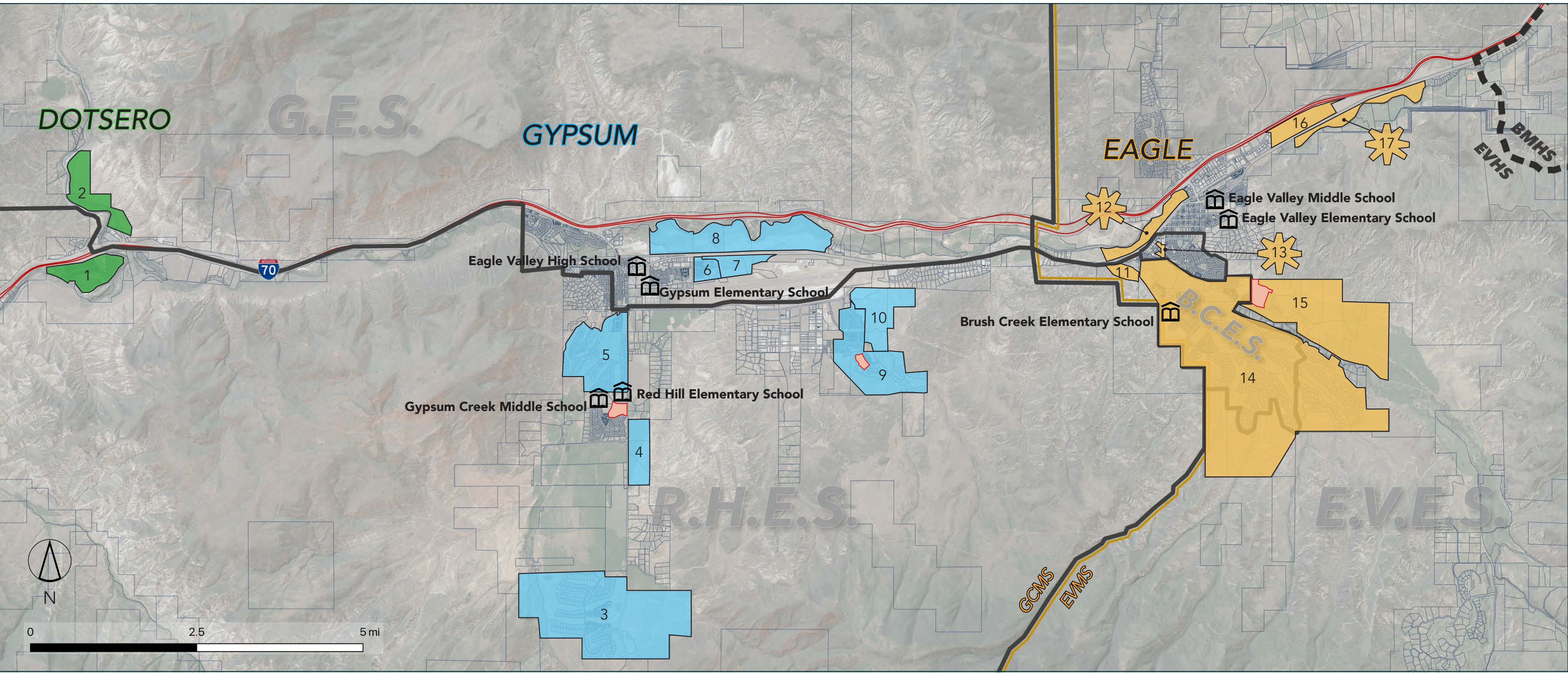
(\*) - Refer to supplemental narrative for additional information

Legend

 Red Sandstone Elementary School

 Potential Residential Development

 Reserved School Site



2020 ECS Enrollment Analysis

Planned and Approved Residential Developments

EAGLE COUNTY SCHOOLS

BRAUN ASSOCIATES, INC.





# EAGLE COUNTY SCHOOL DISTRICT 2016 FACILITY MASTER PLAN



# ACKNOWLEDGEMENTS

The Board of Education of the Eagle County School District would like to thank all members of the Eagle County School's community who contributed to the preparation of this Facility Master Plan.

## ECS Board of Education

Kate Cocchiarella, President  
Tessa Kirchner, Vice President  
Shelly Jarnot, Secretary / Treasurer  
Felicia Battle  
Patrick Hirn  
Carolyn Knox Keep  
Kevin Kottenstette

## General Advisory Committee

Dr. Jason Glass, Superintendent of Schools  
Philip Qualman, Assistant Superintendent  
Sandra Mutchler, Chief Financial Officer  
Tammy Schiff, Chief Communications Officer  
Chris Madison, Director of ESS  
Shelly Smith, Director of Early Childhood  
Todd Shahan, Chief Technology Officer  
Diana Scott, Director of Facilities  
Tiffany Dougherty, Principal, EVES  
Greg Doan, Principal, EVHS  
Scott Green, Community member

## Security Advisor Committee

Philip Qualman, Asst. Supt. of St. Support Services  
Sandra Mutchler, Chief Financial Officer  
Tammy Schiff, Chief Communications Officer  
Chris Madison, Director of ESS  
Todd Shahan, Chief Technology Officer  
Diana Scott, Director of Facilities  
Heidi Hanssen, Principal, Edwards Elementary  
Eric Mandeville, Vice Principal, EVHS  
Katie Jarnot, Principal, Eagle Valley Middle  
Barry Smith, Emergency Management Director, Eagle County  
Tad Degen, SRO/Patrol Deputy, Eagle County Sheriff

## Department

### Technical Advisory Committee

Sandra Mutchler, Chief Financial Officer  
Todd Shahan, Chief Technology Officer  
Stan Lake, ECSD, IT Manager  
Brian Brugger, ECSD, Sr. Systems Admin.  
Diana Scott, ECSD, Director of Facilities  
David Russell, Principal, GCMS

### Maintenance Advisory Committee

Sandra Mutchler, Chief Financial Officer  
Diana Scott, Director of Facilities  
Robert Parish, Principal BMHS  
Roy Getchell, Principal, Avon Elementary  
ECSD Maintenance Department Staff  
Chuck Silkman, Ameresco

## **Facility Master Plan Preparation:**



Braun Associates, Inc.

Tom Braun  
Tim Halbakken



TAB Associates, Inc.

Greg Macik  
Tab Bonidy

## **FACILITY MASTER PLAN (FMP)**

fə-'si-lə-tē 'mas-tər 'plan (noun)

1. A long term vision for capital improvements and facility management initiatives
2. A tool for decision making regarding facility needs deemed necessary to support academic goals
3. A document that evaluates the condition of existing facilities, provides demographics and enrollment forecasts, identifies the need for new facilities and outlines recommendations for future actions
4. A living document to be reviewed and updated on a regular basis

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# 1. INTRODUCTION

## THE PURPOSE AND NEED FOR A FACILITY MASTER PLAN

### **Eagle County School District . . . . what we do:**

- We care for our students
- We offer our students and staff a safe environment for learning
- We look for new ways to engage students in learning, parents with the District, and the community for support of our noble mission
- Most importantly, we ignite curiosity, open eyes, fuel confidence, protect innocence, feed intelligence, create joy, soften sadness, stimulate creativity, and prepare children for adulthood

*Education is a lofty goal, but that's what we do*

*Dr. Jason Glass*

*A Globally Inspired Vision for Eagle County Schools*

Eagle County Schools (ECS) initiated work on a facility master plan (FMP or Plan) for one very simple reason – to ensure that the District's schools and related facilities provide quality environments necessary to further its mission of educating the youth of Eagle County. Simply stated, a quality building is safe, secure, attractive, engaging and is equipped to support contemporary learning methods. This type of environment creates the best opportunity for providing a quality educational experience.

A number of other factors contributed to the need for ECS to prepare a facility master plan. Foremost among these was the age of many District schools and recognition of the need to address maintenance and other building deficiencies to extend the longevity and health of these buildings. The District also wanted to ensure that energy conservation, security and tech-

nology programs are consistent with contemporary standards. Finally, the District was interested in understanding enrollment projections and the potential need to increase school capacities in the future.

Eagle County voters have a long history of supporting ECS's facility needs and over the years this has allowed the District to upgrade schools, build new schools, invest in new technology and make other facility improvements. With the support of the community, ECS has been able to offer high quality facilities and educational opportunities. This FMP provides a framework for addressing the District's school and facility needs and is intended to ensure that decisions regarding schools and facilities are aligned with the priorities of both the District and the community.

The FMP is a working document that:

- identifies the physical condition, lifespan and need for improvements to existing schools and facilities,
- forecasts future enrollment projections and outlines strategies for addressing future capacity needs,
- recommends improvements that should be made to existing schools and District facilities, and new schools and facilities that will be needed in the future, and
- recommends how District lands can be utilized to address future needs.

The foundation of this Plan is found in seven Guiding Principles outlined in Chapter 4. These Guiding Principles express the vision and values of the Board of Education relative to the District's schools and the role they play in academic achievement. Each of the recommendations for facility improvements outlined herein is intended to further one or more of these Guiding Principles.



# 1. INTRODUCTION

The need for school and facility improvements was determined two ways. Inventories of all existing schools and facilities were completed to identify deficiencies and improvements necessary to further the life of these buildings. Future enrollment projections were prepared to determine the need to increase school capacities. These needs were then evaluated based on the Guiding Principles in order to define appropriate solutions. For example, Guiding Principle #6 addresses equity, that the District believes all teachers and students should be provided with equivalent access to quality school facilities and quality academic programming and technology. To further this principle, many recommended improvements are intended to establish equity between schools.

The District's schools and other facilities are the focus of this Plan. While there is a clear relationship between buildings and academic programming, curriculum, teaching methods and other District programs and initiatives, this Plan addresses facilities only. Information on programming, curriculum, educational methods, etc., can be found in other District initiatives and plans, such as the District's Strategic Plan.

## MAIN ELEMENTS OF THE FACILITY MASTER PLAN

The FMP is comprised of seven major sections:

### Context

This section provides background information on the ECS and the process used to prepare this FMP.

### Guiding Principles

The FMP is based in large part on Guiding Principles that define the District's values regarding schools and facilities. These seven Guiding Principles are described in this section.

### Inventory of Schools and District Facilities

A comprehensive inventory of all existing schools and facilities, along with priorities for needed improvements is provided in this section.

### Demographics/Enrollment Forecasts

Western Demographics Inc. was retained to evaluate demographic trends in Eagle County and to forecast the future enrollment for all District schools. A summary of this analysis is provided in this section. A copy of the complete report is found in the appendix

### Land Resources

This section summarizes the District's land holdings and how these lands could be used to support future school and facility needs.

### Recommendations

Recommendations for implementing improvements to schools and district facilities, alternatives for addressing future school capacity needs, strategies for the use of District lands and other considerations are provided in this section.

### Appendix

There is a great deal of supplemental information that was used in the preparation of this plan. This material is provided in the appendix of this plan.

# 1. INTRODUCTION

## **HOW THE FACILITY MASTER PLAN WILL BE USED**

The FMP provides a vision for how school renovations, expansions, new construction and other improvements can be implemented in order to meet the District's school and facility needs. The Plan provides a strategy for guiding future decision-making and it will be an important resource for District Staff, the Board of Education and the community in making future decisions on capital improvements and to ensure that decisions are aligned with District priorities and that they utilize resources efficiently and effectively.

The FMP provides both near-term and long-term recommendations for building improvements. The recommendations of the FMP are at a "master plan level"; they are general in nature and as such will require more detailed study and analysis prior to implementation.

The recommendations outlined in this Plan define the District's goals for facilities and improvements that will be needed in the future. They represent the District's preferred solutions for schools and facilities. Subsequent to this Plan, discussion of when and how to fund these improvements will be necessary. This will involve evaluation of financing alternatives and the District's bonding capabilities, gauging the communities support for improvements and many other considerations.

This Facility Master Plan represents the first step in the process of implementing school improvements. The Plan is a starting point to be used in the evaluation and planning for potential bond elections that may occur in the future. As a living document, the FMP should be updated on a periodic basis as conditions change or the District's needs change.

## 2. EXECUTIVE SUMMARY

Eagle County Schools initiated work on a facility master plan to ensure that the District's schools and facilities provide quality environments necessary to further the District's mission of educating the youth of Eagle County. The Plan provides recommendations for improvements necessary to maintain and enhance existing schools and buildings, for the construction of new and expanded schools and facilities and for the future use of District lands. Work on the FMP was initiated in March of 2015 and involved participation from District Staff, four sub-committees and the community.

### **Guiding Principles**

Seven Guiding Principles were adopted and used as a basis for determining recommendations for future improvements to schools and facilities. These Guiding Principles are statements regarding the District's values and vision for schools and facilities and addressed the following topics:

- Providing a healthy, safe and secure environment for learning is of utmost importance.
- Acknowledge that the quality of school environments affect student achievement.
- Environmental sustainability should be considered in the design, construction and operation of District facilities.
- School enrollments should be within a schools defined functional capacity.
- Provide school capacities capable of accommodating current and future enrollments.
- Equity in schools and school facilities is a core value.
- Foster public input in the decision-making process for schools and facilities.

### **School and Facility Inventories**

A comprehensive evaluation of all existing facilities identified the need for extensive maintenance and enhancement to existing facilities. Improvements were prioritized as 1-4, with Priority 1 being improvements with the most immediate need to be addressed and Priority 4 being the least time sensitive. District-wide initiatives include security, technology and energy efficiency.

### **Enrollment Projections/Future Capacity Needs**

An updated demographic and enrollment projection report was completed. This report found that ECS has experienced an average annual enrollment growth of 2.45% over the past ten years and enrollment growth is expected to continue for the foreseeable future. Other findings of this study include:

- Over the next eight years the western end of the County is expected to experience significant enrollment growth while enrollment will remain relatively flat or decline in the eastern end of the County.
- By 2023 significant capacity shortfalls are expected at Eagle Valley Elementary, Eagle Valley Middle and Eagle Valley High School.
- Minor capacity shortfalls are expected at Red Hill Elementary and Homestake Peak.
- Aside from schools mentioned above, enrollment growth over next 8 years should be accommodated by existing schools.

### **Facility Master Plan Recommendations**

Recommendations are presented for Near-Term and Long-Term improvements. Recommendations address improvements to existing schools and facilities, the need for new or expanded schools and for how the District should utilize its existing land resources.

#### **Near-Term Improvements**

1. Implement Priority 1 and 2 improvements to:  
Avon Elementary  
Battle Mountain High  
Berry Creek Middle  
Brush Creek Elementary  
Edwards Elementary  
Gypsum Elementary  
Homestake Peak  
June Creek Elementary  
VSSA  
East Bus Barn and Chambers Road Admin Building

## 2. EXECUTIVE SUMMARY

2. Replace Red Sandstone Elementary School
3. Replace Eagle Valley Elementary School
4. Replace Eagle Valley Middle School
5. Construct a new Red Canyon High School West
6. Expand Eagle Valley High School
7. Expand Red Canyon High School East
8. Create a centralized “Operations Hub” for transportation, technology and maintenance
9. Pursue alternatives for addressing staff housing needs.
10. Other improvements, i.e. water tank at Maloit Park and Valley Road improvements in Gypsum.

### Potential Long-Term Improvements

1. Implement Priority 3 and 4 improvements to existing schools and facilities
2. Construct a new school at the Haymeadow parcel in Eagle
3. Expand Homestake Peak School in Eagle-Vail
4. Convert Gypsum Elementary to house high school programs
5. Construct a new elementary school at the IK Bar parcel in Gypsum (as a replacement for Gypsum Elementary School)
6. Construct a 3rd elementary school at the Buckhorn parcel in Gypsum

## 3. CONTEXT

### BACKGROUND ON EAGLE COUNTY SCHOOLS

#### **About Eagle County School**

Serving Pre-K through 12th grade students from Vail to Dotsero, including McCoy and Bond, Eagle County Schools is an innovative district comprised of 830 professionals engaging nearly 6,900 students. Our vision is to prepare all of our students to be global-ready graduates, who will be successful in their careers or college experience and contribute to their communities in positive and effective ways. The District benchmarks international top performing schools to model practices that lead to success for all students. We believe that the only way to improve learning outcomes for students is through better instruction. Consequently, we focus our efforts on an instructional core of educators, learners, and standards. All actions, initiatives, and efforts are viewed through this lens with the expectation that they must shape one of these three tenets in order to be effective.

#### **Our Mission**

We teach the children of Eagle County to have creative and active minds, compassion for others, enthusiasm for lifelong learning, and the courage to act on their dreams.

#### **Awards & Recognition**

Eagle Valley High School ranked in the top 10% of high schools across the nation for career and college readiness. The District has had three Principals of the Year in Colorado, one Superintendent of the Year, and one English Language Director of the Year. Our schools have been recognized as National Blue Ribbon Schools, John Irwin Schools of Excellence, and with the Governor's Distinguished Improvement award from the Colorado Department of Education.

#### **Demographics**

Our student population is diverse in both demographics and economic background. With 34.6% of students being English Language Learners compared with the state average of 14.4%, we are also uniquely positioned to evolve into a dual language district with bi-lingual graduates supporting our vision of international competitiveness. While geographically positioned near affluent communities like Vail and Beaver Creek, 42.2% of our students qualify for free and reduced lunch. Our schools and students are supported by: PTAs, local non-profit foundations, youth services-focused organizations, and a variety of private-public partnerships and individual philanthropists



For many years ECS was a small, rural school district with a handful of schools in the towns of Eagle and Gypsum in the Eagle River Valley along with small schools in the towns of Minturn, Red Cliff and Bond. As the County's resort economy took hold in the 1970's and grew rapidly in the 1980's, the District expanded school capacities as necessary to accommodate the County's growing permanent population. During this time the voters of Eagle County expressed their support of education by voting to approve a number of bond elections to construct new schools and to renovate existing schools. The past four bond elections allowed for the construction of the following new schools (along with other renovations, additions, and District-wide improvements to security, technology, etc.):

**1990 Bond**

Edwards Elementary  
Gypsum Elementary

**1995 Bond**

Avon Elementary  
Berry Creek Middle

**1999 Bond**

Brush Creek Elementary  
Red Hill Elementary  
Gypsum Creek Middle

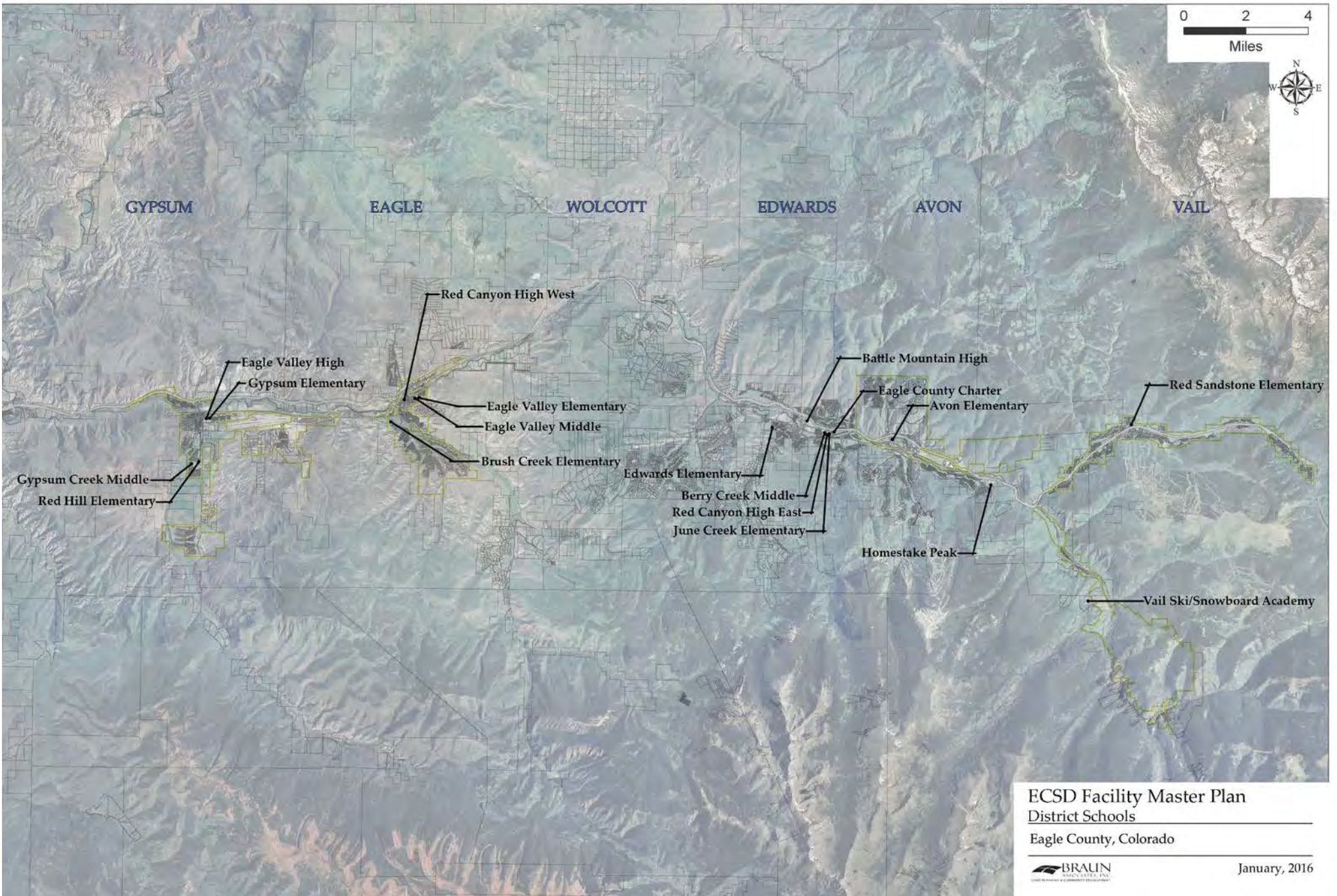
**2006 Bond**

Red Canyon High  
June Creek Elementary  
Battle Mountain High  
Eagle Valley High (renovation)

Enrollment growth continues to this day. Over the past 10 years PK-12 enrollment in ECS schools averaged 2.45% growth annually. Notwithstanding the effects of the economic downturn, in the past five years enrollment has grown at a solid 2% rate. Growth in student enrollment is expected to continue and one of the underlying purposes of this FMP is to identify when and where the District will need to increase school capacities.

The diagram on the following page depicts all existing ECS schools. Refer to Chapter 7 of this Plan for additional information on ECS schools.

### 3. CONTEXT

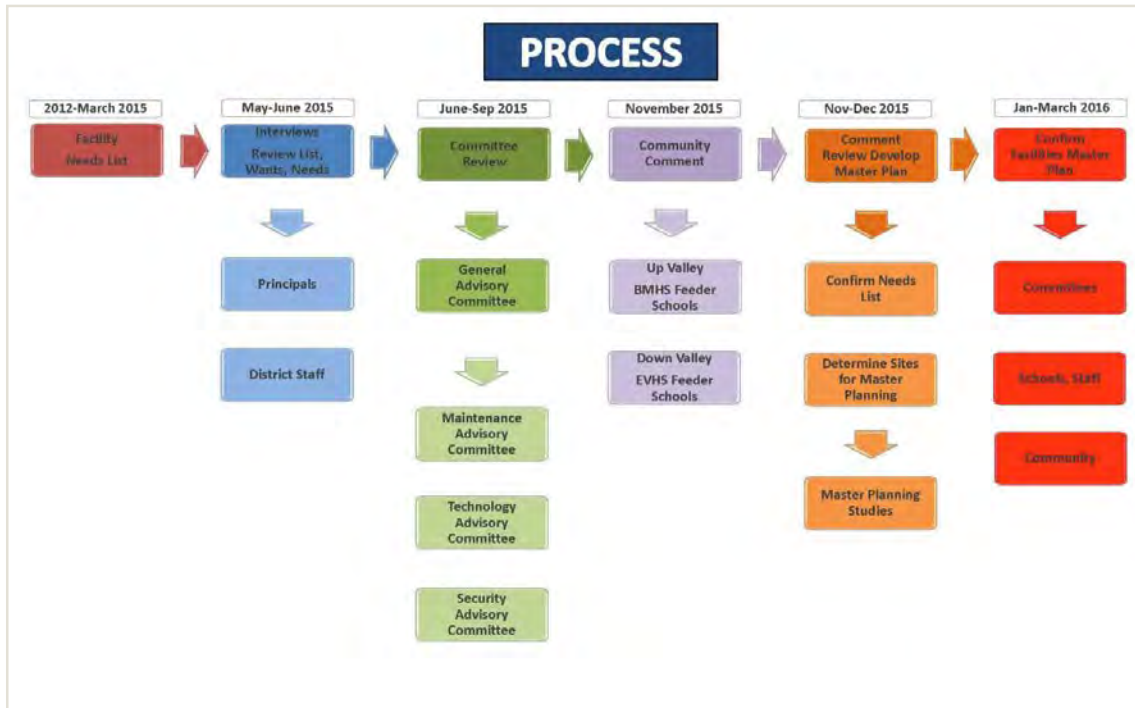




### 3. CONTEXT

#### PROCESS OF PREPARING THE FACILITY MASTER PLAN

This facility master planning process was initiated in March of 2015 and this Plan is the result of analysis and synthesis of data, input from District staff, community input and other internal and external drivers. The chart below depicts the process used in the preparation of this Plan.



Below is a summary of each of the four major steps taken in the preparation of this plan.

#### 1. Data Gathering and Analysis

The gathering and analysis of data and information in support of this Plan involved the following steps:

##### Inventory of Existing Schools and Facilities

A comprehensive evaluation of all District schools and facilities was completed to determine the condition of buildings and to identify needed improvements. The product of these evaluations was a Needs List of improvements for each building. Refer to Chapter 5 of this Plan for more information on school and building inventories.

##### Demographics and Enrollment Projections

A demographic and enrollment study was completed in order to forecast future school enrollments and to understand the need for new school facilities that may be necessary in the future.

##### Land Resources

The District's land resources were evaluated relative to their ability to accommodate the development of new schools at some point in the future.

## 3. CONTEXT

### **2. FMP Committees**

Four committees were formed to guide the development of this Plan. Over the course of the past ten months these committees held numerous meetings to evaluate issues, discuss alternative ideas and ultimately define the recommendations that are reflected in this Plan. The General Advisory Committee (GAC) was responsible for reviewing all major elements of this Plan and for providing their recommendations to the School Board. The Security Advisory Committee reviewed current and long term security needs and defined the District's standards and expectations for security. The Technology Advisory Committee reviewed current and long term technology needs necessary to support the District's educational strategies and tactics and established the District's standards and expectations for technology. The Maintenance Advisory Committee reviewed current and long-term maintenance needs, identified sustainability issues and defined the District's standards and expectations regarding maintenance. Each of these committees also provided input on the Needs Lists for each school and District facility.

A total of 10 committee meetings were held during the course of this planning process.

### **3. Community Outreach**

Community outreach was an important part of this planning process. Two community meetings held in November of 2015. A meeting at Battle Mountain High School focused on the eastern end of the Valley and a meeting at Eagle Valley High School focused on the western end of the Valley. These meetings included presentations on the facility planning process and provided opportunities for the community to ask questions and provide comments on the Plan. Child care and Spanish interpretation was provided at both of these meetings. Informa-

tion on the FMP was provided to individual schools where it was made available to parents and school staff. The ECS web page including information on the FMP and how to provide input.

### **4. Preparation and Review of Plan**

A draft of the FMP was prepared and presented to the GAC for their review and comment. Following the GAC review, the FMP was presented to the Board of Education for "worksession" level discussions and formal adoption.

## 4. GUIDING PRINCIPLES

Guiding Principles were established early in the facility master planning process. Guiding Principles express the District's values relative to school facilities and the important role they play in educating the youth of Eagle County. These principles provided a basis for determining recommendations for future school and facility improvements. Following each Guiding Principle is potential explanation of what the guiding principle means and strategies for how they can be addressed.

### **GUIDING PRINCIPLE #1**

***Incorporate best practices in the design, construction, maintenance, and operation of District facilities in regards to the health, safety and security of students and staff.***

A fundamental goal of this Plan is to ensure that the District provides a healthy, safe and secure environment for learning. Providing such an environment is critical to the success of both teachers and students and this is one of the District's foremost priorities. Quality environments for learning will be achieved by incorporating health, safety and security considerations into the design, construction and operation of District facilities.

Strategies for addressing Guiding Principle #1 include:

- Facilities are designed to prevent or mitigate potentially critical situations – i.e. secure doors/access control systems, perimeter fencing, exterior lighting.
- Facilities include up to date communication systems, monitoring/surveillance systems, backup electric systems.
- Conduct periodic security and safety audits of all schools.
- Engage District maintenance and operations staff in the design and construction process of facility improvements to ensure the long term maintenance of facilities is considered during this process.
- Maintain building systems (HVAC equipment, roofs, windows and doors) to ensure indoor air quality.
- Monitor changes to local health codes related to food service and implement necessary upgrades as necessary to school food service facilities.



## 4. GUIDING PRINCIPLES

### **GUIDING PRINCIPLE #2**

***Recognize that the physical environment of a school directly affects student achievement and educational growth.***

The school's physical environment affects learning and student achievement in both academics and co-curricular activities. Every student should have access to quality facilities that provide engaging, motivating and stimulating places to learn. ECS schools need to provide effective classrooms for traditional lecture-based teaching, but also need to accommodate more interactive educational methods by providing flexible utilization of space to facilitate small group collaboration, independent studies, research work, on-line curriculum, and other pursuits.

Strategies for addressing Guiding Principle #2 include:

- Provide the space, facilities, equipment, etc. necessary to motivate and engage students to learn.
- Design new schools and renovate (to the extent feasible) existing schools to support contemporary education and alternative learning methods.
- Pursue the renovation and when necessary the replacement of schools when the age and/or physical condition of the building no longer provides a quality learning environment or is otherwise inconsistent with District standards.
- Provide facilities that foster student participation in co-curricular activities including but not limited to physical education, athletics, fine arts, career and technical education, debate, etc.

### **GUIDING PRINCIPLE #3**

***Support environmental sustainability through the implementation of best practices in the design, construction and operation of schools and facilities.***

ECS believes that environmental sustainability should be at the forefront of planning, designing, building and operating District facilities. There are a number of opportunities to incorporate environmental sustainability into future capital improvements and in the operation of existing facilities that may involve, but not be limited to green energy and efficiency, recycling and waste minimization, water conservation, and sustainable building practices. Green initiatives can also be incorporated into and strengthen academic programs.

Strategies for addressing Guiding Principle #3 include:

- Engage sustainability consultants in the planning, design and operation of District facilities.
- The design and construction of new and renovated facilities should incorporate best practices with regard to the efficient use of natural resources, minimize energy and water use, reduce pollution and waste, and foster responsible land development.
- Consider the return on investment (ROI), specifically the initial/up-front costs and life-cycle costs, when considering decisions about sustainable improvements and construction.
- Pursue alternatives for incorporating environmental stewardship and sustainability into education and academic programs.

## 4. GUIDING PRINCIPLES

### **GUIDING PRINCIPLE #4**

***Protect the taxpayer's financial investments through the optimal utilization and preservation of buildings and facilities.***

An underlying goal of this facility master plan is to ensure that Eagle County taxpayer's investment in District's facilities is protected. This is to be accomplished through a long and near-term program of maintenance and renovation that extends the useful life of facilities to the greatest extent feasible.

Strategies for addressing Guiding Principle #4 include:

- Continually monitor the condition of buildings to identify the need for necessary repairs, renovations and upgrades.
- When the cost of repair or renovation of existing buildings exceeds 40% of the cost of a new building, consider the replacement of the facility.
- Establish a permanent funding source for the implementation of an on-going maintenance program for all buildings.
- Evaluate the long-term operational costs associated with repairing or renovating facilities in comparison to the cost of replacement and make decisions based on the return on investment (ROI).
- Consider qualitative factors when evaluating the renovation or replacement of schools and other district facilities.

### **GUIDING PRINCIPLE #5**

***Provide schools with student capacities sufficient to accommodate anticipated growth in school enrollments.***

The number of students in each classroom directly affect the students learning experience and the ability of staff to educate. In addition, there is an optimal number of students that a building can effectively support. Maintaining school enrollments that are in line with a building's physical capacity is a priority of the Board of Education and an fundamental goal of this FMP.

Strategies for addressing Guiding Principle #4 include:

- To the extent feasible, school enrollment levels should be maintained within the "Functional Capacity" as defined in the 2012 ECSD Building Capacity Study.
- As school enrollments increase, implement school expansions or the construction of new schools as necessary to maintain acceptable school enrollment levels.
- Utilize modular school buildings, boundary changes or other methods only when necessary to "bridge" capacity issues prior to the construction of school expansions or new schools.

## 4. GUIDING PRINCIPLES

### **GUIDING PRINCIPLE #6**

***Equity is a core value. ECS should strive to provide all students and staff with equitable facilities, equipment, technology and other resources that will further the District's mission.***

The District believes in equity, that all teachers and students should be provided with equivalent access to quality school facilities and quality academic programming and technology. Equities in schools include classrooms, core spaces (such as cafeterias, libraries, gyms and support spaces), and educational spaces such as art and music rooms, science labs and special education classrooms.

Strategies for addressing Guiding Principle #6 include:

- Evaluate all schools to identify where inequities may exist in either facilities or programs and how capital improvement programs can be initiated to establish equity among all schools.
- As new schools are developed with the latest design features, equipment, technology, etc., the District should initiate efforts to incorporate comparable improvements to other existing schools.

### **GUIDING PRINCIPLE #7**

***Foster public communication and engagement that provides for the accurate dissemination of information, generates community involvement, and promotes effective decision-making.***

ECS mission is to serve the community by educating the youth of Eagle County. As such, input from the community in the development of the FMP and during the more detailed planning, design and implementation of future capital improvements is essential. The District is committed to providing opportunities for input and engagement with the community to ensure that decisions regarding schools and facilities are consistent with the desires of the community.

Strategies for addressing Guiding Principle #7 include:

- When appropriate, form committees to address specific topics and/or specific facilities.
- Implement community outreach by hosting both community-wide and school specific meetings.
- Provide translation at community meetings.
- Utilize the internet to disseminate information, inform the community of District initiatives, and gather community input via surveys or other methods.
- Coordination with local governmental organizations (towns, Eagle County, metropolitan or special districts) and the business community to engage them in the District's planning for future capital improvements.

## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

One of the primary reasons for ECS preparing this facility master plan was the age of many District schools and recognition of the need to address maintenance and other building deficiencies to ensure the longevity and health of these buildings. An initial step in this process was to complete a comprehensive inventory of all schools and District facilities. This inventory identified all necessary improvements and also prioritized the need for these improvements. Below is a summary of how these facility inventories were completed, how the need for improvements were determined and prioritized, and the range of improvements needed at each school and facility.

### SCHOOL AND FACILITY INVENTORIES

The methodology outlined below was used to inventory the condition of all existing schools and facilities.

#### **2012 Comprehensive Facilities Report**

In 2012 the ECS Maintenance Department compiled a comprehensive list of facility needs (Needs Lists) for all District schools and facilities. Needs Lists generally included deferred maintenance items, future maintenance items and life-cycle replacement items. Needs Lists also include “wants” specific to some schools. Needs Lists were updated by the Maintenance Department in 2013 and 2014.

The Maintenance Department’s report became the starting point for identifying school and facility improvements. Needs Lists were reviewed with Maintenance staff to identify any improvements that might have been addressed or to add new items since the Needs Lists were last updated.

#### **Staff Interviews**

Interviews were conducted with the principals, department heads and building representatives responsible for each District building in order to review and confirm building needs. Interviews addressed a variety of topics relative to the building and how it is used. Tours of buildings and sites were also conducted as a part of this process. The Needs Lists were updated as necessary based on input received during these interviews. Results of staff interviews and site visits are included in Building Fact Sheets that have been completed for each building. Building Fact Sheets are found in the Appendix of this Plan.

Following staff interviews an initial prioritization of the refined Needs Lists was completed. The purpose of prioritizing building needs was to better understand the time frame for when improvements should be addressed. Four priorities were established with Priority 1 being those improvements with the most immediate need to be addressed and Priority 4 being the least immediate. Priorities were initially determined based on interviews, staff input, overall building condition, costs and the project teams experience with building systems.

#### **Committee Review**

The Guiding Principles described in Chapter 4 were used by the GAC and the three sub-committees as a basis for their review of the Needs Lists. Each improvement was evaluated relative to how it furthered one or more of the Guiding Principles. Committee review involved the evaluation of each improvement as well as the prioritization of these improvements. Following review by the sub-committees, the GAC formally endorsed the Needs Lists for each school and District facility.

## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

### NEEDS LIST AND PRIORITIES

The GAC and sub-committee's involvement was essential in refining the Needs Lists and prioritizing these improvements. Each improvement was categorized with respect to one or more of the seven Guiding Principles of this Plan. This step was essential to ensuring that each improvement was furthering one or more of the FMP's Guiding Principles.

Below is a description of improvements for Priorities 1-4:

#### Priority 1

Timeframe - Immediate



Priority 1 improvements are facility needs that should be addressed in the immediate future. Priority 1 improvements generally address building preservation, safety, security, and capacity issues. Delays in addressing Priority 1 items could result in potential long-term damage to buildings. Priority 1 improvements include immediate building preservation needs, (mechanical, electrical, asphalt, roofing), renovations of existing spaces, furnishing replacements, playground upgrades, fire alarm upgrades, asbestos removal, accessibility issues, capacity issues, lockers.



## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

### **Priority 2**

Timeframe – 2-4 years



Priority 2 improvements require attention in the next 2-4 years. Priority 2 items include building preservation- (window replacement, mechanical optimization and upgrades, lighting retrofits, heat tape, irrigation, flooring, ceilings), auditorium upgrades, kitchen equipment, paint, drinking fountains, furnishing replacement, building sealants, door hardware replacement.

### **Priority 3**

Timeframe - 4+ years



Priority 3 improvements address building preservation needs and also includes improvements that may be considered more “wants” than “needs”. Building Preservation (cabinetry replacement, mechanical and electrical upgrades, custodial equipment, flooring), cafeteria tables, exterior facade renovations, site circulation, landscaping, kitchen/serving line redesign, widow covering replacement, appliance replacement, ceiling tile replacement, furnishings replacement, are examples of Priority 3 items.

## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

### Priority 4

Priority 4 improvements include facility needs which are considered more “wants” than “needs”. Signage, renewable energy, synthetic turf replacement, tracks at middle schools, additional fire sprinklers (beyond code requirements), and additional insulation are examples of Priority 4 improvements.



In general all the District's buildings are in need of improvements to address maintenance needs that have accumulated over the past 4-5 years. This deferred maintenance has occurred due to a lack of available funding. Deferred maintenance items are typically included in Priorities 1 and 2. While schools with deferred maintenance needs are functioning, if these maintenance items are not addressed in a timely manner the cost of repairs and potential replacement could continue to rise or more permanent damage to buildings could occur.

A Building Fact Sheet has been prepared for each school and District facility. Building Fact Sheets include background information on the school or building (such as size, date of construction, date of expansion, capacities, and enrollment), results of staff interviews, information on energy consumption and other information on the buildings. Facility Needs Lists include all improvements contemplated for each building. Facility Needs Lists are an element of the Building Fact Sheets, which are found in the Appendix of this Plan.

In addition to inventorying the condition of school buildings, inventories of all other District's other buildings were completed. These inventories included the 3rd Street Annex and West Bus Barn, Chambers Road Administration buildings, and the East Bus Barn and food service warehouse.



## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

### DISTRICT-WIDE INITIATIVES

Security, technology and energy efficiency are critically important considerations for each of the District's buildings. Because of their importance to all buildings, these considerations were evaluated on a District-wide basis relative to defining the range and type of improvements that may be necessary. Below is a summary of improvements necessary to address these three initiatives.

#### Security

Providing safe and secure buildings is a major focus of this Plan. The following factors were considered in the evaluation of each school in order to identify specific school improvements necessary to enhance security:

- Secured Vestibules – Provide school entries that allow staff to control school access and implement an “all doors locked” policy. Renovations necessary to provide secure entries are required at most schools and range from relatively minor to major modifications.
- Enforce “all doors locked” policy – there is a need to follow up at all schools to ensure enforcement of this policy.
- Door Access system – install detection systems that provide notification of doors that may be open or unlocked.
- Keyless entry systems - provide keyless systems to specific doors.
- Security Cameras - Install cameras (or additional cameras) where necessary:
  - Elementary Schools – Entries and drop-off areas
  - Middle Schools – Entries, drop-off areas, and other areas
  - High School – All interior and exterior public areas
- Improvements to school grounds, landscaping, exterior lighting, etc.

#### Technology

Technology is an evolving science that is continually changing and technology changes often occur at a very rapid rate. The nature of technology is such that it creates the need for an ongoing rotational program for equipment and software replacement. While the District has a rotational program in place, the costs of upgrading technology are significant and funding has not allowed ECS to keep pace with all necessary technology upgrades. At a District-wide level, the following was identified as the “benchmark” for technology improvements to all schools and District facilities:

- Enhance wireless access points to increase the ability to wirelessly connect computers.
- Provide for additional and upgraded data access points in older buildings.
- Install LCD projectors in every classroom to facilitate project lessons, student work, and presentations.
- Accelerate rotation program for computers, phones, and hardware in all buildings to replace outdated and unsupported equipment and software.
- Upgrade public announcement systems.
- Upgrade connectivity of wireless and data outlets in Media Centers.
- Pursue alternatives for standardization of District software and technology services.
- Pursue cost effective options for installation of a district-wide fiber optic connection between all buildings.

#### Energy Efficiency

Since 2006 the District has implemented numerous programs to reduce the energy consumption. These programs have resulted in a 37% reduction in energy usage across all District buildings. With the help of Ameresco, an energy consultant, a number of improvements have been identified to enhance the energy efficiency of buildings and to further reduce the District's energy costs.

## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

Many of the energy efficiency improvements specific to each school address how to optimize the use of existing equipment and the need to replace older equipment. Examples of these improvements are replacing existing lights with LED lights and the installation of improved automated controls. Water usage will also be addressed by installing improved irrigation controls and high-efficient water fixtures. These and other energy efficiency improvements are indicated on the Needs List found in the Appendix of this Plan.

A suggested budget for renewable energy programs has been provided for each of the District's buildings. The suggested renewable energy budget is intended fund improvements such as solar panels or geo-thermal facilities. This budget amount was a product of an energy evaluation report prepared by Ameresco. A copy of the Ameresco report is found in the appendix.

### SUMMARY OF SCHOOL CONDITIONS

#### **Building Maintenance**

During the process of evaluating buildings and preparing the Needs Lists it became very apparent that the need for maintenance and other improvements was directly related to the age of a building. All elements of a building have a life cycle that sooner or later requires replacement and as a building gets older the extent and cost of building maintenance increases. By way of example, typically the life of a low slope roof is 30 years, interior painting is necessary every 10 years, and carpeting needs replacement every 20 years. These and many other maintenance items deal just with the basic structure and infrastructure of a building. Many other critical elements of a school building age over time and periodically need replacement. Technology, communication and electrical systems, furnishings and fixtures, space needs and many other considerations require upgrade and renovation.

Improvements included on the Needs Lists address the considerations listed above and are intended to bring all buildings, particularly the District's older buildings, up to current standards and to extend the life of all District's schools and facilities.

Many of the improvements on the Needs Lists are periodic building maintenance items that are relatively routine and predictable. Due to a lack of funding for capital improvements and building maintenance, and with reductions in District staff, many maintenance items have not been able to be addressed. In the recent past, building maintenance has been limited by budgetary constraints and the District has generally been able to address emergency maintenance situations only. This has put the District into a reactive position as opposed to a proactive one with regard to building maintenance.

Due to school finance limitations, school districts have few options but to fund building maintenance via periodic school bonds. This is not an ideal situation for many reasons. One of the main reasons is that as buildings age and maintenance items are not addressed, the cost to address maintenance generally increases. Deferred maintenance can also result in significant building deterioration potentially resulting even greater long-term costs.

It will be very important for the District to evaluate potential alternatives for establishing permanent funding for on-going building maintenance. An estimated maintenance budget for the District's schools and buildings would be in the range of \$7 million per year. This is based on industry standards of 1-4% of a buildings replacement costs and varies based on the age and condition of each building. While this is a significant amount of money, it is understandable considering the District has 21 buildings that comprise over 1,200,000 square feet.

## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

### Life Cycle of Buildings

The cost of addressing the Needs List for each school and building was compared to the estimated cost of building replacement. As could be expected, the percentage of maintenance cost to building replacement cost was greater for older buildings. For example, the percentage for Eagle Valley Middle School is 43.7% and Red Sandstone Elementary is 46.1%, while Battle Mountain High School is just 6.2%. While there is no hard and fast standard for when the maintenance cost percentage indicates that a building should be replaced, general guidelines indicate that when the percentage approaches or exceeds 40%, building replacement may be warranted.

Buildings have been ranked as Good, Fair and Poor based on the comparison of maintenance costs and replacement costs. A summary of these rankings is provided below:

### CONDITIONS OF SCHOOLS

Each school was evaluated based on cost of facility needs compared to the cost of replacing building

Good (0-15% of Replacement Cost)	Fair (15-30% of Replacement Cost)	Poor (Over 30% of Replacement Cost)
Brush Creek Elementary	Avon Elementary	Eagle Valley Elementary
Battle Mountain High	Berry Creek Middle	Eagle Valley Middle
Homestake Peak PK-8	Edwards Elementary	Red Sandstone Elementary
June Creek Elementary	Eagle Valley High	Vail Ski and Snowboard Academy
Red Hill Elementary	Gypsum Elementary	Red Canyon High – East
Eagle County Charter Academy	Gypsum Creek Middle	



## 5. INVENTORY OF SCHOOLS AND DISTRICT FACILITIES

In addition to the quantitative approach of evaluating the percentage of maintenance cost to replacement cost, many other qualitative factors were considered when preparing recommendations for the replacement of a building. These included:

- Educational space – The size of classrooms and whether they were consistent with today's standards.
- Support and Other Spaces – The adequacy of building support spaces and other key school functions. Examples of these include width of hallways, the number and size of restrooms, and the size of cafeterias storage, offices, and mechanical/technology areas.
- Mechanical Systems – The quality and comfort of air handling systems and the compliance of these systems with current codes.
- Building Finishes – The condition of flooring, walls, ceilings, etc.
- Natural Light – Older buildings tend to have less natural light. Current practice is to provide ample natural light to reduce energy consumption and to foster a better learning environment.
- Educational Programing – Whether or not the building is capable of accommodating current educational programs and teaching methods.

## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS

The underlying goal of this Plan is to ensure that ECS has the facilities necessary to provide a quality educational experience for the children of Eagle County. Understanding where, when and to what extent increased school capacity may be needed is a major focus of this Plan. In order to understand future capacity needs the District retained Western Demographics, Inc. to provide enrollment projections. Western Demographics Inc. completed a report titled Eagle County School District Demographics and School Facilities Data, December 2015. This report provides the basis for recommendations on how the District can address future capacity needs. Below is a summary of this report, a complete copy of the report is found in the Appendix.

### PURPOSE AND NEED FOR DEMOGRAPHIC REPORT

The purpose of the demographic report was to forecast future school enrollments throughout the District and to identify the potential need for new school facilities necessary to accommodate enrollment growth. The District's last enrollment study was done in 2010 and since the recession of 2007-2009, many factors that influence school enrollment have been in a state of flux. Foremost among these factors is new residential development. The rate of new residential development in Eagle County has changed dramatically from pre-recession development levels and has only recently begun to stabilize. In order to forecast student enrollment, it was necessary to have a current understanding of new residential growth and all the other considerations that influence enrollment growth.

### APPROACH AND METHODOLOGY

The process of forecasting school enrollments and planning for new school facilities has been described as a combination of

art and science. In general, school population forecasting is derived from basic demographic forecasting techniques, and is somewhat based on taking recent growth or decline dynamics and applying those rates to the future. The factors that are considered when forecasting school enrollments include the following:

- Historic School Enrollment Growth
- Birth Rates
- Overall Population Growth Expectations and In-Migration
- School-aged Composition of Expected Growth
- Grade-level Differences within the K-12 Population
- Job Growth and Economic Outlook
- Housing Availability and Affordability
- Future Residential Development Plans

Two levels of forecasting were completed - annual enrollment projections for the years 2016–2023 were done for each school and a preliminary estimate of school enrollment was prepared for the year 2030. Projecting enrollment to an eight-year horizon is generally the greatest length of time most demographers are comfortable forecasting. This is due in large part to the variety of factors and multitude of assumptions that must be made in preparing enrollment forecasts. For 2016-2023, enrollment projections have been developed by school and by grade. Low, medium and high enrollment scenarios were prepared, each reflecting a different rate of residential growth.

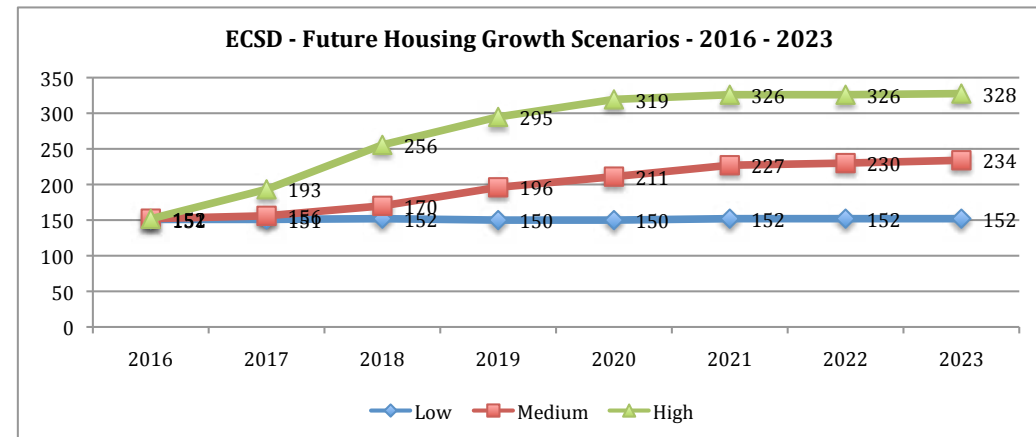
In order to understand what potential long-term enrollment growth could mean to the District, projections out to 2030 were prepared. While the 2030 projections provide an indication of what ECS could experience in the future, forecasting 15 years into the future is quite speculative. As such, the 2030 forecasts should be considered an indication of what could happen long-term, they should not be used for making decisions on specific facility improvements at this time.

## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS

Student enrollment projections were assigned to each school based on existing school boundaries. Enrollment numbers were then compared to school capacities based on the 2012 ECSD Building Capacity Study, prepared by TAB Associates, Inc. A copy of this report is found in the Appendix. School capacities define both a “functional” and “stressed” capacity. Functional Capacity reflects an enrollment that can be reasonably and effectively accommodated by a school and provides for “growth spikes” in student population without the need for expanded facilities. Stressed Capacity reflects a school at its maximum capacity. While a school that reaches its stressed capacity can function within building codes and other standards, a school at its stressed capacity would indicate the need for the District to manage capacity by re-allocating space within the school, adding modulars or building expansions, modifying school boundaries or constructing a new school.

### INFLUENCE OF NEW RESIDENTIAL DEVELOPMENT

The rate of new residential development in Eagle County has varied widely over the past ten years. Prior to the recession Eagle County saw as many as 600 new residential units annual. In the years following the recession new housing starts dipped to less than 100 annually. In 2014 and 2015 new housing starts have averaged +/-150 per year. Due to these variations and the uncertainty with defining what the rate of residential development will be in the future, three residential growth scenarios were prepared. The Low Growth Scenario assumes that the current rate of +/-150 new units per year continued through 2023. The High Growth Scenario assumes annual increases to housing starts that “max out” at approximately 325 per year in 2023. The Medium Growth Scenario is essentially a middle-ground scenario between the High and Low scenarios. These scenarios provide some perspective on the implications of residential growth on future school enrollment. For the purposes of this analysis, the Medium Growth Scenario was used in forecasting future school enrollments.



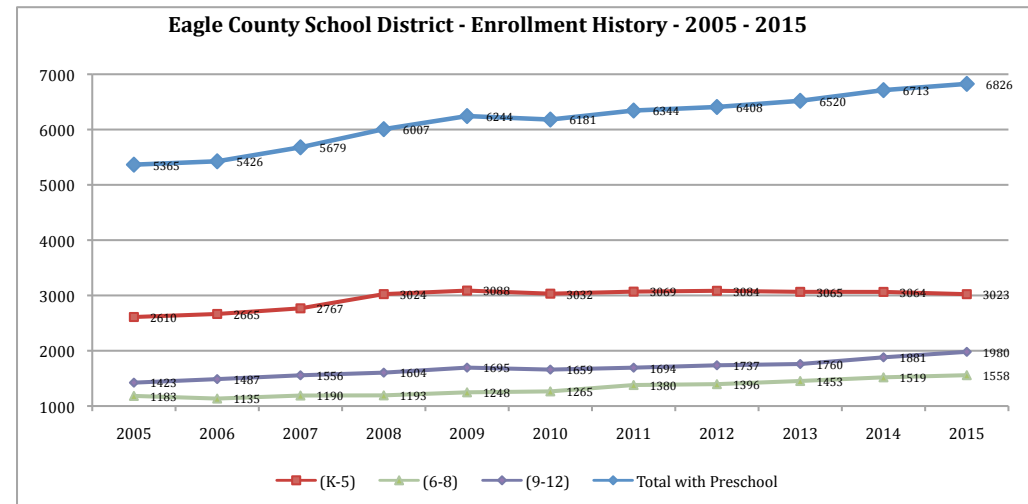
### Type of Housing

While a significant amount of new housing has been developed in Eagle County over the past 10-20 years, as a resort-oriented community the number of school-aged children generated by new housing is directly influenced by the type of housing that is developed. For example, resort-oriented (second home) housing and large estate residential homes tend to generate very few school-aged children. In general, single-family homes regardless of their location produce more school children than apartments, town homes or condominiums. Mobile and modular housing, because of their relative affordability, tend to produce a very high rate of school-aged children. On average homes in the western end of the County generate more students than homes in the eastern end.

In order to quantify for the variations in student generation from different housing types, average “student yields” (students per housing unit) were determined by evaluating the number of existing students generated by different housing types. Student yields varied from as little as .02 students per unit in Cordillera to as high as 1.01 students per unit in Two Rivers Village in Dotsero.

## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS

Assumptions on the rate of residential growth and student yield per unit were applied to twenty-four existing or planned residential projects in order to understand how future residential growth will impact student enrollment. These twenty-four projects are not the only source of new residential development that will occur in the County, many “in-fill units” will be developed in other projects. These twenty-four projects generally represent the larger projects in the County (that could have the greatest impact on future student growth) and they also provide a good representation of where future development may occur. The estimated student generation from these residential developments was then assigned to respective schools based on existing school boundaries.



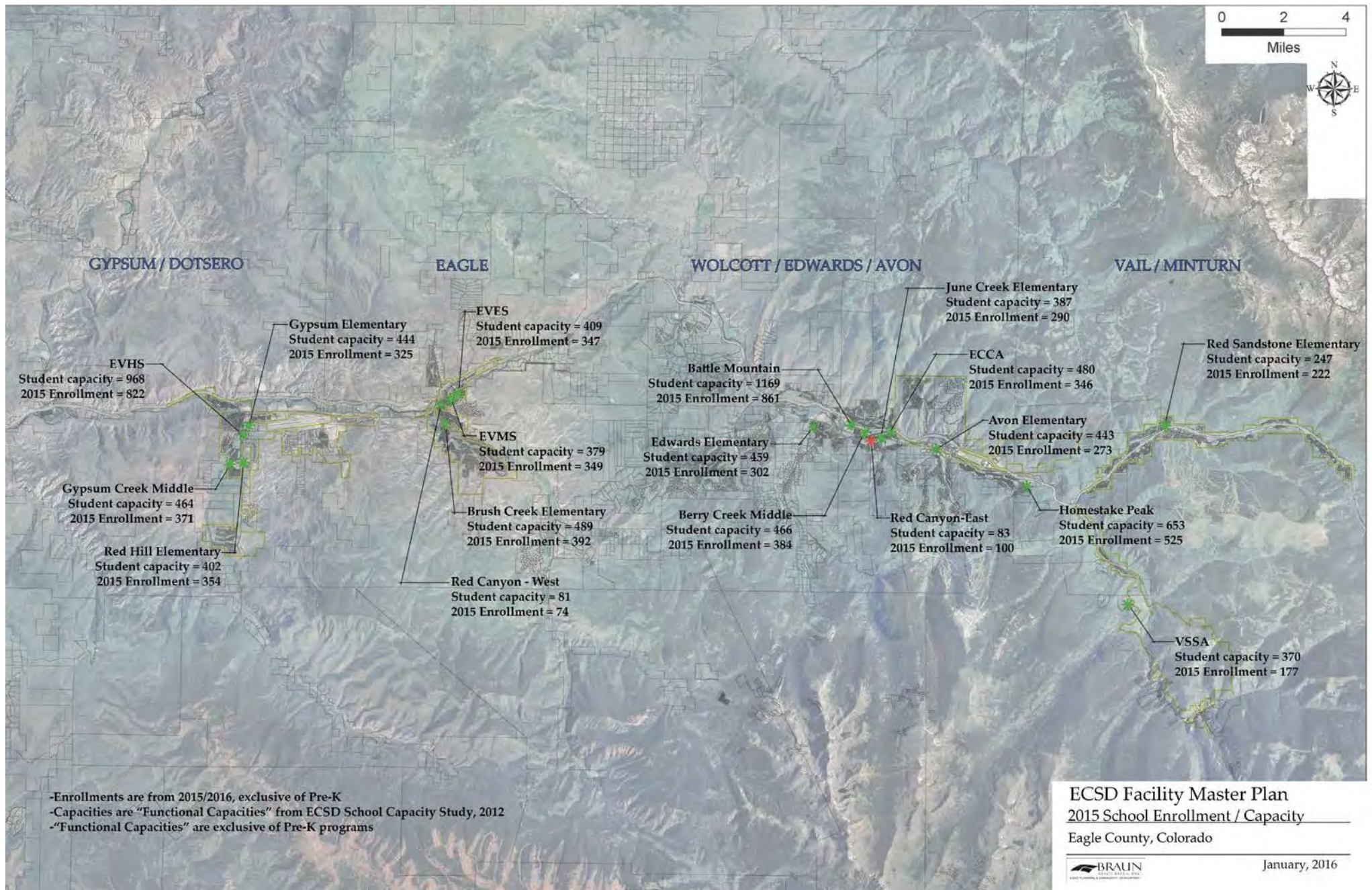
### HISTORIC ENROLLMENT TRENDS AND EXISTING ENROLLMENTS

Enrollment has steadily increased during the past five years at a rate of approximately two percent. Notwithstanding the effects of the economic downturn, the average annual growth rate during the past ten years was 2.45 percent. This enrollment increase is not insignificant. In general, elementary enrollment has been stable since 2008 while middle and high school enrollments have grown. The following chart suggests that overall enrollment will continue to grow with secondary school enrollments driving growth in the short-term.

The construction of new schools made possible by the community's support of recent bond elections has enabled ECS to avoid significant school capacity issues. The diagram on the following page indicates 2015 enrollments and the Capacities of all schools. The vast majority of ECS schools are currently meeting enrollment needs at a very satisfactory level (within Functional Capacities).



## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS





## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS

### FINDINGS

The main findings of the demographic study are:

- ECS has experienced consistent 2% enrollment growth over past 5 years
- Birth rates are down slightly, unemployment is down significantly, labor force has been stable
- Planned housing projects will produce significant numbers of new students, primarily in the western half of the district.
- Larger than average-sized grades 3-8 are advancing into middle and high schools, resulting in "built-in" growth in several secondary schools.
- Smaller than average-sized K-2 grades are replacing larger 3-5 grades, resulting in declines in some schools.
- Over the next eight years the western end of the County is expected to experience significant enrollment growth while enrollment will remain relatively flat in the eastern end of the County.

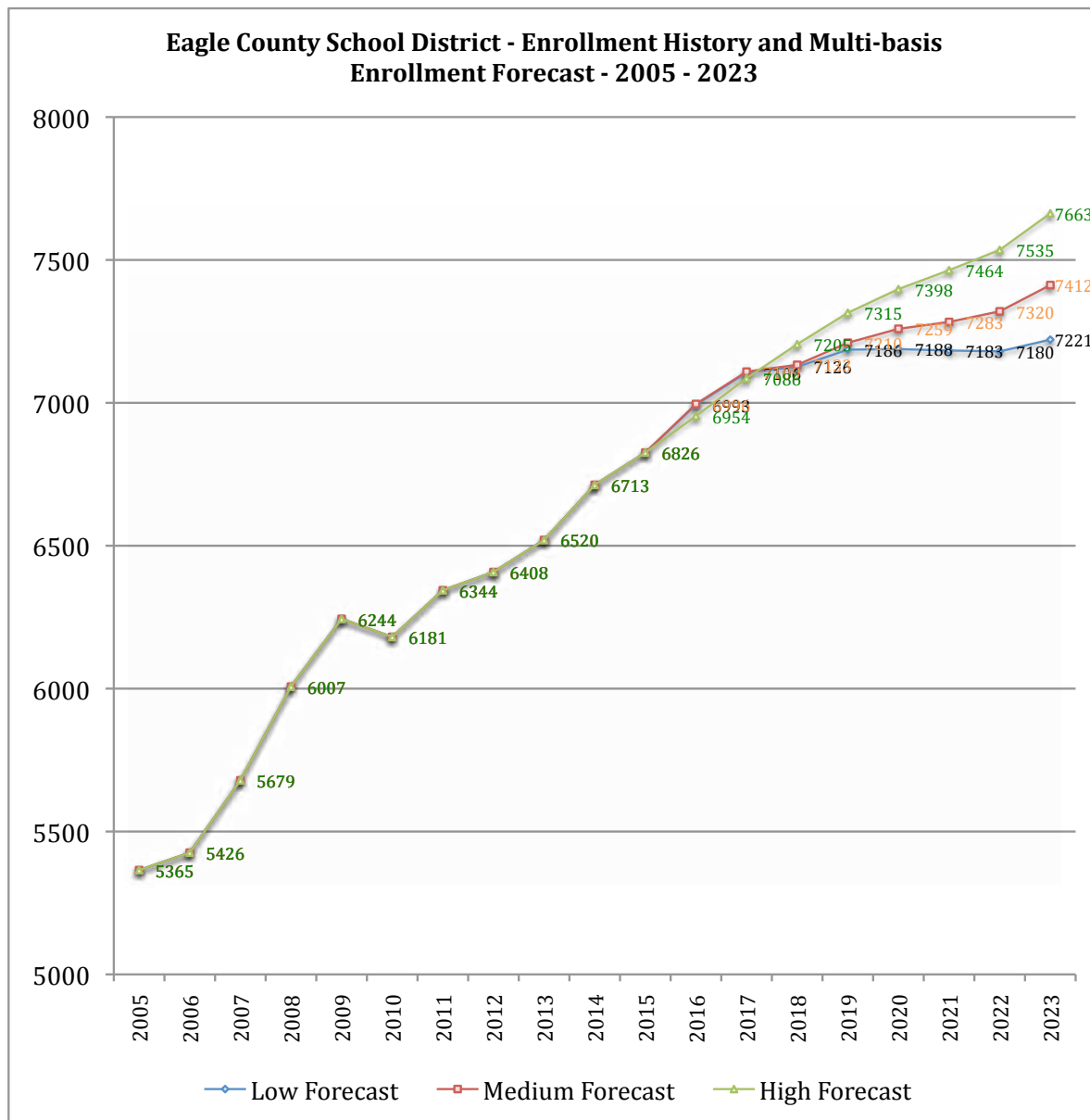
- By 2023 significant capacity shortfalls are expected at Eagle Valley Elementary, Eagle Valley Middle and Eagle Valley High School during the eight-year period of the forecast.
- Minor capacity shortfalls are expected at Red Hill Elementary and Homestake Peak.
- Aside from schools mentioned above, growth in the district over next 8 years should be accommodated by existing schools.

The table below compares projected 2023 enrollments to the Functional and Stressed capacities of Eagle County schools. It is important to note that the enrollment and capacity numbers were derived based on existing school boundaries. While speculative in nature, 2030 enrollment projections are also provided on this table. The graph on the following page indicates historic enrollments since 2005 and forecasted enrollments to 2023 for elementary, middle and high schools.

**ECSD School Enrollment and Seat Availability Given Projections - 2023, 2030**

Neighborhood School	Enroll 2023	Functional Capacity	Stressed Capacity	2023 Seats Available Functional	2023 Seats Available Stressed	Additional Students by 2030	Enroll 2030	2030 Seats Available Functional	2030 Seats Available Stressed
Avon_ES	235	443	466	208	231	0	235	208	231
Brush_Creek_ES	396	489	514	93	118	83	479	10	35
Eagle_Valley_ES	537	409	430	(128)	(107)	151	688	(279)	(258)
Edwards_ES	213	459	483	246	270	9	222	237	261
Gypsum_ES	283	444	468	161	185	100	383	61	85
Homestake_PK_ES	230	433	510	203	280	111	341	92	169
June_Creek_ES	247	387	408	140	161	16	263	124	145
Red_Hill_ES	474	425	448	(49)	(26)	266	740	(315)	(292)
Red_Sandstone_ES	172	247	260	75	88	7	179	68	81
Berry_Creek_MS	317	466	548	149	231	20	337	129	211
Eagle_Valley_MS	470	379	446	(91)	(24)	144	614	(235)	(168)
Gypsum_Creek_MS	412	464	546	52	134	163	575	(111)	(29)
Homestake_Peak_MS	224	220	258	(4)	34	80	304	(84)	(46)
Battle_Mountain_HS	927	1169	1375	242	448	106	1033	136	342
Eagle_Valley_HS	1286	968	1139	(318)	(147)	342	1628	(660)	(489)

## 6. DEMOGRAPHICS AND ENROLLMENT FORECASTS



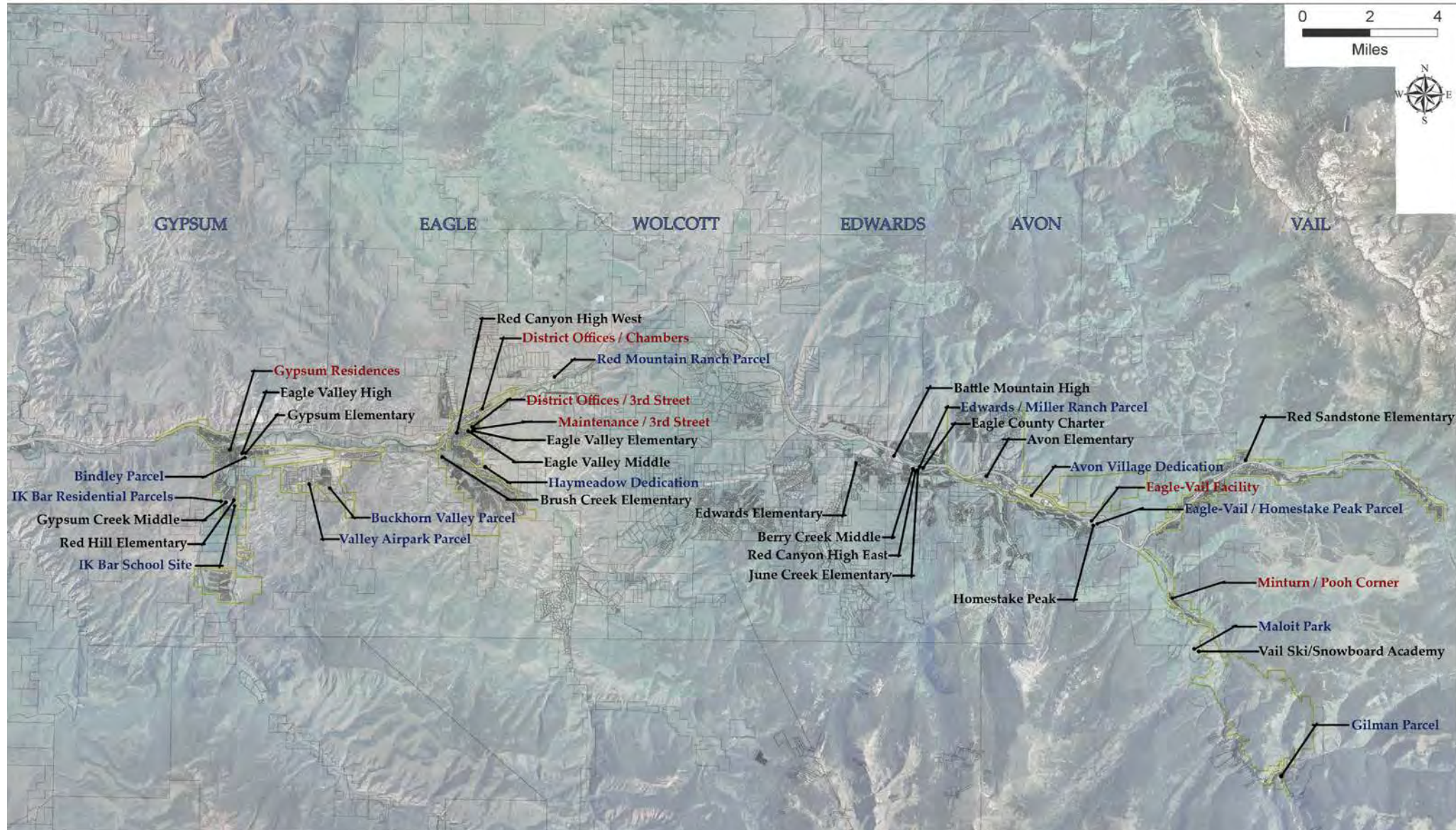
Chapter 8 of this Plan provides recommendations for how future capacity needs can be addressed. Recommendations provide both short-term and for long-term solutions.

Given the dynamic nature of the factors that influence forecasting school enrollment in Eagle County, it will be necessary to periodically update the demographic and enrollment report.



## 7. LAND RESOURCES

ECS owns, will acquire via land dedication, or has perpetual easements on 33 properties throughout Eagle County that collectively comprise approximately 400 acres. The diagram on the following page depicts the location of all District parcels. Properties in black type are existing schools, red type indicates other school facilities and blue type indicates vacant parcels.



## 7. LAND RESOURCES

The majority of the District's properties are developed with schools and school-related facilities and the tables below summarize the District land holdings and facilities. Properties and facilities are presented in three categories: school sites, sites used for other District purposes and vacant or undeveloped land.

### School Sites

ECS's 18 schools are included on the table below. The location, parcel size and approximate school square footage is provided. In most cases the school is located on one parcel that is owned by ECS. However, this is not always the case. In some cases more than one school is located on one parcel, one school may be located on more than one parcel, the District may not own the land on which the school is located and/or school related facilities (parking or fields) may be located on land the District does not own. These unique situations are described.

<b>ECS Land and Facility Inventory</b>					
Schools					
ECS Facility Master Plan					
<u>School</u>	<u>Location</u>	<u>Parcel Size</u>	<u>Building Size (sf)</u>	<u>Year Built</u>	<u>Comments</u>
Avon Elementary	Avon	6.0 ac	67,780	1996	Portions of field and parking located on Town of Avon land
Battle Mountain High	Edwards	38.7 ac	209,000	2009	
Berry Creek Middle	Edwards	16.7 ac	80,552	1996	Parcel includes RCHS east campus
Brush Creek Elementary	Eagle	10.3 ac	65,143	2001	
Eagle County Charter	Edwards	6.0 ac	45,000	2012	
Eagle Valley Elementary	Eagle	23.3 ac	47,738	1973	Parcel includes EVMS and District Annex Building
Eagle Valley High	Gypsum	26.3 ac	155,147	1975/2009	Parcel includes GES
Eagle Valley Middle	Eagle	23.3 ac	53,700	1980	Parcel includes EVES and District offices
Edwards Elementary	Edwards	9.1 ac	55,000	1991	
Gypsum Creek Middle	Gypsum	13.4 ac	81,500	2001	
Gypsum Elementary	Gypsum	26.3 ac	55,000	1991	Located on EVHS parcel
Homestake Peak	Eagle-Vail	15.6 ac	122,500	1975/1991	ECS owns 15.6 ac in fee, has perpetual lease on 44 acres from State Land Board
June Creek Elementary	Edwards	9.8 ac	70,000	2008	
Red Canyon High East	Edwards	16.7 ac	5,052	2008	Located on BCMS parcel
Red Canyon High West	Eagle	n/a	6,000	leased	RCHS west campus operates in leased space
Red Hill Elementary	Gypsum	12.9 ac	62,900	2001	
Red Sandstone Elementary	Vail	4.3 ac	45,500	1977	ECS has perpetual lease on 4.3 ac from Town of Vail. Access and fields located on other Town owned parcels.
Vail Ski/Snowboard Academy	Minturn	45 ac	55,632	1978	VSSA comprises approximately 8 ac



## 7. LAND RESOURCES

### District Facilities/Other Facilities

School related facilities and other uses are listed on the table below. Note that in many cases these facilities are located on school sites.

ECS Land and Facility Inventory			
School-related and other facilities			
ECS Facility Master Plan			
District Facilities/Other	Location	Uses	Comments
District Offices/Chambers	Eagle	District offices, administration	ECS owns building, leases space in
District Offices/3rd Street	Eagle	Transportation, Food Service	
Maintenance/3rd Street	Eagle	Maintenance	Located below EVES
Eagle-Vail Facility	Eagle-Vail	Transportation, Food Service	Facility also includes staff housing unit
Gypsum Residences	Gypsum	Staff housing units (5)	
Minturn/Pooh Corner	Minturn	Pre-school	ECS leases building to operator

### Vacant Parcels

The District owns or will be acquiring via school land dedication thirteen undeveloped parcels. These include both vacant parcels and undeveloped areas within existing developed school sites. The table below lists the location and size of these parcels. Where relevant, the anticipated use of these parcels is provided. The intended use of these lands is further described in Chapter 8 – FMP Recommendations.

ECS Land and Facility Inventory				
Vacant Parcels				
ECS Facility Master Plan				
Vacant Parcels	Location	Size	Intended Use	Comments
Bindley Parcel	Gypsum	6 ac	EVHS fields	Parcel located adjacent to EVHS
Valley Airpark Site	Gypsum	2 ac	TBD	Parcel located in Airpark Subdivision
Edwards/Miller Ranch Parcel	Edwards	3.6 ac	Use by others	SOS has option to acquire parcel
Eagle-Vail/Homestake Parcel	Eagle-Vail	3 ac	TBD	Approximately 3 acres of undeveloped land within District's 16 ac parcel
Maloit Park	Minturn	87 ac	TBD	VSSA occupies 6-8 acres of 45 ac "buildable" parcel
Red Mountain Ranch Parcel	Eagle	40 ac	TBD	Purchased by District, located east of Eagle
IK Bar Residential Parcels	Gypsum	12 ac	Residential	Two parcels, 10 and 2 acres
IK Bar School Site	Gypsum	18 ac	Future school	Approximately 14 acres buildable
Buckhorn Valley Parcel	Gypsum	10 ac	Future school	School land dedication provided by developer
Gilman Parcel	Gilman	.01 ac	None	Ownership of parcel subject to confirmation
				Land dedication to be provided by developer.
Hay Meadow Parcel (Pending)	Eagle	10-15 ac	Future school	Size of parcel to be dedicated to be determined based on ECS needs
Avon Village Parcel (Pending)	Avon	3.8 ac	TBD	Land dedication to be provided by developer

## 8. RECOMMENDATIONS

Recommendations for improvements to District schools and facilities are presented in three related, yet distinct areas:

### **Near-term Improvements**

These improvements are needed in the near future or in some cases in a fairly immediate time frame. Near-term improvements include maintenance, renovations and upgrades to existing buildings and the construction of new buildings or expansions necessary to increase school capacities.

### **Long-term Improvements**

These improvements are less time-sensitive than near-term improvements and include both improvements to existing facilities and the construction of new buildings that may be necessary to provide increased school capacity.

### **Land Resources**

These recommendations provide direction on how vacant lands will be used to address future school and facility needs and also identifies District parcels that may be considered surplus lands or could be used for non-school purposes.

Recommendations were formulated based on a number of considerations. Foremost among these is that all recommendations implement one or more of the Guiding Principles outlined in Chapter 4 of this Plan. Other considerations used in preparing these recommendations, particularly with respect to the construction of new schools, were the age of buildings, comparisons of building renovation costs to building replacement costs, and how qualitative aspects of a building could be addressed.

Recommendations provide a general direction for improvements to the District's buildings and facilities. They define the District's vision for preferred improvements that will best serve the needs of students, staff and the community. In some cases

more than one alternative is provided for addressing a particular situation and in such cases a preferred alternative is suggested.

Final decisions on building and facility improvements will be made after a more detailed analysis of each improvement is completed. This analysis will include, but not be limited to more detailed project design and estimates of project costs. Funding alternatives and the District's bonding capability will also be a major consideration in finalizing future building and school improvement plans. During these subsequent studies and analysis the District will engage the community to obtain their input and perspective on future improvements. While the recommendations below are a starting point for potential improvements to schools and facilities, the considerations above will ultimately determine final decisions on the nature, extent and timing of future improvements.

A number of the recommendations in this Plan involve new or expanded schools necessary to increase school capacity. It is important to note that not all capacity issues will need to be addressed by building new capacity. Enrollment projections have assigned future growth to schools based on existing school boundaries. This has resulted in some cases where a school has a significant seat deficit while a neighboring school has a significant seat surplus. In these cases school boundary modifications may be used to address school capacities. In addition to the potential for school boundary changes, the potential benefits of changing school grade configurations may also be evaluated in the future.

A summary table of recommendations for near-term improvements, long-term improvements and land resources is provided on the following page. More detailed explanations of these recommendation is provided on the following pages.

## 8. RECOMMENDATIONS

### SUMMARY OF FACILITY MASTER PLAN RECOMMENDATIONS

#### Near-Term Improvements (now - 4 years)

##### Maintenance/Upgrades to Existing Schools and Facilities

Priority #1 and #2 Improvements to:

Avon Elementary	Homestake Peak
Battle Mountain High	June Creek Elementary
Berry Creek Middle	VSSA
Brush Creek Elementary	East Bus Barn
Edwards Elementary	Chambers Road Admin Building
Gypsum Elementary	

##### Capacity Expansions/New Facilities

Replace Red Sandstone Elementary  
 Replace Eagle Valley Elementary School  
 Replace Eagle Valley Middle School  
 Expand Eagle Valley High School  
 New Red Canyon High School - West  
 Expand Red Canyon High School - East  
 Expand Red Hill Elementary  
 New District Operations Hub  
 District Board room/Food Service  
 Staff housing

#### Long-Term Improvements (4-10 years or longer)

##### Maintenance/Upgrades to Existing Schools and Facilities

Priority #3 and #4 Improvements to:

Avon Elementary	Homestake Peak
Battle Mountain High	June Creek Elementary
Berry Creek Middle	VSSA
Brush Creek Elementary	East Bus Barn
Edwards Elementary	Chambers Ad Min Building
Gypsum Elementary	

##### Capacity Expansions/New Facilities

New Haymeadow School (Eagle)  
 Expand Homestake Peak  
 Convert Gypsum Elementary to High School use  
 New Elementary at IK Bar  
 New Buckhorn Elementary (Gypsum)

#### LAND RESOURCES

##### Future School Development

Buckhorn Valley Parcel  
 IK Bar Parcel  
 Haymeadow Parcel (pending dedication)  
 Eagle Vail/Homestake Parcel  
 Bindley Parcel

##### Use to be Determined

Red Mountain Ranch Parcel  
 Avon Village Parcel (pending dedication)  
 Valley AirPark Parcel

##### District or Other Uses

Pooh Corner (Minturn)  
 IK Bar Residential Parcels

## 8. RECOMMENDATIONS

### **Near-Term Improvements**

Near-term improvements address maintenance issues and enhancements to existing schools and buildings, the redevelopment or expansion of existing buildings and district-wide initiatives (security, technology and energy conservation). Near-term suggests that the improvements be pursued when funding can be secured or within the next two to four years.

#### **Improvements to Existing Buildings and Facilities**

The following is recommended for existing schools and District facilities:

- Priority 1 improvements identified on the Needs List should be implemented as soon as funding is available.
- Priority 2 improvements identified on the Needs List should be implemented within the next 2 years.

The recommended Priority 1 and 2 improvements would occur at the following schools and facilities:

Avon Elementary  
Battle Mountain High  
Berry Creek Middle  
Brush Creek Elementary  
Edwards Elementary  
Gypsum Elementary  
Homestake Peak  
June Creek Elementary  
VSSA  
East Bus Barn  
Chambers Road Administration Building

Specific Priority 1 and 2 improvements for each school and building are indicated on the Facility Needs Lists that are included in the Building Fact Sheets found in the Appendix of this Plan.

#### **New and Expanded Schools and Facilities**

The following new schools, capacity expansions to existing schools and renovations to District facilities are recommended:

#### **Red Sandstone Elementary School**

Due to the age of this building, inadequate or antiquated design features (i.e. under-sized classrooms, lack of natural light, inadequate storage, office, cafeteria and kitchen spaces, out of date electrical and technology systems, extensive list of repairs and replacements of equipment), and the high percentage of renovation cost to replacement cost, it is recommended that RSES be demolished and replaced with a new building. The goal of a new building is to improve the overall quality of the school's physical environment.

Based on enrollment projections there is no need to increase the existing capacity of RSES (current Functional Capacity is 247)

#### **Eagle Valley Elementary School and Eagle Valley Middle School**

Due to the age of these two buildings, inadequate or antiquated design features (i.e. under-sized classrooms and hallways, lack of natural light, major mechanical issues (fresh air and sounds), out of date electrical and technology systems, extensive list of repairs and replacement), and the high percentage of renovation cost to replacement cost, it is recommended that both EVES and EVMS be demolished and replaced with new buildings. The goal of this effort is to improve the overall quality of the school's physical environment and to increase school capacity.

There are a number of alternatives for how these schools can be redeveloped. Either free-standing elementary and middle schools or a PK-8 school could be developed. This decision will be made after subsequent design studies and with input from the school community. A number of District operations (maintenance, transportation, food service, technology) currently operate out of the 3rd Street campus. A goal of this redevelopment would be to re-locate most or all of these operations so use of the 3rd Street campus is focused on academics. Deci-



## 8. RECOMMENDATIONS

sions on the re-location of these operations will be made after subsequent design studies of the 3rd Street campus and upon further evaluation of alternative locations for these operations.

There is a need to increase the capacities of both schools in order to accommodate anticipated enrollment growth in the Eagle area. While final decisions on school capacity will be made during subsequent stages in the planning and design process, it is anticipated that school capacities for both EVES and EVMS will be approximately 500 students. The functional capacity of EVES is currently 409 and EVMS is currently 379.

Refer to discussion of Red Canyon High School and District Operations below.

### Eagle Valley High School

Growth of high school enrollment in the western end of the County is expected to stress the capacity of EVHS in the next three to four years and by 2023 the capacity deficit could surpass 300 seats. Renovation and expansion of EVHS is needed to provide a capacity of approximately 1,300 students. This can be accomplished by adding classrooms and renovating or expanding auditorium, gym, locker room, hallway and other common spaces. In addition to adding needed capacity, the renovation and expansion of EVHS presents the opportunity to create classrooms and other spaces that could accommodate alternative high school programs. During the detailed design process of EVHS consideration will be given to creating new spaces that are flexible and capable of accommodating new programs that may include but not be limited to Career Technical Education (CTE).

### Red Canyon High School West

RCWS has operated out of leased space for many years and a new, permanent building for the school is necessary. Subject to further analysis the capacity of this new school is expected to be 120 students. Based on conceptual design studies it appears

feasible to accommodate a new RCWS and the redevelopment of EVES and EVMS on the 3rd Street campus. 3rd Street is the recommended location for this school. If subsequent design studies identify issues with locating RCWS at the 3rd Street campus, alternative locations for RCWS could be on a portion of the undeveloped school site at the IK Bar in Gypsum, or a new parcel to be acquired by the District. While a less than ideal alternative, the 2-acre Valley Airpark site has sufficient land area to accommodate a new school.

### Red Canyon High School East

The east campus of RCWS has a functional capacity of 81 students. Due to the growth in this program the school has been accommodating nearly 100 students for the past few years. The need to increase the capacity of the school is warranted. The recommendation is to add additional classrooms to increase the functional capacity of RCWS East to approximately 120 students.

### Red Hill Elementary

Enrollment at Red Hill Elementary is currently approaching its Functional Capacity and is expected to exceed this capacity in the next few years. Currently Pre-K programs utilize standard classrooms. It is recommended that a two Pre-K rooms be added to the school.

### District Operations/3rd Street Campus

Transportation, technology (in the Annex Building) and maintenance (beneath the EVES gym) currently operate out of the 3rd Street campus. It is recommended that if feasible these uses be re-located to a centralized "operations hub". Centralizing these uses will improve the efficiency of District operations and re-locating these uses will address the goal of converting 3rd Street to predominantly academic uses. Removing the traffic intensive maintenance and transportation functions will benefit the surrounding residential neighborhood.

## 8. RECOMMENDATIONS

There are a number of alternatives for how District operations could be addressed. The preferred solution is for the District to secure a site and/or building that could accommodate transportation, maintenance and technology. It is possible that the EVES gym may be retained as a part of redeveloping that school. Maintenance is currently located below the gym. If the gym is retained it may be cost effective for maintenance to remain in its existing location. This decision will be made after more detailed design, cost estimating and evaluation of potential site alternatives is completed.

Food service offices are currently located in the Annex Building on the 3rd Street campus. It is recommended that these offices be located within the redeveloped EVES or EVMS. In addition to these offices, it is recommended that the kitchen constructed to serve these schools be slightly over-sized to allow for commodity storage, the centralization of some food preparations (sauces, dressings, etc.), and kitchen staff training.

The ECS Board of Education board room is currently located within the Annex Building and this building will be removed to allow for the redevelopment of EVES and EVMS. It is recommended that a new board room be incorporated into the redevelopment of 3rd Street. This room should be designed to accommodate board meetings as well as accommodate other District-wide uses such as meetings, training and presentations.

### Staff Housing

The challenges ECS employees encounter in securing attainable housing are acute and the cost and availability of housing in Eagle County has become a significant hindrance to both recruiting and retaining employees. The District's issues created by the housing situation are no different than those faced by every other employer in the Valley. There are increasingly limited housing options for the County's workforce and housing that is available is priced such that it is not attainable to most employees.

The District's difficulty in recruiting and retaining quality employees directly impacts the District's mission. The District is often unable to recruit quality teachers and annually the District loses quality teachers due to housing issues. The inability to retain teacher is disruptive to the schools and expensive for the District.

In order to address this situation it is recommend that the District pursue initiatives to create housing for District staff. Specific approaches for how the District could address this situation have not been defined. Alternatives could include:

- The development of either rental or for-sale housing
- The District functions as developer of housing project(s)
- The District joint ventures with housing developers
- The District's surplus land is made available for housing development
- Implementation of a down-payment assistance program for employees

These and other alternatives should be evaluated by the District to determine the most effective means for addressing the housing situation.

### **LONG-TERM IMPROVEMENTS**

Below are improvements that may be needed to address long-term building and facility needs and to provide the District with increased school capacity that may be needed in the future. Long-term improvements will not be necessary for four to ten years, if not longer. Generally, improvements to existing buildings will be necessary in closer to four years time, while increasing school capacities could not be necessary for well beyond ten years. The new and expanded schools listed below are intended to address potential capacity needs as identified the 2015 Eagle County School District Demographics and School Facilities Data report. While this report does indicate potentially significant school enrollment increases that could occur by 2030, projecting enrollment 15 years into the future is far more

## 8. RECOMMENDATIONS

speculation than it is science. As such, it should not be assumed that the school capacity improvements listed below will be necessary. The need for these potential improvements provide a basis for recommendations on how the District manages its land resources. Periodic updates to enrollment projections should be done to continually monitor these situations.

### **Improvements to Existing Buildings and Facilities**

The following is recommended for existing schools and District facilities:

- Priority 3 and 4 improvements as identified on the Needs List for each school and building should be implemented in the next four to ten years.

### **New and Expanded Schools and Facilities**

#### New Haymeadow School

Long range enrollment projections (2030) for the Eagle area indicate potentially significant increases in elementary and middle school enrollments. While there is a certain risk in forecasting enrollment fifteen years out, elementary and middle school seat deficits in 2030 could exceed 500. While a portion of these seats will be addressed by increasing capacity as a part of redeveloping EVES and EVMS, long term growth in Eagle is expected at some point to create the need for a new school, likely a K-8 school. The pending school land dedication to be provided by the Haymeadow development will provide a site to accommodate this new school.

#### Homestake Peak Expansion

Enrollments on the east end of the County are expected to remain relatively flat or decline over the long-term and based on 2030 forecasts there is sufficient capacity to accommodate future capacity needs. There is however some uncertainty with respect to large residential projects in Avon and Minturn. The Avon Village project in Avon has the potential to develop approximately 2,000 residential units. The Battle Mountain project

has approvals for a 1,700 unit vacation/second home community. It is speculated that this project may be re-branded to a different type of residential development. The type of units that are developed in these two projects will directly impact east end enrollment projections.

Due to the uncertainty of how these projects may develop, it is recommended that the 3 acres of vacant land west of Homestake Peak (the location of old Meadow Mountain Elementary) be reserved in the event the expansion of Homestake Peak is necessary in the future. This situation should be monitored over time. Depending on how residential development occurs, this land could be deemed surplus in the future.

#### Eagle Valley High School/Gypsum Elementary/New IK Bar School

The expansion and renovation of EVHS described above under near-term improvements should provide ample capacity to 2023 and beyond. Long-term projections indicate that EVHS enrollment could exceed 1,600 students by 2030. It is recommended that enrollments be closely monitored and that if needed, increased capacity high school capacity be provided by converting Gypsum Elementary School (GES) for high school use and replacing Gypsum Elementary by constructing a new elementary school at the IK Bar property.

Conversion of GES to high school use could address a number of needs. GES could provide room for an expanded Red Canyon High School in the event the enrollment of that school continues to grow. Portions of GES could be used for new, alternative high school programs such a Career Technical Education program, a P-Tech program or experiential and internship based programs. GES could also have the potential to provide space for EVHS programs.

## 8. RECOMMENDATIONS

It is the District's preference that the enrollment of EVHS be maintained at approximately 1,300 students. An added benefit of these alternative high school programs is that they could attract students who would otherwise be enrolled in EVHS. These alternative programs could in effect reduce EVHS enrollment and potentially help maintain EVHS at approximately 1,300 students.

The IK Bar includes an undeveloped site that has been reserved for construction of a future school. If or when a second elementary school is constructed at the IK Bar, in lieu of two elementary schools a likely scenario would be to have one PK-2 school and one 3-5 school.

### 3rd Gypsum Elementary School

Enrollment growth in the Gypsum area could result in a deficit of nearly 350 elementary school seats by 2030. The District has a 10 acre parcel in the Buckhorn development that was provided by the developer via school land dedication. This parcel provides the land necessary for a new elementary school if and when demand warrants.

## LAND RESOURCES

The District has a portfolio of thirteen undeveloped parcels, many of which are intended to accommodate new school facilities in the future. Refer to Chapter 7 for additional information on these parcels. The intended use for each of these parcels is described below.

### Buckhorn Valley Parcel

This 10 acre site is being reserved for the future development of a third elementary school in Gypsum.

### IK Bar Parcel

This +/-14 ac. parcel is being reserved for the future develop-

ment of an elementary school. This could potentially be a school to replace GES.

### Haymeadow Parcel

The dedication of this site to the District is pending. The 10-14 acre parcel will be reserved for the future development of a new elementary or K-8 school.

### Bindley Parcel

This 6 acre site is reserved for the future development of athletic fields for Eagle Valley High School.

### Eagle Vail/Homestake Parcel

This 3 acre parcel adjacent to Homestake Peak is being reserved for the future expansion to Homestake Peak School. Depending upon how a few large residential projects develop in the future, it is possible that this land may not be needed for expansion of Homestake Peak. Development patterns and enrollments should be monitored over time and the status of this land evaluated in the future.

### RMR Parcel

This 40 acre parcel was originally purchased for the development of a second high school for the west end of the County. Due to significant issues with providing access and utilities to the site, the cost of a new high school and the ability to expand EVHS to accommodate future enrollment demands, the development of a high school on this site is no longer under consideration. It is recommended that this site be land banked for the foreseeable future.

### Valley Air-Park Parcel

This 2 acre parcel was purchased many years ago with the intention of using it for a west end transportation facility. The site has since been deemed to be too small for this use. There are currently no planned uses for this land. It is deemed surplus land.



## 8. RECOMMENDATIONS

### Maloit Park

Maloit Park is approximately 87 acres of which 42 acres is designated open space and 45 acres is “buildable”. Existing uses within these 45 acres include the Vail Ski and Snowboard Academy, the Vail Community Fund and 15 manufacture/mobile homes. There are no additional District uses contemplated for Maloit Park. Subject to addressing existing uses and further site analysis, a portion of the 45 acres could be deemed surplus land.

### IK Bar Residential Parcels

The District owns a 10 acre parcel that is zoned for five Single-Family lots and a 2 acre parcel that is zoned for 8 Multi-family units. The intended use of these parcels is for residential development at some point in the future.

### Gilman Parcel

No viable use due to location and the small size of this parcel. The District's ownership of this parcel is subject to confirmation.

### Berry Creek Parcel

The District has provided Snowboard Outreach Society (SOS) with an option to acquire this property. It is assumed that this option will be exercised and the District will convey this land to SOS.

### Avon Village

The Avon Village developers are obligated to provide a 3.8 acre parcel to the District in order to satisfy their school land dedication requirement. There is no timetable for when this dedication will occur, nor are there assurances regarding the location or quality of this site. There are no recommendations on the use of this site until such time more is known about the land to be dedicated.

## **FACILITY MASTER PLAN IMPLEMENTATION**

This FMP identifies the District's current and future facility needs and provides a framework for decision-making regarding future capital improvements. The recommendations in this Plan are general in nature and additional work will be necessary prior to making final decisions on the implementation of any school or facility improvements. Below is a brief outline of steps that will need to be taken prior to implementing the recommendations of the Plan.

### Community Outreach

An underlying goal of this Plan is to ensure that decisions are aligned with the priorities of the District and the community. Additional input from the community will be necessary in order to better define improvement plans. This is particularly true with respect to school expansions and new school buildings. Following approval of this Plan, additional outreach will be done at individual schools in order to further engage the community on specific improvement plans.

### Improvements to Existing Facilities

Improvements needed at existing schools have been identified and prioritized based on when they are needed. While the building inventories that resulted in the Needs List for each school and building were exhaustive, it will be necessary to further evaluate the priority of improvements prior to implementation. This is particularly true with Priority 2 and Priority 3 improvements. A Near-Term recommendation of this Plan is to implement Priority 1 and Priority 2 improvements to existing schools and facilities. Depending on funding availability and other considerations, it may be prudent to include some Priority 3 items in Near-Term improvements.

## 8. RECOMMENDATIONS

### New or expanded schools and facilities

Many decisions will need to be made regarding the design and development of new schools. In addition to completing more detailed design and cost estimating, additional analysis will be necessary to determine the capacity of new schools. Community input will also influence decisions on specific school features and in the case of the 3rd Street Campus whether a K-8 school or separate elementary and middle schools are developed.

### Other District Improvements

There are a number of district-wide initiatives recommended in the FMP that will need further study in order to define the specific improvements that will be implemented. For example, Priority 1 and Priority 2 improvements include a budget for each school and district building for sustainable energy and all elementary schools include a budget for improvements to Pre-K facilities. Specific improvements to be provided by this funding will need to be determined for each school. A major element of district-wide technology improvements is the possibility of the District installing a fiber optic line to connect all schools and facilities. Alternatives for implementing these lines and related cost considerations are under evaluation. A centralized Operations Hub is proposed for down-valley transportation, maintenance and technology. An appropriate location for the Operations Hub will need to be acquired in order to implement this improvement. These and other decisions will need to be made in order to better define specific improvements to be implemented.

### Improvement Costs and Funding

Understanding the cost of improvements will be a key consideration in finalizing improvement plans. While conceptual estimates of probable costs have been prepared, more detailed cost estimating will be done in conjunction with more detailed design that will be done for each improvement.

Alternatives for how school districts can fund capital improvements are limited. While approval of a bond measure by the voters of Eagle County is the most likely way to finance new and improved buildings, the evaluation of all possible funding alternatives such as BEST Grants will be necessary.

### Enrollment Projections

The need for additional school capacity has been identified by the recently completed Eagle County School District Building Capacity Study. Due to the multitude of variables involved in forecasting school enrollment, it will be essential that school enrollments be closely monitored and that this study is updated on a periodic basis. Decisions on when to update this study will be made based on enrollment trends.



# **Building Capacity Study**

## **Eagle County School District**

October 19<sup>th</sup>, 2012

Completed by:

**TAB Associates, Inc.**

*The Architectural Balance*

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**Eagle County School District  
Building Capacity**

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## Eagle County School District Building Capacity

### EXECUTIVE SUMMARY

Based on a thorough review of school building design and use, Staff recommends the Board adopt the functional capacities listed below as new standardized building capacities. Staff also recommends that the District maximum class size be amended to included square footage calculations as a way to verify physical classrooms can accommodate class size.

School	Current Published Capacity (Including Pre-K)		Capacity Based on Square Footage per Student (Excluding Pre-K)
<b>Battle Mountain High</b>	1,000	Functional	<b>1,169</b>
		Stressed	1,375
<b>Red Canyon - East</b>	-	Functional	<b>83</b>
		Stressed	98
<b>Berry Creek Middle</b>	490	Functional	<b>466</b>
		Stressed	548
<b>Vail Ski Snowboard Academy ***</b>	415	Functional	<b>370</b>
		Stressed	435
<b>Homestake Peak</b>	650	Functional	<b>653</b>
		Stressed	768
<b>Red Sandstone Elementary</b>	365	Functional	<b>247</b>
		Stressed	260
<b>Avon Elementary</b>	410	Functional	<b>443</b>
		Stressed	466
<b>June Creek Elementary</b>	500	Functional	<b>387</b>
		Stressed	408
<b>Edwards Elementary</b>	430	Functional	<b>459</b>
		Stressed	483
<b>Eagle Valley High</b>	800	Functional	<b>968</b>
		Stressed	1,139
<b>Red Canyon - West</b>	-	Functional	<b>81</b>
		Stressed	95
<b>Eagle Valley Middle</b>	500	Functional	<b>379</b>
		Stressed	446
<b>Gypsum Creek Middle</b>	500	Functional	<b>464</b>
		Stressed	546
<b>Eagle Valley Elementary</b>	550	Functional	<b>409</b>
		Stressed	430
<b>Brush Creek Elementary</b>	500	Functional	<b>489</b>
		Stressed	514
<b>Gypsum Elementary</b>	550	Functional	<b>444</b>
		Stressed	468
<b>Red Hill Elementary</b>	450	Functional	<b>402</b>
		Stressed	424
<b>Total All Schools</b>	8,110	Functional	<b>7,913</b>
		Stressed	8,903

## **Eagle County School District Building Capacity**

### **NEW STANDARDIZED BUILDING CAPACITIES**

\*\*\* VSSA Calculated at 100% ECSD occupancy.

The functional capacity of each building has been determined by the following factors:

- Standardized square foot per student per elementary, middle and high.
- Elementary capacities exclude specials to allow for home classrooms and exclude district mandated program spaces.
- Pre-K classrooms are also not included.

### **EXECUTIVE SUMMARY (CONTINUED)**

- The published building capacity will be the functional capacity figure.
- The stressed capacity figure will be used by the District to manage growth when a school starts trending above the functional capacity by triggering short term or long term decisions such as relocating district mandated program spaces, adding modulars or building additions, boundary revisions or building new schools.

## Eagle County School District Building Capacity

### **PURPOSE**

The School District hired TAB Associates, Inc. to review the student capacities of all the school buildings in the district. A numbers of factors lead to this decision.

- District Maximum Class Size policy change for 2012. Maximum class sizes increased “due to shrinking revenues to education statewide”.
- Maximum Class Size change could effect how older schools could properly handle increased class sizes in smaller classrooms.
- Need to review all buildings since designs were based on lower student class sizes. Can a building support the increased student population?
- Building use changes using rooms for new special requirements like Title One, English as Second Language and etc.

### **DEFINITIONS**

**Average Square Footage Per Student (Gross):** Amount of space a student is associated with in comparison to the entire floor area of a school. These are acceptable standards based on National Averages.

Elementary and Middle	150-200	Square Feet of Gross Area per student
High	160-200	Square Feet of Gross Area per student

**Building Code:** State adopted building code regulating life safety issues in a building.

**District Mandated Uses:** These are typically general classrooms which are currently being used as District required non-full time uses. Current Mandated uses are (ESL/ELL, Cluster, and Title1). In a “stressed” capacity situation these rooms could be returned to general classrooms and the uses would need to be come floating uses or other spaces in the building would need to accommodate. In some cases not all three uses are currently present at a school.

**Ex. Capacity:** Current published capacity of building by Eagle County School District. The capacity number is a full “Stressed Capacity”.

**Extra Classrooms:** Currently used classrooms for uses other than a general classroom. The current use is typically not being used towards current capacity. In a “functional and stressed” capacity these rooms would be used towards the capacity number as a general classroom with full time use.

**ESL/ELA/ELL:** English as a Second Language, English Language Acquisition, English Language Learners. Special Language programs for students in the process of learning English. Some buildings do have specific spaces designed for these uses while others are using general classrooms which could be used for “stressed” capacities.

**Functional Capacity:** This measurement reflects the capability of a building to reasonably and efficiently house students at the published number. This capacity provides for growth spikes in student population without the need to build additional facilities. Functional Capacity also targets a smaller classroom size more in line with “Original Maximum per student” numbers.

## **Eagle County School District Building Capacity**

**Cluster:** Small group learning focusing on specific academic needs. Some buildings do have specific spaces designed for these uses while others are using general classrooms which could be used for “stressed” capacities.

**Current General Classrooms:** Current (2011-2012 school year) breakdown of Classrooms provided for general core subjects.

**Maximum Square Footage per student:** National recognized rules of thumb for amount of space in a room associated with each student in that room. The space includes seating and walking areas, storage and teaching space.

Kindergarten-First Grade	30-40 Square Feet per student (CDE-35 SF)
Second-Fifth Grade	25-35 Square Feet per student (CDE-32 SF)
Sixth-Twelfth Grade	25-35 Square Feet per student (CDE-32 SF)

**New Maximum per student:** Maximum number of students in a classroom as revised and published by Eagle County School District starting in 2012 school year. (Kindergarten, First Grade – 25 Students per class) (Second and Third – 30 Students per class) (Grades Four through Six – 30 Students per class) (Grades Seven through Twelve – A school average of 25 students per class)

**Original Maximum per student:** Maximum number of students in a classroom as originally published by Eagle County School District in 1989. (Kindergarten, First Grade – 20 Students per class) (Second and Third – 23 Students per class) (Grades Four through Six – 25 Students per class) (Grades Seven through Twelve – A school average of 25 students per class)

**Pre-K:** Pre-Kindergarten are classrooms specifically designed and used for this use.

**Programs Included:** These are the “Specials” included in the Capacity of a building. Specials are not included in Elementary and Specials increase in number from Middle to High.

**Specials:** Additional educational offerings and classrooms outside of a “general classroom”. In the middle and high schools these classrooms are utilized to achieve tighter class scheduling. Typically these rooms are specifically designed for these classes.

**Stressed Capacity:** This measurement reflects that the building is at maximum capacity. The building can still function within “Building Code” and within “New Maximum per student” numbers. This capacity helps signify a possible need for new facilities or redistribution of students to other schools.

**Title 1:** Title I is a federally-funded, general education support program. The goal of Title I Reading is to provide extra reading help and instruction for struggling readers. Some buildings do have specific spaces designed for these uses while others are using general classrooms which could be used for “stressed” capacities.

**Utilization Rate:** This percentage is based on recognized national rules of thumb where a “Stressed Capacity” is reduced by a certain percentage for school growth. It also reflects the educational appropriate percentage of the school day that teaching stations can be used for instruction. Typical rates are: Elementary 95-100%, Middle/Jr/ High 70-85% and Senior High 80-85%. The rate basically reflects the difference between “Stressed Capacity” and “Functional Capacity”. The higher the rate equals tighter class scheduling.



## Eagle County School District Building Capacity

### DISCUSSION

There are many ways to estimate a schools capacity. You can use square footage per classroom, gross building square footage per student, maximum number of students per class, staff availability and ratios, and many other methods initiated and developed by individual Districts, Towns and States.

Eagle County School District has historically used a maximum student count per class room. Recently the District revised these counts which subsequently could raise the capacity of the schools. **The question has been raised whether or not the existing school can hold the extra capacity.**

### CAPACITY DIRECTION

During a number of discussions with the District Superintendant, District Financial Officer, Land Resource Committee, other staff and TAB Associates, Inc. the District decided to pursue a square footage method as a verification and check of the Districts maximum student count per class room method.

The square footage methods uses National recognized rules of thumb for amount of space in a room associated with each student in that room. The space includes seating and walking areas, storage and teaching space. This method will help identify if existing classrooms are large enough to handle the new maximum student count per classroom.

TAB Associates, Inc. and District staff reviewed each site in the Spring of 2012 to determine how existing rooms were currently being utilized. We inputted this information into the attached spreadsheets. We determined what was being used as a general classroom, science room, conference rooms and etc. Included in the spreadsheet are the average class square footage and total square footage per grade. The total square footage was divided by the recognized rule of thumb for the grade or class type to determine a capacity for those rooms.

To compare the square footage method with the District student maximum size we show a column with the average class size determined by square footage (light blue column number 3). This column is used to reference back to the maximum student count per class (purple column number 1). If the square foot capacities (blue column number 2) are smaller than the district capacity (purple column 2) then the room(s) can not hold the District maximum student count per class. See example below.

In this example the second grade classrooms would only hold 43 students while the District maximum is 60 students for those classrooms. The District max will not fit in these classrooms. The Maximum class size would only be 21 per classroom.

## Eagle County School District Building Capacity

		Capacity Based on Student Count per			Room Sizes			Square Footage Per Students in Classroom					
		Current Quantity of Rooms per Grade	Average Room Square Footage	Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **	Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size	Original Maximum Students per classm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classroom	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom												
	Kindergarten	2			40 s.f.	57	29	District max. class size Column #1	40	25	50	46 s.f.	
	First Grade	2			40 s.f.	32	16		40	25	50	26 s.f.	
	Second	2	640 s.f.	1,280 s.f.	30 s.f.	43	21		23	46	30	60	21 s.f.
	Third	2	640 s.f.	1,280 s.f.	30 s.f.	43	21		23	46	30	60	21 s.f.
	Fourth	2	640 s.f.	1,280 s.f.	30 s.f.	43	21			30	60	21 s.f.	
	Fifth	2	640 s.f.	1,280 s.f.	30 s.f.	43	21			30	60	21 s.f.	
Total General Classrooms		12	724 s.f.	8,684 s.f.	33 s.f.	26	22		272	340	540	26 s.f.	

The square footage numbers used in this study are an average of the range of square footage guidelines we found nationally. Per discussions with the School District team some of the square footage numbers were increase above the national averages. The Square footage numbers decided by the team are as follows.

Kindergarten-First Grade      40 Square Feet per student  
 Second-Fifth Grade              30 Square Feet per student  
 Sixth-Twelfth Grade            32 Square Feet per student

In determining the Usable Square Footage in a classroom we included all space from the inside of the walls including casework. Not including adjacent storage rooms, offices and etc.

The building capacity for general classrooms provides a stressed capacity for Elementary but in the case of Middle and Senior High the capacity can be increased by adding in specials classrooms. Typically Middle schools will not add as many specials in the rotation of scheduling as in a Senior High. The spreadsheet lists all the specials classrooms available in Middle and Senior High but we only included the highlighted specials as part of the capacity calculation. (It is understood that as education changes and evolves district guidelines, different specials or scheduling rotation could delete or included other specials in the capacity.)

In many schools current general classrooms are being used for other District Mandated programs like Title 1 and English as a Second Language. Since these are mandated programs and need rooms we broke these program out in a separate row. They are being provided in a room which would typically be used for capacity. So, if a building reaches its “Stressed” capacity these rooms could be returned to general classrooms to increase the capacity for the short term.

We also have not included Pre-Kindergarten in the capacity counts. These programs are funded outside of the general capacity funds. All the Pre-K rooms are currently designed for Pre-K uses.

The spreadsheet notes two capacities. “Stressed” and “Functional”. At both capacities the school will function properly in regards to available building facilities (cafeteria, restrooms, etc.) but the “Functional” capacity is the desired operating level. When the school begins to trend towards

## **Eagle County School District Building Capacity**

the “Stressed” capacity triggers the District to review the need for additions or modular’s to the building, new schools or review of the district boundaries.

If all schools operate for a prolonged period at the “Stressed Capacity” it could create situations where schools are over populated above the “Stressed Capacity” when there is growth in the community. This Growth could occur quickly enough that the District could not redistrict or build new facilities. The two capacities give the District the ability and time to adjust as noted above.

This spreadsheet provides some flexibility in determining the proper class sizes and can give direction to the Principals in how to use the classrooms. In the Eagle County School District each school can operate differently with different educational philosophies and direction from other schools in the District. The actual capacity of the school could vary from these numbers depending on the school scheduling and staff.

### **INITIAL CONCLUSIONS**

**With only one school being the exception (Battle Mountain High) all the schools would not function properly within the Nationally Recognized square foot standards at the “Functional” and “Stressed” level if the District’s published Maximum Students per Class were used for class sizing.**

This study does show that the District’s published maximum students per classroom can not be used unless it is compared to the square footage available in a classroom.

The square footage number used for classroom is an average number determined from national guidelines and this District could determine that the square footage numbers used are to high or to low, thus changing the building capacities.

We also noticed there are six schools which currently have published capacities which are higher than the square footage method at the “stressed” level and five schools higher than the District maximum students per classroom. In the case of the Eagle schools and Gypsum Elementary these schools did have modular’s at one time and the capacities could be based on those added classrooms which have been removed. Red Hill and June Creek were both designed with the previous lower maximum student counts per classroom. Red Sandstone has lost some classrooms to additional mandated programs and two classrooms to pre-school functions.

One other note, and possible comparison of buildings and square footages per student. At the bottom of each capacity sheet we show the Average Square Footage Per Student (Gross). This is the square footage assigned to each student for the entire building. Some Districts use this as a check as to whether or not a building is to small or to large for the student count. In all cases in this District the square footages fall within the national averages.

### **INITIAL RECOMMENDATIONS**

1. The District published maximum students per classroom could still remain as a maximum guideline. But, a footnote should be added that the square footage of a classroom may not allow the maximum number of students to fit in the classroom.

## **Eagle County School District Building Capacity**

2. As part of the footnote in number one above, the District should publish with the maximum student numbers the acceptable square footages per classroom. The numbers in this report could be accepted or adjusted.
3. The District should review the published school capacities and adjust capacities which are over District Maximum Students and per the Square Footage method.

### **WEBSITE RESEARCH:**

Below are a websites which provided data on square footages and utilization rates used across the nation.  
Capacity:

[http://www.adams14.org/Websites/adams14/images/03-2\\_A-14\\_SD\\_MP\\_Appendix\\_Ed\\_Planning.ppt](http://www.adams14.org/Websites/adams14/images/03-2_A-14_SD_MP_Appendix_Ed_Planning.ppt)

[http://www.egcsd.org/budget\\_tax/budget/brac/packet%20brac%202012-02-13%20-2012%20ENROLLMENT%20STUDY-EG.pdf](http://www.egcsd.org/budget_tax/budget/brac/packet%20brac%202012-02-13%20-2012%20ENROLLMENT%20STUDY-EG.pdf)

[http://mlis.state.md.us/other/education/public\\_school\\_facilities\\_2003/Definition%20of%20Standards.pdf](http://mlis.state.md.us/other/education/public_school_facilities_2003/Definition%20of%20Standards.pdf)

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=T&app=9&p\\_dir=F&p\\_rloc=102796&p\\_tloc=14964&p\\_ploc=1&pg=6&p\\_tac=&ti=19&pt=2&ch=61&rl=1036](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=T&app=9&p_dir=F&p_rloc=102796&p_tloc=14964&p_ploc=1&pg=6&p_tac=&ti=19&pt=2&ch=61&rl=1036)

<http://www.cde.ca.gov/ls/cs/k3/recommend.asp>

<http://www.nhschoolreform.org/PDFs%20and%20Docs/Facilities%20Handbook.pdf>

<http://www.douglas.co.us/zoning/documents/ZR-AppendixB.pdf>

Utilization and Gross Average Square Footage:

[http://www.brainspaces.com/PRES/BrainSpaces-PRES\\_2007-1006\\_Capacity-CEFPI.pdf](http://www.brainspaces.com/PRES/BrainSpaces-PRES_2007-1006_Capacity-CEFPI.pdf)

Utilization Rate:

[http://www.d11.org/FOTC/capacitycharts/Capacity%20Model%20Description%20\(new\).pdf](http://www.d11.org/FOTC/capacitycharts/Capacity%20Model%20Description%20(new).pdf)

Gross Average Square Footage:

<http://www.dpi.state.nd.us/finance/construct/sqfoot.pdf>

[http://www.21csf.org/csf-home/DocUploads/DataShop/DS\\_44.pdf](http://www.21csf.org/csf-home/DocUploads/DataShop/DS_44.pdf)

School	Current Published Capacity (Including Pre-K)		2012-2013 Enrollment		Capacity Based on Square Footage per Student		Capacity Based on NEW Maximum Students per Class set by District	School capable of operating within NEW Maximum Students per Class set by District when compared to available square footage in classroom.
<b>Battle Mountain High</b>	1,000		784		Functional 1,169	Functional	1,131	XXX
					Stressed 1,375	Stressed	1,330	XXX
<b>Red Canyon - East</b>	-		92 *		Functional 83	Functional	170	
					Stressed 98	Stressed	200	
<b>Berry Creek Middle</b>	490		340		Functional 466	Functional	514	
					Stressed 548	Stressed	605	
<b>Vail Ski Snowboard Academy</b>	415		165 **		Functional 370	Functional	412	
					Stressed 435	Stressed	485	
<b>Homestake Peak</b>	650		491		Functional 653	Functional	782	
					Stressed 768	Stressed	885	
<b>Red Sandstone Elementary</b>	365 ***		287		Functional 247	Functional	323	
					Stressed 260	Stressed	340	
<b>Avon Elementary</b>	410		261		Functional 443	Functional	466	
					Stressed 466	Stressed	490	
<b>June Creek Elementary</b>	500 ***		288		Functional 387	Functional	456	
					Stressed 408	Stressed	480	
<b>Edwards Elementary</b>	430		336		Functional 459	Functional	485	
					Stressed 483	Stressed	510	
<b>Eagle Valley High</b>	800		701		Functional 968	Functional	1,020	
					Stressed 1,139	Stressed	1,200	
<b>Red Canyon - West</b>	-		92 *		Functional 81	Functional	149	
					Stressed 95	Stressed	175	
<b>Eagle Valley Middle</b>	500 ***		284		Functional 379	Functional	417	
					Stressed 446	Stressed	490	
<b>Gypsum Creek Middle</b>	500		346		Functional 464	Functional	493	
					Stressed 546	Stressed	580	
<b>Eagle Valley Elementary</b>	550 ***		266		Functional 409	Functional	456	
					Stressed 430	Stressed	480	
<b>Brush Creek Elementary</b>	500		470		Functional 489	Functional	594	
					Stressed 514	Stressed	625	
<b>Gypsum Elementary</b>	550 ***		340		Functional 444	Functional	480	
					Stressed 468	Stressed	505	
<b>Red Hill Elementary</b>	450 ***		357		Functional 402	Functional	489	
					Stressed 424	Stressed	515	
<b>Total All Schools</b>	8,110		5,900		Functional 7,913	Functional	8,835	
					Stressed 8,903	Stressed	9,895	
* Red Canyon Includes New America and World Academy								
** Capacity is for entire school with ECSD capacity maximums.								
*** Current Published Capacity is Higher than Capacity Based on Square Footage per Student								



Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom									
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage		Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom																
	Kindergarten	2	1,120 s.f.	2,240 s.f.	40 s.f.	56	28	20	40	25	50	45 s.f.					
	First Grade	2	880 s.f.	1,760 s.f.	40 s.f.	44	22	20	40	25	50	35 s.f.					
	Second	3	880 s.f.	2,640 s.f.	30 s.f.	88	29	23	69	30	90	29 s.f.					
	Third	2	880 s.f.	1,760 s.f.	30 s.f.	59	29	23	46	30	60	29 s.f.					
	Fourth	2	880 s.f.	1,760 s.f.	30 s.f.	59	29	25	50	30	60	29 s.f.					
	Fifth	2	880 s.f.	1,760 s.f.	30 s.f.	59	29	25	50	30	60	29 s.f.					
Extra Classrooms- Science, Spanish, Child Find, Reading	4	768 s.f.	3,070 s.f.	30 s.f.	102	26	23	92	30	120	26 s.f.						
Total General Classrooms		17	786 s.f.	14,990 s.f.	29 s.f.	466	24		387		490	28 s.f.					
Specials								EX. Capacity Based on Student Count	410								
	Cog. Needs	1	520 s.f.	520 s.f.	100 s.f.	5	2			12	12	43 s.f.					
	Art	1	1,100 s.f.	1,100 s.f.	50 s.f.	22	22			25	25	44 s.f.					
	Music	1	1,200 s.f.	1,200 s.f.	45 s.f.	27	27			25	25	48 s.f.					
	Gymnasium	1	4,450 s.f.	4,450 s.f.	75 s.f.	59	59			75	75	59 s.f.					
	Computer	1	600 s.f.	600 s.f.	25 s.f.	24	12			30	30	20 s.f.					
	Media	1	2,270 s.f.	2,270 s.f.	45 s.f.	50	50			50	50	45 s.f.					
District Mandated Uses in General Classroom	Cluster, ESL, Title 1 (See definitions)	3	880 s.f.	2,640 s.f.	30 s.f.	88	29	23	69	30	90	29 s.f.					
Pre-K	Pre-K	2	680 s.f.	1,360 s.f.	***	30	15	15	30	15	30	45 s.f.					
Total Specials				10,140 s.f.		188					217	43					
					Stressed Capacity	466	District Mandated Uses could be added.			Stressed Capacity	490						
					Functional Capacity	443	95% utilization Rate			Functional Capacity	466	95% utilization Rate					
Total All Spaces - Per Maximum Student Count				25130 s.f.													
Total Building Square Footage				67780 s.f.													
Average Square Footage Per Student (Gross)				153 s.f.	Acceptable Standard 100-150 s.f.												
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																	
* Pre-K - 30 is required 50 is recommended.																	
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																	
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																	

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
General Classrooms	Classroom															
	General	29	833 s.f.		24,157 s.f.	32 s.f.		755	26		25	725	25	725	33 s.f.	
Total General Classrooms		29	833 s.f.		24,157 s.f.	32 s.f.		755	26			725		725	33 s.f.	
Specials											EX. Capacity	1000				
								Programs Included (Highlighted)			Based on Student Count			Program Included (Highlighted)		
	Spec. Ed	1	600 s.f.		600 s.f.	60 s.f.		10	10				12	12	50 s.f.	
	Technology	3	677 s.f.		2,031 s.f.	30 s.f.		68	23		25	75	25	75	27 s.f.	
	Art	2	1,027 s.f.		2,053 s.f.	50 s.f.		41	21		25	50	25	50	41 s.f.	
	Music	2	1,388 s.f.		2,775 s.f.	50 s.f.		56	28		25	50	25	50	56 s.f.	
	Consumer and Fam.	1	1,000 s.f.		1,000 s.f.	40 s.f.		25	25		25	25	25	25	40 s.f.	
	Auditorium	1	6,900 s.f.		6,900 s.f.	275 s.f.		25	25				25	25	276 s.f.	
	Lecture	1	1,700 s.f.		1,700 s.f.	- s.f.		80	80				25	80	21 s.f.	
	Gymnasium	2	9,301 s.f.		18,601 s.f.	125 s.f.		149	74				75	150	124 s.f.	
	Fitness	3	2,153 s.f.		6,460 s.f.	125 s.f.		52	17				25	75	86 s.f.	
	Wood Shop	1	2,675 s.f.		2,675 s.f.	100 s.f.		27	27		25	25	25	25	107 s.f.	
	Science	6	1,313 s.f.		7,878 s.f.	45 s.f.		175	29		25	150	25	150	53 s.f.	
Computer	5	814 s.f.		4,070 s.f.	25 s.f.		163	33				25	125	33 s.f.		
Media	1	4,900 s.f.		4,900 s.f.	45 s.f.		109	109				50	50	98 s.f.		
Total Specials					61,643 s.f.			620				375		605	78	
												1100				
						Stressed Capacity		1375					Stressed Capacity	1330		
						Functional Capacity w/ specials		1169	85% utilization Rate				Functional Capacity w/ specials	1131	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					85800 s.f.											
Total Building Square Footage					209000 s.f.											
Average Square Footage Per Student (Gross)					179 s.f.	Acceptable Standard 160-200 s.f.										
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom															
	Sixth	6	760	s.f.	4,560	s.f.	32	s.f.	143	24	25	150	30	180	25	s.f.
	Seventh	6	760	s.f.	4,560	s.f.	32	s.f.	143	24	25	150	25	150	30	s.f.
	Eighth	6	760	s.f.	4,560	s.f.	32	s.f.	143	24	25	150	25	150	30	s.f.
Total General Classrooms		18	760	s.f.	13,680	s.f.	32	s.f.	428	24		450		480	29	s.f.
Specials								Programs Included (Highlighted)			EX. Capacity	490				
											Based on Student Count			Program Included		
	Spec. Ed	1	780	s.f.	780	s.f.	60	s.f.	13	13			12	12	65	s.f.
	ESL	1	780	s.f.	780	s.f.	30	s.f.	26	26			25	25	31	s.f.
	Art	1	1,072	s.f.	1,072	s.f.	50	s.f.	21	21			25	25	43	s.f.
	Music	1	1,450	s.f.	1,450	s.f.	50	s.f.	29	29			25	25	58	s.f.
	Life Management	1	1,070	s.f.	1,070	s.f.	40	s.f.	27	27			25	25	43	s.f.
	Auditorium	1	2,462	s.f.	2,462	s.f.	15	s.f.	164	164			25	25	98	s.f.
	Gymnasium	1	7,650	s.f.	7,650	s.f.	125	s.f.	61	61	25	25	75	75	102	s.f.
	Wood Shop	1	1,500	s.f.	1,500	s.f.	75	s.f.	20	20			25	25	60	s.f.
Science	2	1,034	s.f.	2,068	s.f.	35	s.f.	59	30	25	50	25	50	41	s.f.	
Computer	3	928	s.f.	2,784	s.f.	25	s.f.	111	37			25	75	37	s.f.	
Media	1	3,425	s.f.	3,425	s.f.	45	s.f.	76	76			50	50	69	s.f.	
Total Specials					25,041	s.f.		120				75		125	59	
												525				
						Stressed Capacity		548					Stressed Capacity	605		
						Functional Capacity w/ specials		466	85% utilization Rate				Functional Capacity w/ specials	514	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					38721	s.f.										
Total Building Square Footage					80552	s.f.										
Average Square Footage Per Student (Gross)					173	s.f.	Acceptable Standard	150-200 s.f.								
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom								
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage		Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes		
Current General Classrooms	Classroom																	
	Kindergarten	4	789	s.f.	3,156	s.f.	40	s.f.	79	20		20	80	25	100	32	s.f.	
	First Grade	3	743	s.f.	2,230	s.f.	40	s.f.	56	19		20	60	25	75	30	s.f.	
	Second	4	740	s.f.	2,960	s.f.	30	s.f.	99	25		23	92	30	120	25	s.f.	
	Third	4	800	s.f.	3,200	s.f.	30	s.f.	107	27		23	92	30	120	27	s.f.	
	Fourth	4	740	s.f.	2,960	s.f.	30	s.f.	99	25		25	100	30	120	25	s.f.	
	Fifth	3	757	s.f.	2,270	s.f.	30	s.f.	76	25		25	75	30	90	25	s.f.	
Total General Classrooms		22	762	s.f.	16,776	s.f.	33	s.f.	514	23			499		625	27	s.f.	
Specials												EX. Capacity Based on Student Count	500					
	Reading	1	614	s.f.	614	s.f.	100	s.f.	6	2					12	12	51	s.f.
	Cog. Needs	2	325	s.f.	650	s.f.	100	s.f.	7	2					12	24	27	s.f.
	Art	1	826	s.f.	826	s.f.	50	s.f.	17	17					25	25	33	s.f.
	Music	1	816	s.f.	816	s.f.	45	s.f.	18	18					25	25	33	s.f.
	Gymnasium	1	6,237	s.f.	6,237	s.f.	75	s.f.	83	83					75	75	83	s.f.
	Computer	1	520	s.f.	520	s.f.	25	s.f.	21	10					30	30	17	s.f.
	Media	1	3,320	s.f.	3,320	s.f.	45	s.f.	74	74					50	50	66	s.f.
District Mandated Uses in General Classroom	ESL, Cluster (See Definitions)	2	750	s.f.	1,500	s.f.	30	s.f.	50	25				25	50	30	s.f.	
Pre-K	Pre-K	2	930	s.f.	1,860	s.f.	***	s.f.	30	15		15	30	15	30	62	s.f.	
Total Specials					12,983	s.f.			225						241	35		
							Stressed Capacity		514	District Mandated Uses could be added.				Stressed Capacity	625			
							Functional Capacity		489	95% utilization Rate of "Total General Classrooms"				Functional Capacity	594	95% utilization Rate of "Total General Classrooms"		
Total All Spaces - Per Maximum Student Count					29759	s.f.												
Total Building Square Footage					65143	s.f.												
Average Square Footage Per Student (Gross)					133	s.f.	Acceptable Standard 100-150 s.f.											
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																		
* Pre-K - 30 is required 50 is recommended.																		
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																		
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																		

Capacity Based on Student Count per						Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom															
	Kindergarten	3	906 s.f.		2,718	s.f.	40 s.f.	68	23		20	60	25	75	36 s.f.	
	First Grade	3	903 s.f.		2,710	s.f.	40 s.f.	68	23		20	60	25	75	36 s.f.	
	Second	2	800 s.f.		1,600	s.f.	30 s.f.	53	27		23	46	30	60	27 s.f.	
	Third	2	800 s.f.		1,600	s.f.	30 s.f.	53	27		23	46	30	60	27 s.f.	
	4th/5th	3	923 s.f.		2,768	s.f.	30 s.f.	92	31		25	75	30	90	31 s.f.	
	Extra Classroom-Migrant/ Ed Office, Multi-Purpose, Spanish, Gifted	4	718 s.f.		2,872	s.f.	30 s.f.	96	24		23	92	30	120	24 s.f.	
Total General Classrooms		17	842 s.f.		14,268	s.f.	33 s.f.	430	26			379		480	30 s.f.	
Specials											EX. Capacity Based on Student Count	550				
	Art	1	1,226 s.f.		1,226	s.f.	50 s.f.	25	25				25	25	49 s.f.	
	Music	1	1,226 s.f.		1,226	s.f.	45 s.f.	27	27				25	25	49 s.f.	
	Gymnasium	1	2,327 s.f.		2,327	s.f.	75 s.f.	31	31				75	75	31 s.f.	
	Computer	2	697 s.f.		1,394	s.f.	25 s.f.	56	28				30	60	23 s.f.	
	Media	1	2,300 s.f.		2,300	s.f.	45 s.f.	51	51				50	50	46 s.f.	
District Mandated Uses in General Classroom	ESL, Cluster (See Definitions)	2	764 s.f.		1,528	s.f.	30 s.f.	51	25		23	46	30	60	25 s.f.	
Pre-K	Pre-K(Empty)	2	870 s.f.		1,740	s.f.	55 s.f.	32	16		15	30	15	30	58 s.f.	
Total Specials					11,741	s.f.		272						325	40	
Total All Spaces - Per Maximum Student Count					26009	s.f.										
Total Building Square Footage					47739	s.f.										
Average Square Footage Per Student (Gross)					117	s.f.										
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																



		Capacity Based on Student Count per					Room Sizes			Square Footage Per Students in Classroom							
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage		Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom																
	General	27	686	s.f.	18,522	s.f.	32	s.f.	579	21		25	675	25	675	27	s.f.
Total General Classrooms		27	686	s.f.	18,522	s.f.	32	s.f.	579	21			675		675	27	s.f.
Specials											EX. Capacity	800					
									Programs Included (Highlighted)		Based on Student Count				Program Included (Highlighted)		
	Spec. Ed	1	550	s.f.	550	s.f.	60	s.f.	9	9				12	12	46	s.f.
	Technology	3	813	s.f.	2,438	s.f.	30	s.f.	81	27		25	75	25	75	33	s.f.
	Art	2	1,211	s.f.	2,421	s.f.	50	s.f.	48	24		25	50	25	50	48	s.f.
	Music	2	1,360	s.f.	2,719	s.f.	50	s.f.	54	27		25	50	25	50	54	s.f.
	Consumer and Fam.	1	894	s.f.	894	s.f.	40	s.f.	22	22		25	25	25	25	36	s.f.
	Auditorium	1	3,600	s.f.	3,600	s.f.	8	s.f.	450	450				8	8	450	s.f.
	Gymnasium	2	10,837	s.f.	21,673	s.f.	125	s.f.	173	87				75	150	144	s.f.
	Fitness	1	6,971	s.f.	6,971	s.f.	125	s.f.	56	56				25	25	279	s.f.
	Wood Shop	1	3,270	s.f.	3,270	s.f.	100	s.f.	33	33		25	25	25	25	131	s.f.
	Science	6	1,110	s.f.	6,662	s.f.	45	s.f.	148	25		25	150	25	150	44	s.f.
	Computer	3	897	s.f.	2,690	s.f.	25	s.f.	108	36				25	75	36	s.f.
Autoshop	1	2,950	s.f.	2,950	s.f.	30	s.f.	98	98				25	25	118	s.f.	
Media	1	2,240	s.f.	2,240	s.f.	45	s.f.	50	50				50	50	45	s.f.	
Total Specials					59,078	s.f.			561				375		525	113	
													1050				
							Stressed Capacity		1139					Stressed Capacity	1200		
							Functional Capacity w/ specials		968	85% utilization Rate				Functional Capacity w/ specials	1020	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					77600	s.f.											
Total Building Square Footage					155147	s.f.											
Average Square Footage Per Student (Gross)					160	s.f.	Acceptable Standard 160-200	s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																	
* Pre-K - 30 is required 50 is recommended.																	
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																	
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																	

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom															
	Sixth	3	725 s.f.		2,175 s.f.	32 s.f.		68	23		25	75	30	90	24 s.f.	
	Seventh	3	708 s.f.		2,125 s.f.	32 s.f.		66	22		25	75	25	75	28 s.f.	
	Eighth	3	722 s.f.		2,167 s.f.	32 s.f.		68	23		25	75	25	75	29 s.f.	
	Extra Classroom: AP Office	1	705 s.f.		705 s.f.	32 s.f.		22	22		25	25	25	25	28 s.f.	
Total General Classrooms		10	715 s.f.		7,172 s.f.	32 s.f.		224	22			250		265		27 s.f.
Specials								Programs Included (Highlighted)			EX. Capacity Based on Student Count	500		Program Included		
	Art	1	1,050 s.f.		1,050 s.f.	50 s.f.		21	21				25	25	42 s.f.	
	Music	1	1,203 s.f.		1,203 s.f.	50 s.f.		24	24				25	25	48 s.f.	
	Fitness	1	1,400 s.f.		1,400 s.f.	125 s.f.		11	11				25	25	56 s.f.	
	Gymnasium	2	10,000 s.f.		20,000 s.f.	125 s.f.		160	80		25	50	75	150	133 s.f.	
	Wood Shop	1	1,010 s.f.		1,010 s.f.	75 s.f.		13	13				25	25	40 s.f.	
	Science	3	720 s.f.		2,160 s.f.	35 s.f.		62	21		25	75	25	75	29 s.f.	
	Computer	3	740 s.f.		2,219 s.f.	25 s.f.		89	30				25	75	30 s.f.	
	Media	1	2,357 s.f.		2,357 s.f.	45 s.f.		52	52				50	50	47 s.f.	
District Mandated Uses in General Classroom	ELL, Spec Ed (2) (See Definitions)	3	733 s.f.		2,199 s.f.	30 s.f.		73 Not in Capacity	24		23	69	30	90	24 s.f.	
Total Specials					33,598 s.f.			222				125		225		47
												375				
						Stressed Capacity		446	District Mandated Uses could be added.				Stressed Capacity	490		
						Functional Capacity w/ specials		379	85% utilization Rate				Functional Capacity w/ specials	417	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					40770 s.f.											
Total Building Square Footage					82000 s.f.	Gym is shared with EVES										
Average Square Footage Per Student (Gross)					216 s.f.	Acceptable Standard 150-200 s.f.										
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																

\* Pre-K - 30 is required 50 is recommended.

\*\* Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.

\*\*\* Capacities for Pre-K are based on Capacities published ECSO November 2011.

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom															
	Sixth	6	830	s.f.	4,980	s.f.	32	s.f.	156	26	25	150	30	180	28	s.f.
	Seventh	6	786	s.f.	4,716	s.f.	32	s.f.	147	25	25	150	25	150	31	s.f.
	Eighth	5	786	s.f.	3,930	s.f.	32	s.f.	123	25	25	125	25	125	31	s.f.
Total General Classrooms		17	801	s.f.	13,626	s.f.	32	s.f.	426	25		425		455	30	s.f.
Specials								Programs Included (Highlighted)			EX. Capacity Based on Student Count	500		Program Included		
	Spec. Ed	2	766	s.f.	1,532	s.f.	60	s.f.	26	13			12	24	64	s.f.
	Art	1	1,244	s.f.	1,244	s.f.	50	s.f.	25	25			25	25	50	s.f.
	Music	1	1,350	s.f.	1,350	s.f.	50	s.f.	27	27			25	25	54	s.f.
	Auditorium	1	2,100	s.f.	2,100	s.f.	15	s.f.	140	140			25	25	84	s.f.
	Gymnasium	1	7,300	s.f.	7,300	s.f.	125	s.f.	58	58	25	25	75	75	97	s.f.
	Wood Shop	1	1,475	s.f.	1,475	s.f.	75	s.f.	20	20			25	25	59	s.f.
	Science	2	1,082	s.f.	2,164	s.f.	35	s.f.	62	31	25	50	25	50	43	s.f.
	Computer	3	900	s.f.	2,700	s.f.	25	s.f.	108	36			25	75	36	s.f.
Media	1	3,400	s.f.	3,400	s.f.	45	s.f.	76	76			50	50	68	s.f.	
District Mandated Uses in General Classroom	ESL (See Definitions)	1	855	s.f.	855	s.f.	32	s.f.	27 Not in Capacity	27			25	25	34	s.f.
Total Specials					24,120	s.f.			120			75		125	54	
												500				
						Stressed Capacity			546	District Mandated Uses could be added.			Stressed Capacity	580		
						Functional Capacity w/ specials			464	85% utilization Rate			Functional Capacity w/ specials	493	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					37746	s.f.										
Total Building Square Footage					81590	s.f.										
Average Square Footage Per Student (Gross)					176	s.f.	Acceptable Standard 150-200 s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																

Capacity Based on Student Count per						Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom															
	Kindergarten	4	840 s.f.		3,360 s.f.	40 s.f.	s.f.	84	21		20	80	25	100	34	s.f.
	First Grade	3	873 s.f.		2,620 s.f.	40 s.f.	s.f.	66	22		20	60	25	75	35	s.f.
	Second	3	863 s.f.		2,590 s.f.	30 s.f.	s.f.	86	29		23	69	30	90	29	s.f.
	Third	2	870 s.f.		1,740 s.f.	30 s.f.	s.f.	58	29		23	46	30	60	29	s.f.
	Fourth	2	870 s.f.		1,740 s.f.	30 s.f.	s.f.	58	29		25	50	30	60	29	s.f.
	Fifth	2	870 s.f.		1,740 s.f.	30 s.f.	s.f.	58	29		25	50	30	60	29	s.f.
Extra Classrooms: Breakout	2	870 s.f.		1,740 s.f.	30 s.f.	s.f.	58	29		23	46	30	60	29	s.f.	
Total General Classrooms		18	865 s.f.		15,530 s.f.	33 s.f.	s.f.	468	27			401		505	30	s.f.
Specials	Title 1, ELA, SLA, Cluster	5	371 s.f.		1,856 s.f.	30 s.f.	s.f.	62	12	EX. Capacity	23	115	30	150	12	s.f.
	Break Room, Couns.	2	480 s.f.		960 s.f.	30 s.f.	s.f.	32	16		23	46	30	60	16	s.f.
	Cog. Needs	1	480 s.f.		480 s.f.	50 s.f.	s.f.	10	10				12	12	40	s.f.
	Art	1	775 s.f.		775 s.f.	50 s.f.	s.f.	16	16				25	25	31	s.f.
	Music	1	800 s.f.		800 s.f.	45 s.f.	s.f.	18	18				25	25	32	s.f.
	Gymnasium	1	3,960 s.f.		3,960 s.f.	75 s.f.	s.f.	53	53				75	75	53	s.f.
	Computer	2	622 s.f.		1,244 s.f.	25 s.f.	s.f.	50	25				30	60	21	s.f.
	Media	1	1,580 s.f.		1,580 s.f.	45 s.f.	s.f.	35	35				50	50	32	s.f.
	District Mandated Uses in General Classroom	ESL, Cluster, Title 1 (Located in non-general classrooms)	0	0 s.f.		0 s.f.	30 s.f.	s.f.	0	0			50	0	0	s.f.
Pre-K	Pre-K(Empty)	2	656 s.f.		1,312 s.f.	***	s.f.	32	16	15	30	15	30	44	s.f.	
Total Specials					12,967 s.f.			306					487	31		
						Stressed Capacity		468					Stressed Capacity	505 ****		
						Functional Capacity		444	95% utilization Rate of "Total General Classrooms"				Functional Capacity	480	95% utilization Rate of "Total General Classrooms"	
Total All Spaces - Per Maximum Student Count					28497 s.f.											
Total Building Square Footage					55000 s.f.											
Average Square Footage Per Student (Gross)					124 s.f.	Acceptable Standard 100-150 s.f.										
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																



Capacity Based on Student Count per					Room Sizes				Square Footage Per Students in Classroom							
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms Available	Classroom															
	Kindergarten	4	863 s.f.	3,453 s.f.	40 s.f.	86	22			20	80	25	100	35 s.f.		
	First Grade	2	768 s.f.	1,536 s.f.	40 s.f.	38	19			20	40	25	50	31 s.f.		
	Second	3	768 s.f.	2,304 s.f.	30 s.f.	77	26			23	69	30	90	26 s.f.		
	Third	3	768 s.f.	2,304 s.f.	30 s.f.	77	26			23	69	30	90	26 s.f.		
	Fourth	2	768 s.f.	1,536 s.f.	30 s.f.	51	26			25	50	30	60	26 s.f.		
	Fifth	2	790 s.f.	1,580 s.f.	30 s.f.	53	26			25	50	30	60	26 s.f.		
	Extra Classrooms: ELA	1	768 s.f.	768 s.f.	30 s.f.	26	26			23	23	30	30	26 s.f.		
	Total General Classrooms Available	17	785 s.f.	13,481 s.f.	33 s.f.	408	24				381		480	28 s.f.		
Specials										EX. Capacity Based on Student Count	500					
	Cog. Needs	4	731 s.f.	2,922 s.f.	100 s.f.	29	10					12	48	61 s.f.		
	Art	1	826 s.f.	826 s.f.	50 s.f.	17	17					25	25	33 s.f.		
	Music	1	816 s.f.	816 s.f.	45 s.f.	18	18					25	25	33 s.f.		
	Gymnasium	1	6,237 s.f.	6,237 s.f.	75 s.f.	83	83					75	75	83 s.f.		
	Computer	2	981 s.f.	1,961 s.f.	25 s.f.	78	39					30	60	33 s.f.		
	Media	1	3,320 s.f.	3,320 s.f.	45 s.f.	74	74					50	50	66 s.f.		
District Mandated Uses in General Classroom	ELA, Title 1, Cluster (See Definitions)	3	768 s.f.	2,304 s.f.	30 s.f.	77	26			23	69	30	90	26 s.f.		
Pre-K	Pre-K	2	988 s.f.	1,976 s.f.	***	s.f.	30	15		15	30	15	30	66 s.f.		
	Infant Care (in Kindergarten room)	1	895 s.f.	895 s.f.	40 s.f.	22	22			15	15	15	15	60 s.f.		
Total Specials				21,257 s.f.			428						418	77		
						Stressed Capacity	408	District Mandated Uses could be added.					Stressed Capacity	480		
						Functional Capacity	387	95% utilization Rate					Functional Capacity	456	95% utilization Rate	
Total All Spaces - Per Maximum Student Count					34738 s.f.											
Total Building Square Footage					74000 s.f.											
Average Square Footage Per Student (Gross)					191 s.f.	Acceptable Standard 100-150 s.f.										
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
* Pre-K - 30 is required 50 is recommended.																
** Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.																
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																

Capacity Based on Student Count per					Room Sizes			Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage	Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **	Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom													
	Kindergarten	2	912 s.f.	1,823 s.f.	40 s.f.	46	23		20	40	25	50	36 s.f.	
	First	2	750 s.f.	1,500 s.f.	40 s.f.	38	19		20	40	25	50	30 s.f.	
	Second	2	807 s.f.	1,614 s.f.	30 s.f.	54	27		23	46	30	60	27 s.f.	
	Third	3	714 s.f.	2,141 s.f.	30 s.f.	71	24		23	69	30	90	24 s.f.	
	Fourth	2	732 s.f.	1,463 s.f.	30 s.f.	49	24		23	46	30	60	24 s.f.	
	Fifth	2	704 s.f.	1,408 s.f.	30 s.f.	47	23		23	46	30	60	23 s.f.	
	Sixth	3	767 s.f.	2,300 s.f.	32 s.f.	72	24		25	75	30	90	26 s.f.	
	Seventh	3	711 s.f.	2,133 s.f.	32 s.f.	67	22		25	75	25	75	28 s.f.	
Eighth	2	730 s.f.	1,460 s.f.	32 s.f.	46	23		25	50	25	50	29 s.f.		
Extra Classrooms: Spanish, Upper ESL, Gifted, Counseling	4	771 s.f.	3,083 s.f.	32 s.f.	96	24		25	100	25	100	31 s.f.		
Total General Classrooms		25	760 s.f.	18,925 s.f.	33 s.f.	584	23		587			685	28 s.f.	
Specials						Programs Included (Highlighted)		EX. Capacity Based on Student Count	650			Program Included		
	Professional Deve.	1	980 s.f.	980 s.f.	60 s.f.	16	16				12	12	82 s.f.	
	Spec. Ed	2	524 s.f.	1,048 s.f.	60 s.f.	17	9				12	24	44 s.f.	
	Art	2	760 s.f.	1,520 s.f.	50 s.f.	30	15				25	50	30 s.f.	
	Music	1	800 s.f.	800 s.f.	50 s.f.	16	16				25	25	32 s.f.	
	Fitness/Weights	1	1,856 s.f.	1,856 s.f.	125 s.f.	15	15				25	25	74 s.f.	
	Gymnasium	2	8,427 s.f.	16,854 s.f.	125 s.f.	135	67	25	50	75	150	112 s.f.		
	Wood Shop	1	2,100 s.f.	2,100 s.f.	75 s.f.	28	28				25	25	84 s.f.	
	Auditorium	1	3,600 s.f.	3,600 s.f.	8 s.f.	450	450				10	10	360 s.f.	
	Science	2	849 s.f.	1,697 s.f.	35 s.f.	48	24	25	50	25	50	34 s.f.		
Computer	2	701 s.f.	1,401 s.f.	25 s.f.	56	28			25	50	28 s.f.			
Media	1	3,046 s.f.	3,046 s.f.	45 s.f.	68	68			50	50	61 s.f.			
District Mandated Uses in General Classroom	ESL Cluster (See Definitions)	2	755 s.f.	1,510 s.f.	30 s.f.	50 Not in Capacity	25	23	46	30	60	25 s.f.		
Pre-K	Pre-K	2	466 s.f.	932 s.f.	***	30	15	15	30	15	30	31 s.f.		
Total Specials				37,344 s.f.		183			100		200	77		
									687					
					Stressed Capacity	765	District Mandated Uses could be added.				Stressed Capacity	885 ****		
					Functional Capacity w/ specials	653	85% utilization Rate of "Total General Classrooms"				Functional Capacity w/ specials	782	85% utilization Rate of "Total General Classrooms"	
Total All Spaces - Per Maximum Student Count				56269 s.f.										
Total Building Square Footage				122553 s.f.	Gym is shared with EVES									
Average Square Footage Per Student (Gross)				188 s.f.	Acceptable Standard 150-200 s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.														
* Pre-K - 30 is required 50 is recommended.														
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.														
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.														

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
General Classrooms	Classroom															
	General	4	369	s.f.	1,474	s.f.	32	s.f.	46	12	25	100	25	100	15	s.f.
	Science	2	300	s.f.	600	s.f.	45	s.f.	13	7	25	50	25	50	12	s.f.
	Computer	1	533	s.f.	533	s.f.	25	s.f.	21	21	25	25	25	25	21	s.f.
Total General Classrooms		7	401	s.f.	2,607	s.f.	34	s.f.	81	13		175		175	16	s.f.
Specials								Programs Included (Highlighted)			EX. Capacity	-				
	Commons	1	1,300	s.f.	1,300	s.f.	75	s.f.	17	17	25	25	25	25	52	s.f.
	Total Specials					1,300	s.f.			17		25		25	4	
												200				
						Stressed Capacity		98					Stressed Capacity	200		
						Functional Capacity w/ specials		83	85% utilization Rate				Functional Capacity w/ specials	170	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					3907	s.f.										
Total Building Square Footage					5052	s.f.										
Average Square Footage Per Student (Gross)					61	s.f.	Acceptable Standard 160-200 s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																
** Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.																

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom					
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage	Suggested Standard for Maximum Square Foot Per Student **	Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom														
	Kindergarten	2	849 s.f.		1,698 s.f.	40 s.f.	42	21		20	40	25	50	34 s.f.	
	First Grade	3	759 s.f.		2,276 s.f.	40 s.f.	57	19		20	60	25	75	30 s.f.	
	Second	3	731 s.f.		2,192 s.f.	30 s.f.	73	24		23	69	30	90	24 s.f.	
	Third	3	771 s.f.		2,314 s.f.	30 s.f.	77	26		23	69	30	90	26 s.f.	
	Fourth	3	735 s.f.		2,206 s.f.	30 s.f.	74	25		25	75	30	90	25 s.f.	
	Fifth	3	749 s.f.		2,248 s.f.	30 s.f.	75	25		25	75	30	90	25 s.f.	
	Empty	1	768 s.f.		768 s.f.	30 s.f.	26	26		25	25	30	30	26 s.f.	
Total General Classrooms		18	766 s.f.		0 s.f.	33 s.f.	424	24			413		515	27 s.f.	
Specials										EX. Capacity Based on Student Count	450				
	Gifted, Cluster, ELA	3	652 s.f.		1,956 s.f.	30 s.f.	65	22		23	69	30	90	22 s.f.	
	Counseling	1	278 s.f.		278 s.f.	100 s.f.	3	1							
	Cog. Needs	2	442 s.f.		883 s.f.	100 s.f.	9	3				12	24	37 s.f.	
	Art	1	826 s.f.		826 s.f.	50 s.f.	17	17				25	25	33 s.f.	
	Music	1	816 s.f.		816 s.f.	45 s.f.	18	18				25	25	33 s.f.	
	Gymnasium	1	6,237 s.f.		6,237 s.f.	75 s.f.	83	83				75	75	83 s.f.	
	Computer	2	1,007 s.f.		2,013 s.f.	25 s.f.	81	40				30	60	34 s.f.	
District Mandated Uses in General Classroom	Media	1	3,320 s.f.		3,320 s.f.	45 s.f.	74	74			50	50	66 s.f.		
	ELA (See Definitions)	1	760 s.f.		760 s.f.	30 s.f.	25	25		23	23	30	30	25	
Pre-K	Pre-K	1	885 s.f.		885 s.f.	55 s.f.	16	16		23	23	30	30	30 s.f.	
Total Specials					17,089 s.f.		374						379	42	
						Stressed Capacity	424	District Mandated Uses could be added.				Stressed Capacity	515 ***		
						Functional Capacity	402	95% utilization Rate of "Total General Classrooms"				Functional Capacity	489	95% utilization Rate of "Total General Classrooms"	
Total All Spaces - Per Maximum Student Count					30711 s.f.										
Total Building Square Footage					62943 s.f.										
Average Square Footage Per Student (Gross)					156 s.f.	Acceptable Standard 100-150 s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.															
* Pre-K - 30 is required 50 is recommended.															
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.															
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.															

		Capacity Based on Student Count per				Room Sizes				Square Footage Per Students in Classroom							
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage		Suggested Standard for Maximum Square Foot Per Student **		Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes	
Current General Classrooms	Classroom																
	Kindergarten	2	1,142	s.f.	2,284	s.f.	40	s.f.	57	29		20	40	25	50	46	s.f.
	First Grade	2	640	s.f.	1,280	s.f.	40	s.f.	32	16		20	40	25	50	26	s.f.
	Second	2	640	s.f.	1,280	s.f.	30	s.f.	43	21		23	46	30	60	21	s.f.
	Third	2	640	s.f.	1,280	s.f.	30	s.f.	43	21		23	46	30	60	21	s.f.
	Fourth	2	640	s.f.	1,280	s.f.	30	s.f.	43	21		25	50	30	60	21	s.f.
Fifth	2	640	s.f.	1,280	s.f.	30	s.f.	43	21		25	50	30	60	21	s.f.	
Total General Classrooms		12	724	s.f.	8,684	s.f.	33	s.f.	260	22			272		340	26	s.f.
Specials											EX. Capacity	365					
											Based on Student Count						
	Art	1	790	s.f.	790	s.f.	50	s.f.	16	16				25	25	32	s.f.
	Music	1	640	s.f.	640	s.f.	45	s.f.	14	14				25	25	26	s.f.
	Multi-Purpose	1	790	s.f.	790	s.f.	50	s.f.	16	16				25	25	32	s.f.
	Gymnasium	1	6,252	s.f.	6,252	s.f.	75	s.f.	83	83				75	75	83	s.f.
	Computer	2	640	s.f.	1,280	s.f.	25	s.f.	51	26				30	60	21	s.f.
Media	1	1,600	s.f.	1,600	s.f.	45	s.f.	36	36				50	50	32	s.f.	
District Mandated Uses in General Classroom	ELA (See Definitions)	1	640	s.f.	640	s.f.	30	s.f.	21	21		23	23	30	30	21	s.f.
Pre-K	Pre-K	2	560	s.f.	1,120	s.f.	55	s.f.	20	10		15	30	15	30	37	s.f.
Total Specials					13,112	s.f.			258						320	36	
							Stressed Capacity		260	District Mandated Uses could be added.				Stressed Capacity	340		
							Functional Capacity		247	95% utilization Rate of "Total General Classrooms"				Functional Capacity	323	95% utilization Rate of "Total General Classrooms"	
Total All Spaces - Per Maximum Student Count					21796	s.f.											
Total Building Square Footage					45537	s.f.											
							Acceptable Standard										
Average Square Footage Per Student (Gross)					185	s.f.	100-150	s.f.									
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																	
* Pre-K - 30 is required 50 is recommended.																	
** Suggested Square Footages have been derived from a number of sources and does not widely vary. We found square footages from 25-50 which also depended on Grade Level.																	
*** Capacities for Pre-K are based on Capacities published ECSD November 2011.																	



		Capacity Based on Student Count per						Room Sizes			Square Footage Per Students in Classroom						
		Current Quantity of Rooms per Grade	Average Room Square Footage		Total Room Square Footage		Suggested Standard for Maximum Square Foot Per Student **	Capacity Based on Square Foot Per Student Per Grade	Maximum Average Class Size		Original Maximum Students per classrm	Current Capacity for Original Maximum Students per Class	New Maximum Students per Classrm	Capacity for NEW Maximum Students per Class per Grade	Square Foot average per Student based on new Maximum Class Sizes		
Current General Classrooms	Classroom																
	Fifth	2	685 s.f.		1,370 s.f.		30 s.f.	46	23		25	50	30	60	23 s.f.		
	Sixth-Eighth	10	630 s.f.		6,300 s.f.		32 s.f.	197	20		25	250	30	300	21 s.f.		
Total General Classrooms		12	658 s.f.		7,670 s.f.		31 s.f.	243	21			300		360	22 s.f.		
Specials								Programs Included (Highlighted)			EX. Capacity	415					
										Based on Student Count				Program Included			
	Computer	1	1,000 s.f.		1,000 s.f.		60 s.f.	17	17				12	12	83 s.f.		
	Art	1	1,550 s.f.		1,550 s.f.		30 s.f.	52	52				25	25	62 s.f.		
	Media	1	2,760 s.f.		2,760 s.f.		50 s.f.	55	55				25	25	110 s.f.		
	Music	1	1,000 s.f.		1,000 s.f.		50 s.f.	20	20				25	25	40 s.f.		
	Wood Shop	1	1,450 s.f.		1,450 s.f.		40 s.f.	36	36				25	25	58 s.f.		
	Extra	1	1,800 s.f.		1,800 s.f.		30 s.f.	60	60				25	25	72 s.f.		
	Gymnasium	1	7,200 s.f.		7,200 s.f.		125 s.f.	58	58		25	25	75	75	96 s.f.		
Science	2	2,367 s.f.		4,734 s.f.		35 s.f.	135	68		25	50	25	50	95 s.f.			
Total Specials					21,494 s.f.			193			75			125	56		
							Stressed Capacity	435				375		Stressed Capacity	485		
							Functional Capacity w/ specials	370	85% utilization Rate					Functional Capacity w/ specials	412	85% utilization Rate	
Total All Spaces - Per Maximum Student Count					29164 s.f.												
Total Building Square Footage					55632 s.f.												
Average Square Footage Per Student (Gross)					150 s.f.	Acceptable Standard 150-200 s.f.											
Building Code maximum floor area in general classrooms per student per 2006 IBC is 20 square feet.																	
** Suggested Square Footages have been derived from a number of sources and vary from 25-50 which also depend on grade level.																	

