

Colorado Springs School District 11 School Student Capacity Model

Purpose

This School Student Capacity Model has been developed in response to direction and guidance provided in Policy JC, School Attendance Areas and School Building Capacity, and its supporting regulation JC-R. It is also designed to be used in conjunction with Policy JFBA/JFBB, School Choice Open Enrollment and its supporting regulation JFBA/JFBB-R. The purpose for defining and publishing a School Student Capacity Model is to define common guidelines for determining student capacities for schools within the district. This information, when used in conjunction with actual or projected enrollment data, provides information concerning potential crowding and/or availability of space for additional students. Actual site-specific adjustments may be needed based on an individual school's configuration or circumstances. The educational programs, function, and needs will be described by the school, validated by the District or directed by the District on an annual basis.

Per Regulation JC-R, this model is reviewed annually in the spring of each year by the District Attendance Area, Enrollment, and School Building Capacity Committee and updated as appropriate.

Process

Each year principals will be asked to review their school's program capacity and verify utilization percentage through the process outlined below.

1. Principals receive District provided building's room spreadsheet and floor plan.
2. Principals will complete a survey which will verify the following:
 - a. Identify any spaces that show an increase or decrease in teaching stations.
 - b. Identify any spaces that are used for specials (elementary schools), departmental offices and community rooms (high schools).
3. Principal supervisors and principals meet at one of their regular meetings. Principal supervisors and principals review the Capacity Questionnaire.
4. Principal supervisors will review, comment, and approve credits within the parameters of the Capacity model.
5. Reviewed floor plans, school spreadsheet, and capacity questionnaire will be submitted to the Capacity Committee for confirmation. Appeals will be presented to the Capacity Committee for review and recommendation.
6. Capacity Committee will then make recommendations to District Administration and subsequent submittal to the D11 school board per Policy JC.

Basic Concepts and Definitions of Key Terminology

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

Maximum Capacity

Maximum capacity is the product of the maximum number of Teaching Stations (prior to any credits) and the level-specific pupils per Teaching Station ratio.

Maximum capacity is not intended to be used to determine available student capacity in a school building on a regular basis, but rather for temporary emergency situations if, for example, a school's students must be temporarily relocated due to natural disaster or similar event. This also assumes instruction in core content areas only.

Note: Per Regulation JC-R, the D-11 Facilities department maintains individual school floor plans showing precisely which spaces are counted as teaching stations. On the District's internal website, floor plans and spreadsheets detailing the use of each room are available.

Program Capacity

Program capacity is the product of the number of teaching stations after program adjustments (Maximum number of Teaching Stations minus program adjustments times the level-specific pupil per Teaching Station ratio. Program capacity considers site specific demographics, curriculum, and educational programs. A capacity questionnaire will be completed by the principal of each school, reviewed by District personnel, and appeals will be presented to the capacity committee prior to formal submittal to the school board for approval.

Functional Capacity

Functional capacity is the product of a school's program capacity and the operational factors (For example, ES = 1.0; MS = 0.75; HS = 0.85). The operational factor considers desired levels of schedule flexibility, teacher academic planning, and bell schedules. The functional capacity of a school most accurately describes the student capacity based on both facility and educational program goals for a specific school. The number of available seats in a school is calculated by the functional capacity minus enrollment.

Functional Capacity with Portables

Functional capacity with portables is the functional capacity of a school with the additional teaching stations provided by portable building classrooms. Portable building classrooms and teaching stations may be placed at specific schools to support the instructional need and enrollment at the school. Portable building classrooms, while they increase the number of teaching stations and student capacity do not increase the overall infrastructure of the school and shared spaces (cafeteria, gym, restrooms, etc.).

Portable building classrooms that may be available on the school site are not counted as part of the basic school building capacity but can be considered under Policy JC as a possible solution to capacity issues and specialized instructional support needs. Portable building classrooms shall be

counted as a teaching station if they meet the teaching station square footage requirement.

The School Utilization Percentage will be equal to the school enrollment divided by the school's functional capacity. A school's utilization percentage will be calculated with and without the teaching stations provided by portables. Utilization percentages provide a guide for assessment of enrollment vs functional capacity, both for in-attendance area students and for general education choice application enrollment. Approved access to special instructional programs is typically based on an approved program application, not a regular choice enrollment application (Ref. Policy JFBA/JFBB).

Teaching stations:

- Spaces that are at least 600 square feet in size (ideally should be 650 square feet or greater) and can be used for instructional purposes are counted as “teaching stations”. A floor plan and spreadsheet of classrooms for each school facility shows all the spaces that are counted as teaching stations. Actual site-specific adjustments to minimum square footage may be needed based on an individual school's configuration or circumstances. A variance of down to 540 square feet per teaching stations is admissible.
- Smaller spaces of at least 100 square feet in size that do not have a specialized non-instructional use and are suitable for instructional purposes are available to support program and functional capacity. Such spaces are not combined to form full teaching stations, and, therefore, do not factor into the building's capacity. Recognizing the value of these smaller spaces for instructional purposes, each building or campus identifies the number of rooms of at least 100 square feet and not counted as a teaching station.
- Common/core areas, such as teacher's lounges, cafeterias, and media centers are not counted as teaching stations.
- Teaching stations ratios shall be validated by the District. Current recommended ratios are as follows:
 - (Elementary School – 25;
 - Middle School – 30;
 - High School – 30).
 - Alternative High School or Alternative School – 21

Program Adjustments

Program adjustments are credits awarded to a school based on the instructional programming the school provides. Principals may request credits for elementary specials (art, band/strings, vocal music, PE, etc.), Pre-Kindergarten, Head Start, Daycare, Title 1, SPED, JROTC, computer lab(s), community rooms and non-instructional spaces (departmental offices) or other site specific unique educational programs. These credits will only be applied for spaces that are used for these described purposes (per the school's spreadsheet).

Title I schools are a special class of “Program Adjustments.” All Title I designated schools will be able to request program adjustments for Title I intervention/temp worker support if the academic programming of the school utilizes interventionists in a way that prevents classrooms to be used as traditional teaching stations. appeal to the Capacity Committee in August of each year to request additional adjustments/credits for their school.

Model Specifics

Elementary Schools

Elementary school principals may petition for program adjustments for academic programming that is tied to a teaching station and prevents said teaching station from being utilized as a traditional classroom. These adjustments will only be applied for teaching stations that are used for these described purposes as indicated on the school capacity spreadsheet and as reported on the capacity questionnaire. Possible program adjustments for elementary schools may include:

- Band/strings
- Vocal music
- Art
- Other specials if offered
- Gifted and talented resource teacher support (The school shall utilize non-teaching stations first to satisfy this requirement if appropriate for program and the building.)
- Special education and interventionists (The school shall utilize non-teaching stations first to satisfy this requirement if appropriate for program and the building.)
- Pre-K/Headstart/Daycare
- Title 1
- Et cetra

Each elementary school may designate a Community Room to welcome parents, SACs, and the general community to strengthen the school-community relationship.

Gymnasiums are not counted as teaching stations for elementary schools; most of these also operate as the cafeteria. Configured auditoriums are not counted as teaching stations since they cannot typically be scheduled for regular classes.

At the elementary level the functional capacity is the same as the program capacity at 100% efficiency. This is based on the fact that students generally stay in one classroom and specific credits are taken for all special use situations.

Middle Schools

Middle School building capacities are calculated by taking the total number of teaching stations and any program adjustments for which principals may petition. These adjustments will only be applied for teaching stations that are used for these described purposes (per the school's capacity spreadsheet). Possible program adjustments for middle schools may include:

- flexible/community room
- stations to be used as non-instructional departmental space.
- Title 1
- Special Education (SSN and SED)
- Other site-specific educational programing limiting the use of teaching stations.

These adjustments will only be applied for teaching stations that are used for these described purposes. Stages and fixed auditoriums are not counted as teaching stations. Gymnasiums are counted as teaching

stations, with some of the larger gymnasiums counting as two teaching stations as they can accommodate two classes at the same time.

All traditional D-11 middle schools house grades 6-8 and operate instructionally on the middle school concept. Exploratory class teaching stations are treated the same as academic core teaching stations, however scheduling constraints and other factors reduce the effective utilization of individual rooms. Therefore, functional capacity is based on a operational factor of 75%.

Traditional High Schools

Traditional High School School building capacities are calculated by taking the total number of teaching stations and any program adjustments for which principals may petition. These adjustments will only be applied for teaching station which are used for these described purposes (per the school's capacity spreadsheet). Possible program adjustments for high schools may include:

- flexible room/community room
- non-instructional departmental space.
- Title 1
- Special Education (SSN and SED)
- JROTC

Other site-specific educational programming limiting the use of teaching stations.

These building adjustments will only be applied for teaching stations that are used for these described purposes. Auditoriums and gymnasiums count as teaching stations at the high school level, with some of the larger gymnasiums counting as two teaching stations as they can accommodate two classes at the same time.

All traditional D-11 high schools house grades 9-12 and operate instructionally on standard high school concepts. Scheduling constraints and other factors reduce the effective utilization of individual rooms. Therefore, functional capacity is based on an operational factor of 85%.

Unique /Alternative Educational Facilities

The Capacity Committee recognizes the special circumstances and instructional approaches for unique/alternative educational facilities, such as the Roy J. Wasson Academic Campus .

The Roy J. Wasson Academic Campus and Tesla Educational Opportunity School building capacities are calculated by dividing the instructional day into three instructional blocks. Instructional Block 1 – 7am-noon, Monday through Friday, Instructional Block 2 – noon – 5pm, Monday through Friday, Instructional Blcok 3, 5pm – 10pm, Monday through Friday.

Program adjustments will be applied for teaching station which are used for these described purposes (per the school's capacity spreadsheet). Possible program adjustments for high schools may include:

- community room
- non-instructional departmental space.
- Title 1
- Special Education (SSN and SED)
- Other site-specific educational programing limiting the use of teaching stations.

Program adjustments will only be applied for teaching stations that are used for these described purposes. Auditoriums and gymnasiums count as teaching stations at the high school level, with some of

the larger gymnasiums counting as two teaching stations as they can accommodate two classes at the same time.

Program capacities shall be calculated by taking the number of teaching stations minus program adjustments times the teacher station ratio.

Space usage shall be calculated by taking the number of teaching stations minus any program adjustments X(times) the average number of class periods offered during the instructional period.

Example Calculation:

Instructional Block 1 = 30 classrooms available X(times) 4 instructional periods of 70 minutes = 210 instructional periods available. 150 current class scheduled. $150/210 = 71\%$ space usage.