

Facilities

School Capacity Standards, Allocation of Classroom Space, and Facilities Master Plan

A. Purpose and Scope

To outline administrative procedures governing the process for determining allocation of school-site classroom space and long-range facilities planning.

B. Definitions

Student capacity of a school site is defined in two primary ways:

1. Total as-built capacity: This total equates to the number of students that can be housed in a school when all spaces designed as standard classrooms (permanent or modular) are occupied by students (in accordance with applicable health and safety standards) at a designated time of day.
2. Operating capacity: This equates to the number of students that can be housed in a school in a given year based on the educational program and the staff assignment practices in effect at that school. It is often less than the as-built capacity due to alternate use of classroom spaces and reduced classroom size such as may occur in class size reduction or special education classrooms. In establishing the operating capacity of a school, it is assumed that:
 - a. Grades TK-12 are on single-session programs.
 - b. Classroom teachers for grades TK-6 have a single designated teaching station.
 - c. There is conformance to District established or legally mandated student class sizes limitations and District defined core facility requirements.
 - d. Capacity adjustments are made for class size reduction, special education, and certain other programs as may be designated.
 - e. The physical education stations at high schools are computed based on actual physical education enrollments.
 - f. Site operating capacities will be determined as follows:
 - (1) Special use classrooms (library, computer lab, etc.) will be identified and removed from the total classroom spaces on the site.
 - (2) Special education classrooms will be subtracted from the total classrooms and their formula enrollments are added at the end of the computation.
 - g. Child Development and preschool enrollments will not be included in the computation of site operating capacities.

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C. Core Facilities and Shared-Use

In addition to classroom facilities, it is intended that all schools have a standard complement of space necessary to implement educational support services to students and staff within existing facilities or as resources become available. Because of facility and resource limitations, it will be necessary to provide for shared-use of classroom space and other school facilities.

The use of established core facilities as an emergency measure to accommodate growth should only be on a temporary basis. The core facility space is to be restored as resources become available. Core facilities shall include, whenever possible, spaces for:

1. Elementary Schools (not in priority order)
 - a. Teacher/workroom area
 - b. Instructional supply storage areas
 - c. Staff lounge/dining area
 - d. Administrative, clerical, and health office area
 - e. Student dining area/multi-purpose room
 - f. Food service/kitchen facilities
 - g. Custodial office/supply area
 - h. Student and adult restroom facilities
 - i. Library/media center (to be housed in space equivalent to one standard classroom)
 - j. Computer lab or one additional classroom for special use (to be housed in space equivalent to one standard classroom). A mobile computer lab would be a viable alternative.
 - k. Adequate playground space
 - l. Parent/Community Room

2. Secondary Schools (not in priority order)
 - a. Teacher workroom area
 - b. Instructional supply storage
 - c. Staff lounge/dining area
 - d. Administrative, clerical, health, and counseling office area
 - e. Student dining area/multi-purpose room
 - f. Food service/kitchen facilities
 - g. Custodial office/supply area
 - h. Student and adult restroom facilities

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- i. Library/media center
- j. Parent/Community Room

D. Playground/Recreational Area

School sites are to be developed as part of a comprehensive facility master plan designed to produce the most efficient use of space at a particular site. The area that is planned for playground and physical education purposes is a function of the land available. Specific site development design is primarily concerned with the implementation of the instructional program.

In each case, when a new school is planned or an existing school is to receive additional classroom facilities, care must be given to maximize available playground area. It should be noted that absolute standards cannot be developed as every program ultimately is determined on a case-by-case basis according to the size and configuration of the site, the scheduled play activities for that school's instructional program, the school population, number of recesses, lunch periods, etc.

E. District Modular Classrooms

Modular classrooms may be added to a school site to provide classroom space when a school's enrollment exceeds its operating capacity, or to meet other approved needs. Where feasible, the use of two-story modular structures should be considered.

F. Classroom Allocation, Mandated Programs - Priority 1

- 1. Classrooms for the traditional/regular instructional program.
- 2. Classrooms for special education classes as needed.

G. Classroom Allocation, Approved Instructional Support Services - Priority 2

- 1. Instructional support services determined by site choice for intervention, enrichment, or other supplemental instructional needs.
- 2. Newly established (after 2001-02) child development programs.

H. Classroom Allocation, Optional Programs - Priority 3

- 1. Extended and/or full-day Kindergarten programs.
- 2. Transitional Kindergarten
- 3. Instructional support spaces staffed by community volunteers.
- 4. Space for school-related organizations associated with operation of a school on a

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daily basis (e.g., PTA, citizens' advisory committees, etc.).

I. Permanent Building Classrooms

Prior to the placement of single or two-story modular classrooms to supplement space at a particular site, permanent building spaces originally constructed as classrooms shall be used exclusively for full-time classroom instruction, classroom allocation mandated programs, Priority 1, and in accord with core facility requirements as specified.

J. Business Service Division Responsibilities

1. Coordinates annual survey of the operating capacity of district schools; maintains current inventory of modular classrooms, indicating specific use of each room.
2. Prepares report that compares/contrasts operating capacity, total as-built capacity, current and forecasted school-by-school enrollments.
3. Assists in the development of a plan to determine facility needs, including remodeling facilities and modular classroom moves for the ensuing school year, etc.
4. Reviews placement of modular classrooms to insure most efficient use of available space.

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