

ORANGE COUNTY BOARD OF COMMISSIONERS

AGENDA

BOCC Regular Work Session
April 12, 2016
Meeting – 7:00 p.m.
Richard Whitted Meeting Facility
300 West Tryon Street
Hillsborough, NC

- (7:00 – 9:30) 1. Review Chapel Hill Carrboro City Schools (CHCCS) and Orange County Schools (OCS) Priorities for the Potential Bond Referendum Funds

Orange County Board of Commissioners' regular meetings and work sessions are available via live streaming video at http://www.orangecountync.gov/departments/board_of_county_commissioners/videos.php and Orange County Gov-TV on channels 1301 or 97.6 (Time Warner Cable).

**ORANGE COUNTY
BOARD OF COMMISSIONERS**

ACTION AGENDA ITEM ABSTRACT

Meeting Date: April 12, 2016

**Action Agenda
Item No. 1**

SUBJECT: Review Chapel Hill Carrboro City Schools (CHCCS) and Orange County Schools (OCS) Priorities for the Potential Bond Referendum Funds

DEPARTMENT: County Manager's Office

ATTACHMENT(S):

- A. CHCCS Materials
- B. OCS Materials

INFORMATION CONTACT:

Bonnie Hammersley, County Manager,
(919) 245-2300

PURPOSE: To gain a more complete understanding of school capital priorities and projects that may be funded through the bond referendum and to prepare for the joint meeting with the Boards of Education on April 26, 2016.

BACKGROUND: At the March 22, 2016 meeting, the Board of Commissioners considered a third-party review and prioritization of school capital projects. The Board rejected that process in favor of a more collaborative discussion with the School Districts about proposed capital improvements and their prioritization. The Board expressed interest in learning more about the scope, cost, and schedule of the proposed projects as well as the reasons for prioritizing certain capital projects over others. This process was discussed in greater depth during the School Collaboration meeting on March 23, 2016 where participants agreed that a more engaging work session format would ease the exchange of information and ideas about the various capital projects contained in each District's assessment of school capital needs.

The April 12 work session is intended to facilitate this exchange of information and ideas. The administrative and elected leadership of each of the Districts will be invited to be seated with the Board of Commissioners during the discussion of each District's proposed capital projects and priorities. Once each district has participated in a discussion, the Board of Commissioners will have an opportunity to deliberate among themselves in preparation for the joint meeting with the Boards of Education.

FINANCIAL IMPACT: This abstract is to provide information to the Board of County Commissioners. As such there is no additional financial impact.

SOCIAL JUSTICE IMPACT: The following two Orange County Social Justice Goals are applicable to this agenda item:

- **GOAL: ENABLE FULL CIVIC PARTICIPATION**

Ensure that Orange County residents are able to engage government through voting and volunteering by eliminating disparities in participation and barriers to participation.

This exchange of information will better inform policy makers and the public about projects and priorities that may be funded through the bond referendum for school capital projects.

- **GOAL: CREATE A SAFE COMMUNITY**

The reduction of risks from vehicle/traffic accidents, childhood and senior injuries, gang activity, substance abuse and domestic violence.

Many of the proposed school capital projects include construction elements that would improve school safety and security.

RECOMMENDATION(S): The Manager recommends that the Board review the information as provided and consider the goals and policy priorities in the upcoming budget deliberations and bond referendum discussions.



Orange County Schools



OCS Facility Recommendations

- 2013 Facilities Assessment reflected needed repairs/replacements/additions in excess of \$160M as of the date of the assessment.
- OCS receives approximately \$2.6M for capital funding annually.
- Of the \$160M overall needs, OC Board of Education prioritized projects to funding levels of \$50, \$60 and \$70M, with projects in the following areas given highest priority:
 - Safety;
 - Replacement of antiquated and failing mechanical equipment that would exceed normal CIP funding capabilities;
 - Cedar Ridge High School classroom wing addition;
 - Replacement of Transportation facilities;
 - Upgrade and replacement of food service facilities and equipment.
- Phase 1 projects per the attached sheet would be completed assuming a \$50M allocation of the potential 2016 bond.
- Unfunded projects would be addressed if higher allocation from potential 2016 bond were allocated and/or through future CIPs.
- Based on approved CAP Certificates to date, OCS has adequate elementary and middle school capacity for the current 10-year CIP period. The Cedar Ridge classroom addition will address the needed high school capacity, which is projected to reach SAPFO capacity by 2022. A planning/constructing/opening period of approximately three years is anticipated.
- Replacement and consolidation of Transportation facilities is included in the OCS Phase 1 request, but is envisioned as a joint project with CHCCS. OCS is the recognized LEA for Transportation for both OCS and CHCCS (State only recognizes one per County). The 1950's vintage Transportation facilities for both CHCCS and OCS are woefully inadequate. Some buses will not fit and still close the bay doors, for example.
- Potential bond funds will allow OCS to divert future pay-as-you-go CIP funds to other critical projects addressed in the Facilities Assessment, but not included in Phase 1.

Location	Scope of Work	Est. Cost	Prioritization for Potential Bond Funding
			Phase 1: Assumes \$50M potential bond funds allocation
A.L. STANBACK MIDDLE	--Replace antiquated/failing mechanical systems; --Address building infrastructure and major maintenance issues; --Upgrade and replace antiquated and non-compliant food service facilities and equipment; --Upgrade Science classrooms to DPI standards; and --Implement Safe Haven International (SHI) safety recommendations *	\$4.6 M*	Phase 1
CAMERON PARK ELEMENTARY	--Replace antiquated/failing mechanical systems; --Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Address building infrastructure issues; --Implement SHI safety recommendations*	\$1.2M*	Phase 1
CEDAR RIDGE HIGH SCHOOL	--Upgrade Science classrooms to DPI standards; --New classroom wing increases capacity by 500 students --Implement SHI safety recommendations*	\$14.7 M*	Phase 1
CENTRAL ELEMENTARY	-- Replace antiquated/failing mechanical systems; -- Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Address building infrastructure issues; --Implement SHI safety recommendations*	\$1.5M*	Phase 1
C.W. STANFORD MIDDLE	--Upgrade and replace antiquated and non-compliant food services facilities and equipment; -- Upgrade Science classrooms to DPI standards; --Implement SHI safety recommendations*	\$440,000*	Phase 1
EFLAND-CHEEKS ELEMENTARY	-- Replace antiquated/failing mechanical systems; -- Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Major renovation of office area to address safety issues; --Address building infrastructure issues; --Implement SHI safety recommendations*	\$3.3M *	Phase 1
GRADY BROWN ELEMENTARY	-- Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Address building infrastructure issues. --Implement SHI safety recommendations*	\$1.4 M*	Phase 1
GRAVELLY HILL MIDDLE	--Implement SHI safety recommendations*		Phase 1
HILLSBOROUGH ELEMENTARY	-- Upgrade and replace antiquated and non-compliant food services facilities and equipment; -- Replace antiquated/failing mechanical systems; --Create enclosed building connectors for safer student movement throughout the campus; --Implement SHI safety recommendations*	\$3.6 M*	Phase 1
NEW HOPE ELEMENTARY	-- Replace antiquated/failing mechanical systems --Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Implement SHI safety recommendations*	\$1.5M*	Phase 1

*All safety/security funding included in “District-Wide Safety” total

**Transportation facility estimate assumes TBD funding contribution by CHCCS.

ORANGE HIGH SCHOOL	-- Upgrade and replace antiquated and non-compliant food services facilities and equipment; --Replace antiquated/failing mechanical systems; --Address major building infrastructure and maintenance issues; --Implement SHI safety recommendations*	\$8.2 M*	Phase 1
PARTNERSHIP ACADEMY	--Implement SHI safety recommendations*		Phase 1
PATHWAYS ELEMENTARY	--Implement SHI safety recommendations*		Phase 1
DISTRICT-WIDE SAFETY	--Implement SHI safety recommendations.	\$2.7 M	Phase 1
TRANSPORTATION	--Joint project with CHCCS: Replace two 1950's vintage facilities with co-located, code-complaint operations and maintenance base. OCS is the LEA of record with the State of NC for Transportation services.	\$9 M**	Phase 1
Total Phase 1 Projects for Proposed 2016 Bond		\$52,140,000**	
Major OCS Projects Unfunded at \$50M Allocation Level			
Efland-Cheeks Elementary	--Classroom expansion wing to accommodate expected growth from growth in western Orange --Pre-K addition	\$2.7M	Unfunded
Orange High	--Replace Ag Building	\$3.7 M	Unfunded
Central Elementary	--Media center expansion	\$700,000	Unfunded
Various schools	--HVAC system replacements identified in 2013 Facilities Assessment and not included in Phase 1	\$4,544,000	Unfunded
Various schools	--Infrastructure and major maintenance identified in 2013 Facilities Assessment and not included in Phase 1	\$500,000	Unfunded
Unfunded OC Board of Education Priority Projects		\$12,144,000	

*All safety/security funding included in "District-Wide Safety" total

**Transportation facility estimate assumes TBD funding contribution by CHCCS.



Date: April 7, 2016
To: Travis Myren, Deputy County Manager
From: Todd LoFrese, Assistant Superintendent for Support Services
Re: April 12, 2016 Work Session

The district welcomes the opportunity to provide information and answer questions that County Commissioners may have regarding our potential bond projects, our prioritization of older school renovations, and our Capital Improvement Plan. As discussed, the district would like to submit the following documents for next week's work session.

- Older facilities 4 page handout
- Older facility recommendations (project sheets)
- Considerations of centralized Pre-K

Thank you and please let me know if you have any questions.

Chapel Hill High School

- significant disrepair and deferred maintenance
- **building has chronic flooding, moisture and mold issues**
- inadequate educational spaces, including severely antiquated science labs
- academic building needs complete replacement
- the entire campus HVAC system needs replacement
- **profound security concerns including: multiple access points, outdated security system, and hard to monitor entrances**
- **major traffic and pedestrian conflicts that cause congestion, busing delays, and safety issues**
- pervasive ADA issues throughout the campus
- scale of project requires significant financial investment (bond appropriate)

Glenwood Elementary School

- provides a solution to continue safe operations for the next 10 years
- **addresses safety and security concerns by providing a secure entrance**
- addresses handicap accessibility and appropriate restrooms
- **addresses flooding, moisture, and mold issues**
- provides for repairs to existing infrastructure
- Glenwood Elementary’s continuance after 10 years is uncertain

PreK Center / Phoenix Academy / Lincoln Center

- provides a comprehensive facility to support early childhood education
 - ✓ improved access to educational resources
 - ✓ improved services for students
 - ✓ disadvantaged student supports
- returns existing space back to elementary schools and allows for phasing of other projects
- provides the greatest increase in capacity
 - ✓ 189 Elementary School seats
 - ✓ 100 High School seats
- provides Phoenix Academy High students with appropriate and supportive facilities, including a biomedical lab
- provides desperately needed additional space for students with mental health needs and for students who need a smaller educational environment
- provides a community meeting space and a Black/education history museum
- provides renovations and A/C to the existing gymnasium
- **addresses moisture and mold concerns**
- addresses handicap accessibility issues
- frees up future capital funding to address other school capital needs
- provides appropriately-sized administrative space on the second floor, reducing total expenditures to a small fraction of the total anticipated CHCCS bond funding allocation

Next Phase Projects

Phase II, to begin in 3-4 years: Improvements at Ephesus, Estes Hills and Seawell Elementary Schools and Phillips Middle School. These improvements provide the second most positive impact to capacity. These improvements will hopefully be funded by long range funds Orange County has planned for the district’s new schools.

Phase III, to begin in 4-7 years: Improvements at Carrboro and Frank Porter Graham Elementary Schools and at Culbreth Middle School. These projects are currently unfunded. It is hoped that future funding sources will be identified to complete all the projects.



Older Facility Recommendations and the 2016-26 CIP
Key Elements of Older Facility Recommendations
 (included in the 2016-26 CIP Recommendations)

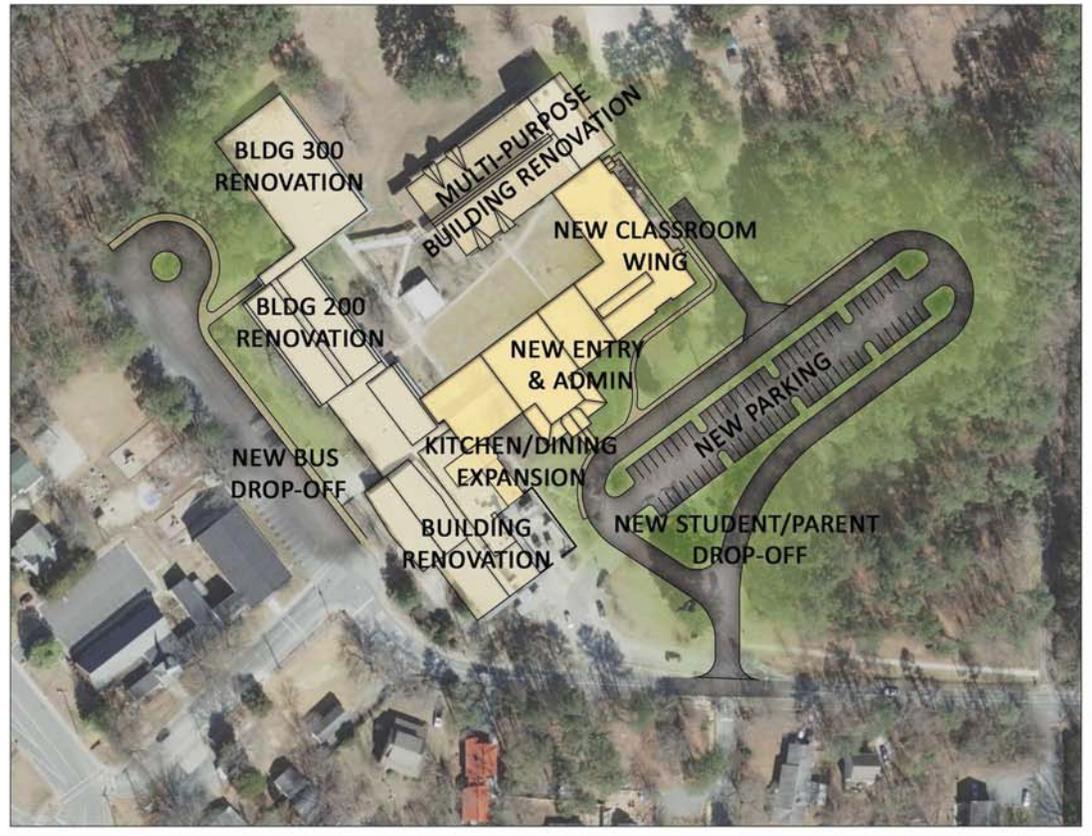


- The recommendations are for a comprehensive program that focuses on the district’s 10 oldest schools.
- Facility recommendations include:
 - ✓ **correction of building code violations;**
 - ✓ **improved safety by consolidating operations and controlling entry;**
 - ✓ **indoor air quality deficiencies and health concerns addressed;**
 - ✓ replacement of malfunctioning mechanical equipment;
 - ✓ **relief of traffic congestion problems and providing pedestrian access;**
 - ✓ deconstruction of some inefficient buildings;
 - ✓ accessibility for all students and staff;
 - ✓ extending the life of the schools an additional 50 years; and
 - ✓ providing educational facilities that meet Orange County school construction standards.
- Implementation of the recommendations eliminate mobile classrooms (also in need of renovations) while providing additional student capacity.
 - ✓ Elementary school capacity increase = 555.
 - ✓ High school capacity increase = 155.
- Increased student capacity would result in deferment of new elementary school and high school additions well beyond the 10-year CIP window.
 - ✓ Delays nearly \$57.6 million in projected capital expenditures.
 - ✓ Delays significant operational increases with opening a new school.
- Bond funds and future capital funds directed to the 10 oldest schools will make available CIP (Paygo) revenue for needed maintenance at district’s “newer” schools that are 20-30 years of age.

Additional Details of Older School Facility Recommendations (by Phase/School)

Project Name	Phase (funding source)	Estimated Cost	Health/Life Safety/Code	Capacity	Positively Impacts Security	Upkeep/Maintenance \$ / Broken Infrastructure	Completed Project Will Meet OCStandards
Glenwood Elementary (maintain existing buildings, provide secure lobby and front entrance, address health/safety concerns and handicapped accessibility)	1 (District Fund Balance)	\$940,000	<ul style="list-style-type: none"> Address water infiltration issues Accessible bathrooms Correct chronic flooding, moisture and mold issues Correct fire/life safety/egress/code concerns 	no increase	yes	maintenance and repairs (10-15 year solution)	no
Chapel Hill High (deconstruction and replacement of an existing building, renovation of remaining buildings, new secure lobby and front entrance, greater connectivity of existing buildings)	1 (2016 Bond)	\$52.41 million	<ul style="list-style-type: none"> Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths HVAC replacement for indoor air quality Address water infiltration issues Provide handicapped accessible main entrance and improved access throughout campus Correct fire/life safety/egress/code concerns Correct chronic flooding, moisture and mold issues Provide safe science labs 	105 seats	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
PreK/Phoenix Academy High/ Lincoln Center (deconstruction and replacement of existing buildings, renovation of remaining buildings, PreK centralization, Phoenix Academy expansion, administrative workspace on second floor)	1 (2016 Bond)	\$22.62 million	<ul style="list-style-type: none"> HVAC replacement for indoor air quality Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths Correct moisture and mold issues Correct fire/life safety/egress/code concerns 	189 elementary 50-100 high school	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
Ephesus Elementary (renovation, new secure lobby and front entrance, additional space per OC standards)	2 (request access to planned new schools funds)	\$15.54 million	<ul style="list-style-type: none"> Correct chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths 	137 seats	yes	major renovations provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
Seawell Elementary (deconstruction and replacement of an existing building, renovation of remaining buildings, new secure lobby and front entrance)	2 (request access to planned new schools funds)	\$15.74 million	<ul style="list-style-type: none"> Correct flooding, chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths 	119 seats	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
Estes Hills Elementary (deconstruction and replacement of an existing building, renovation of remaining buildings, new secure lobby and front entrance)	2 (request access to planned new schools funds)	\$16.73 million	<ul style="list-style-type: none"> Correct flooding, chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths 	58 seats	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
Phillips Middle (renovation provides additional program space per OC standards, new secure lobby and front entrance)	2 (request access to planned new schools funds)	\$9.4 million	<ul style="list-style-type: none"> Correct flooding, chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths 	no increase	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes
Carrboro Elementary (deconstruction and replacement of an existing building, renovation of remaining buildings, new secure lobby and front entrance)	3 (unfunded future capital)	\$13.55 million	<ul style="list-style-type: none"> Correct flooding, chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus Address pedestrian/vehicular conflicts, separate bus/car drop off locations, appropriate queuing lengths 	52 seats	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (eliminates reliance on mobiles)
Frank Porter Graham Elementary (renovation provides new secure lobby and front entrance)	3 (unfunded future capital)	\$5.48 million	<ul style="list-style-type: none"> Correct flooding, chronic moisture and mold issues Correct fire/life safety/egress/code concerns Provide handicapped accessible main entrance and improved access throughout campus 	no increase	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes
Culbreth Middle (renovation, except for science lab)	3 (unfunded future capital)	\$5.8 million	<ul style="list-style-type: none"> Correct fire/life safety/egress/code concerns 	no increase (capacity increase occurred as part of recent science wing addition)	yes	major renovations to remaining facilities provide long-term maintenance solution (up to 50 year solution)	yes (this school currently meets Orange County Standards)

CARRBORO ELEMENTARY SCHOOL



CURRENT CONDITIONS:

- One mobile unit on-site
- 100 classroom wing has dead-end corridors and does not meet the current NC State Building Code
- Administration area, cafeteria, kitchen and staff support spaces are too small
- Program deficiencies - art room and 5 smaller classroom spaces
- Existing queueing for parent drop-off occurs on Shelton Street
- Stacking traffic onto the public right of way is a safety concern
- Aging mechanical system
- Campus-style layout lacking connection from main building to the multipurpose building
- Modular walls between classrooms causing noise transfer between classrooms

Year Built: 1957

Additions: 1964, 1989

Last Renovation: 2011

Area: 61,562 sf

Acres: 17.7

Student Capacity (per SAPFO): 533 Students

2013 ADM: 468 Students

Construction: Precast concrete frame with brick infill and built-up roof

RECOMMENDATIONS

- Eliminates life safety issues in Building 100 by deconstruction and building new academic wing
- Provide a new administration suite main entrance
- Moves queueing off of the road
- Connects all existing building internally
- Renovate all existing buildings
- Increase capacity by 52 seats.



CHAPEL HILL HIGH SCHOOL

CURRENT CONDITIONS:

10

- Deteriorated facility conditions
- Building "A" houses most of the classrooms and science rooms that are smaller than the School Construction Standards
- Fourteen mobile units on-site housing 9 academic classrooms, Ridge, 2 Blue Ribbon classrooms, & 2 health classrooms
- Drama, dance, wrestling, & weight rooms are significantly undersized
- Staff support space is undersized and inefficiently configured
- Campus-style layout lacking connection between the four buildings
- Major site drainage issues
- Main entrance is not ADA accessible
- Ramp between Main Building "A" and A2 does not meet Code
- Aging mechanical systems causing humidity issues

Year Built: 1965

Additions: 1969, 1973, 1975, 1983, 1990, 1994, 1996, 1997, 2003

Last Renovation: 2007

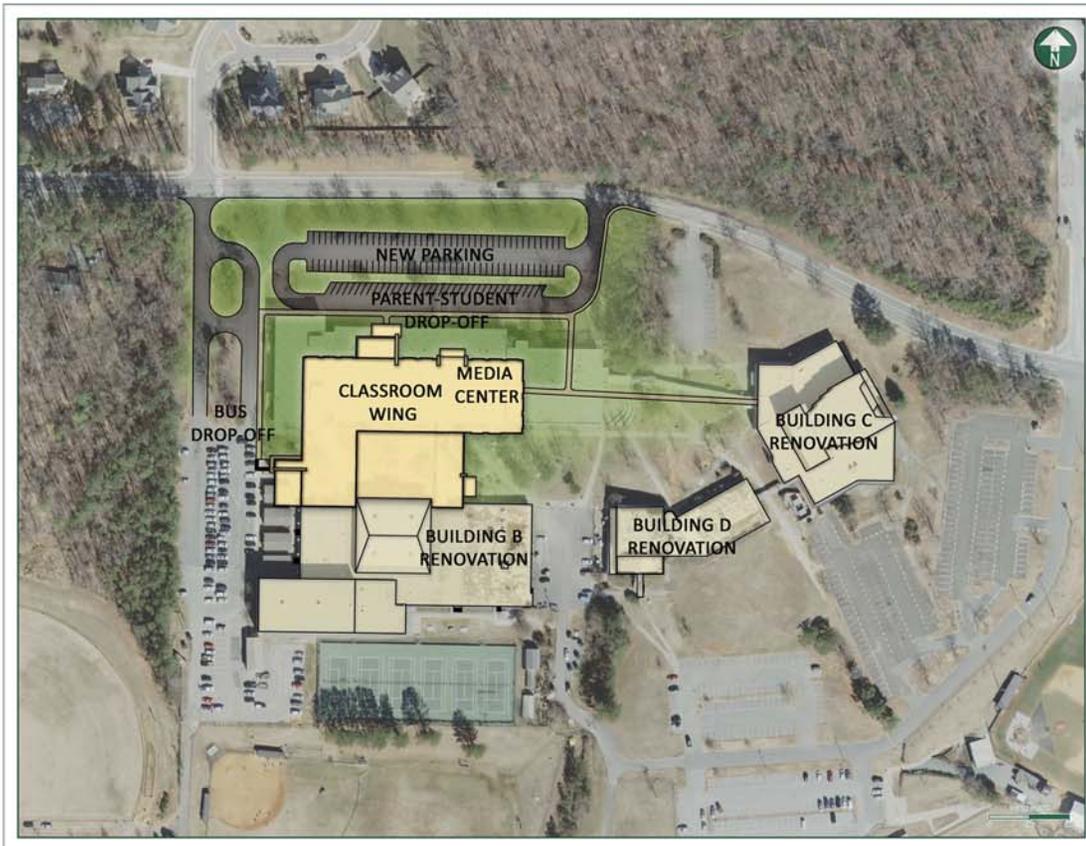
Area: 256,406 sf

Acres: 87.4

Student Capacity (per SAPFO): 1520 Students

2013 ADM: 1,432 Students

Construction: Load-bearing concrete block & steel frame



RECOMMENDATIONS

- Deconstruct Building A and construct an addition to house the current program spaces as well as the deficient program spaces
- Create a new accessible and secure main entry for students, staff and visitors.
- Address the oldest building on the high school campus and the major mechanical issues.
- Connects more of the campus internally
- Renovate all existing buildings
- Eliminate mobiles on site



CULBRETH MIDDLE SCHOOL

11

CURRENT CONDITIONS:

- Operating slightly over capacity
- No mobile units
- Six science classroom addition under construction
- Additional staff support space needed
- Location of administration suite presents security concerns
- Modular partition walls between classrooms allow sound transfer between classes
- Water infiltration issues into the lower level Band room
- Major damage to EIFS on exterior of building

Year Built: 1968

Additions: 1977, 1988, 1989, 1997, 1999, 2001

Last Renovation: 2013

Area: 108,058 sf

Acres: 35.4

Student Capacity (per SAPFO): 670 Students

2013 ADM: 696 Students

Construction: Load-bearing CMU wall construction



RECOMMENDATIONS

- Renovate existing building.



EPHESUS ELEMENTARY SCHOOL

12

CURRENT CONDITIONS:

- Seven mobile units on-site housing Pre-K, music, ESL, & administration/guidance offices
- Administration area & cafeteria/kitchen are too small
- Additional classrooms, science project room, music classroom, & administration/staff support spaces are needed
- Main entrance through the atrium does not provide a secure and easily monitored entry point
- Interior layout of existing building is inefficient, many classrooms have no windows
- Aging mechanical system

Year Built: 1971

Additions: 1975, 1989

Last Renovation: 2012

Area: 66,952 sf

Acres: 13.4

Student Capacity (per SAPFO): 448 Students

2013 ADM: 441 Students

Construction: Load-bearing CMU wall construction



RECOMMENDATIONS

- Renovate & reorganize the layout of the main building
- Relocate the administration suite to the street front & provide a new secure, main entry
- Provide additional program space to eliminate mobiles & bring school up the space standards
- Increase capacity by 137.



ESTES HILLS ELEMENTARY SCHOOL

13

CURRENT CONDITIONS:

- Two mobile units on-site housing Pre-K and a science room
- Most classrooms are 28 to 33% smaller than the current School Construction Standards program
- Program deficiencies, including 4 smaller classroom spaces, administration and staff support spaces
- Classrooms in the 1957 building exit to exterior breezeways and are not secure
- Aging mechanical system
- Queuing forces stacking in the public right of way

Year Built: 1957

Additions: 1986, 1998

Last Renovation: 2011

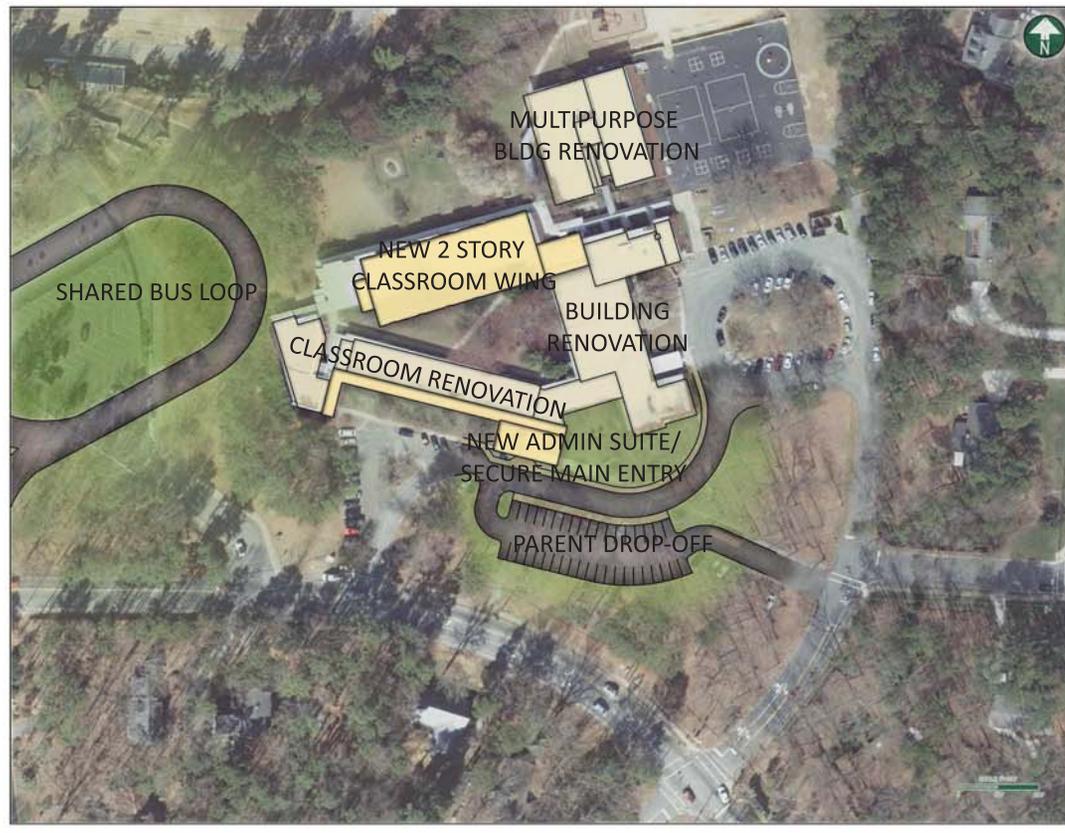
Area: 58,442

Acres: 33.1

Student Capacity (per SAPFO): 527 Students

2013 ADM: 499 Students

Construction: Load-bearing CMU walls with brick veneer & built-up roof over a poured-gypsum deck.



RECOMMENDATIONS

- Provide an administration addition at front to provide necessary staff space as well as a secure main entry
- Classroom wing deconstruction and addition at rear of the school including Pre-K classroom
- Enclose breezeways to connect all classrooms with interior corridors
- Realign the parent drop-off and combine the bus loop with Phillips Middle School to eliminate stacking on Estes Drive
- Connect internally most of the campus
- Eliminate mobile classrooms
- increase capacity by 58 seats



FRANK PORTER GRAHAM ELEMENTARY

14

CURRENT CONDITIONS:

- Magnet Spanish dual-language school
- Two mobile units on-site
- Kitchen, dining, & staff support areas are too small
- Existing reception area is in a large open lobby that is not secure
- Water infiltration issues in Building 5
- Campus-style layout
- Aging mechanical system

Year Built: 1969

Additions: 1977, 1989

Last Renovation: 2012

Area: 68,513sf

Acres: 9.8

Student Capacity (per SAPFO): 538 Students

2013 ADM: 491 Students

Construction: Load bearing CMU walls with brick veneer; built-up roof over a poured-gypsum deck & pre-cast exterior wall construction



RECOMMENDATIONS

- Construct addition for expansion of administration and dining/kitchen.
- Provide more prominent front door and secure main entrance
- Renovate existing buildings.



GLENWOOD ELEMENTARY SCHOOL

15

CURRENT CONDITIONS:

- Operating over capacity
- Oldest school in the district
- Five mobile units on-site housing 1st & 2nd grade classes
- Basement level rooms are substandard and being used for kindergarten, exceptional education & staff offices
- Administration area, cafeteria, physical education area, media center, & staff support areas are too small
- Existing administration suite is undersized and spread out
- Lack of staff toilet rooms
- Aging mechanical system

Year Built: 1952

Additions: 1959, 1986

Last Renovation:

Area: 55,372 sf

Acres: 9.6

Student Capacity (per SAPFO): 423 Students

2013 ADM: 513 Students

Construction: Load-bearing brick in the original building and CMU wall construction in the later additions



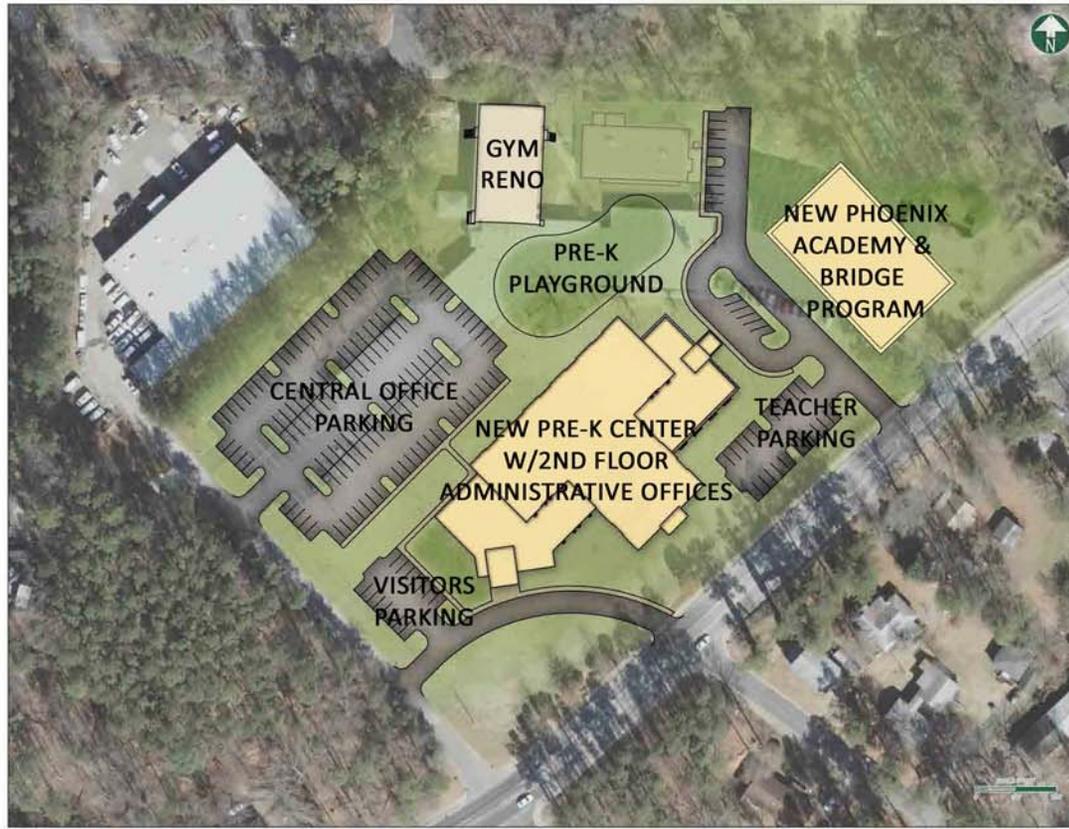
RECOMMENDATIONS

- Maintain existing buildings
- Provide small administrative addition and necessary staff space
- Provide secure main entrance



LINCOLN CENTER

16



CURRENT CONDITIONS:

- Inefficient layout for departments
- Lack of sufficient space for all central office personnel
- Aging mechanical system creating major humidity issues
- Lack of necessary parking
- Lack of Professional Development space

Year Built: 1950

Additions: 1977 (Maintenance building)

Last Renovation: Phoenix Academy - 2008

Area: Lincoln Center - 33,731 sf

Phoenix Academy - 5,622 sf

Maintenance Building - 22,388 sf

Acres: 12.8

Construction: Load-bearing CMU walls

RECOMMENDATIONS

- Deconstruct the existing Lincoln Center building and Phoenix Academy. Gymnasium & maintenance building to remain
- Construct a building to house both Pre-K program & new central office
- Construct separate building to house Phoenix Academy & Bridge Program
- Increase elementary capacity by 189
- Increase high school capacity by 50 to 100
- Work with Community to preserve historic aspects of building and site



PHILLIPS MIDDLE SCHOOL

17

CURRENT CONDITIONS:

- No mobile units
- Art education & music spaces and a foreign language classroom are deficient
- Existing main entrance is not secure
- Major water infiltration issues in the basement
- Aging mechanical system

Year Built: 1962

Additions: 1978, 1990

Last Renovation: 2011

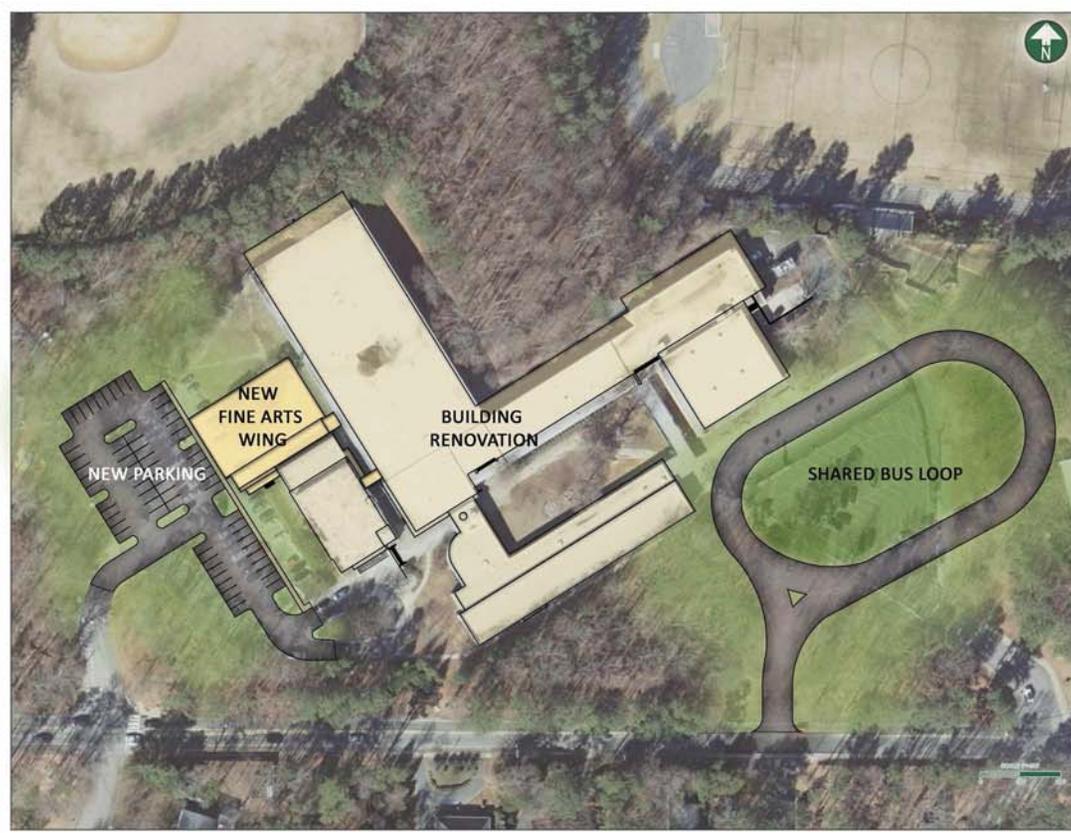
Area: 109,498 sf

Acres: 33.1

Student Capacity (per SAPFO): 706 Students

2013 ADM: 659 Students

Construction: Steel frame construction with brick veneer exterior walls and load bearing masonry walls at the gymnasium and concrete retaining walls at the lower level



RECOMMENDATIONS

- Renovate existing building
- Provide additional program space to meet space standards, including increasing the administrative suite to provide a secure main entry
- Provide new queuing configuration



SEAWELL ELEMENTARY SCHOOL

18

CURRENT CONDITIONS:

- Operating over capacity
- Six mobile units on-site housing classroom space
- Administration area, physical education area & staff support areas are too small
- Media center support spaces are lacking
- Lack of storage rooms
- Aging mechanical system
- Campus-style layout with classrooms exiting to the exterior
- Aging kitchen equipment
- Exterior structural remediation needed at one of the classroom pods

Year Built: 1969

Additions: 1975, 1989

Last Renovation:

Area: 58,629 sf

Acres: 87.5

Student Capacity (per SAPFO): 466 Students

2013 ADM: 539 Students

Construction: Load bearing brick construction appears to be the main structural system for the original building and load bearing CMU and steel frame construction for the 1989 addition



RECOMMENDATIONS

- Deconstruct the five classroom pods.
- Renovate the existing administration/dining building & Lowler Building.
- Eliminate use of mobiles as classrooms
- Provide additional program space to meet space standards & replace deconstructed classrooms (do not increase kitchen).
- Increase capacity by 119.





TO: Todd LoFrese, Assistant Superintendent

FROM: Bill Frenzel, Director, Preschool Services
Thea Wilson, Coordinator, Preschool Intervention

DATE: January 18, 2014

RE: PreK Center

We were asked to develop a list of advantages and disadvantages for our current model of PreK classrooms in every elementary school, and for a PreK center that would house all or nearly all PreK classrooms.

Current Model

The current model has 20 PreK classrooms with at least one in every elementary school. Four schools have one classroom, five schools have two classrooms, and two schools have three classrooms. Four of the twenty classrooms are system level special education settings, seven classrooms are structured as inclusive, with up to four children with IEPs placed for their special education services in these classrooms with typically developing peers, and nine are "regular" PreK classrooms. Four of these "regular" classrooms are designated for dual language instruction. The vast majority of children served in the PreK/Head Start program meet multiple risk criteria.

Advantages

- Location in elementary schools has increased visibility of the PreK program and general support for the work being done.
- Increased conversation and coordination between PreK teachers and kindergarten teachers strengthens both programs.
- Joint supervision between the PreK/Head Start director and building principals has increased administrative support.
- School resources are often made available to the PreK classrooms, enriching the PreK experience for those children.
- Families and staff feel more a part of the school in which they are located and often participate in school-wide initiatives and activities.
- Pairing a system level classroom with an inclusive classroom offers opportunities for inclusion and for individual children moving easily to a less restrictive setting when appropriate.

Disadvantages

- Joint supervision between the PreK/Head Start director and building principals means

teachers often must manage multiple demands that do not always easily complement each other.

- Lack of a same assignment peer in schools with only one classroom means less opportunity for quality PLC work.
- Lack of a peer with the same kind of challenges in schools with classrooms with different structures (ex, dual language/non-dual language; system level/non-system level) means less opportunity for quality PLC work and peer-to-peer consultation.
- Providing targeted and more intensive curriculum and/or classroom management support to classrooms with new teachers or teachers with new challenges is more difficult.
- When schools become overcrowded, moving PreK classes is often one of the first alternatives considered. This movement can be disruptive to the program and involves added expense and staff time for the PreK program and for the Maintenance Department to meet the more restrictive requirements of child care licensing
- Logistical problems complicate the offering of extended care in all classrooms while maintaining child/staff ratios.
- Local Travel expenses are greater for management team and intervention staff who must travel to 11 different sites, and for classroom staff who travel to another site to provide extended care coverage.
- District bus transportation expense is increased to provide transportation for children with IEPs to 11 different classrooms in 5 different schools
- Children often are not placed at their home school due to uneven number of classrooms at each school and funder priorities for which children are placed and served.

PreK Center Model

A PreK center would localize preschool services to a central location.

Advantages

- Increases teacher collegiality and support, both informal and through better utilization of PLCs.
- Increases ability to provide staff development, both program-wide and targeted.
- Increases ability to provide supervision and support through the teacher observation and evaluation process, and more consistent evaluation of PreK teaching staff.
- Eases accessibility issues that are of concern at several schools.
- Increases ability to utilize alternate funding sources (ex, Title I, NCPReK).
- Provides savings due to increased efficiencies in providing extended care.
- Provides savings due to decreased travel for management staff, classroom staff providing extended care, and special education staff providing related services.
- Increases staff time availability due to less time spent traveling between sites.
- Provides savings due to decreased bus transportation requirements for children with IEPs being transported to one location rather than five.
- Increases efficiency of providing food services for preschoolers at one location rather than eleven

Disadvantages

- Decreases visibility of the PreK program in the elementary schools may lead to decreased awareness of the work being done, and support for the program in general.

- Support provided by individual schools to PreK classes would no longer be available (ex. use of the gym, visits to the school media center and visits by the school librarian, collaboration with literacy coach).
- Increases need for work around transition to kindergarten when children are not already housed in an elementary school.
- Decreased sense of “belonging” to the school district program among PreK teachers, staff, and families.

Additional thoughts comparing our current model and a Pre-K Center (added 3/14/2014)

Major advantages of PreKs in elementary schools.

1. PreK-K collaboration
 - But:
 - i. Degree and nature of collaboration varies from school-to-school. At some schools that collaboration is not deep.
 - ii. More effective collaboration can be built by first building program-wide expectations and parameters for collaboration.
2. School and district support for program.
 - But:
 - i. School support and degree of integration into school life varies from school to school due to movement, facility limitations, etc.
3. Parents’ sense of “belonging” to a school and to the school system.
 - But:
 - i. Excluding Dual Language classes, only 48% are enrolled at home school (including Dual Language classes--64%)

Major advantages of PreKs in a PreK center.

Program implementation

- monitoring of curriculum and other district initiatives by PKHS management team (expertise in early childhood education, 3-5)

consistency of supervision

- observation/evaluation cycle completed by director
- monitoring of staff at one site rather than 10 or 11

Increased administrative support to classrooms and teachers

- novice teachers and teacher new to the district
- classrooms with same structure (System level, inclusive, regular)

Intra-program collaboration

- within PLC groups
- IEP teams--all at one location

- program-wide meetings
- greater support for current singleton classes (peers and administrative)
 - 4 only one PreK class at that school
 - 8 classes no class with same structure at that school

Improved communication across program

Improved accessibility particularly for motor involved children

Advantages for parents

- targeted parent involvement opportunities
- more equitable availability of extended care

Cost savings

- bus transportation--\$
- staff travel--\$
- staffing of extended care--\$
- staff time lost to inter-school travel--\$