

“Long Range Facilities Plan”

Turning **Vision** into reality

Durham
Public
Schools



Supporting Maps & Charts

Long Range Facilities Plan

Criteria for Prioritizing Capital Improvements

General Notes:

It is important to note that typical capital expenses are not solely related to facility and site improvements. Capital expenses for DPS also include large equipment and vehicles for operational and departmental use as well as small-scale furniture and equipment replacement for classrooms and offices alike. However, for the sake of this discussion, capital expenses are those limited to building and site improvements, not equipment and furniture. Any inclusion of furniture and equipment is strictly incidental or a normal component of a building or site improvement project.

Capital expenses are funded through many sources. From local and state bonds, local annual capital funds and other miscellaneous sources, how a project is funded greatly effects how it is prioritized. A broader description of these sources and their effect on priority choices is provided in later text.

The scale of a project can also affect the choice of priority. Large capital improvements can exceed or drain nearly an entire funding source. Therefore, not all projects can be left intact, but are required to be split up and a separate priority assigned to each component.

Lastly, there is no absolute method or scorecard for prioritizing capital improvements. As long as needs exceed funding – and they always will – this administration recommends a balanced approach. Weighing every possible factor and providing a broad coverage of what are all considered critical needs has spelled success and survival in DPS’ efforts to maintain and improve its educational facilities.

Categories for Criteria

Overall Goals:

Each of the last two bond referenda displayed a balance of the following three goals:

1. Provide new student capacity for our growing enrollment;
2. Create new permanent student capacity to replace existing mobile classrooms;
3. Upgrade existing facilities for code, function and instructional conditions.

The chronological or prioritized order for the Long-Range Facilities Plan would be balanced in a similar fashion.

Detailed Criteria:

1. Safety - Little else can be accomplished if school facilities are not safe. Still, even safety can be broken down into two main categories and priorities.

a. Immediate Hazards - Immediate hazards to students, staff and the public must take first priority. Any conditions such as these are typically already known by system staff or brought to the attention of staff by school personnel as soon as they are discovered. Exposed electrical lines, severe trip hazards, entrapment or impalement hazards on playgrounds and traffic/pedestrian dangers are examples of this type of safety issue.

b. Legal Issues - Safety can also be related to legal requirements. These include ADA requirements, building codes, environmental regulations and related laws.

2. Educational Guidelines/Recommendations - Instructional activities are best performed in facilities that meet current physical standards. NCDPI provides standards for the state's school systems for space allocations, class sizes and specific building and site features. DPS closely monitors these guidelines and frequently adds its own local touch each factor. It is important to note that these are guidelines, not legal requirements. Facilities that are close to standards are not deemed to be in dire need of change.

3. Existing Student Capacity – Student capacity of each facility is calculated by analyzing both its design and use. When core and classroom spaces are overcrowded, instructional activities are hindered. Many schools use mobile units to supplement their space needs yet these do not increase core space capacity. The number of mobile classrooms in use and the status of its core spaces (media, gym, cafeteria, computer, admin, etc.) affect whether a school needs an expansion or relief by building another school elsewhere.

4. Future Student Capacity – DPS works to stay tuned into community development and planning efforts. When residential developments are planned, DPS must account for how many new or relocated students might be generated by each development and where they may attend school. The pending result, such as adding hundreds of students to a school already full, may greatly affect the priority of onsite expansion or building new schools.

5. Existing Facility Conditions – The condition of DPS' current facilities is assessed and categorized by several components.

a. Building Envelope Systems – These issues include building systems such as roofing, windows, walls and structural components and similar matters. A leaky roof beyond general patching is cause for priority.

b. Comfort/Functional Systems – These issues include lighting, heating and cooling, electrical, plumbing and similar matters. A badly lit building or malfunctioning heating system is cause for priority.

c. Cosmetic Features/Finishes – Building features such as flooring, painting and other finishes are assessed. Unless included in a major project, these features are best suited for funding through annual capital funds due to their known life-cycle and replacement schedule.

d. Building Services – While some receive oversight from central staff, all services to building occupants such as custodial, maintenance, child nutrition, technology and others are delivered on site in some fashion. Wiring, equipment, functional space and other factors must be considered to ensure how well these services are delivered. For example, a kitchen that is too small hinders production and school schedules.

e. Site Condition/Function - Site issues may include safety-related matters such as traffic and congestion. Other issues include parking, playgrounds, athletics, service and emergency vehicle access.

6. Time – One of the most difficult factors to balance is time. Asking “How long a facility has gone since its last upgrade, expansion or improvement” is a valid yet subjective factor when the significance of needs may not favor sites which have waited the longest.

7. Funding Sources – How an improvement gets funding is, in fact, a very significant factor in its chronological priority or its inclusion in certain project groupings.

a. County GO Bonds – These funds are long-term debt with potential effect on the local property tax rate. Bonds such as these typically support large-scale capital projects such as new schools, expansions and sizable renovations. Small-scale improvements are not typically supported unless included within a larger project or not able to be funded through any other source.

b. Annual Capital Outlay Funds – These funds are a portion of the local county supplement to the DPS overall budget. Annual Capital Outlay funds focus primarily on expenses that are predictable in schedule due to the known life of the product or system. These include not only building improvements but also the replacement of operational equipment and furnishings as well. Current annual allotments of these funds are approximately one-fourth of the identified need.

c. Public School Building Capital Funds – These state dollars are typically used to supplement annual capital projects such as roofing systems, HVAC work and similar projects. If needed, they can supplement large bond projects as well.

d. Other Sources – Additional sources are available though some should be considered less likely to occur. The county could consider two-thirds bonds, “pay as you go” funding, or C.O.P.’s. The state has also held state-wide bonds but the last one was a decade ago. Also, the new lottery is expected to assist but the first year’s funds will be used by the county for debt retirement.

Summary

In summary, criteria for determining the priority or order for capital improvements vary from objective statistics, safety, subjective time factors and many others. Placing a numerical value on a scorecard may work well until money, time and subjective outlooks weigh in. The DPS administration continues to recommend a balanced approach to placing priority and chronological order to the endless capital improvements needed to meet the needs of the system.

Long-Range Facilities Plan

Criteria for Prioritizing Capital Improvements

Overall Goals:

- New Space for Community Growth
- New Space to Replace Mobile Classrooms
- Upgrading Existing Facilities to Modern Standards

Detailed Criteria:

1. Safety –
 - a. Immediate Hazards
 - b. Legal Issues
2. Educational Guidelines/Recommendations
3. Existing Student Capacity
4. Future Student Capacity
5. Existing Facility Conditions –
 - a. Building Envelope Systems
 - b. Comfort/Functional Systems
 - c. Cosmetic Features/Finishes
 - d. Building Services
 - e. Site Condition/Function
6. Time
7. Funding Sources –
 - a. County GO Bonds
 - b. Annual Capital Outlay Funds
 - c. Public School Building Capital Funds
 - d. Other Sources

Timeline Analysis for School Construction Projects

Large-scale capital improvements such as brand new schools, expansions and significant renovations not only are big investments in dollars but huge investments in time as well. A great deal of planning, design and management is required to see each project through from the moment the first funds are available to the day projects are completed. For the purpose of this discussion, the timeline of building brand new schools will be the focus.

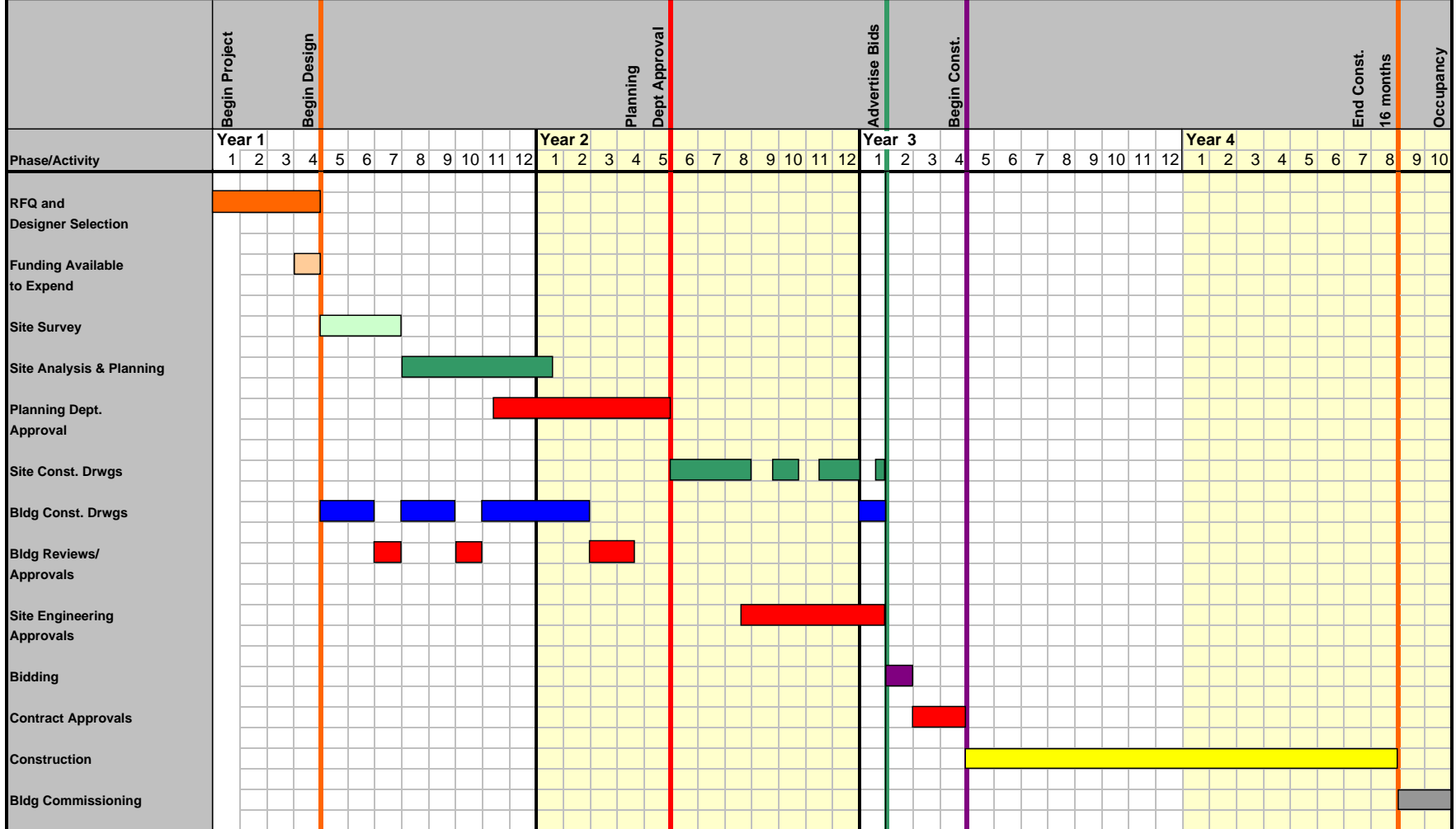
The phases of a new project generally include - selection of a design team, the design and input period, acquiring government approvals, the bidding and contracting process, and the construction period. There are numerous subdivisions and overlaps of these activities as well and the day-to-day breakdown of a project schedule is a study in endless details never seen by the public. Attached are three schedule samples that reveal how long it takes to open the doors on a new elementary, middle and high school. It is important to note that the dates listed in the Long-Range Facilities Plan are starting dates by calendar year. The date a new school or project opens depends on how long the full process takes.

A new elementary school is estimated to take about 42 months from beginning to end. DPS can help by beginning the design team selection before funding is available but cannot enter a contract until the funds are authorized. Design activities take about twelve months and are dependent upon certain stages in the approval process by public agencies. The public agency approval process - primarily City/County Planning, City Engineering, NCDOT and others - also takes about twelve months and is integrated or heavily intertwined in the design period. Bidding, Board approvals and the execution of contracts adds several months of time as well. Finally, the actual construction time is estimated at sixteen months. As a result, funds made available in January 1 of 2011 would allow for a new elementary to open in the summer of 2014. Given the high risk of multiple factors slowing the schedule, DPS will be planning the opening for new schools the spring before a new school year begins. Therefore, when funding is made available is crucial to which school year a new facility opens its doors.

New middle schools are estimated at 46 months and high schools are 50 months. Construction periods for each are 16 months and 19 months respectively. Of particular concern is New Middle School "B" which must be under construction by July 2010 or the land may revert back to the donating developer. In order to meet this deadline, funding for New Middle "B" must be available by the start of the calendar year 2008.

Middle School Project Timeline

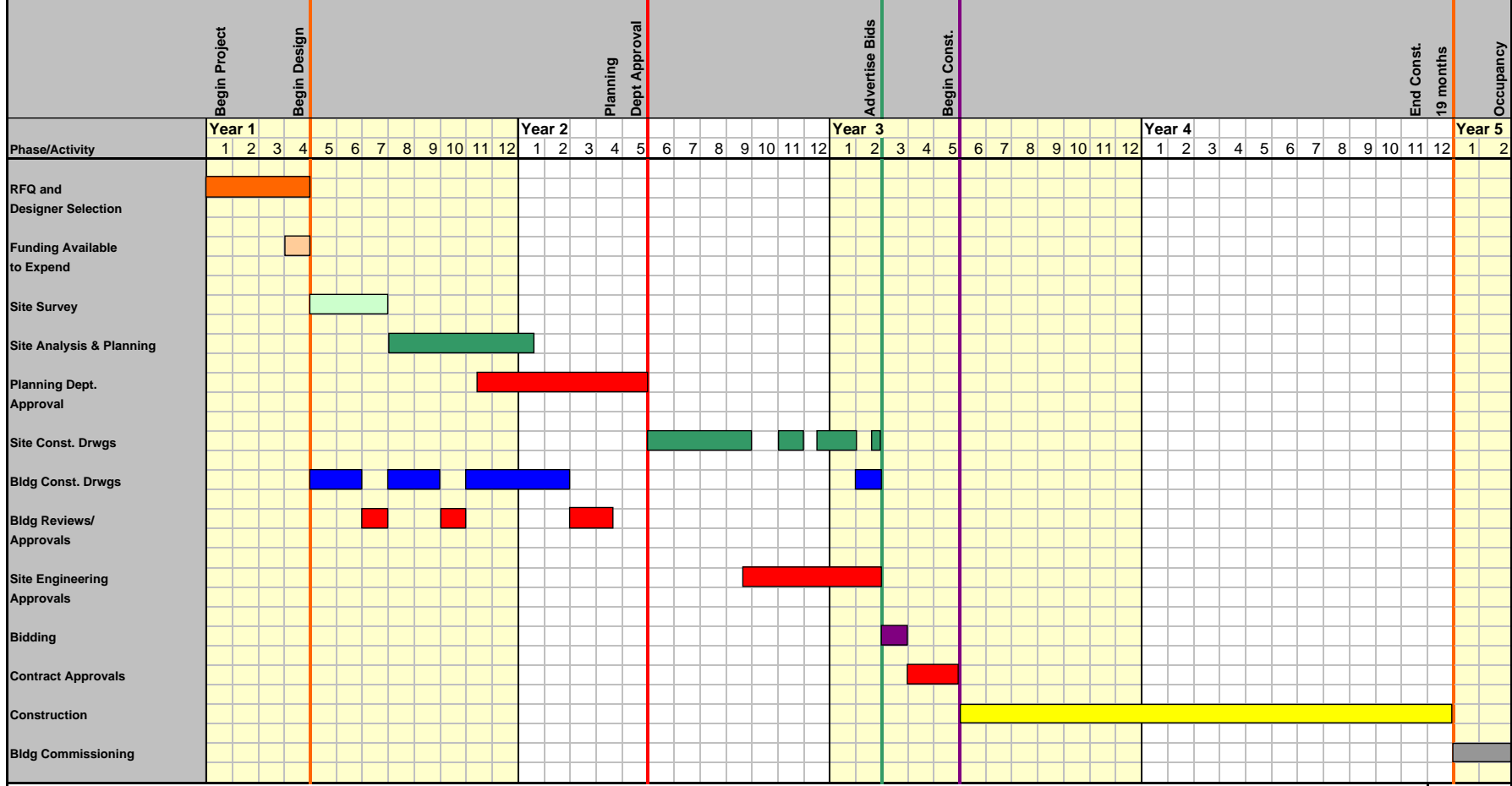
Total Project 46 months



9/25/2006

High School Project Timeline

Total Project 50 months



9/25/2006

DURHAM PUBLIC SCHOOLS

Student Capacity and Enrollment Summary

2006-2007 School Year

FACILITY		Enrollment 20th Day ADM	Permanent Building Space		Mobile Units
			Building Capacity	Capacity Rating	
E L E M E N T A R Y	Bethesda	653	712	92%	1
	Burton (M)	322	376	86%	0
	Club Blvd. (M)	484	356	136%	6
	Creekside	692	601	115%	3
	Easley (YR)	665	522	127%	5
	Eastway	465	512	91%	0
	Eno Valley	673	638	105%	4
	Fayetteville St. (L)	308	238	129%	6
	Forest View	635	660	96%	6
	Glenn	739	549	135%	5
	Harris (M)	348	356	98%	0
	Hillandale	710	691	103%	0
	Holt (YR)	585	585	100%	0
	Hope Valley	749	565	133%	9
	Lakewood (L)	322	302	107%	0
	Little River	673	658	102%	0
	Mangum	390	340	115%	2
	Merrick-Moore	563	563	100%	0
	Morehead (M)	194	188	103%	2
	Oak Grove	947	774	122%	6
	Parkwood	714	695	103%	8
Pearson	547	600	91%	0	
Pearsontown (YR)	874	836	105%	0	
Powe	356	408	87%	0	
Smith (M)	294	402	73%	4	
Southwest	667	575	116%	10	
Spaulding (M)	221	303	73%	1	
Watts (M)	308	334	92%	0	
SUBTOTALS		15,098	14,339	105%	78
M I D D L E	Brogden	826	872	95%	1
	Carrington	1,158	1,288	90%	8
	Chewning (YR)	767	852	90%	0
	Durham Sch. of Arts (M)	640	600	107%	0
	Githens	958	852	112%	11
	Lowe's Grove	654	774	84%	4
	Neal	774	810	96%	3
	Rogers-Herr (YR)	635	644	99%	0
	Shepard (M)	426	338	126%	8
SUBTOTALS		6,838	7,030	97%	35
H I G H	Durham Sch. of Arts (M)	741	800	93%	0
	Early College at NCCU** (M)	245	246	100%	0
	Hillside	1,450	1,535	94%	0
	Jordan	1,864	1,810	103%	1
	Middle College High ** (M)	78	78	100%	0
	Northern	1,671	1,790	93%	0
	Riverside	1,997	1,540	130%	10
Southern	1,559	1,540	101%	0	
SUBTOTALS		9,605	9,339	103%	11
GRAND TOTALS		31,541	30,708	103%	124
L = Lab School 17:1 Class Size; M = Magnet School; YR = Year Round					
Projected Enrollment is from Student Assignment; Includes 15th Day ADM for Year-Round Schools					
Mobile Units Provide Space Relief Through Additional Capacity Use and Support Functions					
** Early/Middle Colleges use space at NCCU/Durham Tech; capacity less defined but provides relief to others.					
Additional Enrollment at Alternative Sites and within Schools			315	Pre-K Students	
			27	Hospital Schools	
			98	Lakeview Program	
			440	Subtotal	
			31,981	DPS SYSTEM-WIDE ENROLLMENT	

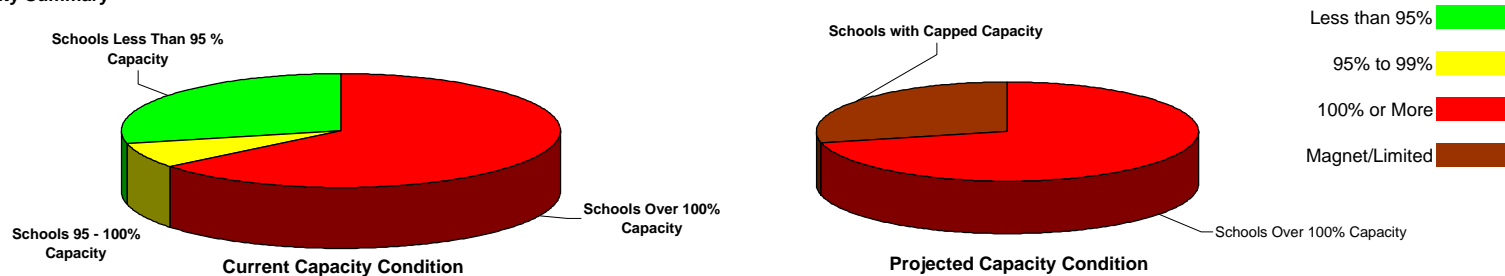
DURHAM PUBLIC SCHOOLS

Student Capacity and Enrollment Summary

2006-2007 School Year

FACILITY	Enrollment 20th Day ADM	Permanent Building Space		Mobile Units	Capacity Condition	Students Spaces Available	Students Over Capacity	Future Capacity Condition
		Building Capacity	Capacity Rating					
Bethesda	653	712	92%	1		59		
Burton (M)	322	376	86%	0		54		
Club Blvd. (M)	484	356	136%	6			-128	
Creekside	692	601	115%	3			-91	
Easley (YR)	665	522	127%	5			-143	
Eastway	465	512	91%	0		47		
Eno Valley	673	638	105%	4			-35	
Fayetteville St. (L)	308	238	129%	6			-70	
Forest View	635	660	96%	6		25		
Glenn	739	549	135%	5			-190	
Harris (M)	348	356	98%	0			8	
Hillandale	710	691	103%	0			-19	
Holt (YR)	585	585	100%	0			0	
Hope Valley	749	565	133%	9			-184	
Lakewood (L)	322	302	107%	0			-20	
Little River	673	658	102%	0			-15	
Mangum	390	340	115%	2			-50	
Merrick-Moore	563	563	100%	0			0	
Morehead (M)	194	188	103%	2			-6	
Oak Grove	947	774	122%	6			-173	
Parkwood	714	695	103%	8			-19	
Pearson	547	600	91%	0		53		
Pearsontown (YR)	874	836	105%	0			-38	
Powe	356	408	87%	0		52		
Smith (M)	294	402	73%	4		108		
Southwest	667	575	116%	10			-92	
Spaulding (M)	221	303	73%	1		82		
Watts	308	334	92%	0			26	
SUBTOTALS	15,098	14,339	105%	78		480	-1,239	-759

Capacity Summary



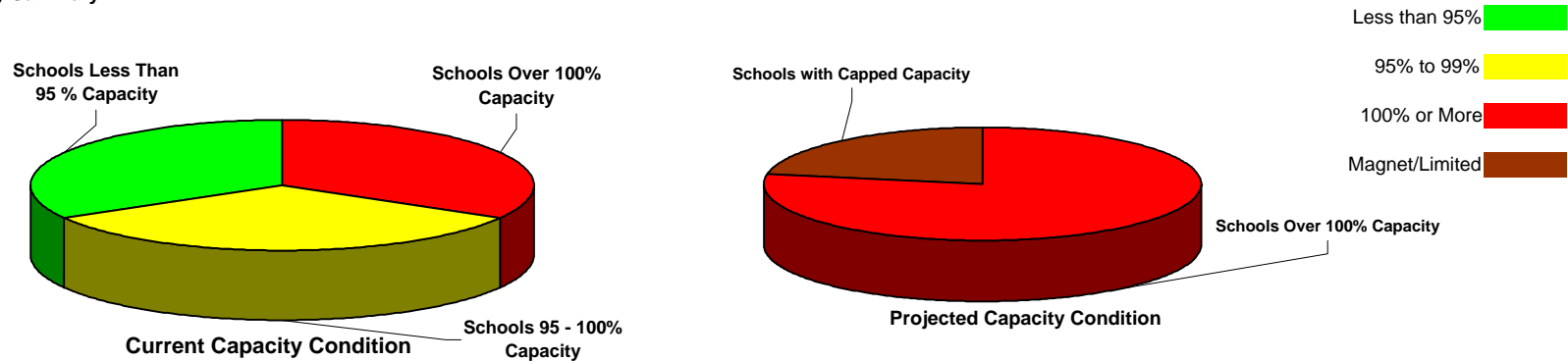
DURHAM PUBLIC SCHOOLS Student Capacity and Enrollment Summary

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M I D D L E	Brogden	826	872	95%	1		46		
	Carrington	1158	1,288	90%	8		130		
	Chewning (YR)	767	852	90%	0		85		
	Durham Sch. of Arts (M)	640	600	107%	0			-40	
	Githens	958	852	112%	11			-106	
	Lowe's Grove	654	774	84%	4		120		
	Neal	774	810	96%	3		36		
	Rogers-Herr (YR)	635	644	99%	0		9		
	Shepard (M)	426	338	126%	8			-88	
SUBTOTALS		6,838	7,030	97%	35		426	-234	

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Capacity Summary



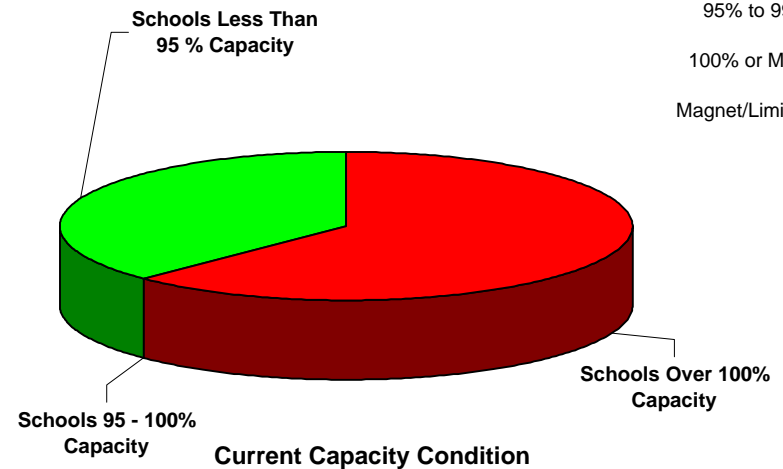
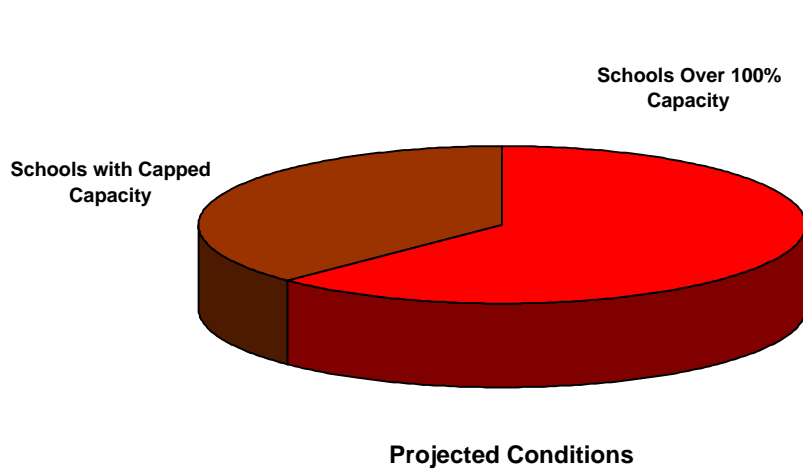
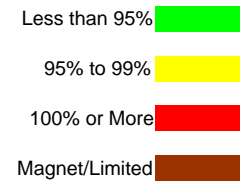
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		Building Capacity	Capacity Rating					
H I G H	Durham Sch. of Arts (M)	741	800	93%	0	59		
	Early College at NCCU** (M)	245	246	100%	0			
	Hillside	1,450	1,535	94%	0	85		
	Jordan	1,864	1,810	103%	1		-54	
	Middle College High ** (M)	78	78	100%	0			
	Northern	1,671	1,790	93%	0	119		
	Riverside	1,997	1,540	130%	10		-457	
	Southern	1,559	1,540	101%	0		-19	
SUBTOTALS	9,605	9,339	103%	11		263	-530	

-267

Capacity Summary



Planning for School Capacity

Capacity and enrollment in any school system can be moving numerical targets. Planning for how either will look in the future can be even harder to hit. In Durham, where choice and options are significant benefits to school families, planning gets even more difficult.

The State of North Carolina regulates the class size for school systems by listing the optimum size, then allowing classrooms to exceed it to an absolute maximum as long as the system's average does not exceed the optimum level. In other words, it is okay to exceed the optimum level as long as some other classroom is below it. This can cause some to think that there is extra room in some locations – but there actually must be in order for the average to meet state requirements.

Class sizes have been reduced in lower grades in recent years. K-3 are limited to 21 students at optimum and 24 students at maximum. Grade 4-9 are optimum at 26 students with a maximum at 29 students. Grades 10-12 are optimum at 29 students with a maximum at 32 students.

The Durham Comprehensive Plan recognizes the issue of school capacity as a major factor in growth, development and planning. Chapter 11 (attached) addresses the “schools element” and requires that the level of service maximum is at 120%. When the level of service exceeds 120%, zoning amendments allowing new development would be denied.

DPS strongly recommends that lower percentages be used to determine when development cannot be allowed due to school overcrowding. In looking at state requirements, 100% would seem correct, yet there is some allowance for using mobile classrooms. Care is required not to overload core facilities such as cafeterias, gymnasiums, computer labs and similar spaces. No matter how many mobile units are placed on site, the core facilities can only function properly within range of their design.

Furthermore, the Comprehensive Plan considers capacity as a district before limiting development requests. In other words, if a new housing development is sought next to an overcrowded elementary in southern Durham, it would still be allowed if there is room in an elementary across the county in northern Durham. DPS strongly recommends that capacity limits be considered at each location or at least within a small region.

Schools Element

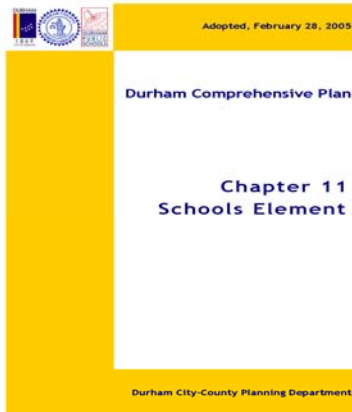


Summary of Issues
Goal 1, Adequacy of School Facilities
Goal 2, Integration of Land Use and School Facility Planning
Definitions

Durham continues to feel the pressure of new demands placed on schools by new residential development. The Schools Element identifies strategies for planning coordination and the provision of adequate school facilities

Summary of Issues

1. **Adequacy of School Facilities.** Student population has increased by 1 to 1½ percent annually over the past few years. The number of students added in a typical year could fill a new elementary school. Durham Public Schools must continue to utilize long-range facility planning to address facility needs over the next two decades. The City and County must act to ensure that new development does not result in additional students beyond what the school system can accommodate.
2. **Reliance on Mobile Classrooms.** Without provision of permanent space to accommodate student population growth, the Durham Public Schools must rely on mobile classrooms. Mobile classrooms provide valuable temporary space and can be used to address a variety of needs, but they cannot match the quality of educational environment that can be established in permanent buildings.
3. **Integration of Land Use and School Facility Planning.** Schools, historically, were central points in communities. To ensure opportunities for schools to resume this position, Durham Public Schools’ planning efforts must be integrated with those of the City and County. New schools should not be located in areas where growth is not planned by the City and County. Similarly, opportunities for the collocation of schools with other complementary public facilities, such as parks and libraries, should be pursued.



Goal 11.1, Adequacy of School Facilities

Provide and maintain sufficient school building capacity for the needs of school children in Durham.

Objective 11.1.1. School Level of Service Standards

Establish and maintain level of service standards for public school facilities by type of facility (elementary, middle, and high school).

Policy 11.1.1a. School Level of Service Standard. The level of service for public school facilities shall be established as a maximum enrollment of 120 percent of the system’s maximum permanent building capacity, measured on a system-wide basis for each type of facility. Within four years, the City and County shall change the level of service standard from 120 to 110 percent of the system’s maximum permanent building capacity.

Policy 11.1.1b. Adequate Schools Facilities. The City-County Planning Department shall recommend denial of all Zoning Map amendments that propose to allow an increase in projected student generation over that of the existing zoning that would cause the schools of any type to exceed the level of service. In application of this Policy, consideration shall be given to any commitments made by the developer to mitigate the exceedance.

Policy 11.1.1c. Adequate School Facility Policies on a Less than County-Wide Basis. The City-County Planning Department, in conjunction with the City and County Attorneys’ Offices and the Durham Public Schools, shall continue to explore legally defensible strategies to permit adequate school facility policies to be applied on a less than County-wide basis. As part of this effort, the Durham Public Schools shall reassess the school attendance zones and the transfer policy in order to achieve better utilization of school facilities.

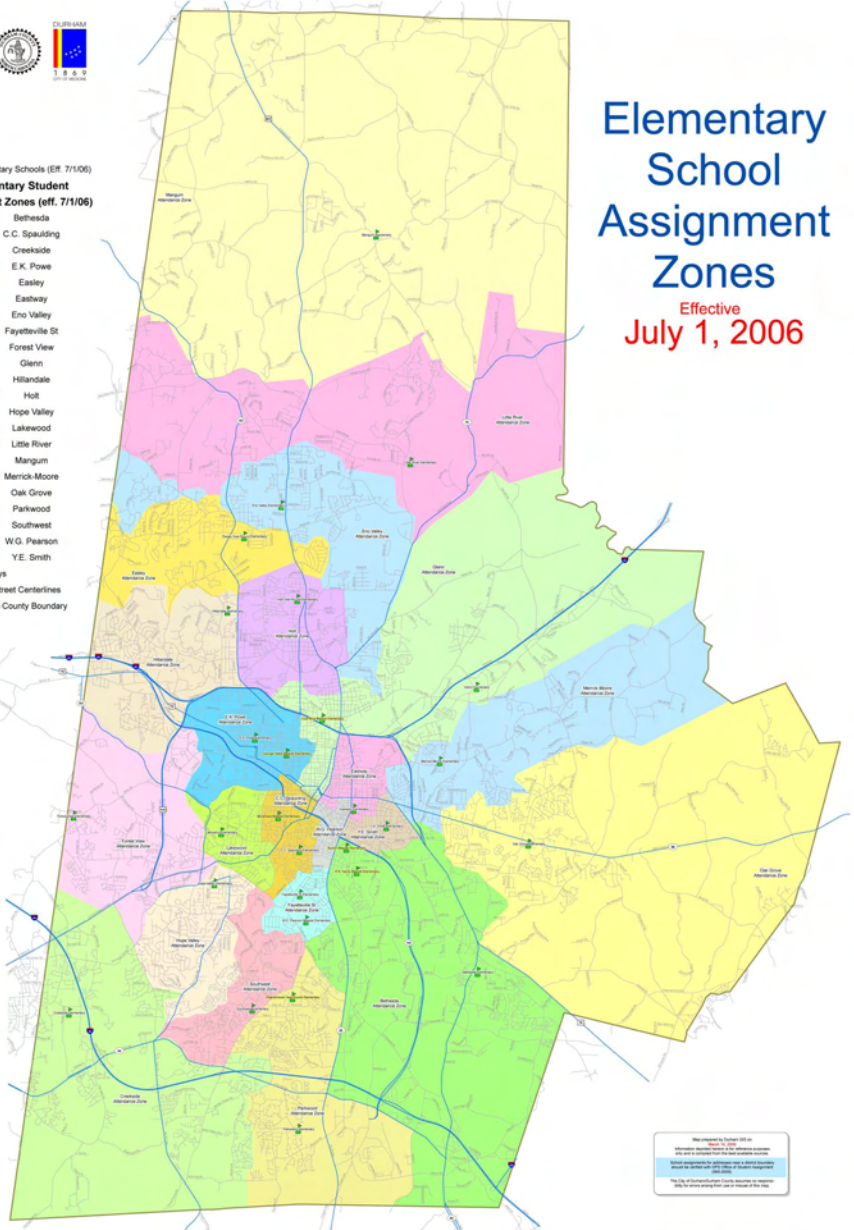
Concern about School Level of Service Standard
 One member of the Comprehensive Plan Steering Committee had serious disagreement about the school level of service standard using 120 percent rather than 100 percent.



Elementary School Assignment Zones

Effective
July 1, 2006

- Elementary Schools (Eff. 7/1/06)
- Elementary Student Assignment Zones (eff. 7/1/06)**
- Bethesda
- C.C. Spaulding
- Creekside
- E.K. Powe
- Eastley
- Eastway
- Eno Valley
- Fayetteville St
- Forest View
- Glenn
- Hillandale
- Holt
- Hope Valley
- Lakewood
- Little River
- Mangum
- Merrick Moore
- Oak Grove
- Parkwood
- Southwest
- W.G. Pearson
- Y.E. Smith
- Highways
- Other Street Centerlines
- Durham County Boundary




This map was prepared by the City of Durham, NC, and is for informational purposes only. It is not intended to be used for legal purposes. The City of Durham reserves the right to change the information on this map without notice.

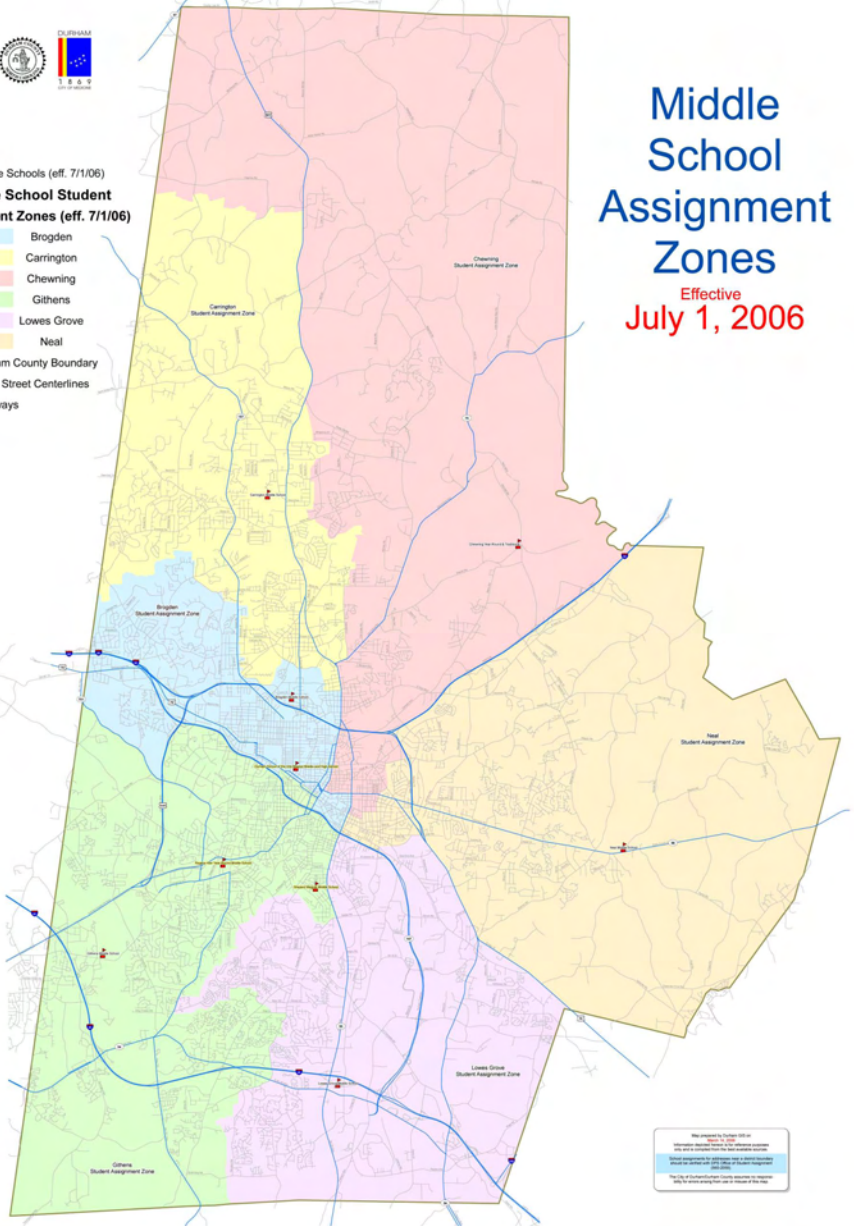


Middle School Assignment Zones

Effective
July 1, 2006

 Middle Schools (eff. 7/1/06)
Middle School Student Assignment Zones (eff. 7/1/06)

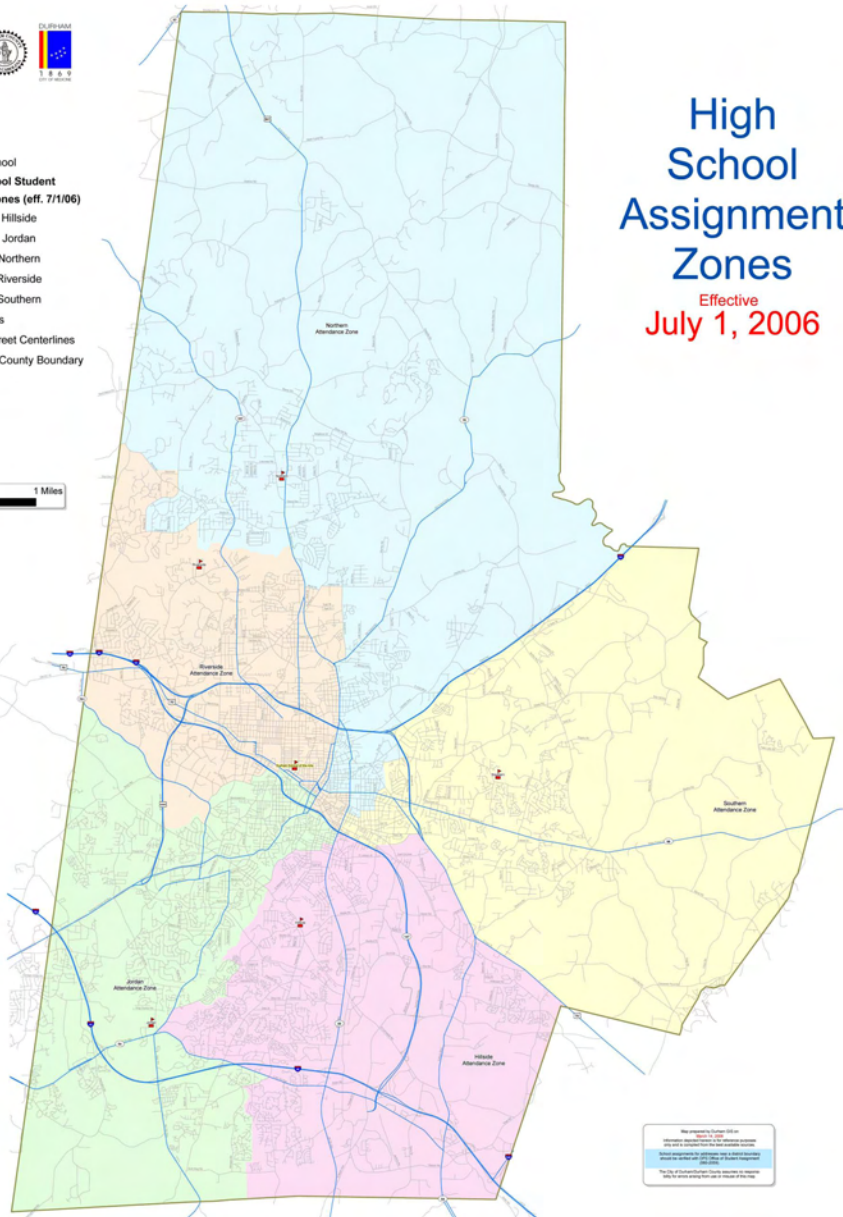
-  Brogden
-  Carrington
-  Chewing
-  Githens
-  Lowes Grove
-  Neal
-  Durham County Boundary
-  Other Street Centerlines
-  Highways



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- High School
- High School Student Assignment Zones (eff. 7/1/06)**
- Hillside
- Jordan
- Northern
- Riverside
- Southern
- Highways
- Other Street Centerlines
- Durham County Boundary



High School Assignment Zones

Effective
July 1, 2006

This map is for informational purposes only and does not constitute an offer of insurance. Please contact your insurance agent for more information. This map is not to be used as a basis for any legal action.

DURHAM SUBSIDIZED HOUSING LOCATION POLICY

SUBSIDIZED RENTAL HOUSING

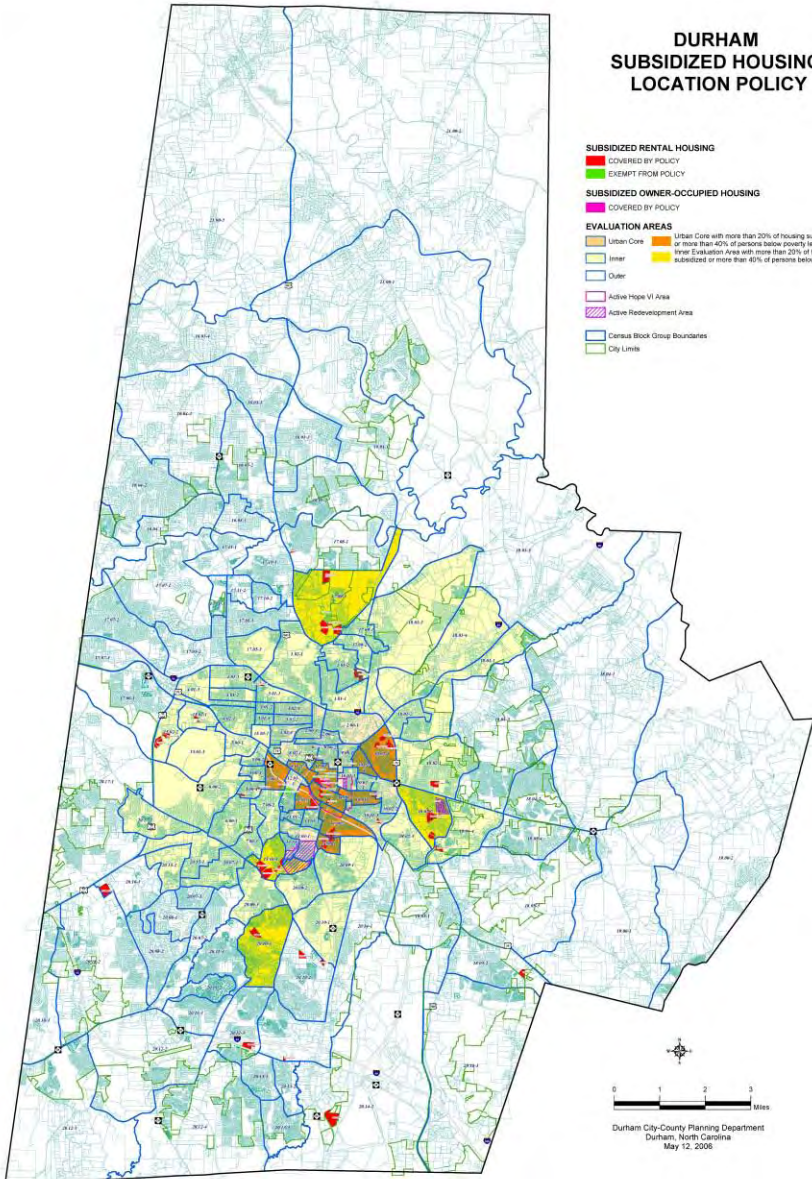
- COVERED BY POLICY
- EXEMPT FROM POLICY

SUBSIDIZED OWNER-OCCUPIED HOUSING

- COVERED BY POLICY

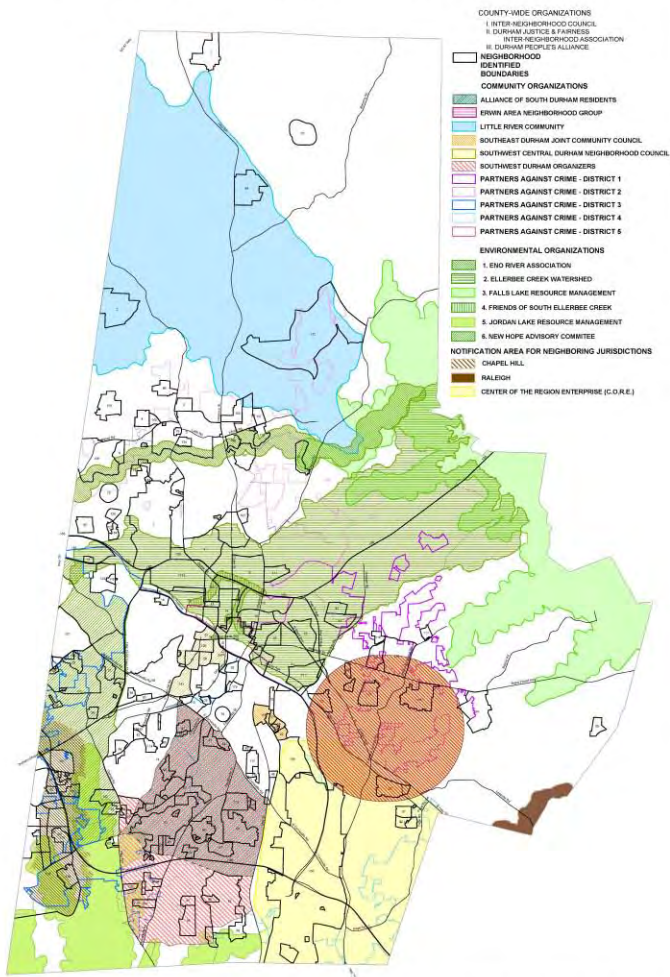
EVALUATION AREAS

- Urban Core
- Urban Core with more than 20% of housing subsidized or more than 40% of persons below poverty level
- Inner
- Inner Evaluation Area with more than 20% of housing subsidized or more than 40% of persons below poverty level
- Outer
- Active Hope VI Area
- Active Redevelopment Area
- Census Block Group Boundaries
- City Limits



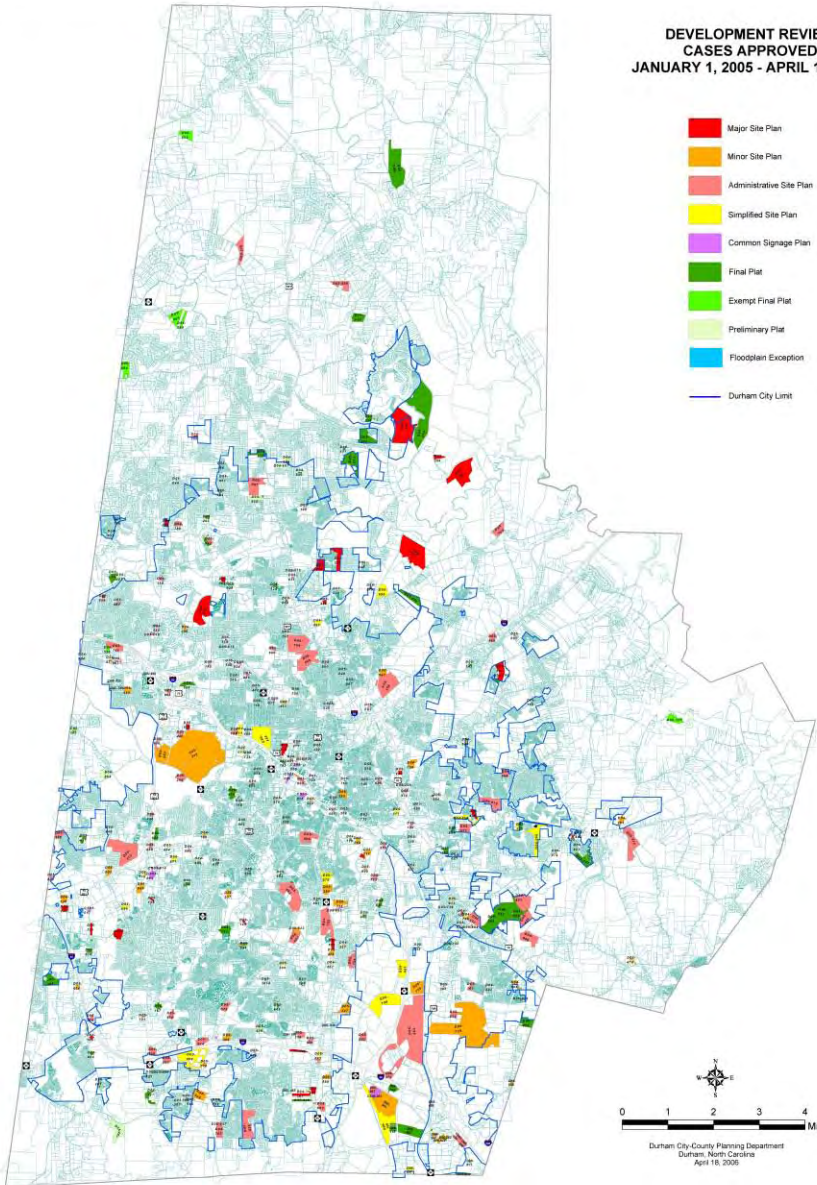
Durham City-County Planning Department
Durham, North Carolina
May 12, 2006

NEIGHBORHOOD ORGANIZATION MAP



**DEVELOPMENT REVIEW
CASES APPROVED
JANUARY 1, 2005 - APRIL 18, 2006**

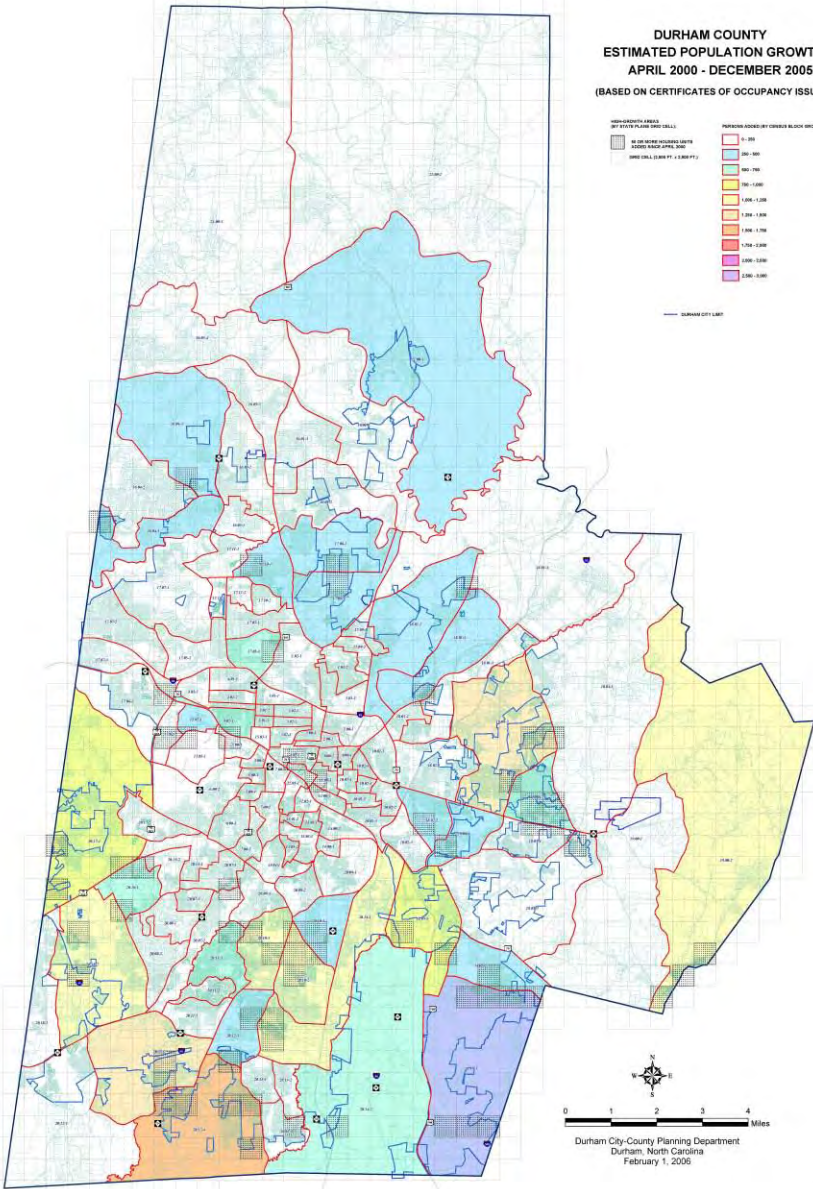
-  Major Site Plan
-  Minor Site Plan
-  Administrative Site Plan
-  Simplified Site Plan
-  Common Signage Plan
-  Final Plat
-  Exempt Final Plat
-  Preliminary Plat
-  Floodplain Exception
-  Durham City Limit



**DURHAM COUNTY
ESTIMATED POPULATION GROWTH
APRIL 2000 - DECEMBER 2005
(BASED ON CERTIFICATES OF OCCUPANCY ISSUED)**



— DURHAM CITY LIMIT



Durham City-County Planning Department
Durham, North Carolina
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