



July 18, 2024

Update: Orange County Bond Proposal 2024

In Collaboration with Orange County and Woolpert Facility Master Plan



Agenda

- 1 CHCCS/Orange County Approach
- 2 Woolpert Recommendations
- 3 Community Input on Plan
- 4 Bond Plan Options
- 5 Decision-Making Values/Criteria

Our Mission

CHCCS believes every individual's unique background and culture enhance our schools. By providing students with a safe and joyful learning environment, we collaborate with families to create a community where all students, families, and staff members feel affirmed and respected to develop their fullest potential.

Our Vision

Equipping students to navigate the world and make a positive impact throughout their life's journey.

Key Priorities

Creating a Culture of Safety and Wellness

Instructional Excellence:
Preparing Students for Life

Empowering, Equipping and Investing in Our People

Equitable and Transparent Fiscal Stewardship and Operations

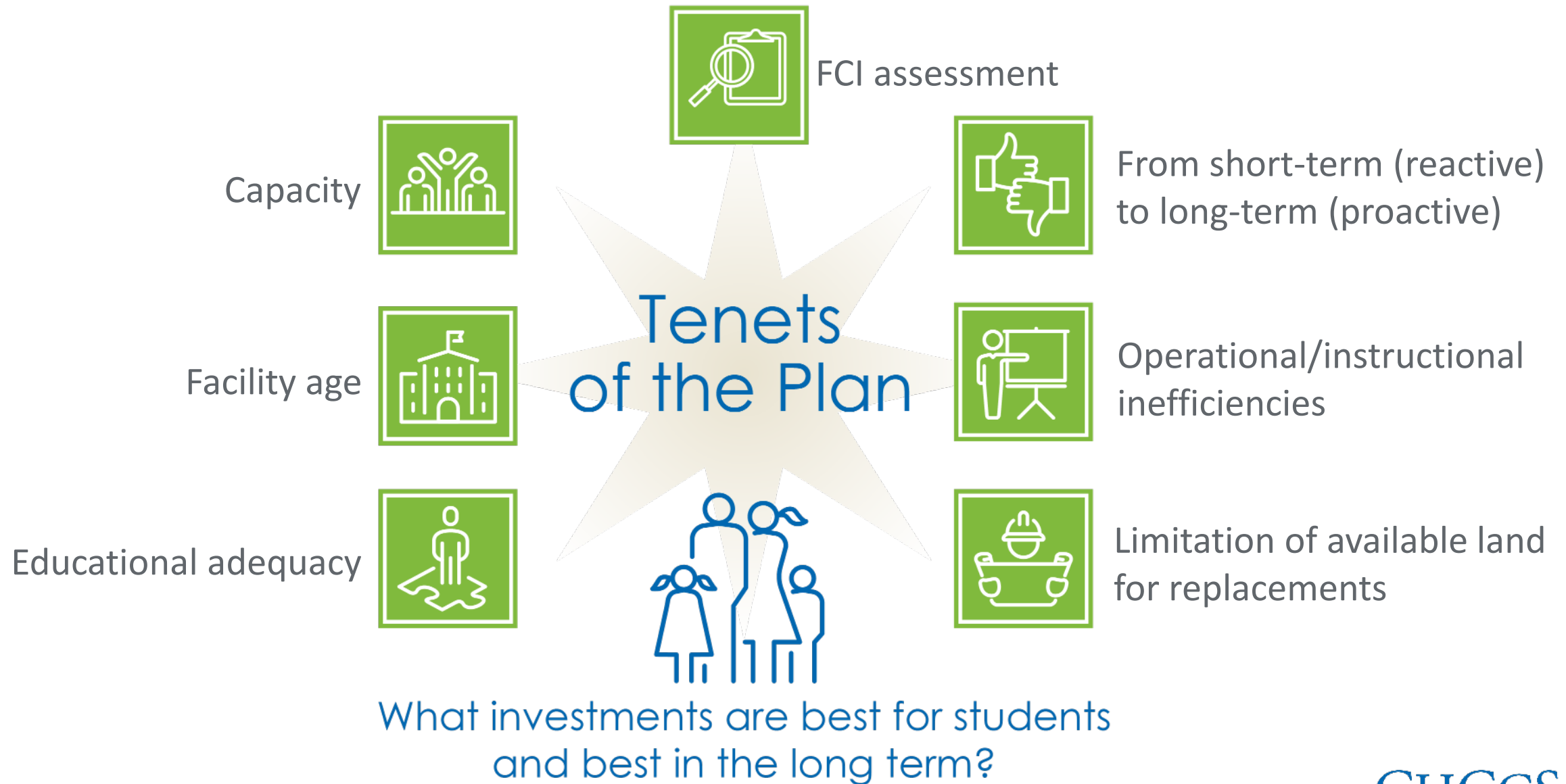
Strengthening Family and Community Engagement



**THINK (AND ACT)
DIFFERENTLY**

CHCCS Approach

The Core of the CHCCS Plan



Orange County BOCC Approach

Orange County BOCC Framework for School Bond Projects and Capital Funding



School capital projects will be funded based on consistency with the principles of the Woolpert Plan.



Replace old facilities with new facilities.

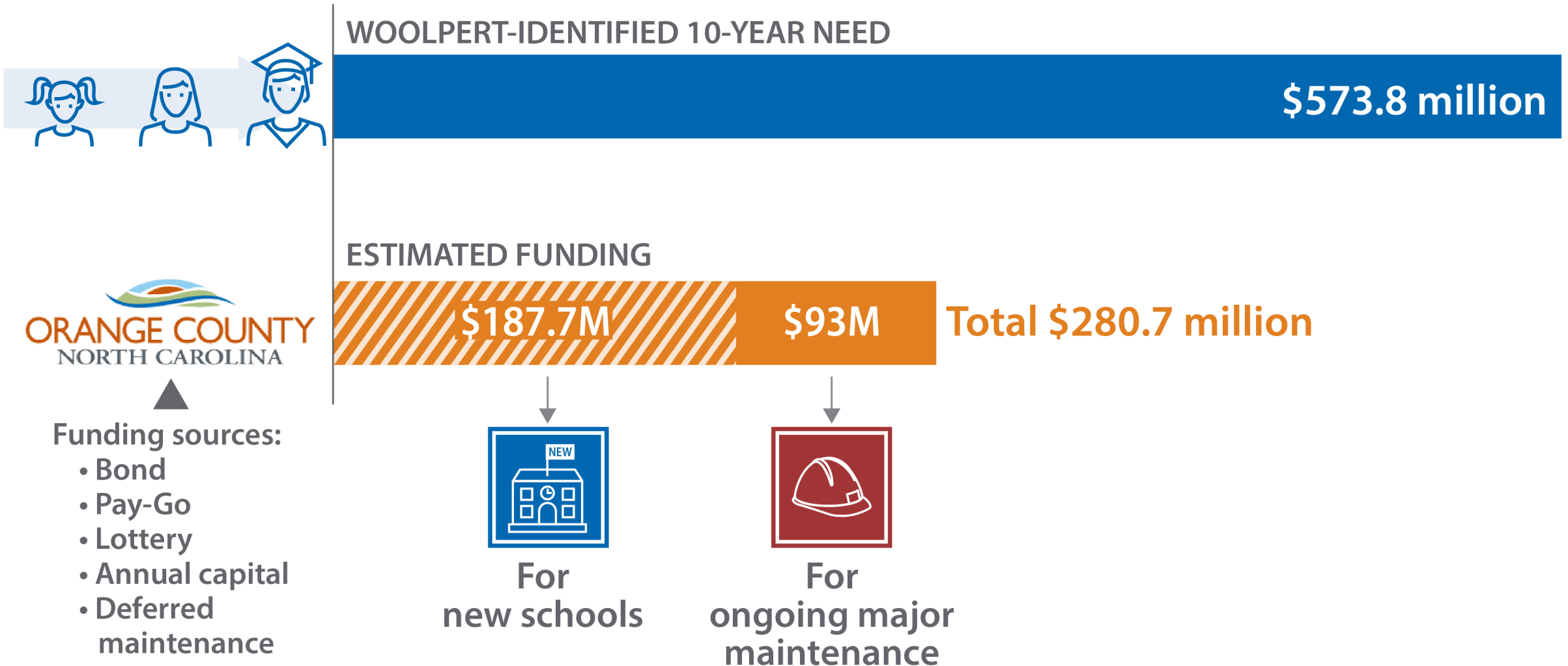


Improve educational adequacy of the buildings.



Address high priority capital maintenance needs throughout each district.

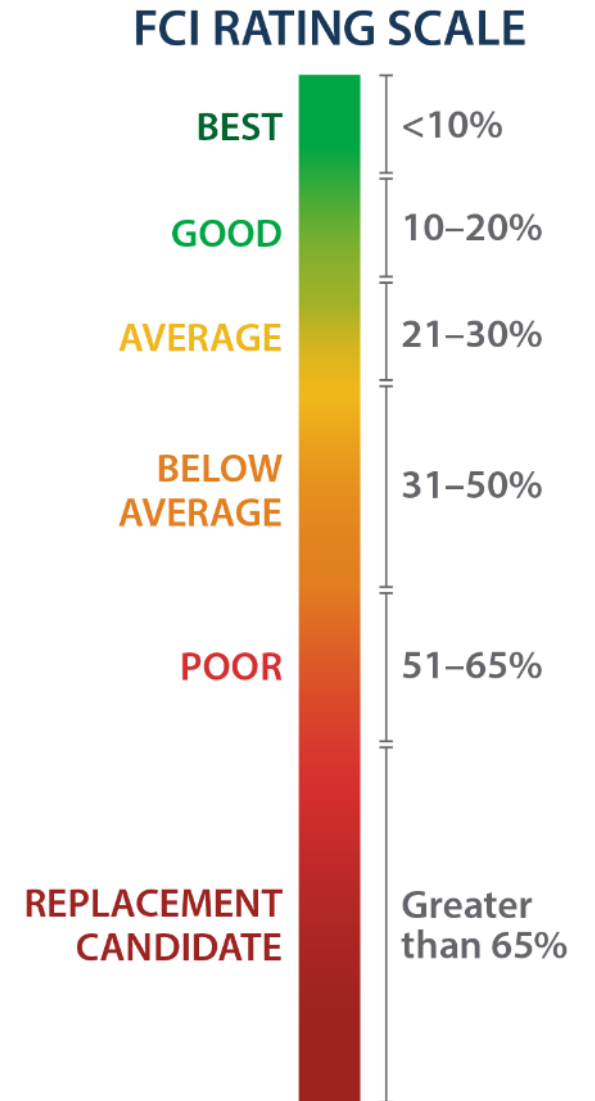
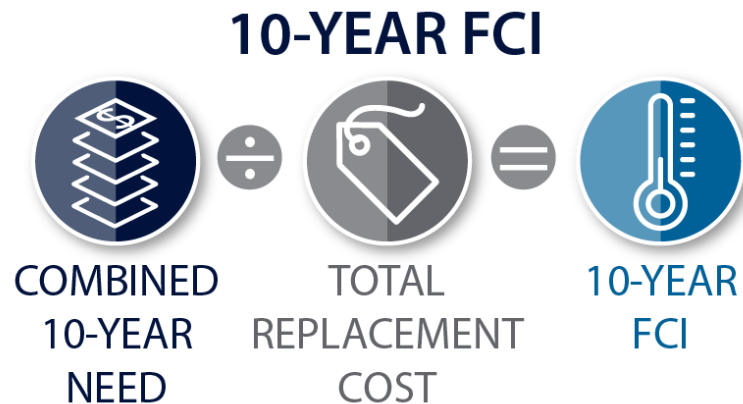
Proposed Orange County 10-Year Financing Plan



Woolpert Recommendations

What is Facility Condition Index (FCI)

- General indicator of a facility's health.
- Metric to compare dissimilar facilities.
- The higher the FCI, the greater the need.
- Financial modeling suggests FCIs of 65% or greater are candidates for replacement.
- FCI is **only one indicator** and is not the only factor to consider when identifying renovation, replacement, or closure candidates. Building age, educational adequacy, site layout, etc., contribute to decision-making.



Defining Educational Adequacy

Educational Adequacy ...

... measures the ability of the facility to accommodate existing programming and education offerings.

Standards are set by North Carolina Department of Public Instruction

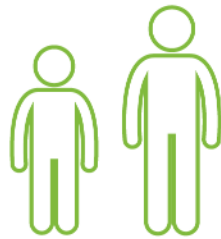


What was Assessed

SPACE TYPES



Labs, gyms, cafeterias, kitchens, auditoriums, band halls, nursing offices, resource rooms, etc.



SPACE SIZE

Older kids require more space



LEARNING TOOLS

Such as white boards, lab equipment, bathrooms, adjustable light, etc.

Result



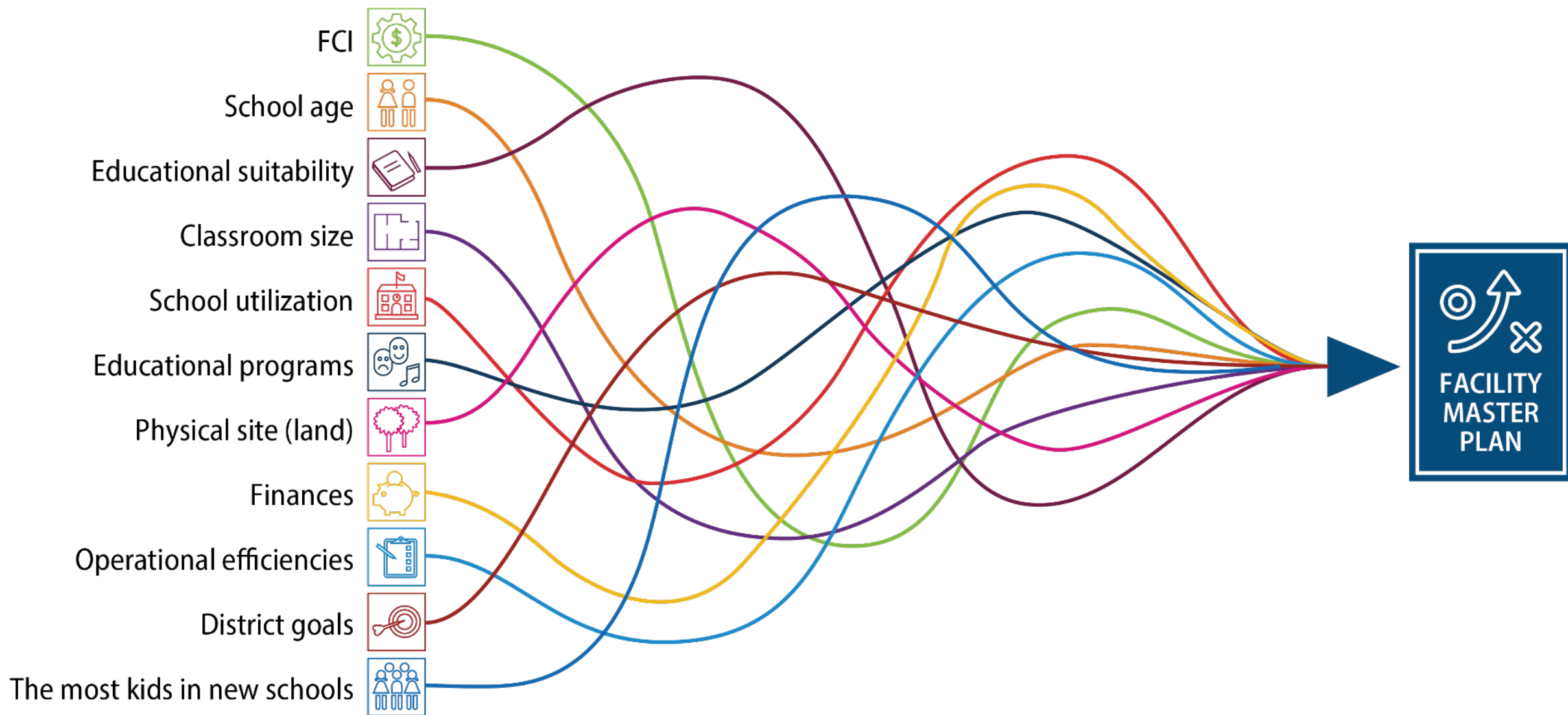
Learning tools were present



Spaces were present

But
50%
of spaces were
too small







Drivers for Decision-Making



Woolpert Recommendation Profiles

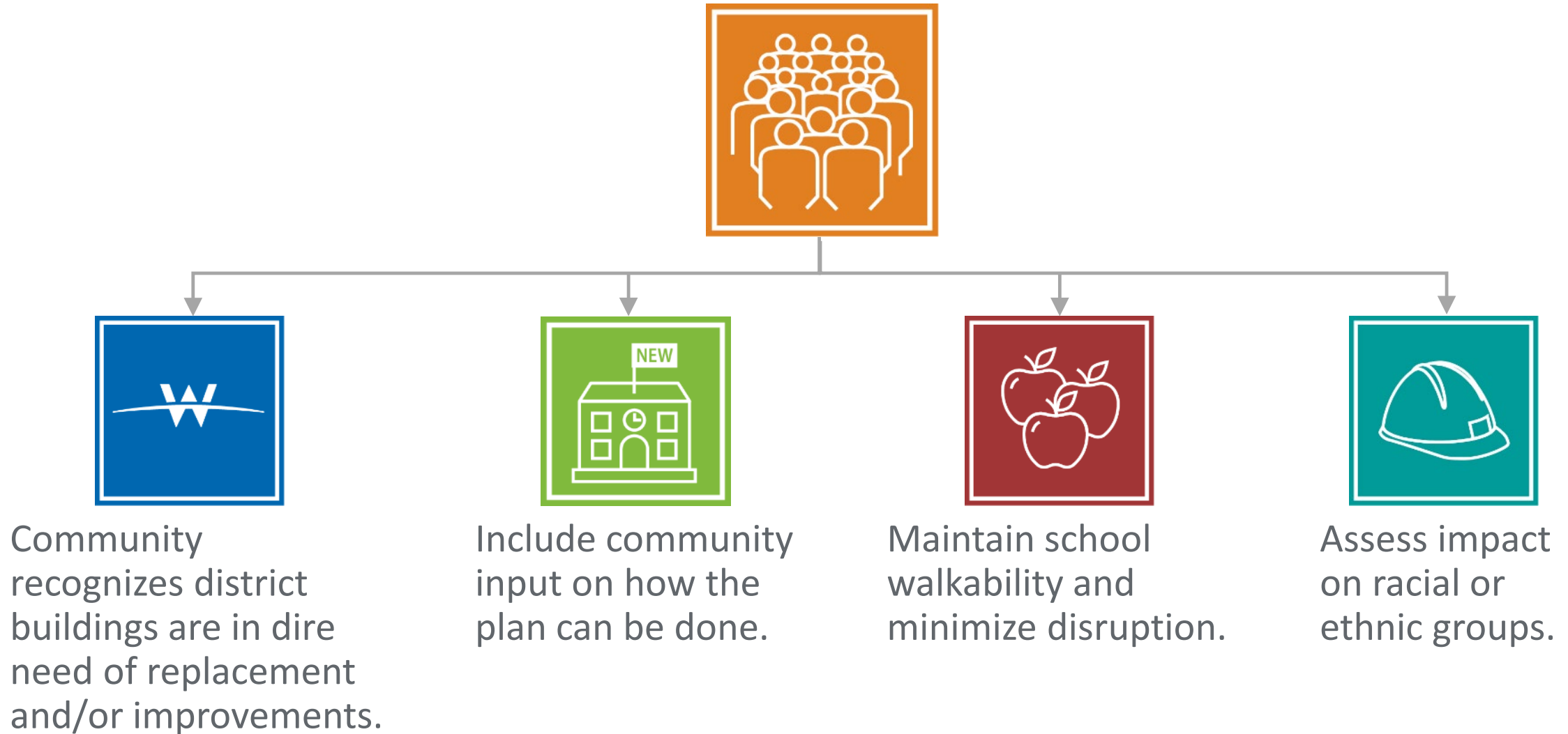
EXCELLENT GOOD POOR CRITICAL



SCHOOLS	 Year Built	 10-Year FCI	 Utilization	EDUCATIONAL ADEQUACY		
				 Space Types Required	 Meeting Size Requirements for Space Types	 Learning Tools Present
Carrboro ES	1957	46%	98%	61%	52%	88%
Estes Hills ES	1958	80%	68%	67%	47%	88%
Frank Porter Graham ES	1960	76%	94%	87%	54%	88%
Culbreth MS	1969	61%	87%	81%	50%	88%
Phillips MS	1962	37%	79%	93%	37%	82%
		Estimated 10-year capital need to repair building divided by cost to replace building. Values over 50% considered poor; over 65% critical replacements.	Current Enrollment against Total Capacity, utilizing Woolpert capacity (including Pre-K) and November 2023 actual enrollment at each school.	Required spaces needed at that level of education. Percentage of room types in building vs. amount recommended.	Percentage of spaces of all types meeting size requirements for modern education. Spaces undersized if less than 90% of recommended size.	Percentage of required educational materials present in each room.

CHCCS Community Input on Plan

Community Input/Values Provided to Date



Bond Plan Options

Option 2 (with Spanish Dual Language consolidation)



Build a new building/addition on land adjacent to Morris Grove ES for Dual Language campus.



Reassign Morris Grove ES students to adjacent schools with capacity.



Relocate ES Spanish Dual Language and Newcomer programs, presently at Frank Porter Graham ES (FPG), Carrboro ES, and Northside ES to Morris Grove campus.



Replace Carrboro ES (onsite), using FPG as a “swing” school.

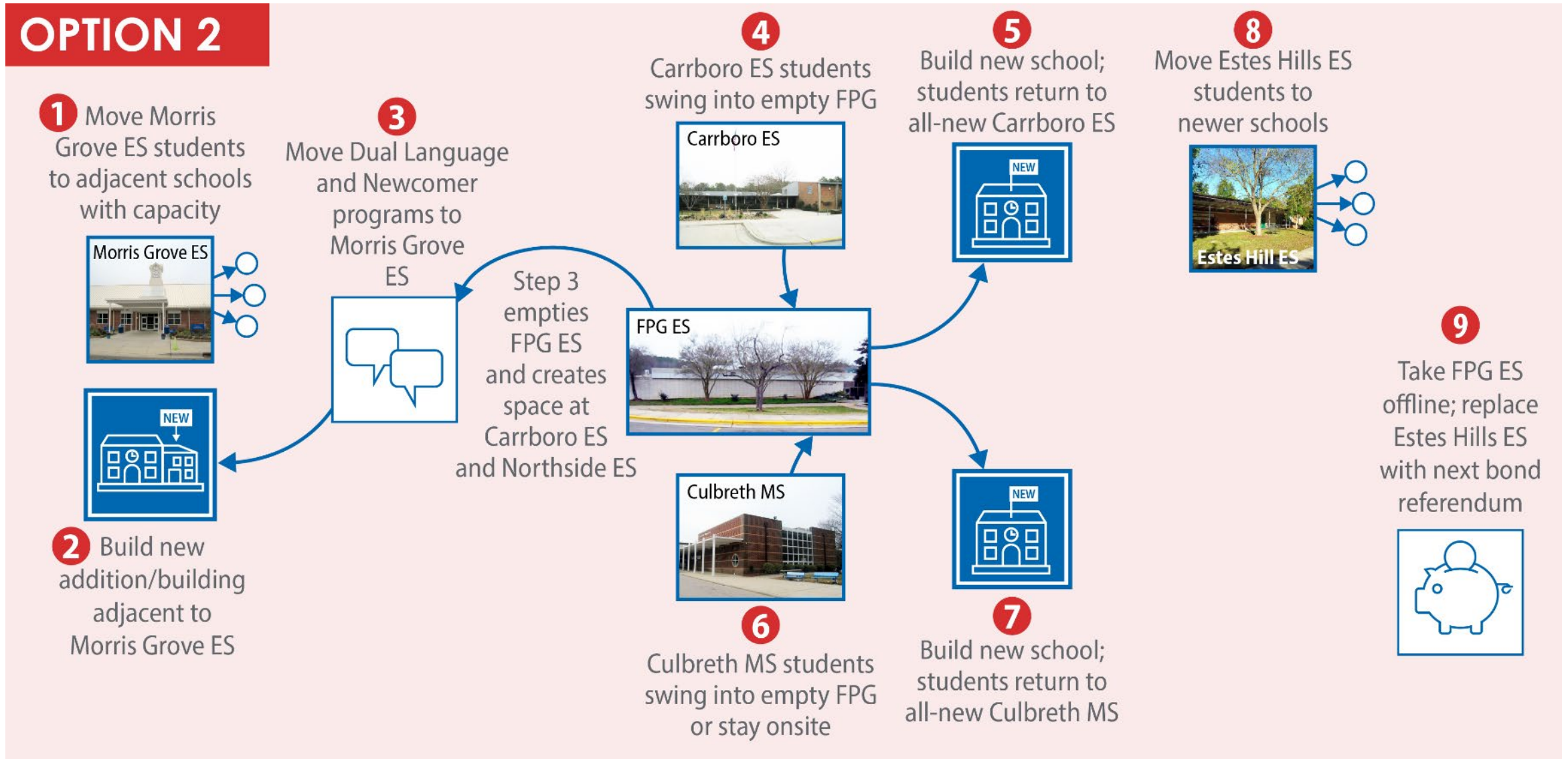


Replace Culbreth MS (onsite), using FPG as a potential “swing” school.



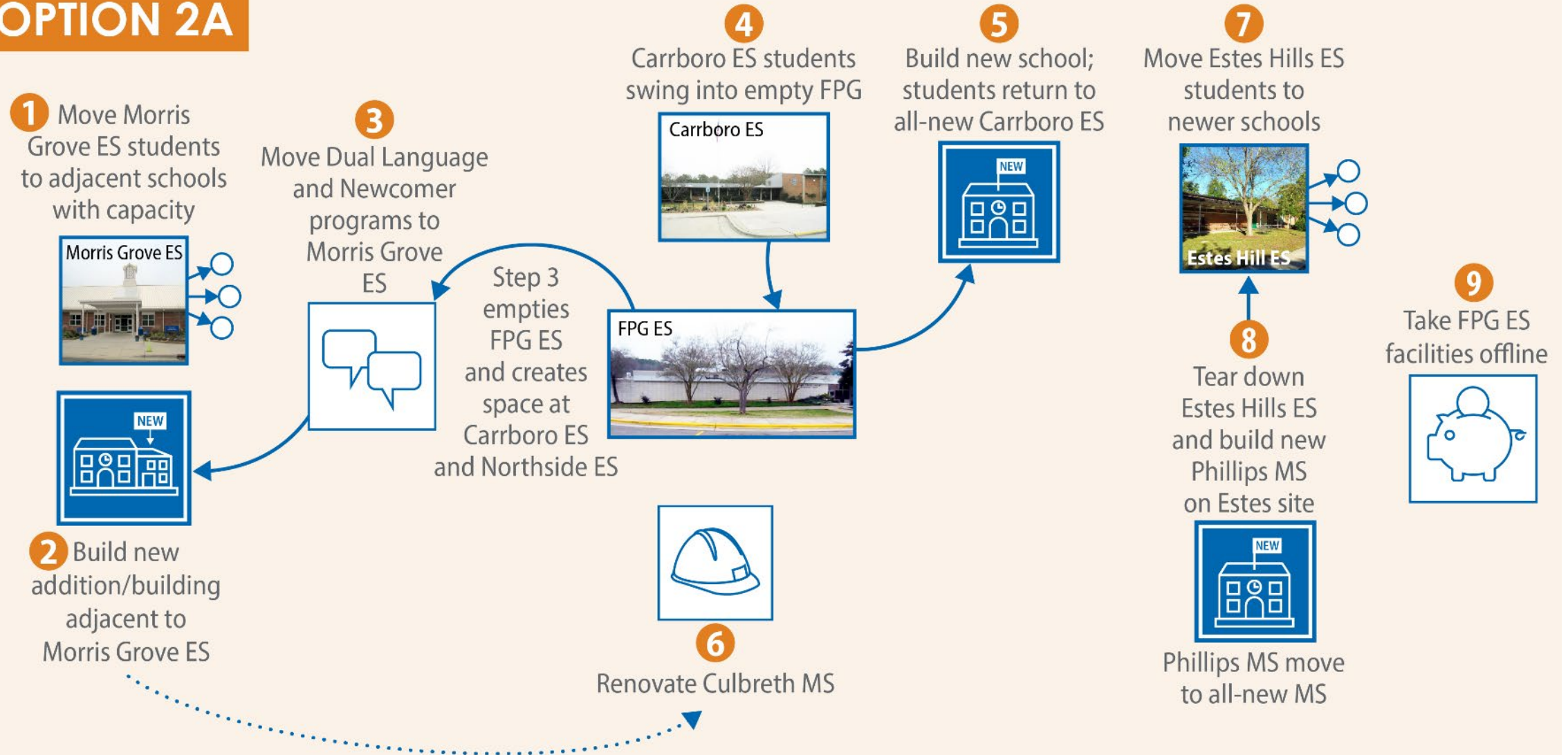
Take FPG ES offline, reassign Estes Hills ES and replace with next bond referendum.

How It Could Be Done . . .Option 2



How It Could Be Done . . .Option 2A

OPTION 2A



Option 2 Considerations

(With Spanish Dual Language consolidation at Morris Grove ES)



Advantages:

- All Spanish Dual Language student (~850) at one campus.
- Reduces average district school age by six years.
- Improves average facility condition index from Poor to Good.
- Minimizes use of additional bus routes.

2A Advantages:

- Replacement of Phillips MS allows for quicker replacement of elementary schools in next bond referendum (i.e., Estes Hills, Seawell, Ephesus, and Glenwood)
- Addresses educational adequacy issues at Phillips MS.
- Financial savings can be captured to reinvest.
- Leveraging value of 2014 science wing investment.



Disadvantages:

- Morris Grove ES students will be displaced (~400) and other schools will be part of boundary change.
- Displaced Morris Grove ES students bus ride time may be increased.
- Counter to the Town of Carrboro's walkability efforts/goals for existing and future adjacent neighborhoods.
- Delay in construction of addition/building could result in moving Morris Grove ES students three times instead of two.

2A Disadvantage:

- Some students displaced by Dual Language consolidation could be moved twice.

Option 3

(No Spanish Dual Language consolidation)



Build a replacement Frank Porter Graham (FPG)/Dual Language ES on land adjacent to Morris Grove ES.



Vacate FPG and move to new ES next to Morris Grove ES.



Replace Carrboro ES, using FPG as a “swing” school.



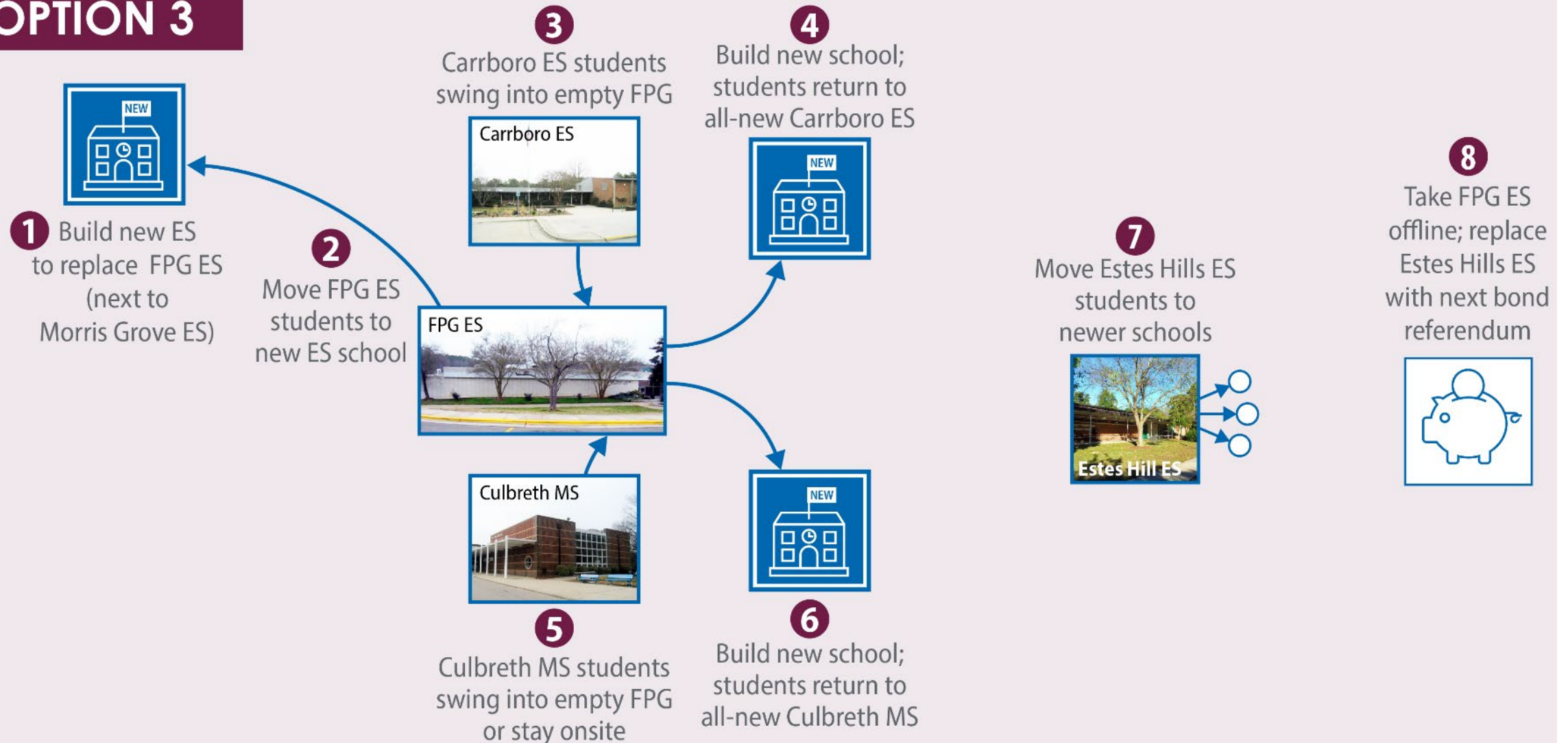
Replace Culbreth MS, using FPG as a potential “swing” school.



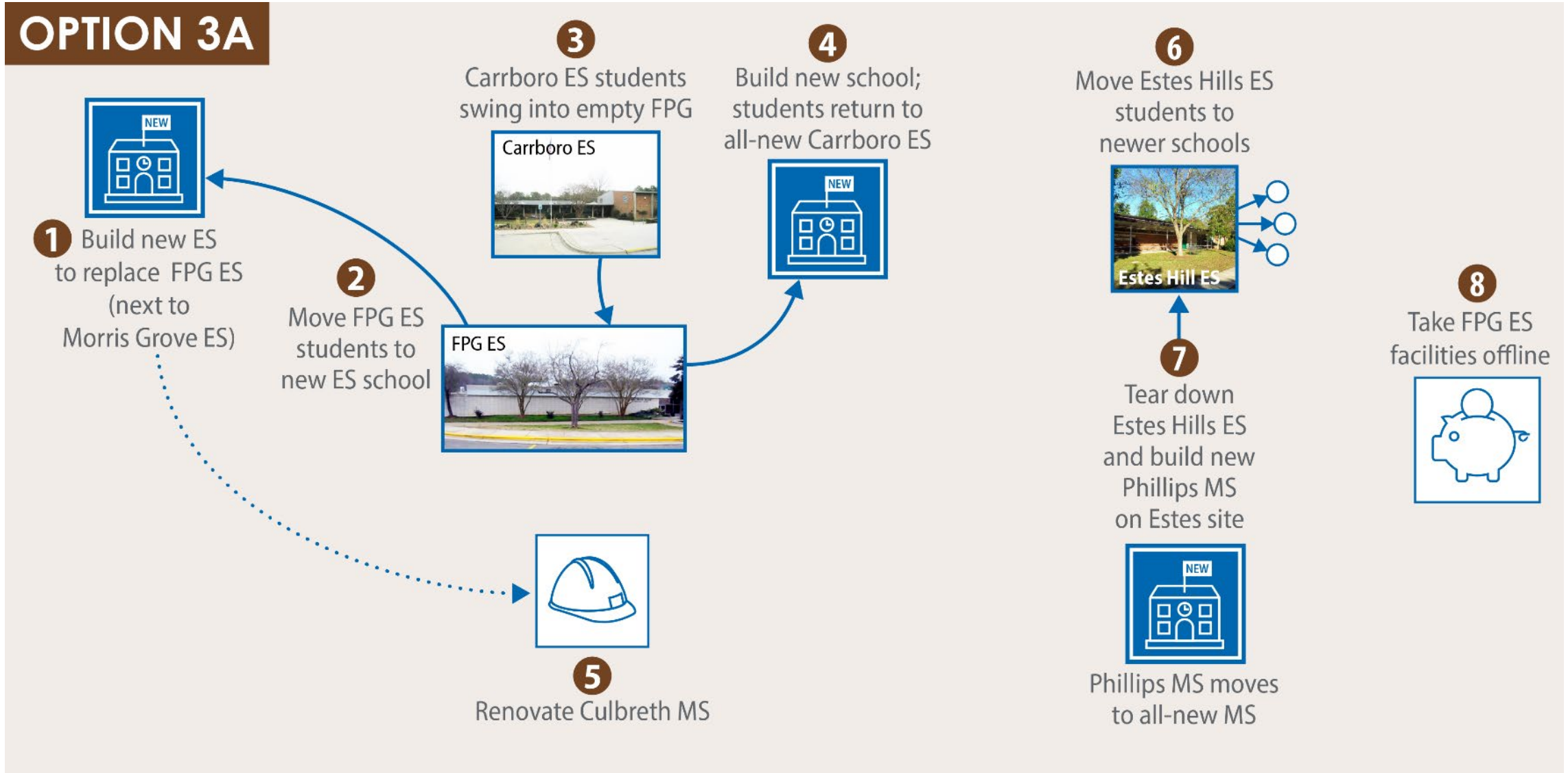
Take FPG offline, reassign Estes Hills ES and replace with next bond referendum.

How It Could Be Done . . .Option 3

OPTION 3



How It Could Be Done . . .Option 3A



Option 3 Considerations

(No Spanish Dual Language consolidation)



Advantages:

- Less movement of students (~350 Estes Hills ES) compared to Options 2/2A.
- Reduces average district school age by 13 years.
- Improves facility condition index from Poor to Good.
- Maintains McDougle ES/MS and Morris Grove ES campus walkability.
- Maintains Morris Grove ES campus walkability and Town of Carrboro's interconnectivity efforts.
- Minimizes use of additional bus routes.

3A Advantages:

- Replacement of Phillips MS allows for quicker replacement of elementary schools in next bond referendum (i.e., Estes Hills, Seawell, Ephesus, and Glenwood).
- Addresses educational adequacy issues at Phillips MS.
- By not building new MS, financial savings can be captured to substantially reinvest at Culbreth MS.



Disadvantages:

- ES boundary change would need to occur before construction of new Phillips and would need to reoccur after new Estes Hills ES is built in next referendum.
- Though the master plan indicates building a new Estes Hills ES in future, it does not guarantee a new Estes Hills ES will be built.

3A Disadvantages:

- TBD

Option 5

(No Spanish Dual Language consolidation)



Build a replacement Frank Porter Graham (FPG)/Dual Language ES on land adjacent to Morris Grove ES.



Vacate FPG and move to new ES next to Morris Grove ES.



Replace Carrboro ES, using FPG as a “swing” school.



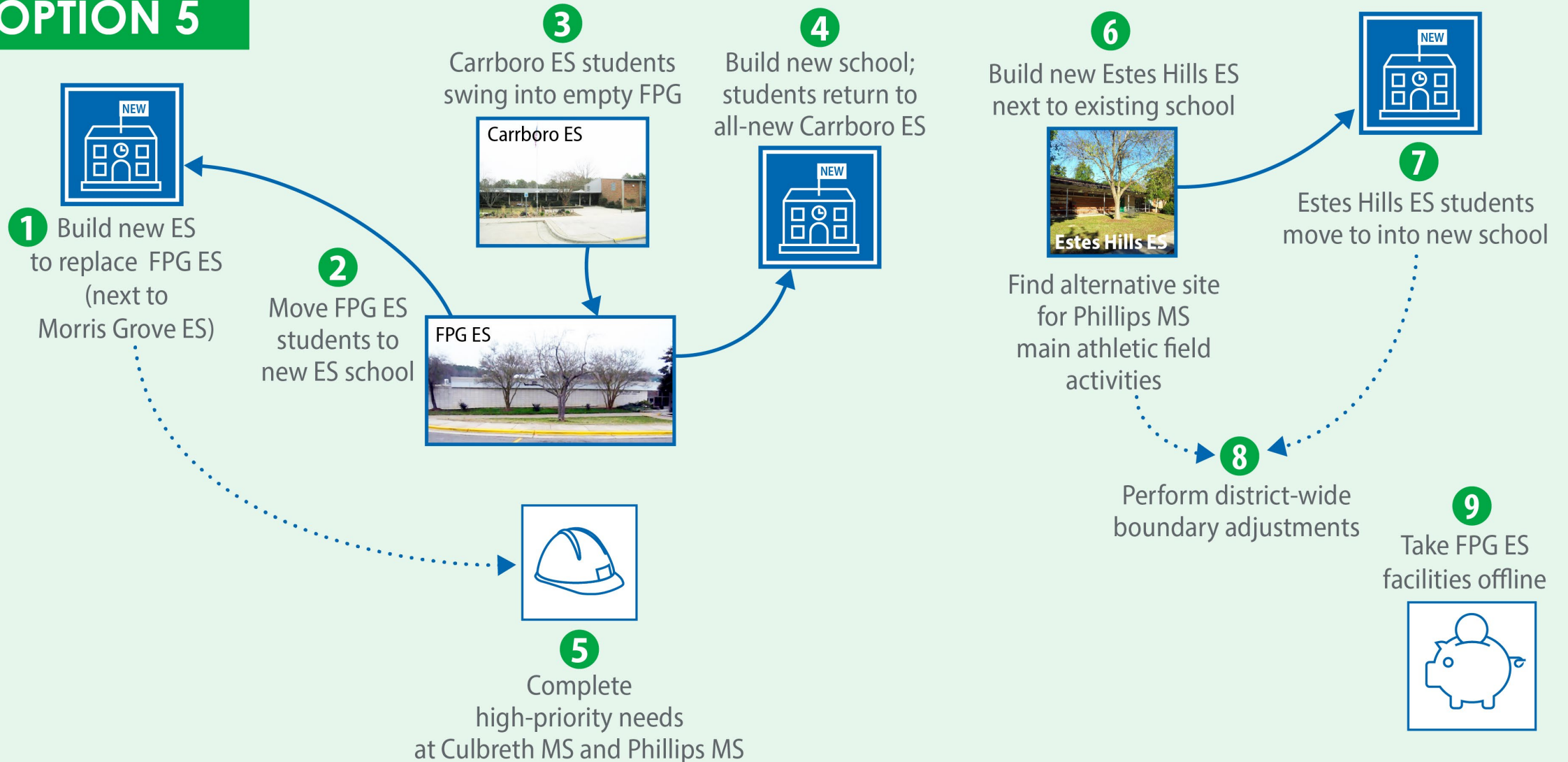
Perform High Priority Maintenance projects at Culbreth MS and Phillips MS



Construct new Estes Hills ES onsite.

How It Could Be Done . . .Option 5

OPTION 5



Construction at Estes Hills ES and Phillips MS (Future)

PHASE 1

- Construct new ~600-student ES behind existing Estes Hills ES.
- Students remain on campus.
- Football and track will not be functional starting in this phase.
- FPG ES could be used as temporary swing space in the process.

PHASE 2

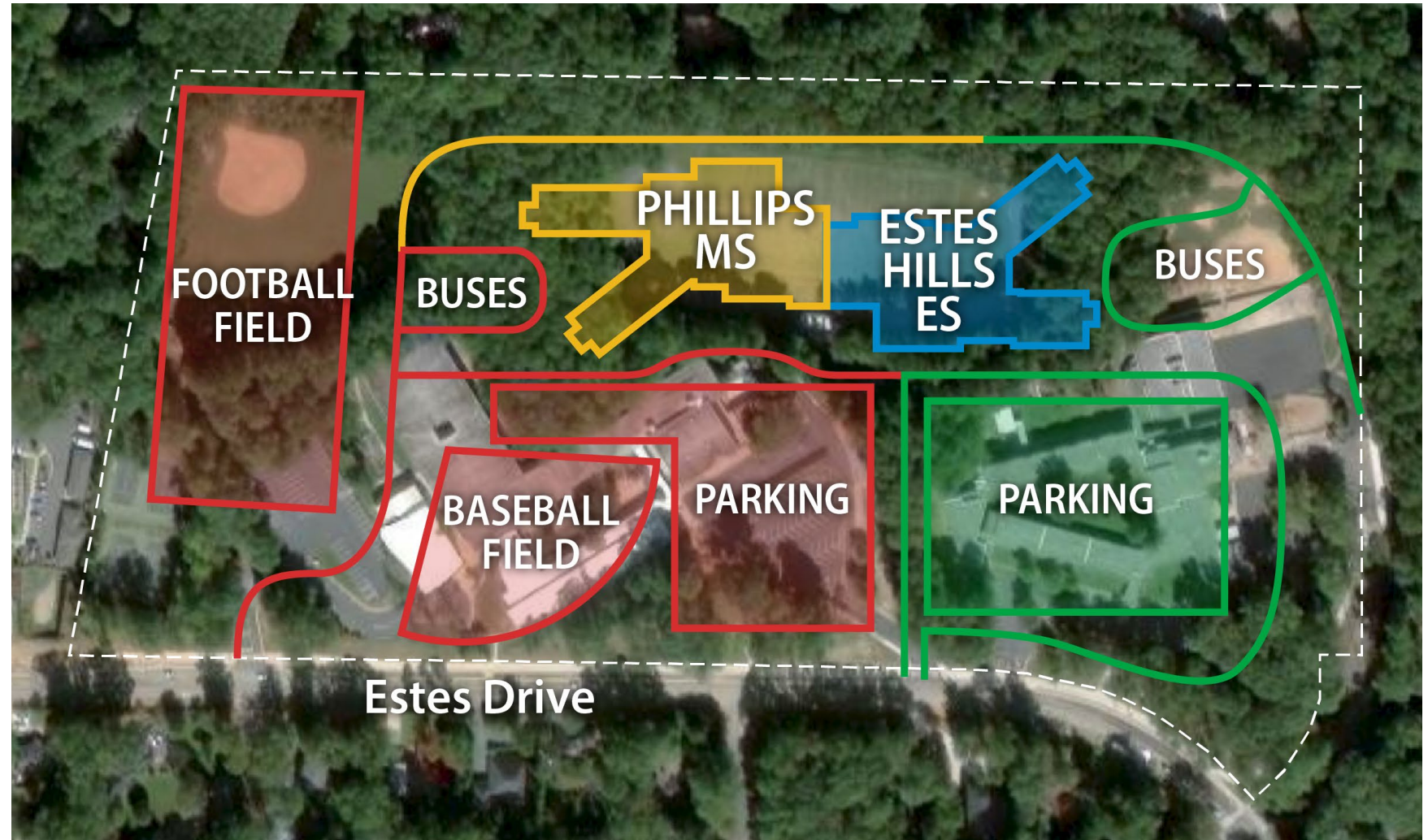
- Students move into new ES.
- Demo existing Estes Hills ES and construct new parking and drives.

PHASE 3

- Construct new ~800-student MS to create full K-8 campus.
- Students remain on campus.
- Main shared amenities include kitchen and bus drive.

PHASE 4

- Students move into new MS.
- Demo existing Phillips MS and construct new parking, drives, and sports fields (football, baseball, and tennis).



Source: Moseley Architects, Timmons Group (A/E for Northside ES and Chapel Hill)

Option 5 Considerations

(No Spanish Dual Language consolidation)



Advantages:

- Follows Woolpert's recommendations in replacing FPG, Carrboro ES, and Estes Hills ES.
- Estes Hills ES remain onsite while new school is constructed.
- Reduces average district school age by 12 years.
- Improves facility condition index from Poor to Best.
- Maintains Morris Grove ES campus walkability and Town of Carrboro's interconnectivity efforts.
- Minimizes use of additional bus routes for plan and demands on CHCCS Transportation.
- Allows for Woolpert's recommended district-wide boundary adjustments to occur after construction of new Estes Hills ES.
- Minimizes number of times students are displaced with boundary changes.
- Replacement of Estes Hills ES allows for potential replacement of elementary schools (Phase 2) in next bond referendum (i.e., Seawell, Ephesus, and Glenwood).
- Allows for high-priority needs projects to be completed at Culbreth and Phillips Middle Schools.



Disadvantages:

- Athletic field at Phillips would not be available for competitions during/after Estes Hills ES construction until Phillips MS is replaced in next referendum.
- Construction and phasing more impactful than Option 3/3A.

Decision-Making Values/Criteria

2022-2042 Carrboro Connects Comprehensive Plan

JONES CREEK GREENWAY

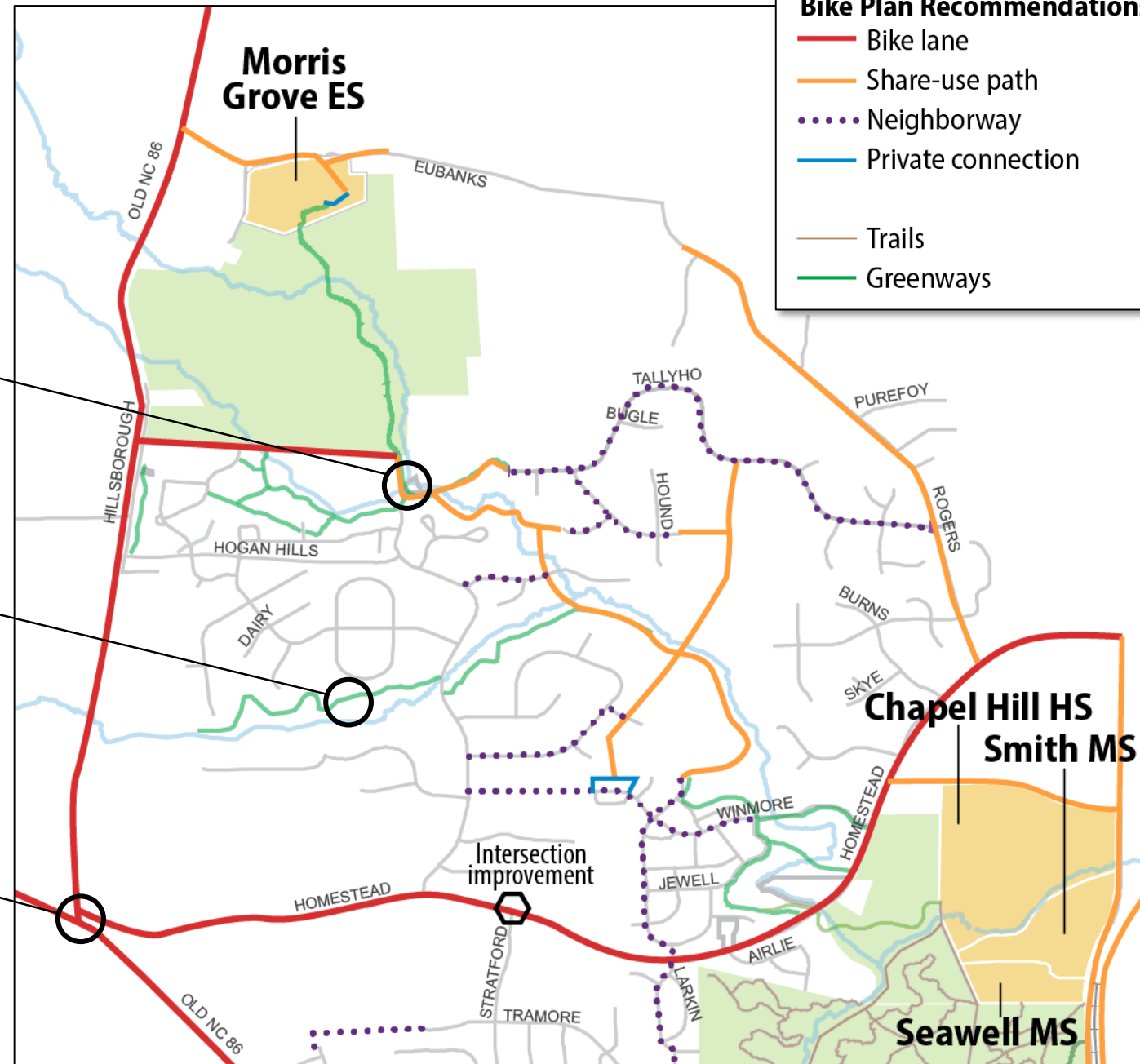
- Continue initiatives to improve greenway access and travel

HOGAN LAKE TRAIL

- Bike improvement
- Sidewalk connectivity
- Greenway improvement (protected passive recreation area)

HOMESTEAD ROAD AND OLD NC 86

- Once development occurs, improve bike facilities and extend transit service



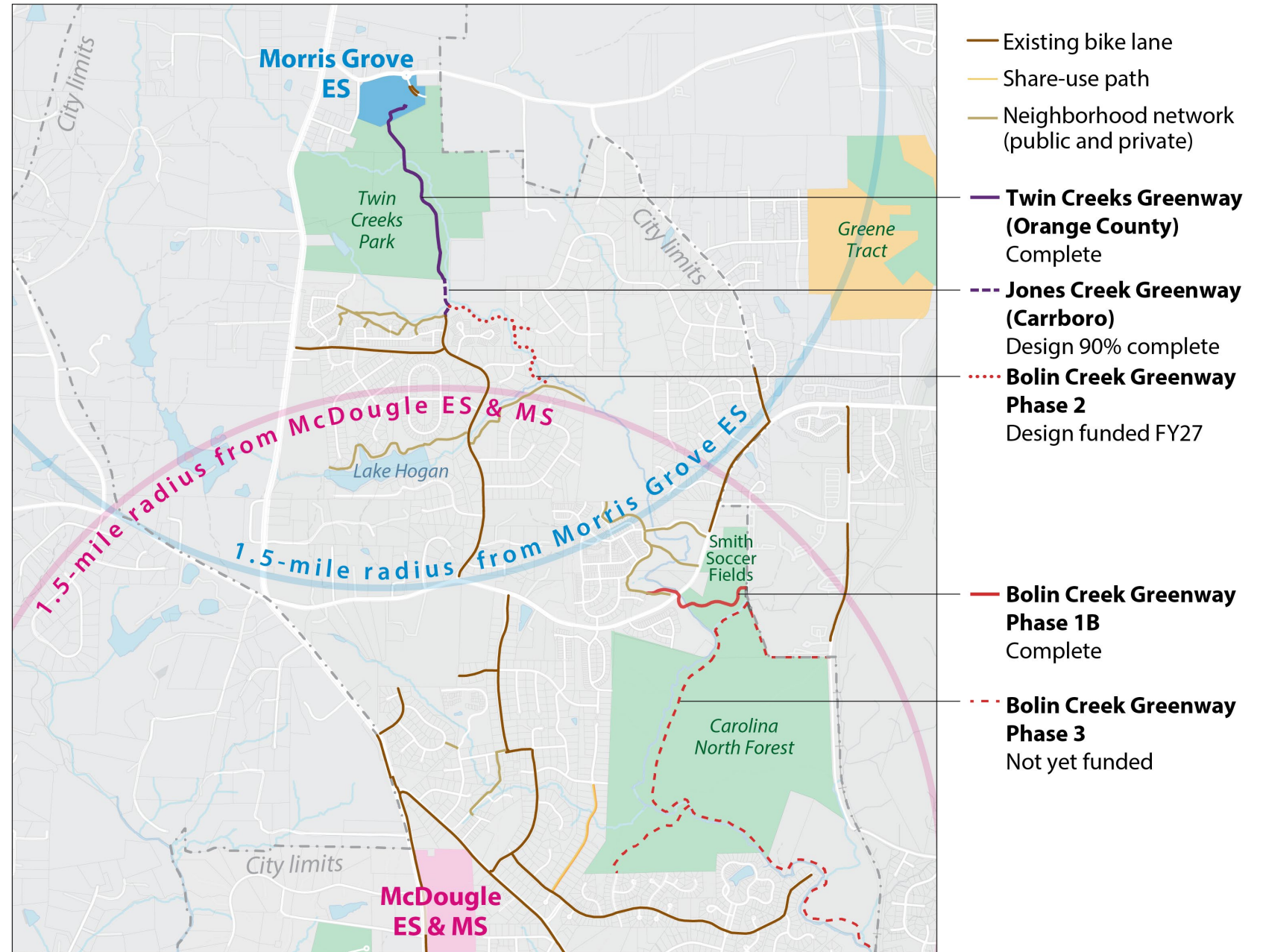
This plan is in-line with these previous plans:

- 2050 Metropolitan Transportation Plan
- Vision 2020
- Community Climate Action Plan (CCAP) 2020
- Energy and Climate Protection Plan (ECP) 2020
- Comprehensive Bicycle Transportation Plan Update 2020
- NC 54 Pedestrian and Bicycle Corridor Safety Study 2019
- Chapel Hill Transit Short Range Plan 2020
- Chapel Hill/Carrboro/UNC 2035 Long Range Transit Plan
- Town of Carrboro Downtown Parking Plan 2017



TOWN OF CARRBORO • NC

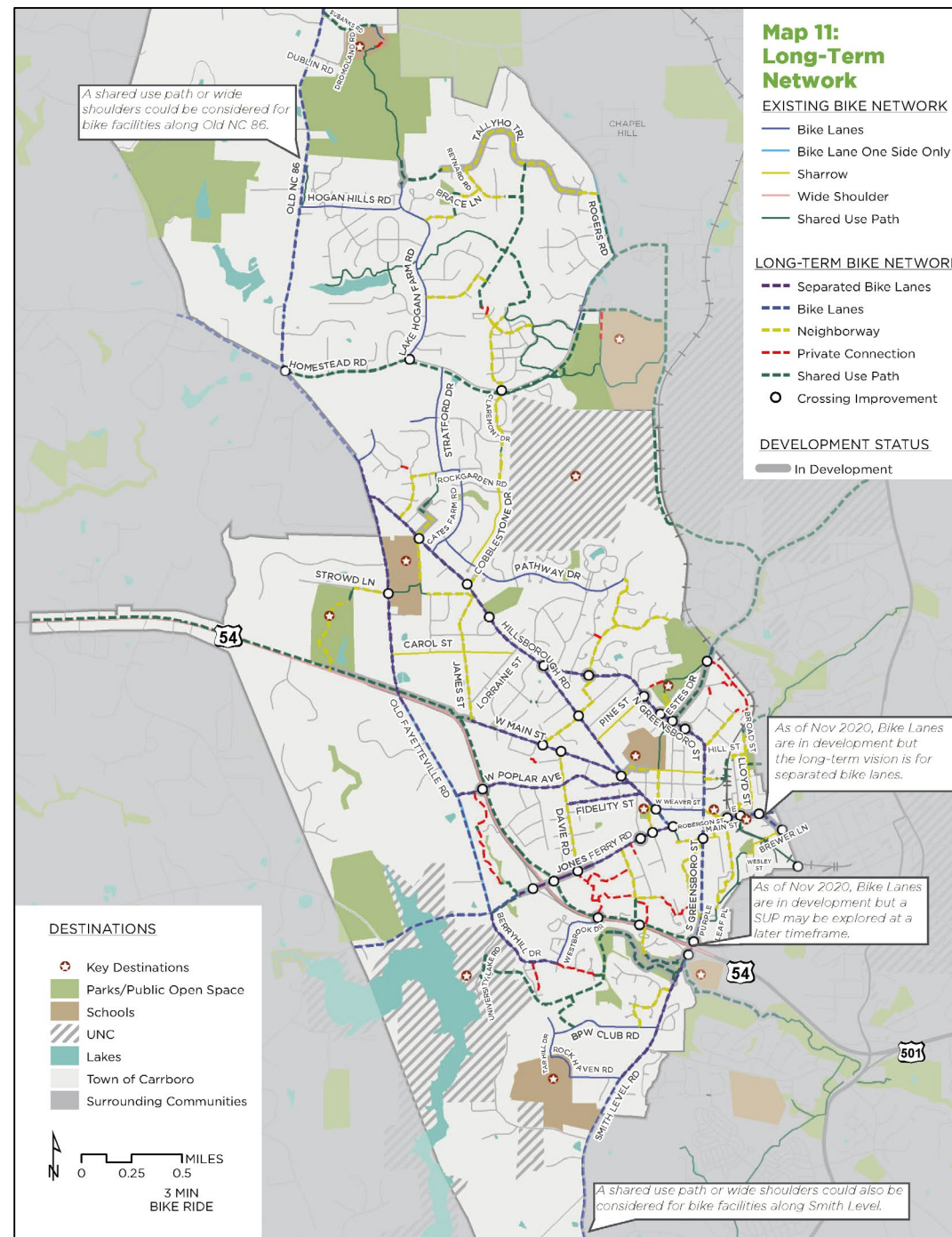
2020 Carrboro Bike Plan Update



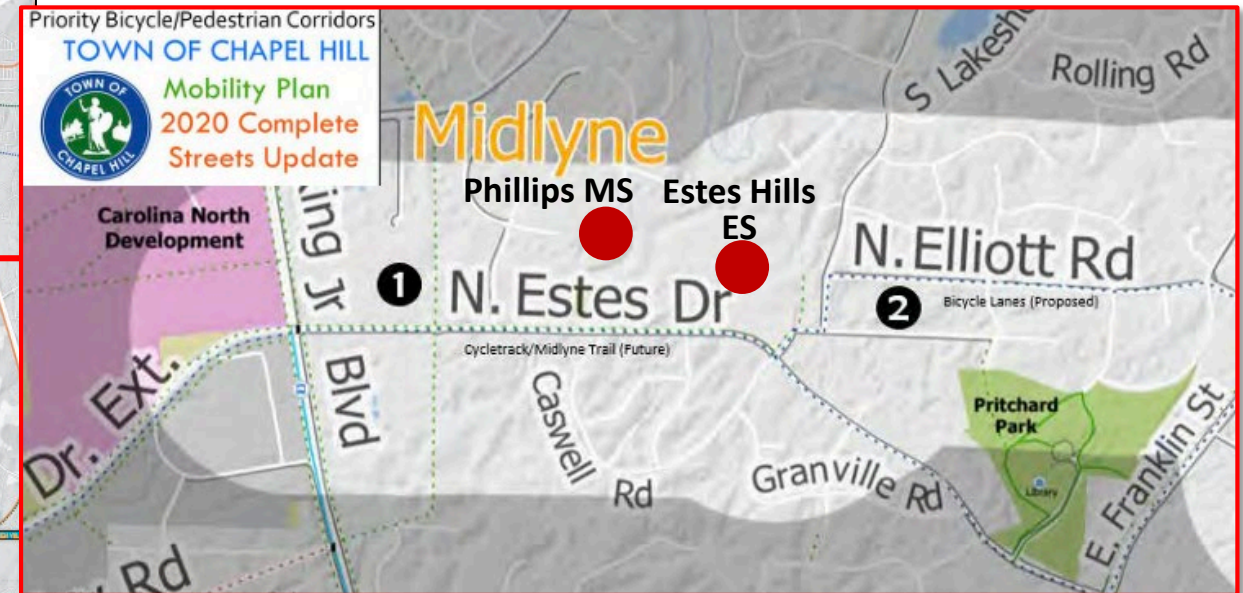
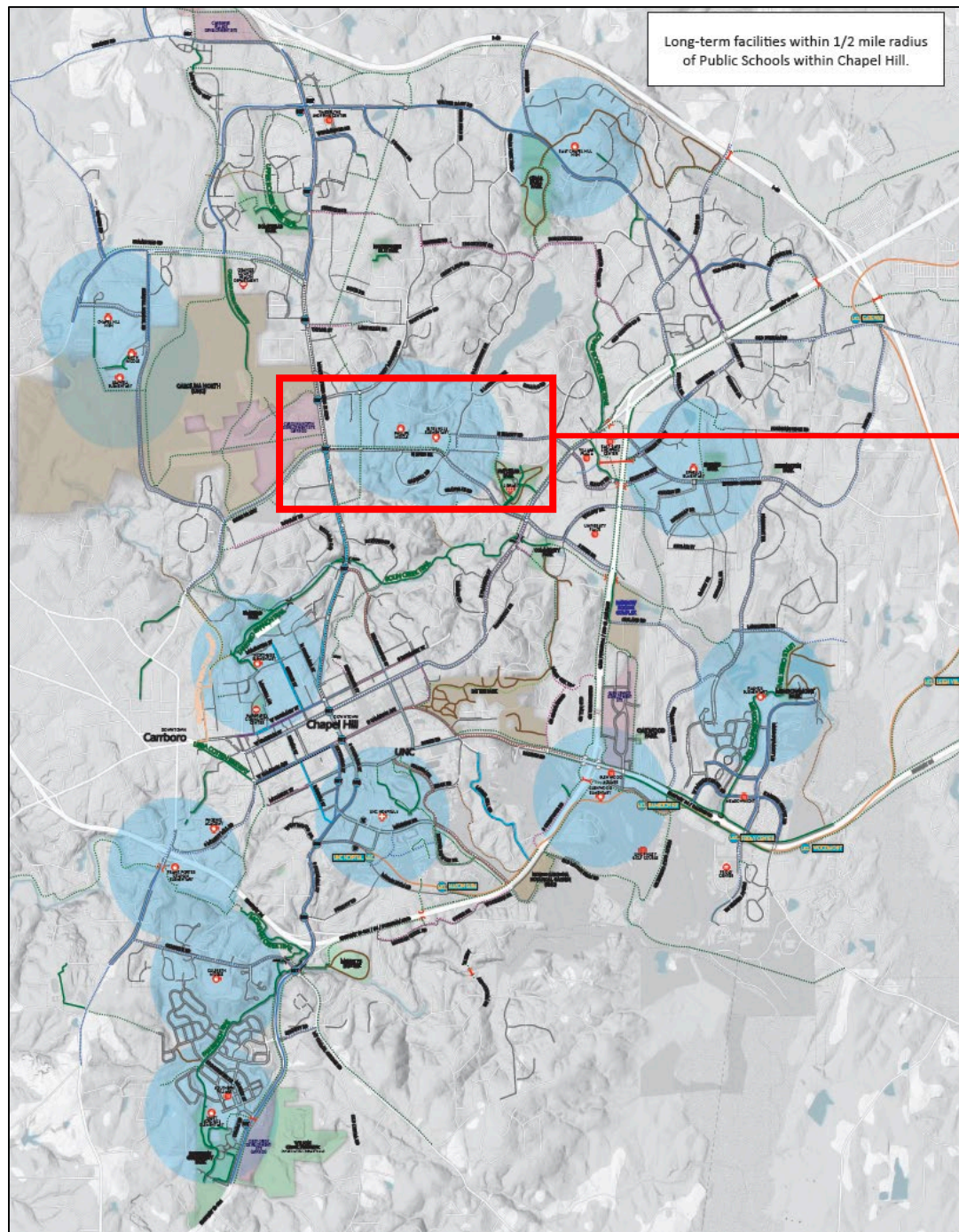


TOWN OF CARRBORO • NC

2020 Carrboro Existing and Long-Term Bike Plan



2020 Chapel Hill Mobility and Connectivity Plan



Key destinations

along and near the corridor include:







- Carolina North future development
- Estes Hill Elementary School
- Phillips Middle School
- Estes Drive Multi-use Trail
- Chapel Hill Public Library
- Lower Booker Creek Trail
- Ephesus-Fordham District
- Ephesus Elementary School












CHCCS

Decision-Making Values/Criteria for Consideration

COUNTY REQUIREMENTS

- | | | | |
|-------------------------------|---|---|---|
| • Principles of Woolpert plan |  <i>In alignment</i> |  <i>Not applicable</i> |  <i>Not in alignment</i> |
| • SAPFO compliance |  <i>Yes</i> |  <i>Not applicable</i> |  <i>No</i> |

DISTRICT PRIORITIES
















- | | | | |
|--|--|---|--|
| • Dual Language consolidation |  <i>Yes</i> |  <i>Not applicable</i> |  <i>No</i> |
| • Student displacement impact
(reassignment to schools with capacity) |  <i>Less than 200</i> |  <i>200-450</i> |  <i>500 or more</i> |
| • Educational adequacy |  <i>Yes</i> |  <i>Not applicable</i> |  <i>No</i> |

Decision-Making Values/Criteria for Consideration

	O P T I O N S				
	2	2A	3	3A	5
COUNTY REQUIREMENTS					
• Principles of Woolpert plan	●	●	●	●	●
• SAPFO compliance	●	●	●	●	●
DISTRICT PRIORITIES					
• Dual Language consolidation	●	●	●	●	●
• Student displacement impact (reassignment to schools with capacity)	●	●	●	●	●
• Educational adequacy	●	●	●	●	●

Decision-Making Values/Criteria for Consideration

TRANSPORTATION IMPACT

• Impact on bus routes (not drivers)	 <i>Estimated 5 or less</i>	 <i>Estimated 6-15</i>	 <i>Estimated 16 or greater</i>
• Student ride time	 <i>5 minutes or less</i>	 <i>6-10 minutes</i>	 <i>11 minutes or more</i>
• Corridor traffic impact	 <i>Minimal vehicles added</i>	 <i>Moderate vehicles added</i>	 <i>Many vehicles added</i>
• Public transportation access	 <i>At school site</i>	 <i>Near school site</i>	 <i>None in area</i>
• Walkability to school impact	 <i>Maintained</i>	 <i>Reduced</i>	 <i>Not available</i>




























Decision-Making Values/Criteria for Consideration

	OPTIONS				
	2	2A	3	3A	5
TRANSPORTATION IMPACT					
• Impact on bus routes (not drivers)	●	●	●	●	●
• Student ride time	●	●	●	●	●
• Corridor traffic impact	●	●	●	●	●
• Public transportation access	●	●	●	●	●
• Walkability to school impact	●	●	●	●	●

○ *Change since June 20, 2024, presentation*

Decision-Making Values/Criteria for Consideration

FACILITIES OPTIMIZATION IMPACT

	 <i>Substantial estimated savings</i>	 <i>Moderate estimated savings</i>	 <i>Minimal to no estimated savings</i>
• Operational efficiencies (utilities)			
• Reduction of portfolio age	 <i>Yes</i>	 <i>Not applicable</i>	 <i>No</i>
• Improvement of FCI	 <i>Yes</i>	 <i>Not applicable</i>	 <i>No</i>
• Maintains future MS school site	 <i>Yes</i>	 <i>Not applicable</i>	 <i>No</i>
• Maximize students in new schools	 <i>3 schools</i>	 <i>2 schools</i>	 <i>1 school</i>
• Planning for 10-year needs	 <i>Yes</i>	 <i>Not applicable</i>	 <i>No</i>
• Addresses school capacity and enrollment distribution	 <i>Yes</i>	 <i>Not applicable</i>	 <i>No</i>
• Cost/phasing challenges	 <i>Low impact</i>	 <i>Medium impact</i>	 <i>High impact</i>

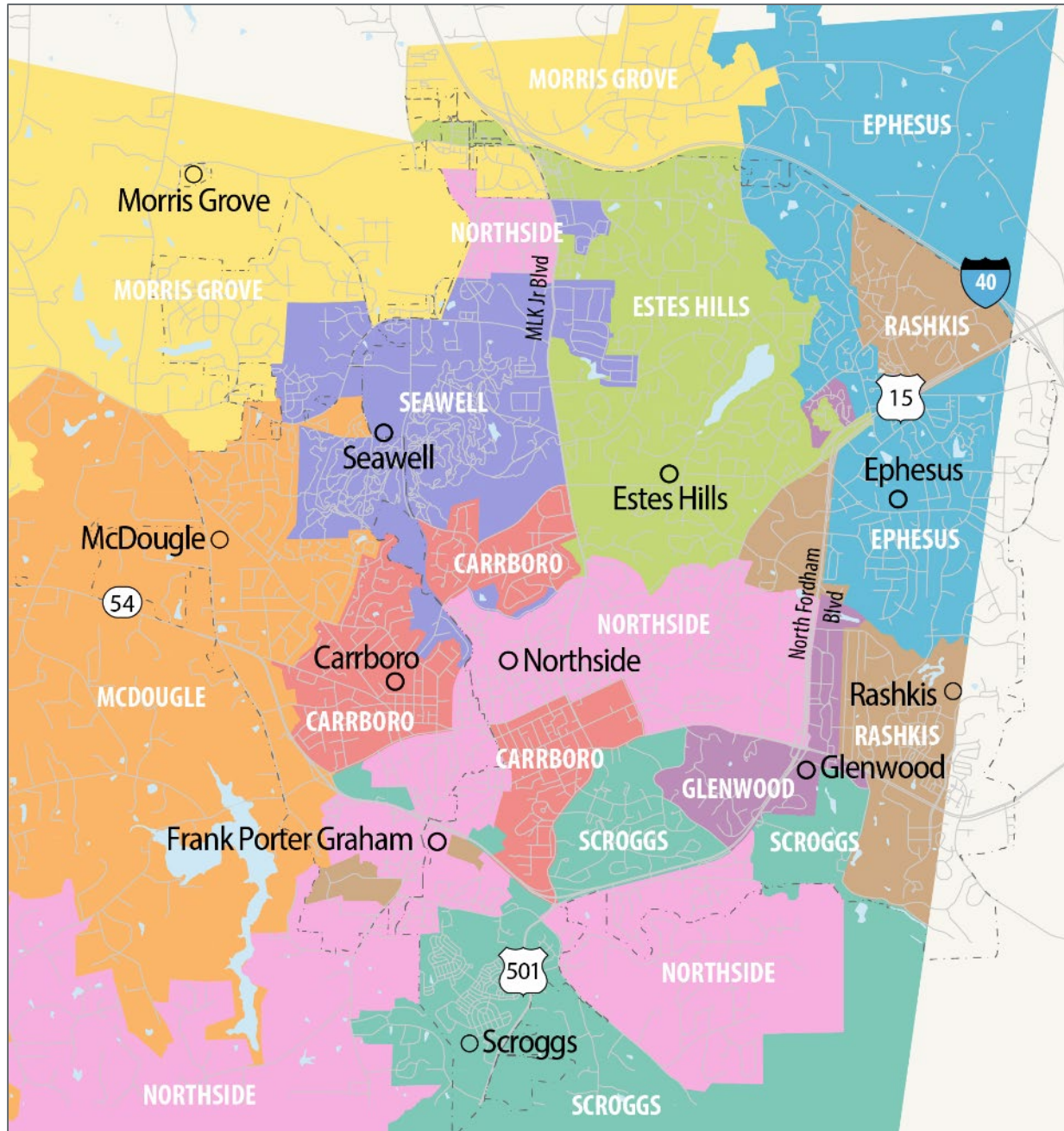
Decision-Making Values/Criteria for Consideration

OPTIONS

	2	2A	3	3A	5
FACILITIES OPTIMIZATION IMPACT					
• Operational efficiencies (utilities)	●	●	●	●	●
• Reduction of portfolio age	●	●	●	●	●
• Improvement of FCI	●	●	●	●	●
• Maintains future MS school site	●	●	●	●	●
• Maximize students in new schools	●	●	●	●	●
• Planning for 10-year needs	●	●	●	●	●
• Addresses school capacity and enrollment distribution	●	●	●	●	●
• Phasing challenges (ease of construction)	●	●	●	●	●

Questions?

Reference Slides



Current Elementary Feeder Districts

- Proposal primarily impacts McDougLE and Estes Hills ES.
- Opportunity exists to improve other existing ES boundaries.
- Racial equity decision making process will be implemented.

Culbreth and Phillips Middle Schools

Proposed Improvement Projects



Culbreth MS

HIGH-PRIORITY NEEDS:

- Electrical
- Roofing
- HVAC



Phillips MS

HIGH-PRIORITY NEEDS:

- Ductwork
- Panelboards
- Electrical switchgear
- Heat pumps