

# 2015-16 Facilities Master Plan

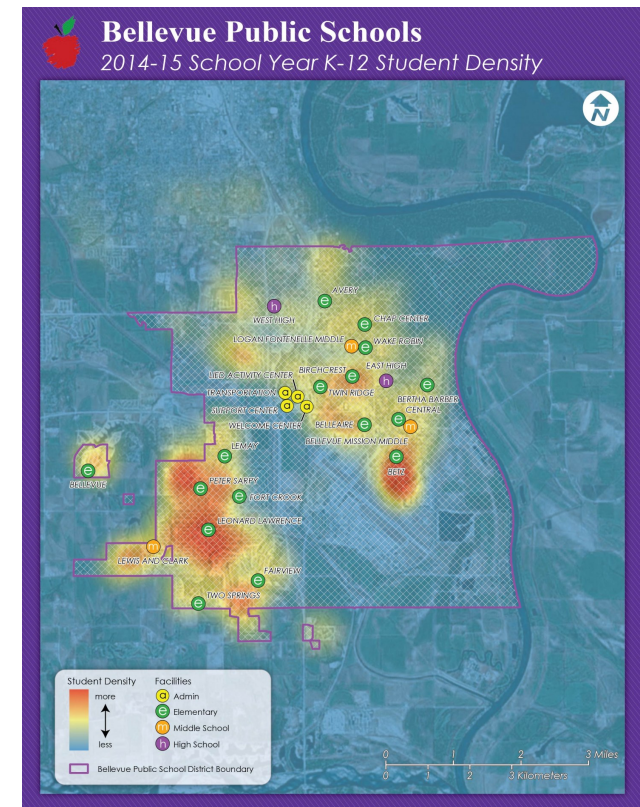
## Bellevue Public Schools

### Background Report

8 October 2015



*Prepared by*



## Acknowledgements

We would like to thank the Bellevue Public School District's students, staff, Board of Trustees, Steering Committee, and community for their commitment and dedication to the Facilities Master Planning Process.

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\* Special thanks to the Steering Committee Chairs

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## Bellevue Public Schools Purpose and Direction

### ACHIEVEMENT

Improve student achievement for all students while reducing the achievement disparities of various disaggregated groups.

Objective A1: Bellevue Public Schools will improve by five percentage points on all NeSA assessments each year. □

Objective A2: Bellevue Public Schools will exceed 100% of projected growth for each grade level as measured by MAP

### BUILDINGS AND BUDGETS

Maximize district resources and provide high quality facilities to enhance educational programs.

Objective B1: Bellevue Public Schools will proactively plan for future budget needs to provide high quality educational programs.

Objective B2: Bellevue Public Schools will develop enrollment priorities in order to identify areas of opportunity and concern in regards to school boundaries.

Objective B3: Bellevue Public Schools will identify facility and capacity needs to promote quality educational programs.

### COMMUNITY ENGAGEMENT

Work proactively with the community to improve educational programs.

Objective C1: Bellevue Public Schools will develop processes and procedures to more effectively engage with the community about issues that impact students and educational programs.

### Purpose

The purpose of Bellevue Public Schools is to provide a comprehensive education designed to challenge each student and to instill the life skills necessary for personal success.

### Goals

Bellevue Public Schools will improve by five percentage points on all Nebraska State Accountability assessments each year. Bellevue Public Schools will meet or exceed 100% of annual projected growth for each grade level as measured by the MAP assessments of reading and math.

## Facilities Master Plan Process—August 2015 to February 2016

### Board updates

#### **DeJONG-RICHTER & Jacobs team**

Updates the Board on the current status of the process. This meeting will include background report information, Steering Committee meeting updates, and meeting preparations for outputs from the Community Dialogues.

### September 9th: Steering Committee (SC) Meeting #1

#### **SC members**

After the DeJONG-RICHTER team has completed the draft Background Report, we invite the Steering Committee members to meet for the first time. At this initial meeting, the committee reviews the draft Background Report and provides the DeJONG-RICHTER team with their initial questions, comments and feedback. Steering Committee members take this report home for further analysis and feedback in preparation for their second meeting. The Steering Committee then elects their internal leadership to help publicize community events and present their findings to the community.

### September 21st: SC Meeting #2

#### **SC members**

The Steering Committee reconvenes shortly after their initial meeting to make final edits to the Background Report which provides a central reference in the planning process. The Committee and the DeJONG-RICHTER team then prepare to present the Background Report to the broader community and develop a questionnaire to receive their feedback. The Steering Committee provides our team with important knowledge of local history and sentiment relative to facilities, along with specific strengths and challenges facing the district and the community. These valuable insights help the DeJONG-RICHTER team personalize the upcoming Community Dialogue. Our team provides the committee a draft questionnaire for their review and edits it in advance of our community dialogue.

### October 8th: Community Dialogue #1

#### **Steering Committee and community members**

We begin the Community Dialogue with our Futures Presentation to ensure awareness amongst the participants of global, national, and local factors affecting education and, most importantly, their students. Topics include the incredibly rapid development of technology that can affect learning, content and curriculum delivery, changing realities of "college and career readiness" and others.

Following the Futures Presentation, the DeJONG-RICHTER team presents the Background Report to the public, giving a "state of the district" in terms of data relevant to the Facilities Master Planning process. The DeJONG-RICHTER team concludes the meeting by soliciting and then analyzing the community's feedback on the questionnaire reviewed by the Steering Committee. This questionnaire seeks to quantify the community's level of support for a broad range of district-level educational and facilities options that comprise the Educational Framework (possible grade configurations, school size, class size, etc.). Community is vital to determine the community's current support for a variety of initiatives and facilities options.

### October 19th: Options Development

#### **Executive Team**

The DeJONG-RICHTER team next meets with the District's Executive Team. Results from the Community Dialogue are shared with the District's Executive Team in the beginning of Options Development along with key Background Report data. DeJONG-RICHTER then leads the Executive Team through a work session to develop draft Options for all District facilities based on background data and community feedback.

## Facility Master Plan Process—November 2013 to February 2014

### **October 26: Steering Committee Meeting #3**

#### ***SC members***

When the Steering Committee meets for the third time, the outcome is a set of documents that synthesize the work to-date into the draft Facilities Options Packet. The Facilities Options Packet includes our Geographic Information Systems analyses and reports, results of the community questionnaires, and a list of action items recommended by DeJONG-RICHTER and approved by the Executive Team. With the guidance of the DeJONG-RICHTER planning team, the Steering Committee pulls from previous meeting documents, the approved Background Report, Executive Steering Committee input, and community feedback to organize the relevant data needed to create the first draft of the Facilities Options Packet. These options address specific building actions and are based on the established Educational Framework.

### **November 2: Community Dialogue #2**

#### ***SC and community members***

In the second Community Dialogue, the DeJONG-RICHTER team in collaboration with the Steering Committee solicits the community's input on the Facilities Options Packet. The community has their chance to provide valuable feedback concerning the specific actions suggested in the Facilities Options Packet using both paper and online questionnaires.

### **November 16: Internal work session- Recommendations**

#### ***Executive Team members***

The Executive Team reviews results from the second Community Dialogue and works with the DeJONG-RICHTER and Jacobs teams to develop Facility Recommendations to be taken to the Steering Committee.

### **December 14: Steering Committee Meeting #4**

#### ***SC members***

The DeJONG-RICHTER team guides the Steering Committee through a process to thoroughly analyze and edit the Recommendations. The DeJONG-RICHTER team takes care to ensure each detail of the Recommendations are reviewed by the Steering Committee before presenting the Recommendations to the Board of Trustees.

### **January 4: Board Presentation**

#### ***DeJONG-RICHTER/Jacobs Team***

## Facilities Master Plan Timeline

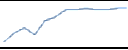
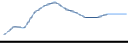

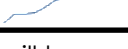
Meeting	Date	Time	Location
District Leadership Strategic Planning	August 6th	10:00 a.m. — 11:15 a.m.	Administration Building
Steering Committee #1	September 9th	6: 00 p.m. — 8:00 p.m.	Administration Building
Steering Committee #2	September 21st	6: 00 p.m. — 8:00 p.m.	Administration Building
Community Dialogue #1	October 8th	6: 00 p.m. — 8:00 p.m.	West High School
Options Development	October 19th	8:00 a.m. — 5:00 p.m.	Lied Activity Center
Steering Committee #3	October 26th	6: 00 p.m. — 8:00 p.m.	Administration Building
Community Dialogue #2	November 2nd	6: 00 p.m. — 8:00 p.m.	East High School
Internal Work Sessions - Recommendations	November 16th	8:00 a.m. — 5:00 p.m.	Lied Activity Center
Steering Committee #4	December 14th	6: 00 p.m. — 8:00 p.m.	Administration Building
Board Presentation	January 4th	6: 00 p.m. — 8:00 p.m.	Administration Building



## Demographics: Live Birth Data

The chart below illustrates live birth counts in Bellevue City and surrounding towns, as well as the totals for Sarpy County from 2001 to 2013. Live births have generally increased in this timeframe with a dip in 2004. In Bellevue City, Birth rates appear to have stabilized at around the year 2007 and on at an average of 970 births annually.

While it is shown that the City of Bellevue (and surrounding areas) have had increases in live birth counts in recent years, this does not directly indicate changes to Bellevue School District enrollment, as The District has different borders than Bellevue City.

Live Birth Counts															
Year															
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	Growth: 2001-2013
<b>Bellevue</b>		669	756	796	734	873	897	969	962	980	955	967	985	973	45%
La Vista		191	213	206	243	261	269	253	242	233	231	241	241	238	25%
Papillion		262	305	291	307	313	304	361	359	353	300	352	313	366	40%
<b>Sarpy County Total</b>		2206	2340	2335	2356	2431	2520	2570	2605	2665	2565	2607	2585	2538	15%

NOTE: Growth in Bellevue will be spread among the four school districts serving the City of Bellevue.

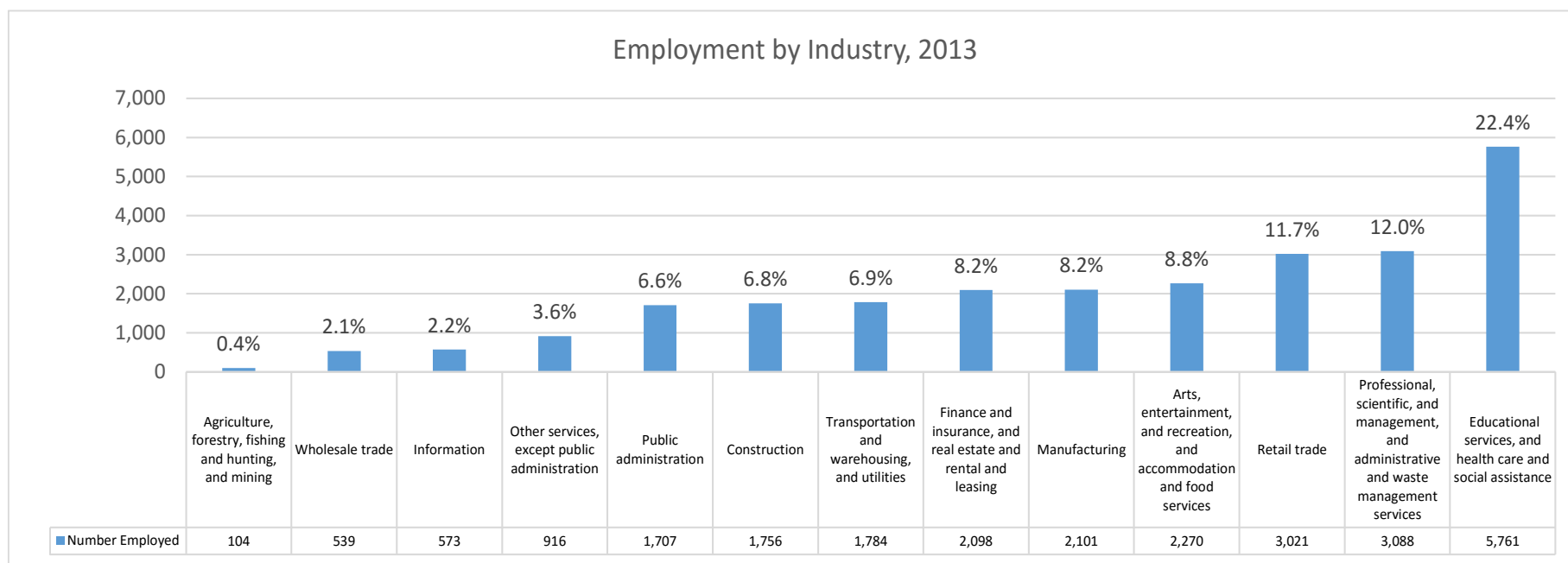
Source: Vital Statistics Report, Department of Health & Human Services, State of Nebraska 2013



## Demographics: Employment by Industry

The chart below illustrates the employment by industry for The City of Bellevue. Educational services and health care and social assistance comprise the largest sector at 22.4%. This is followed by professional, scientific, management, and administrative and waste management services at 12%. Retail trade is also at roughly 12%.

This data is important to consider when considering local economy and at Career Tech Education programs for high school students.

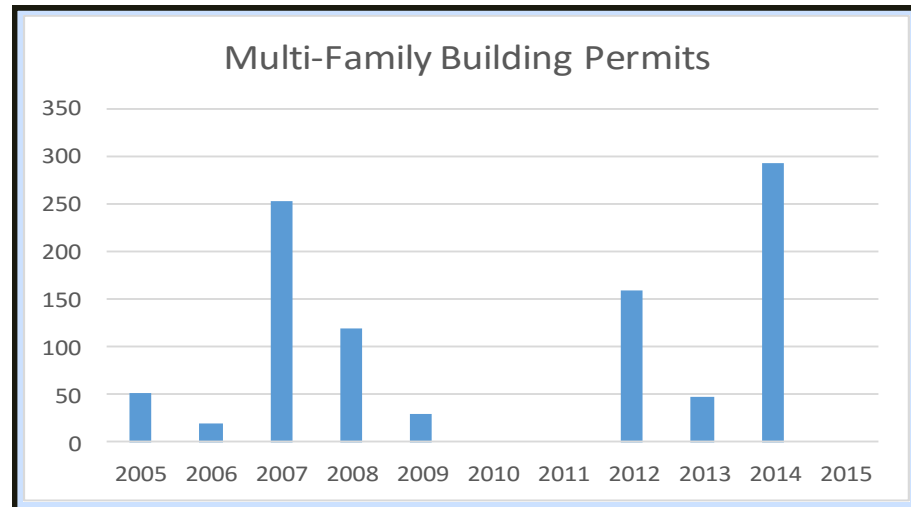
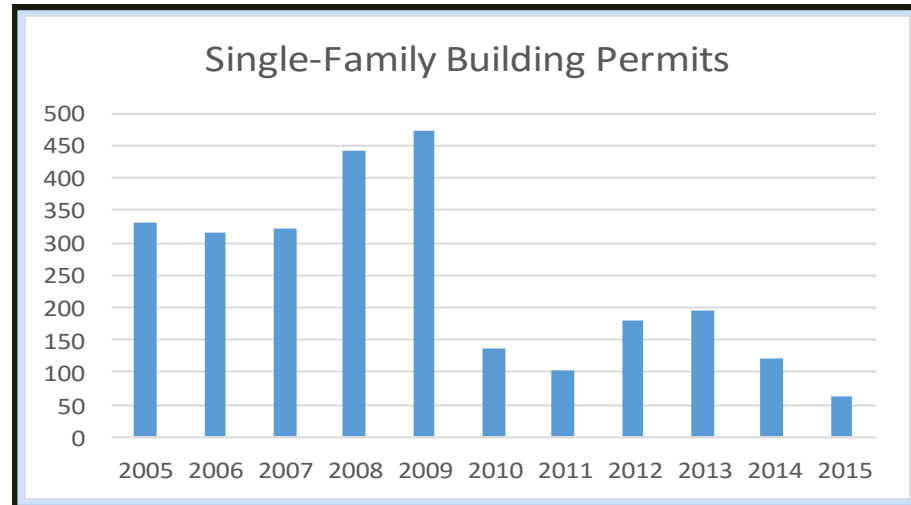


Source: 2013 US Census Data

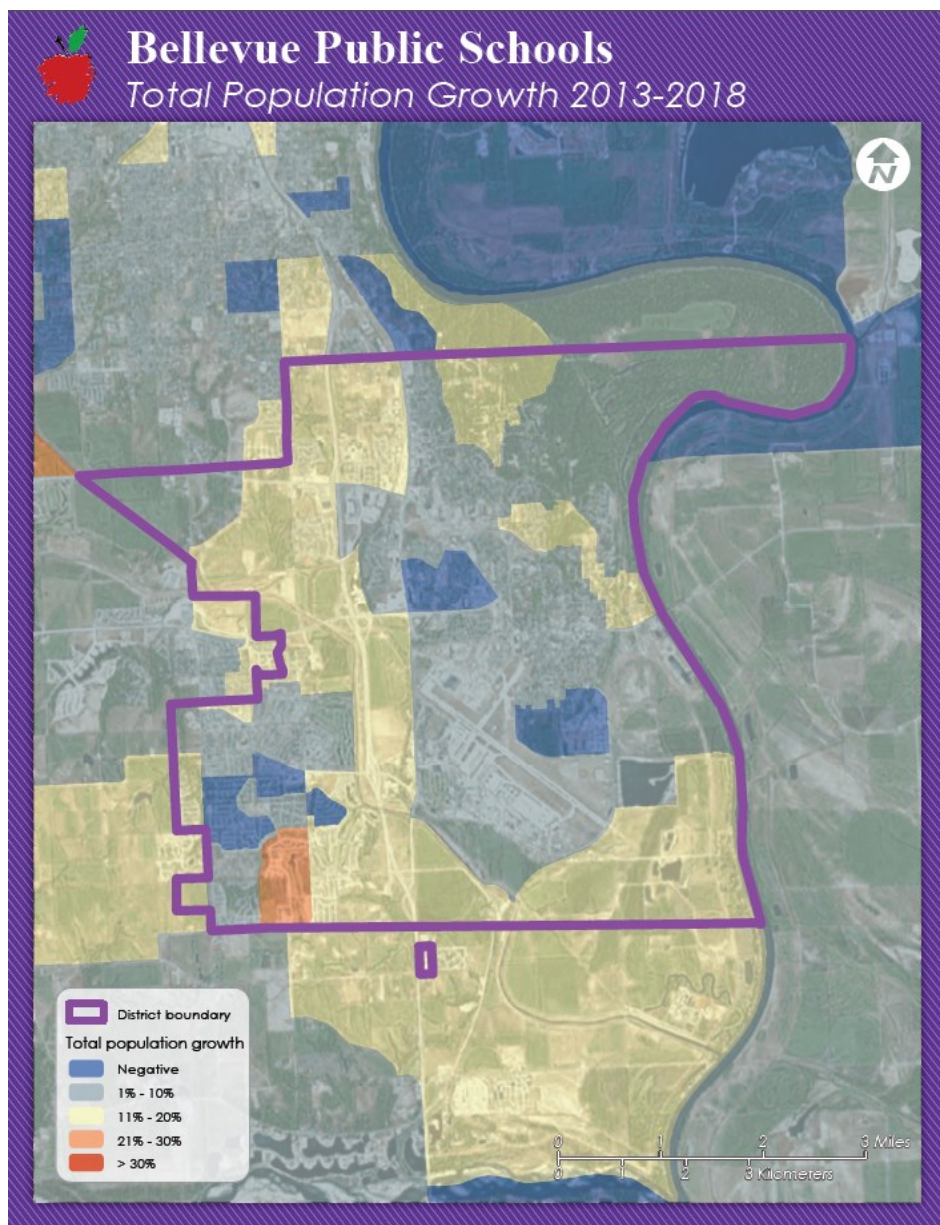
## Demographics: Single Family Building Permits

The table and charts below illustrate single-family and multi-family building permits issued from 2005 to 2015 in the city of Bellevue. Single-family building permits have gone down since 2010. While multi-family building permits also significantly decreased in 2010, they later peaked in 2014.

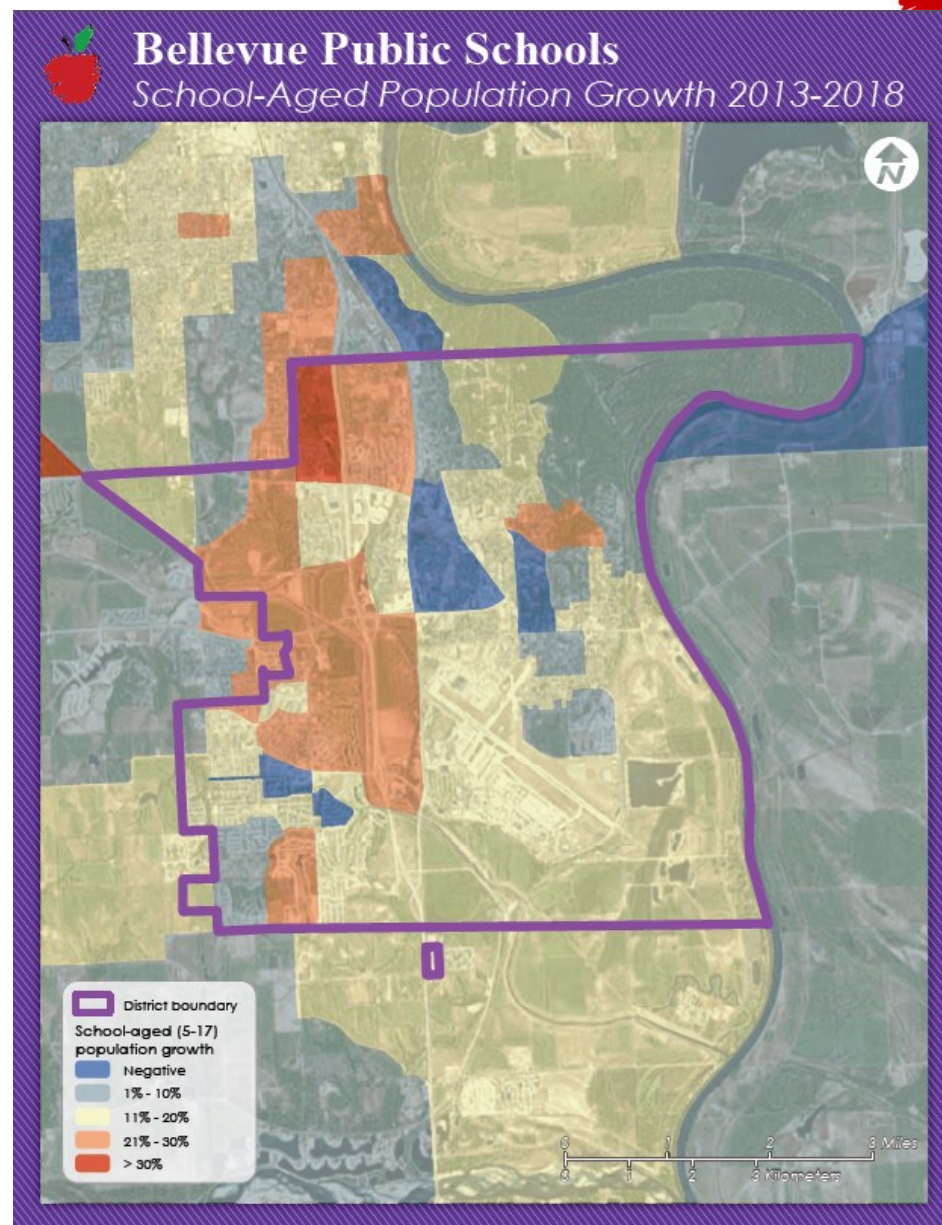
Building Permit Counts		
Year	Single-Family	Multi-Family
2005	331	52
2006	317	20
2007	323	253
2008	443	120
2009	473	30
2010	137	0
2011	104	0
2012	180	160
2013	196	48
2014	121	294
2015	63	0



Source: Building Permits Database, State of the Cities Data Systems, US Department of Housing and Urban Development



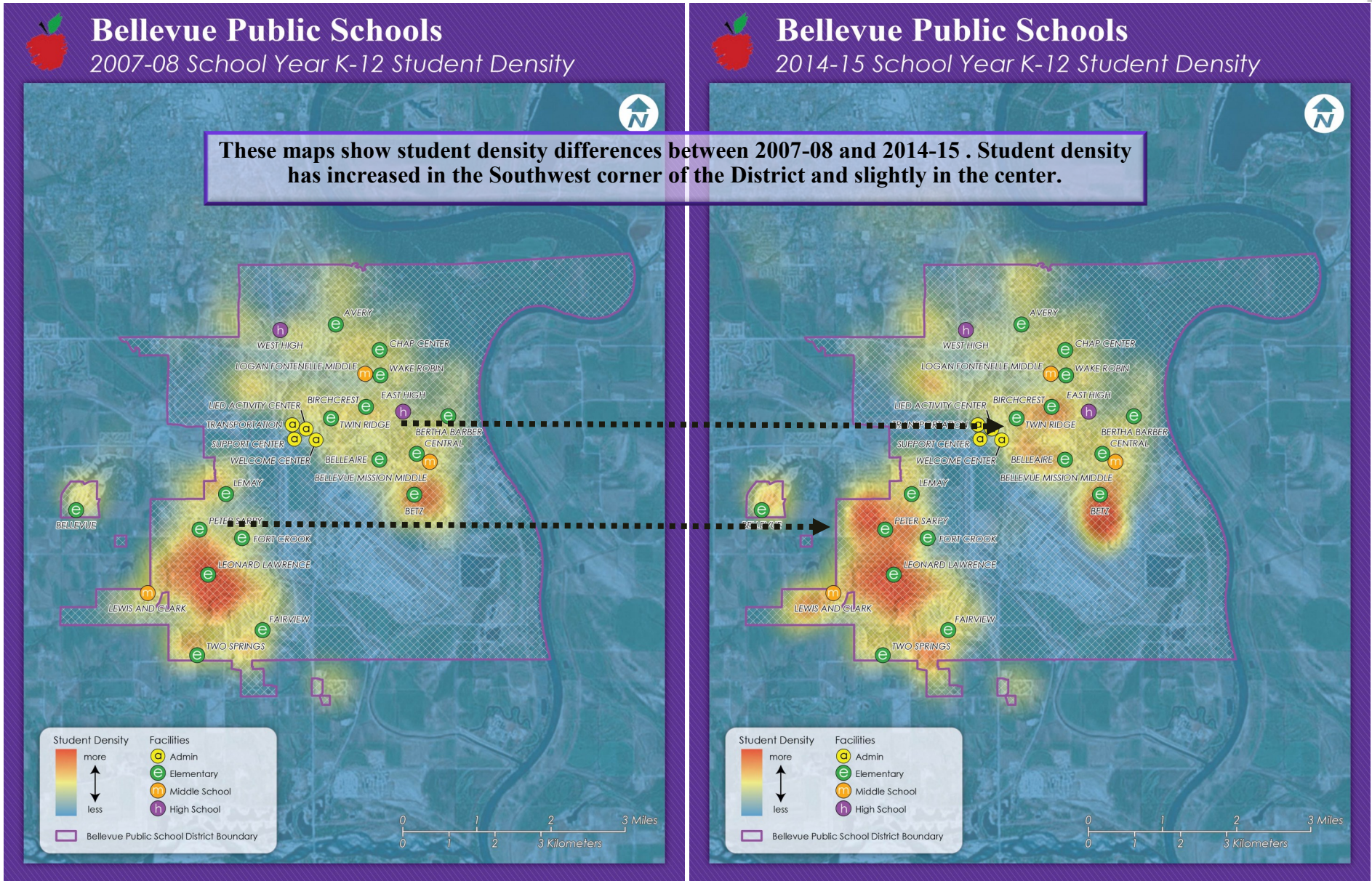
This map illustrates the changes in **total** population growth from 2013 to 2018.



This map illustrates the changes in total population growth in the **5-19 age group** from 2013 to 2018.

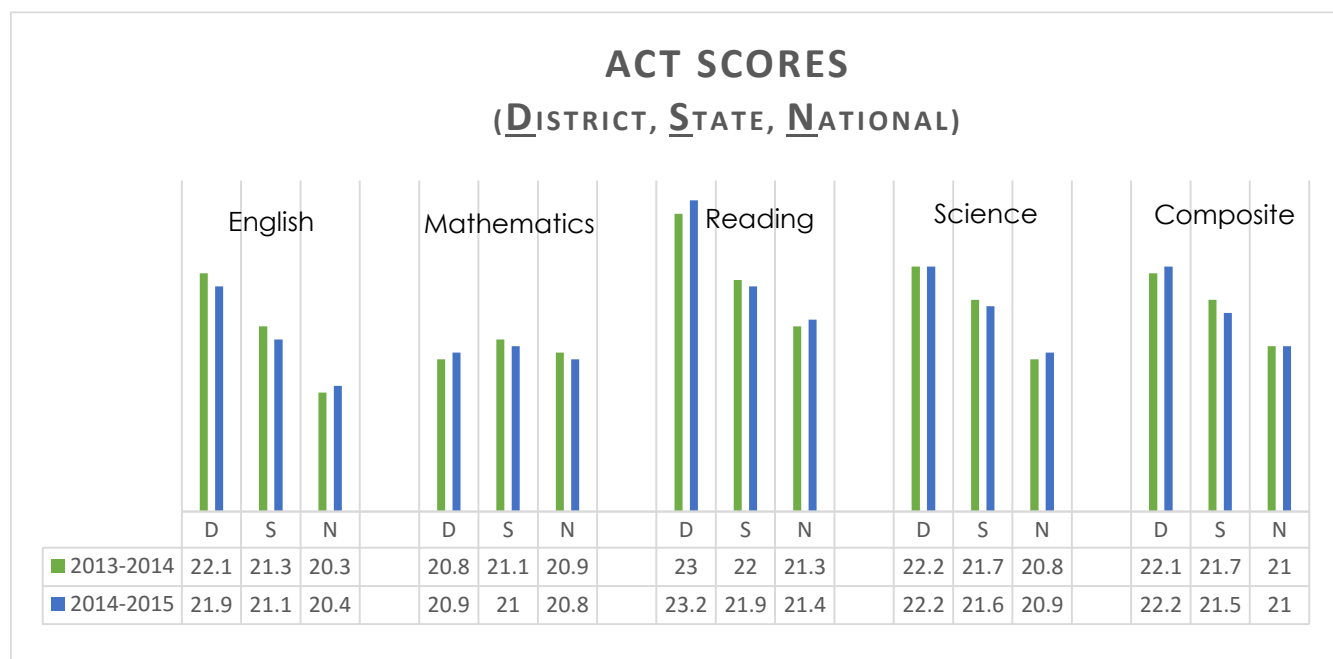
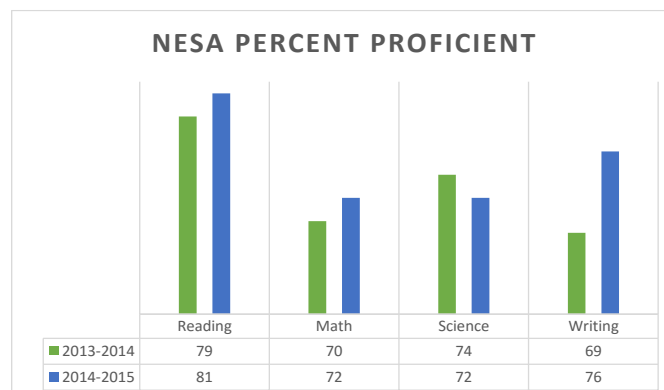


# Student Density Map



## Academic Achievement

According to ACT testing, Bellevue School District performs above average compared to the State and the Nation on subjects such as English, Reading, Science, and Composite. While slightly below national and state scores in mathematics, student NeSA math scores have improved each year since.

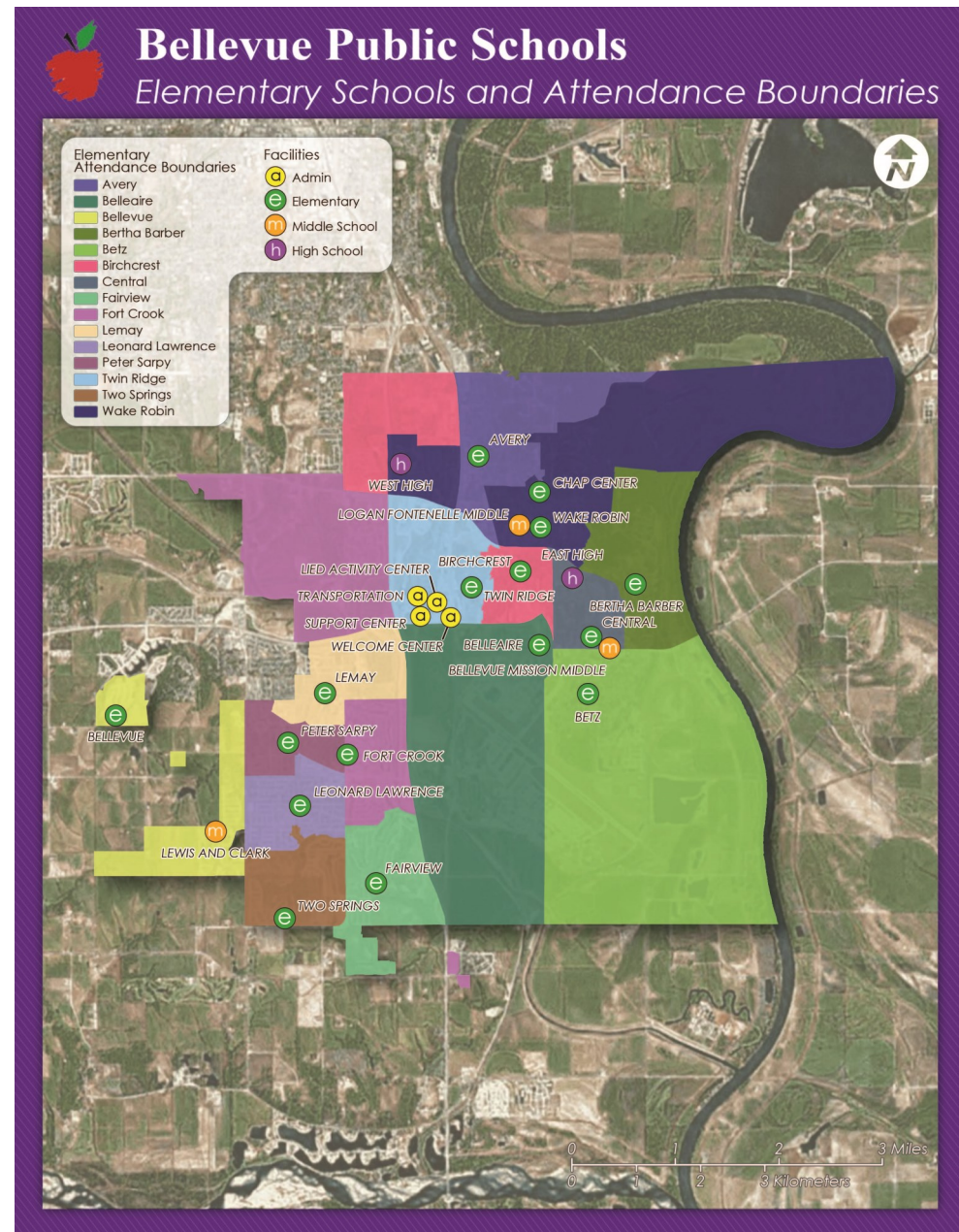


Source: Bellevue School District



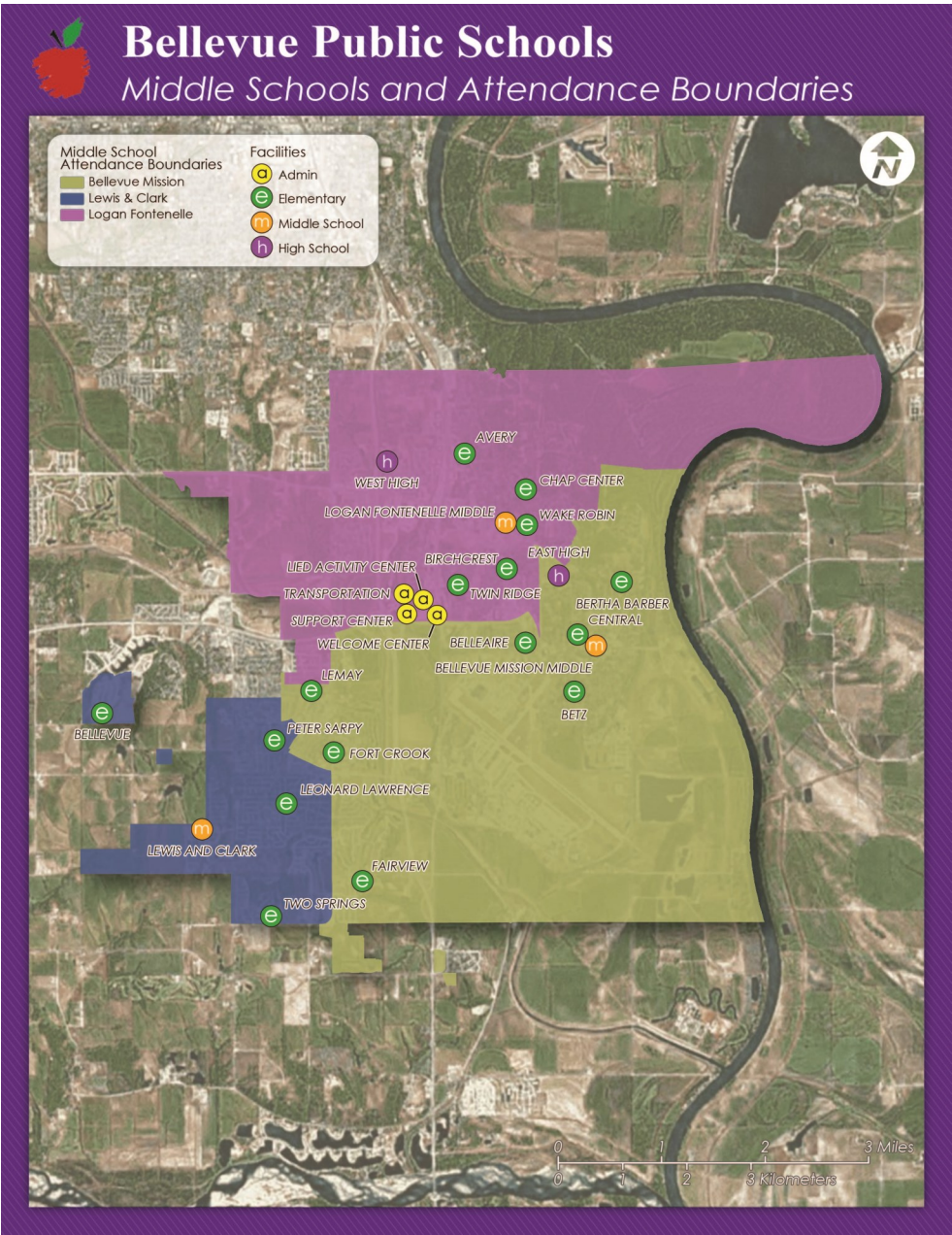
## School Locations & Boundaries

The map to the right depicts elementary school boundaries.



# School Locations & Boundaries

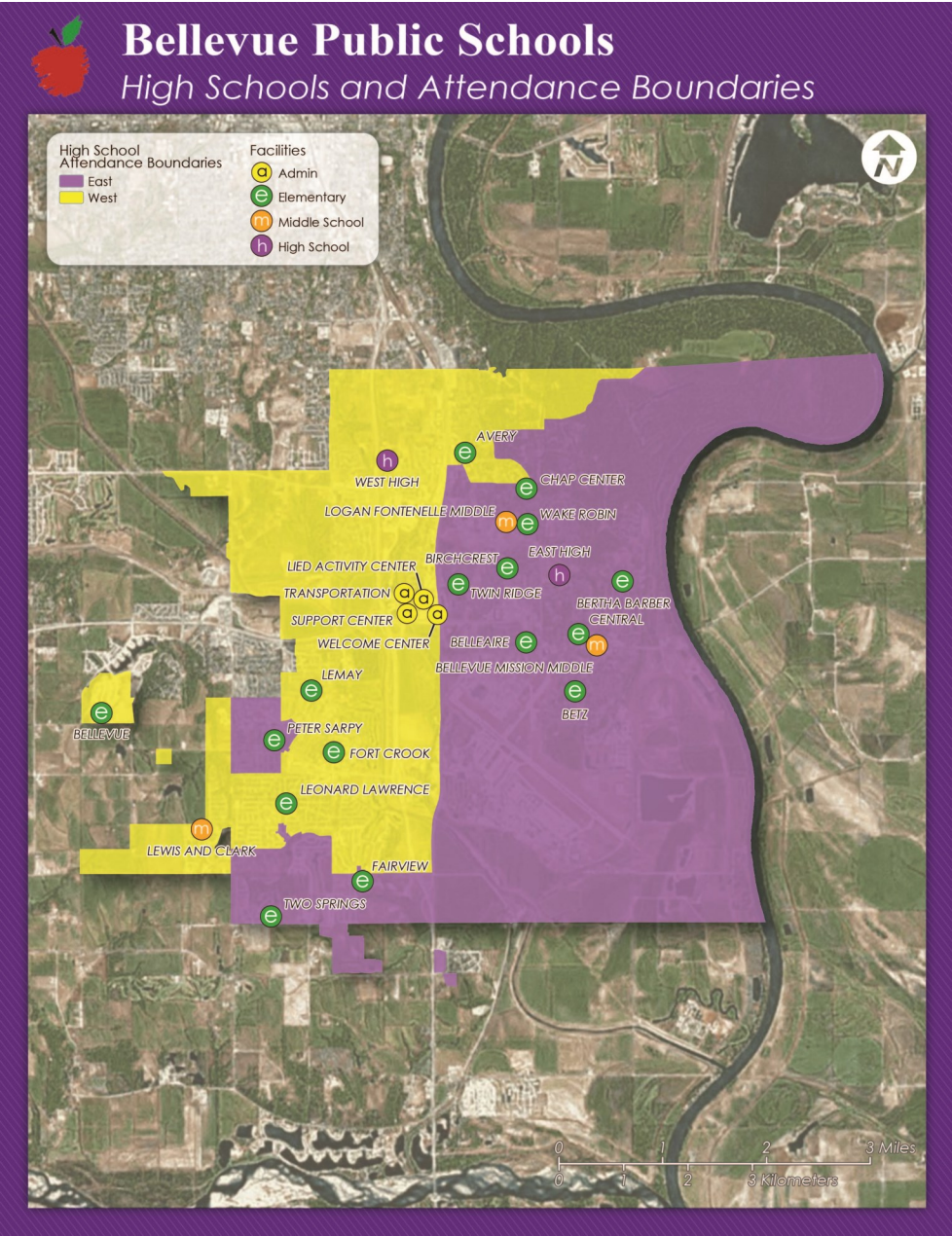
The map to the right depicts middle school boundaries.





# School Locations & Boundaries

The map to the right depicts high school boundaries.



## Historical Enrollment: By School

The above tables show historical enrollment by school from 2006-07 through present by school. The far right column shows growth by school since 2006-07.

Overall, BPS has grown by ~1,000 students since 2006-07, or 11.2%. Individual school growth ranges from a 36% decline (Bellevue Mission MS) and 52% growth (Peter Sarpy ES).

### NOTE:

Two Springs Elementary School had a significantly decreased enrollment beginning when Bellevue Elementary School opened for the 09-10 school year. Similarly, Logan Fontenelle Middle School and Bellevue Mission Middle School had a decreased enrollment when Lewis & Clark Middle School opened for the 07-08 school year.

### NOTE:

Wake Robin Elementary School's numbers are shown as slightly higher than their actual value because it includes the home schooled pre-kindergarten students within the district.

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	% growth since 2006-07*
AVERY ELEMENTARY SCHOOL	314	335	354	334	346	326	341	326	324	3.2%
BELLEAIRE ELEMENTARY SCHOOL	287	324	362	315	321	344	317	294	291	1.4%
BELLEVUE ELEMENTARY SCHOOL				432	456	423	442	454	456	5.6%
BERTHA BARBER ELEMENTARY SCHOOL	166	173	168	188	192	181	169	172	173	4.2%
BETZ ELEMENTARY SCHOOL	325	302	317	362	393	392	379	349	351	8.0%
BIRCHCREST ELEMENTARY SCHOOL	355	458	515	537	415	407	395	402	402	13.2%
CENTRAL ELEMENTARY SCHOOL	167	173	167	174	182	179	183	183	184	10.2%
FAIRVIEW ELEMENTARY SCHOOL	455	481	503	499	463	445	463	453	451	-0.9%
FORT CROOK ELEMENTARY SCHOOL	313	365	415	358	330	328	316	328	328	4.8%
LEMAP ELEMENTARY SCHOOL	335	312	341	346	369	386	383	386	384	14.6%
LEONARD LAWRENCE ELEM SCHOOL	452	452	430	425	414	401	437	450	450	-0.4%
PETER SARPY ELEMENTARY SCHOOL	296	428	451	345	395	418	404	447	450	52.0%
TWIN RIDGE ELEMENTARY SCHOOL	256	295	279	279	264	286	280	288	285	11.3%
TWO SPRINGS ELEMENTARY SCHOOL	538	524	511	322	391	419	441	382	382	-29.0%
WAKE ROBIN ELEMENTARY SCHOOL	369	358	359	358	461	462	457	446	446	20.9%
LEWIS & CLARK MIDDLE SCHOOL		459	469	457	475	550	548	525	524	14.2%
LOGAN FONTENELLE MIDDLE SCHOOL	720	504	502	502	496	516	561	510	510	-29.2%
BELLEVUE MISSION MIDDLE SCHOOL	682	416	407	431	434	405	449	437	436	-36.1%
BELLEVUE EAST SR HIGH SCHOOL	1,522	1,559	1,524	1,511	1,538	1,489	1,574	1,548	1,543	1.4%
BELLEVUE WEST SR HIGH SCHOOL	1,471	1,574	1,600	1,598	1,668	1,673	1,584	1,668	1,665	13.2%
ES TOTALS	4,628	4,980	5,172	5,274	5,392	5,397	5,407	5,360	5,357	15.8%
MS TOTALS	1,402	1,379	1,378	1,390	1,405	1,471	1,558	1,472	1,470	4.9%
HS TOTALS	2,993	3,133	3,124	3,109	3,206	3,162	3,158	3,216	3,208	7.2%
DISTRICT TOTALS	9,023	9,492	9,674	9,773	10,003	10,030	10,123	10,048	10,035	11.2%

\*growth statistics for Bellevue ES and Lewis & Clark MS are based upon when they opened (2009-10 and 2007-08 respectively)

## Historical Enrollment: By Grade

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	Percent Growth Since 2006-07
PK	120	311	379	369	396	323	397	317	316	
KG	660	703	723	764	732	804	674	710	711	7.7%
1	670	682	697	722	745	694	781	763	763	13.9%
2	695	678	669	686	721	764	684	699	697	0.3%
3	639	714	698	665	694	705	760	730	728	13.9%
4	611	652	694	713	661	705	722	669	668	9.3%
5	602	630	664	693	724	686	716	763	764	26.9%
6	631	610	648	662	719	716	673	709	710	12.5%
7	684	692	676	682	710	775	786	753	751	9.8%
8	718	687	702	708	695	696	772	719	719	0.1%
9	749	855	797	771	799	771	748	803	799	6.7%
10	803	763	835	766	797	825	795	820	820	2.1%
11	735	779	743	774	760	776	794	758	756	2.9%
12	706	736	749	798	850	790	821	835	833	18.0%
District Totals	9,023	9,492	9,674	9,773	10,003	10,030	10,123	10,048	10,035	11.2%

The above table shows historical above does not enrollment by school from 2006-07 to 2014-15 by grade. The far right column shows growth by school since 2006-07. *NOTE: Enrollment displayed count Special Education program at the CHAP Center which educated 23 students in 2014-15.*

Areas shaded green represent relatively low enrollment while areas shaded red represent relatively high enrollment. Reading the chart diagonally, you can see cohort growth (e.g., there were 660 Kindergartners in 2006-07, which translated into 682 1st graders in 2007-08). You can see a relatively small Kindergarten class in 2006-07 translated into a relatively small cohort group that moved through the district. 2009-10 and 2011-12 Kindergarten classes were relatively large, and have translated into larger cohorts through time.

*NOTE: In all but years 2007-08 and 2008-09 there are slight variations in reporting between the enrollment figures presented here and those recorded by the Nebraska Department of Education. These differences can be explained by: 1) NDE only records students attending more than 50% full-time while the above records all students; 2) A new tracking system was initiated in 2007-08; and 3) In 2013-14 NDE started counting Sarpy County Head Start as part of BPS' enrollment though the above figures do not include this Head Start program.*

## Historical Enrollment & Building Capacity

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15
ES TOTALS	4,628	4,980	5,172	5,274	5,392	5,397	5,407	5,360	5,357
ES CAPACITY	5,955	5,955	5,955	6,475	6,475	6,475	6,475	6,475	6,475
ES UTILIZATION	78%	84%	87%	81%	83%	83%	84%	83%	83%
MS TOTALS	1,402	1,379	1,378	1,390	1,405	1,471	1,558	1,472	1,470
MS CAPACITY	1,327	2,010	2,010	2,010	2,010	2,010	2,010	2,010	2,010
MS UTILIZATION	106%	69%	69%	69%	70%	73%	78%	73%	73%
HS TOTALS	2,993	3,133	3,124	3,109	3,206	3,162	3,158	3,216	3,208
HS CAPACITY	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203	3,203
HS UTILIZATION	93%	98%	98%	97%	100%	99%	99%	100%	100%

The chart above illustrates BPS historical enrollment as measured against total student capacity. Capacity was determined by a Jacobs study that determined the “functional capacity” of each building, meaning the total students each building could hold given current programs and program delivery models. Historical capacity numbers may have been different due to changes in programs and/or program delivery.

Note: Bellevue Elementary School opened in 2009-10 and Lewis & Clark Middle School opened in 2006-07.

## District-Wide Building Information & Facility Data

The table on the following slide shows facility data. The following terms are defined to help better interpret this information.

**Replacement Cost** refers to the theoretical cost to replace the facility with a like building of the same square footage.

**Deficiency Costs** are costs associated with items identified to be beyond useful life, obsolete, inadequate or damaged.

**Life Cycle Costs** are costs associated with building and site systems and components that are forecasted to require replacement in future years (in this case five years).

**Facility Condition Indexes (FCI)** measure the ratio of the estimated cost of remedying maintenance facilities relative to total estimated replacement costs and include Life Cycle Costs.

**Functional Capacity** refers to the capacity of a building based on the way it is being used programmatically. For example, if a building was designed without guidance counselor offices but a classroom had to be taken over to accommodate a counselor, this classroom would no longer be counted for capacity.

*The following page displays current condition and utilization data for BPS schools.*



## District-Wide Building Information & Facility Data

The Jacobs capacity assessment found that district-wide capacity is 11,854. Five-year enrollment projections performed by RSP & Associates in December 2014 estimate BPS will enroll 9,792 students by the year 2019-20; a decline of 266 students from 2014-15. West HS and Birchcrest ES are projected to be at capacity within five years while all other schools are projected to have some additional capacity to greater or lesser degrees. Mission Middle School, Betz and Two Springs ES are projected to be under 70% within five years, suggesting significant additional capacity at these locations.

NOTE: Wake Robin ES total attendance was 446 in 2014-15 but only 353 students attended: the rest were homeschooled.

The Jacobs condition assessment found \$23,793,472 worth of current facility deficiencies. When counting those facility component items anticipated to require repair or replacement with the next five years (Life Cycle), the total facility condition needs is estimated at \$60,245,726.

Building Information				Enrollment & Utilization					Condition			
Site Name	Street Address	Perm Bldg Area	Year Opened	Program Capacity	Current Enrollment	Current Utilization	5 yr Enrollment	5 yr Utilization	Replacement Value	Total Deficiency Cost	5 yr Condition Costs	5 yr Facility Condition Index (FCI)
East High School	1401 High School Drive	315,653	1961	1,579	1,543	98%	1,493	95%	\$ 37,636,265	\$8,230,416	\$ 16,640,003	44%
West High School	1501 Thurston Avenue	303,840	1977	1,624	1,665	100%	1,674	101%	\$ 36,600,672	\$ 604,057	\$ 7,316,323	20%
Lewis & Clark Middle School	13502 South 38th Street	118,000	2007	683	524	100%	537	79%	\$ 14,023,604	\$ 12,954	\$ 50,540	0%
Logan Fontenelle Middle School	701 Kayleen Drive	116,222	1965	559	510	94%	505	90%	\$ 13,812,299	\$1,129,619	\$ 3,306,633	24%
Mission Middle School	2202 Washington Street	128,000	1869	769	436	66%	485	63%	\$ 15,212,045	\$ 338,044	\$ 1,420,283	9%
Avery Elementary School	2107 Avery Rd	47,778	1916	356	324	122%	311	87%	\$ 11,270,830	\$ 500,113	\$ 1,516,483	13%
Belleaire Elementary School	1200 W. Mission Avenue	47,422	1954	395	291	82%	309	78%	\$ 5,635,825	\$1,628,696	\$ 2,766,409	49%
Bellevue Elementary School	12001 Timberridge Dr	62,000	2009	520	456	56%	480	92%	\$ 7,368,335			
Bertha Barber Elementary School	1402 Main St	45,314	1954	251	173	182%	205	82%	\$ 5,385,302	\$ 709,755	\$ 1,355,665	25%
Betz Elementary School	605 W. 27th Ave.	41,800	1952	422	351	41%	279	66%	\$ 4,967,684	\$1,957,908	\$ 2,896,423	58%
Birchcrest Elementary School	1212 Fairfax Dr	48,540	1962	446	402	79%	452	101%	\$ 5,768,693	\$ 574,234	\$ 1,686,523	29%
Central Elementary School	510 W. 22nd Ave	35,836	1956	187	184	215%	153	82%	\$ 4,258,897	\$ 139,197	\$ 724,936	17%
Fairview Elementary School	14110 Tregaron Drive	61,620	2001	569	451	32%	449	79%	\$ 7,323,174	\$ 60,599	\$ 880,484	12%
Fort Crook Elementary School	12501 S. 25th Street	48,500	1962	419	328	108%	317	76%	\$ 5,763,939	\$ 877,286	\$ 1,758,437	31%
LeMay Elementary School	2726 Kennedy Drive	51,445	1967	498	384	66%	385	77%	\$ 6,113,935	\$ 612,673	\$ 1,927,733	32%
Leonard Lawrence Elementary School	13204 South 29th Street	53,600	1985	541	450	83%	416	77%	\$ 6,370,044	\$1,231,138	\$ 1,863,107	29%
Peter Sarpy Elementary School	2908 Vandenberg	63,816	1959	528	450	85%	400	76%	\$ 7,584,155	\$ 646,366	\$ 2,235,987	29%
Twin Ridge Elementary School	1400 Sunbury Drive	40,895	1965	361	285	79%	284	79%	\$ 5,796,577	\$1,880,270	\$ 2,168,391	37%
Two Springs Elementary School	3001 Spring Blvd	58,000	1995	553	382	69%	316	57%	\$ 6,892,958	\$ 803,915	\$ 3,098,381	45%
Wake Robin Elementary School	700 Lincoln Road South	45,782	1964	429	353	104%	342	80%	\$ 5,440,921	\$ 937,993	\$ 1,784,935	33%
CHAP Center	1201 Gregg Road	12,850	1972	166	23	14%			\$ 1,527,147	\$ 442,864	\$ 1,049,541	69%
Bellevue/Offutt AFB Welcome Center	1600 Highway 370	44,000	2002						\$ 5,229,141	\$ 90,716	\$ 1,231,421	24%
Lied Activity Center	2700 Arboretum Drive	48,100	2003						\$ 5,716,402	\$ 152,564	\$ 2,258,007	40%
Support Center	2820 Arboretum Drive	27,850	2005						\$ 3,309,808	\$ 124,190	\$ 166,767	5%
Transportation	2824 Arboretum Drive	25,216	2005						\$ 2,996,773	\$ 107,903	\$ 142,314	5%
District Totals				11,854	9,965	84%	9,792	83%	232,005,425	23,793,472	60,245,726	26%

## Summary

Bellevue Public Schools has experienced moderate growth in the last ten years, growing by just over 11%. The five-year projections show a slight 2.6% student population decline over the next five years to 9,792 students. District-wide capacity is sufficient for the student population as a whole, with all but two schools having some additional capacity through 2019-20. Condition needs are estimated at \$60,245,726 by the end of five years and will be studied and prioritized as part of the Facilities Master Planning process.

Analyzing facility condition and utilization district-wide provides a high-level perspective on the relationships between condition, capacity and enrollment. When developing facility options, individual building data is necessary to help frame future action.

Beyond facility-related data, a Facilities Mater Plan considers the District's Purpose and Goals, along with community feedback. Ultimately, a Facilities Master Plan must take into consideration a broad spectrum of needs, desires and constraints to prioritize action while successfully engaging the community to help inform and shape the process.



## Appendix: Questions and Answers

The questions below were written by Bellevue Public School's Facilities Master Plan Steering Committee members to DeJONG-RICHTER and Jacobs Engineering team on September 9, 2015. The answers provided have been compiled for the Steering Committee's use and for public record.

### DEMOGRAPHICS

- **Show military contribution**
  - ⇒ As of 2013, Offutt Air Force Base employed 10,127 active military and civilians (Source: Economic Impact Analysis, 30 September 2013, Offutt Air Force Base)
  - ⇒ The "First Count" every October shows how many military students we have. The 2014-15 first count number was 2,840 students that were military connected. This would represent about 28% of the total enrollment.
- **Show other cities (Gretna, Springfield)**
  - ⇒ We focus demographic information on the region immediately impacted by the District.
  - ⇒ Currently 1,605 students come to BPS from out of the District and 509 students reside in BPS but attend neighboring districts.
- **What happens when Strat-Com reopens?**
  - ⇒ The demographer who created the projections has to consider all local factors impacting enrollment for at least five years. DeJONG-RICHTER recommends reassessing a Facilities Master Plan every five years to keep pace with changing needs.
  - ⇒ Note: Completing STRATCOM facilities will not add jobs.

### EMPLOYMENT BY INDUSTRY

In reference to page 9, titled Demographics: Employment by Industry

- **What is the military representation?**
  - ⇒ See Demographics questions: 10,127 persons in 2013
- **Is this based on location of home or work for the count?**
  - ⇒ Home
- **Which of these categories represents government jobs?**
  - ⇒ According to further investigation using the US Census' American FactFinder, the last estimates show government jobs account for ~17% of total jobs in Bellevue City using 2009-2013 American Community Survey 5-Year Estimates.
- **Request: examples of jobs for each category**
  - ⇒ We could not find the specific job examples from the Census data provided.
- **How much of this is Bellevue University employees?**
  - ⇒ We are not able to relate the details of the Census data to current local employment, but we can say that according to Bellevue University's website, BU employs 435 faculty. Admin and support staff figures could not be found.

## Appendix: Questions and Answers

### **SINGLE FAMILY BUILDING PERMITS**

*In reference to page 10, titled Demographics: Single Family Building Permits*

- **Define what a single family /multifamily permit is**
  - ⇒ Single-family permits pertain to single-owner occupied housing. Multifamily permits include apartments and condominiums.
- **Explain that the 2015 column is “so far this year”**
  - ⇒ The Background Report has been edited accordingly.
- **Explain that this represents all of Bellevue, not the district**
  - ⇒ The Background Report has been edited accordingly.
- **Why is 2008/2009 high for single family permits?**
  - ⇒ The recession started in 2008 and since then home ownership rates have reduced nationwide to its lowest rate since the 1960s (US Census Bureau).
- **Why is 2014 high for multi-family permits?**
  - ⇒ The answer is likely in response to the historically low home ownership rates we are currently seeing nationwide.
- **There are lots in Clearwater Falls, Hyda Hills, Spring Ridge, and Cedar Grove being developed. 2015 single family homes seems light.**
  - ⇒ The data we pulled was the latest from the Building Permits Database, State of the Cities Data Systems, US Department of Housing and Urban Development. New developments should be accounted for in RSP Associates enrollment projections.
- **Would like to see density map combined with boundaries map.**
  - ⇒ This could be interesting but too visually busy with data to clearly interpret
- **How are we simultaneously losing students and experiencing population growth?**
  - ⇒ This question was on the student population density map. The student population density map shows how densely students lived together in 2007/08 and compares that to 2014/15. The 2014/15 map shows how student density is increasing in three different areas but it does not show population growth overall.
- **Military impact**
  - ⇒ See Demographics Q&A above: The "First Count" every October shows how many military students we have. 2014-15 first count number was 2,840 students that were military connected. This would represent about 28% of the total enrollment.

## Appendix: Questions and Answers

### ACADEMIC ACHIEVEMENT

In reference to page 13, titled Academic Achievement

- **Would like to compare neighboring districts**

- ⇒ See below for comparison among local districts based on NDOE data.
- ⇒ Note: The academic data in the background report for Bellevue is through 2014-15 but 2014-15 data is not available on the NDOE web-site.

- **Is there an explanation for low math scores, and could there be a connection to low tech standards?**

- ⇒ New BPS mathematics curriculum has been developed to better align with the Nebraska State Mathematics Standards. The new curriculum and instructional materials were first implemented in 2010 -11. Since that time our math proficiency has increased by 20 percentage points. Achievement continues to improve as students and teachers gain more experience with the curriculum standards and expectations.

	Bellevue			Gretna			Papillion-La Vista			Springfield Platteview		
	Mathematics	Reading	Science	Mathematics	Reading	Science	Mathematics	Reading	Science	Mathematics	Reading	Science
2010-2011	50%	72%		77%	84%		64%	80%		72%	81%	
2011-2012	65%	77%	69%	78%	87%	85%	76%	84%	77%	81%	87%	82%
2012-2013	67%	80%	72%	79%	88%	81%	79%	87%	79%	83%	92%	88%
2013-2014	70%	78%	74%	79%	88%	82%	83%	88%	84%	82%	89%	85%

source: Nebraska Department of Education

## Appendix: Questions and Answers

### SCHOOL LOCATIONS & BOUNDARIES

*In reference to pages 14-17*

- **Show how many students per boundary**
  - ⇒ We are attaching a Live/Attend matrix to show how many kids live in each attendance boundary and what schools they actually attend.
- **Why aren't there direct feeders for 6<sup>th</sup> grade into middle school?**
  - ⇒ As new schools are built and population changes occur, districts often find themselves needing to react to these changes to address short-term challenges. A Facilities Master Plan provides an opportunity to consider facility solutions from a comprehensive perspective, including feeders, boundaries, program needs, building condition, etc.
- **Why is there a purple pocket in the west for East HS?**
  - ⇒ The question refers to the high school attendance boundary map on page 16. Peter Sarpy ES is physically in the West High School attendance area but was zoned to East High when it was opened. Boundaries will be discussed as a part of the Facilities Master Plan.
- **Note that Two Springs ES attendance dropped when/because Bellevue ES opened.**
  - ⇒ The Background Report has been edited accordingly.
- **Note that in 07-08, Lewis & Clark MS opened, lowering utilization from then on**
  - ⇒ The Background Report has been edited accordingly.
- **Referring to page 17: match up source with page 21**
  - ⇒ We will compare 2015-16 actual enrollment with projected enrollment as that becomes available.
- **Investigate adding 2015-16**
  - ⇒ We will compare 2015-16 actual enrollment with projected enrollment as that becomes available.
- **How much \$ can we save as we make gains in efficiency rates?**
  - ⇒ We can address this question better as specific options are developed.
- **Take PK out of Wake Robin ES. The count is only on paper; these students are home schooled**
  - ⇒ Good point. We will note that many of these PK students are homeschooled. They make up a small percentage of the overall building utilization, but it is worth noting.
- **Why doesn't CHAP have 5 year estimates?**
  - ⇒ The CHAP center instructs students district wide with significant special needs. Enrollment projections are typically not made for special programs such as this, but it can be assumed that the enrollment will remain similar to the 2014-15 enrollment of twenty-three (23).
- **Why is Betz only 66% full when we have an increasing population?**
  - ⇒ Overall population is flat to a slight decline through 2019-20. Balancing enrollment across the District will be a goal of this process.
- **Are these the current buildings?**
  - ⇒ Yes

## Appendix: Questions and Answers

### SCHOOL LOCATIONS & BOUNDARIES, CONTINUED

- **What is the benchmark on facilities standards?**
  - ⇒ Utilization
    - \* A school is considered well-utilized if it is between 85%-100% of its program capacity. Once a school is below 70% of its program capacity, significant operational dollars are being spent on empty space.
  - ⇒ Condition
    - \* A Facility Condition Index (FCI) is the ratio of the cost to repair a building to the cost to replace it. Generally speaking, FCIs of 0-20% indicate a building in good physical condition, while 20-40% shows the building has emerging needs, 40-60% indicates significant current needs and >60% indicates a need for immediate and significant repairs. NOTE: Condition is not the same as adequacy. A building can be in good physical condition but still not be configured adequately for the programs housed there.
- **How could an old school have a better condition than a newer one; specifically considering comparisons among:**
  - Two Springs ES built in 1995 @ 45% 5yr FCI**
  - Peter Sarpy ES built in 1959 @ 29% 5yr FCI**
  - East HS built in 1961 @ 44% FCI**
  - ⇒ An older school with a low FCI indicates major systems (HVAC, roofs, boilers, etc.) have been replaced in the near enough past so that these systems need nominal maintenance for the next five years. By the same logic, newer schools with high FCIs have major systems in need of repair or replacement, likely for the first time.

### FACILITY OPTIONS

- ⇒ We can discuss these and other options during options development. Community Dialogue 1 questionnaire results will inform questions such as these.
- **What about expanding one high school, and specializing the other (for athletics).**
- **Can we use block/creative scheduling [to help with utilization]?**
- **If we close schools, they should be repurposed for Career Tech Education.**
- **What about partnerships with Bellevue University, considering that dual enrollment may effect space efficiencies.**
- **Would a magnet middle school solve low enrollment?**
- **Would it be beneficial to redraw boundaries for Two Springs ES and Bellevue ES?**
- **It appears we should shift students from the elementary to middle schools.**
- **Do we need another HS?**

## Appendix: Questions and Answers

### GENERAL QUESTIONS

- **When did the [Douglas and Sarpy Counties] Learning Community start, and does it change enrollment?**
  - ⇒ This Learning Community started in 2009
  - ⇒ <http://learningcommunityds.org/about>
  - ⇒ According to their website, this program has open enrollment starting October 31<sup>st</sup> for the 2016-17 school year.
- **How often do parents request to attend a school outside of boundaries?**
  - ⇒ See the attached live/attend matrix.
  - ⇒ 77% of students attend their zoned Elementary School
  - ⇒ 94% of students attend their zoned Middle School
  - ⇒ 88% of students attend their zoned High School
- **What does HP stand for?**
  - ⇒ Home preschool
  - ⇒ NOTE: preschool students are not typically part of enrollment projections for a district, as was the case according to RDP & Associates, the firm who has recently produced projections for BPS in December 2014.
- **If we consolidate schools, what would be the transportation cost? How would class size be impacted?**
  - ⇒ The answer to this depends on the nature of the consolidation. Generally speaking, however:
  - ⇒ When two schools consolidate into one, those students who were “walkers” at the school being closed will now need transported.
  - ⇒ Consolidation between schools is only a viable option when the time to transport students to a new school does not violate district norms.
  - ⇒ Any additional transportation costs are more than offset by operational savings from not operating, cleaning and repairing an entire other facility.
  - ⇒ Class sizes themselves are usually not impacted as consolidation occurs when two or more schools can combine into one facility keeping student/teacher ratios within district norms; In other words when new students arrive at a school, new teachers and support staff arrive as well.
- **Can this [output from the Facilities Master Plan] be funded within 5 years?**
  - ⇒ What are the 8yr/10yr utilization costs?
  - ⇒ The purpose of a Facilities Master Plan is to identify all likely facility needs within the next five years, and then to prioritize expenditures with district leadership and community feedback. All identified costs rarely can be afforded within five years which is why the prioritization process exists.
  - ⇒ We cannot reasonably plan for 8-10 year costs and A) enrollment for more than five years is predicated on hypothesized births in your boundaries, and B) program needs cannot be reasonably predicated for more than five years at a time.

## Appendix: Questions and Answers

### GENERAL QUESTIONS, CONTINUED

- **What are the politics of consolidation of schools/any other changes?**
  - ⇒ Oftentimes, communities' first response to an option to consolidate schools focuses on the facility being lost rather than the new facility being gained. A Facilities Master Plan explores the benefits and challenges of all options that the data suggests; educating the community on such realities while receiving their feedback.
- **Can we show effects of home schooling? Is there a partnership opportunity with homeschoolers? What about private schools?**
  - ⇒ Nebraska DOE's website with data on homeschooling is: <http://www.education.ne.gov/fos/orgservices/exemptschools/Downloads/1415/AnnualReport.pdf>
  - ⇒ A total of 997 students were exempted in all of Sarpy County in 2014/15
  - ⇒ Sarpy County is shared by four school districts including BPS
  - ⇒ Currently 263 students are homeschooled in BPS' boundary
  - ⇒ We could not find public data for private school attendance but we do know:
    - ⇒ St. Mary's Catholic Grade School (serving pre-kindergarten through 8<sup>th</sup> grade and located at 903 West Mission Avenue, Bellevue, NE 68005) enrolls 133 students who currently reside within the BPS district.
    - ⇒ St. Matthew the Evangelist School (serving pre-kindergarten through 8<sup>th</sup> grade, and located at 12210 S 36th St # B, Bellevue, NE 68123) enrolls 58 students who currently reside within the BPS district boundaries.
    - ⇒ Other private school attendance data was not available.
- **Is 2/3 the realistic assessment point? Should it be lower?**
  - ⇒ This refers to the standard that a facility with a 66% Facility Condition Index (FCI) should be considered for replacement in most circumstances. FCI is but one item to consider when analyzing the health and long-term viability of a building. Generally speaking, once a FCI is 40% or higher, we consider that building to have significant needs. Questions of the building's educational adequacy for current/desired educational programs, utilization and other considerations provide a more holistic picture of a building's true condition and adequacy.