Lincoln Public Schools

Superintendent's Facility Advisory Committee

Recommendations and Findings

August 27, 2019

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SFAC Report Appendix

Process

The Lincoln Public Schools Board of Education adopted a goal for the 2018-19 school year to establish a Superintendent's Facility Advisory Committee, charging the committee to review district facility needs, options, and priorities and to make recommendations by September 1, 2019.

Superintendent Steve Joel invited community members, LPS staff members, and students to consider both present and future facility and infrastructure needs looking forward over the next seven to ten years. Approximately 100 people accepted the invitation to participate. Dr. Joel asked Jennifer Brinkman, Maribel Cruz, and Nick Cusick to serve as tri-chairs of the advisory committee. Jennifer Brinkman served as a tri-chair prior to her appointment as Chief of Staff to Mayor Gaylor-Baird. Maribel Cruz and Nick Cusick continued as co-chairs from that point forward.

The entire Superintendent's Facility Advisory Committee met on the following dates:

January 15, 2019	January 29, 2019
February 19, 2019	March 19, 2019
April 16, 2019	May 21, 2019
June 18, 2019	

At the initial meeting, staff presented an update to the LPS 10-Year Facility and Infrastructure Plan. The plan is designed to articulate the facility and infrastructure needs of the district over the next ten years. Dr. Joel charged the committee with the following tasks:

- Study the LPS 10-Year Facilities and Infrastructure Plan as it was presented to the Board of Education in December 2018, and provide feedback and recommendations.
- Review data about our school district, study facility-related issues, and provide recommendations.
- Delve into the difficult questions regarding facility needs and offer recommendations for a thoughtful, community-based plan that lays the foundation for a potential bond issue in 2020.

The committee engaged in an open-ended brainstorming activity to identify topics that committee members believed needed consideration. The topics submitted by committee members for discussion were categorized and assigned to one of six sub-committees. Each committee member was assigned to a sub-committee based on their personal committee preference and each sub-committee was assigned a leadership team listed below.

Infrastructure & Finance:
Gerald Clausen, Richard Meginnis

Early Childhood & Community Learning Centers:
Shams Al-Badry, Dick Campbell

New High School(s):
Brad Korell, Suzanne Sughroue, Joseph Young

High School Athletics & Activities Complex:
Jeff McPeak, Kelly Muthersbaugh

High School Focus Programs & Alternatives:
Eric Buckwalter, Jennifer Strand

New Elementary & Middle Schools and Alternate Grade Level Configurations:
Seth Derner, Lincoln Zehr

The subsequent meetings were spent predominately on sub-committee work with observation, guidance and general oversight from staff and the SFAC co-chairs. Sub-committees requested information from LPS staff and planned purposeful experiences for members to promote conversation. Several sub-committees took on additional tasks and meetings to further discuss critical topics. A few sub-committees initiated surveys and public forums to gain further perspective and feedback from the community. Each sub-committee was asked to develop a list of recommendations to articulate key observations throughout the dialogue.

Following the June 18, 2019 advisory committee meeting, the sub-committee chairs met August 6, 2019 to garner consensus and fine-tune the final recommendations to present to Dr. Steve Joel at the Board of Education meeting on August 27, 2019.

Committee Membership and Sub-Committee Assignments

Infrastructure & Finance

Gerald Clausen, Sub-Committee Co-Chair
Richard Meginnis, Sub-Committee Co-Chair
Kristin Grosskopf
Kirk Langer
Keith Prettyman
Katie Taddeucci
Jason Hayes
Rick Meyer
Roger Reynolds

Early Childhood & Community Learning Centers

Shams Al-Badry, Sub-Committee Co-Chair
Dick Campbell, Sub-Committee Co-Chair
Roger Bruning
Dona Gould
Cristy Joy
Robert Rickert
Bennie Shobe
Nola Derby-Bennett
Michelle Howell Smith
Cara Lucas Richt
Kelly Schrad
Michelle Suarez

New High School(s)

Brad Korell, Sub-Committee Tri-Chair
Suzanne Sughroue, Sub-Committee Tri-Chair
Joseph Young, Sub-Committee Tri-Chair
Stacey Agnew
Rita Bennett
David Cary
Mike Eisenbarth
Jim Frohman
David Lockwood
Walter Powell
Savannah Redl
Tim Sabo
Wendy Van
Christa Yoakum
Cindy Baum
Mary Bruning
Angela Christensen Fischer
Clover Fredrick
Kurt Glathar
Takako Olson
Aaron Raymond
Cleveland Reeves
Jerry Sellentin
Denny Van Horn

High School Athletics & Activities Complex

Jeff McPeak, Sub-Committee Co-Chair
Kelly Muthersbaugh, Sub-Committee Co-Chair
Barb Bettin
Christy Eichorn
Jessica Erstad
Mike Gillotti
John Kopetzky
Erick Witt
Gloria Eddins
Denine Erlemeier
Brendan Evans
Jeff Gronewold
Jerall Moreland
Victor Young

High School Focus Programs & Alternatives

Eric Buckwalter, Sub-Committee Co-Chair
Jennifer Strand, Sub-Committee Co-Chair
Belinda Acosta, Ph.D.
James Blake
Valerie Brown
Rich Claussen
Azcia Fleming
Dan Hohensee
Christin Kamm
Kim Pickering
Cindy Ryman Yost
Mary Yelken
Nate Blum
John Cartier
Leslie Eastman
Tom Grafton
Pat Hunter-Pirtle
Patsy Koch Johns
Liz Ring Carlson
Thea Seibel
Colette Yellow Robe

New Elementary & Middle Schools and Alternate Grade Level Configurations

Seth Derner, Sub-Committee Co-Chair
Lincoln Zehr, Sub-Committee Co-Chair
Tom Beckius
Geoff Cline
Alan Eighme
Melissa Escamilla
Lee Ann Heflebower
Rob Klucas
Amanda Lukesh
Bisi Oyinlade
Rod Berens
Chris Deibler
Mat Ellison
Pam Hale
Cory Hoagstrom
Doug Koebernick
Jacki Ostrowicki

Overview

Each sub-committee received an initial charge and a list of critical questions to begin their work. Beginning the discussion with critical, open-ended questions provided the necessary latitude to purposefully encourage the exploration of a wide range of ideas. Diverse opinions were welcomed and explored in the sub-committee and full committee group discussions. As the sub-committees explored data and ideas, it became apparent that the group was in agreement on many topics related to the facility needs of the district. Equity emerged as a significant theme throughout the sub-committee discussions. Each sub-committee grappled with how much school facilities should be the same and how much they should or could be different and still be considered equal.

The question of equity in high school facilities prompted significant discussion among the participants. Overall, committee members shared a belief that each of the high school facilities in Lincoln Public Schools should contain the same core physical elements. Any new high schools should be built with all of the same amenities as our existing high schools. In addition, the committee affirmed the importance of investing in existing facilities to match updated amenities in the new school(s) as much as possible. Lincoln Public Schools' renovation of the existing four high schools after the construction of North Star and Southwest High Schools, particularly the renovation of the auditoriums, is the best example of such an approach.

Overall, the committee believes that new high school(s) should include core elements that are on par with our existing high schools and that novel elements introduced in the new high school(s) should be considered as a current standard when renovating existing high schools. The group readily recognized that sameness is not the goal of equity and that offerings and programming within each school can and should be different, purposefully responding to the student and community needs unique to each high school. The facility serves as a foundation for meeting student and community needs, not an ending point.

Equity also emerged as a critical topic in the discussion of focus programs. Each focus program across the city will be unique and different. The district should carefully consider the placement of each program as well as access to those programs as it approaches decisions.

All committee recommendations reflect a geographical and socioeconomic balanced approach. The committee recommendations show a strong commitment to investing in and maintaining our existing infrastructure to ensure every child, no matter where they live, has access to a great place to learn. The committee spent a great deal of time discussing geography, contemplating how to invest throughout the city to promote equity in addition, the committee discussed current growth and the potential of

Overview

continued growth in various areas throughout the city. Maintaining a balance between investing in existing infrastructure and serving new growth areas are acknowledged to be a challenge with limited resources.

The sub-committees were initially charged with providing recommendations based on need without regard to resources available. The overall goal was to vet the LPS 10-Year Facility and Infrastructure Plan to determine if the needs identified were valid and on track with community expectations. Specifically focusing on facility-related needs, being careful not to make recommendations regarding curriculum related issues. The sub-committees were not given specific financial constraints.

The final full committee meeting included an opportunity for the committee of the whole and each sub-committee to review the estimated cost of the recommendations. Sub-committees had an opportunity to do a high-level prioritization and determine if there were any recommendations that could be considered longer range or Tier 2 priorities. The LPS 10-Year Facility and Infrastructure Plan includes several tiers of need. The needs identified on Tier 1 are the most immediate and often those identified for funding in a bond issue. Sub-committees were asked if any of their recommendations could move to Tier 2. A few small adjustments were made through that process. Overall, the committee felt the recommendations represented high priority Tier 1 needs.

The final recommendations contained in this report represent the consensus of the sub-committees and the entire committee. Sub-committees had multiple opportunities to present their thoughts and answer questions of the entire group. The final meeting of the committee included consensus building on the entire list of recommendations. The level of agreement among the members was quite strong given the diversity of committee members and their input and priorities.

All of the SFAC work is available on the LPS website through the key work search SFAC or by following this link ***https://home.lps.org/sfac/***.

Sub-Committee Recommendations

Infrastructure & Finance Sub-Committee

Recommendation 1:
Lincoln Public Schools should move forward with the Everett Elementary School and Park Middle School Indoor Air Quality (IAQ) projects as planned within Tier 1 of the LPS 10-Year Facilities & Infrastructure Plan.

Recommendation 2:
Lincoln Public Schools should at a minimum, invest/dedicate 10-20% of all future Bond Election proceeds toward infrastructure projects.

Recommendation 3:
Lincoln Public Schools should plan to fund the next bond issue within the existing bond levy of 16.1 cents. Based on current analysis, the net bond proceeds could range from $250-290 million.

Early Childhood & Community Learning Centers Sub-Committee

Recommendation 1:
LPS should use all existing space to develop additional early childhood classrooms and add early childhood classrooms to existing elementary schools where physically possible. Consideration should be given to adding early childhood classrooms to each new facility when designing new elementary schools, middle schools and high schools.

Recommendation 2:
LPS should, in the future and as quickly as financially possible, build a 10-classroom standalone early childhood facility for the early childhood preschool program with adequate property for expansion, and add more classrooms as the LPS student population continues to grow.

Recommendation 3:
As LPS continues to grow, and school enrollment shifts, LPS should continue to determine which schools will qualify for CLC programming. Currently, there are five schools that are at or near the 40% threshold for free and reduced lunch. In order to ensure that these schools have adequate programming for students and families, we recommend that LPS continue to look for outside partnerships to support funding and operation for CLCs. We also recommend that LPS apply for the Federal 21st Century Community Learning Centers grant funding anytime a school exceeds the 40% free and reduced lunch level to expand the CLC program at that school.

Sub-Committee Recommendations

New High School(s) Sub-Committee

Recommendation 1:
LPS should construct two high schools each with an initial capacity of 1,000 students but designed and constructed with core facilities sufficient to accommodate a 2,000 student population at full buildout. Core facilities should include multipurpose/cafeteria area, kitchen, library/ media center, administration/office space, and student common services/locker area. Initially, gymnasium, other sports related facilities and an auditorium theater should be built to accommodate student capacity of 2,000 at full buildout.

LPS should construct the new high school(s) with core facilities consistent with the six existing high schools. Ultimately at full buildout, 2,000 student high schools are important to create the critical mass necessary to offer a full range of student learning experiences while remaining small enough for faculty and administration to maintain a personal connection with students and their parents.

LPS should target an initial facility size of 230,000 sq. ft. and master-planned to expand the square footage to a total of approximately 360,000 sq. ft. over time to serve up to 2,000 students.

Recommendation 2:
LPS should add new high schools in the northwest and southeast quadrants of the city.

Recommendation 3:
LPS should renovate specialized spaces in the existing high schools to match new high school facilities to the degree financially and logistically possible.

Sub-Committee Recommendations

High School Athletics & Activities Complex Sub-Committee

Recommendation 1:
LPS should construct additional district athletics and activities facilities.

Recommendation 2:
LPS should enhance/improve athletics facilities at each of the existing high schools to create equity and address needs. This should include the installation of artificial turf, if possible.

Recommendation 3:
LPS should place new athletic and activity facilities on proposed new high school campus(es) to create efficiencies and realize cost savings.

High School Focus Programs & Alternatives Sub-Committee

Recommendation 1:
LPS should identify appropriate focus programs to be located in any new high school and determine facility requirements.

Recommendation 2:
LPS should evaluate existing high schools and identify new focus programs to be located in each school, taking into account current facilities, current curriculum or extracurricular focus and private-public partnership opportunities.

Recommendation 3:
LPS should engage community organizations and businesses to assist in developing new focus programs that align with business, industry and community needs.

Sub-Committee Recommendations

New Elementary & Middle Schools and Alternate Grade Level Configurations Sub-Committee

Recommendation 1:
Northeast & East Lincoln: LPS should build a new elementary school east of 84th Street and north of "O" Street.

Recommendation 2:
Southeast Lincoln: LPS should build a new elementary school south of Rokeby Road and east of 56th Street.

Recommendation 3:
South and Southwest Lincoln: LPS should explore building a new, flexible-platform facility that would open as a K-8 facility serving both elementary and middle school students south of Yankee Hill Road and west of 56th Street.

Recommendation 4:
West and Northwest Lincoln: LPS should explore building a new, small-format, flexible-platform facility that would open as a K-8 facility serving elementary students and middle school students north of Interstate-80 and west of Lincoln Airport.

LPS should also build a new elementary school north of Superior Street and west of 40th Street.

Recommendation 5:
Renovations of Specialized Classrooms in Middle Schools: LPS should complete renovations as recommended by LPS staff in the 10-year facility plan.

Summary of Sub-Committee's Work

Infrastructure & Finance Sub-Committee

The Infrastructure & Finance sub-committee focused on recommendations related to the district debt capacity and investing in the upkeep of existing schools. Overall, the sub-committee found that LPS is committed to providing safe, secure, and comfortable learning environments for students and staff. The Everett Elementary School and Park Middle School projects will complete a cycle of "total" facility upgrades for all LPS school facilities. This commitment has taken several years to complete, and should continue to be a priority as facility life cycles progress. The district has done an outstanding job maintaining facilities, which has established a level of expectation in the community. This dedication to cleanliness, maintenance, and operations also provides a consistent final product regarding energy savings, building use efficiencies, and maximization of dollars invested. In reviewing the debt of the district, the subcommittee found that LPS is fortunate to have expiring debt that can be replaced to fund ongoing facility and infrastructure needs. The range of $250-290 million is much less than the identified needs. The district should maximize all available dollars, aiming toward the highest end of the range while remaining within the existing bond fund levy of 16.1 cents. In addition, the district should consider future needs and available funding for future bond issues.

Critical Questions and Key Information Discussed

How does the LPS tax levy compare to other districts?

The LPS total tax levy is $1.22. Twenty school districts in the state of Nebraska have tax levies higher than LPS. LPS serves an urban population representing diverse student needs and strives to meet the demands of suburban growth all at the same time. Half (10) of the school districts with higher tax levies than LPS are in the Omaha Metro Area; Douglas and Sarpy counties. Higher levying school districts tend to be more densely populated districts with lower land valuation per student.

How are bond issues financed and how does it relate to the overall finances of the school district?

The principal and interest payments for bond issues are funded predominantly through a bond fund tax levy. The current combined bond fund tax levy is 16.1 cents. The bond fund levy is on the tax bill based on the year the bond issue was voter approved. The average home in Lancaster County is valued at $184,811; $298 per year is owed in real estate taxes to pay off bond debt for Lincoln Public Schools. The bond fund is used for principal and interest payments. The district general fund is used for annual operation of the school district such as staffing in schools.

What bonds are expiring and what is the capacity within the existing levy?

The 2018-19 Budget Year includes $33,874,925 in principal and interest for outstanding general obligation bonds. The 2021-22 Budget Year will include $21,212,569 in principal and interest for outstanding general obligation bonds. This reduction will occur in the 2020-21 tax request. The principal and interest payments "rolling off" total $12.6 million annually.

What would it look like if additional funding capacity is deemed necessary or the funding capacity is not fully utilized?

The sub-committee reviewed options including increasing the levy by one penny to 17.1 cents or decreasing the levy by one penny to 15.1 cents. At 15.1 cents, the range drops to $215-250 million. At 17.1 cents, the range increases to $280-325 million. The sub-committee felt that if the Board of Education is able to take advantage of the upper end of the $250-290 million range that would be advantageous toward meeting the most significant needs. In addition, the committee reviewed various year spans for financing. The district typically has financed bonds for 25-30 years. LPS financed a portion of the 2014 debt over five years, which provided for a large portion of the debt currently rolling off to create the 2020 bond financing opportunity.

What is included in an Indoor Air Quality (IAQ) project?

- Code/ADA upgrades (fire marshal, life safety, uniform building code)
- Building shell (roof, windows, tuck-pointing)
- Energy efficient HVAC/geothermal systems
- Building automation/management systems
- Electrical/lighting upgrades
- Site enhancements
- Curriculum/program modifications

What is needed to keep LPS facilities up-to-date and in good working condition to ensure great learning spaces for students today and in the future?

- Financial Resources
- Human Resources
  - Operations Maintenance
  - Operations Custodial
  - Operations Facilities
- Work Order System to coordinate
  - Preventative Maintenance
  - Reactive Maintenance
- Building automation/management system

What should be prioritized related to infrastructure needs?

The Indoor Air Quality projects at Everett Elementary School and Park Middle School; a necessity that will pay back with energy savings. The list of infrastructure projects in the 10-Year Facility & Infrastructure Plan is prioritized appropriately.

Summary of Sub-Committee's Work

Early Childhood & Community Learning Centers Sub-Committee

The Early Childhood & Community Learning Centers sub-committee focused on recommendations related to investing in spaces for early childhood education and community learning centers.

Early Childhood

Each year, there are nearly 700 children on the wait list to participate in the district's early childhood preschool program. LPS currently provides 66 classrooms, each with a maximum capacity of 20 children. The district is significantly short of existing classrooms for the early childhood preschool program and the need for additional classrooms will only increase as the student population in LPS continues to grow. In some elementary schools, existing early childhood classrooms have been relocated or eliminated when additional K-5 sections are needed. By law, children ages 3-5 with disabilities must have access to participate in a regular early childhood setting with their non-disabled peers. Meanwhile, the number of children with disabilities in this age group continues to grow.

In order to provide an early childhood opportunity for all children on the wait list, 18 additional classrooms would be necessary, allowing for 36 additional half-day sessions. Additional capacity for Early Childhood classrooms could be accomplished by maximizing all currently available space in the district, constructing additional 1,400 square foot preschool classrooms at existing elementary schools where land is available (estimated cost to be between $300,000 to $400,000 per classroom), or constructing stand-alone early childhood centers. Many of the existing elementary schools with the largest waiting lists are landlocked and do not have the physical space for additional early childhood classrooms. Each year approximately 75% of the children enrolled in the Early Childhood preschool program are eligible for free/reduced meals, which is significantly higher than the district's free/reduced rate. Transportation is critical in making the program accessible for all preschoolers. Because transportation is available for all preschoolers, a centrally located stand-alone facility would allow for more efficient transportation. The cost to add a 10-classroom standalone early childhood facility is approximately $7,750,000. In addition to ten classrooms, this facility would include space for administration offices, a library, a kitchen, restroom facilities, a multi-purpose area, and custodial space.

Early childhood classrooms should be considered in the design for new elementary, middle, and high school facilities. Currently, there is no conclusive academic advantage for a full-day preschool program over a half-day preschool program. Further study of the effectiveness of the full-day program is warranted and additional data may show a different result. Capacity and length of programming are tied together.

Critical Questions and Key Information Discussed

How does Early Childhood impact our facilities?

There is no question that adding early childhood classrooms stresses facilities and takes classroom space that is often needed for other grade levels, but early childhood programs and services enable advanced learning at a younger age and aid children of poverty or ELL (English Language Learner) students to experience a high-quality early childhood experience prior to kindergarten entry and ensures a smoother transition into kindergarten.

Should LPS provide expanded/dedicated space to Early Childhood?

Yes, expand as much as possible and provide dedicated classroom space.

Where should early childhood students be served? In their neighborhood or at a central site(s)?

We believe it should be a combination of both. Possibly even develop regional hubs. The strongest preference is for neighborhood classrooms. However, in many schools of greatest need, the buildings are landlocked and unable to add more classrooms. A stand-alone early childhood facility allows for dedicated space to serve our youngest learners.

Community Learning Centers (CLCs)

CLCs provide all children within the school with a safe and educational space and opportunities to engage in before and after school programming, for all children within the school. The Lincoln CLC initiative is currently serving 26 schools. This includes 19 elementary schools, six middle schools, and one high school. There are currently five schools in LPS that do not have a CLC but are at or near the 40% free or reduced lunch threshold for CLC services. LPS has various community partners and grants that assist with funding CLC programs within the district. Extending the search for partners and grants will provide more possibilities for students and will possibly streamline funding concerns in the future. Currently, several CLC programs do not have adequate space to store materials required to provide a meaningful experience to students. In addition to storage space, CLC leadership needs a private space to meet with families and school personnel.

Critical Questions and Key Information Discussed

How do CLCs impact facilities?

CLCs maximize the use of existing space in schools and they enhance student learning before and after school hours.

Should LPS provide dedicated space to CLCs?

Yes, each CLC site needs office space and storage space that can be locked.

Summary of Sub-Committee's Work

New High School(s) Sub-Committee

The New High School Committee focused on construction of new high school spaces. Specifically, what the district should build and where a new facility or facilities should be located to provide relief to the existing buildings that are over-capacity and to accommodate projected growth in the high school student population over the next 7-10 years.

Current high school enrollment in LPS stands at 12,542 students, which is approximately 1,000 students greater than the present facility capacity. Growth projections anticipate that enrollment will reach 13,442 high school students by 2024. Two 1,000-student high schools constructed by 2023 would accommodate the existing student population and provide for projected mid-term growth. If the new facilities are constructed with the capability to expand to accommodate 2,000 students, Lincoln should have capacity to accommodate high school student growth well into the future subject to future construction financing capacity and approval. Two new high school facilities with initial capacity of 1,000 students each, expandable to serve up to at least 2,000 students each, would continue LPS's practice of providing facility equity across all high school buildings. Facility equity has been a strong theme throughout discussions in the 2018 High School Task Force and the current SFAC New High School Sub-Committee. Building one or more non-comprehensive high schools was considered but rejected by our sub-committee. Building less than a comprehensive high school with fewer amenities did not reduce overall construction cost by an adequate amount. In addition, building a non-comprehensive high school would be a significant departure from our community's long history of maintaining equity in our facilities. This belief in equity was reaffirmed by the High School Task Force and the Superintendent's Facility Advisory Committee discussions.

Lincoln is experiencing growth in all quadrants. The south and east areas of the city are currently experiencing the strongest growth. These areas are also projected for continued strong growth under the City's 2040 Comprehensive Plan. Extending the sanitary sewer south in the Stevens Creek Watershed and construction of the South Beltway will further open new areas for residential growth. Both East and Southeast High Schools are currently over capacity (East High at 129% and Southeast at 105%). North central Lincoln and northwest Lincoln currently have large student populations and areas of continued growth in the City's 2040 Comprehensive Plan. North Star High School opened its doors in 2003 to 1,150 students and is now at an enrollment of 2,202, 123% of the building's capacity. Lincoln's oldest high school, Lincoln High, with an enrollment of 2,304 students, is Lincoln's largest high school and is at 117% of capacity. The Air Park area has a high population of high school students and has the most open land for development in north and northwest Lincoln. A high school located in the northwest quadrant would be more accessible to students in Air Park and Fallbrook, and would also draw students from west Lincoln south of O Street. The upgrade of the Highway 77 bypass to freeway status will improve access from new residential development in southwest Lincoln to the northwest quadrant. Two new high school facilities would allow LPS to provide proximate access to students and families in two growth areas of the city. While the sub-committee considered a single new facility it would not address the overall geographical population growth projected for Lincoln. Because high school facilities serve as community centers operating well beyond the normal school hours, and are closely connected to the surrounding community, the LPS Board of Education needs to be cognizant of this important role and continue to ensure future facilities are located to serve all residents including students.

While there has been growth in east Lincoln north of O Street (Waterford, east Holdrege, and east Adams Street areas) the Stevens Creek floodplain limits growth east of Stevens Creek and north to Cornhusker Highway while plans are in place to extend the sewer line south of O Street. Lincoln Northeast High School has the capacity for more students; current enrollment is less than 100% of the building's capacity. The southwest quadrant was not selected due to lower growth compared to other quadrants, as measured by building permits.

Critical Questions and Key Information Discussed

What type of facilities should LPS invest in to accommodate 2,000 additional high school students?

LPS students have been well served by Comprehensive High School facilities. A Comprehensive high school design incorporates similar space allocation both in type and size as each of the other high schools at full build out. While a smaller school footprint may be constructed initially, it is designed and constructed with the core facilities including a multipurpose/cafeteria area, kitchen, library/media center, administration-office space, and student common services/locker area sufficient to accommodate a student population at full buildout. Also, initial gymnasiums and other sports related facilities should be built to accommodate student capacity at full buildout and an auditorium/theatre built consistent with the 2,000-student high school model.

The new high schools should have core facilities consistent with the six existing high schools but without the same student capacity, but be master-planned for future capacity needs and expansion plans. As student population grows, classroom/instruction space can be added to accommodate more students.

Design facilities to be flexible.

"As a rule of thumb, 60% of the jobs 10 years from now haven't been invented yet" (Thomas Frey, futurist). According to Kurt Glathar, former Northeast High School Principal, "At best, we can only look out five to seven years. Most of the jobs that will be available for graduating students in 10 years don't even exist today."

Flexibility in high school design is important. Major transformations occur in the learning environment based on student needs. School facilities need to be designed with flexibility so that learning environments can be adapted to changes in educational delivery, societal norms, and advances in technology. Design should include flexible spaces and staff-student-parent oriented interactive collaboration spaces.

Starting with smaller high schools designed to be expanded affords LPS the opportunity to add future capacity based on changes in educational delivery, curriculum, and student needs.

Lincoln high schools designed to serve 1,850 students, over time and necessity, have evolved into facilities that serve approximately 2,000 students. Student capacity of 2,000 has become a new norm in Lincoln Public Schools. As new high schools North Star and Southwest were brought online, significant investments were made in existing high school facilities to increase capacity and achieve facility equity across all high school facilities. Increasing the standard to a larger student capacity facility, say 2,500 or 3,000 students, would have several important implications. First, Lincoln High, currently at 2,300 students, has legacy buildings approaching 100 years old. The campus is also landlocked in its current location. If newer high schools are built with a larger capacity, LPS would no longer be able to achieve the facility equity that participants in the 2018 High School Task Force and the 2019 SFAC New High School sub-committee feel is important and should be a guiding principle in facility design.

A larger high school facility would also invoke the cultural considerations and academic and extra-curricular experience that are created in a 2,000-student facility versus a larger facility, and that LPS principals feel are important for faculty and students. Both East High Principal Sue Cassata and Lincoln High Principal Mark Larson felt schools slightly smaller than 2,000 students had the best balance of offering diverse course offerings while remaining manageable from a logistics standpoint while facilitating staff/student relationships.

Since our facilities are designed for an 80–100 year life span, intelligent planning and design should take into consideration the possible need to expand facilities to accommodate larger student populations. Design should look at how core facilities including multipurpose/cafeteria, kitchen, library/media center, administration-office space, and student common services areas can be organized to accommodate future expansion in the most cost efficient manner while also allowing for classroom additions. Corridor design must be a key component considered in facility design because corridors are one of the primary constraints in both facility expansion and initial construction cost.

Purposeful facility forward planning can help preserve facility options for future LPS Boards and administrations to accommodate educational delivery.

Schools as Community Centers

Lincoln high schools are more than educational facilities. They are actually "full service community centers" where a multitude of activities are conducted well beyond the traditional hours and scope of school operations.

Starting with smaller high schools affords LPS the opportunity to add future capacity based on changes in educational delivery, curriculum, and student needs.

How many new high schools (1 or 2) and/or high school spaces?

Two 1,000-student high schools with all the same facility elements and scaled back square footage to meet the population of the school (230,000 sq. ft.) master-planned to expand the square footage to a total of 360,000 sq. ft. over time to serve 2,000 students.

What types of spaces (i.e., media, theater, pool, athletic and activity spaces) should be included in a new high school design? Should the physical elements (i.e., media, theater, pool, athletic and activity spaces) of a new high school or schools be consistent with the other six high schools?

Core facilities should include a multipurpose/cafeteria area, kitchen, library/media center, administration-office space, and student common services/locker area sufficient to accommodate the student population at full buildout. Also, initial gymnasium and other sports-related facilities should be built to accommodate student capacity at full buildout and an auditorium/theatre built consistent with a 2,000-student high school model. The physical design elements should be generally consistent with the existing six high schools.

Where (i.e., which quadrant of the city) do we need additional high school capacity today and in the future? How would the recommended location(s) best serve the entire city?

New high school capacity should be added in the northwest and southeast quadrants of the city.

While all quadrants of the city continue to show residential growth, the south and east areas are currently experiencing the strongest growth. These areas are also projected for strong growth under the city's long-term growth plan. Extending the sanitary sewer south in the Stevens Creek Watershed and construction of the South Beltway will continue to open up new areas for residential growth. Both East High and Southeast High are currently over capacity (East High 129% and Southeast 105%).

North central Lincoln and northwest Lincoln currently have high student populations. North Star High School opened its doors in 2003 to 1,150 students. It is now at an enrollment of 2,202 or 123% of capacity. Lincoln's oldest high school, Lincoln High with 2,304 students, is Lincoln's largest high school currently at 117% capacity. Both schools draw students from north and west Lincoln. Air Park has a high population of high school students. A new high school located in the northwest quadrant would be more accessible to students in Air Park and Fallbrook, and would also draw students from west Lincoln, south of O Street. The upgrade of the Highway 77 bypass to freeway status will improve access from new residential development in southwest Lincoln to the northwest quadrant.

New high schools in the northwest and southeast quadrants will help meet Lincoln's needs for high school facilities in the near term.

Although there has been growth in east Lincoln north of O Street (Waterford, east Holdrege, and east Adams Street areas), the Stevens Creek floodplain limits growth east of Stevens Creek and north to Cornhusker Highway and plans are

in place to extend the sewer south of O Street. Lincoln Northeast High School has additional capacity for more students as current enrollment is less than 100% of full capacity.

The southwest quadrant was not selected due to lower growth as measured by building permits compared to other quadrants.

What is the committee's feedback on equity across the city for students to access the high school experience? How is it impacted by school choice through transfer and the design elements of the new schools (i.e., comprehensive)?

It is important to distinguish between equity in programs/curriculum and equity in facilities. Facility equity means that each facility includes certain core elements: multipurpose/ cafeteria area, kitchen, library/media center, administration-office space, and student common services. Classroom space depends on the number of students served. Facility equity does not mean the same educational programs are offered at each high school. Educators and administration determine what programs are offered in each high school. Parents love the fact that each high school is different and that each school is recognized for its own "personality" and special capabilities. Each school will define its own niche. Neighborhoods help determine the character of each school.

The equity theme across all Lincoln high schools was strong throughout discussions of the 2018 High School Task Force and continued in SFAC discussions. Facility equity across all high schools is important and has served Lincoln students well.

A new high school may include one or more focus programs in its curriculum offering based on student needs.

Although LPS has achieved facility equity in all its high schools, LPS has not adopted a 'one size fits all' approach in delivering educational programs at each high school. Nonetheless, LPS has done an excellent job of creating equitable learning environments across its high schools in buildings ranging from 20 years old to nearly 100 years old. Over this history, LPS has been able to design space more efficiently reducing the square footage required by nearly 25 percent.

In conjunction with the New High School Sub-committee's assignment, the Sub-committee asked LPS to poll high school students who had transferred from their designated high school to determine why students chose to attend a different high school. The survey received responses from 944 students, which is a 25% response rate.

Results of the survey are summarized below*:

- 44% or nearly half said that the decision was made by both the student and their parents.
- 44% made the decision to be with friends.
- 35% chose the school based on family member attendance.
- 32% made the choice to participate in a program or class offered by the high school.
- 29% wanted a "fresh start"; and
- 25% made the choice based on athletics.

  *Students could select more than one reason for making the transfer.
- The International Baccalaureate Program at Lincoln High was the overwhelming reason for those students who made their choice based on a program offered, while Music/Art/Theater was second at 16% and athletics came in third at 12%.
- Of those making a transfer based on a program, 76% were still involved in that program and 96% felt the program met or exceeded their expectation.

Full survey results:
https://home.lps.org/sfac/wp-content/blogs.dir/150/files/bsk-pdf-manager/2019/04/Student-Survey-Results-High-School-Transfer.pdf

Summary of Sub-Committee's Work

High School Athletics & Activities Complex Sub-Committee

The High School Athletics and Activities Complex Committee focused on recommendations related to new construction and/or enhancements to existing facilities to support athletics and activities.

Student participation in athletics and activities positively influences the high school experience. The current LPS athletic and activities facilities have limitations that create scheduling stresses and event conflicts for the existing schools. One or two additional high schools will add several more teams and events and the current facilities are insufficient to accommodate that expansion. The sub-committee feels that investment in athletic and activity facilities is required. The highest need for the school district is a complex that includes varsity level playing fields for football and soccer. The second highest need is a complex to support softball, baseball, and track & field.

In addition, the committee reviewed the installation of synthetic turf on practice fields and improvements to current facilities (concessions/ restrooms) at the existing high schools. The committee felt such an investment would have the greatest impact for programs at the existing high schools and would address equity concerns for all high schools in the district.

When exploring the question of a stand-alone complex versus a complex located on a high school campus, the subcommittee learned that an athletic complex at an existing high school could save an estimated $4 million in construction costs of duplicate facilities. The cost savings can be used to support other needs at existing high schools.

Critical Questions and Key Information Discussed

What is the need related to spaces to serve athletics and activities?

LPS has needs for varsity level playing fields/ facilities for five sports – football, soccer, track and field, softball, and baseball. Varsity level fields can be used for competition at all levels to include junior varsity, reserve and freshman teams when appropriate

Should the district invest in a district athletic and activities complex?

Yes.

Where should an additional district athletic activities complex be located?

Facilities should be located with the proposed new high school(s) due to cost savings.

What should be included in a new complex?

Playing field(s), support facilities, and associated ancillary facilities should be included. The number of fields and seating capacity should be based on LPS data.

Could it be completed in phases?

Yes, the work could be completed in phases. The committee recommends that additional facilities for each of the five sports and improvements to existing high school facilities be addressed in the initial phase. The new high school(s) athletic facilities should be master-planned to allow for easy and cost-effective addition of fields and facilities in future phases.

What size should the facility be?

The sub-committee recommends using LPS data to determine the seating capacity and number of fields.

What should be included in the design that would be neighborhood friendly?

Facility planning should address lighting, traffic, and access concerns with the surrounding area. It is anticipated that the new high school site(s) will be located in undeveloped areas where these concerns can be easily mitigated.

If the complex is at a high school site, how will that impact equity across facilities?

The sub-committee recommends locating the new athletics complex(es) at the new high school(s) due to cost savings of shared infrastructure and efficiency of design at new sites compared to existing high school sites. The sub-committee recommends addressing the facility needs in part at each of the new high schools, if two high schools are recommended. This creates equity amongst the new high schools. The sub-committee recommends improvement at each of the existing high schools to address needs and equity concerns. The sub-committee recommends consideration of geographic distribution of athletic facilities for equity concerns.

Are there opportunities for enhancements at each high school to address the need?

As noted above, the sub-committee recommends enhancements at each of the existing high schools to address needs and also to create equity. These improvements may include synthetic turf, additional practice areas, additional support facilities, or other needs identified by high school athletic directors.

Are there needs at existing facilities even with the investment in a district athletics and activity complex?

These improvements may include synthetic turf, additional practice areas, additional support facilities, or other needs identified by high school athletic directors.

Are there any opportunities for community/ business partnerships?

Several community and business partnerships at varying levels of certainty were discussed. The sub-committee recommends that LPS consider beneficial community/business partnerships that are beneficial to LPS and support the priorities of the sub-committee.

Summary of Sub-Committee's Work

High School Focus Programs & Alternatives Sub-Committee

The High School Focus Programs and Alternatives Committee focused on recommendations related to the physical space and facility needs of new focus programs and/or enhancements to the existing programs.

Focus programs provide students with an engaging learning opportunity and engaged students are more likely to be hopeful. Focus programs provide a sense of community; students with similar interests participating in a focus program become a neighborhood within the larger high school community. Through focus programs, students have an opportunity to explore various careers. Students who participate in focus programs have higher graduation rates and standardized test scores (ACT/SAT).

LPS currently serves students in the following focus programs:

- Arts and Humanities (643 S. 25th Street, across from Lincoln High)
- Science Focus Program (commonly referred to as 'Zoo School')
- International Baccalaureate (Lincoln High)
- Air Force Junior ROTC (Northeast)
- The Career Academy (88th and O Street)

  (12 Career Pathways – Agriculture/Bioscience, Business Entrepreneurship, Construction, Criminal Justice, Culinary, Early Childhood Education, Engineering, Health Sciences, Information Tech, K-12 Education, Precision Machining, Welding)

The sub-committee believes that partnering with community organizations and businesses enhances a focus program. Partnerships enhance students' skills, building a stronger workforce for the future. Organizations and businesses can identify, nurture, and recruit high-quality talent proactively. Partnership provides businesses with a civic opportunity to share their business in new ways, enhancing visibility and providing community service. Students can engage in authentic experiences that assist them in planning for their future. Partnerships create the context for students to apply learning and discuss a profession. Adult connections create additional opportunities for mentoring, internships, and job training. Focus programs with partnerships often offer worksite experiences and expose students and staff to state-of-the-art technology. Partnerships can provide financial assistance, goods, and/or services to schools.

Critical Questions and Key Information Discussed

What percentage of high school students do we believe will access programs outside of their home high school boundaries?

For each school, a significant percentage of students attend outside of their attendance boundary.

2018-19
High School Membership

High School Attending	Attendance Boundary Residing In								
	Lincoln High	East High	Northeast	Southeast	North Star	Southwest	Option In	Unknown	Total
Lincoln High	1,302	104	269	200	293	88	29	11	2,296
East High	49	1,546	261	157	55	47	54	36	2,205
Northeast	95	140	1,300	32	150	13	15	8	1,753
Southeast	415	196	72	1,032	77	202	33	9	2,036
North Star	94	14	183	13	1,838	4	17	15	2,178
Southwest	268	72	17	237	68	1,248	59	13	1,982
Total	2,223	2,072	2,102	1,671	2,481	1,602	207	92	12,450

What is the enrollment of our current Focus Programs and TCA?

Currently 7.3% of all high school students attend a focus program, but that number might be limited by the number of choices. Currently, students from all six high schools as well as private schools attend each of the focus programs.

Overall, 912 students from grades 9-12 are attending a focus program out of 12,542 students.

	2017-18	2018-19	% change
Arts & Humanities (A&H)	72	67	-7%
Science Focus (Zoo School)	104	94	-11%
The Career Academy (TCA)	368	483	+25%
International Baccalaureate (IB)	179	188	+5%
Air Force Junior ROTC	96	80	-20%
	total	**912**	

What is the utilization and capacity of our current Focus Programs and TCA?

	# of Students	Capacity	% utilized
Arts & Humanities (A&H)	67	100	67%
Science Focus (Zoo School)	94	120	78%
The Career Academy (TCA) - Includes AM & PM sessions	483	968	50%
International Baccalaureate (IB)	188	---	---
Air Force Junior ROTC	80	---	---

What new focus areas has LPS explored?

The following list of options is not intended to be exhaustive and may evolve based on ready partners and/or community needs. Engineering, STEM, and Entrepreneurship were explored as standalone focus programs, but are not listed in the table because they may be infused into all career fields.

Nebraska Career Education Career Field	Focus Program(s) Explored
Agriculture, Food, and Natural Resources	Agribusiness, Agricultural (or Urban ag), Biotechnology, Environmental Studies
Communication and Information Systems	Data Science and Computer Science
Skilled and Technical Sciences	Aviation/Flight, Architecture, Urban Planning
Health Sciences	Health Professions, Biotechnology
Business, Marketing and Management	Global Business

Should a focus program be housed at a high school or in a separate location?

The sub-committee recommends that new focus programs be located in existing or new high schools.

Are there any opportunities for community/ business partnerships?

Yes. Duncan Aviation is currently working with the district to create an Aviation Focus Program. Explore other opportunities to develop similar relationships with local industry leaders. Explore opportunities to have classes based in high schools paired with hands-on opportunities at businesses.

What data does LPS have on student interest in focus programs?

As part of the high school option task force work this fall, students, parents, and counselors were surveyed and focus groups were conducted at three high schools (students n = 10 + 522 evaluation surveys; parents n = 41 + 196 evaluation surveys; counselors n = 22; focus groups conducted at Northeast, East, and North Star). A theme that emerged from the surveys and the focus groups was a perceived need for additional focus programs.

Summary of Sub-Committee's Work

New Elementary & Middle Schools and Alternate Grade Level Configurations Sub-Committee

The New Elementary & Middle Schools and Alternate Grade Level Configurations Sub-Committee focused on recommendations related to new construction and/or additions at the middle school and elementary school levels.

LPS is growing and has need of additional facilities in every quadrant of the city. The committee reviewed the needs under the assumption that LPS has historically had a bond issue every seven years. Therefore, it will likely be eight years until the next cycle of facility investments. By 2028, LPS will add 3,500-4,000 elementary and middle school students if the district growth continues at the same pace as the past 12 years. The committee reviewed the Lincoln-Lancaster County 2040 Comprehensive Plan as context for recommendations related to facility needs. The acceleration of construction of the South Beltway and the likely rezoning of land on NW 48th Street from commercial to residential are not fully recognized in the current plan but must be considered in planning facility needs. As the city grows in an ever-expanding diameter and multi-family housing becomes a greater proportion of housing in the city, it increases the challenge of determining the best location(s) for constructing an elementary or middle school. LPS has experienced significant growth and is projected to continue to grow well into the future. The recommendations and needs for new elementary and middle school facilities are directly related to this growth.

The committee found there is a willingness in the community to consider alternative grade level configurations, especially a K-8 model, if students are likely to receive the same, rather than a perceived lesser experience. An alternate grade level configuration such as K-8 could be used to address facility needs in a strategic way.

The sub-committee conducted a survey of parents in Northwest Lincoln to understand community perceptions of grade level configurations. Overall, 6,099 parents were surveyed and 803 responded. The majority of respondents, 79 of 94 responses that referenced grade level configuration, were against changing the established LPS grade level configurations. The majority of survey respondents preferred building a new school to solve overcrowding in Northwest Lincoln. The sub-committee conducted three follow-up community forums and found that there was support for a K-8 grade level configuration if an alternate grade level configuration became necessary.

The sub-committee uncovered a potential for perceived inequity in elementary schools built in the past 30 years. The perception is that a greater number of large schools have been built in west and north Lincoln, schools that tend to serve more ELL and free & reduced lunch students. In addition, the perception is that smaller schools have been built in south and southeast Lincoln.

The sub-committee supports renovations of specialized classrooms in middle schools. A consistent theme the sub-committee heard from community members was the desire for the same level of educational experience for all students. Out-of-date classrooms for specialized curriculum areas in some of the older middle schools are providing a perceived less than experience.

The following includes the recommendation for new construction organized by each geographical quadrant of Lincoln.

Northeast Lincoln

A new elementary school east of 84th Street and north of O Street.

- There are existing concerns with elementary-aged children crossing 84th Street to attend Meadow Lane, Kahoa, Pershing, or Norwood Park.
- Recent completion of water and sewer infrastructure to Stevens Creek will open further development to the east of 84th Street.
- The middle schools serving this area of town, Culler, Mickle, and Dawes, likely have the capacity needed for the next 7-10 years. However, it is likely a new middle school will be needed at that time if the city and this area continue the same pattern of growth.
- The sub-committee's best estimate is that this quadrant needs a four-section elementary school to serve approximately 550 K-5 students.

Southeast Lincoln

A new elementary school south of Rokeby Road and east of 56th Street.

- It is challenging to predict exactly where growth will occur in this area, but there is consensus that this will continue to be the fastest growing part of the city.
- There is capacity to add two additional sections to Wysong (currently a four-section school). However, there is consensus that a) adding two additional sections would not add enough capacity to meet the expected development in this area of the city, and b) the construction of the South Beltway will likely drive residential development further south at a faster rate than previously predicted. A new six-section school should meet upcoming needs but if not, the option to add the two additional sections to Wysong should be the first priority.
- As water and sewer infrastructure to Stevens Creek has yet to commence south of O Street, it is unlikely that there will be great demand for additional capacity between O Street and Hwy 2 that can't be met by Pyrtle, Maxey, and Kloefkorn Elementary Schools. If this prediction proves incorrect, the first action suggested is to add three sections to Kloefkorn. Kloefkorn currently has three sections but was designed with core facilities to serve six.
- The committee's best estimate is that the recommended new elementary school should be a six-section elementary school to serve approximately 820 K-5 students.
- Moore Middle School likely meets the needed capacity for the next 7-10 years. When additional facilities are necessary, we suggest future groups consider the K-8 format recommended in this report for other areas of the city.

Southwest Lincoln

Explore a new, flexible-platform facility that would open as a K-8 facility serving both elementary and middle school students south of Yankee Hill Road and west of 56th Street.

- There is a need for immediate relief for Scott Middle School and additional elementary capacity given the pace of new development in this part of the city and the acceleration of the South Beltway construction. It is unclear if both a full-size middle school and full-size elementary school are merited for the next 7-10 years.
- A flexible platform school would allow future planning groups and Board of Education members the ability to either maintain the facility as-is, convert it to a full elementary school, or convert it to a full middle school depending on how growth and development occur in the next decade.
- There is some evidence that K-8 facilities are beneficial to student achievement, and the format has been adopted by districts in rapidly growing areas of Colorado. Thus, there are models to study regarding ways to ensure the facility encourages a safe and developmentally appropriate learning environment for both young children and adolescents.
- The committee estimates that the recommended facility should be designed to serve approximately 550 K-5 students and 450 middle school students.

Northwest Lincoln

All areas of Lincoln have unique geographical and infrastructure features that affect facility planning, but the northwest quadrant provides especially challenging issues created by the airport, a large section of industrial area, a floodplain, two Interstates, and Highway 34.

The sub-committee recommends exploring a new, small-format, flexible-platform facility that would open as a K-8 facility serving elementary students and middle school students north of Interstate-80 and west of the Lincoln Airport and a new elementary school north of Superior Street and west of 40th Street.

- After consideration, there appears to be no feasible location to construct one facility that would serve the capacity needs of both north and west Lincoln. The areas of rapid development (North 14th Street and NW 48th Street near I-80) are separated by nearly 5 miles, an airport, and a floodplain.
- There is a need for immediate relief for Kooser and Arnold Elementary Schools and Schoo Middle School. All three are expected to be over capacity within two years. While neither area is expected to grow as rapidly as the south or southeast areas of town, both are continuing to experience robust construction of homes and multi-family units.
- Exploring a small version of the same flexible-format K-8 facility recommended for south Lincoln makes sense in west Lincoln and should provide capacity needed for the foreseeable future. If growth continues to exceed expectations, the facility can be re-formatted if an additional facility is deemed necessary (e.g., change the facility to a full middle school and build a new elementary school). The sub-committee estimates this facility would need to be constructed to serve approximately 420 K-5 students and 300 middle school students.
- A small elementary school in north Lincoln would alleviate overcrowding and provide capacity for the foreseeable future unless there are significant updates to the city's comprehensive plan. The committee estimates this would need to be a three-section elementary school to serve approximately 420 K-5 students.

All quadrants

The recommendations set forth would accommodate approximately 3,500 K-8 students.

Recommendation	Add'l K-5	Add'l 6-8
NE & E - New elementary	550	0
SE - New elementary	820	0
S - New, K-8 flexible-format facility	550	450
W - New, small-scale K-8 flexible-format facility	420	300
N - New elementary	420	0
Middle school renovations	0	0
TOTAL	**2760**	**750**

The capacity numbers do not include preschool students that may be part of any new elementary facilities. This is not an oversight; rather, we wanted to respect the work and recommendations of the Early Childhood sub-committee.

Critical Questions and Key Information Discussed

What is the need for new elementary schools?

The sub-committee recommends exploring the following options:

- One four-section K-5 school east of 84th and north of O Street.
- One six-section K-5 school south of Rokeby Road and east of 56th Street.
- One three-section K-5 school north of Superior Street and west of 40th Street.
- One flexible-platform K-8 school south of Yankee Hill Road and West of 56th Street (four-section elementary).
- One flexible-platform K-8 school north of Interstate-80 and west of the Lincoln Airport (three-section elementary).

What is the need for new middle schools?

The sub-committee recommends exploring the following options:

- One flexible-platform K-8 school south of Yankee Hill Road and West of 56th Street (four-section elementary and 450 middle level students).
- One flexible-platform K-8 school north of Interstate-80 and west of the Lincoln Airport (three-section elementary and 300 middle level students).

Would a different grade level configuration provide opportunities to address the need for new schools?

- The committee supports exploration of K-8 schools as an option to meet needs.
- We discussed the option of moving 9th grade students back to middle school but unanimously agreed to recommend that 9th graders remain in high school facilities.
- We discussed other grade configurations as short-term solutions; a separate facility for primary grades, moving 5th grade to middle school, or moving 8th grade to a new high school. None were widely supported.

What are the curriculum and instructional impacts of an alternate grade level configuration?

- The committee believes there are minimal instructional impacts within a K-8 facility, but other configurations would bring significant curriculum and extracurricular challenges.

Would we recommend a different grade level configuration for only one geographic area of the city?

- The greatest priority for parents is that students have access to an experience that is as good as their peers' experience. They are not opposed to alternative configurations in general, but need assurance that an alternative configuration will have a neutral or positive effect.
- We would recommend an alternative configuration for one area of the city if it would solve needs for facilities and was positive, or at least neutral, on student experience.
- As we discussed the potential benefits of a K-8 facility, we felt that the configuration answered the needs in both north and south Lincoln.

Would alternate schedules and/or calendars provide opportunities to address the need for new schools?

- After careful consideration of Lincoln's previous experiments with alternate schedules and calendars, the sub-committee does not believe either alternate schedules or calendars can sufficiently address facility needs.

What grade configurations and calendars has LPS tried in the past?

- In late 1990s, two elementary schools ran both traditional and year-round calendars. Both schools abandoned the year-round calendar due to community issues.
- In its history, LPS has operated the following grade level configurations:
  - (P)K-5
  - K-6
  - K-9
  - 6-8
  - 7-9
  - 7-12
  - 6-12
  - 9-12
  - 10-12

Appendix A

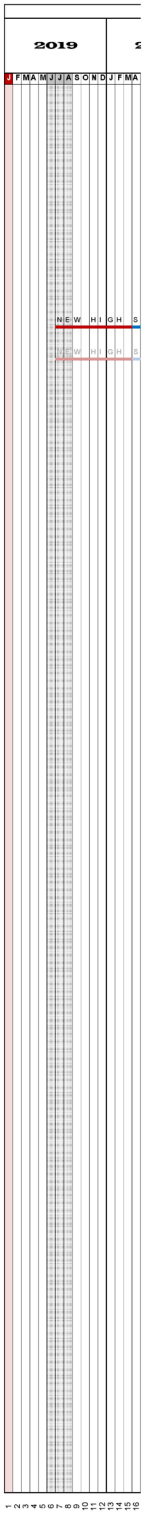
LINCOLN PUBLIC SCHOOLS TEN (10) YEAR FACILITIES & INFRASTRUCTURE PLAN - *"Facilities"*

Rev. 12/18/2018

DRAFT 12/18/2018

NOTES

	School	History / Info: Last Completed IAQ Date	History / Info: 20 Year Life-cycle	History / Info: 25 Year Life-cycle	Project Types: IAQ	ADD.	REN.	NEW	TECH.	Project Cost Estimates	TIME LINE by MONTHS: Bd Issue Proj. Imple-mentation	Proj. Dev.	Constr. (Mid-Point)	PROJECT COST: MID-POINT Construction Costs (based on 3% Annual)
Tier 1 Priorities	**Everett ES** (IAQ)	1992	2012	2017	X					$13,652,929	0	27	12	21 (10.5)	$15,349,913.49
	Park MS (IAQ)	1993	2013	2018	X					$29,635,046	0	16	12	20 (10)	$32,462,762.27
	NEW P-5 Elementary Schools														
	SE *(Schleich Site - 4-Section, 80,500 s.f.)*	TBD	N/A	N/A				X		$21,633,250	0	16	11	14 (7.0)	$23,480,167.09
	SE OPTION														
	Kloefkorn ES Addition	TBD	N/A	N/A		X				$8,490,833	0	21	7	9 (4.5)	$9,183,748.11
	Wysong ES Addition	TBD	N/A	N/A		X				$4,999,389	0	21	7	9 (4.5)	$5,407,376.42
	SOUTH *(Wilderness Hills Site - 6-Section, 95,000 s.f.)*	TBD	N/A	N/A				X		$25,135,000	0	28	10	15 (7.5)	$28,006,686.32
	NE *(Waterford Site - 4-Section, 80,500 s.f.)*	TBD	N/A	N/A				X		$21,633,250	0	16	12	22 (11)	$23,751,772.54
	NW *(site TBD-Alternate Configuration, 6-Sec. equiv. 95,000 s.f.)*	TBD	N/A	N/A				X		$25,135,000	0	28	12	22 (11)	$28,353,813.24
	NEW 6-8 Middle School *(175,000 s.f.)*														
	SOUTH *(site TBD)*	TBD	N/A	N/A				X		$45,882,500	0	16	11	25 (12.5)	$50,433,332.82
	Existing MS Programs *(Art, FCS, ITE & Science)*	TBD	N/A	N/A			X			$4,221,724	0	27	9	20 (10)	$4,709,358.45
	NEW High School														
	High School *(360,000 s.f.)*	TBD	N/A	N/A				X		$96,716,000	0	6	9	25 (12.5)	$103,394,481.59
	HIGH SCHOOL OPTION														
	High School *(230,000 s.f.)*	TBD	N/A	N/A				X		$62,132,500	0	6	9	25 (12.5)	$66,422,904.46
	High School *(230,000 s.f.)*	TBD	N/A	N/A				X		$62,132,500	0	18	9	25 (12.5)	$68,295,080.95
	Existing HS Programs *(Art, FCS, ITE & Science)*	TBD	N/A	N/A			X			$6,244,390	0	27	9	20 (10)	$6,965,654.51
	New Athletic/Activities Complex *(at New HS Site)*	**TBD**	**N/A**	**N/A**				X		$12,206,800	0	16	11	16 (8)	$13,279,594.62
	Acquire New School Site(s)	TBD	N/A	N/A						$4,000,000	0	0	0	0 0	$4,000,000.00
	SUB-TOTAL:									$306,095,889					$334,187,537
	INFRASTRUCTURE (Tier 1)									$33,180,820					$35,338,887
	Tier TOTALs:									$339,276,709					$369,526,424
Tier 2 Priorities	**NEW 6-8 Middle Schools** *(175,000 s.f.)*														
	NE *(site TBD)*	TBD	N/A	N/A				X		$40,851,250	0	0	0	0 0	$40,851,250.00
	Dawes MS *(Gym & Multi-Purpose Room Addition)*	TBD	N/A	N/A		X	X			$2,837,541	0	0	0	0 0	$2,837,541.25
	Early Childhood (TBD)	TBD	N/A	N/A						$0	0	0	0	0 0	$0.00
	Elliott ES *(Classroom Addition)*	TBD	N/A	N/A		X				$2,035,080	0	0	0	0 0	$2,035,080.00
	Elliott ES *(Renovation)*	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Partnership Programs / Projects	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Gymnasiums A/C *(Lux MS, Scott MS & Saratoga ES)*	TBD	N/A	N/A			X			$506,339	0	0	0	0 0	$506,338.50
	High School Concepts														
	Arts & Humanity Program *(Update or Replace)*	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Focus Programs *(Additional)*	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Other *(Alternate Schedule / E-Learning)*	TBD	N/A	N/A						$0	0	0	0	0 0	$0.00
	Hill ES *(Gym Addition)*	TBD	N/A	N/A		X				$1,943,812	0	0	0	0 0	$1,943,811.90
	Holmes ES *(Multi-Purpose Addition)*	TBD	N/A	N/A		X				$509,613	0	0	0	0 0	$509,612.50
	Kahoa ES *(Gym Addition)*	TBD	N/A	N/A		X				$1,942,569	0	0	0	0 0	$1,942,568.75
	Kloefkorn ES *(Classroom Addition)* -Tier 1 OPTION	TBD	N/A	N/A		X				$8,490,833	0	0	0	0 0	$8,490,832.50
	Lefler MS *(Multi-Purpose Addition)*	TBD	N/A	N/A		X				$472,113	0	0	0	0 0	$472,112.50
	Lincoln Southeast HS *(Weight Room Addition)*	TBD	N/A	N/A		X	X			$780,470	0	0	0	0 0	$780,470.00
	LPSDO *(Data Center / Generator)*	TBD	N/A	N/A			X		X	$1,238,900	0	0	0	0 0	$1,238,900.00
	Wysong ES *(Classroom Addition)* -Tier 1 OPTION	TBD	N/A	N/A		X				$4,999,389	0	0	0	0 0	$4,999,388.80
	Zeman ES *(Gym Addition)*	TBD	N/A	N/A		X				$1,944,541	0	0	0	0 0	$1,944,541.00
	Other *(Concepts)*	TBD	N/A	N/A		X				$0	0	0	0	0 0	$0.00
	HS TURF Projects	TBD	N/A	N/A		X				$0	0	0	0	0 0	$0.00
	Lux MS (IAQ)	1996	2016	2021	X					$21,462,165	0	0	0	0 0	$21,462,164.65
	Lux MS *(Gym Addition)*	TBD	N/A	N/A		X				$1,463,961	0	0	0	0 0	$1,463,961.25
	Scott MS (IAQ)	1996	2016	2021	X					$21,453,022	0	0	0	0 0	$21,453,022.15
	Scott MS *(Gym Addition)*	TBD	N/A	N/A		X				$1,463,961	0	0	0	0 0	$1,463,961.25
	Schoo MS *(Gym Addition)*	TBD	N/A	N/A		X				$1,283,211	0	0	0	0 0	$1,283,210.63
	Yankee Hill Facility *(Replacement)*	TBD	N/A	N/A				X		$10,890,000	0	0	0	0 0	$10,890,000.00
	Campbell ES (IAQ)	1995	2015	2020	X					$4,686,181	0	0	0	0 0	$4,686,180.90
	Cavett ES (IAQ)	1995	2015	2020	X					$4,692,582	0	0	0	0 0	$4,692,581.80
	Maxey ES (IAQ)	1995	2015	2020	X					$4,696,339	0	0	0	0 0	$4,696,338.85
	Roper ES (IAQ)	1995	2015	2020	X					$4,697,870	0	0	0	0 0	$4,697,869.50
	Lincoln High School (Partial IAQ)	1996	2016	2021	X					$6,956,861	0	0	0	0 0	$6,956,861.04
	Lincoln East HS (Partial IAQ)	TBD	N/A	N/A	X					$3,720,444	0	0	0	0 0	$3,720,444.48
	Lincoln Northeast HS (Partial IAQ)	1996	2016	2021	X					$4,064,182	0	0	0	0 0	$4,064,182.29
	Lincoln Southeast HS (Partial IAQ)	1996	2016	2021	X					$3,467,916	0	0	0	0 0	$3,467,916.36
	SUB-TOTAL:									$163,551,143					$163,551,143
	INFRASTRUCTURE (Tier 2)									$42,334,040					$42,334,040
	Tier TOTALs:									$205,885,183					$205,885,183
Tier 3 Priorities	**Clinton ES** (IAQ)	2002	2022	2027	X					$4,524,127	0	0	0	0 0	$4,524,127.00
	Culler MS (IAQ.)	1999	2019	2024	X					$9,862,039	0	0	0	0 0	$9,862,039.25
	Dawes MS (IAQ.)	2002	2022	2027	X					$7,526,090	0	0	0	0 0	$7,526,090.25
	District *(Indoor / Outdoor Activities Facilities)*	TBD	N/A	N/A				X		$0	0	0	0	0 0	$0.00
	Elliott ES (IAQ)	1999	2019	2024	X					$4,846,639	0	0	0	0 0	$4,846,638.75
	Energy Enhancements / Efficiency Projects	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Hartley ES (IAQ)	2001	2021	2026	X					$3,371,016	0	0	0	0 0	$3,371,016.25
	Huntington ES (IAQ)	1999	2019	2024	X					$4,200,793	0	0	0	0 0	$4,200,793.00
	Irving MS *(Gym Addition)*	TBD	N/A	N/A		X				$0	0	0	0	0 0	$0.00
	Lincoln East HS *(8 Lane Swim Facility/Associated Support)*	TBD	N/A	N/A		X	X			$8,311,170	0	0	0	0 0	$8,311,170.00
	Lincoln East HS *(Separate 8 Lane Swim Facility - Alternate)*	TBD	N/A	N/A				X		$16,162,500	0	0	0	0 0	$16,162,500.00
	McPhee ES *(Multi-Purpose Expansion/Addition)*	TBD	N/A	N/A		X	X			$0	0	0	0	0 0	$0.00
	Mickle MS *(Multi-Purpose Expansion/Addition)*	TBD	N/A	N/A			X			$0	0	0	0	0 0	$0.00
	Saratoga ES (IAQ)	2002	2022	2027	X					$3,589,798	0	0	0	0 0	$3,589,798.00
	Specialized Programs	TBD	N/A	N/A				X		$0	0	0	0	0 0	$0.00
	Transportation (Satellite Facility - Parking)	TBD	N/A	N/A				X		$1,268,000	0	0	0	0 0	$1,268,000.00
	Zeman ES *(Main Entry Canopy)*	TBD	N/A	N/A		X				$0	0	0	0	0 0	$0.00
	Additional Athletic/Activities Fields	**TBD**	**N/A**	**N/A**			X			$0	0	0	0	0 0	$0.00
	SUB-TOTAL:									$63,662,173					$63,662,173
	INFRASTRUCTURE (Tier 3)									$0					$0
	Tier TOTALs:									$63,662,173					$63,662,173
	Accumulative Total:									$608,824,065					$639,073,779
	GRAND TOTAL:									$608,824,065					$639,073,779



"The Board adopts the LINCOLN PUBLIC SCHOOLS TEN YEAR PLAN as its guideline, subject to annual review and change as circumstances and conditions may demand."

Appendix B

LINCOLN PUBLIC SCHOOLS TEN (10) YEAR FACILITIES & INFRASTRUCTURE PLAN - *"Facilities"*

Rev. 8/27/2019

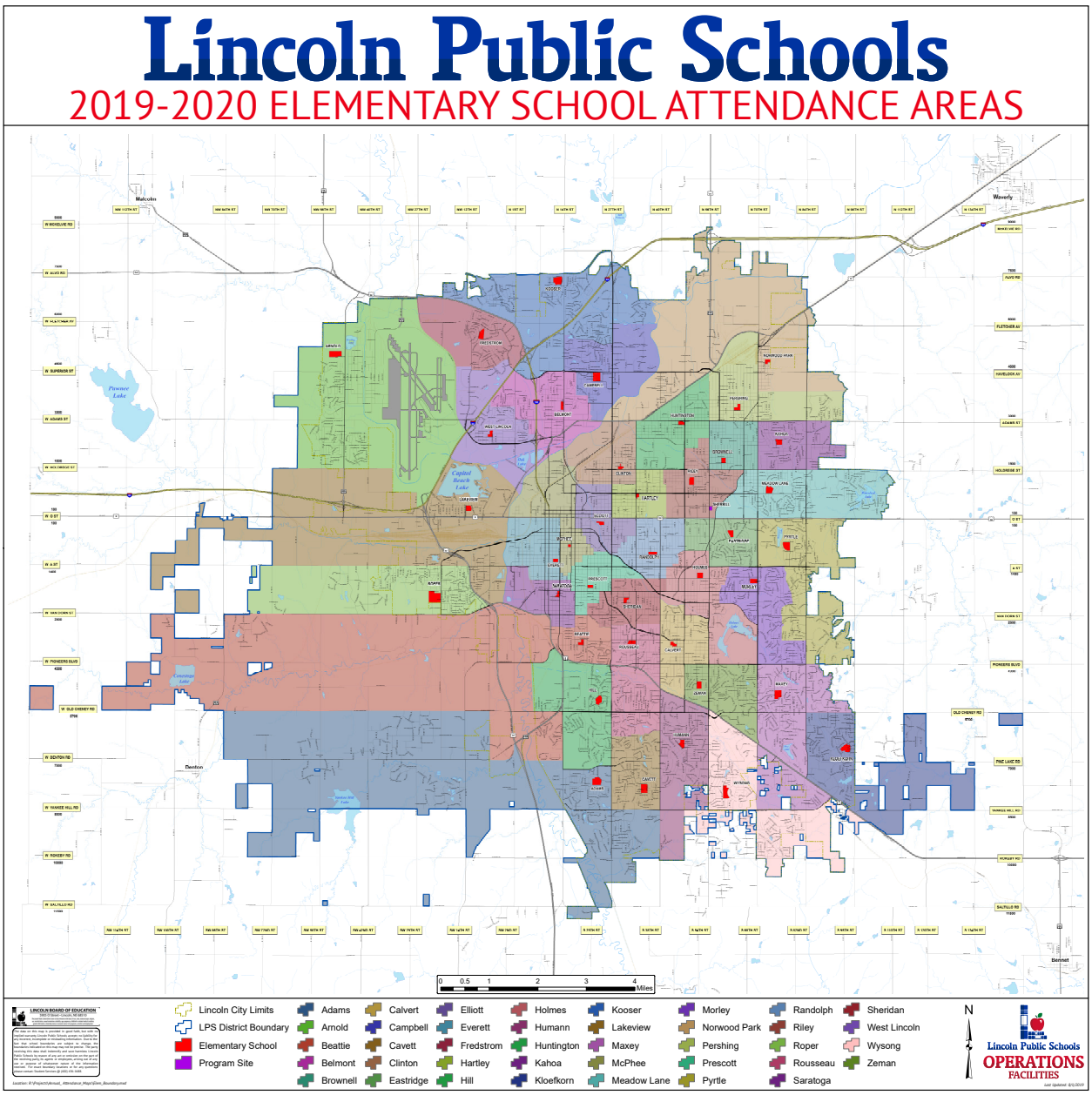
DRAFT 8/27/2019

NOTES

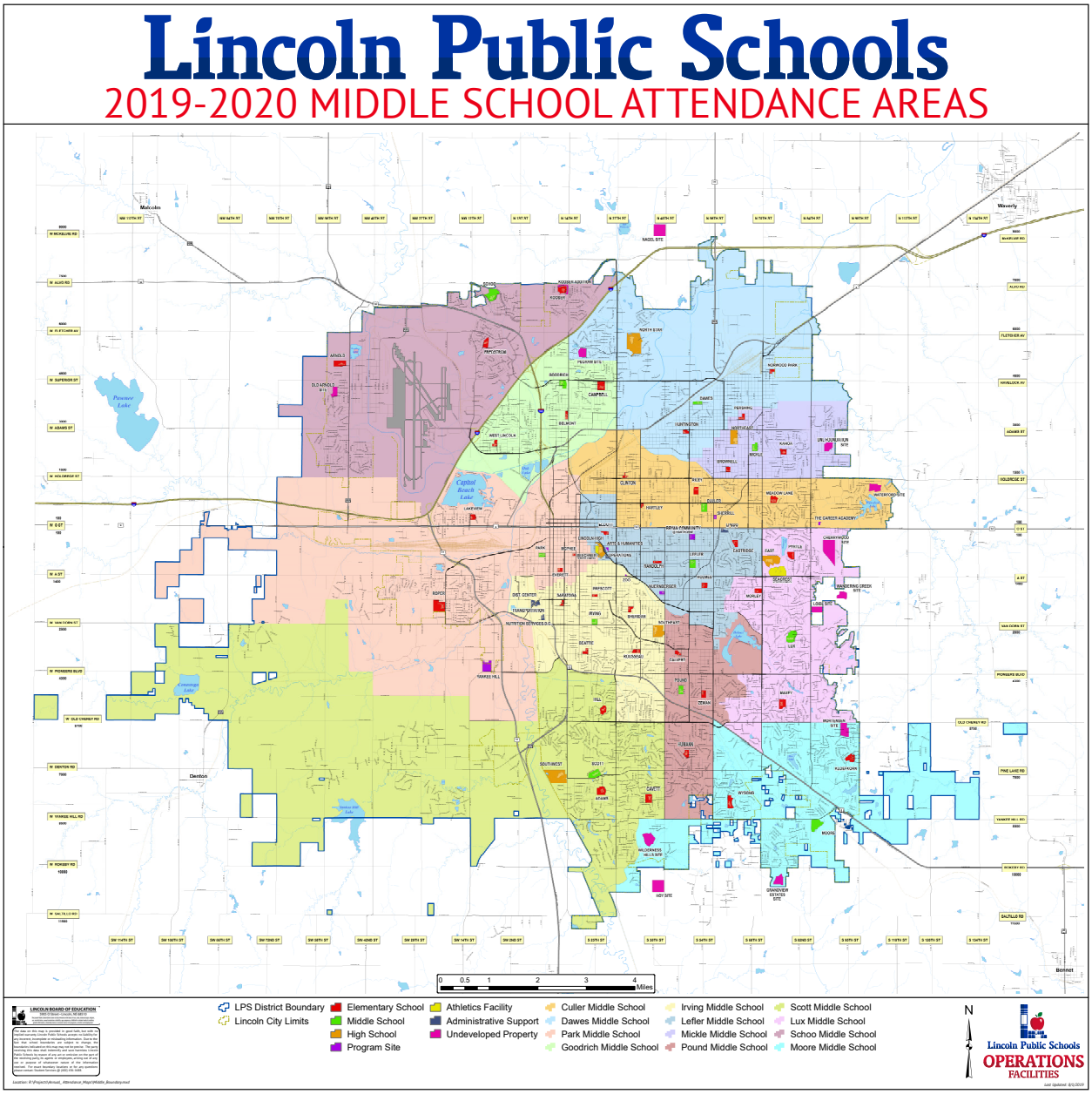
Tier 1 Priorities

School	History / Info: Last Completed IAQ Date	History / Info: 20 Year Life-cycle	History / Info: 25 Year Life-cycle	Project Types: IAQ	Project Types: ADD.	Project Types: REN.	Project Types: NEW	Project Types: TECH.	Project Cost Estimates	TIME LINE by MONTHS: Bd Issue Proj. Imple-mentation		Proj. Dev.	Constr. (Mid-Point)	PROJECT COST: MID-POINT Construction Costs (based on 3% Annual)
Everett ES (IAQ)	1992	2012	2017	X					$13,652,929	0	27	12	21 (10.5)	$15,349,913.49
Park MS (IAQ)	1993	2013	2018	X					$29,635,046	0	16	12	20 (10.0)	$32,462,762.27
NEW P-5 Elementary Schools														
SE *(Grandview Estates Site - 6-Section, 95,000 s.f.)*	TBD	N/A	N/A				X		$25,135,000	0	27	12	22 (11.0)	$28,290,699.25
NE *(Waterford Site - 4-Section, 80,500 s.f.)*	TBD	N/A	N/A				X		$21,633,250	0	16	11	14 (7.0)	$23,480,167.09
NW *(Site TBD - 4-Section, 80,500 s.f.)*	TBD	N/A	N/A				X		$21,633,250	0	16	14	21 (10.5)	$23,833,254.18
NEW K-8 Schools *(134,000 s.f.)*														
SOUTH *(Wilderness Hills Site or TBD)*	TBD	N/A	N/A				X		$35,981,000	0	27	12	22 (11.0)	$40,498,414.55
NW *(Site TBD)*	TBD	N/A	N/A				X		$35,981,000	0	16	12	22 (11.0)	$39,504,583.35
Existing MS Programs *(Art, FCS, ITE & Science)*	TBD	N/A	N/A			X			$4,221,724	0	39	9	20 (10)	$4,836,567.44
Early Childhood														
8-Classroom Additions ES *(Locations TBD)*	TBD	N/A	N/A			X	X		$5,833,200	0	27	7	10 (5.0)	$6,404,439.44
Early Childhood Center *(10 Classrooms - Site TBD)*	TBD	N/A	N/A				X		$9,095,826	0	38	12	17 (8.5)	$10,431,943.72
NEW High Schools														
High School NW w/ Focus Program *(230,000 s.f.)*	TBD	N/A	N/A				X		$62,132,500	0	6	9	25 (12.5)	$66,422,904.46
High School SE w/ Focus Program *(230,000 s.f.)*	TBD	N/A	N/A				X		$62,132,500	0	18	9	25 (12.5)	$68,295,080.95
HS Focus Program Enhancements *(@ Exsiting HS)*	TBD	N/A	N/A			X			$3,303,300	0	27	12	16 (8.0)	$3,693,145.56
Existing HS Programs *(Art, FCS, ITE & Science)*	TBD	N/A	N/A			X			$6,244,390	0	27	9	20 (10)	$6,965,654.51
Athletic/Activities Facilites Enhancements														
NW Site *(at New HS Site)*	TBD	N/A	N/A				X		$9,417,160	0	16	11	16 (8.0)	$10,244,787.11
SE Site *(at New HS Site)*	TBD	N/A	N/A				X		$5,575,190	0	16	11	16 (8.0)	$6,065,165.57
TURF - Existing HS Sites Practice Fields	TBD	N/A	N/A			X	X		$7,700,000	0	16	11	18 (9.0)	$8,396,049.20
Acquire New School Sites / Development Costs	TBD	N/A	N/A						$10,000,000	0	0	0	0 0	$10,000,000.00
SUB-TOTAL:									$369,307,265					$405,175,532
INFRASTRUCTURE (Tier 1) @ 15%									$55,396,089.74					$55,396,090
Tier TOTALs:									$424,703,355					$460,571,622

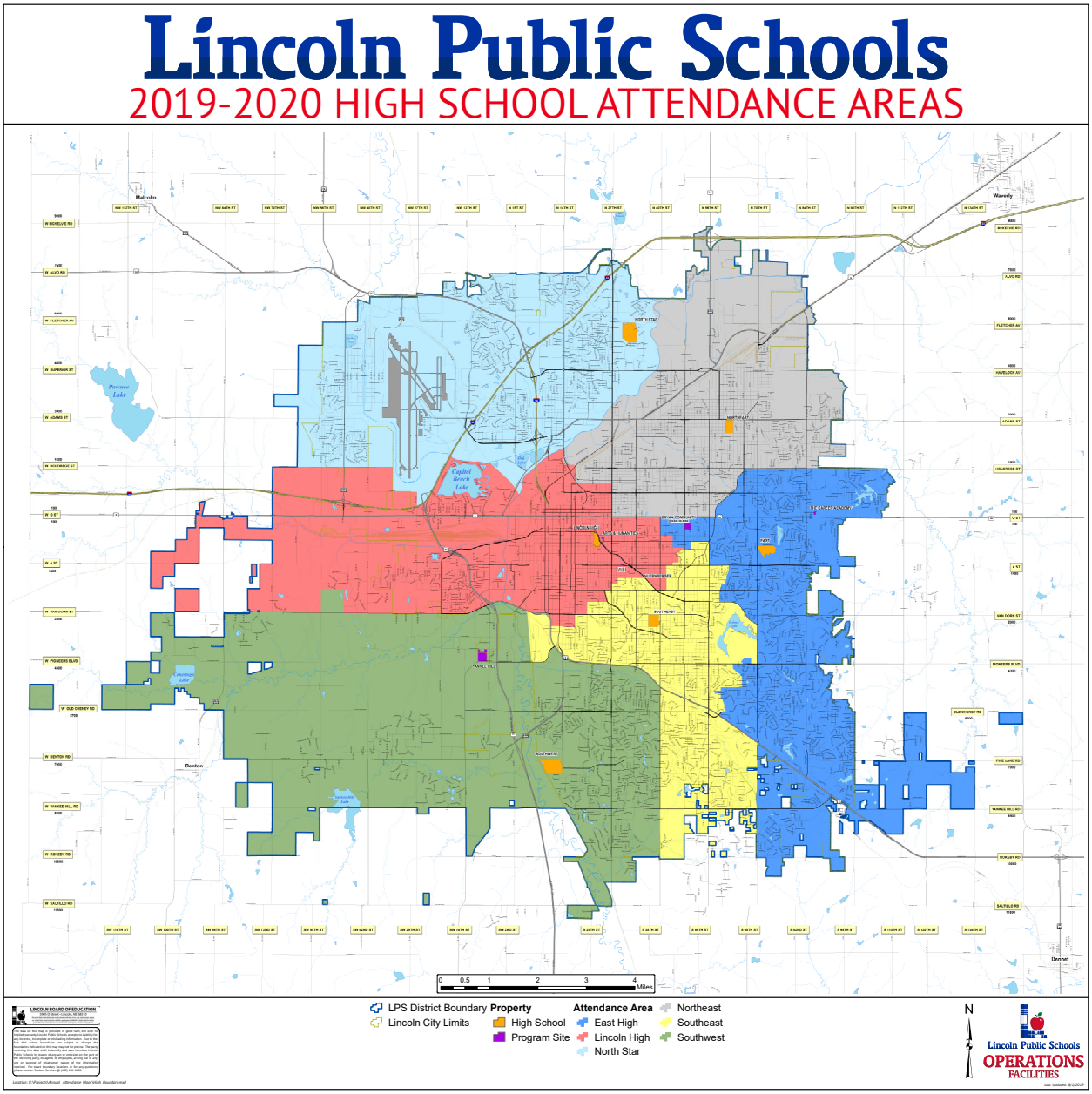
Appendix C


Lincoln Public Schools
2019-2020 ELEMENTARY SCHOOL ATTENDANCE AREAS
Malcolm
Waverly
Denton
Bennet
Pawnee Lake
Capital Beach Lake
Conestoga Lake
0 0.5 1 2 3 4 Miles
Lincoln City Limits
LPS District Boundary
Elementary School
Program Site
Adams
Arnold
Beattie
Belmont
Brownell
Calvert
Campbell
Cavett
Clinton
Eastridge
Elliott
Everett
Fredstrom
Hartley
Hill
Holmes
Humann
Huntington
Kahoa
Kloefkorn
Kooser
Lakeview
Maxey
McPhee
Meadow Lane
Morley
Norwood Park
Pershing
Prescott
Pyrtle
Randolph
Riley
Roper
Rousseau
Saratoga
Sheridan
West Lincoln
Wysong
Zeman
N
Lincoln Public Schools
OPERATIONS
FACILITIES

Appendix D


Lincoln Public Schools
2019-2020 MIDDLE SCHOOL ATTENDANCE AREAS
Malcolm
Waverly
Denton
Bennet
0 0.5 1 2 3 4 Miles
LPS District Boundary
Lincoln City Limits
Elementary School
Middle School
High School
Program Site
Athletics Facility
Administrative Support
Undeveloped Property
Culler Middle School
Dawes Middle School
Park Middle School
Goodrich Middle School
Irving Middle School
Lefler Middle School
Mickle Middle School
Pound Middle School
Scott Middle School
Lux Middle School
Schoo Middle School
Moore Middle School
N
Lincoln Public Schools
OPERATIONS
FACILITIES

Appendix E


Lincoln Public Schools
2019-2020 HIGH SCHOOL ATTENDANCE AREAS
Malcolm
Waverly
Denton
Bennet
Pawnee Lake
Capitol Beach Lake
Wedgewood Lake
Stevens Creek
0 0.5 1 2 3 4 Miles
LPS District Boundary
Lincoln City Limits
Property
High School
Program Site
Attendance Area
East High
Lincoln High
North Star
Northeast
Southeast
Southwest
N
Lincoln Public Schools
OPERATIONS
FACILITIES

Appendix F

DRAFT

2018-2019 Program Capacity

12/11/2018

Elementary Schools		CLASSROOMS (700 s.f. +/-) Kindergarten		1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade		Flex		Total	CORE DESIGN Comp.	Music	Art / Sci.	Total	SPECIAL PROGRAMS E.C.	SPED	ELL	RES	CLC/ S.O. or Other	Total	Fac. Adjustment Cls.Rms.	Std.	Design Total # of Classrooms (700 s.f.)	CAPACITY Program	Adjusted	2018-2019 Enrollment Early Child.	K-5 Program	TOTAL	Capacity %
Adams (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	2	44	38	2	2	1	5	1					1	0	0	44	836	836	29	783	812	97.1%
	PROGRAM	6	120	6	120	6	120	6	144	6	144	6	144	1	22	37	1	2	1	4	1	1	1			3	2	44		792	836				97.1%
Arnold (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	1	1	1	3	2	1				3	0	0	43	814	814	55	683	738	90.7%
	PROGRAM	6	120	6	120	6	120	5	120	6	144	5	120	1	22	35	1	1	2	4	2	1			1	4	2	44		744	788				93.7%
Beattie (3)	DESIGN	4	88	3	66	3	66	3	66	3	66	3	66	1	22	20	1	1	1	3						0	0	0	23	440	440	0	376	376	85.5%
	PROGRAM	3	60	3	60	3	60	3	72	3	72	3	72			18		1	1	2				3		3	3	66		396	462				81.4%
Belmont (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	4	88	40	1	2	1	4	2	1	1			4	0	0	48	880	880	64	729	793	90.1%
	PROGRAM	6	120	6	120	6	120	6	144	5	120	5	120			34	1	2	1	4	2	5	3			10	4	88		744	832				95.3%
Brownell (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66			18	1	1	1	3						0	0	0	21	396	396	20	317	337	85.1%
	PROGRAM	3	60	3	60	3	60	2	48	3	72	2	48			16	1	1	1	3	1	1				2	1	22		348	370				91.1%
Calvert (3)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	1	22	25	1	2	1	4	1					1	0	0	30	550	550	33	337	370	67.3%
	PROGRAM	5	100	3	60	3	60	3	72	3	72	3	72			20	1	2	1	4	1	1		3	1	6	5	110		436	546				67.8%
Campbell (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	1	2	1	4	1					1	0	0	42	814	814	63	604	667	81.9%
	PROGRAM	5	100	5	100	5	120	5	120	5	120	5	120			30	1	2	1	4	2	1	3	2		8	6	132		660	792				84.2%
Cavett (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	1	2	1	4	1					1	0	0	42	814	814	19	661	680	83.5%
	PROGRAM	4	80	4	80	5	100	5	120	5	120	6	144	4	88	33	1	2	2	5	1	1	1			4	4	88		644	732				92.9%
Clinton (4)	DESIGN	5	110	5	110	5	110	5	110	5	110	5	110			30	1	1	1	3	1					1	0	0	34	660	660	29	448	477	72.3%
	PROGRAM	4	80	3	60	4	80	4	96	4	96	4	96			23	1	1	1	3	1	4	2		1	8	4	88		508	596				80.0%
Eastridge (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66			18				0						0	0	0	18	396	396	0	312	312	78.8%
	PROGRAM	2	40	3	60	3	60	3	72	3	72	2	48			16	0	1	1	2				1		1	1	22		352	374				83.4%
Elliott (4) *(2 Portables)*	DESIGN	5	110	5	110	5	110	5	110	5	110	5	110			30	1	1	1	3	1					1	0	0	34	660	660	41	352	393	59.5%
	PROGRAM	3	60	3	60	3	60	3	72	3	72	3	72			18	0	2	1	3	3	2	3	5	3	16	13	286	37	396	682				57.6%
Everett (4)	DESIGN	5	110	5	110	5	110	5	110	5	110	5	110	3	66	33	1	1	2	4	1					1	0	0	38	726	726	47	397	444	61.2%
	PROGRAM	3	60	3	60	3	60	4	96	4	96	4	96	1	22	22	1	1	1	3	2		7	3	1	13	11	242		468	710				62.5%
Fredstrom (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	2	44	26	1	1	1	3		1				1	0	0	30	572	572	30	465	495	86.5%
	PROGRAM	4	80	4	80	4	80	3	72	4	96	4	96			23	1	1	1	3	1	1		2	1	5	4	88		504	592				83.6%
Hartley (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88			24	1	1	1	3						0	0	0	27	528	528	23	379	402	76.1%
	PROGRAM	3	60	3	60	3	60	3	72	3	72	3	72			18	0	2	1	3	1	2	2	1		6	5	110		396	506				79.4%
Hill (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	1	22	25	1	1	1	3						0	0	0	28	550	550	28	521	549	99.8%
	PROGRAM	4	80	4	80	4	80	4	96	4	96	4	96			24	1	1	1	3						1	0	0		528	528				104.0%
Holmes (5)	DESIGN	5	110	5	110	5	110	5	110	5	110	5	110			30	1			1	1					1	0	0	32	660	660	46	355	401	60.8%
	PROGRAM	3	60	3	60	3	60	3	72	4	96	2	48	1	22	19	0	2	1	3	3	3	0	2	2	10	7	154		396	550				72.9%
Humann (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	5	110	29	1	2	1	4	1	1				2	0	0	35	638	638	15	484	499	78.2%
	PROGRAM	4	80	4	80	4	80	4	96	4	96	4	96	4	96	28	1	2	1	4	1	2				3	2	44		528	572				87.2%
Huntington (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	3	66	21	1	1	1	3	1					1	0	0	25	462	462	37	458	495	107.1%
	PROGRAM	3	60	3	60	4	80	4	96	3	72	3	72			20	1	1	1	3	1		1			2	1	22		440	462				107.1%
Kahoa (4) *(1 Portable)*	DESIGN	5	110	4	88	4	88	4	88	4	88	4	88	1	22	26	1	2	1	4						0	0	0	30	572	572	0	570	570	99.7%
	PROGRAM	4	80	5	100	4	80	4	96	5	120	5	120			27	1	2	1	4		2				2	0	0	33	596	596				95.6%
Kloefkorn (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	3	66	21	1	2	1	4	1					1	0	0	26	462	462	31	455	486	105.2%
	PROGRAM	3	60	3	60	4	80	4	96	3	72	3	72		0	20	1	2	1	4	1			1		2	1	22		440	462				105.2%
Kooser (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	2	2	1	5	1	1				2	0	0	44	814	814	39	792	831	102.1%
	PROGRAM	6	120	6	120	6	120	6	144	6	66	6	144	1	22	37	1	3	1	5	1		1	1		3	2	44		714	758				109.6%
Lakeview (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	1	22	19	1	2	1	4						0	0	0	23	418	418	37	390	427	102.2%
	PROGRAM	3	60	3	60	3	60	3	72	3	72	3	72			18	1	2	1	4	1					1	0	0		396	396				107.8%
Maxey (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	1	2	1	4	1					1	0	0	42	814	814	16	658	674	82.8%
	PROGRAM	5	100	5	100	5	100	5	120	5	120	5	120	1	22	31	1	2	1	4	1	3	1	2		7	6	132		660	792				85.1%
McPhee (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66			18	1		1	2						0	0	0	20	396	396	28	268	296	74.7%
	PROGRAM	2	40	3	60	3	60	3	72	2	48	2	48			15	0	1	1	2	1		1		1	3	2	44		328	372				79.6%
Meadow Lane (6)	DESIGN	6	132	6	132	6	132	6	132	6	132	6	132	1	22	37	1	1	1	3	1					1	0	0	41	814	814	35	576	611	75.1%
	PROGRAM	5	100	5	100	5	100	5	120	5	120	5	120	2	44	32	1	1	1	3	1		1	4		6	5	110		660	770				79.4%
Morley (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	4	88	28	1	1	1	3						0	0	0	31	616	616	0	505	505	82.0%
	PROGRAM	4	80	3	60	4	80	4	96	4	96	4	96	1	22	24	1	2	0	3				3	1	4	4	88		508	596				84.7%
Norwood Park (2)	DESIGN	2	44	2	44	2	44	2	44	2	44	2	44	1	22	13	1	1	1	3	1	1				2	0	0	18	286	286	24	247	271	94.8%
	PROGRAM	2	40	2	40	2	40	2	48	2	48	2	48	2	44	14	1	1	1	3	1					1	2	44		264	308				88.0%
Pershing (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88		0	24		1	1	2	1		1			2	0	0	28	528	528	57	406	463	87.7%
	PROGRAM	4	80	4	80	4	80	2	48	4	96	2	48	2	44	22		1	1	2	2	1	1			4	4	88		432	520				89.0%
Prescott (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	3	66	27	1	1	1	3	1					1	0	0	31	594	594	49	486	535	90.1%
	PROGRAM	3	60	4	80	4	80	4	96	4	96	4	96			23	1	1	1	3	2	1	1		1	5	3	66		508	574				93.2%
Pyrtle (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	4	88	22	1	2	1	4	1					1	0	0	27	484	484	36	407	443	91.5%
	PROGRAM	3	60	3	60	3	60	3	72	3	72	3	72	2	44	20	1	2	1	4	1			1	1	3	4	88		396	484				91.5%
Randolph (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	3	66	27	1	1	1	3						0	0	0	30	594	594	0	501	501	84.3%
	PROGRAM	4	80	4	80	4	80	4	96	4	96	3	72	2	44	25	1	1	1	3		1	1	1		3	3	66		504	570				87.9%
Riley (3) *(1 Portable)*	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	1	22	19	1	1	1	3						0	0	0	22	418	418	0	322	322	77.0%
	PROGRAM	3	60	3	60	3	60	2	48	3	72	3	72	2	44	19	1	1	1	3			1	1		2	2	44	24	372	416				77.4%
Roper (8)	DESIGN	8	176	8	176	8	176	8	176	8	176	8	176	5	110	53	2	2	2	6	1					1	0	0	60	1166	1166	34	845	879	75.4%
	PROGRAM	7	140	7	140	6	120	5	120	7	168	7	168	4	88	43	2	2	2	6	1		3	6	1	11	10	220		856	1076				81.7%
Rousseau (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	5	110	29	1	1	1	3	1					1	0	0	33	638	638	38	556	594	93.1%
	PROGRAM	4	80	5	100	4	80	4	96	4	96	4	96	1	22	26	0	1	1	2	1	3	1			5	4	88		548	636				93.4%
Saratoga (2)	DESIGN	3	66	3	66	3	66	3	66	2	44	2	44			16	1	1	1	3						0	0	0	19	352	352	28	237	265	75.3%
	PROGRAM	2	40	2	40	2	40	2	48	2	48	2	48			12		1	1	2	1	2	2			5	4	88		264	352				75.3%
Sheridan (3)	DESIGN	3	66	3	66	3	66	3	66	3	66	3	66	3	66	21	1	1	1	3						0	0	0	24	462	462	0	458	458	99.1%
	PROGRAM	3	60	3	60	4	80	4	96	4	96	3	72			21	1	1	1	3						0	0	0		464	464				98.7%
West Lincoln (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88	2	44	26	1	2	1	4	1	1	1			3	0	0	33	572	572	0	512	512	89.5%
	PROGRAM	5	100	4	80	4	80	4	96	4	96	4	96			25	1	2	1	4		1	3			4	4	88		548	636				80.5%
Wysong (4)	DESIGN	4	88	4	88	4	88	4	88	4	88	4	88			24	1	2	1	4	1					1	0	0	29	528	528	0	494	494	93.6%
	PROGRAM	5	100	6	120	4	80	4	96	4	96	2	48			25	1	2	1	4						0	0	0		540	540				91.5%
Zeman (3)	DESIGN	4	88	4	88	4	88	3	66	3	66	3	66			21	1	1	1	3						0	0	0	24	462	462	0	412	412	89.2%
	PROGRAM	3	60	3	60	4	80	3	72	3	72	3	72			19	0	1	1	2		1	2			3	3	66		416	482				85.5%
TOTALS:																					39						138	3,036	1,323			1,031	18,758	19,789	
																														DESIGN	23,386	23,386				85%
																														PROGRAM	19,694	22,730				87%

Appendix G

2018-2019 Program Capacity

12/11/2018

Number of general purpose instructional classrooms (English, Math, Social Studies and Science)

Middle Schools		GENERAL CLASSROOMS Capacity Formula =SUM((#of C.R. * Stud.# *0.71)+((#of C.R. * Stud.# *0.71)*0.25))							CORE DESIGN (Classrooms only)						SPECIAL PROGRAMS					Fac. Adjustment		Design Total # of Classrooms	CAPACITY		2018-2019 Enrollment	
		Classrooms (500-699 s.f.)		Classroom (700 + s.f.)		Flex @ 22 stud.		Total	Computer	Music	Art	Fam. C. Science	Industrial Tech	Total	SPED	ELL	RES	CLC/ S.O. or Other	Total	Cls.Rms.	Std.		Program	Adjusted	TOTAL	Capacity %
Culler	DESIGN	0	0	32	710		0	32	2	2	1	1	1	11					0		0	43	710	710	666	93.8%
	PROGRAM	2	44	33	732		0	35	1	2	1	1	1	6	2	2			4	0	0		777	777		85.8%
Dawes	DESIGN	1	18	29	643		0	30	2	2	1	1	2	10					0		0	40	661	661	473	71.5%
	PROGRAM	1	22	27	599		0	28	2	2	1	1	2	8	2		1	1	4	1	25		621	646		73.2%
Goodrich	DESIGN	1	18	39	865		0	40	3	2	1	1	1	12					0		0	52	883	883	850	96.3%
	PROGRAM	0	0	40	888		0	40	1	2	2	1	1	7	1	3	2		6	0	0		888	888		95.8%
Irving	DESIGN	11	195	39	865		0	50	3	2	2	2	1	15	2				2		0	67	1,061	1,061	812	76.6%
	PROGRAM	4	89	39	865		0	43	3	4	2	2	1	12	10				10	0	0		954	954		85.1%
Lefler	DESIGN	0	0	37	821		0	37	2	2	2	1	1	10					0		0	47	821	821	591	72.0%
	PROGRAM	0	0	31	688		0	31	2	2	2	2	1	9	5		1	1	7	0	0		688	688		85.9%
Lux	DESIGN	3	53	46	1021		0	49	2	2	2	1	1	11					0		0	60	1,074	1,074	841	78.3%
	PROGRAM	1	22	36	799		0	37	3	3	2	2	2	12	5		4	2	11	2	50		821	871		96.6%
Mickle	DESIGN	0	0	38	843		0	38	2	2	1	1	1	9	2				2		0	49	843	843	700	83.0%
	PROGRAM	0	0	33	732		0	33	2	2	1	2	1	8	2		3	3	8	1	25		732	757		92.4%
Moore	DESIGN	0	0	43	954		0	43	5	3	2	2	1	19					0		0	62	954	954	480	50.3%
	PROGRAM	0	0	42	932		0	42	5	3	2	2	1	13	7				7	0	0		932	932		51.5%
Park	DESIGN	0	0	45	998		0	45	2	2	2	2	1	13	1				1		0	59	998	998	854	85.5%
	PROGRAM	2	44	40	888		0	42	1	2	2	2	1	8	3	5		1	9	1	25		932	957		89.2%
Pound	DESIGN	3	53	36	799		0	39	2	2	1	2	1	12					0		0	51	852	852	762	89.4%
	PROGRAM	0	0	34	754		0	34	4	2	2	2	1	11	3		2	1	6	1	25		754	779		97.8%
Schoo	DESIGN	1	18	44	976		0	45	3	2	2	1	1	13					0		0	58	994	994	862	86.7%
	PROGRAM	1	22	39	865		0	40	3	2	2	2	2	11	5				5	1	25		888	913		94.5%
Scott (1 portable)	DESIGN	3	53	46	1021		0	49	2	2	2	1	1	11					0		0	60	1,074	1,074	1,104	102.8%
	PROGRAM	1	22	44	976		0	45	2	4	2	2	2	12	3			2	5	2	50		998	1,048		105.3%
TOTALS:																				9	225	710			8,995	
	DESIGN																					10,925	10,925			82%
	PROGRAM																					9,984	10,209			88%

Appendix H

2018-2019 Program Capacity

12/12/2018

Number of general purpose instructional classrooms (English, Math, Social Studies, Science & Computers)

High Schools		GENERAL CLASSROOMS =SUM((#of C.R. * Stud.# *0.87)+((#of C.R. * Stud.# *0.87)*0.20))																CORE DESIGN (Classrooms only)														SPECIAL PROGRAMS														Fac. Adjustment		Total # of Classrooms	CAPACITY		2018-2019 Enrollment	
		Classrooms (300-499 s.f.) @ 12 stud.		Classroom (500-699 s.f.) @ 20 stud.		Classroom (700-899 s.f.) @ 25 stud.		Classroom (900+ s.f.) @ 25 stud.		Computer @ 25 stud.		Science @ 25 stud.		Portable Classroom @ 20 stud.		Flex @ 22 stud.		Total	Music		Art/CAD/ Graphics		F.C.S.		Industrial Tech.		Total	SPED		ELL		RES.		CLC/ S.O. or Other		Total	Cls.Rms.	Std.		Program	Adjusted	TOTAL	Capacity %
																			500-699	700+	500-699	700+	500-699	700+	500-699	700+		500-699	700+	500-699	700+	500-699	700+	500-699	700+																														
Lincoln High	DESIGN	2	25	48	1002	21	548	6	157	10	261	10	261	0	0	0	0	97	0	3	0	6	1	2	1	7	20	3	2	3	0	1	2	0	2	13		0	130	2,254	2,254	2304	102.2%
	PROGRAM	3	38	41	856	17	444	8	209	5	131	11	287	0	0	0	0	85	0	3	0	5	1	3	4	4	20	1	3	5	3	5	4	2	2	25	0	0		1,964	1,964		117.3%
East High	DESIGN	0	0	7	146	33	861	16	418	7	183	10	261	0	0	0	0	73	1	3	0	4	1	1	2	4	16	4	1	0	1	0	1	0	0	7		0	96	1,869	1,869	2218	118.7%
	PROGRAM	0	0	1	21	35	914	15	392	4	104	11	287	0	0	0	0	66	0	3	0	3	0	4	0	6	16	10	3	0	0	0	1	0	14		0	0		1,717	1,717		129.2%
Northeast	DESIGN	0	0	23	480	39	1018	4	104	5	131	11	287	0	0	1	23	83	0	3	0	5	0	3	2	5	18	4	0	1	0	1	0	0	2	8		0	109	2,020	2,020	1758	87.0%
	PROGRAM	1	13	21	438	33	861	4	104	5	131	11	287	0	0	0	0	75	0	3	0	5	0	3	2	5	18	5	4	4	0	0	0	1	1	15		0		1,834	1,834		95.8%
North Star (5 portable buildings)	DESIGN	0	0	1	21	50	1305	5	131	4	104	9	235	0	0	0	0	69	0	3	0	5	1	1	0	2	12	1	1	0	1	0	1	0	0	4		0	85	1,796	1,796	2202	122.6%
	PROGRAM	0	0	0	0	47	1227	4	104	4	104	10	261	4	92	0	0	69	0	3	0	4	1	2	0	2	12	2	4	5	0	0	1	2	0	14	0	0	95	1,788	1,788		123.1%
Southeast	DESIGN	2	25	1	21	44	1148	12	313	8	209	14	365	0	0	0	0	81	0	3	0	7	0	2	0	3	15	0	2	0	1	1	0	2	1	7		0	103	2,082	2,082	2054	98.7%
	PROGRAM	2	25	1	21	40	1044	11	287	8	209	14	365	0	0	0	0	76	0	3	0	8	0	3	1	2	17	0	8	0	0	1	0	1	0	10	0	0		1,951	1,951		105.3%
Southwest	DESIGN	0	0	1	21	47	1227	1	26	8	209	9	235	0	0	0	0	66	0	3	0	4	1	1	0	2	11	3	1	0	1	0	1	0	0	6		0	83	1,717	1,717	2006	116.8%
	PROGRAM	0	0	1	21	49	1279	1	26	5	131	9	235	0	0	0	0	65	0	3	0	6	1	1	0	1	12	4	2	0	0	0	0	0	0	6	0	0		1,691	1,691		118.6%
TOTALS:																																					0	0	616			12,542	
	DESIGN																																							11,738	11,738		106.9%
	PROGRAM																																							10,946	10,946		114.6%

Working Draft