

# Schools

## Goals

### *The City will:*

- Provide adequate public facilities and services for all services which the City provides.
- Provide excellent educational services that exceed state standards.
- Ensure that new school facilities are designed and located to reinforce and support the goals and policies of the City's Comprehensive Plan.

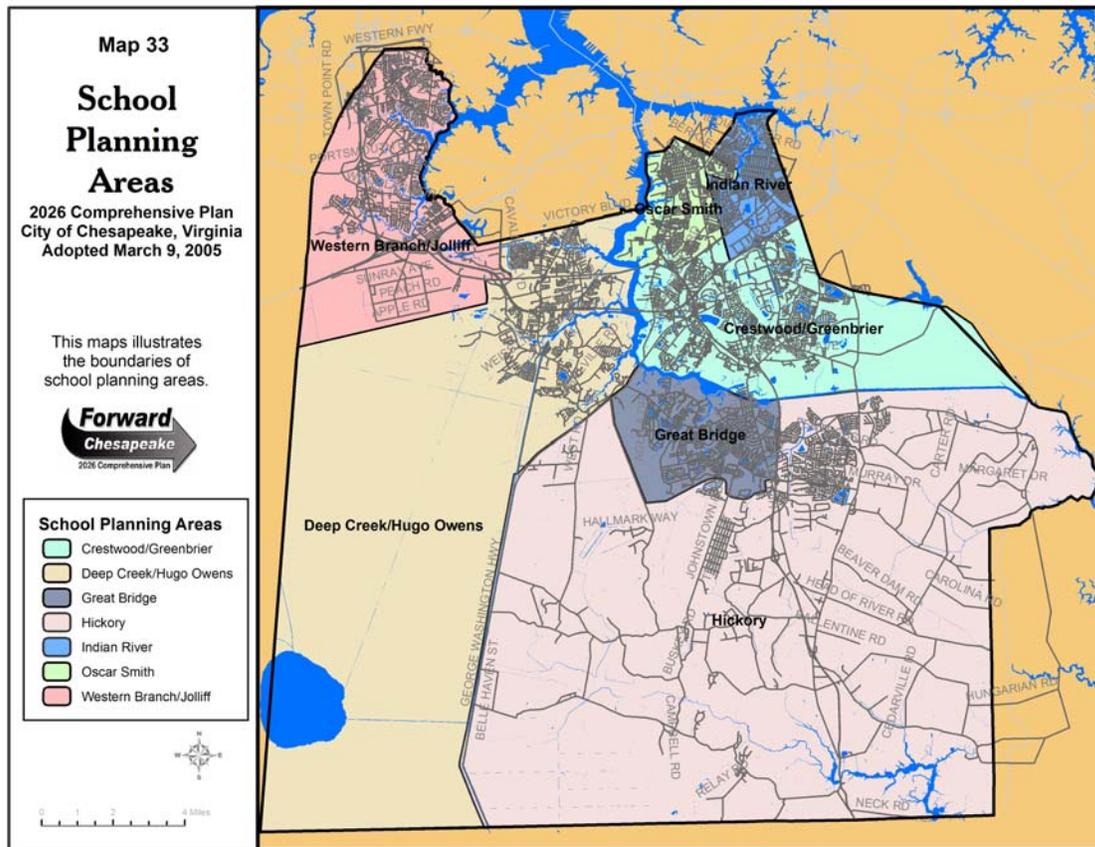


## Public Schools

The mission of the Chesapeake Public School system is to ensure that students attain the knowledge, skills, and aptitudes to become lifelong learners and productive citizens. This mission is achieved by combining the efforts of students, parents, community, and staff to provide a quality education in a safe, orderly environment. This mission is further enhanced by the desire of this plan to provide the opportunity for excellent educational services exceeding state standards.

The City of Chesapeake Public School system currently has 28 Elementary Schools (both primary and intermediate), 10 Middle Schools, 6 High Schools, and 2 Education Centers. Two new schools (one high school and one middle school) and a replacement school are proposed in the School Board's 2005-2015 Proposed Capital Improvement Plan. The School Board approves a capital improvement plan each year.

For the purpose of planning for school facility needs, the City has been divided into seven school planning areas. These seven school planning areas are identified with the middle school attendance zones and associated high school attendance zones.



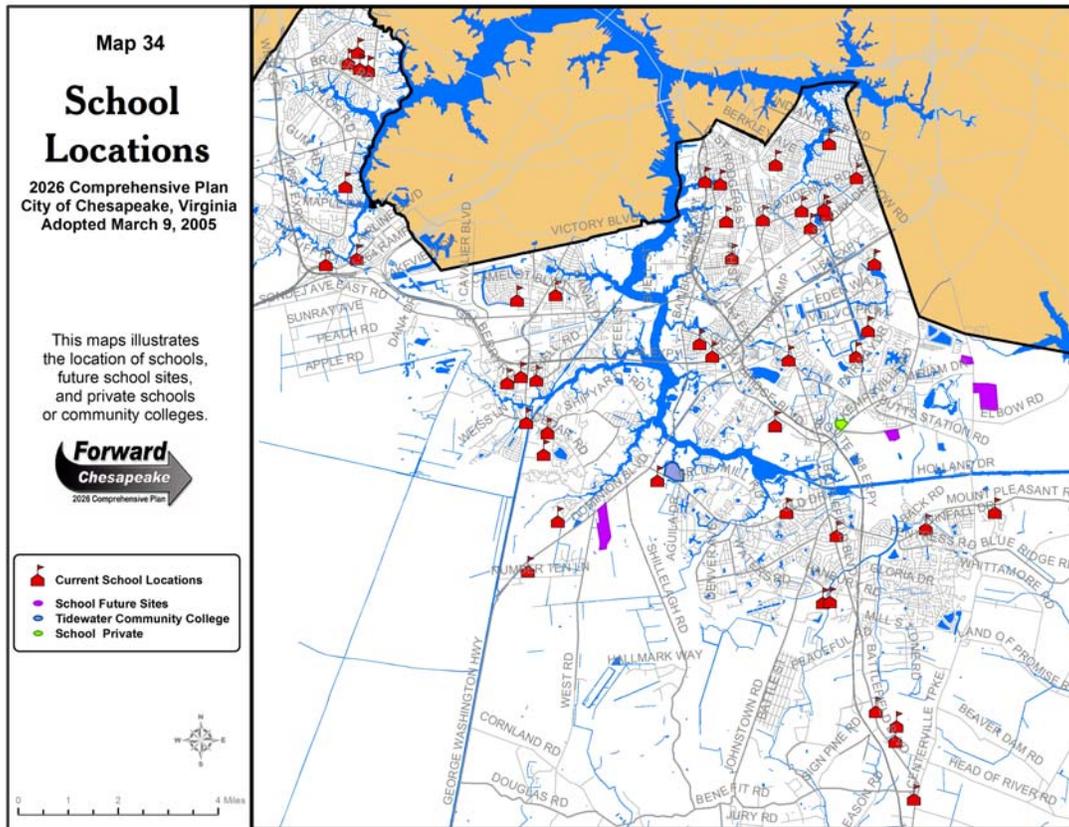
## Enrollment Projections

Enrollment projections from all of the school planning areas, except the Indian River Middle School Planning Area, point to a steady increase in the number of students. Table 1 summarizes the changes expected in student enrollments over the next ten-year period (2005-2015). By the end of the year 2015, it is projected that an additional 4,675 students will be enrolled, bringing the total student enrollment to approximately 44,650 students. These anticipated changes will result from additional pupils who are new to the school system because of residential growth and demographic changes within some communities.

**Student Enrollment Changes  
2005-2015**

<b>SCHOOL PLANNING GROWTH AREA</b>	<b>K-5 ELEM</b>	<b>6-8 MIDDLE</b>	<b>9-12 HIGH</b>	<b>TOTAL</b>
Crestwood Middle/Greenbrier Middle	250	275	**4	<b>525</b>
Deep Creek Middle/ Hugo A. Owens Middle & Deep Creek High	275	250	400	<b>925</b>
Great Bridge Middle & Great Bridge High	125	175	325	<b>625</b>
Hickory Middle & Hickory High	250	500	625	<b>1,375</b>
Indian River Middle & Indian River High	-25	0	200	<b>175</b>
Oscar Smith Middle & Oscar Smith High	-25	50	375	<b>400</b>
Western Branch Middle/ Jolliff Middle & Western Branch High	<u>150</u>	<u>200</u>	<u>300</u>	<b><u>650</u></b>
<b>TOTAL</b>	<b>1,000</b>	<b>1,450</b>	<b>2,225</b>	<b>4,675</b>

*Note: The projected total enrollment of 44,650 students is based on the current enrollment, the projected increase for the 2004-05 school year, and the projected increase for the 2005-2015 ten-year planning period. All estimates have been rounded to the nearest 25. Students from Crestwood Middle School attend either Oscar Smith High School or Great Bridge High School for Grades 9-12. Students from Greenbrier Middle School attend either Indian River High School or Oscar Smith High School for Grades 9-12. Therefore, the projections for additional high school students from the Crestwood/Greenbrier Middle Schools Planning Area are included with those of the high school these students will attend.*



### Planning for Capital Facility Needs

When planning for school capital facility needs, the School Administration has developed a series of guidelines to facilitate planning. These guidelines have been included as a component of the Schools Capital Improvement Plan. These guidelines should be used for planning for future school capital facility needs and are categorized as follows:

### Philosophy Statement on School Facilities

Because Chesapeake's public school facilities are an expression of the community's commitment to educate and invest in its children and its future, Chesapeake Public Schools should:

- Provide facilities that meet the curricular and extracurricular program needs of our students, that are logically designed and, to the extent possible, that are flexible enough to adapt to changing requirements.
- Provide facilities that support and enhance the use of current and future technology.
- Plan schools that have sufficient space to house the students, mindful of the present and future growth patterns of our city.
- Design and construct school facilities free of safety hazards.
- Design and construct school facilities in harmony with the history and architecture of the community.
- Construct and maintain school facilities to be structurally sound, clean, efficient, and attractive.

- Provide facilities that meet the requirements of the centralized support services, such as transportation, food services, central administration and plant maintenance.
- Work with other city departments to provide facilities that encourage multiple public uses, including parking and grounds.
- Secure funding and support for school facility needs.

## **Planning Principles for Future Schools**

### **Buildings**

- Give primary consideration to the basic instructional, administrative, and extracurricular programs of the school system in determining the design of a school.
- Consider the potential for expansion when designing new facilities which are not initially constructed to maximum capacity.
- Design and construct school additions in accordance with maximum capacity guidelines, to the extent possible, before constructing new schools.
- Innovative design practices will be sought which meet a school's instructional requirements, but reduce overall construction costs.

### **Sites**

- Consider the following when determining the location of a school site:
  - Accessibility
  - Proximity to compatible City services, such as parks, athletic fields, and utilities
  - The adequacy of necessary public services such as sewer
  - Adjacent zoning
  - Elementary school sites that are in close proximity to the communities served
  - Secondary school sites that encompass larger geographic areas

### **Planning**

- Explore all viable options for housing students before constructing new schools and additions.
- Draw boundary lines for school zone changes according to minimum and maximum enrollment guidelines.
- Plan for stable school attendance zone boundaries to the extent possible.
- Revise the operational capacity of school buildings annually based on the current instructional program of each building.
- Reevaluate and revise annually all proposals (such as new construction projects, renovations, grade level realignments, and attendance zone adjustments) for inclusion in the School Board's ten-year Proposed Capital Improvement Plan.



## **Issue One: Overcrowded Conditions in Schools**

The capital building needs of the school system are directly linked with the residential growth of the City (1983-2002). After 1982 the school system began experiencing an increase in student population. This increase in enrollment began after the start of rapid, increased residential growth in the city.

Student enrollment has increased approximately 2 percent to 5 percent per year between 1986 and 1997. Overall, between 1998 and 2003, enrollment in Chesapeake increased by about 2,725 students. In the early-to-mid-1990s yearly enrollment increased significantly. Student enrollment has outpaced school construction and portable classrooms have become common place.

In response to this situation, the City adopted the Planning and Land Use Policy in 1995. This policy provides guidance for the rezoning applications which would bring a more intense use to land by providing level of service thresholds for City services which must be met in order to receive a recommendation for approval from City staff. The level of service standard required for schools was established at 120% as the rated capacity for each school in the impacted district. According to the policy, if any school that would serve the proposed development has an enrollment which exceeds the schools capacity by 120%, then the application would be recommended for denial.

**The City will seek to create a positive relationship between school construction and school capital needs.**

### **Strategies:**

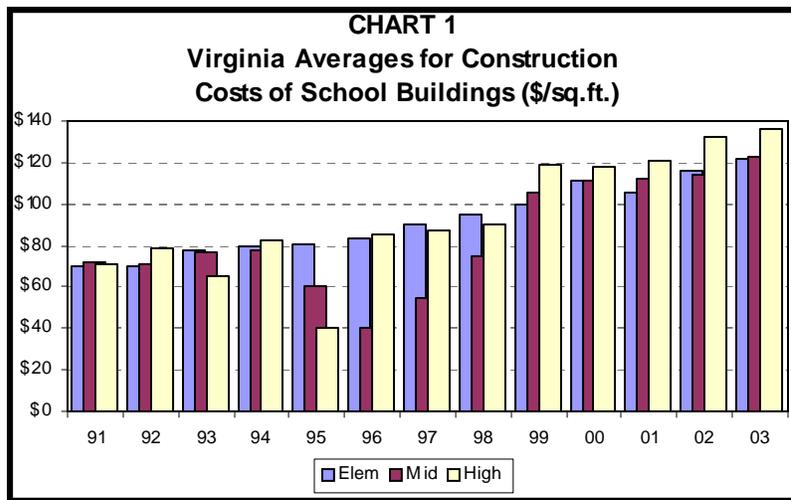
- A direct linkage should be established between the timing of new development and the ability to fund needed capital improvements. This linkage should be incorporated into an overall growth management strategy for the City.
- The guidelines developed by the Chesapeake School Administration regarding philosophy, building, sites, and planning should be used to provide guidance in school construction decisions. The guidelines should not be used to excessively constrain site selection, but to provide general guidance.
- The City will work with School Administration to develop methods to monitor impending impacts to the school system created by changes in demographics, and new development.

## **Issue Two: Funding Limitations**

Traditionally, Chesapeake has used four sources for funding school capital projects: (1) the City's annual borrowing authority, (2) local bond referendums, (3) loans from the state Literary Fund, and (4) the Virginia Public Schools Authority. Beginning in 1999, additional funding was made available at the state level through lottery proceeds and funds specifically identified for school construction. It is anticipated that the state will continue to provide a limited amount of funding for school construction. In the past, the City has borrowed a significant amount of funds for capital projects including school construction using the funding sources mentioned previously. A significant amount of additional debt service cannot be added without jeopardizing the City's bond rating until

(1) some of the existing debt is retired, or (2) the revenue source is increased. In 2002, City Council established a “lock box” for school capital projects. Funds in the “lock box” have been set aside as a means of providing the necessary backing for future bond issues for school capital improvements.

The cost of school construction in Virginia rose steadily from 1991 until 1995 and in 1996 there were some decreases in construction costs. Since 1997 there has been a slow, steady increase in those costs. The rise in costs for school construction in Virginia was reflected in the increase in school construction costs experienced in Chesapeake. Beginning in December 2003, the price of all types of construction showed sharp increases. In summer 2004, construction costs for schools were in the range of \$145-\$160 per square foot, depending on the type of building. Many factors impact construction costs. Some of the most important are (1) the number of other large construction projects either online or soon to be online, (2) the availability of manpower, and (3) the availability of materials. School construction costs are expected to increase over time.



**The City will continue to seek funding alternatives for schools that are fair to all citizens and that will adequately fund school capital needs.**

**Strategies:**

- The City will continue to seek enabling legislation from the Virginia General Assembly to administer impact fees and adequate public facility programs.
- The City will continue to seek enabling legislation from the Virginia General Assembly to administer a real estate transfer fee to fund public infrastructure, including school construction.
- The City will continue to support the creation of new and enhancement of existing state funding sources.
- The City will continue to request that state and federal mandates be accompanied with the necessary funding for their implementation.

- The City will continue to identify both one-time and recurring funding for school capital facility needs.
- The City will accept, where appropriate, voluntary land dedication and contributions for the construction of new school facilities, or expansion of existing facilities, from landowners and developers impacting school facilities.

**The City will continue to encourage the efficient use of capital funds.**

**Strategies:**

- Opportunities to co-locate school and municipal facilities should be identified as a means to control land and infrastructure costs when practical.
- School sites should be located within existing utility service areas. Sites acquired in advance of need should be located within planned utility service areas with the intention of developing only after such services are available. All sites will be subject of a review for consistency with the City's Comprehensive Plan, as required by the Code of Virginia (Title 15.2, Section 2232).
- New school facilities should not be located in such a manner as to provide a catalyst for new development activity in undesired areas for development.
- To the extent possible, new school facilities will be located in such a manner that they do not conflict with efforts to manage service levels in other public facilities. For example, schools should not be located in such a manner that they create the need for school zones on arterial roadways. Such zones create adverse impacts to the roadway service levels usually during periods of high demand as well as creating an unnecessarily dangerous condition for the students. New school facilities should also not be located where they would exceed the capacity of sewer or water facilities which would service the school.

**Issue Three: Maintenance Required for Existing Schools**

Over the past fifteen years Chesapeake Public Schools has built new school facilities and added to many other school facilities because of the overwhelming need for additional classrooms. The focus during this time has been providing needed additional classrooms. As many of the most pressing space needs have been addressed, at least in the short term, it has become apparent that many facilities require much needed repairs and renovations.

Not all facility deficiencies are considered to be maintenance items addressed through the regular maintenance program. Many facility deficiencies are of a greater magnitude and need to be addressed through the capital budget process. These items are necessary to keep existing facilities operational, and range from the replacement of HVAC systems and roofs to the complete renovation of a facility.

**When determining overall school capital facility needs, consideration will be given to major maintenance issues as well as new construction needs.**

**Strategy:**

- When prioritizing future school capital needs, equal consideration should be given to the maintenance of existing facilities.

**Issue Four: Quality Educational System is an Integral Part of Overall Community Quality of Life**

Education is an important component of the overall fabric of the community. Schools become a point around which community interest develops and is nurtured. The school should provide both a physical and social presence in the community. School facilities should be located in such a way that they are integral elements of the physical landscape of the community as well as being logically located in terms of their relationship to the community they serve.

**The City will continue to foster the integration of school facilities into the overall fabric of the community.**

**Strategies:**

- Schools should be located in such a way to be a centrally accessible and identifiable component of the community.
- Schools should not be segregated from the communities they serve by extreme barriers or great distance.
- High Schools and Middle Schools should be designed so that they may also serve the community as primary emergency shelters and should be built to meet American Red Cross standards wherever practicable.
- School Administration and City Administration should collaborate on school site selection with selected sites being mutually agreeable between the two entities.
- Opportunities to engage businesses, community groups and individual citizens as partners in the education of our youth should continue to be identified and expanded.
- The community should work to enhance the capacity of schools to maintain high student achievement.
- Opportunities to create public use campuses should be identified and developed where feasible. Co-location of schools with other important community facilities such as libraries and recreation centers help to solidify these resources as important elements of the community. In these efforts, the safety and security of students should be maintained.

**Private Schools**

There are at least 8 private schools currently operating in the City of Chesapeake. The students that attend these schools may reside anywhere in the region and likewise, some Chesapeake residents may choose to send their children to private schools located in neighboring jurisdictions. The private nature of the school does not negate the potential impact the facility may have on the community and care should be given to ensure compatibility.

**While private schools are not subject to the same building and site requirements of public schools, they should be held to similar standards for community compatibility.**

**Strategies:**

- Private schools will be examined prior to approval for its impact on the adjacent community. Only schools that can demonstrate that they will not create an undue negative impact should be approved. These impacts may be addressed through a conditional use permit process.

**Higher Education**

The benefits of learning extend well beyond the fundamentals of elementary and high school. Requirements for advanced training and education have become standard in today's job market and important to developing a quality work force. As such, opportunities for advanced training should be fostered within the City.

Chesapeake residents have access to a variety of public and private colleges in the Hampton Roads region including Norfolk State University, Old Dominion University, Virginia Wesleyan College, and Regent University. Satellite facilities for George Washington University, Virginia Tech, and the University of Virginia are also located in the region.

Tidewater Community College (TCC), which is the second largest community college in Virginia, operates a campus on Cedar Road. The Chesapeake Campus of TCC. TCC's facilities are in high demand and there is a need for expansion. The College is seeking opportunities to add additional class room space, a Learning Resource Center, an Automotive Technology Center, a Cultural / Fine Arts Center, a student center, a parking garage, and an observatory to their Chesapeake facilities.

**The City of Chesapeake will seek and nurture opportunities to increase higher learning.**

**Strategies:**

- Tidewater Community College should be encouraged to prosper and grow at its current location on Cedar Road. Other off-site facilities should be developed as appropriate and compatible with adjacent communities.
- The City should look for opportunities to partner with TCC and other higher learning institutions to help to enhance the facilities and opportunities afforded to Chesapeake residents.
- The use of public/ private partnerships should be explored as a means of facilitating more opportunities for higher learning.
- The attraction of other public and private colleges and universities, or extensions thereof, should be strongly encouraged and aggressively pursued.