A BLUEPRINT

Building 21st Century Schools for New Orleans

NOLA New Orleans public schools

SCHOOL FACILITIES MASTER PLAN FOR ORLEANS PARISH

August 2008

Cover photography provided by the Orleans Parish School Board.

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FOREWORD BY SUPERINTENDENTS

The development of the School Facilities Master Plan for Orleans Parish has been an important joint effort for the Recovery School District and Orleans Parish School Board over the past year. Even before the storm, our school facilities were in drastic need of rehabilitation. To address this need, our team began to analyze the current conditions of each school and collect input from the community, including parents, educators, administrators and planning experts. As actions for each school were considered, the planning team also took into consideration the community's request for schools to be located within a reasonable walking distance of home; educators' need for modernized facilities that can accommodate and reflect changing curricula; and an over arching need for safe and nurturing school environments.

We now have a master plan that creates a more effective and equitable distribution of schools throughout New Orleans and provides for new and renovated facilities that can accommodate the educational needs of the twenty-first century.

As we move forward with the School Facilities Master Plan, we will begin the implementation phase. We will work to connect our schools to various community institutions in order to further expand our children's horizons and deliver excellence in education.

Though this large-scale rebuilding process will take time to fully implement, the master plan will be periodically revisited and updated to meet the changing education needs and address changes in the facility conditions of New Orleans' public schools. As we move toward implementation of the School Facilities Master Plan for Orleans Parish, we are determined and optimistic that we will transform our facilities into truly outstanding environments for the education of our children.

Darryl Kilbert
Superintendent
New Orleans Public Schools

Paul Vallas
Superintendent
Recovery School District

ACKNOWLEDGEMENTS

The authors of the School Facilities Master Plan for Orleans Parish would like to express our appreciation to Louisiana State Superintendent Paul Pastorek and the Board of Elementary and Secondary Education (BESE), Superintendent Paul Vallas and the Recovery School District (RSD), and Superintendent Darryl Kilbert and the Orleans Parish School Board (OPSB) for allowing us to be a part of your planning process.

We would also like to acknowledge the staffs of the Recovery School District and New Orleans Public Schools. Thank you all for your commitment throughout this process.

Finally, and most importantly, we must recognize and commend the many individuals and groups who have been intimately involved in this process and who gave generously of their time, expertise, and creativity to help develop a plan that will benefit the people of Orleans Parish now and into the future.

We would also like to express our appreciation to the following schools that supported the master plan by hosting the community meetings that shaped this process:

Andrew Jackson Elementary School; Crossman (Esperanza) School; Fischer Elementary School; Habans Elementary School; John McDonogh High School; Dr. Martin Luther King, Jr. Elementary School; McDonogh 35 High School; McMain High School; McNair Elementary School; Nelson Elementary School; O. Perry Walker High School; Pierre Capdau Elementary School; Schaumburg Elementary School; Village de l'Est Elementary School; Walter L. Cohen High School; Warren Easton High School; and Wicker Elementary School.

We have all come together to contribute our knowledge and skills to collaboratively develop a plan that will serve Orleans Parish for years to come. We all look forward to witnessing the success of the rebuilding efforts.

Consultant Master Planning Team

Planning:

Concordia, LLC; DeJong Inc.; Fanning/Howey Associates, Inc.; Louisiana State University Public Policy Research Lab; Magellan Consulting, Inc.; Parsons Commercial Technology Group, Inc.; Planning Alliance, Inc.; Urban Systems Associates, Inc.

Outreach & Communications:

EBONetworks, LLC; Facilitative Leadership Institute; Peter A. Mayer Co.; Karl Washington; Whence the Studio

Demographics:

Provided by GCR & Associates under a separate contract with the Recovery School District.

Editor:

Mr. Hal Cohen

INTRODUCTION

Visioning Forum	Citywide Forum	Community Meetings Phase One	Community Meetings Phase Two	Master Plan Draft	Plan Update Meetings	OPSB & BESE Plan Adoption
[one meeting]	[one meeting]	[five meetings]	[ten meetings]			
10.27.2007	11.17.2007	1.10.2008 1.12.2008 1.15.2008 1.17.2008 1.19.2008	2.16.2008 2.25.2008 2.18.2008 2.26.2008 2.19.2008 2.28.2008 2.21.2008 3.03.2008 2.23.2008 3.04.2008	May 2008	July 2008	August-September 2008
		[Planning Lab 1] 12.3-5.2007	[Planning Lab 2] 1.24.2008			

The School Facilities Master Plan for Orleans Parish is a vital component of the robust creative change process currently underway in the city of New Orleans. The school facilities planning process was initiated in August 2007 and completed in August 2008 through a collaborative partnership between the Recovery School District (RSD) and the Orleans Parish School Board (OPSB).

New Orleans has serious problems in trying to provide safe, sanitary and adequate buildings for its school children – problems of inadequate facilities often in unsatisfactory condition. The situation should be faced fully and frankly by officials and the public in planning for the future.
(Citizens' Planning Committee for Public Education in New Orleans, 1939)

New Orleans' educational facilities have been in unsatisfactory condition for decades. Before hurricanes Katrina and Rita, many of these facilities were considered to be some of the worst in the nation by local and national educators. These school buildings were among the oldest in the nation. Many earlier capital improvement efforts were successful but were limited in scope and funding. The devastation wrought by the storms made the dire situation worse.

In addition to their physical condition, most of the schools had been designed and built for an earlier era. The geographic distribution of many facilities had been controlled by earlier policies of segregation based on gender and race, resulting in multiple school buildings in close proximity. To summarize, most school environments in Orleans Parish are antiquated and ill suited for current and future educational programs.

By turning these difficulties into opportunities, there is no better time to rebuild New Orleans' public school facilities. The goal of this master plan is to address existing conditions and devise a plan that envisions school buildings that are both innovative and transformative for students.

When this plan is implemented, New Orleans public school students will attend twenty-first century schools that may be on a traditional campus or at innovative learning environments like the Contemporary Arts Center (CAC) in the Warehouse District or the Audubon Center for the Research of Endangered Species (ACRES) in Lower Algiers.

The plan was developed with local stakeholder participation that included educators, administrators, parents, and other community stakeholders. The master plan was developed through three sequential phases of work: 1) facilities assessments, 2) options development and 3) final recommendations.

In the citywide public meeting held November 17, 2007, of the 128 people who responded, 108 or 84.4% of community participants told the planners that students should not be required to walk more than one half mile to a K-8 school, and 70 or 54.7% of community participants responded that there should be no more than a one mile walk to a high school. 107 participants or 83.6% also responded that schools, open at nights and on weekends to the community to accommodate a wide range of community functions, programs and activities were very important to them.

Educators asked for teaching and learning spaces that would accommodate more team teaching, cooperative and project based learning, and more extensive technology. More than anything else, they asked for building layouts that could be flexible enough to meet the ever-evolving changes in curriculum and instructional practices. Both educators and community members also expressed a strong need for facilities to be planned to achieve equitable access for children and parents from all social and economic backgrounds.

In addition to stakeholder input gathered through the community meetings, recommendations from previous planning processes were analyzed. The recommendations from the Office of Recovery and Development Administration (ORDA), the Citywide Strategic Recovery and Redevelopment Plan, as well as relevant maps and reports from the Army Corps of Engineers, Federal Emergency Management Agency (FEMA), the New Orleans Redevelopment Authority (NORA) and other government agencies were also reviewed and incorporated.

The facilities assessments phase of work included a demographic analysis of student population projections and a detailed physical assessment and space inventory of 122 school sites and 330 buildings. One citywide and five initial community meetings were held to learn the preferences and priorities of community stakeholders. A group visioning meeting and two planning labs with educators provided additional data and technical input. Data collected recommended school facilities

accommodate 600-900 students and be located in neighborhoods where possible.

During the options development phase an additional ten community meetings were held to present preliminary planning and site development strategies and document community stakeholder feedback. These meetings were guided by the facilities assessments, capacity analysis and community input data developed during the assessment phase. The options development phase of work resulted in a list of development scenario preferences for each school site.

The final recommendations phase of work was guided by these preferences and a more detailed data analysis of existing building conditions, transportation and educational planning criteria was undertaken. The final recommendations include 67 sites for Pre-K–8 schools; 17 sites for grade 9-12 schools; 52 sites are identified as landbank/repurpose. The location of schools was determined by taking into account a number of factors. No single factor was used in the selection of schools. Instead, a range of selection parameters was applied which include:

- Flood Depth
- School Site Size
- School Building Capacity
- Community Input
- Renovation vs Replacement Cost
- Proximity to Parks & Open Space
- Proximity to Other Community Assets
- Building Condition
- Availability of Land for Expansion
- Enrollment Projections & Coverage
- Previous Recovery Plan Recommendations
- School Facility Best Practices
- Occupied or Unoccupied School Building
- Cultural / Architectural Significance

To support and expedite the future planning, design and implementation of these school facilities, the technical volumes that aided in the development of the master plan have been provided to the RSD and OPSB. An educational program document outlines specific spaces and characteristics that will be required to ensure that each new or renovated school be designed to accommodate the contemporary and future curriculum and instructional programs that will benefit teaching and learning. A detailed building standards document provides specifications for building materials and systems that address issues of building aesthetics, "green" environmentally sustainable design and lessons learned from past construction and maintenance.

When the School Facilities Master Plan for Orleans Parish is fully implemented, both new and renovated buildings will provide more flexible educational spaces to meet the needs of twenty-first century teaching and learning, a capacity for shared uses with the surrounding community and more equitable access for all children.

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MASTER PLAN SUMMARY

Planning Vision & Parameters
Planning Process
Enrollment Projections & Capacity Methodology
Facilities Assessments & CADD Space Inventory
Community Engagement
Recommendations
Proposed Projects

MASTER PLAN SUMMARY | Planning Vision & Parameters

Vision

The School Facilities Master Plan for Orleans Parish has been developed to address the current state of New Orleans' public school facilities and incorporate best practices in planning and design for teaching and learning. To this end, the plan envisions school facilities that support learning in the context of the total community. In response to community input, school facilities such as gymnasiums, auditoriums and libraries are being planned to be open for community use during nights and weekends. This community school model also supports other planning concepts developed as a part of the City of New Orleans Strategic Recovery and Redevelopment Plan that provides for targeted clustering around a nexus of community service programs and facilities.

On a broader level, regional cultural and institutional facilities are recommended as sites for expanding informal and formal learning experiences from the school site out into the community. The master plan recommends that museums and other venues serve as extended and integrated learning environments, in some cases with embedded classrooms where students can spend their school day immersed in project-based and expeditionary learning experiences.

This master plan also recommends that other sites, such as performance stadiums and auditoriums, be shared among a wide range of community stakeholders and institutions. Rather than duplicate these costly community assets, a format for sharing resources should be devised to avoid redundancy and maximize the efficiency of all of the community's physical and financial resources.

To the extent possible, the various components of the master plan should be funded and maintained collaboratively through a network of partnerships among federal, state, parish, city, community and private entities.

This plan is grounded in five core themes:

1.) Design and build innovative and effective school facilities;
2.) Create and implement the most efficient means of relocating students and schools with the least negative impact on students and communities;
3.) Connect with and maximize local and regional community assets (including libraries, museums, etc.);
4.) Create facilities that relate to real-world experience; and
5.) Implement the School Facilities Master Plan through ongoing community partnerships.

The framework for the master plan includes three principle components:

1.) Establishing criteria for the educational programming and planning of school facilities;
2.) Developing criteria for building and architectural design standards; and
3.) Planning for the location and distribution of student capacity and learning sites.

These components were developed through a process that incorporates information from four separate sources of data:

1.) Demographic projections of future student enrollment through school year 2016-2017;
2.) Facilities assessments and measured drawings of all existing school buildings;
3.) Input from educational and community stakeholders; and
4.) Current research and best practices in educational planning and design.

The first category of input was derived from student enrollment data compiled by GCR & Associates. These data were organized both citywide and in the 13 planning districts previously designated by the New Orleans City Planning Commission. These planning districts have also been used by many community planning projects including the City Council's Neighborhoods Rebuilding Plan, the Unified New Orleans Plan (UNOP), the City of New Orleans Strategic Recovery and Redevelopment Plan and the current Citizen Participation Project (CPP).

The second category of data input was derived from a detailed assessment of the school buildings. These data were researched and compiled by Parsons Commercial Technology Group. Additional data on existing building layouts were created and documented graphically in digital file format by Magellan

Consulting. Fanning/Howey Associates provided data on current best practices and standards for educational facilities construction.

The condition of existing district owned buildings was summarized in five general categories.

Building Condition	# of Buildings
1 Very Good	20
2 Good	11
3 Fair	45
4 Poor	88
5 Very Poor	166

The third category of data input was derived from previous planning reports and from a series of community meetings organized by Concordia, LLC to gather input from educators, parents, students and community stakeholders.

The following are some of the most prevalent community wants and needs as expressed through community focus group sessions and surveys.

- 84.4% Pre-K-8 schools located within 1/2 mile walk
- 42.2% 9-12 schools located within a 1 mile walk.
- 83.6% Schools available for community use after school and on weekends
- 66.7% Schools should be near public transit
- 65.7% Open Space at or near the school site
- 65.7% Athletic fields near the school site
- 65.7% School is near libraries, health clinics and other community services
- 61.5% Schools designed to allow for future expansion

The fourth category of data input was derived from research in best practices in educational facilities planning based on current and evolving best practices in educational delivery systems. DeJong, Inc., with the assistance of Planning Alliance, Inc., facilitated a series of stakeholder meetings to develop educational standards for future facilities in the district.

Learning Sites

The School Facilities Master Plan addresses a full complement of learning sites that can work together to maximize the resources of the entire New Orleans learning community. These include a) community learning sites; b) extended learning sites; c) integrated learning sites and d) performance sites.

These learning sites are a part of the progression of educational facilities planning and design concepts that have evolved from factory model schools to more advanced building forms that accommodate community use, extended learning and integrated learning programs.

The first category of learning sites outlined in the master plan is community school sites. To the degree possible, school sites will be planned as community schools wherein neighborhood residents and families will share access to gymnasiums, auditoriums and libraries after school hours and on weekends.

Where possible, the plan provides for schools to be located within a 1/2 mile walk of student populations at Pre-K-8 grade levels and within a 2 mile walk at grade levels 9-12.

The master plan recommends that all community school sites and facilities be designed to provide maximum flexibility for the future revision of room layouts to support evolving practices in teaching and learning as well as changes in future citywide and neighborhood demographics with respect to grade level configuration.

Because community school sites function as full time schools, facilities development and operations support for the school related functions on these sites would be provided by the school district as a part of its capital and operating expenses.

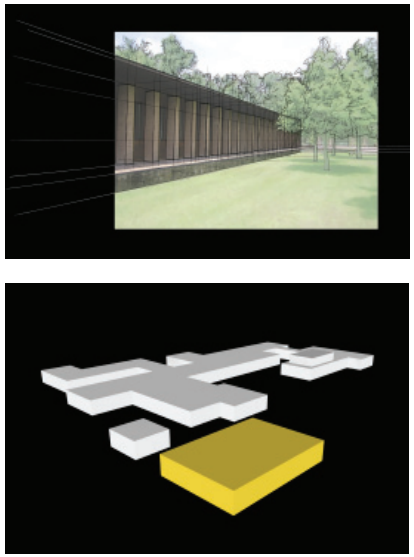
The second category of learning sites outlined in the master plan are extended learning sites. Extended learning sites include collaborations with local museums, public institutions and businesses. Each site may provide informal or formal learning programs. For the purpose of the master plan, informal learning programs will include visits to extended learning sites that are not driven specifically by core content. Formal learning programs may include short or extended day programs that include curriculum that is aligned with the delivery of specific core content and state standards.

Characteristics of informal extended learning sites:

- Education of students is secondary to the field trip site's mission
- They do not have space dedicated exclusively to instruction (classrooms)
- They do not have a curriculum or staff dedicated to teaching students
- They may or may not offer materials and workshops for teachers
- The field trip usually does not extend beyond one school day

Characteristics of formal extended learning sites:

- They offer an educational program for students focused on a specific area
- They have dedicated learning space(s) (classrooms)
- They have staff and resources dedicated to teaching students
- They may or may not offer materials and workshops for teachers
- The visit to the site could extend for more than one school day



Audubon Center for Research of Endangered Species

Many extended learning sites are already operating within the existing framework of RSD and OPSB operations. Some are in need of improved support for communication and facilities to accommodate more meaningful half and full day field trips. Others may be initiated or implemented as a part of the master planning process. As a component of this master plan, two-way video conferencing and Integrated Data Systems are proposed to enhance dialogue among educators, students and sponsors and to support opportunities for distance learning.

The third category of learning sites outlined in the master plan is integrated learning sites. Integrated learning sites may include local museums and other public or private institutions. Integrated learning sites provide thematically focused curriculum and instruction. Because integrated learning sites would also function as full time schools, the school district would provide facilities and operations support as a part of its capital and operating expenses.

Work is currently underway to create five integrated learning center sites. Five learning center concepts have been identified.

1.) Citywide NASA Laboratory Site: Negotiations are currently underway to create a science and engineering learning center in proximity to the NASA/Michoud site in eastern New Orleans.
2.) Citywide Biology, Botany and Reproductive Science Laboratory Center: Negotiations are currently underway to locate a biology, botany and reproductive science learning center

Contemporary Arts Center

within Audubon Institute's Center for Research of Endangered Species (ACRES) site in lower Algiers.

3.) Citywide Medical Laboratory: Negotiations are currently underway to create a citywide medical laboratory center at the McDonogh 11 - New Orleans Center for Health Careers site.

4.) Downtown International School: Negotiations are currently underway to locate an international learning center in downtown New Orleans. The center will include multiple sites dedicated to arts and culture, commerce and government. Negotiations are currently underway to locate an arts and culture learning center within the Contemporary Arts Center (CAC) and Artworks buildings. Sites for the commerce center and government center have not yet been identified.

5.) Citywide Maritime/Military Academy – Federal City: The RSD maritime and military academy will be a 250-500 student comprehensive high school with a large program focused on facilitating students in the marine and maritime industry. The Port of New Orleans is one of the largest in the nation and the demand for maritime workers remains substantial. The training at this school will prepare students for this industry. This school will also house a military academy program with a comprehensive curriculum focused on the military sciences, integrating the discipline required of a military program.

Landry High School Quick Start Project

In addition to the three categories of learning sites the master plan also includes shared performance sites. Performance sites support all of the previous learning sites by providing full-scale performance stadiums, gymnasiums, auditoriums and other large group assembly facilities on a series of sites throughout New Orleans and the region. These sites would be in addition to smaller play spaces (Pre K-8) and practice fields (9-12) located at each community school site. Many of these performance resource sites already exist. The master plan recommends that performance resource sites be developed and maintained in partnership with national, state and local government entities to support a full complement of school and community performance facilities and services.

Quick Start Initiative

The School Facilities Master Plan builds upon the successes of the Quick Start Initiative to develop a strategy for re-envisioning all public school facilities in Orleans Parish. The Quick Start Initiative is a strategic short term Post-Katrina school rebuilding program that will result in the new construction or complete renovation of six schools in New Orleans by 2009. The purpose of this initiative is to jump-start needed construction in neighborhoods recovering from the storm while the master plan

was being developed.

In July 2007, State Superintendent Paul Pastorek asked members of the New Orleans City Council to organize groups of community members in their respective districts to help develop selection criteria for proposals to be submitted by the community to the RSD. The criteria included the availability of funding from FEMA, the projected population of students in the community, the level of community support and other factors. By August 2007 the criteria were finalized and community groups submitted proposals for school projects. These proposals were evaluated by the Superintendent and RSD staff. Selection of the six Quick Start projects was announced on September 12, 2007.

Concurrent with the RSD's Quick Start process, the OPSB initiated the replacement of the only public school located in the devastated Lakeview area, a project also to be funded by FEMA.

Eighteen proposals from community groups were submitted for review and five were selected for the initiative. Andrew Wilson Elementary, Fannie C. Williams Elementary, L.B. Landry High School, Lake Area High School, and Langston Hughes Elementary – one in each of New Orleans' five city council districts. The sixth project, the Edward Hynes Elementary School, was added to the list by the OPSB.

Planning Parameters

Establishing consensus around certain variables, such as school size and grade configuration, were essential for decision-making in creating a school facilities master plan. Input from school district staff, educators, and community members was used to develop the following planning parameters that guided development of school dispositions in this plan.

Grade Configuration

Based on current program delivery models, schools will be organized into two general grade configurations: elementary school (Pre-K–8) and high school (grades 9–12). Within these configurations, educational program standards have been developed to articulate appropriate degrees of separation among the various age levels of students.

School Size

Based on current best practices research for effective schools, program capacities for the Pre-K–8

schools will range from 450 to 600 students. The capacity for comprehensive high schools will range from 600 to 1,100 students. Thematic high schools will range between 400 and 600 students. Specialized schools will have program capacities that range from 100-250 students and may be alternative schools, transitional programs and/or kindergarten centers.

Attendance

Attendance areas for the Pre-K–8 schools are planned to consist of approximately 50% neighborhood attendance zone and 50% citywide enrollment. The grade 9-12 high schools are planned to be 100% citywide enrollment. The actual attendance policies will be established by school governing bodies. These are planning parameters only for the allocation of projected enrollment.

Program Square Footage

Input was obtained from a variety of stakeholders to develop flexible educational program standards. The standard of 160 square feet per student was used in planning for Pre-K-8 schools and a standard of 180 square feet per student was used in planning for the grade 9-12 high schools.

Site Size

Many states and local educational agencies throughout the country have elected to reference site size recommendations developed by The Council of Educational Facility Planners International (CEFPI). Based on the methodology recommended in Creating Connections, The CEFPI Guide for Educational Facility Planning (2004), programs were developed for site size. The preferred site size for Pre-K–8 schools is approximately 3.0 to 4.5 acres minimum. Typical high school sites will encompass at least 10 acres. Shared activity sites of 42.0-55.0 acres will be identified to support more extensive athletic and performing arts facilities and site requirements. The plan has been developed to provide sufficient site size for flexibility and potential future program requirements wherever possible.

Grade Level Configurations

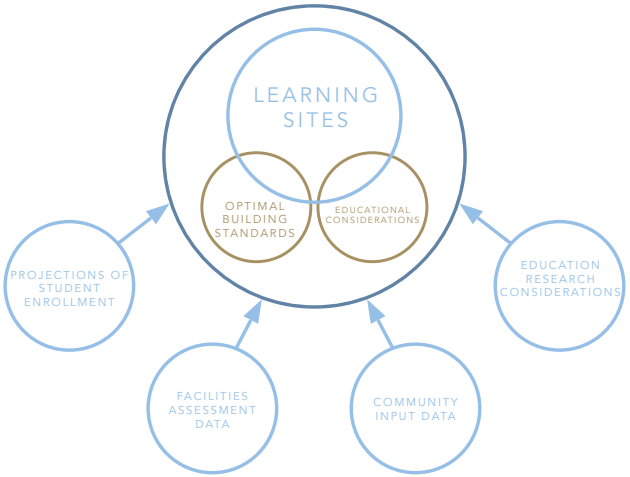
Pre-K– Grade 8	
Grades 9 - 12	

School Size

Pre-K – Grade 8	450-600 students
Comprehensive High Schools	600-900 students

Comprehensive HS (Athletic)	1100 students
Thematic High Schools	400-600 students
Specialized Schools	100-250 students
Attendance	
Pre-K – Grade 8	50% neighborhood / 50% citywide
Grades 9 – 12	100% citywide
Program Square Footage	
Approximately 180 gross square feet per student	
Site Size (Preferred)	
Pre-K – Grade 8	3.0 - 4.5 acres
Grades 9-12	10 or more acres
Performance Sites	42.0 - 55.0 acres

MASTER PLAN SUMMARY | Planning Process



The School Facilities Master Plan for Orleans Parish is the result of a multi-faceted, year long planning process. This section describes the elements that comprise the master plan. These include two basic types of elements: (1) analyses and inputs necessary for the creation of the master plan, and (2) the outputs or work products of the planning process, including the master plan itself.

Analyses and inputs include: (1) facilities assessments and computer-aided design and drafting (CADD) space inventories of each extant permanent school building, (2) development and analysis of population and enrollment scenarios, and (3) community engagement.

Outputs and work products include: (1) creation of educational facility program requirements, and (2) establishment of building standards for new and existing structures. These analyses, inputs, outputs, and work products come together to create the master plan.

Analysis and Inputs

Facilities Assessments and CADD Space Inventory

The planning process began with the assessment of every existing school facility by teams of architects, engineers, and construction specialists. The data generated from these surveys were then combined with a CADD space inventory of each school facility. Together, these provided a foundation of data related to building conditions.

Population and Enrollment Scenarios

Ascertaining and quantifying student enrollment is an exponentially more difficult task in post-Katrina New Orleans due to the dynamic population, household composition, and other circumstances related to the city's recovery process and population return.

The first task in ascertaining future public school enrollment was to gain a better understanding of population trends. The first step in this process was to estimate the current population of New Orleans. By the end of the projection period (June, 2017), the demographers anticipate that New Orleans' population will range from 372,000 (low scenario) to 404,000 (high scenario). The moderate population scenario anticipates a 2017 population of approximately 384,000.

Reform advocates frequently fail to acknowledge the links between learning and the school setting.
(Joe Agron, Editor-in-chief, American School and University Magazine 1992)

There are substantive variations in the three population and enrollment scenarios that were prepared, however. The low scenario assumes a significant, though conservative, amount of population growth over the next ten years. It also assumes a relatively slow return to the population-enrollment ratios that existed prior to Katrina. The moderate scenario also anticipates a relatively conservative amount of population growth over the course of the study period, though more growth than in the low scenario. The moderate scenario also predicts a somewhat faster return to pre-storm enrollment-to-population ratios. Both the low and moderate scenarios assume that the demographic profile of New Orleans public school students will resemble that of the pre-Katrina enrollment population. Meanwhile, the high scenario assumes an aggressive rate of population growth, a rapid return to pre-storm enrollment-to-population ratios, and somewhat of a shift in the school system's enrollment profile. The high scenario assumes that in future years, New Orleans Public Schools will be able to draw from a broader cross section of the population, resulting in a greater middle class presence.

The moderate scenario was used in this master plan to determine the projected need for student capacity.

Community Engagement

The planning process engaged New Orleanians through a series of public meetings. These included: an educators' Visioning Forum held in October 2007, a public City Wide Forum held in November 2007, five "Phase One" community meetings across the city throughout January 2008, ten "Phase Two" neighborhood community meetings in February and March 2008 and two plan update meetings in July 2008. Data collected from these Public Meetings were used as a part of the decision-making process.

City Agency Charrette

On January 29, 2008, the OPSB, RSD and the master planning team were hosted by the Office of Recovery and Development Administration (ORDA) for a "charrette" (a collaborative design

workshop) to discuss the master plan process and to gather information on publicly owned sites that could potentially accommodate new school buildings or the expansion of existing facilities or campuses. In attendance were representatives from:

- Federal Emergency Management Agency (FEMA)
- Housing Authority of New Orleans (HANO)
- Louisiana Recovery Authority (LRA)
- New Orleans City Planning Commission (CPC)
- New Orleans Public Library (NOPL)
- New Orleans Redevelopment Authority (NORA)
- New Orleans Recreation Department (NORD)
- Regional Planning Commission (RPC)
- Regional Transit Authority (RTA)
- Sewerage and Water Board of New Orleans (SWBNO)

Other Inputs

Throughout the planning process information from the following sources has been integrated into the analysis of needs and development of various scenarios.

- Prior New Orleans recovery planning processes
- Corps of Engineers, National Flood Insurance Program (NFIP), New Orleans Redevelopment Authority (NORA) and other agencies relevant to the rebuilding
- City of New Orleans Citywide Strategic Recovery and Redevelopment Plan
- University of New Orleans archive of Orleans Parish School Board documents.

Outputs and Work Products

Educational Facility Program Requirements

The master plan describes the maintenance and development of an infrastructure and physical plant that will support the needs of educational delivery. Educational delivery models were developed through a series of planning labs in December 2007 and January 2008. These were intensive work sessions that involved many teachers, administrators, and district staff. The results of the stakeholder input include features to support educational programs, flexibility to support future programs, and the

capacity to include community use of the facilities.

Building Standards

To ensure that all school facilities adhere to the highest construction quality, the master plan includes building standards for renovations and new construction developed from the construction industry and local lessons learned from storm damage and termite infestations. This document includes standards for building systems, performance criteria, and construction materials, along with clear criteria for structural support, walls, roofs, interior finishes, plumbing, electrical systems, technology, and heating, ventilating, and air conditioning (HVAC).

Development of the Master Plan

In January 2008, near the mid-point of the planning process, all preliminary data that had been collected up to that point, as well as the results from the educators' Visioning Forum and the public Citywide Forum were reviewed. These data helped to develop school site scenarios that were presented to the community at the ten neighborhood meetings that took place from mid-February through March 2008.

Following the public meetings, data was finalized and the results from the community meetings were reviewed. Over the course of a final team charrette, all information was integrated with the enrollment projections and building conditions. Determinations regarding school siting were made.

During the months of April 2008 and early May 2008, the data were further refined and the draft master plan document was submitted. As the comments from the draft plan were being incorporated, it became necessary to host two additional community meetings to gather input before the final plan was completed. In mid July, two additional public meetings were held with parents, the general public, educators, and education advocates to gather input. From June 2008 through early August 2008, the master plan was updated and the final master plan document and supporting technical data were assembled.

MASTER PLAN SUMMARY | Enrollment Projections & Capacity

Many of the recommendations within this report have been based on the anticipated public school enrollment in New Orleans in the coming years. Ascertaining and quantifying student enrollment is a much more difficult task in post-Katrina New Orleans than in other cities because population, household composition and other circumstances are so dynamic and usual population projection models are not applicable.

During the 18 months from July of 2006 to January of 2008, the city's population grew by approximately 80,000. Based on an examination of certain population metrics, the re-population of the city continues to proceed steadily. However, the population growth that the community has witnessed since Katrina will not proceed unabated. There are significant obstacles to the city's overall recovery and real impediments to individuals' ability to return, such as the availability of housing and employment opportunities.

There are a number of methods and data sources that allow for detailed examinations and estimations of where the city currently stands and how the recovery is likely to proceed, down to the scale of individual neighborhoods.

Determining Current (Baseline) Population and Future Projections

The first task in ascertaining future public school enrollment was to gain a better understanding of population trends, and the first step in that process was to determine where the population of New Orleans currently stands. Based on an analysis of Census estimates, block level data from the 2000 Census, and pre- and post-storm utility and postal delivery information, the city's summer 2007 estimated population was approximately 281,000. This figure represents 62% of the city's pre-storm population of 455,000.

The estimated number of housing units undergoing renovation and the number likely to be completed and occupied by January of 2009 was then calculated. This was accomplished through researching

large-scale real estate development activity as well as small-scale residential renovations, by means of a stratified random sample in numerous areas of the city with distinct flood and socioeconomic profiles. This analysis, paired with scenarios that model neighborhood reinvestment from 2009 onward, yielded short- and long-range population projections. By the end of the study period (January 1, 2017), it is anticipated that New Orleans' population will range from 372,000 (low scenario) to 404,000 (high scenario). The moderate population scenario anticipates a 2017 population of approximately 384,000.

Other Key Demographic Estimations for Modeling Enrollment

While population is a starting point for projecting public school enrollment, it is far from the only determinant. Household makeup, the socioeconomic profile of the population, the quality of public education relative to pre-Katrina norms, and the overall appeal of the public school system as compared to private schools all exert a major impact on public school enrollment. In order to translate the population totals into enrollment estimates, the consultant team first sought to determine the pre- and post-Katrina ratios of public school students to population. This analysis was conducted at the level of each of the city's official 74 neighborhoods and at three different grade levels: pre-kindergarten through fourth grade, fifth through eighth grade, and ninth through twelfth grade.

These historical and present ratios were ascertained through the use of Geographic Information Systems (GIS) and database technology. The address-specific locations of New Orleans public school students were mapped and aggregated to the neighborhood level by grade. By comparing these aggregates with population estimates at the neighborhood level (through the use of Census and utility data), pre- and post-Katrina ratios of students to population were determined.

The next step in the process was to compare the pre- and post-Katrina relationship between students and population for each individual neighborhood. Based on the recovery profile of each neighborhood, the potential for shifts in the demographic/socioeconomic make-up of each neighborhood, and various recovery scenarios, the ratios were modulated over the course of the study period (through 2017). The general assumption guiding these formulas was that over time, discrepancies in the pre- and post-Katrina ratios of students to population would diminish; and that as recovery progressed, the community would move closer and closer to a state of normalcy.

The Three Enrollment Scenarios

There are substantive variations in the three population and enrollment scenarios that were prepared for the master plan. The low scenario assumes a significant, though conservative, population growth over the next ten years. It also assumes a relatively slow return to the population-enrollment ratios that existed prior to Katrina. The moderate scenario also anticipates a relatively conservative amount of population growth over the course of the study period, though more growth than in the low scenario. The moderate scenario also predicts a somewhat faster return to pre-storm enrollment-to-population ratios. Both the low and moderate scenarios assume that the demographic profile of New Orleans public school students will resemble that of the pre-Katrina enrollment population. Meanwhile, the high scenario assumes an aggressive rate of population growth, a rapid return to pre-storm enrollment-to-population ratios, and somewhat of a shift in the school system's enrollment profile. The high scenario assumes that in future years, New Orleans public schools will be able to draw from a broader cross section of the population, resulting in a greater middle class presence. The table below summarizes the 2017 population and enrollment projections for each of the three scenarios:

Population and NOPS Enrollment: January, 2017 (2016 – 2017 school year)

Population and NOPS Enrollment: 2016-17

	Low Projection	Moderate Projection	High Projection
Population	372,683	383,641	404,420
NOPS Enrollment	41,173	46,711	55,690

Source: GCR & Associates

The future population and public school enrollment in New Orleans are highly uncertain, but the well reasoned, thoroughly researched, predictive models that the consultant team has prepared to provide credible estimates and meaningful guidance for the planning of school facilities.

Summary of Low, Moderate and High Enrollment Projections

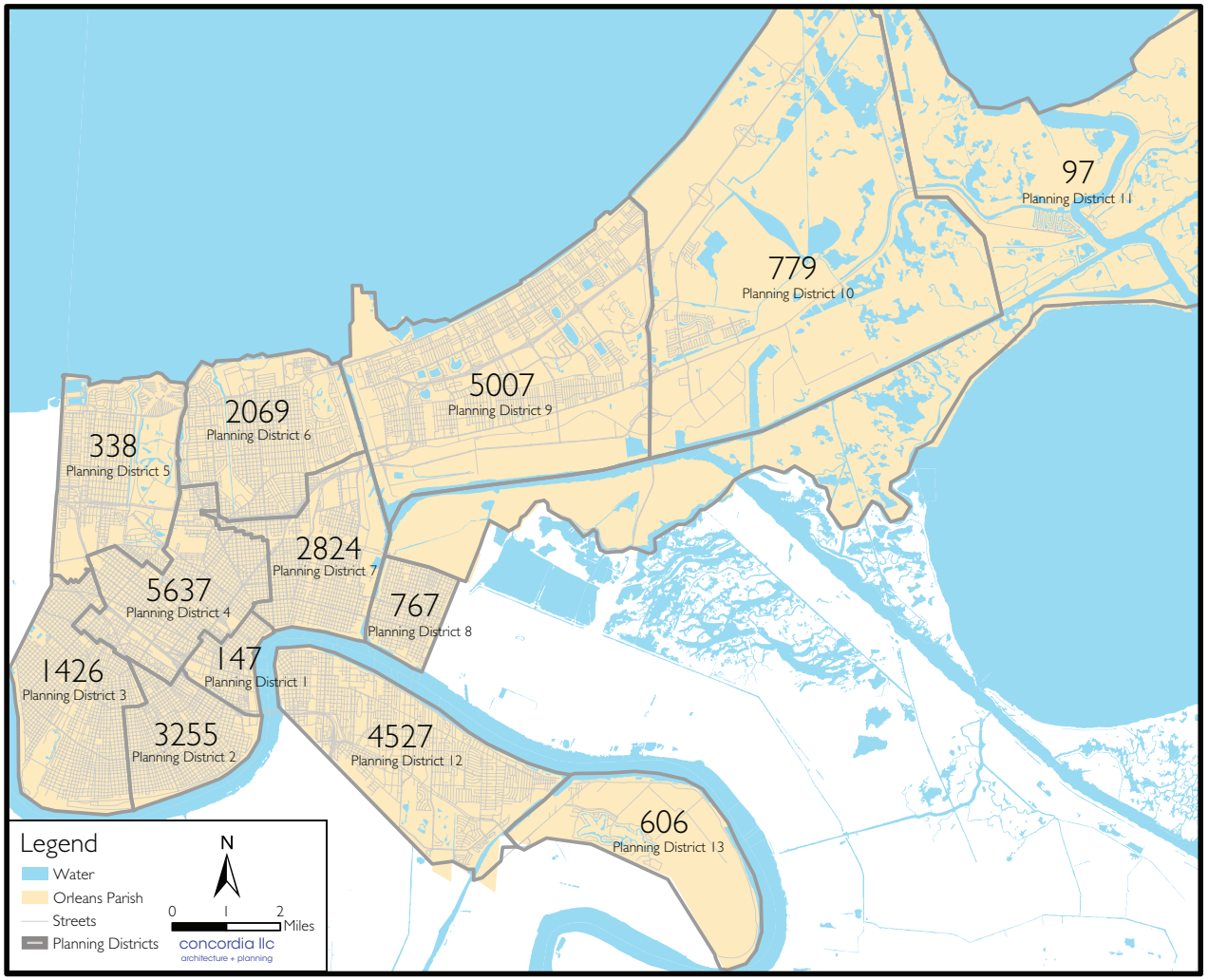
	2008-09			2009-10			2010-11		
	PK-8	9-12	Total	PK-8	9-12	Total	PK-8	9-12	Total
Low	21,315	11,854	33,169	23,284	12,096	35,380	24,889	12,067	36,956
Moderate	21,564	11,986	33,550	23,918	12,446	36,364	25,890	12,599	38,490
High	21,963	12,273	34,236	25,045	13,096	38,141	27,680	13,505	41,185

	2011-12			2012-13			2013-14		
	PK-8	9-12	Total	PK-8	9-12	Total	PK-8	9-12	Total
Low	26,058	11,833	37,891	27,119	11,537	38,656	28,114	11,190	39,305
Moderate	27,610	12,540	40,150	29,204	12,392	41,596	30,721	12,154	42,875
High	30,241	13,725	43,966	32,576	13,766	46,342	35,050	13,763	48,813

	2014-15			2015-16			2016-17		
	PK-8	9-12	Total	PK-8	9-12	Total	PK-8	9-12	Total
Low	29,091	10,851	39,942	30,031	10,516	40,547	30,983	10,190	41,173
Moderate	32,249	11,922	44,171	33,746	11,671	45,417	35,286	11,425	46,711
High	37,410	13,668	51,079	39,805	13,537	53,341	42,296	13,394	55,690

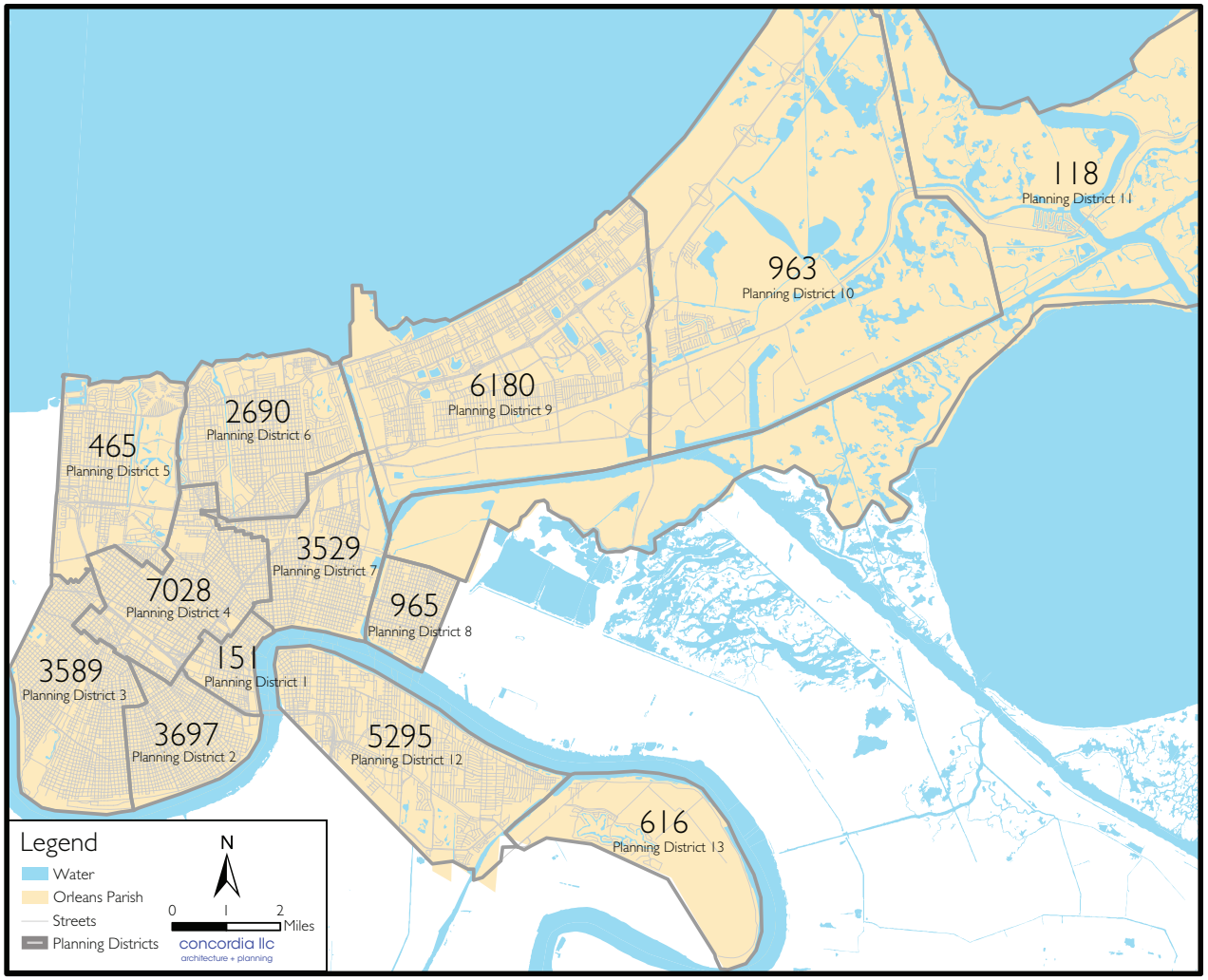
Source: GCR & Associates

2012 *Moderate Pre-K-8 Enrollment Projections*



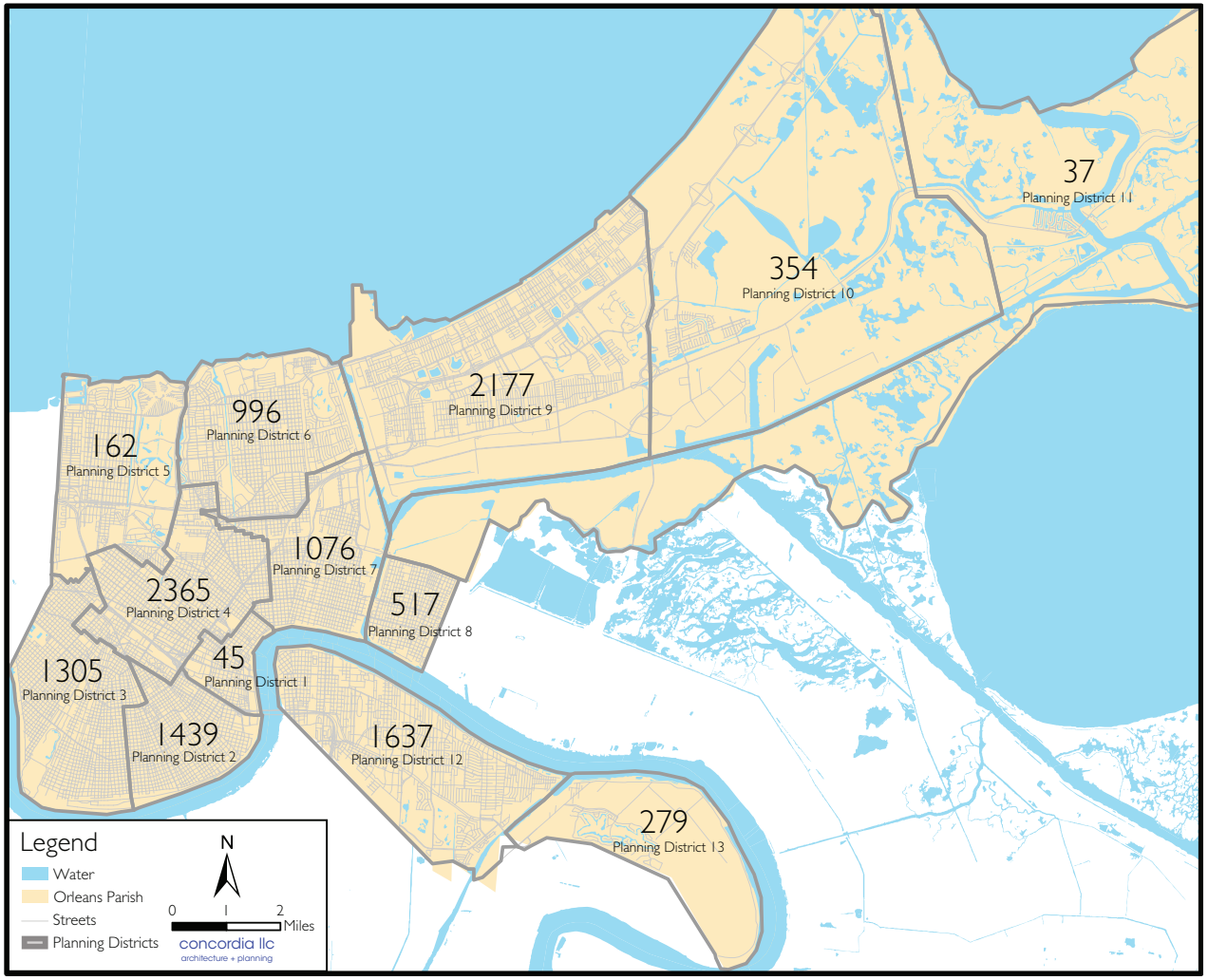
Source: GCR & Associates

2016 *Moderate Pre-K-8 Enrollment Projections*



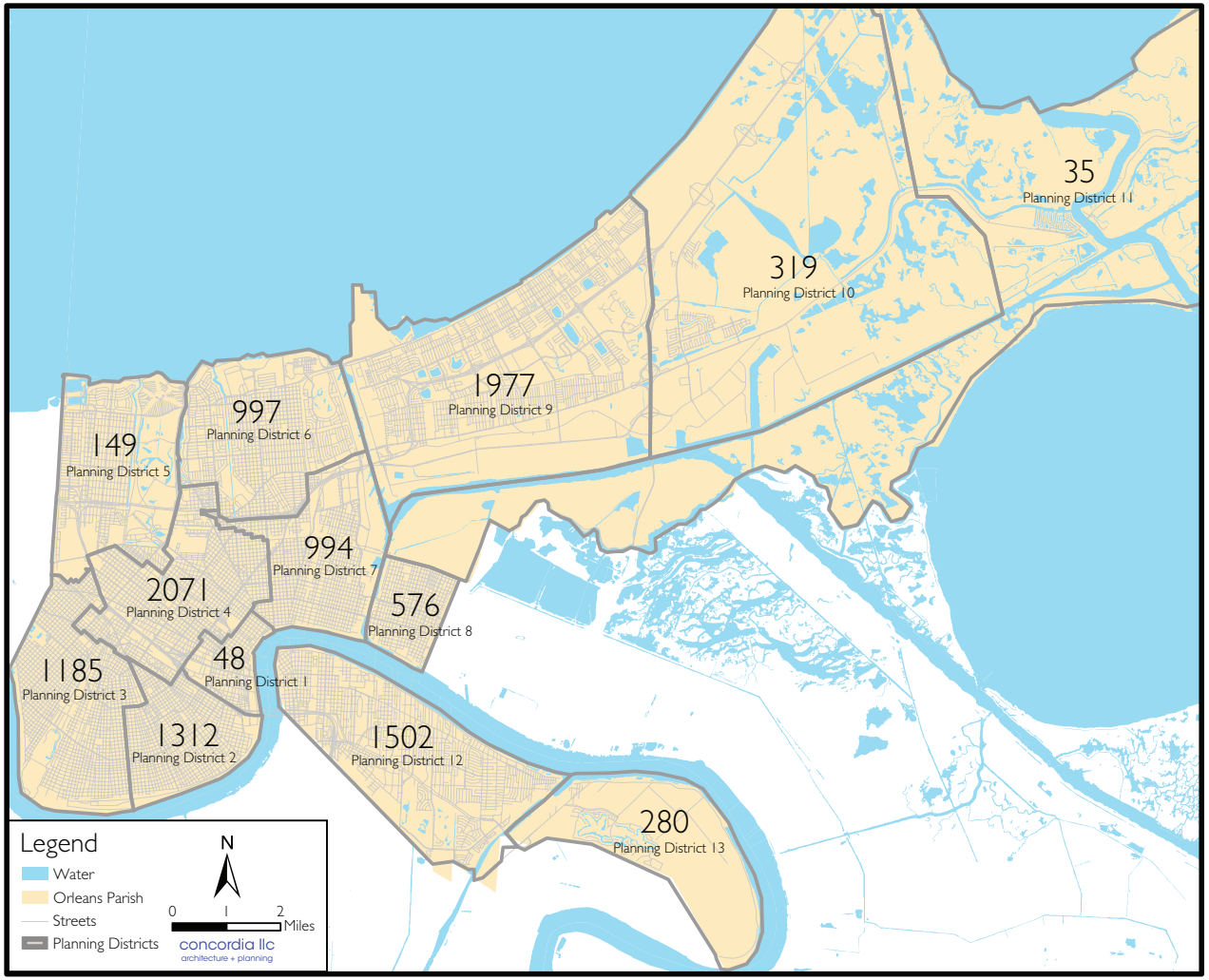
Source: GCR & Associates

2012 *Moderate Grade 9-12 Enrollment Projections*



Source: GCR & Associates

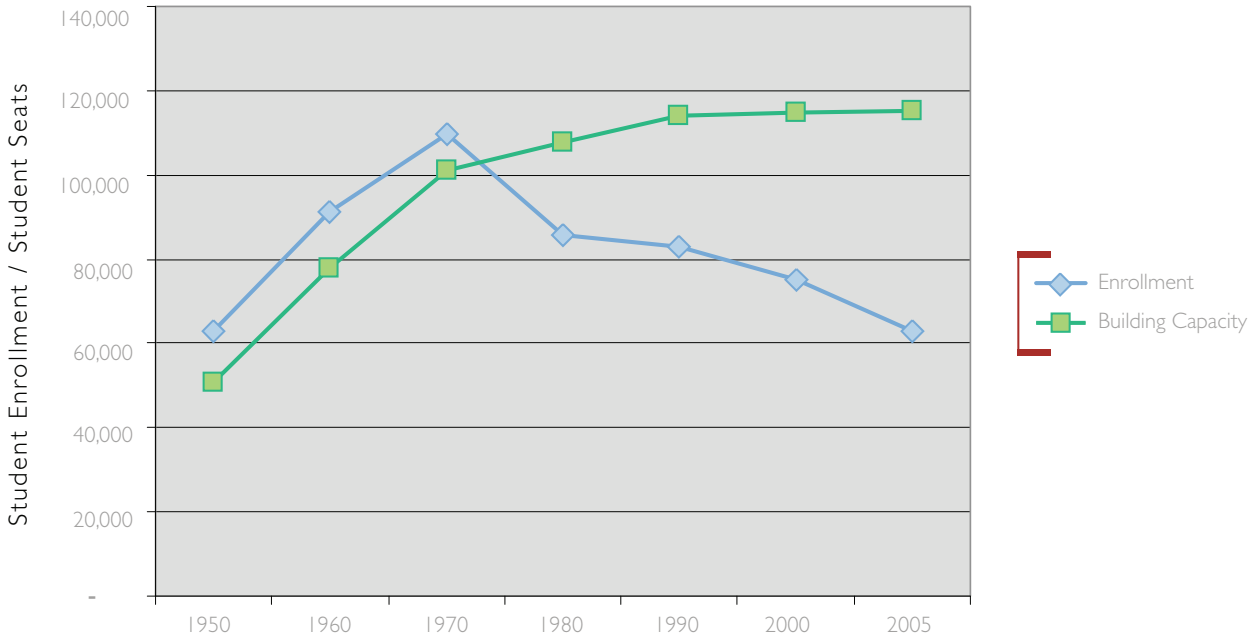
2016 *Moderate Grade 9-12 Enrollment Projections*



Source: GCR & Associates

An essential aspect of developing a school facilities master plan is providing sufficient student capacity for the projected enrollment. Beginning in the 1960s-1970s, New Orleans public schools operated more student seats than the district's enrollment required. According to demographic analyses and analyses of the student capacity that all New Orleans school facilities were designed to accommodate at the time the facilities were built, New Orleans schools operated thousands too many student seats within the district's school system at the time that Katrina impacted Orleans Parish.

Enrollment vs. Historical Student Seat Capacity



Sources:

Enrollment

"Orleans Parish School Board: District-wide Demographic Projections," Urban Systems, Inc., August 1998.

Historic Seat Capacity

Building capacity estimates are based on original building designs.

Proposed Public School Building Plan with A Five-Year Improvement Program, Harland Bartholomew and Associates, August 1950.
Planning Sub-District Profiles: Volumes 1 - 13, New Orleans Public Schools, Department of Planning, various dates in 1983-1984.
New Orleans Public Schools, Facility Issues Report # 90-01: Overcrowding, Department of Facility Planning, May 9, 1990.
New Orleans Public Schools Management Study: Construction, Maintenance and Custodial Operations, A.T. Kearney & Company, Inc., June 1968.

MASTER PLAN SUMMARY

Facilities Assessments & CADD Space Inventory

The facilities assessments, also referred to as deferred maintenance assessment, is a crucial element of the master plan. It provides:

- A consistent measure of the physical condition of every public school facility in Orleans Parish;
- A catalog of deferred maintenance repairs currently needed;
- A cost estimate for performing these repairs;
- A yearly forecast of future repairs based expected system life cycles; and
- An inventory of building systems and equipment.

Abrams School (2007)

The deferred maintenance assessment provides an as-built baseline of facilities condition for comparisons of campuses and buildings. This information, coupled with additional functional requirements, code upgrades, and additional space needs comprise the project recommendations in the master plan.

Complimenting the facility assessment is a space inventory derived from CADD documents created for all school facilities in Orleans Parish. Each space on the floor plans is cataloged in a database, flagged for it's functional use (classroom, library, office, hallway, etc.), and measured for net square footage. A fundamental use of this space inventory is the consistent, equitable calculation of school capacity, or the number of students the school can support, based on consistent assumptions. Additionally, this central repository of facilities information allows for planning studies about the existence and relative sizes of different types of spaces, such as an auditorium, a gymnasium and classrooms. Moreover, it provides necessary baseline data for facilities management and decision making about facilities and their utilization.

Following is a description of the process and methodology employed to deliver the facility assessment and CADD space inventory, as well as the summary findings resulting from the work.

Facility Deferred Maintenance Assessment

The master plan team faced a logistical challenge in that very few building record documents had survived Hurricane Katrina. In order to jump-start the planning process in light of this obstacle, the master plan team employed a two-step facility assessment process: a preliminary assessment survey, and a comprehensive assessment.

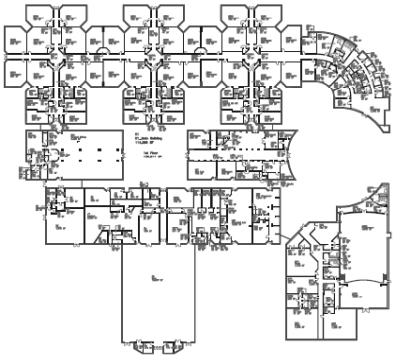
The preliminary assessment survey was launched during the early stages of the master plan process to quickly obtain baseline data and estimate the approximate overall facility condition of each building. Types of information gathered included the following: site location, occupancy status, potential safety hazards, number, function, and approximate size of buildings, and good/fair/poor rating of the various building systems to calculate an approximate condition index. This preliminary assessment survey enabled initial planning and provided information for the first round of community engagement activities while the comprehensive assessment was in progress.

The comprehensive assessment was performed by teams of architects, engineers, and construction experts who visited each school building and performed thorough visual observations of all building systems, such as roofs, electrical systems, plumbing, and air conditioning. The deferred maintenance assessment teams identified, quantified, and documented all observed building deficiencies, or conditions that required immediate or impending repair, and documented the apparent cause, priority, and category of each. Recorded deficiencies include damaged, broken, or missing building components, and called for limited Americans with Disabilities Act (ADA) Title I corrections.

For systems that were not currently deficient, the assessment teams performed life-cycle analyses, reviewing the ages of systems to forecast replacement as they reach the end of their serviceable lives. Thus, a 'Year Zero' baseline of all observed building deficiencies was documented, as well as a forecast of yearly capital renewal in future years.

The use of published checklists and definitions ensured consistency and completeness of the data between the different survey teams. Digital photos were taken to document significant deficiencies. At the conclusion of each walk-through, the teams met to review their findings. Following the assessments, the assessment teams recorded the identified needs into an assessment database, using pre-established data-coding conventions to ensure accuracy and consistency.

At the conclusion of the deferred maintenance assessment, the deficiency repair requirements were translated into repair project costs and analyzed in relation to the estimated replacement value of each building based on R.S. Means' system cost models for school buildings, employing Uniformat standard system breakdown. The assessment teams tailored these industry standard cost models to closely match the existing condition of each building.



Fannie C. Williams Floor Plan (2007)

In addition to standard construction trade costs, the models also include all other project soft costs typically required to execute the repairs, such as architecture and engineering fees, land survey fees, permitting fees, contractor and subcontractor overhead and profit, environmental assessment and abatement, and regional and local inflation adjustments. Repairs needed in historical facilities have appropriate cost factors applied to account for the increased level of complexity required to protect and patch/restore architecturally significant structures.

CADD Space Inventory

Computer-aided design and drafting (CADD) documentation was developed for all facilities. CADD documentation created in the course of this master plan process included campus site plans and floor plans of each permanent building. Once created, CADD documentation can serve as reference documents for future renovation projects.

The CADD documents relate to a database that can be queried electronically to create an up-to-date space inventory or perform analytical studies. This was a key element of the master plan. The space inventory is essential to building an accurate facility management database. Space inventories typically include data regarding: site acreage; site elements, such as parking and play fields, and their areas; net and gross building areas; classroom inventory by type; room numbers and areas; and floor-area allocations for circulation and building support functions. Combining the space inventory data with enrollment data and assessment data allow for further analysis that can produce results that are useful for state reporting, funding requests, funding allocation, and facility operations-and-maintenance planning.

Overview of School Facilities in Orleans Parish

Schools and Square Footage

There are 122 public school campuses in Orleans Parish, though not all are in operation following Hurricane Katrina. As of April 2008, 63 schools were in operation and 54 were vacant. Five school sites were under renovation. Many of the school sites are campuses comprised of multiple buildings. The 122 school sites are composed of 330 separate permanent buildings, not including portable or modular facilities. A large portion of this existing inventory is comprised of substandard buildings that should be replaced.

Gross square footage of all permanent public school buildings in Orleans Parish exceeds 8.6 million square feet.

Allen School
(2007)

Number of Permanent Buildings by School Level

		Permanent Buildings	
School Type	**Schools**	**# Buildings**	**Gross SF**
Pre-Kindergarten - Grade 8	96	246	5,289,733
Grades 9 - 12	26	84	3,364,980
Total	**122**	**330**	**8,654,713**

Temporary Facilities

In addition to the permanent facilities, there are modular or temporary campuses currently in service in Orleans Parish that provide capacity for 6,600 students. Many of these modular buildings were set up as temporary measures to address space shortages due to buildings that were damaged by Hurricane Katrina.

Modular Capacity - 2007-08		
	Pre-K - 8	9 - 12
Coghill	600	
Hughes	600	
Reed	600	
Abramson	600	600
Carver	600	600
Gregory	600	
Livingston		600
Holy Cross	600	
Williams	600	
	4800	1800

Age of School Facilities

Of the 330 permanent buildings in the Orleans Parish public school inventory, only seventy-two were constructed between 1970 and 2005; 247 were built prior to 1970, and of these, fifty-five were constructed before 1930.

According to the National Center for Educational Statistics in 1998, the average public school building in the United States was forty-two years old. That year, the average public school building in New Orleans was sixty years old, or 43% older than the national average.

Many of the pre-1970 facilities are in need of extensive deferred maintenance work. This problem has been further compounded by the storm damage from Hurricane Katrina.

Existing schools in New Orleans share characteristics based on their date of construction. Most of the schools built between 1904 and 1940 were designed by a local staff architect, E. A. Christy. His designs were noted for their quality and functionality when designed, along with their utility and durability over time. Many buildings dating after that period, especially those built during the building boom of the 1950s and 1960s, are characterized by low construction quality, when the quantity of classrooms was prioritized over quality.

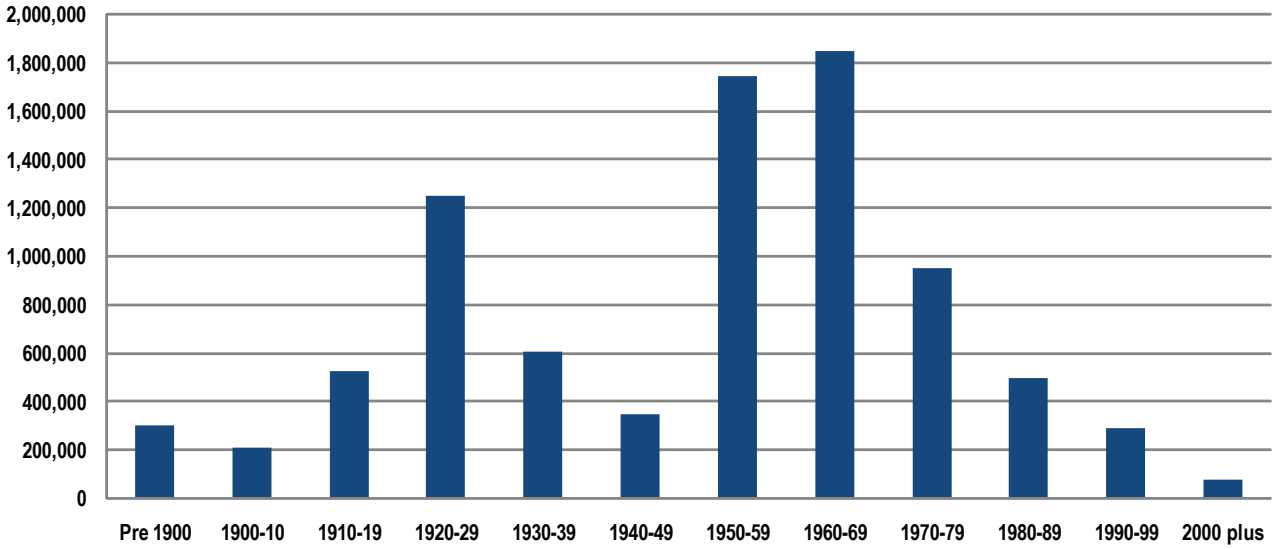
The eras of construction for Orleans Parish public schools can be defined as follows:

- Pre-Christy era, 1830 – 1904
- Christy era, 1905 – 1949
- 1950 – current

Era of Construction

		Pre-Christy 1830 - 1904		Christy 1905 - 1949		1950 - Current	
School Type	# Buildings	# Bldgs	Sq Ftg	# Bldgs	Sq Ftg	# Bldgs	Sq Ftg
Elementary School	214	8	174,042	43	1,459,750	163	2,597,444
Middle/Jr High School	40	2	62,938	11	648,081	27	565,234
High School	76	2	120,400	11	785,493	63	2,241,331
Total	**330**	**12**	**357,380**	**65**	**2,893,324**	**253**	**5,404,009**

Square Footage by Decade



Acreage

Joseph S. Clark School (2007)

Site size is a major concern in planning future school facilities. Most of New Orleans is urban and densely populated, with suburban characteristics at the city's periphery. Many of the existing school sites in the urban areas of the city are smaller than two acres; these provide little opportunity for playgrounds and off-street parking. However, several of the sites are located adjacent to city parks which have historically been used by the schools for play fields.

The average area of school sites in New Orleans is significantly smaller than national averages, which are often more than ten acres for an elementary school, more than fifteen for a middle school and more than twenty-five for a high school. Very few schools in New Orleans meet these sizes. Even though it is understood that as an urban setting, school sites will tend to be smaller than national averages, which include generous suburban sites, many school sites in New Orleans are not even large enough to accommodate gymnasiums or to address safety issues such as student drop-off and pick-up.

Site Size

School Type	Schools	Permanent Buildings	
		Gross SF	Acres
Pre-Kindergarten - Grade 8	96	5,289,733	334
Grades 9 - 12	26	3,364,980	282
Total	**122**	**8,654,713**	**616**

Building Condition

One of the benefits of the deferred maintenance assessment process is the development of a consistent means of measuring and comparing building condition using a calculation called the Facility Condition Index, or FCI. The FCI is a ratio of the cost of deferred maintenance deficiencies divided by the calculated replacement value of the facility. The higher the FCI, the poorer the relative condition of the facility. For example: if a building has a replacement value of $1,000,000 and has $100,000 of existing deficiencies, the FCI is $100,000 divided by $1,000,000 or 0.10. It describes the relative state of physical condition of a building (or its components, or a group of buildings) against a cost model of a similar building as if it were renewed at the beginning of its useful life.

Based on the FCIs resulting from the deferred maintenance assessment, each public school building in New Orleans was placed in one of five condition categories, as outlined on the following page.

Examples of Renovations

Minor Renovation / *Minor reconfiguration of spaces and selective upgrades of some systems or building components such as repair or replacement of:*
flooring
ceiling
lighting
electrical upgrades
painting

Moderate Renovation / *This is similar to a major renovation but the work required would not be as extensive and will primarily include addressing code requirements.*

Major Renovation / *Extensive renovation, replacement and reconfiguration of spaces to meet code requirements as well as current and future educational program requirements. This may include replacement or upgrades to:*
ADA accessibility
HVAC
Roof
electrical
windows
flooring
ceiling
lighting
technology
infrastructure
signal systems

Building Condition Categories

Category	FCI Range	Definition	Likely Project Scope
1 Very Good	0 to 9%	Building is in very good condition, having few building systems in need of repair. Work required ranges from typical maintenance to minimal minor renovations.	General Maintenance
2 Good	10% to 24%	Building is in good condition having certain building components in need of repair or replacement. In order to bring back to full operating condition, minor renovation is required.	Minor Renovation
3 Fair	25% to 49%	Building is in fair condition, with several building systems in need of repair or replacement. In order to bring back to full operating condition, moderate renovation is required.	Moderate Renovation
4 Poor	50% to 74%	Building is in poor condition, with several major building systems requiring complete overhaul. Cost of renovations required to bring building back to full operating condition may justify complete replacement in lieu of major renovation.	Major Renovation or Replace
5 Very Poor	75% to 100%+	Building is in very poor condition, with most building systems requiring complete overhaul. Cost of renovations required to bring building back to full operating condition may justify complete replacement in lieu of major renovation.	Major Renovation or Replace

Building Condition Classifications

Below is further explanation of terms used in the building condition classification for this master plan.

"General maintenance" is the normal ongoing maintenance and upkeep of a building, extending its useful life. Funds for this purpose are typically budgeted on an annual basis as part of the district's maintenance and operations budget.

"Minor renovation" includes selective upgrades of some systems or building components. This level of renovation could include replacement or repair to one or more building systems such as: boilers, HVAC, roofing, flooring, ceiling, lighting, electrical upgrades, or painting. It may also include some minor reconfiguration of interior spaces.

"Moderate renovation" includes creating physical spaces appropriate as learning environments, and bringing a school building up to current codes. However, the amount of work needed would be less extensive than in a "major renovation." This could include replacement or upgrades to building components, including: ADA accessibility, heating, HVAC, roof, electrical, windows, flooring, ceiling, lighting, technology. It would also include some reconfiguration of interior space to support educational programs. Moderate renovation will focus on addressing code requirements.

"Major renovation" includes creating physical spaces appropriate as learning environments, and extensive renovation to bring the building up to current codes. This may include building additions. Major renovation would include replacement or upgrades to building components, including: ADA accessibility, heating, roof, electrical, windows, flooring, ceiling, lighting, technology infrastructure, and heating, ventilating, and air conditioning (HVAC). It would also include reconfiguration of interior space to support educational programs. After having undergone a major renovation, an existing building would be comparable to a new building.

"Replace" entails building a new school facility, either on the same site or at a new location.

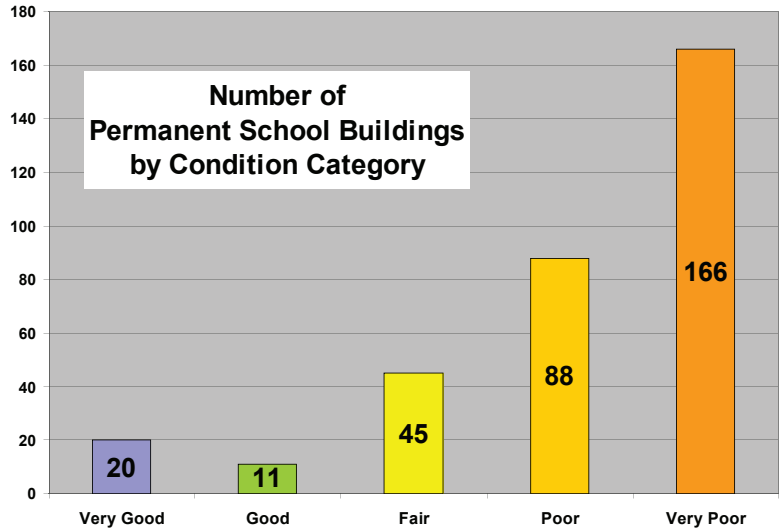
The Facility Assessment indicates that a large portion of the physical plant of the New Orleans schools is classified as Category 5 (needing major renovation or should be replaced). This includes 50% of buildings, and 40% of total square footage. Adding to these totals those schools classified as Category 4 (needing major renovation), results in 77% of New Orleans public school buildings (69% of the square footage) being in need of at least a major renovation. Only 6% of the buildings were in Category 1 (in need only of general maintenance). These were the schools that were significantly renovated after Hurricane Katrina. New Orleans' public schools may well be in the worst physical condition of any public school system in the United States.

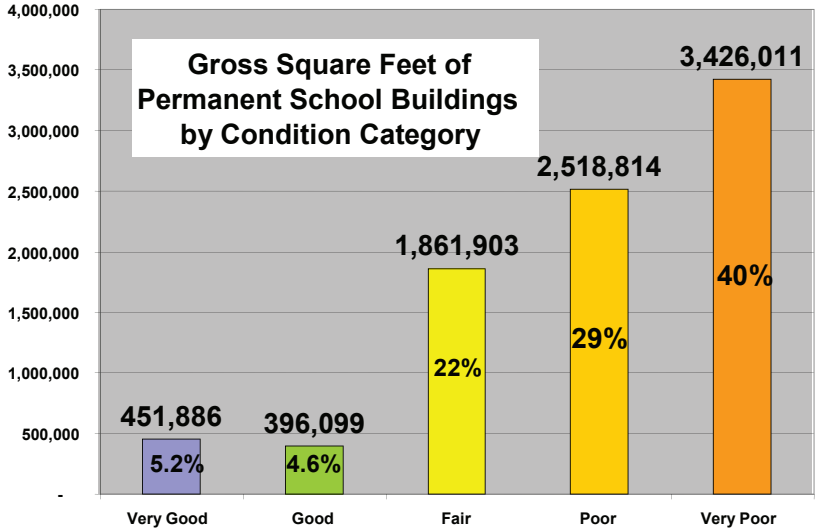
New Orleans Public Schools Building Condition

Condition	*Number of Permanent Buildings*	*%*
Very Good	*20*	*6%*
Good	*11*	*3%*
Fair	*45*	*14%*
Poor	*88*	*27%*
Very Poor	*166*	*50%*
Total	*330*	

Condition	*Square Feet*	*%*
Very Good	*451,886*	*5%*
Good	*396,099*	*5%*
Fair	*1,861,903*	*22%*
Poor	*2,518,814*	*29%*
Very Poor	*3,426,011*	*40%*
Total	*8,654,713*	

Count of Buildings and Square Footage by Condition Category





Priorities and Deficiency Categories

During the deferred maintenance assessment, each building deficiency was assigned a priority rank based on a consistent standard priority ranking based on the relative urgency to make the implied repairs. This ensures that the important repairs that deal with safety and building integrity are given first consideration, and the current backlog of maintenance items can be addressed equitably and consistently over a multi-year time frame. Likewise, each deficiency was assigned a category for ease of study and review. Below is an outline of the deficiency priorities and deficiency categories employed, and the respective cost of repairs of each.

Deficiency Priorities	
1.1 Immediate Safety Hazard (Critical)	$9.5m
1.2 Immediate Regulatory/ Co-Correction	$35.6m
1.3 Building Integrity/Code Correction	$75.0m
1.4 Return a Facility to Operation	$629.9m
2.1 Potential Safety Hazard	$24.0m
2.2 Stop Accelerated System	$70.2m
3.1 Functional Improvement	$262.7m
3.2 Long Term Maintenance Cost	$45.8m
4.1 Aesthetic Improvement	$43.4m
4.2 Deferable Regulatory/Code Correction	$.5m
Total	$1196.8m

Deficiency Categories	
Capital Renewal	$30.3m
Code Compliance	$1.0m
Deferred Maintenance	$511.4m
Storm Damage	$654.0m
Total	$1196.8m

Renovation and Rehabilitation Costs by Building System

The following table outlines the repair project cost by building system of deferred maintenance needs. The highest system costs are associated with repairs or replacement of HVAC and Interiors.

Costs by Building System

Deficiencies By System	
HVAC	$211.1m
Interiors	$182.7m
Lighting and Branch Wiring	$124.5m
Distribution Systems	$82.3m
Exterior Windows	$69.6m
Communications and Security	$45.4m
Plumbing	$43.2m
Fixed Furnishings	$40.4m
Electrical Service/Distribution	$32.1m
Controlls and Instrumentation	$25.4m
Roofing	$20.3m
Site Lighting	$17.9m
Various	$301.9m
Total	$1196.8m

Building and Site Systems

Each building system and subsystem has an expected life, which is estimated based upon industry standard historical performance of similar systems and materials. The estimated lifespan for a building system will vary as a function of its Uniformat system classification and the type of material(s) that comprise them. For example, the life expectancy of terrazzo floors is longer than that of carpet or vinyl tile floor coverings.

The following chart identifies the systems and subsystems included for the facilities assessments.

Building Systems	
Substructure - Foundations	Plumbing
Superstructure - Roof Construction	Plumbing Fixtures
Exterior Enclosure	Domestic Water Distribution
Exterior Walls	Sanitary Waste
Exterior Windows	HVAC
Exterior Doors	Distribution Systems
Roofing - Roof Coverings	Controls & Instrumentation
Interior Construction	Cooling Generating Systems
Partitions	Electrical
Interior Doors	Electrical Service/Distribution
Fittings	Lighting & Branch Wiring
Interior Finishes	Communications & Security
Wall Finishes	Other Electrical Systems
Floor Finishes	Equipment
Ceiling Finishes	Furnishings

MASTER PLAN SUMMARY | Community Engagement

The creation of the master plan presented a unique opportunity to engage the community in the development of recommendations for public school facilities. As with many post-Katrina planning processes in New Orleans, the selection of development and redevelopment sites is among the most important considerations for school facilities planning. This planning process' community engagement component was designed and intended to accomplish two primary goals: to maximize public involvement and to proactively address community concerns.

The Community Engagement Process

Community Meeting at Crossman School
January 15, 2008

The Community Engagement process was divided into two parallel tracks: public meetings and public relations strategy.

The public meetings component was comprised of a series of 21 interactive meetings involving various formats and target participants. These began October 27, 2007 and ended July 11, 2008. The meetings were designed to incorporate the visions and goals of both professional educators and the wider public into the development of the master plan. Through these meetings, over 1,000 New Orleanians participated in the development of this master plan.

The second track, the public relations strategy, was also critical to the successful engagement of the community and of key stakeholders. As a topic of interest to many residents of Orleans Parish, the master plan process was designed to be visible in the public arena and transparent to public interest and scrutiny. A targeted, multi-faceted strategy was employed to ensure successful communication with the public and to achieve and maintain representative community engagement throughout the duration of the public meetings cycle. The strategy included media advertisements and an interactive website. These tools were important in encouraging citizen participation in the planning process.

Public Meetings

The public meetings component of the community outreach process was comprised of a series of carefully designed public input sessions. The results of these sessions were incorporated into the remaining sessions as the process moved forward.

Visioning Forum

Visioning Forum

October 27, 2007
Cohen High School

The community engagement component of the master plan process began with a Visioning Forum on Saturday, October 27, 2007. The purpose of the Visioning Forum was to gain broad-based input on topics related to Orleans Parish schools. Approximately 150 Orleans Parish community representatives, school officials, administrators, and staff attended, in addition to educational stakeholders and supporters representing the community.

The Visioning Forum consisted of presentations interspersed with individual and group work. Presentations were given on best practices and trends in education. The common theme of the presentations was the need to integrate best educational practices into Orleans Parish schools' renovation and new construction projects. Strategies for creating flexible learning environments that can evolve and remain relevant over the design life of a school facility were discussed. The final message was the need for a strong new vision to help define how educational programs will be implemented in Orleans Parish's schools.

Visioning Forum attendees responded to a number of questions, both individually and in small groups. Questionnaire results for the Visioning Forum served as one guide to establishing facility program requirements for Orleans Parish schools.

Citywide Forum

Citywide Forum

November 17, 2007
Warren Easton High School

The Citywide Forum included community, civic, and business leaders; school principals and teachers; parents; students; and other interested individuals. The all-day event served two primary purposes: providing information about the planning process, and vetting the master plan's vision.

An important goal of this meeting, therefore, was gauging participants' visions of the role of schools in their communities. Examples of best practices for school facilities were discussed to inform the participants and receive comments about the possibilities provided by state-of-the-art facilities.

In order to capture participants' values and priorities, a two-track survey process was applied: a Community Vision Exercise, and a Community Considerations Exercise. Selected questions from the individual surveys were asked of the entire group and responses were tabulated and conveyed immediately to the attendees.

Community Meetings Phase One

Community Meetings Phase One

January 10, 2008
Fischer Elementary School

January 12, 2008
McMain High School

January 15, 2008
Crossman (Esperanza) School

January 17, 2008
Schaumburg Elementary School

January 19, 2008
McDonogh 35 High School

Five Community Meetings took place in schools located across Orleans Parish over the course of two weeks in mid-January 2008. The primary goal of these meetings was to gather site-planning considerations and preferences from the community. The meetings discussed school facility design, student learning styles, and school facility best practices.

Community members completed a Site-Planning Considerations Exercise. The survey forms asked participants to identify the particular school site in which they were most interested as well as site considerations and preferences. All community engagement survey forms were tabulated by the Louisiana State University Public Policy Research Lab.

Community Meetings Phase Two

Ten additional community meetings took place at the neighborhood level following Mardi Gras during three weeks in mid-February and early March, 2008. The meetings were hosted at schools across Orleans Parish. Eight meetings focused on Pre-K–8 schools, and two on high schools. The primary goal of this series of meetings was to gather public responses to specific scenarios developed for each school site. Up to two scenarios were presented for each school site in Orleans Parish. They included differing combinations of:

- Renovations and additions to existing facilities;
- Construction of new schools on existing sites;
- Construction of new schools on new sites;
- General maintenance of existing facilities; and
- Repurposing and reusing existing facilities for other community functions.

After reviewing each proposed school site scenario, participants were asked to assign a preference of "high," "moderate," "low," or "no opinion" to the scenarios presented. Participants were also asked to recommend which schools should be given highest priority in project phasing.

Community Meetings
Phase Two

February 16, 2008
O. Perry Walker High School

February 18, 2008
Habans Elementary School

February 19, 2008
Martin Luther King, Jr. Elementary School

February 21, 2008
Wicker Elementary School

February 23, 2008
John McDonogh High School

February 25, 2008
Andrew Jackson Elementary School

February 26, 2008
McNair Elementary School

February 28, 2008
Nelson Elementary School

March 3, 2008
Pierre Capdau Elementary School

March 4, 2008
Village de l'Est Elementary School
Schaumburg Elementary School

January 19, 2008
McDonogh 35 High School

Update Meetings

On July 10th and 11th, 2008, the planning team conducted two meetings to update parents, the general public, educators and education advocates on the work progress to date. The meetings included Powerpoint presentations regarding repairs to existing facilities and new construction projects underway by both the RSD and OPSB. Participants were also given detailed information regarding all Quick Start projects.

The various presentations and comments from both superintendents informed the community about the past, present and future repair, renovation and new construction of schools in Orleans Parish.

A brochure highlighting the master plan goals and background data informing the planning process was distributed to meeting participants with the intent that this information be shared with an even wider audience.

MASTER PLAN SUMMARY | Recommendations

The following recommendations are being made to facilitate the implementation of the School Facilities Master Plan for Orleans Parish.

Recommendation 1: *The Orleans Parish School Board, the Recovery School District and the Louisiana State Board of Elementary and Secondary Education should adopt this master plan as a guide to renovate and replace school facilities in Orleans Parish.*

School facilities in Orleans Parish are in deplorable condition as the result of decades of neglect and insufficient funding. The condition has been monumentally compounded by Hurricane Katrina. Today public schools in New Orleans are among the oldest and the poorest—in terms of physical condition—of any public schools in the United States.

This master plan provides a blueprint for renovating existing schools and constructing new schools. Implementing this plan will result in a new generation of schools in the city, and it has the potential to create a modern, twenty-first century school system. The plan is developed in phases that provide flexibility in implementation to address enrollment fluctuations.

These projects and recommendations will be perceived by some as aggressive and costly. However, the current situation is intolerable, and bold action is needed.

This document clearly spells out which school buildings should be continued in New Orleans, and identifies those that will not be needed to support current and projected student population. It also lays out the concrete actions necessary to address the building condition and educational inadequacies of the public schools in Orleans Parish.

Recommendation 2: *Educational Facility Program Requirements and Building Standards should be adopted as the guidelines for designing and constructing future schools in Orleans Parish.*

Two documents, the *School Facility Building Standards* and the *Educational Facility Program Requirements*, provide guidelines to ensure that schools are properly designed, constructed, and renovated. Following these guidelines will also ensure that there is equity in school facility projects throughout the city. The guidelines address performance standards, educational adequacy, energy efficiency, and improved technology.

The Educational Facility Program Requirements were developed with extensive input from teachers, staff, and administrators from New Orleans Public Schools and the Recovery School District, and the document also reflects lessons learned from past construction, termite and storm damage, and educational reform efforts.

Architects and engineers should be required to follow these guidelines during the planning and design of the school facility construction projects.

If schools are unable to obtain the funding they need to perform maintenance or construct new buildings when necessary, facilities problems multiply, which can result not only in health and safety problems, but also in increased costs of repairs.
(Louisiana Board of Elementary and Secondary Education HCR 230 Task Force, February 2008)

Recommendation 3: *The implementation of this master plan should be phased over a reasonably defined time period.*

Experiences in other urban school districts suggest that a building program of this magnitude will need to be staged in phases. This master plan is divided into six phases of implementation for elementary schools and five phases for high schools spanning approximately ten years. The phasing of projects provides an overall direction as to which school facilities will be retained, which will be replaced or renovated, and which may no longer be needed for educational purposes. The phasing provides the overall direction, while allowing the flexibility to make adjustments as needed over time.

Recommendation 4: *Adequate funding should be secured to implement the projects identified.*

To address the public school facility needs in Orleans Parish, an estimated $2 billion would be required. The exact amount will increase due to inflation and will depend on the duration of implementation chosen for the phasing. It is estimated that FEMA funding, Community Development Block Grant (CDBG) funds, and insurance proceeds will be sufficient to fund Phase 1 of the plan. Other funding sources will be required to finance the additional phases and to adequately maintain buildings in the future.

Addressing this financial need will require extensive collaboration and partnerships with local, state, and federal sources. It is recommended that commitments are secured to implement this master plan and to fund ongoing maintenance in order to preserve the investment that the public has made in school facilities.

Recommendation 5: *Projects should be accomplished in a timely manner.*

Schools are integral to the rebuilding of New Orleans. As students return from better facilities in other parts of the country, they and their families are expecting a similar level of excellence in public school facilities in New Orleans. Therefore, it is necessary that we expedite to the greatest extent that is feasible the implementation of this master plan. Based on the conditions of schools in New Orleans prior to 2005 and the impact of Hurricane Katrina, it is recommended that all phases be implemented within the next ten years.

It should also be noted that not only will future projects cost more as a result of inflation, the amount of work that will need to be done will also increase as buildings age. Under the ten-year scenario, a number of facilities will need some level of maintenance or additional work before the scenario is completed.

Recommendation 6: *The internal capacity should be developed to effectively and efficiently implement this plan, and processes should be implemented to insure openness and transparency.*

To implement the master plan, the internal capacity to deliver and manage projects will need to be expanded. The proposed master plan implies a significant increase in the scale of the capital improvement program in order for it to be completed in a timely, open and transparent manner. The credibility of the master plan rests not only with its approval but also with the ability to implement the plan on schedule.

The process to combine the Orleans Parish School Board (OPSB) and Recovery School District (RSD) facilities operations into one overall school facilities operation for New Orleans is currently underway.

Additional consideration should be given to creating an independent New Orleans School Building Authority to develop and manage school facilities. This Authority could be responsible for all building construction, leasing of facilities to respective public school boards and charter organizations, as well as for building maintenance and upkeep.

The authority might be a new non-profit or quasi governmental organization that could consist of a public-private partnership. This organization should be granted bonding authority, established based on the most professional business models, provide the appropriate oversight to ensure decisions are made with integrity, and have the structural and personnel flexibility to adapt to changing and evolving school governance models.

In order to be successful, capital improvement projects of the scale described by this master plan require effective coordination and management of internal capacity—within the school district or building authority—as well as external contracted capacity. Most capital improvement programs of this magnitude require the involvement of an external program management firm as well as an internal management and leadership structure. The school district or building authority, as the owner, clearly must be in charge of the capital improvement program. At the same time, additional leadership, management and support systems are needed to ensure timely management of the program.

There should be consideration of state legislation that would allow alternative delivery systems (potentially including design-build, public/private partnerships, construction manager at-risk, or other models) as employed in other states and in the private sector. Other delivery systems may offer an opportunity for more efficient and timely delivery than has been experienced in the traditional design-bid-build delivery system, which is currently required by Louisiana state law.

Recommendation 7: *Responsible decisions should be made regarding the renovation or replacement of historic facilities.*

Mixed Use Redevelopment of Queen Anne High School in Seattle

New Orleans is blessed with many historic neighborhoods anchored by historic school facilities. Decisions regarding the disposition of older school facilities should be made based primarily on demographic considerations and assessments of the facilities' utility for educational purposes. If the structures are needed for educational purposes, determination should be made as to the feasibility and cost-viability of renovating the spaces (based on the new *Educational Program Requirements* and *Building Standards*) as opposed to replacement of the facility. For historic buildings that are to be extensively renovated or replaced, consideration should be made for preserving unique architectural elements and including them in the new facilities. The possibility for relocating smaller historic outbuildings to other sites should be considered.

In most situations, the master plan recommendations call for renovating older structures. It is the intent in the proposed actions that these facilities be renovated in such a manner as to respect

the architectural and historic character of the buildings and surrounding neighborhood, and also to modernize the buildings to be viable, twenty-first century learning environments.

It is likely that some older school buildings will no longer be practical for use as educational facilities. The OPSB and RSD should work with the preservation and business communities to find alternative uses for these beloved structures. They should be evaluated for their historic qualities and preserved and/or adaptively reused for housing, offices, or other community uses. The redevelopment of historic schools into alternative uses has proved to be successful both locally and around the United States.

"Teachers and students need a sense of ownership in the physical environment of schools, including the buildings and the grounds."
(Organization for Economic Cooperation and Development, Lidingo, Sweden, October 1988)

Recommendation 8: *Energy conservation and sustainable design should be incorporated into the design, construction, and operations of new buildings and building renovations.*

The rebuilding of public schools provides an excellent opportunity to develop more energy-efficient facilities and to incorporate sustainability into facilities design. It is recommended that the proposed projects be designed and constructed with a goal to be eligible for LEED Silver certification. LEED is a rating system from the U.S. Green Building Council for Leadership in Energy and Environmental Design. A "green" school is a facility that incorporates sustainability concepts in the design and construction of a high performance school. Examples include recycling materials from demolition of the original school and utilizing materials in the design that are recycled or have low environmental impact.

A variety of encouragement and education programs should be provided to make biking and walking to school safe and fun. Schools should provide or help parents organize Walking School Buses or Bike Trains, which are groups of students that travel to school by foot or bike lead by adults (about 1 per every three to seven students depending on age). More information on Walking School Buses and Bike Trains is available in the *Safe Routes to School Guide* (http://www.saferoutesinfo.org/guide).

Recommendation 9: *Implementation of all phases of development should include an ongoing and diligent exploration of real estate acquisition options available to expand site sizes and in some cases to improve site locations. This exploration of site expansion options my include some or all of the following:*

1.) Negotiations with the City of New Orleans Recreation Department (NORD) regarding the strategic use of parks and open space to further expand existing school sites or create new school sites.
2.) Negotiations with NORD regarding opportunities to co-program parks and school sites for the benefit of all parties.
3.) Negotiations with the New Orleans Redevelopment Authority (NORA) regarding

additional properties available through the Louisiana Land Trust (LLT) and adjudicated/ blighted properties programs.

4.) Negotiations with the Archdiocese of New Orleans regarding future disposition of existing parochial school sites which may be slated for closure.

5.) Negotiations with private real estate entities regarding the strategic acquisition of properties to further expand existing school sites or create new school sites.

Recommendation 10: *The master plan should be updated periodically.*

To remain current, this master plan should be periodically reassessed and updated as implementation moves from one phase to the next. This will allow the master plan to be adjusted based on changes in demographics and/or building conditions that cannot be anticipated. The following schedule may be used in order to periodically revisit the variables that constitute the master plan.

Annually:

- Revenue projections
- Cost estimates
- Implementation schedule

Every two years:

- Population projections
- City's recovery progress
- Major public and private housing developments
- Land use patterns

Every five years:

- Educational program trends
- Plan revision as circumstances indicate

Recommendation 11: *The community and stakeholders at school and neighborhood levels should be kept engaged in the design and implementation of these recommendations.*

The involvement of the community was crucially important in the development of this master plan. As future decisions are made, and as projects are designed and implemented, ongoing community involvement should be encouraged. This involvement should occur during the acquisition of sites, the design of individual projects, and ongoing, two-way communication regarding the implementation of the plan.

MASTER PLAN SUMMARY | Proposed Projects

The following pages describe the proposed projects included in the School Facilities Master Plan for Orleans Parish. The master plan is divided by planning district and phase.

Included is a citywide map followed by a listing of schools proposed to be newly constructed, renovated, generally maintained, or repurposed by planning district. Additionally, this section contains information describing the suggested phase, action, number of students, school site size, and facility condition index (FCI) of each individual project.

The master plan also includes buildings and sites to be discontinued for regular education use, and then either held by the school district for potential future use or to be converted to new uses by other public or private entities.

Phasing

The phasing of the master plan is based upon the understanding that not all schools can be renovated or replaced at the same time. The prioritization is based on where the greatest need currently exists, and upon the understanding that projects need to be spread geographically throughout the city in order to appropriately sequence the projects.

Flexibility

The master plan is also based on the need for flexibility. Over the course of the next ten or more years, there are likely to be as-yet unforeseen variations in actual enrollments and building conditions. Furthermore, the uses of certain schools could change to either Pre K-8 to elementary, middle schools or even high schools. The actual enrollment of schools and their uses may need to be adjusted as projects are being implemented. The *Educational Program Requirements* and *Building Standards* were developed to accommodate various types of flexibility.

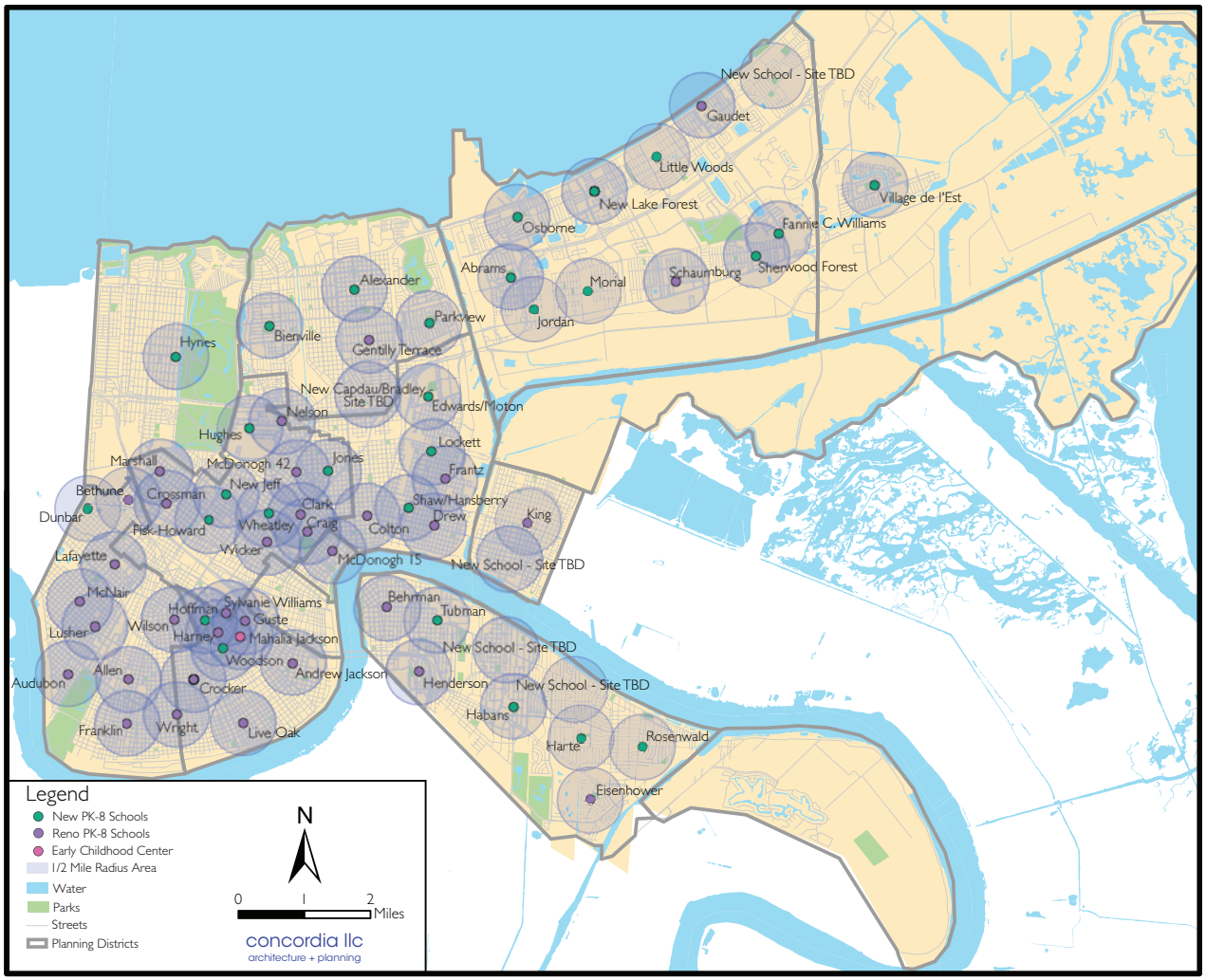
Assumptions

The master plan is based on the following assumptions:

- All Pre-K–8 schools, whether they are new or renovated, will be brought up to the same building standard (see *New Orleans School Facility Building Standards*).
- All schools will have comparable educational adequacy (see *New Orleans Educational Program Requirements*).
    - Pre-K–8 facilities are based on a standard of 160 square feet per student.
    - High schools are based on a standard of 180 square feet per student.
    - Schools will include a cafeteria, art and music space, a library/media center, and a gymnasium, with land acquisition where necessary.
- Portable or temporary classrooms will be replaced with permanent construction as soon as feasible.

PRE-K-8 RENOVATIONS & NEW CONSTRUCTION

with 1/2 Mile Walking Radius



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Planning Districts 1, 2, 3

Data Fields

Phase / The master plan phasing recommendation for a particular project.

Planning District / The city planning commission district in which each school is located. These are identified as Districts 1-13.

School Name / The school building's name.

Action / The master plan facility recommendation.

Current Status / A school building's current status.

Master Plan Capacity / Total students that can be accommodated on the site.

Site Size / Total land area of the site in acres.

Campus FCI / The facility condition index of the school campus.

PLANNING DISTRICT 1

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	McDonogh 15	Reno	Occupied	391	0.9	84%
			Seats	**391**		

PLANNING DISTRICT 2

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Crocker	Reno	Vacant	450	1.8	71%
1	Guste	Reno	Vacant	600	1.5	36%
1	Jackson, Mahalia	Reno	Vacant	0	3.3	66%
2	Live Oak	Reno	Occupied	552	1.8	59%
2	Woodson	New School	Vacant	450	3.0	67%
3	Hoffman	New school	Vacant	600	3.2	78%
4	Jackson, Andrew	Reno	Occupied	420	2.2	42%
6	Harney	Maintenance	Occupied	515	1.7	2%
			Seats	**3587**		

PLANNING DISTRICT 3

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Wilson	Reno/Add	Vacant	450	1.9	81%
1	Audubon	Reno	Occupied	300	1.7	61%
2	Lafayette	Reno	Occupied	500	1.9	67%
2	Dunbar	New School	Vacant	450	4.5	88%
3	Allen	Reno	Occupied	500	3.2	45%
3	Bethune	Reno	Occupied	250	2.1	26%
4	Lusher	Reno	Occupied	300	1.6	37%
5	Wright	Reno	Occupied	460	2.1	53%
5	McNair	Reno	Occupied	250	1.5	53%
5	Franklin	Reno	Occupied	335	1.6	68%
			Seats	**3795**		

PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Planning Districts 4, 5, 6

PLANNING DISTRICT 4

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Craig	Reno	Vacant	627	1.5	65%
1	Hughes	New School	Vacant	550	7.4	57%
2	New Jeff at Easton Park site	New School	Vacant	450	2.2	-
2	Wheatley	New school	Vacant	450	2.2	80%
3	Jones	New school	Vacant	450	2.2	87%
3	Clark	Reno	Occupied	600	1.7	78%
4	Nelson	Reno/Add	Occupied	600	5.2	18%
4	Marshall	Reno	Occupied	550	2.4	4%
5	McDonogh 42	Reno/Add	Occupied	600	2.3	23%
6	Fisk-Howard	New school	Vacant	450	2.3	63%
6	Wicker	Reno	Occupied	437	2.1	57%
6	Williams, Sylvanie	Reno	Occupied	483	1.7	10%
6	Crossman	Maintenance	Occupied	362	1.8	1%
			Seats	**6609**		

PLANNING DISTRICT 5

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Hynes	New School	Vacant	600	9.0	92%
			Seats	**600**		

PLANNING DISTRICT 6

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Parkview	New school	Vacant	450	5.7	77%
2	Gentilly Terrace	Reno/Add	Occupied	600	3.3	45%
3	Capdau/Bradley	New school	Vacant	450	-	80%
4	Alexander	New School	Vacant	450	7.4	84%
			Seats	**1950**		

PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Planning Districts 7, 8, 9

PLANNING DISTRICT 7

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Colton	Reno	Vacant	868	2.2	34%
1	Frantz	Reno/Add	Vacant	450	1.9	68%
1	Edwards/Moton	New School	Vacant	600	7.0	78%
2	Drew	Reno	Occupied	673	1.3	55%
2	Lockett	New School	Vacant	450	1.9	76%
3	Shaw/Hansberry	New school	Vacant	450	1.5	88%
			Seats	**3491**		

PLANNING DISTRICT 8

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	New School (Site TBD)	New school	Vacant	450		
5	King	Add	Occupied	505	3.9	2%
			Seats	**955**		

PLANNING DISTRICT 9

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Little Woods	New school	Vacant	600	6.5	74%
1	Osborne	New school	Vacant	600	5.1	67%
1	Williams Fannie C.	New school	Vacant	900	20.0	70%
1	Lake Forest (Curran)	New School	Vacant	600	5.0	81%
2	Morial	New school	Vacant	600	11.0	82%
2	Gaudet	Reno	Occupied	600	5.5	46%
2	Abrams	New school	Vacant	600	4.2	84%
4	Sherwood Forest	New school	Vacant	600	5.7	79%
5	Jordan	New school	Vacant	450	3.9	58%
6	Schaumburg	Reno	Occupied	585	6.6	7%
6	New School	New school	Vacant	600	3.0	0%
			Seats	**6735**		

PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Planning Districts 10, 12

PLANNING DISTRICT 10

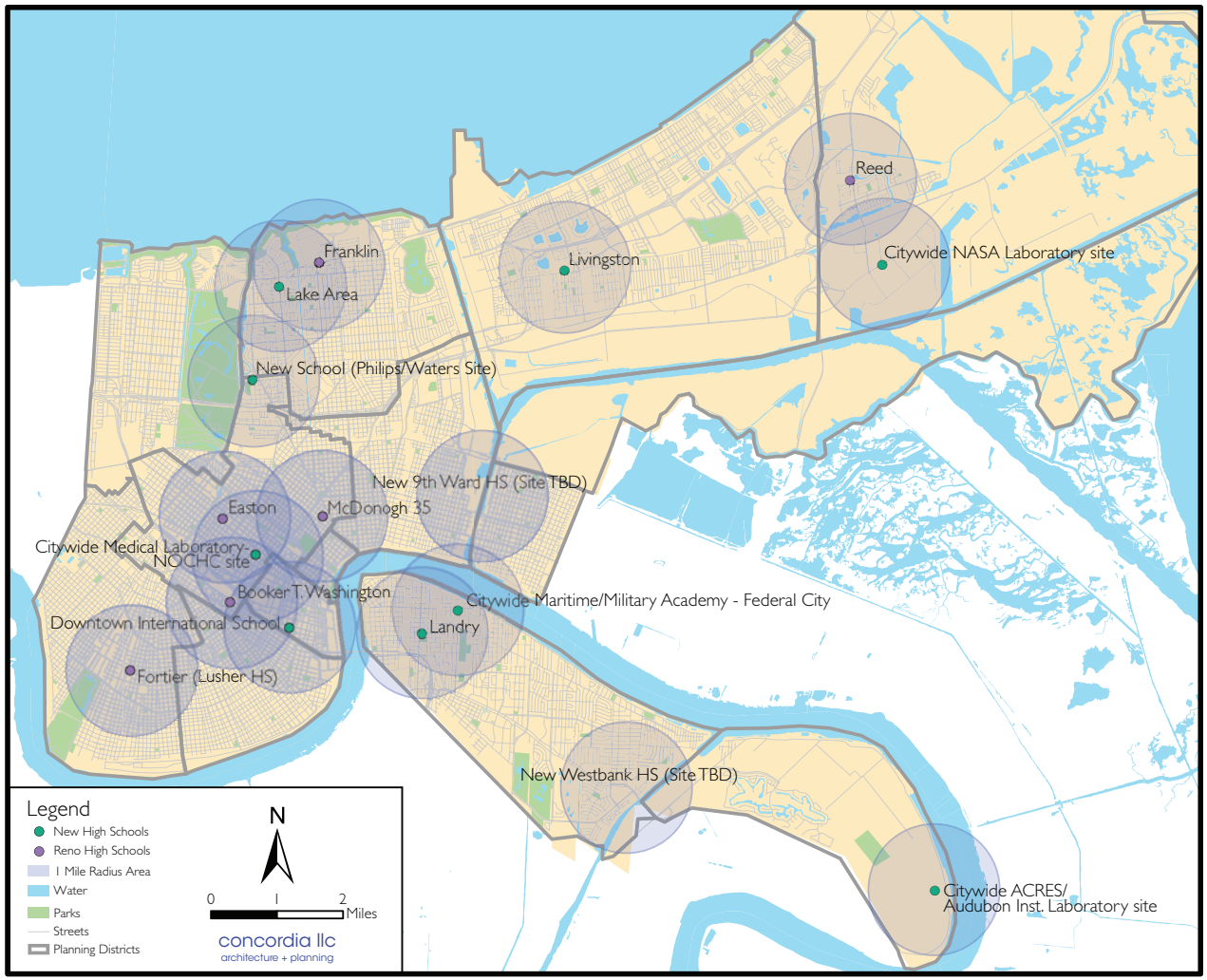
Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	Village de l'Est	New school	Occupied	600	4.1	64%
			Seats	**600**		

PLANNING DISTRICT 12

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Harte	New school	Occupied	600	9.7	72%
1	New School (site TBD)	New school	Vacant	600	-	-
2	Henderson	Reno/Add	Occupied	600	3.1	33%
2	Tubman	New school	Occupied	600	2.6	51%
3	Behrman	Reno	Occupied	715	3.5	49%
4	New School (Site TBD)	New School	Vacant	900	-	-
5	Habans	New school	Occupied	450	2.1	60%
6	Eisenhower	Reno/Add	Occupied	600	4.1	47%
6	Rosenwald	New school	Occupied	900	8.1	45%
			Seats	**5965**		

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION

with One Mile Walking Radius



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION

Planning Districts
1, 3, 4, 6, 8

PLANNING DISTRICT 1

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Citywide International Baccalaureate School	New School	Vacant	400	0	-
			Seats	**400**		

PLANNING DISTRICT 3

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
4	Fortier (Lusher HS)	Reno	Occupied	1100	6	52%
			Seats	**1100**		

PLANNING DISTRICT 4

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	New School [Philips/Waters site]	New School	Vacant	1000	10	-
1	Washington, Booker T.	Reno	Occupied	1100	4.2	33%
2	Citywide Medical Laboratory-NOCHC site	New School	Vacant	250	-	-
2	McDonogh 35 (Rehab)	Reno	Occupied	800	3.25	49%
3	Easton	Reno	Occupied	800	2.1	57%
			Seats	**3950**		

PLANNING DISTRICT 6

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Lake Area	New School	Vacant	800	4.1	74%
5	Franklin HS	Reno	Occupied	800	6.5	20%
			Seats	**1600**		

PLANNING DISTRICT 8

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Lower 9th ward (TBD)	New School	Vacant	800	-	-
			Seats	**800**		

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION

Planning Districts 9, 10, 12, 13

PLANNING DISTRICT 9

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Livingston	New School	Vacant	800	21.4	61%
			Seats	**800**		

PLANNING DISTRICT 10

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Citywide NASA Laboratory site	New School	Vacant	200	-	-
4	Reed	Reno	Occupied	1100	20.5	44%
			Seats	**1300**		

PLANNING DISTRICT 12

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Landry	New School	Vacant	1000	6	65%
1	Citywide Maritime/Military Academy - Federal City	New School	Vacant	400	-	-
2	New High School Westbank	New School	Vacant	800	10	-
			Seats	**2200**		

PLANNING DISTRICT 13

Phase	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Citywide ACRES/Audubon Inst. Lab.site	New School	Vacant	200	-	-
			Seats	**200**		

Landbanking

"Landbank" indicates that sites would be retained for schools or other district purposes.

The facilities and sites identified as "landbank" could also be redeveloped for other community purposes, or converted to housing, offices, or other public or private uses. Examples of reuse of local, vacant public school sites include the following:

- Over a dozen vacant school sites have been used by the New Orleans Recreation Department as public parks and playgrounds.
- The old McDonogh 10 School was redeveloped as Lindy's Place, a transitional home for homeless women and their children.
- The old McDonogh 30 School was redeveloped as a commercial radio station.
- The sites of the former Frederick, Ricard, and Kohn Schools were redeveloped for affordable single family housing.
- The old McDonogh 40 School was redeveloped as a Head Start Center.
- The former Jefferson and McDonogh #6 Schools were redeveloped as multi-family housing.

PRE-K-8 LANDBANKED

PRE-K-8 LANDBANKED | Planning Districts 2, 3, 4, 5

PLANNING DISTRICT 2

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Banks	Landbank	Vacant	2008	1.6	70%
1	Lafon	Landbank	Vacant	2008	3.4	66%
1	McDonogh 07	Landbank	Occupied	2012	1.2	76%
1	NO Free School	Landbank	Occupied	2012	0.8	60%
2	Bauduit	Landbank	Occupied	2016	0.9	29%
2	Laurel	Landbank	Occupied	2016	2.4	52%

PLANNING DISTRICT 3

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Ashe	Landbank	Occupied	2012	0.9	77%
1	Audubon Extension	Landbank	Occupied	2010	1.7	71%
1	LaSalle	Landbank	Vacant	2008	1.2	64%
2	Banneker	Landbank	Occupied	2016	1.8	54%
2	Green	Landbank	Occupied	2013	2.1	48%
2	Johnson	Landbank	Occupied	2013	2.1	42%

PLANNING DISTRICT 4

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Augustine	Landbank	Vacant	2008	2.5	57%
1	Bell	New School	Vacant	2008	2.2	74%
1	Chester	Landbank	Vacant	2008	1.5	74%
1	McDonogh 28	Landbank	Occupied	2012	1.5	55%
1	Mondy	Landbank	Vacant	2008	0.8	95%
1	Old Jeff	Landbank	Vacant	2008	1.3	80%
1	Phillips	Landbank	Vacant	2008	9.3	71%
1	Terrell	Landbank	Vacant	2008	1.7	65%
1	Waters	Landbank	Vacant	2008	4.9	79%
2	Tureaud	Landbank	Occupied	2016	1.5	52%

PLANNING DISTRICT 5

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Dibert	Landbank	Occupied	2012	1.0	42%

PRE-K-8 LANDBANKED | Planning Districts 6, 7, 8, 12

PLANNING DISTRICT 6

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Bradley	Landbank	Vacant	2008	7.2	80%
1	Coghill	Landbank	Vacant	2008	7.2	86%
1	Gordon	Landbank	Vacant	2008	2.8	74%
1	Gregory	Landbank	Vacant	2008	15.8	66%
2	Capdau	Landbank	Occupied	2016	1.9	58%

PLANNING DISTRICT 7

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Haley	Landbank	Vacant	2008	1.6	94%
1	Moton	Landbank	Vacant	2008	4.8	62%
2	Shaw	Landbank	Vacant	2013	2.3	88%

PLANNING DISTRICT 8

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Armstrong	Landbank	Vacant	2008	1.3	81%
1	Edison	Landbank	Vacant	2008	1.9	78%
1	Hardin	Landbank	Vacant	2008	4.4	97%

PLANNING DISTRICT 12

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Fink Site	Landbank	Vacant	2008	3.7	-
2	Fischer	Landbank	Occupied	2014	1.9	54%
2	McDonogh 32	Landbank	Occupied	2016	2.9	43%

HIGH SCHOOL LANDBANKED

HIGH SCHOOL LANDBANKED | Planning Districts 1, 2, 3, 4, 5

PLANNING DISTRICT 1

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Rabouin	Landbank	Occupied	2012	2	78%

PLANNING DISTRICT 2

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Derham	Landbank	Vacant	2008	3.5	66%
2	Cohen	Landbank	Occupied	2016	3.6	49%

PLANNING DISTRICT 3

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	McMain	Landbank	Occupied	2012	4	63%
1	Priestley (VACANT)	Landbank	Vacant	2008	2.1	80%

PLANNING DISTRICT 4

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Clark	Landbank	Occupied	2014	1.7	73%
2	McDonogh 11	Landbank	Occupied	2016	0.74	7%
2	McDonogh John	Landbank	Occupied	2014	2.9	77%

PLANNING DISTRICT 5

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Kennedy	Landbank	Vacant	2008	17.8	51%

HIGH SCHOOL LANDBANKED | Planning Districts 7, 8, 9, 12

PLANNING DISTRICT 7

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Douglass	Landbank	Occupied	2011	3.9	68%
1	NO Center for Education of Adults	Landbank	Vacant	2008	1.1	77%

PLANNING DISTRICT 8

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Carver	Landbank	Vacant	2008	65	86%
1	Lawless HS	Landbank		2008	18	85%

PLANNING DISTRICT 9

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Abramson	Landbank	Vacant	2008	24.78	78%

PLANNING DISTRICT 12

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Karr	Landbank	Occupied	2016	10.1	69%
2	Schwarz Alternative School	Landbank	Vacant	2014	2.5	75%
2	Walker	Landbank	Occupied	2016	29.4	53%

IMPLEMENTATION

Project Phasing

Potential Funding & Financing Strategies

IMPLEMENTATION | Project Phasing

Approximate Project Cost

Phase I	*$675 million*
Phase II	*$372 million*
Phase III-VI	*$953 million*

It is proposed that projects described in this School Facilities Master Plan for Orleans Parish be implemented in phases. This reflects the recognition that not all school facilities can be constructed at once. Given the condition of the schools in Orleans Parish and the fact that many school buildings have not reopened since Hurricane Katrina, it is advised that the phases of the capital program be implemented over approximately 10 years. Some may argue that this timeline is too ambitious. These critical needs, however, require aggressive action. From an implementation perspective this would only require constructing four to ten major school projects per year.

The total approximate cost of rebuilding New Orleans' public school facilities approaches $2 billion. Implementing Phase I of this plan will cost approximately $675 million. The cost of Phase II will be approximately $372 million. Implementing Phases III through VI is estimated to cost $953 million. It is anticipated that the projects in Phase I will be paid for with federal funds. The federal funds will be paid out over a series of years, and those funds will be escalated for the years in which they are distributed. It is likely that alternative funding will be required for the remaining phases.

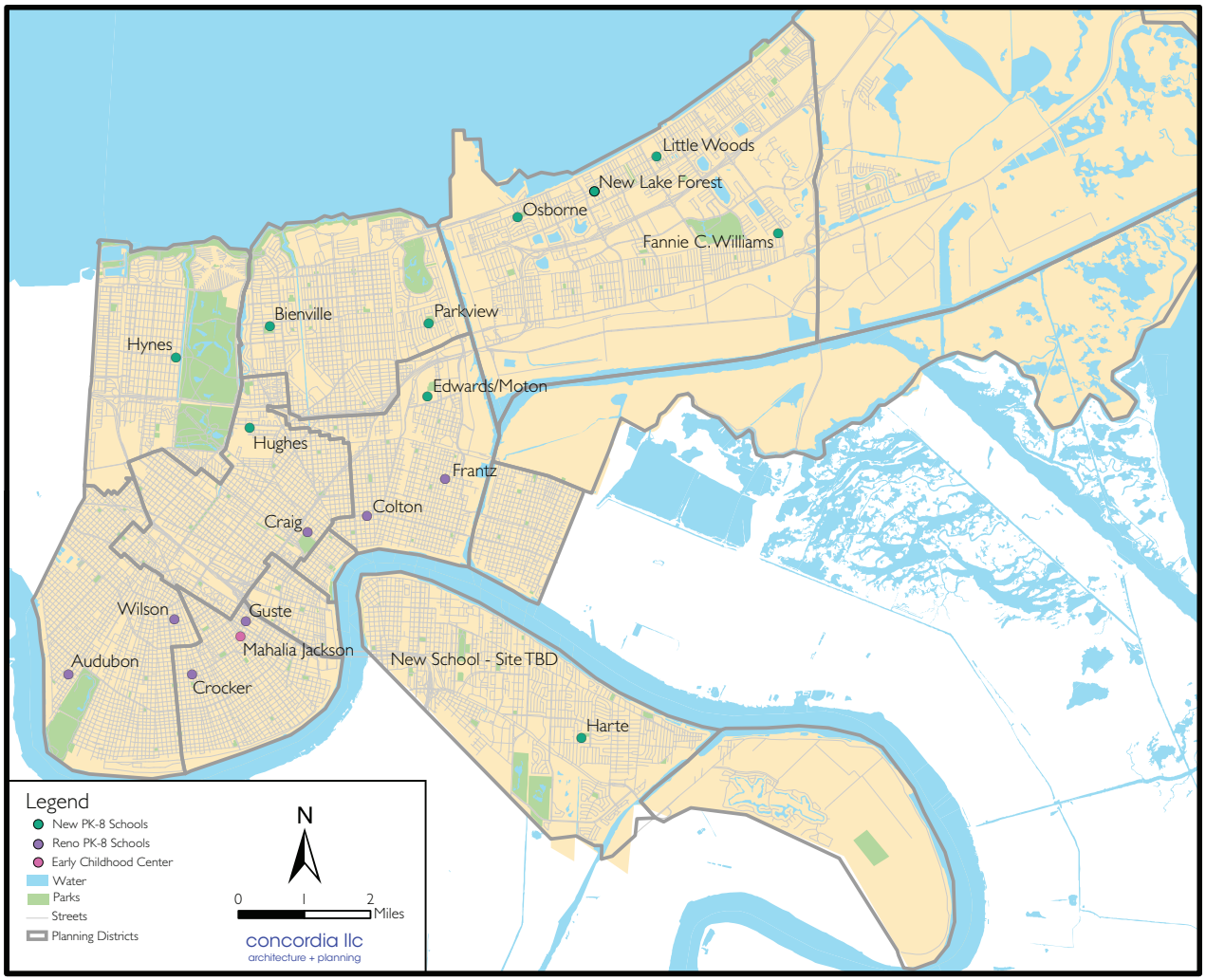
Renovations and New Construction

There are six phases of Pre-K-8 schools and five phases of high schools.

Landbanked

There are two phases of landbanking for both Pre-K-8 and high schools.

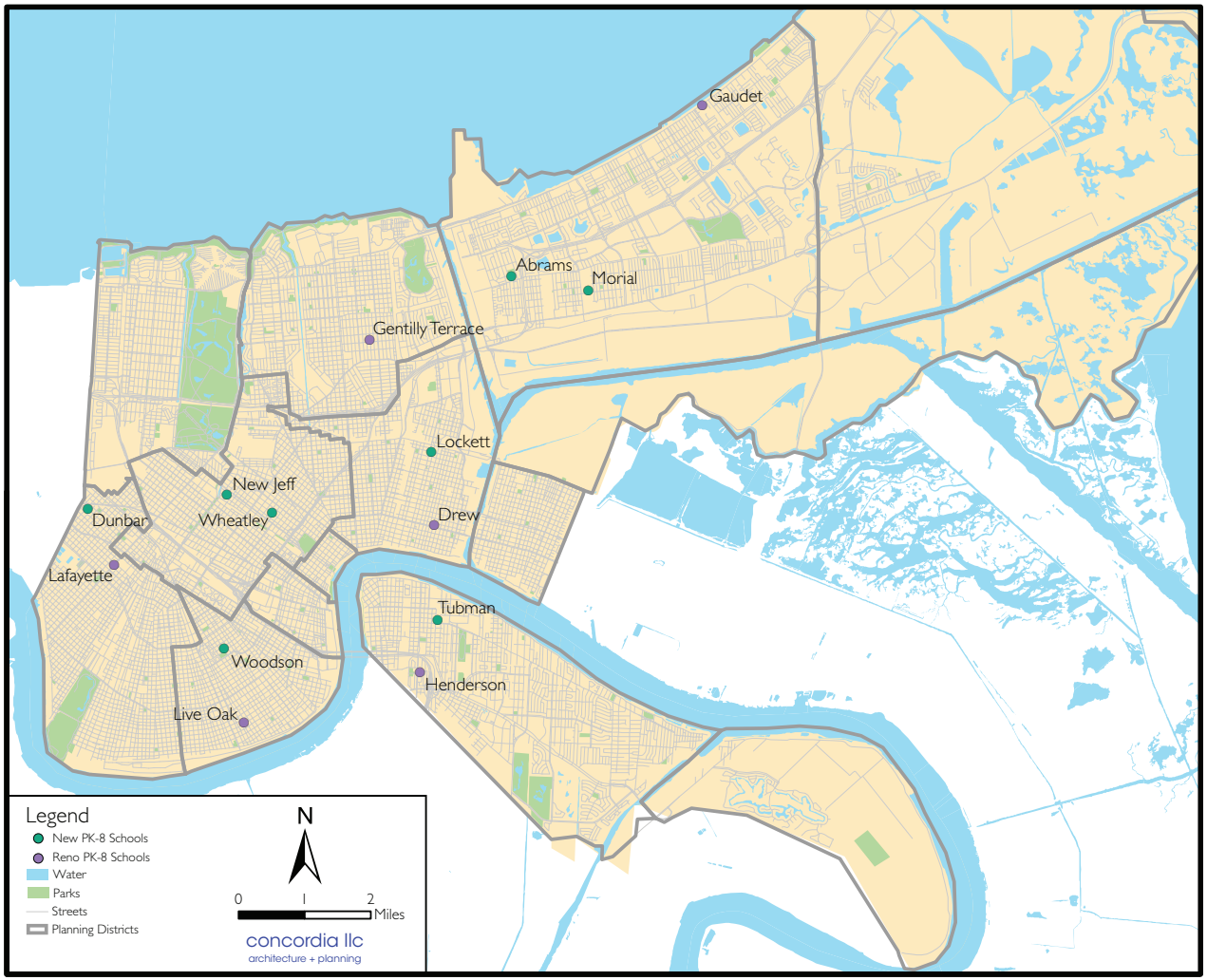
PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase I



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase I

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Crocker	Reno	Vacant	450	1.8	71%
2	Guste	Reno	Vacant	600	1.5	36%
2	Jackson, Mahalia	Reno	Vacant	0	3.3	66%
3	Wilson	Reno/Add	Vacant	450	1.9	81%
3	Audubon	Reno	Occupied	300	1.7	61%
4	Craig	Reno	Vacant	627	1.5	65%
4	Hughes	New School	Vacant	550	7.4	57%
5	Hynes	New School	Vacant	600	9.0	92%
6	Bienville	New School	Vacant	600	4.9	97%
6	Parkview	New school	Vacant	450	5.7	77%
7	Colton	Reno	Vacant	868	2.2	34%
7	Frantz	Reno/Add	Vacant	450	1.9	68%
7	Edwards/Moton	New School	Vacant	600	7.0	78%
9	Little Woods	New school	Vacant	600	6.5	74%
9	Osborne	New school	Vacant	600	5.1	67%
9	Williams Fannie C.	New school	Vacant	900	20.0	70%
9	Lake Forest (Curran)	New School	Vacant	600	5.0	81%
12	Harte	New school	Occupied	600	9.7	72%
12	New School (site TBD)	New school	Vacant	600	-	-
			Seats	**10445**		

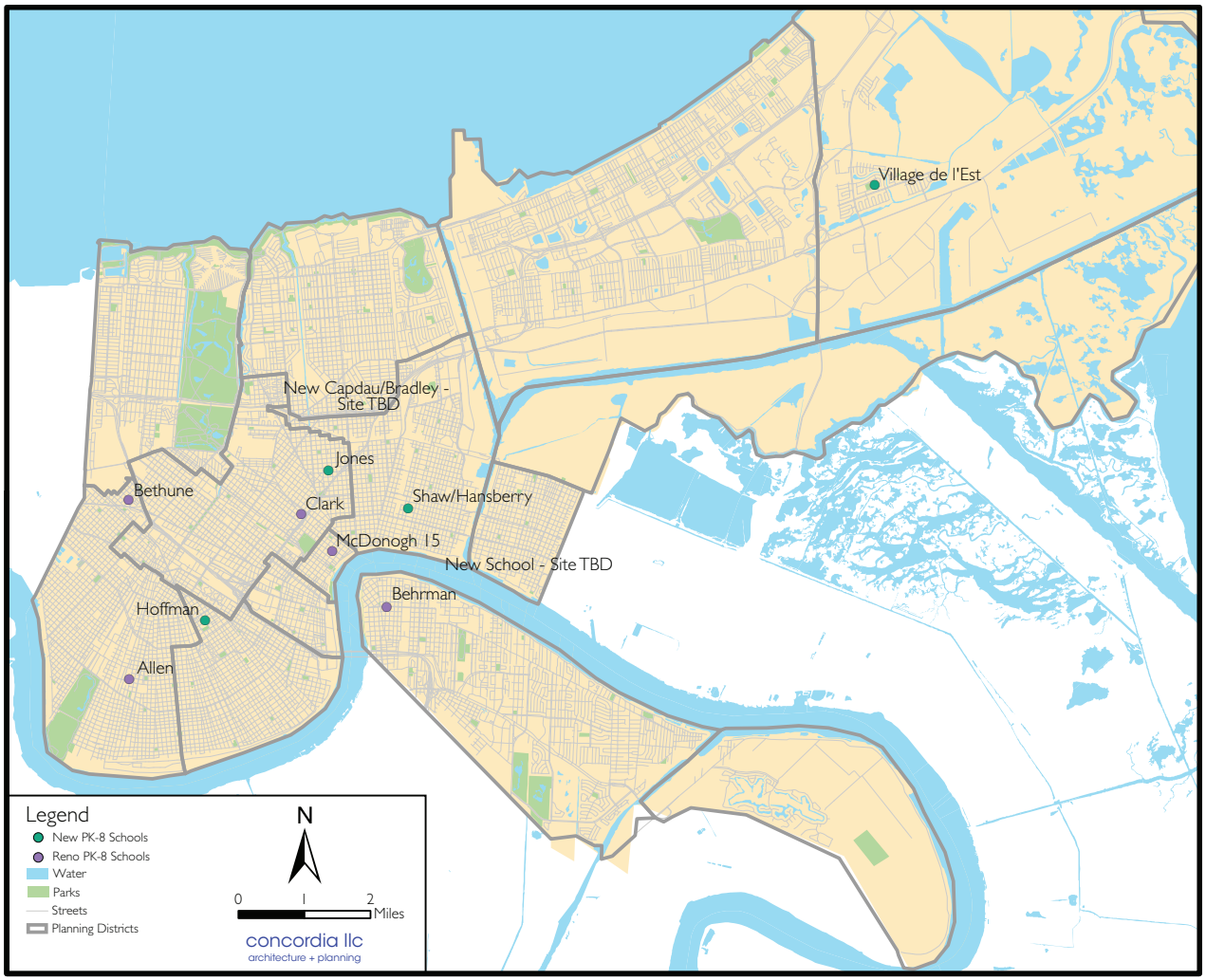
PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 2



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 2

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Live Oak	Reno	Occupied	552	1.8	59%
2	Woodson	New School	Vacant	450	3.0	67%
3	Lafayette	Reno	Occupied	500	1.9	67%
3	Dunbar	New School	Vacant	450	4.5	88%
4	New Jeff at Easton Park site	New School	Vacant	450	2.2	-
4	Wheatley	New school	Vacant	450	2.2	80%
6	Gentilly Terrace	Reno/Add	Occupied	600	3.3	45%
7	Drew	Reno	Occupied	673	1.3	55%
7	Lockett	New School	Vacant	450	1.9	76%
9	Morial	New school	Vacant	600	11.0	82%
9	Gaudet	Reno	Occupied	600	5.5	46%
9	Abrams	New school	Vacant	600	4.2	84%
12	Henderson	Reno/Add	Occupied	600	3.1	33%
12	Tubman	New school	Occupied	600	2.6	51%
			Seats	**7575**		

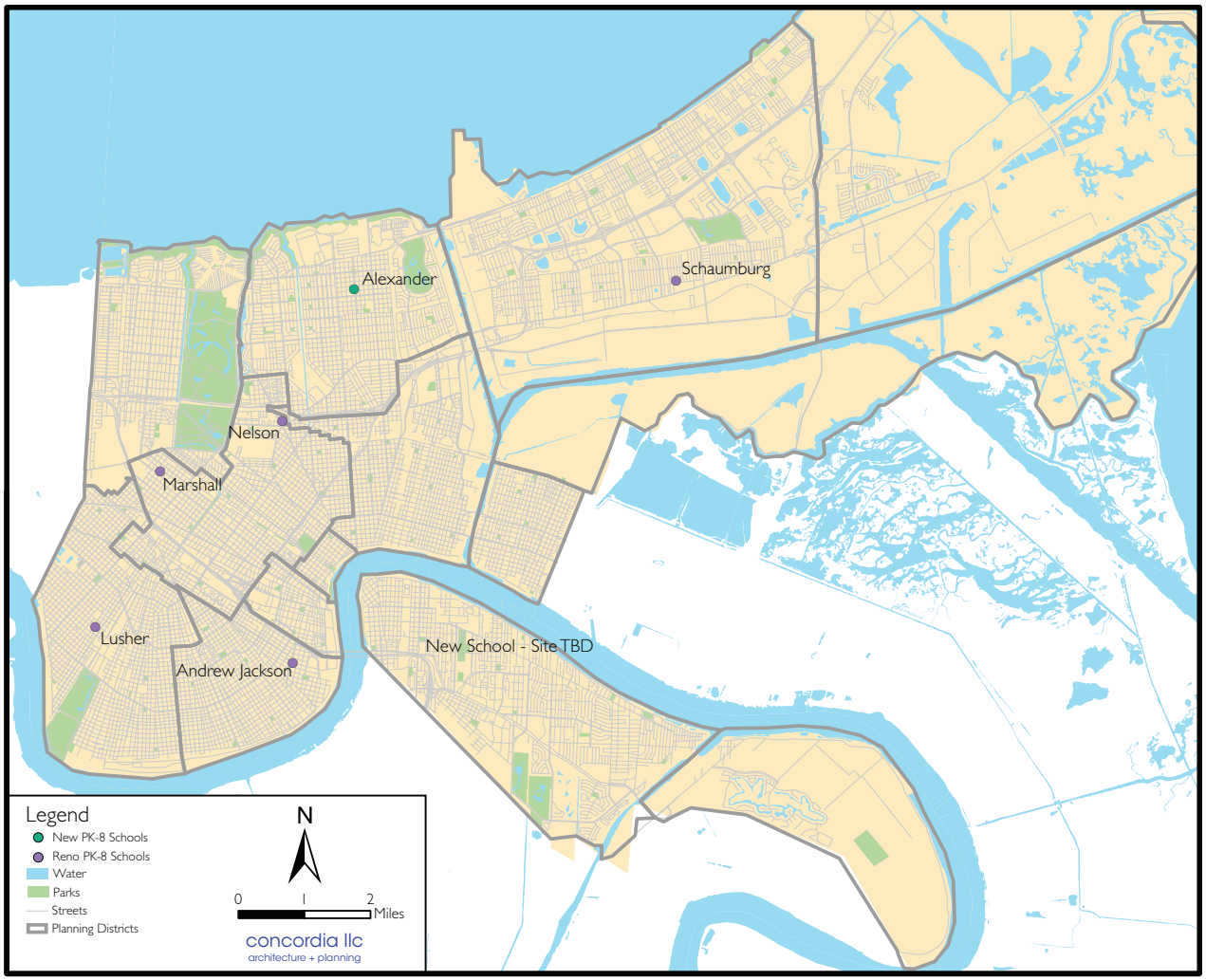
PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 3



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 3

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	McDonogh 15	Reno	Occupied	391	0.9	84%
2	Hoffman	New school	Vacant	600	3.2	78%
3	Allen	Reno	Occupied	500	3.2	45%
3	Bethune	Reno	Occupied	250	2.1	26%
4	Jones	New school	Vacant	450	2.2	87%
4	Clark	Reno	Occupied	600	1.7	78%
6	Capdau/Bradley	New school	Vacant	450	-	80%
7	Shaw/Hansberry	New school	Vacant	450	1.5	88%
8	New School (Site TBD)	New school	Vacant	450	-	-
10	Village de l'Est	New school	Occupied	600	4.1	64%
12	Behrman	Reno	Occupied	715	3.5	49%
			Seats	**5456**		

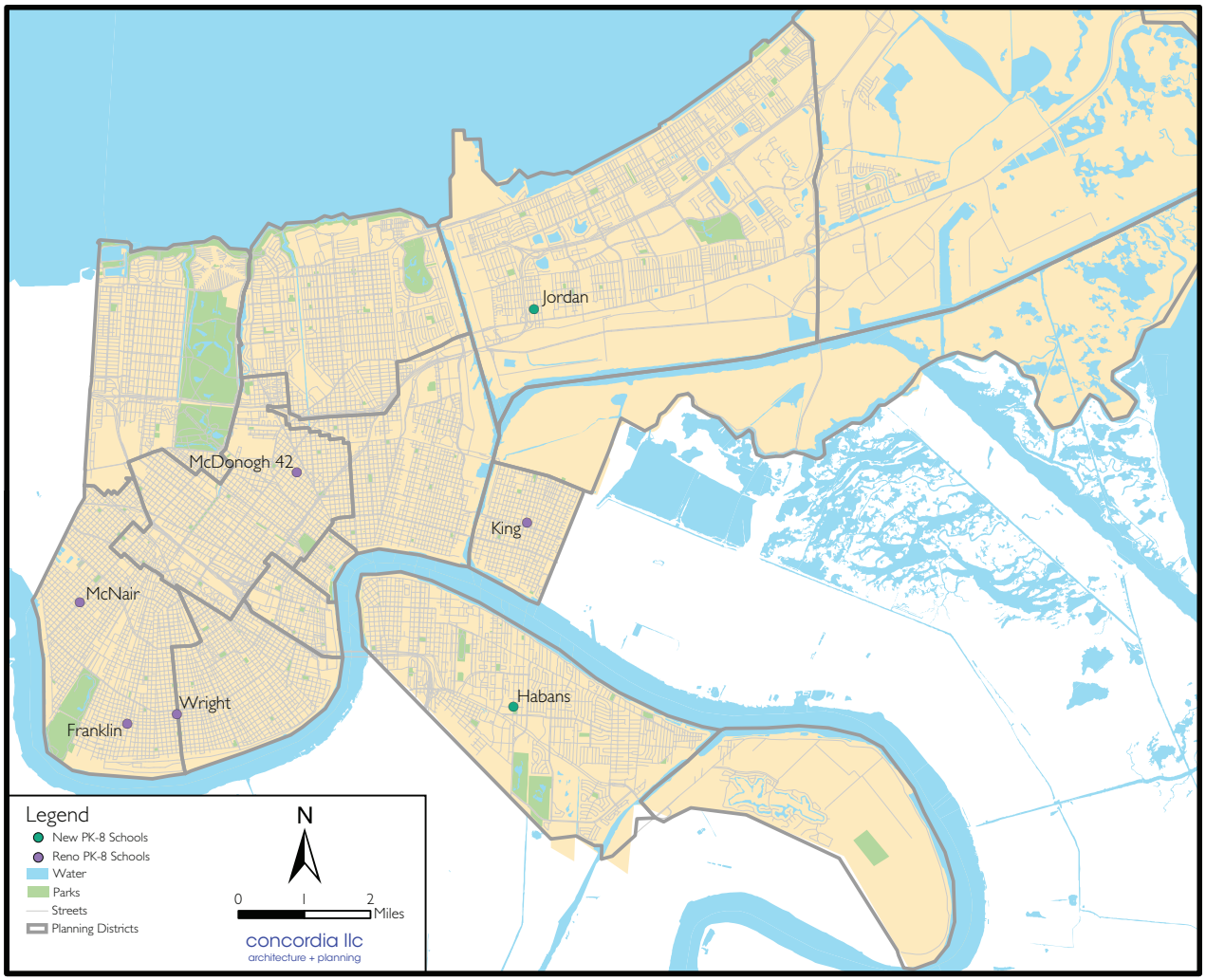
PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 4



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 4

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Jackson, Andrew	Reno	Occupied	420	2.2	42%
3	Lusher	Reno	Occupied	300	1.6	37%
4	Nelson	Reno/Add	Occupied	600	5.2	18%
4	Marshall	Reno	Occupied	550	2.4	4%
6	Alexander	New School	Vacant	450	7.4	84%
9	Sherwood Forest	New school	Vacant	600	5.7	79%
12	New School (Site TBD)	New School	Vacant	900	-	-
			Seats	**3820**		

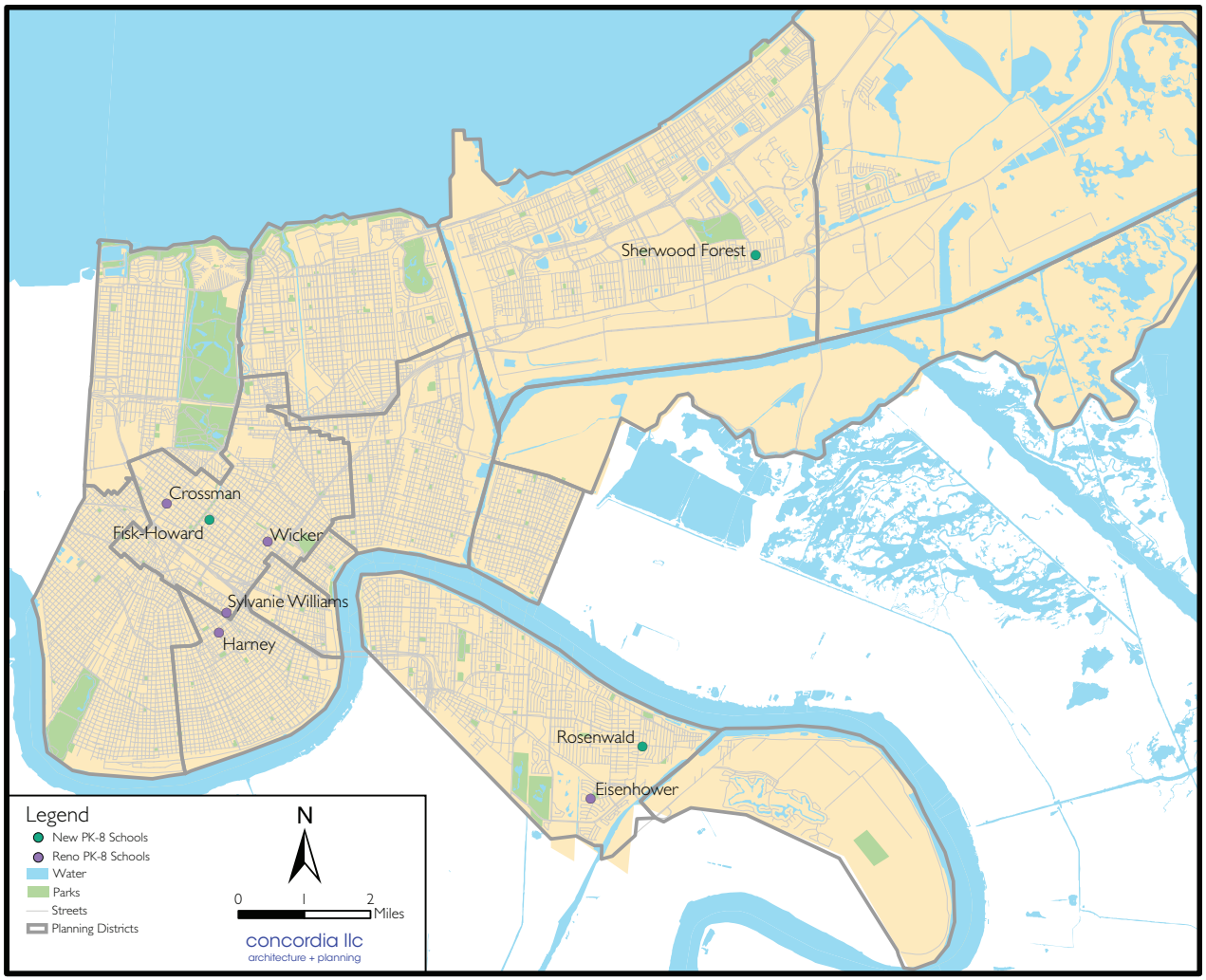
PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 5



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 5

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	Wright	Reno	Occupied	460	2.1	53%
3	McNair	Reno	Occupied	250	1.5	53%
3	Franklin	Reno	Occupied	335	1.6	68%
4	McDonogh 42	Reno/Add	Occupied	600	2.3	23%
8	King	Add	Occupied	505	3.9	2%
9	Jordan	New school	Vacant	450	3.9	58%
12	Habans	New school	Occupied	450	2.1	60%
			Seats	**3050**		

PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 6



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 6

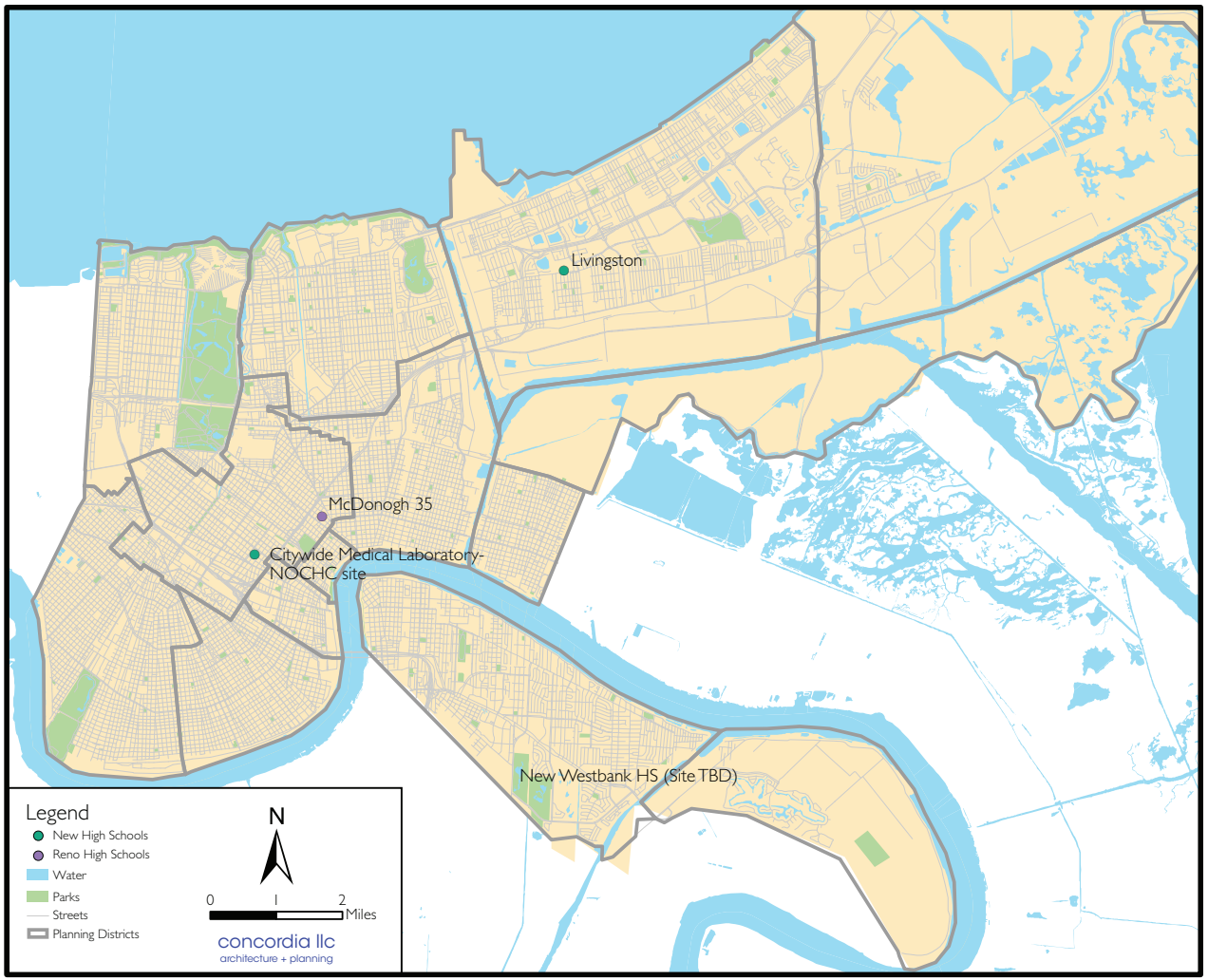
Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Harney	Maintenance	Occupied	515	1.7	2%
4	Fisk-Howard	New school	Vacant	450	2.3	63%
4	Wicker	Reno	Occupied	437	2.1	57%
4	Williams, Sylvanie	Reno	Occupied	483	1.7	10%
4	Crossman	Maintenance	Occupied	362	1.8	1%
9	Schaumburg	Reno	Occupied	585	6.6	7%
9	New School	New school	Vacant	600	3.0	-
12	Eisenhower	Reno/Add	Occupied	600	4.1	47%
12	Rosenwald	New school	Occupied	900	8.1	45%
			Seats	**4932**		

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase I

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase I

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Citywide International Baccalaureate Sch.	New School	Vacant	400	0	-
4	New School [Philips/Waters site]	New School	Vacant	1000	10	-
4	Washington, Booker T.	Reno	Occupied	1100	4.2	33%
6	Lake Area	New School	Vacant	800	4.1	74%
8	Lower 9th ward (TBD)	New School	Vacant	800	-	-
10	Citywide NASA Laboratory site	New School	Vacant	200	-	-
12	Landry	New School	Vacant	1000	6	65%
12	Citywide Maritime/Military Academy - Federal City	New School	Vacant	400	-	-
13	Citywide ACRES/Audubon Inst. Laboratory site	New School	Vacant	200	-	-
	Easton, Reed & Fortier (Lusher HS) Stabilization Funds (Exterior Envelope)	Maintenance	Occupied	N/A		
			Seats	**5900**		

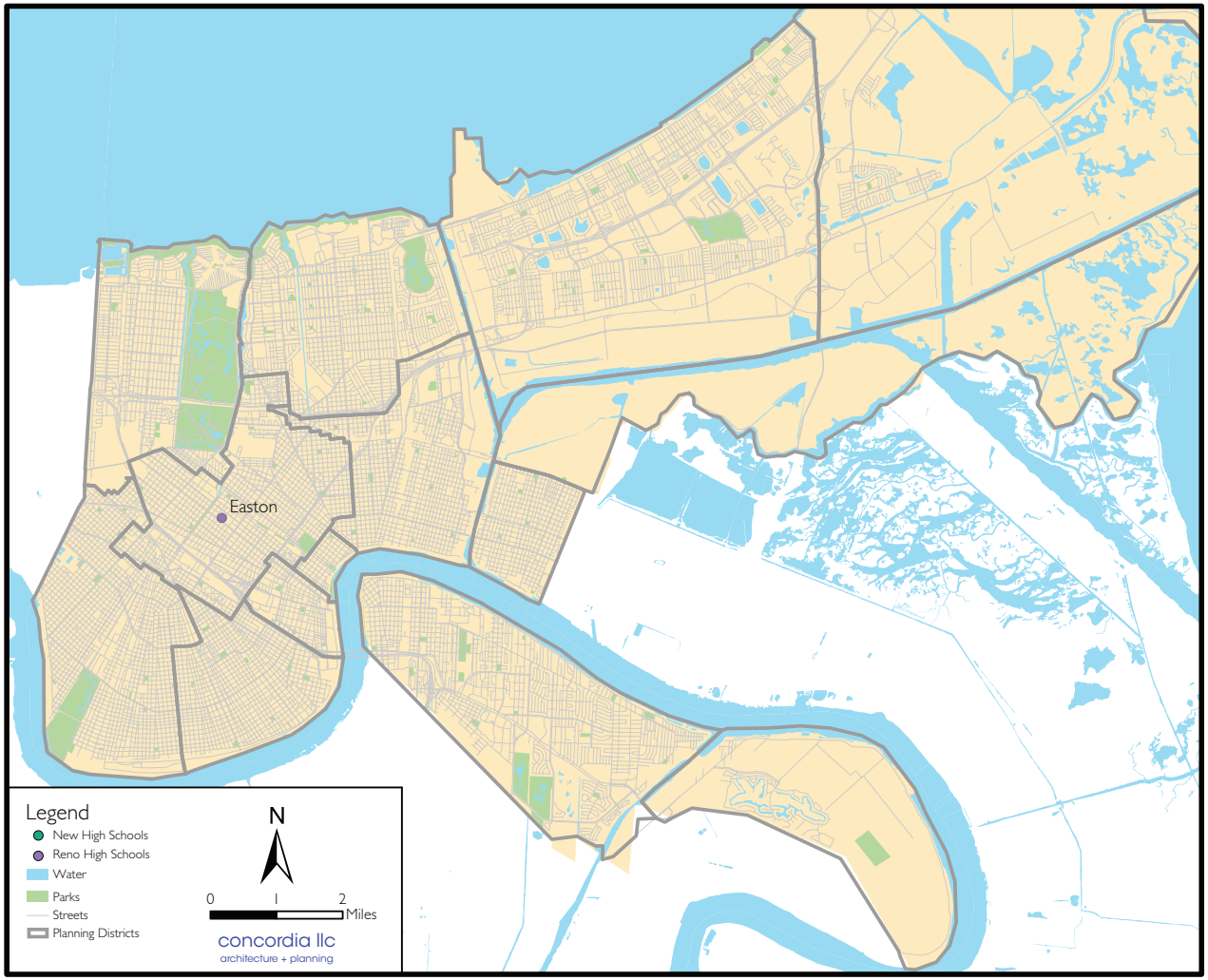
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 2



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 2

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
4	Citywide Medical Laboratory-NOCHC site	New School	Vacant	250	-	-
4	McDonogh 35 (Rehab)	Reno	Occupied	800	3.25	49%
9	Livingston	New School	Vacant	800	21.4	61%
12	New High School Westbank	New School	Vacant	800	10	-
			Seats	**2650**		

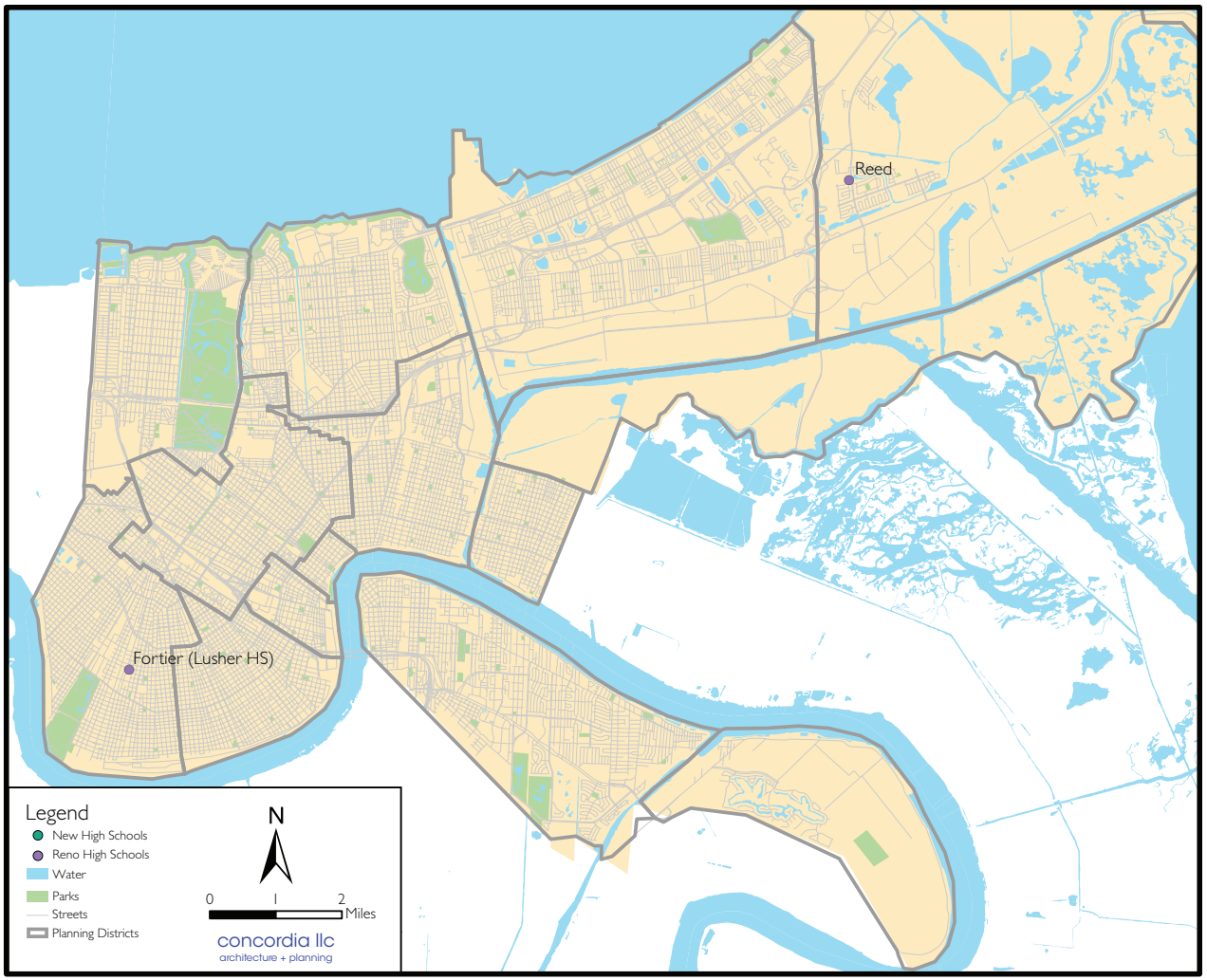
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 3



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 3

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
4	Easton	Reno	Occupied	800	2.1	57%
			Seats	**800**		

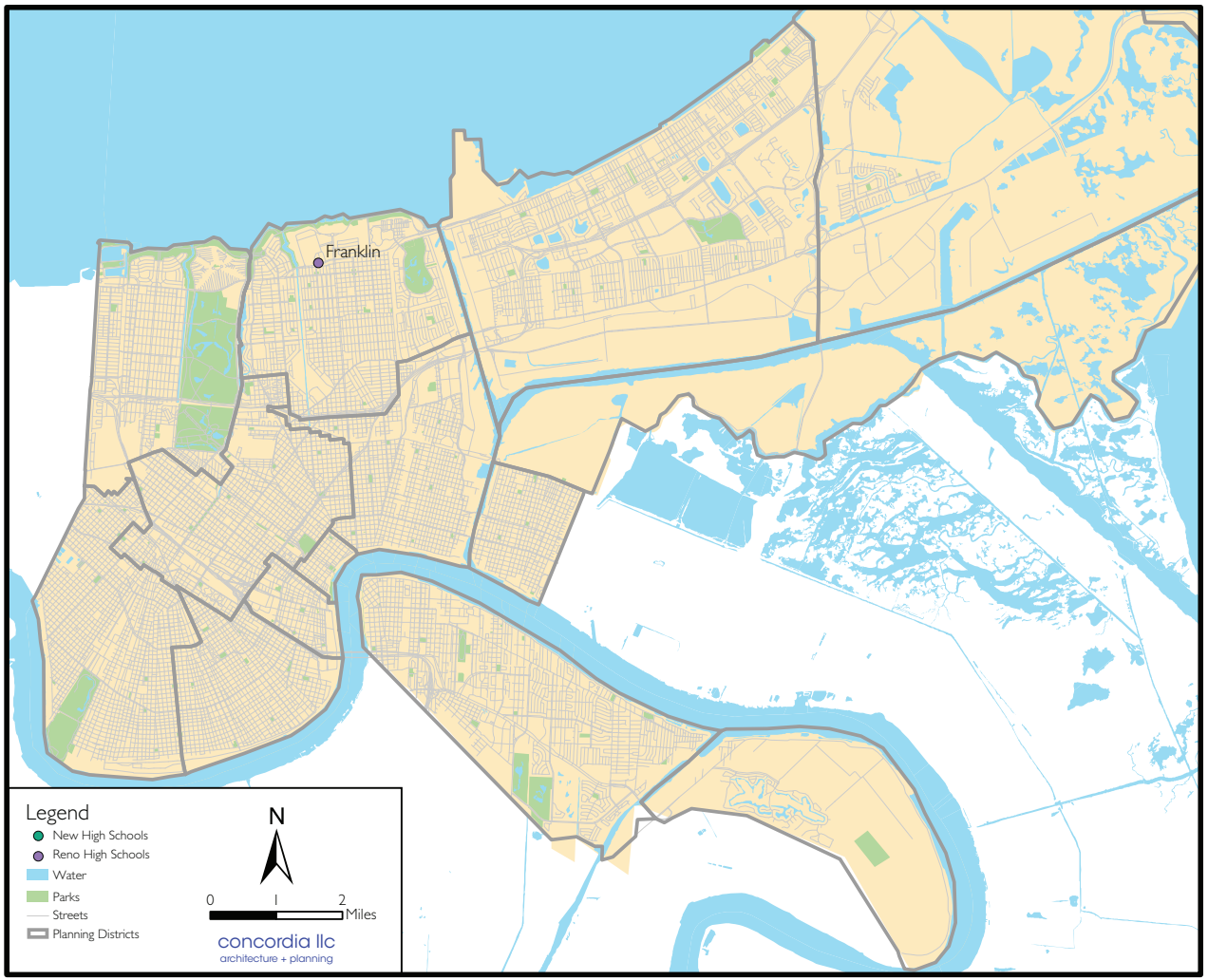
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 4



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 4

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	Fortier (Lusher HS)	Reno	Occupied	1100	6	52%
10	Reed	Reno	Occupied	1100	20.5	44%
			Seats	**2200**		

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 5



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 5

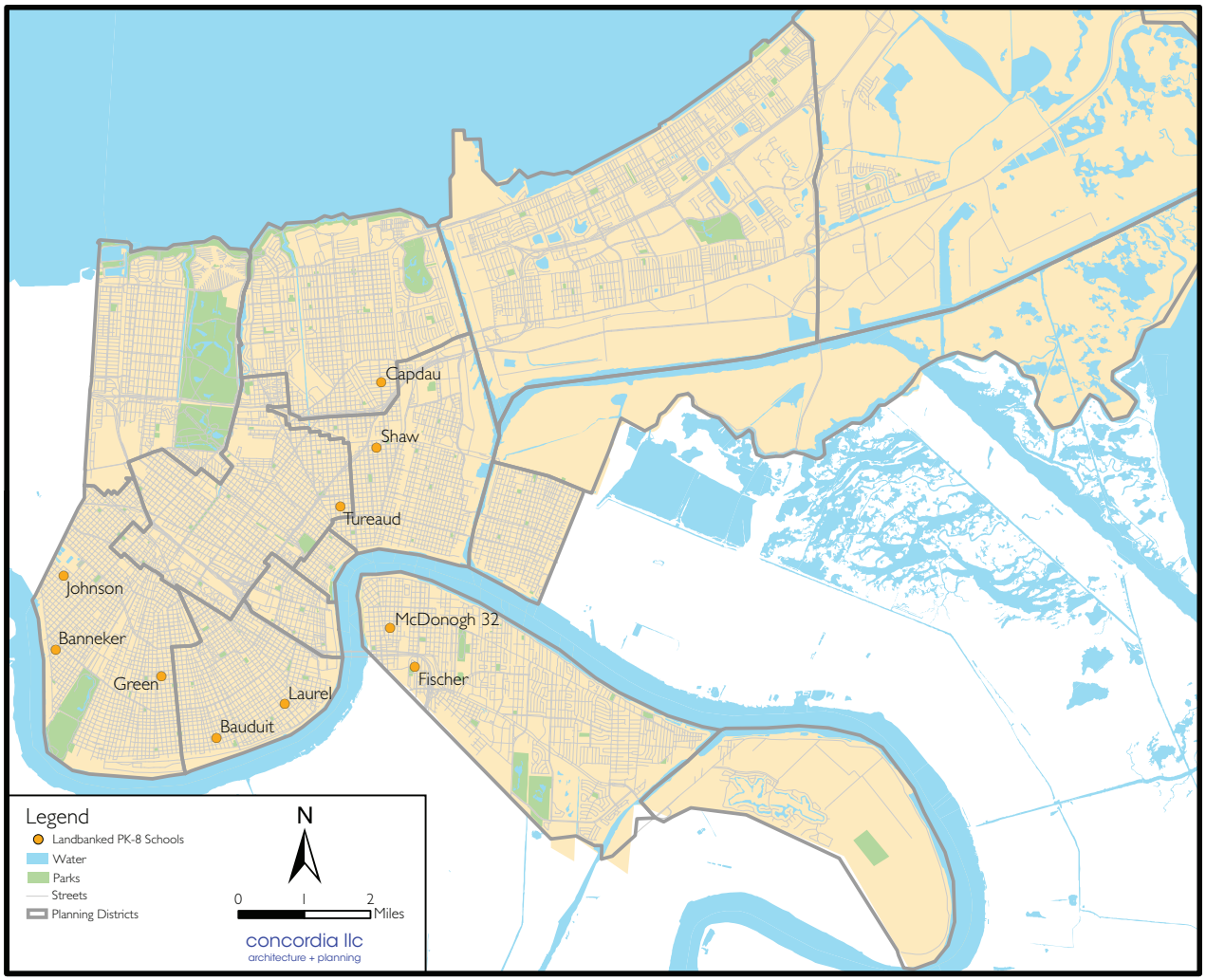
Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
6	Franklin HS	Reno	Occupied	800	6.5	20%
			Seats	**800**		

PRE-K-8 LANDBANKED | Phase I

PRE-K-8 LANDBANKED | Phase I

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Banks	Landbank	Vacant	2008	1.6	70%
2	Lafon	Landbank	Vacant	2008	3.4	66%
2	McDonogh 07	Landbank	Occupied	2012	1.2	76%
2	NO Free School	Landbank	Occupied	2012	0.8	60%
3	Ashe	Landbank	Occupied	2012	0.9	77%
3	Audubon Extension	Landbank	Occupied	2010	1.7	71%
3	LaSalle	Landbank	Vacant	2008	1.2	64%
4	Augustine	Landbank	Vacant	2008	2.5	57%
4	Bell	Landbank	Vacant	2008	2.2	74%
4	Chester	Landbank	Vacant	2008	1.5	74%
4	McDonogh 28	Landbank	Occupied	2012	1.5	55%
4	Mondy	Landbank	Vacant	2008	0.8	95%
4	Old Jeff	Landbank	Vacant	2008	1.3	80%
4	Phillips	Landbank	Vacant	2008	9.3	71%
4	Terrell	Landbank	Vacant	2008	1.7	65%
4	Waters	Landbank	Vacant	2008	4.9	79%
5	Dibert	Landbank	Occupied	2012	1.0	42%
6	Bradley	Landbank	Vacant	2008	7.2	80%
6	Coghill	Landbank	Vacant	2008	7.2	86%
6	Gordon	Landbank	Vacant	2008	2.8	74%
6	Gregory	Landbank	Vacant	2008	15.8	66%
7	Haley	Landbank	Vacant	2008	1.6	94%
7	Moton	Landbank	Vacant	2008	4.8	62%
8	Armstrong	Landbank	Vacant	2008	1.3	81%
8	Edison	Landbank	Vacant	2008	1.9	78%
8	Hardin	Landbank	Vacant	2008	4.4	97%
12	Fink Site	Landbank	Vacant	2008	3.7	N/A

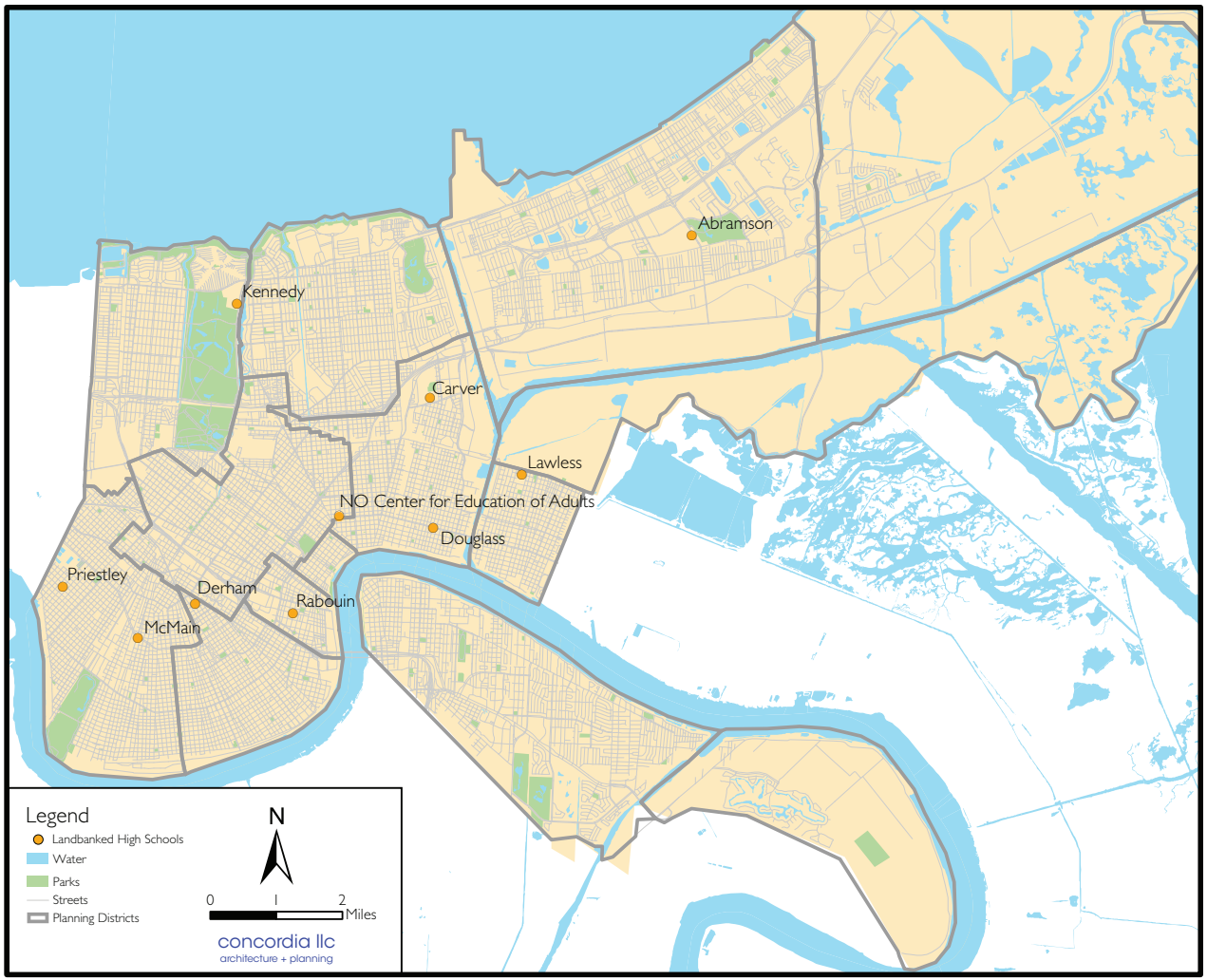
PRE-K-8 LANDBANKED | Phase 2



PRE-K-8 LANDBANKED | Phase 2

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Bauduit	Landbank	Occupied	2016	0.9	29%
2	Laurel	Landbank	Occupied	2016	2.4	52%
3	Banneker	Landbank	Occupied	2016	1.8	54%
3	Green	Landbank	Occupied	2013	2.1	48%
3	Johnson	Landbank	Occupied	2013	2.1	42%
4	Tureaud	Landbank	Occupied	2016	1.5	52%
6	Capdau	Landbank	Occupied	2016	1.9	58%
7	Shaw	Landbank	Vacant	2013	2.3	88%
12	Fischer	Landbank	Occupied	2014	1.9	54%
12	McDonogh 32	Landbank	Occupied	2016	2.9	43%

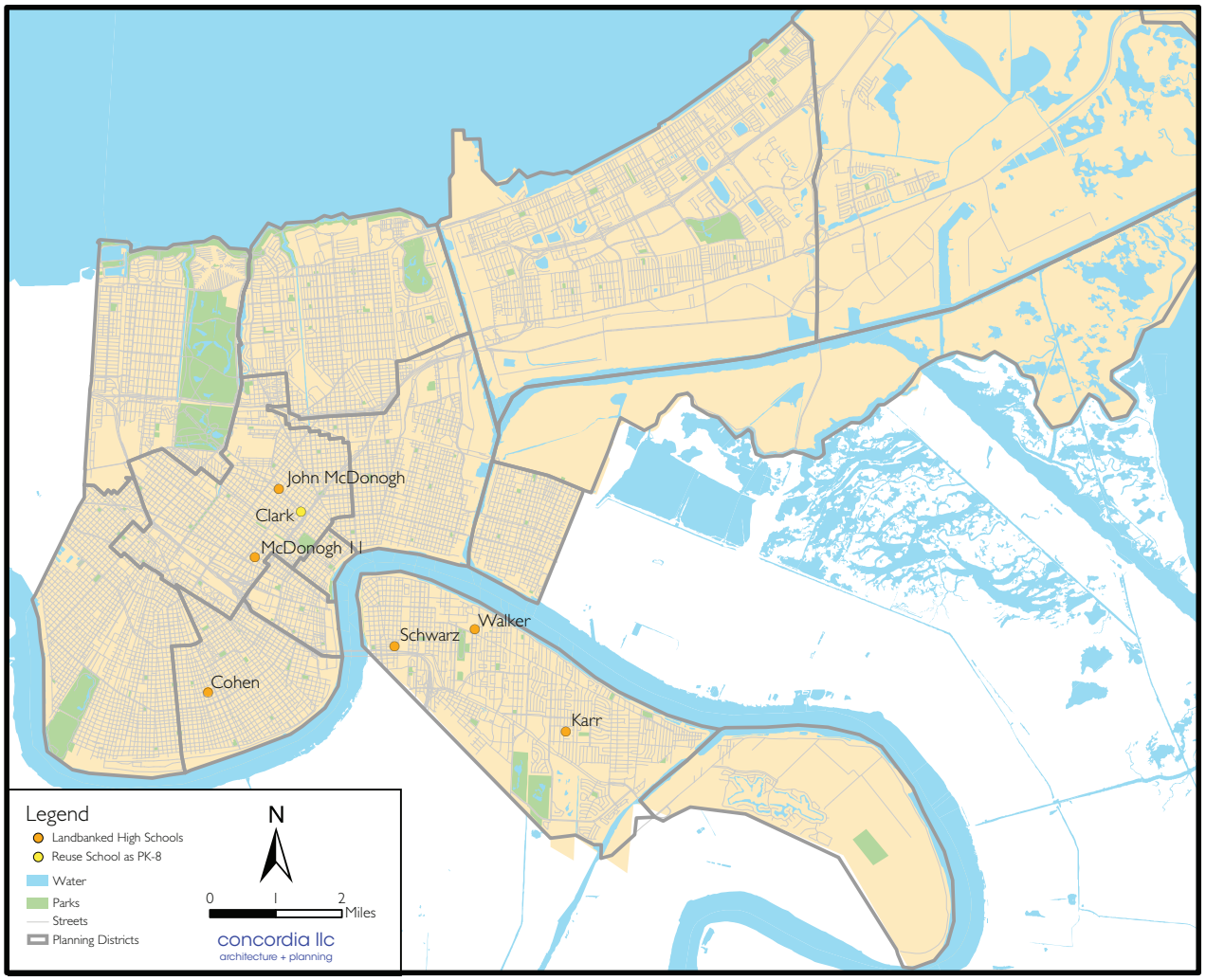
HIGH SCHOOL LANDBANKED | Phase I



HIGH SCHOOL LANDBANKED | Phase I

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Rabouin	Landbank	Occupied	2012	2	78%
2	Derham	Landbank	Vacant	2008	3.5	66%
3	McMain	Landbank	Occupied	2012	4	63%
3	Priestley (VACANT)	Landbank	Vacant	2008	2.1	80%
5	Kennedy	Landbank	Vacant	2008	17.8	51%
7	Douglass	Landbank	Occupied	2011	3.9	68%
7	NO Center for Education of Adults	Landbank	Vacant	2008	1.1	77%
8	Carver	Landbank	Vacant	2008	65	86%
8	Lawless HS	Landbank	Vacant	2008	18	85%
9	Abramson	Landbank	Vacant	2008	24.78	78%

HIGH SCHOOL LANDBANKED | Phase 2



HIGH SCHOOL LANDBANKED | Phase 2

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Cohen	Landbank	Occupied	2016	3.6	49%
4	Clark	Landbank	Occupied	2014	1.7	73%
4	McDonogh 11	Landbank	Occupied	2016	0.74	7%
4	McDonogh John	Landbank	Occupied	2014	2.9	77%
12	Karr	Landbank	Occupied	2016	10.1	69%
12	Schwarz Alternative School	Landbank	Vacant	2014	2.5	75%
12	Walker	Landbank	Occupied	2016	29.4	53%

IMPLEMENTATION | Potential Funding and Financing Strategies

This section describes financing and funding mechanisms potentially available to implement the program laid out in this master plan.

In post-Katrina New Orleans, some public schools have been placed under the governance of the Recovery School District, while others remain under the Orleans Parish School Board. This master plan has been developed for all schools in Orleans Parish, without regard to current governance or to specific programs that are currently offered in those schools that are open.

As a result of hurricane damage, federal funds will be available to meet some of the needs to repair and replace schools. However, the amount of this funding will fall far short of the comprehensive needs in Orleans Parish. Select additional funding and financing alternatives currently in use in the U.S. are outlined below. This listing is intended to aid in the identification of possible funding and financing strategies to meet the remaining needs of public schools in New Orleans.

Local Funding and Financing

General Obligation Bonds

Traditionally, general obligation bonds have been the most prevalent means of financing school capital projects. A bond is a debt vehicle that is sold in order to provide capital for construction, and the principal and interest on the bond are repaid by the issuer, typically through a dedicated portion of property tax revenues.

There are several complications associated with the use of this financing mechanism. First, in order to have the bonds underwritten at an affordable rate, the school district has to have a good credit rating, which means in part that it cannot have reached its debt capacity. Second, bonds backed by property taxes must win voter approval under certain circumstances, in which case the issuer must have sufficient voter confidence to achieve a majority. For instance, in 1995 the voters of New Orleans

overwhelmingly approved a $175 million general obligation bond issue to air condition the schools and complete construction of the Harney and Schaumburg schools (Capital Improvements Program III).

Largest School Bond Issues Passed in Recent Years

2005		2006	
Los Angeles CA	$3985.0m	Wake County, NC	$970.0m
Mecklenburg County, NC	$427.0m	Frisco, TX	$798.0m
West Contra Costa, CA	$400.0m	Sweetwater, CA	$644.0m
San Antonio, TX	$399.0m	Harlandale, TX	$452.8m
Spring, TX	$384.0m	Oswego, IL	$450.0m
Round Rock, TX	$349.0m	San Francisco, CA	$450.0m
Humble, TX	$342.0m	Lake Washington, WA	$436.0m
Newport Mesa, CA	$282.0m	Oakland, CA	$435.0m
Blue Valley, KS	$279.9m	Albuquerque, NM	$351.0m
Fairfax County, VA	$246.3m	San Mateo, CA	$298.0m

Local Ad Valorem (Property) Tax

Louisiana law allows local school boards to levy property taxes, subject to a majority vote of the electorate, to finance major maintenance of existing school buildings, including repairs, asbestos abatement and climate control. A small millage was approved by the voters for Orleans Parish in 1988 for such repairs and improvements in the New Orleans Public Schools over a 20-year period (Capital Improvements Program III). This tax, which generates approximately $4 million annually, was renewed by the people of New Orleans in July 2008.

Local Option Sales Tax

A local option sales tax is a special-purpose tax levied at the city or parish level. The tax may be used to back bonds, but because sales taxes are typically considered by underwriters to be a less secure source of backing than a property tax, such bonds typically receive less favorable interest rate terms. Like most property taxes used to back general obligation debt, local option sales taxes also must win the approval of the voters. In 1980, the voters of Orleans Parish approved a 1/2 percent sales tax to

fund education programs as well as Capital Improvements Program I.

Joint Use

Joint use refers to the sharing of facilities with another entity for the mutual benefit of both. This sort of facility-sharing is a way to leverage tax dollars. For example, school facilities can be used by teachers and students during the school day, and by the community during evenings and weekends. Public libraries, recreation facilities, play fields, and performance venues are examples of facilities that present opportunities for joint use with public schools. Joint use has been used locally on several school sites with success.

Leasing and Lease-Purchase

Many districts are using leased spaces and lease-purchase agreements to secure the use of facilities without having to raise the large capital outlay required to construct or purchase facilities. Lease financing is complicated, but it has the advantage—unlike bonding—of not requiring voter approval.

One mechanism for funding lease-purchases is through a Certificate of Participation (COP). This creates a tax-exempt lease to finance capital improvement projects or to purchase equipment.

Public-Private Partnerships

Another method of funding or financing capital projects is public-private partnerships. This mechanism may involve a developer or other private entity that finances a school construction project in exchange for concessions from the school district, such as land exchange or locating a school in a particular area.

In the public-private partnership, it is the role of the public partner to ensure the facility is high-performing in terms of construction, operations, and educational effectiveness. The success of these projects is based on the total cost of ownership (including long-term operations), not just the cost for planning, design, and construction. In a capital lease arrangement the developer is responsible for all up-front soft costs. For the life of the lease, typically twenty to twenty-five years, the developer is also responsible for the maintenance of the facility, eliminating maintenance costs that would otherwise be borne by the district. Lease payments by the district begin when the building is occupied by the school district.

Developers are able to achieve profits by using bulk purchasing, efficiencies achieved through streamlining the design and construction process, and funding mechanisms that are privately but not publicly available. In this way, public-private partnerships can be made mutually beneficial.

Sale of Surplus Real Estate

Between 1987 and 2003, OPSB received approximately $4 million in revenues from the sale of surplus real estate, mainly from repurposed vacant schools in unneeded tracts from the John McDonogh will. Under its long-standing policy, the School Board allocated these revenues to the acquisition of new school sites and the construction of classroom additions to overcrowded schools. Several other surplus sites were swapped to acquire needed sites or expansions of existing sites.

State Funding

Although local financing and funding is the primary source of capital for school facilities in most jurisdictions, state funding can provide an alternative in the form of direct aid, construction bonds, and aid for debt service. Almost every state provides some level of direct aid to local school districts, or guarantees bonds for them. Some states have issued bonds and made those funds available, by application, to local school districts.

In general, states that provide the highest levels of funding to local schools also have the tightest regulation of school design and construction. Many states that provide capital funding for schools also encourage shared community use, in order to maximize benefits to all users.

The following are selected examples of state funding methods.

Ohio

The state of Ohio has developed an equitable model for cost-sharing between states and local school districts. The proportion of state-to-local costs depends on the district's position on an annual eligibility ranking list that is developed by the Ohio Department of Education. The total value of all taxable property in a district is divided by the number of students in the district to determine a "valuation per pupil." Thus, a district with a higher valuation per pupil will pay a larger share of its construction costs. The state pays the difference between the total cost of school projects and the local share, which is typically the total cost of the project multiplied by the eligibility ranking list percentile. School districts are also required to provide the equivalent of one-half mill for each dollar valuation to maintain

facilities that are partially funded by the state. These maintenance dollars can also be provided by proceeds of other local taxes.

Florida

The State of Florida has a very complicated funding mechanism for school facilities. There are a number of local and state revenue sources, including local sales tax, local bond referenda, Certificates of Participation, and state revenues from racetracks. Most of the funding for school facilities is a maximum of two mils that can be imposed by local school boards without a public vote.

Mississippi

The State of Mississippi funds some level of school facility construction through two programs: the Public School Building Fund and the Mississippi Adequate Education Program (MAEP). The legislature allocates $20 million annually for the Public School Building Fund, from which districts receive annual grants of $12 to $24 per students. The state deposits 9.073% of sales tax revenues into the educational enhancement fund, funding $16 million to be divided annually by the districts for school facilities and buses. Additionally, school districts are allowed to borrow in anticipation of these grants.

West Virginia

The School Building Authority of West Virginia distributes state capital improvement funds for schools on the basis of need. For school districts to be eligible to participate, they must have an improved comprehensive educational facility plan. Funds come annually from a combination of lottery revenues, sales taxes, and legislative allocation for debt services, in addition to pay-as-you-go construction projects.

California

California school districts have local control over their capital programs, but the state provides an average of about half the funding for construction. The state has a number of standards that focus on safety, equity, and accountability. The state generally recommends replacing a school if the renovation cost exceeds 50% of the replacement cost.

Alaska

In 2002, voters approved issuance of state-wide bonds to fund design, construction, and major maintenance of schools.

Maine

Districts can borrow from a state fund and receive forgiveness for a portion of the loan, which must be repaid within five to ten years.

New Jersey

The New Jersey Economic Development Authority has issued bonds for vocational school district facilities and billions of dollars for the state share of other projects.

North Carolina

In 1995 the state legislature approved a referendum for $1.8 billion for school construction. The funds were allocated among the districts based on average daily attendance, the ability to pay, and the rate of enrollment growth.

Maryland

The State of Maryland funds 50% to 97% of approved project costs, based on the local district's ability to pay.

Federal Funding

Historically, very little federal funding has been available for local school facility projects. Most federal funding has been targeted for certain purposes, such asbestos abatement, Americans with Disabilities Act (ADA) accessibility or U.S. Department of Education Impact Aid funds for post-disaster recovery.

However, Qualified Zone Academy Bonds (QZABs) are available to help school districts finance school renovation, though not new construction. QZABs are tax-credit bonds that can be issued by a school district or a state. They require repayment of the principal only. States generally have discretion as to the application process and dispersal of funds. The bond holder receives a tax credit for the

years that the bond is held. Limited amounts of bonds have been authorized historically, and there is no guarantee that the program will receive additional funding from year to year.

The federal government has also provided grants intended to support healthy, high-performing school buildings. Grant funds are intended to reduce energy costs, meet health and safety codes, and support healthy, efficient environments. Funds can be used for energy audits; to analyze buildings for indoor air quality and other factors important to school construction or renovation; and for technical services to support planning and design of high-performing facilities. Additional grants have been provided for targeted issues, such as ADA accessibility. Between 1985 and 1992, OPSB received several grants and interest loans for major asbestos abatement projects.

Federal funds may also be available from the U.S. Environmental Protection Agency for cleanup of brownfield sites, or through U.S. Department of Housing and Urban Development Community Development Block Grants (CDBG).

Other Funding Options

Additional funding sources might include:

Impact Fees

Developers are charged fees for every unit developed within the district. Historically, efforts to impose impact fees in New Orleans have been stymied by the relatively small size of developments.

Donations/ Sponsorships/ Business Partnerships

Donations and sponsorships can be obtained to augment public funds. In the past, several dozen of the older New Orleans public schools were constructed with funds donated to the city by John McDonogh in his 1850 will. Also, sites for several schools, including Valena C. Jones Elementary and New Orleans Free School, were the result of private donations, as were the OPSB Timbers Office Building.

City Rivergate Lease

The City of New Orleans lease for the Rivergate property to the operators of the downtown casino, Harrahs, provides for a small stream of capital funds—currently approximately $2 million per year. These funds are designated for replacing key building components (roofs, fire alarms, fencing, etc.) that have completed their useful lives and are necessary to keep schools open, safe, and sanitary.

The leased asset is held by a trustee (typically a bank or trust company). Principal, interest, and transaction costs are paid by the school district over a specified period of time. At the end of the lease period, the school district takes ownership of the property. If there is a budget shortfall and lease payments cannot be made, the district would forfeit the property.

Some districts have also found that they have surplus property that can be profitably leased for private use.

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Technical Volumes

Educational Program Requirements

Building Standards

Building Assessments

These volumes can be downloaded at www.nolapublicschools.net