

VEBH Architects:

*Hopewell Area School District*

December 16, 2019

*Feasibility Study Board Update*



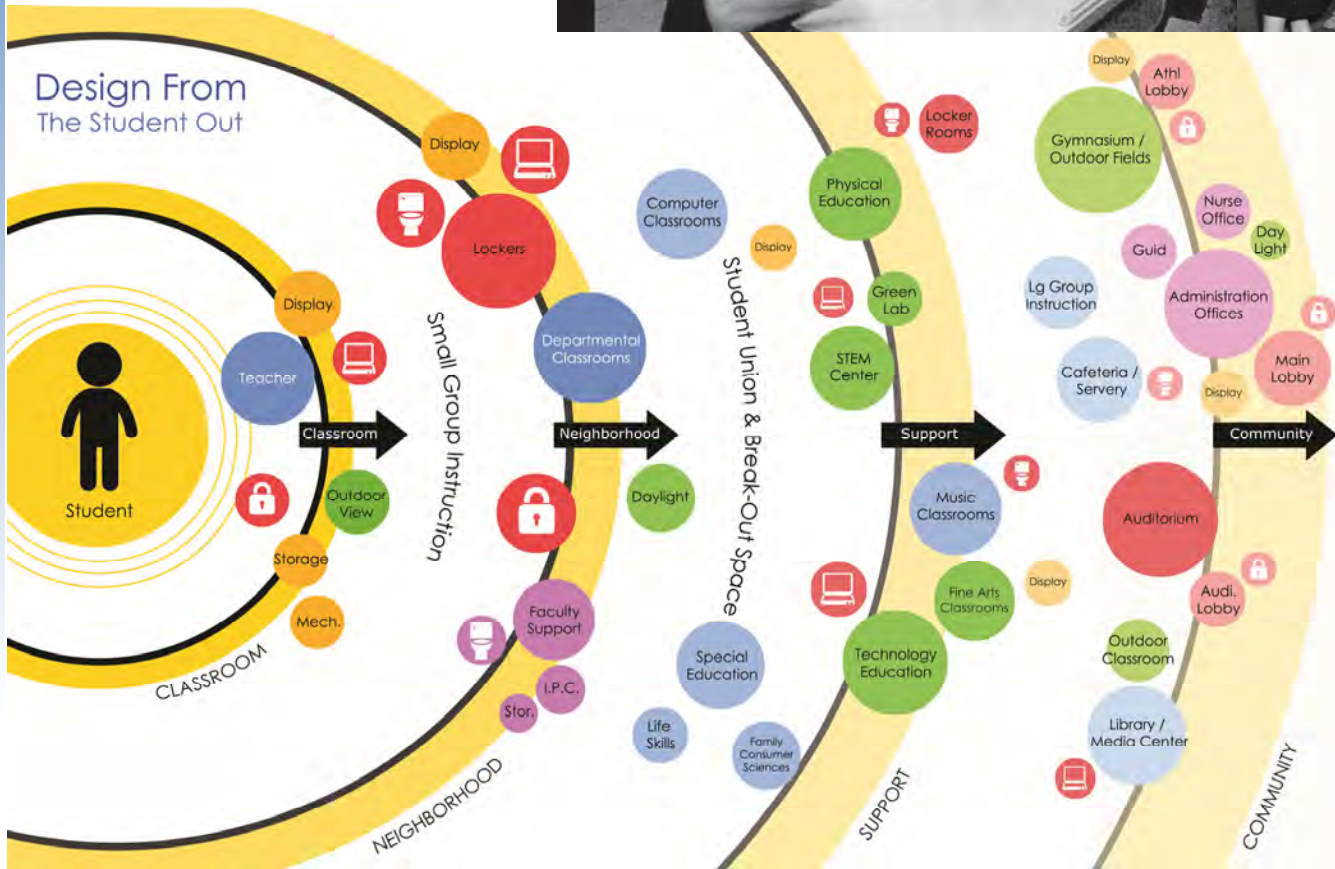
## *Why are we here?*

- 16 months ago, VEBH was hired to assess facilities and complete a feasibility study for the District
- Aging infrastructure...
  - 20 years ago was last major Districtwide renovation
- Example of Work not completed during the 2000 projects, but is needed now...
  - Complete window replacement
  - HVAC piping replacement (was still within life cycle)
  - Water distribution piping replacement (was still within life cycle)

## *Current Concerns*

- Safety and security measures have changed
- Education has changed...how it looks, feels and is delivered
  - Additional classroom spaces (ie. Innovation / STEAM labs) in 21<sup>st</sup> Century education
- Special Education requirements have changed
  - Keeping students in school district requires additional classroom and support spaces
- Elementary enrollment concerns – continued increase at elementary; lack of classrooms to accommodate growth
- Physical building and infrastructure needs...Aging facilities

# DESIGN FOR STUDENTS



# *21<sup>st</sup> Century Learning*

- Real world problem solving and critical thinking
- Collaboration
- Schools within Schools
- Creativity & innovation
- Global awareness & connectedness
- Parent engagement
- Rigor and interactive learning
- Strategic business partnering

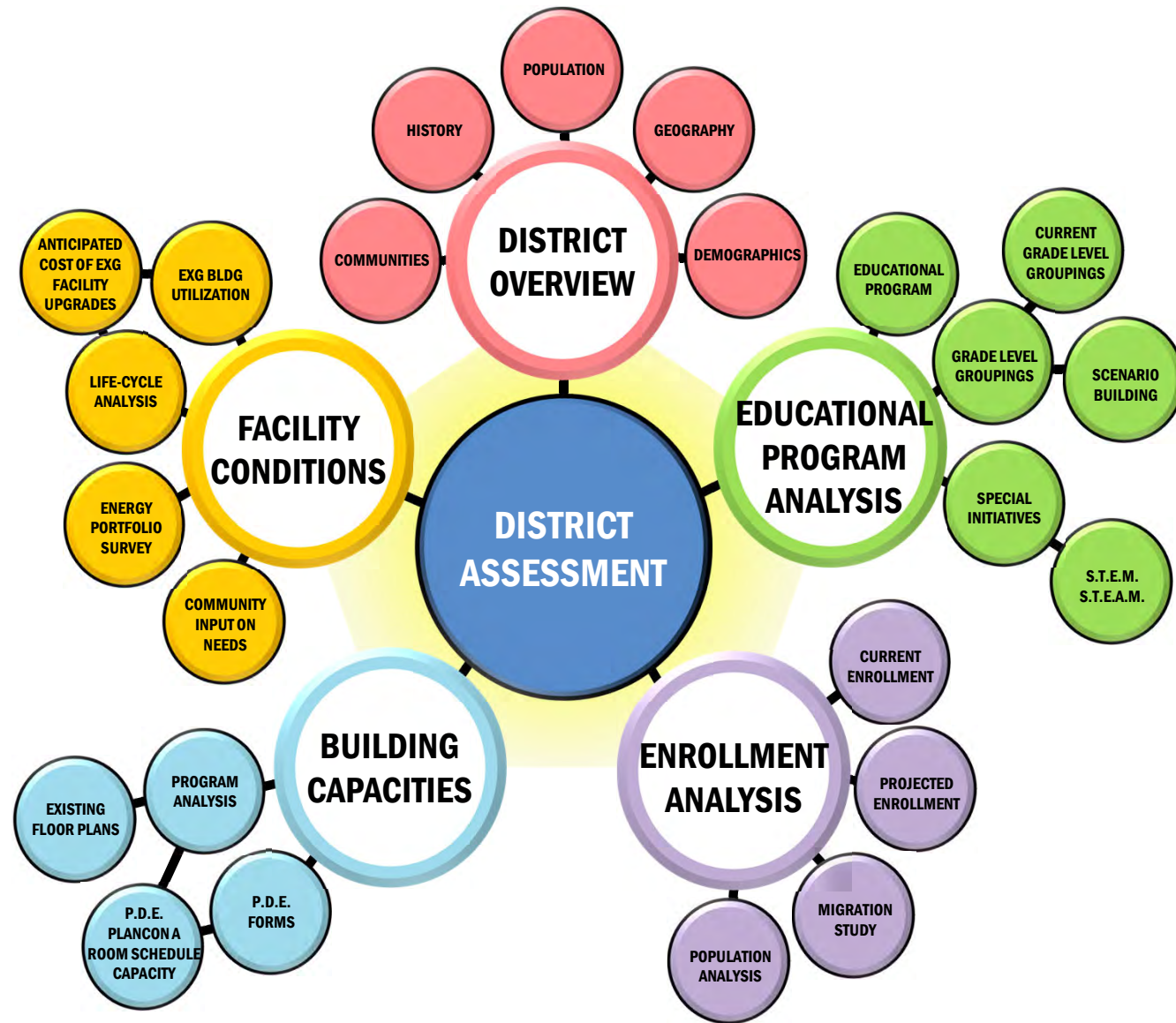


## *21<sup>st</sup> Century Spaces*

- Spaces designed to foster Collaboration & Design thinking preparing them with 21<sup>st</sup> Century skills
- Large whiteboards, flexible seating, and variety of different collaboration spaces that foster team problem solving activities
- Specialized equipment and resources to encourage and support innovation
- Power and Connectivity throughout to support student technology
- Technology rich environment supporting strategic partnering with real-world industries.
- Opportunities for secure community utilization without disruption of the school



# ASSESSMENT OVERVIEW



# MASTER PLANNING PROCESS



## District Goals

- Administration Goals
- Board Goals
- Community Goals



## Assessment

- District Overview
- Educational Program
- Enrollment Analysis + Existing Grade Grouping Review
- Building Capacity
- Facility Conditions



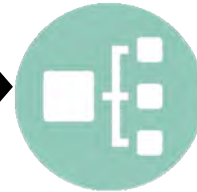
## Grade Grouping Exploration

- Define Existing
- Explore Optional Grade Groupings
- Select Viable Grouping(s)



## Scenario Brainstorming

- Study of Grade Grouping Scenarios as Applied to School District Facilities
- Select Viable Scenarios for further definition



## Defining Scenarios

- Define Impacts of Viable Scenarios
- Solutions For Each Building (Site and Floor Plans)
- Projected Cost Outcomes



## Comparison

- Scenarios are defined and priced so each option can be compared against the pros and cons



## Decision

- Informed decisions!



# *Study Process Overview*

## **Phase 1: Establish existing physical building and site conditions**

- *Conducted tours of each of the six buildings (both inside & outside)*
  - *Looked at condition of windows/doors, finishes, storage, exterior masonry, roofs, paving, code deficiencies, structural concerns, HVAC, plumbing, electrical, and communication systems, kitchens/serving lines, etc.*
- *Developed existing building and site utilization plans*
- *Developed an itemized list of deficiencies at each building – Categorized and prioritized items*

## **Phase 2: Develop cost estimates for list of deficiencies**

- *Established approximate costs for general construction items, plumbing, mechanical, electrical and food service items*

# Study Process Overview

## Phase 3: Establish the educational programming needs at each school building

- *Met with administrators at each building to discuss building-by-building educational upgrades and develop options for improvements and modifications at each facility*

## Phase 4: Create a plan for improvement priorities

- *Updated cost estimates to include educational programming modifications costs*
- *Work with administration to develop improvement priorities based on infrastructure needs and educational programming upgrades at each building*
- *Work with administration to develop prioritized building improvements and modifications at each building based on budgetary concerns*

**SUMMARY OF DISTRICT FACILITIES**

**K - 4**



*Hopewell  
Elementary School*



*Independence  
Elementary School*



*Margaret Ross  
Elementary School*

**5 - 8**



*Junior High School / DAO*

**9 - 12**



*High School*

# SUMMARY OF DISTRICT FACILITIES

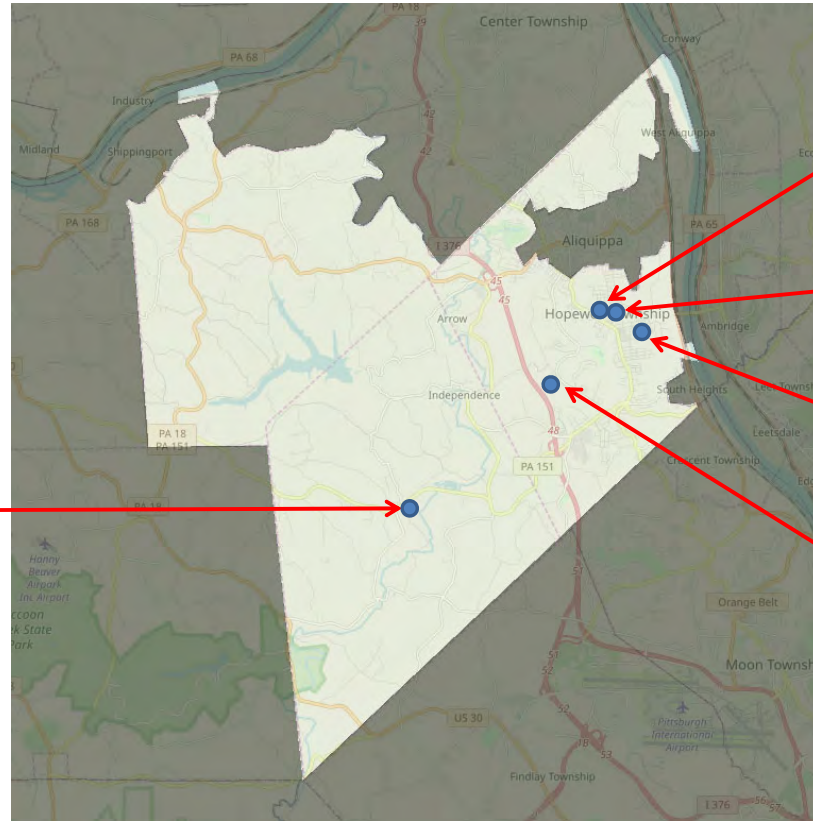


*Bus Garage  
(at Margaret Ross  
Elementary)*



*Tony Dorsett Stadium  
(at the High School)*

# *Buildings and Student Population*



**Independence  
Elementary School**  
**K-4 / 281 Students**

**Hopewell Junior  
High School**  
**5-8 / 680 Students**

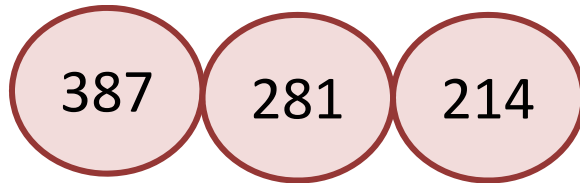
**Margaret Ross  
Elementary School**  
**K-4 / 214 Students**

**Hopewell High School**  
**9-12 / 604 Students**

**Hopewell  
Elementary School**  
**K-4 / 387 Students**

## Existing Grade Level Groupings

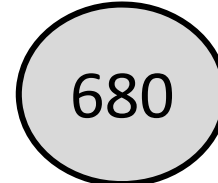
	K	1	2	3	4	5	6	7	8	9	10	11	12	T
Hopewell	66	93	85	70	73									387
Independence	73	63	45	44	56									281
Margaret Ross	50	48	42	34	40									214
Junior High						169	175	156	180					680
Senior High										144	155	156	149	604
<b>Totals</b>	189	204	172	148	169	169	175	156	180	144	155	156	149	2166



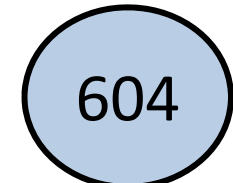
HES

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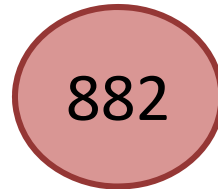
MRES



Junior High



Senior High



Three Existing Elementary Schools

# Hopewell Elementary School

3000 Kane Rd.  
Aliquippa, PA 15001-4393



Date of Original Construction	1959	Last Renovations/ Additions	1998
Grades	Kindergarten thru 4th		
Stories	One + boiler room basement		
Occupancy Type	Educational		
Construction Type	Non-combustible		
Architectural Area	52,238 GSF	Site Area	24.4 Acres
PDE FTE Capacity	600		
Current Enrollment	387		
Municipality	Hopewell Township		
Condition	Fair / Poor		
Building History	Classroom and administration / entrance additions in 1998		

### Positive Conditions

- Pavement replacement in Spring 2019
- Access control security upgrades

### General Building Notes

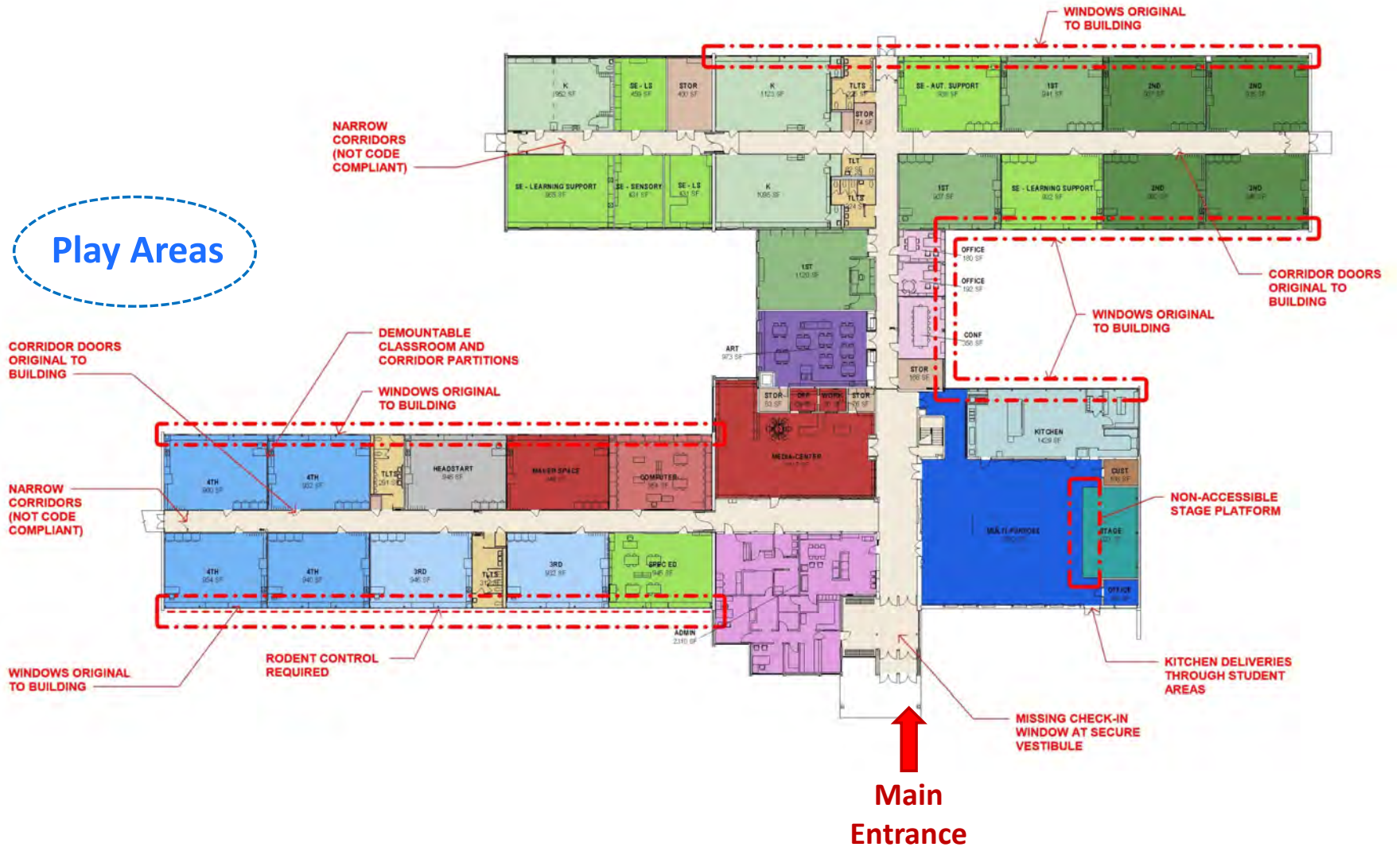
- Building partially sprinklered
- Building is not fully air conditioned
- Roof area = Approx. 46,650 SF

# Existing Site Utilization Plan





# Existing Building Utilization Plan



## ***Building Specific Issues ... Hopewell Elementary***

### **Code / Handicapped Accessibility Issues**

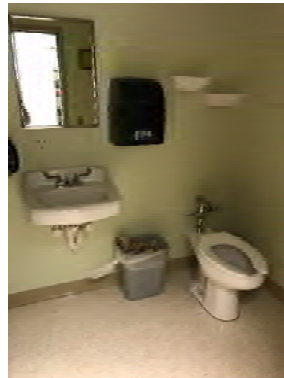
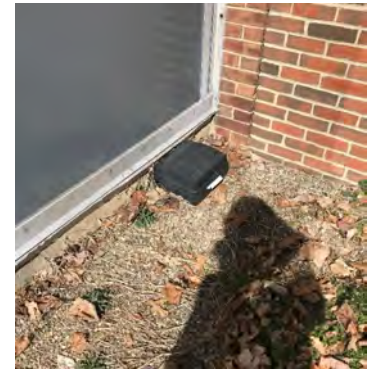
- Replace corridor / classroom prefabricated metal wall system (*non-rated*)
- Replace non-accessible sinks in classrooms, library, nurse, etc.
- Provide accessible access to platform in Multi-Purpose Room

### **Building Construction / Site**

- Repair portions of roof (*small portion needs replaced entirely*)
- Replace classroom wing windows (original to building – 1959)
- Interior door replacement (*classroom wing doors are original to the building*)
- Replace outdated chalkboards with marker boards
- Rodent control

### **Food Service Equipment has reached /exceeded the end of functional life**

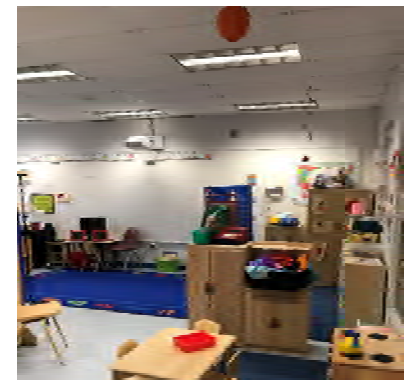
- Last equipment replacement was part of 1998 renovations (*20+ years*)
- Non-compliant fire suppression system



## Building Specific Issues ... Hopewell Elementary

### Mechanical / Electrical / Plumbing Issues

- **Plumbing infrastructure has reached end of functional life**
  - Water service entrance , valves, and piping
  - Water distribution piping is original to the building (*life expectancy is 50 years*)
  - Sanitary and storm piping is original to the building
  - Secondary (emergency) roof drainage
- **HVAC equipment has reached beyond the end of functional life**
  - Classroom unit ventilators, rooftop equipment
  - Pneumatic temperature control system is beyond expected life and difficult to maintain
- **Electrical Equipment has reached end of functional life**
  - Power distribution, lighting, intercom system, public address system, etc.
  - Fire alarm system is obsolete





## *Upgrades Necessary for 21<sup>st</sup> Century Education*

### Elementary Upgrades:

- Gymnasium not shared with cafeteria (losing approx. 3 hours of Gym / Staffing time because of lunch)
- Space for student collaboration / LGI
- Small group pull-out spaces for instruction
- Special Education (Life Skills) support spaces (ie Sensory spaces, restrooms, etc).
- Maker Space / Innovation / Steam space
- Student project display / storage
- 1 to 1 student devices
- Need updated teacher technology (ie laptops)
- Professional development space needed
- Upper Elementary concept needed for grades 3-4-5 / 4-5-6
- Kindergarten rooms with restrooms
- Currently have multiple shared staffing positions – Music, Art and Librarian
- Air conditioning throughout building
- Storage

## *Upgrades Necessary for 21<sup>st</sup> Century Education*

### Junior High Upgrades :

- Space for student collaboration / LGI
- Small group pull-out spaces
- Special Education (Life Skills) support spaces (ie Sensory spaces, restrooms, etc)
- Library to be more of a Media Center...more of a resource space
- Maker Space / Innovation / Steam space grouped together for shared resources
- Reconfigured Art rooms
- Student project display / storage
- Music rooms are too small for current music program
- More gym space; fitness area is currently too small and not ADA accessible
- 1 to 1 student devices
- Air conditioning throughout building

## *Upgrades Necessary for 21<sup>st</sup> Century Education*

### High School Upgrades :

- Tech Ed / Maker Space
- Fitness / PE Center
- Updated music spaces Library to be more of a Media Center...more of a resource space
- Space for student collaboration / LGI
- Life Skills / Special Ed support spaces
- 1 to 1 student devices
- Classroom technology is not consistent throughout building
- Updated performance space / auditorium (A/V, lighting)
- Professional development space
- Counselor offices need to be closer to student body
- Principal office access is only through office – no direct access
- Air conditioning throughout building

## *Concepts Utilized When Creating Physical Building Options*

- Enrollment analysis
- Grade level shifting for short term pressure relief at elementary level
  - 4<sup>th</sup> Grade move to Junior High building to create Upper Elementary “School within a School” – Encourages grade level groupings supporting learners developmentally
- Educational / Physical needs (program improvements)
  - Special Education
  - Innovation / Stream spaces
  - Collaborative spaces
  - Physical Education
- Building closures and / or consolidation
  - What is the most efficient and effective use of resources to support student learning?



## *Potential Considerations for Consolidation...*

- *Independence is underutilized*
- *Doing one project vs. three may be a better use of funds*
- *Consolidating may eliminate inequities...*
  - *Class size, programs/offerings, conditions, etc.*
- *Consolidating may eliminate need for traveling & underutilized teachers*
  - *Increase in time teachers are able to work with students*
- *Consolidating may eliminate need for ongoing redistricting*
- *Consolidating provides opportunity for safer/more consistent security*

## *Potential Concerns for Consolidation...*

- *Bussing from western side of District “I don’t want my child on the bus for hours”*
- *“We don’t want to lose our small neighborhood schools”*
- *How do you rate the school conditions against the need to act? “Why do we need to do anything”*
- *“What happens to closed buildings?”*
- *“Impact on fields/greenspace”*
- *“I don’t want my 4<sup>th</sup> grader with 8<sup>th</sup> graders”*
- *“Independence Elementary is only community building out in this area. It’s used for all sorts of township/community activities”*
- *“If you consolidate at the Jr. High/Margaret Ross site will there be enough parking?”*
- *Costs of Renovations vs. New*

# *Options For Consideration*

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*Total Project Cost Range for Options = \$66.8 m to \$81.2m*

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<ul style="list-style-type: none"> <li>- Close all Elementary Schools</li> <li>- Move 4<sup>th</sup> Grade to Junior High building (Upper Elementary school within a school)</li> <li>- Margaret Ross becomes District Education Center (District offices including Admin, Business, Transportation, Buildings &amp; Grounds, YMCA, Pre-K programming, District storage)</li> <li>- K-3 Primary Center building addition to Junior High building <ul style="list-style-type: none"> <li>- Renovate Junior High building</li> <li>- Renovate High School</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Close Hopewell Elementary</li> <li>- Renovate Indy for Grades K-2</li> <li>- Additions and renovations (“right-sizing”) to Margaret Ross for Grades K-2</li> <li>- Move 4<sup>th</sup> Grade to Junior High building (school within a school)</li> <li>- Grade Level 3 addition to Junior High building (Elementary school within a school with grades 4 and 5) <ul style="list-style-type: none"> <li>- Renovate Junior High building</li> <li>- Renovate High School</li> </ul> </li> </ul>

***POSSIBLE TOTAL PROJECT COST***

***Phase 1: \$52.1 M***  
***Phase 2: \$12.3 M***

***POSSIBLE TOTAL PROJECT COST***

***Phase 1: \$56.2 M***  
***Phase 2: \$12.3 M***

*(Total Project Cost is Construction cost at each building + 20% Soft Costs)*

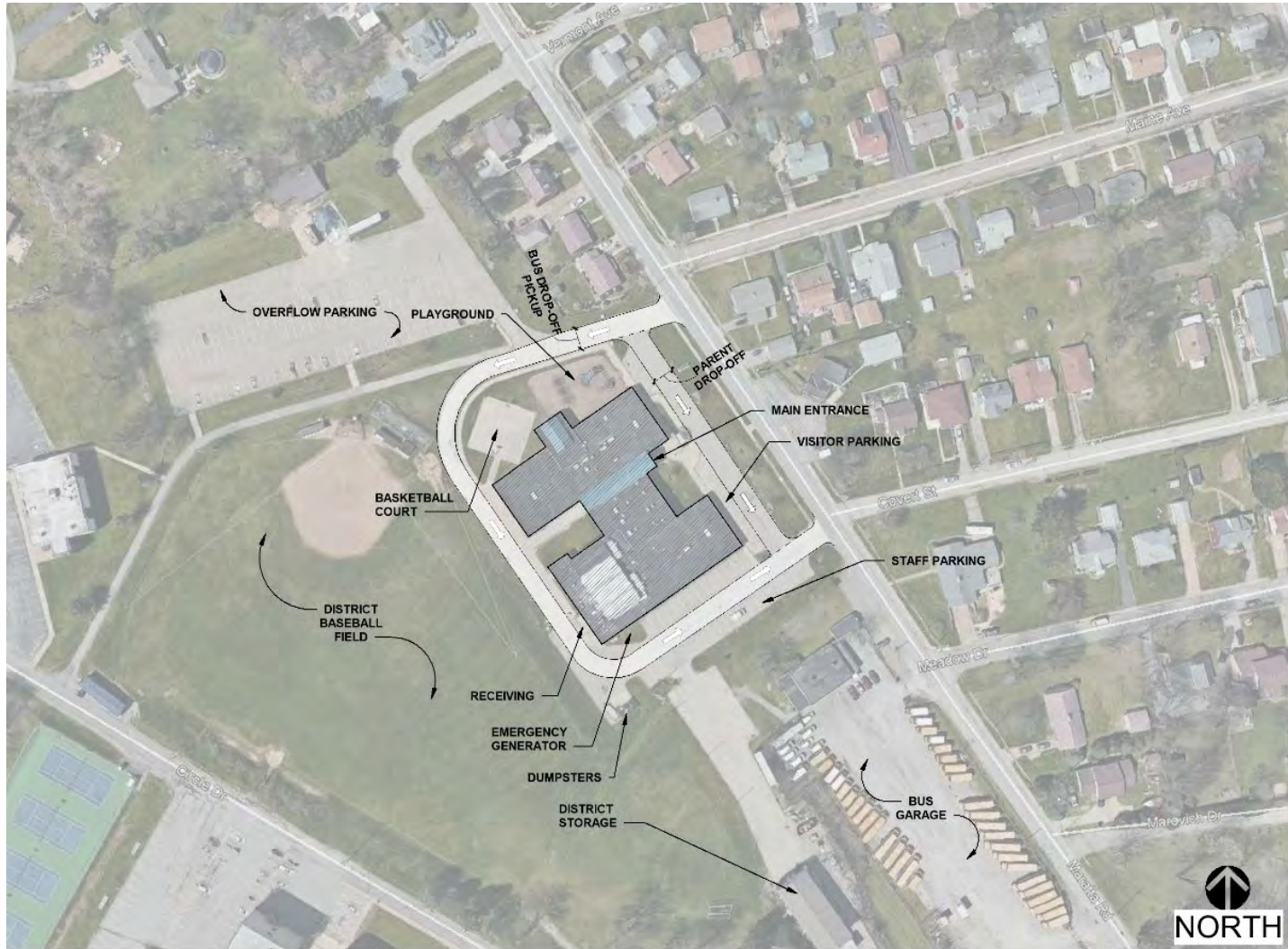
**OPTION 5:**  
**New Districtwide K-3 Elementary Building**

- Close Hopewell Elementary -
- Close Independence Elementary -
- Close Margaret Ross as an elementary building – Becomes District Education Center –
- K-3 Primary Center building addition to Junior High building -
- Renovate Junior High building -
- Renovate High School -



**OPTION 5**

# Margaret Ross as District Education Center (DEC) – Site Plan



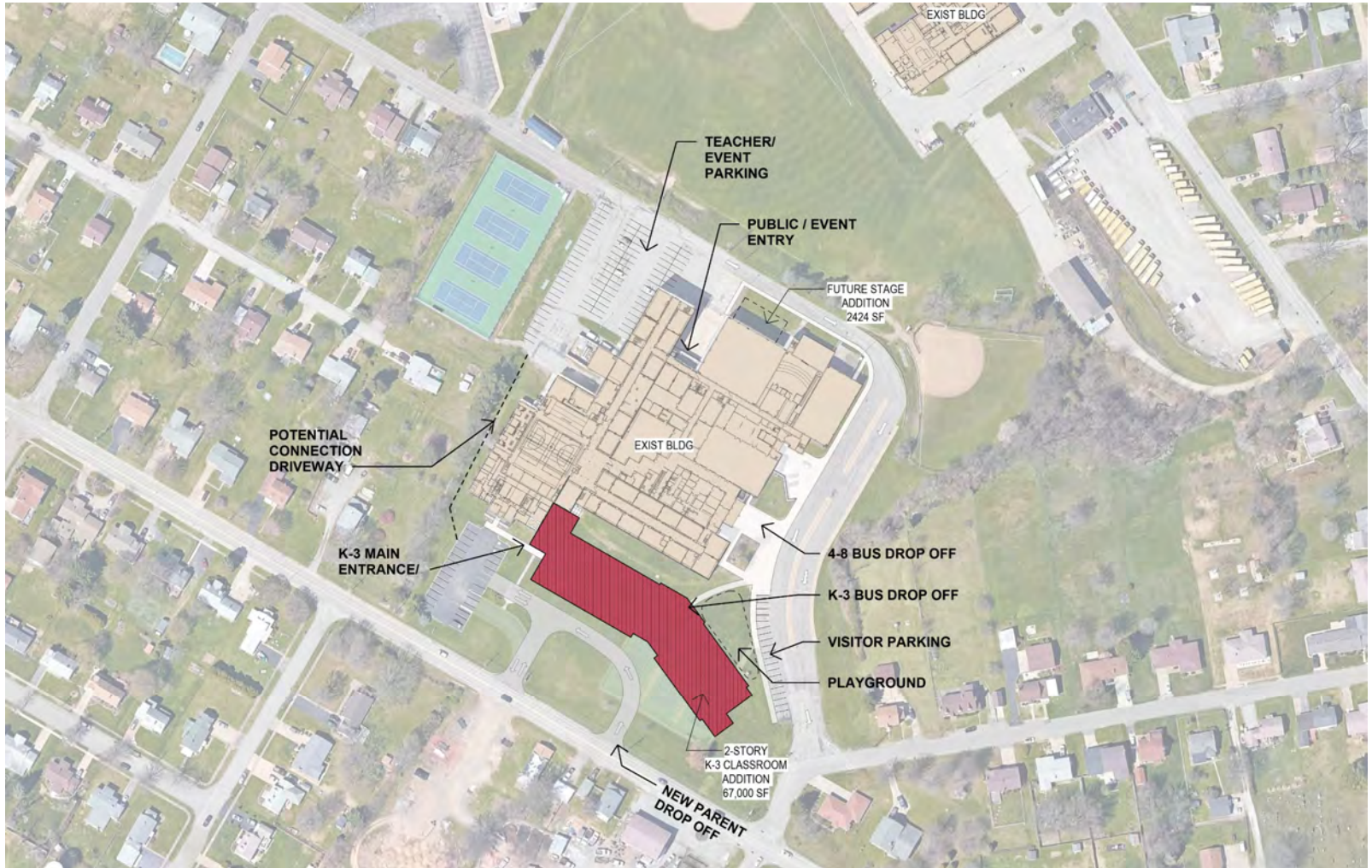
# Margaret Ross as District Education Center (DEC) – Floor Plan

**OPTION 5**



**OPTION 5**

# *K-3 Building Addition to JH Building – Site Plan*



**OPTION 5**

# K-3 Building Addition to JH Building – Floor Plan



*(Second Floor similar)*

## *Option 5: New District-wide K-3 Elementary Building*

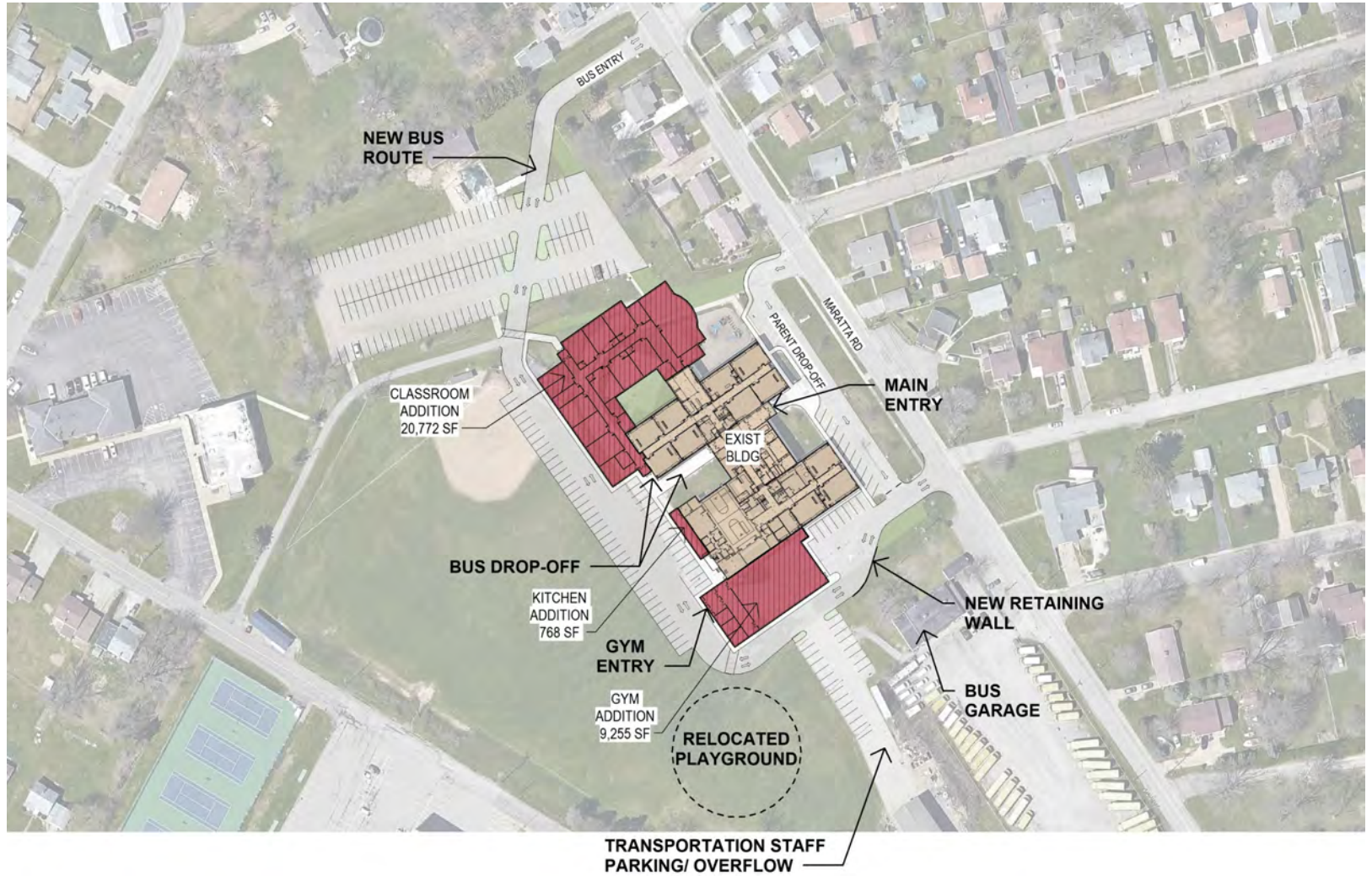
### Educational Benefits

- Students in K-3 would be in designated Primary Center and grades 4-6 would be designated as Elementary School
- All K-3 districtwide will have access to the same opportunities
- Full-time access to the library/media center
- Full-time access to school counselor and principal
- Full-time access to K-3 technology, Music, Art, Physical Education, and Library instruction
- Room for indoor recess during inclement weather (no shared “gym-a-cafeterium”)
- Options for enrichment and acceleration for students who need instruction beyond their grade level.
- More equitable class sizes across same grade levels
- Ongoing collaboration for educators to meet across their grade level teams
- Daily access to special education, support teachers, and student services teachers for teaming and planning.
- One centralized Parent Teacher Organization
- Ability to enhance mentor programs with students (older students buddy with elementary students)

**OPTION 7:**  
**Consolidate to Two Elementary Schools /**  
**Grade Level Shifting To Junior High Building**

- Close Hopewell Elementary -
- Renovate Indy for Grades K-2 -
- Additions and renovations (“right-sizing”) to Margaret Ross for Grades K-2 –
- Move 4<sup>th</sup> Grade to Junior High building (school within a school) -
- Grade Level 3 addition to Junior High building (Elementary school within a school with grades 4 and 5) -
  - Renovate Junior High building -
  - Renovate High School -

# Margaret Ross (K-2) – Site Plan



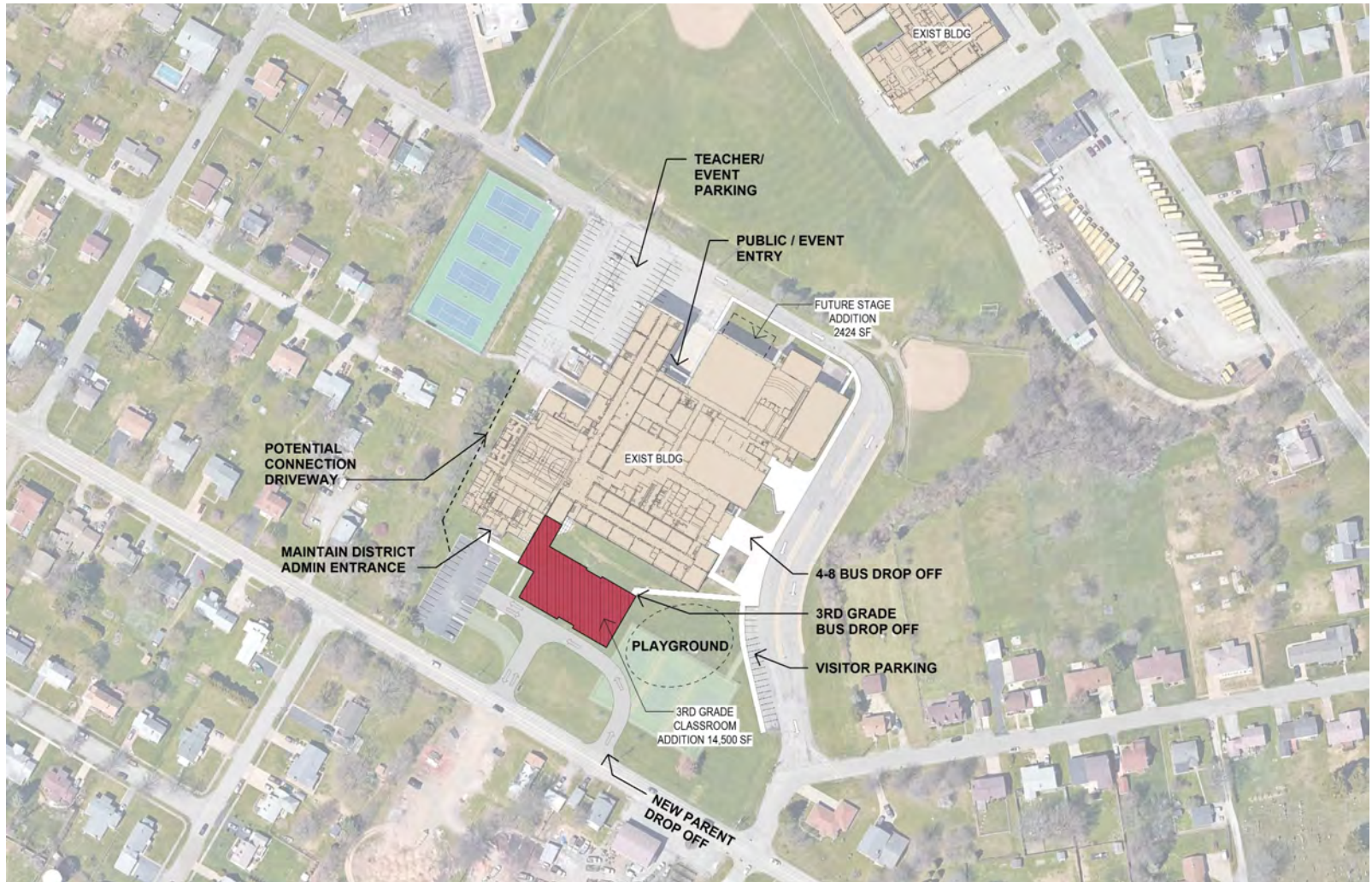
# Margaret Ross (K-2) – Floor Plan

**OPTION 7**





# Junior High Building – Site Plan



## *Option 7: Consolidate to Two Elementary Schools / Grade Level Shifting To Junior High Building*

### Educational Benefits

- Students in K-2 would be in designated Primary centers and grades 3-5 will be designated as our Elementary school
- Student Districting:
  - Independence Elementary would remain open and all students in Independence and Raccoon Townships would attend Independence
  - All students currently attending Margaret Ross would remain
  - Students currently attending Hopewell Elementary would be split between Independence and Margaret Ross
- Increased collaboration for educators to meet with grade level teams from current ability to collaborate (half a grade level would be at each building).
- Lessens bus ride for K-2 students living in remote areas of Independence and Raccoon Townships.
- PSSA tested grade levels are clustered together; Primary Centers would not have PSSA testing. This will be less disruptive to primary buildings each spring.

## *Next steps...*

- **Board Meeting focused on 4<sup>th</sup> Grade Level shift**
  - Monday, January 13, 2020 @ 7pm
- **Parent Meetings focused on 4<sup>th</sup> Grade Level shift**
  - January 21, 2020 (tentative) and / or January 23, 2020 @ 6pm (location TBD)
- **K-4 parent letter explaining 4<sup>th</sup> Grade Level shift** – sent January 14
- **Voluntary faculty meetings focused on 4<sup>th</sup> Grade Level shift for grades K-8**
  - January 14 and January 15 (time TBD)
- **Voluntary faculty meetings focused on Feasibility Study Options and 4<sup>th</sup> Grade Level shift for grades 9-12 Staff**
  - January 30 @ 2:30-3pm (Auditorium)
- **Voluntary faculty meetings focused on Feasibility Study Options and 4<sup>th</sup> Grade Level shift for grades K-8 Staff**
  - January 31 @ 2-3pm during Act 80 Day (Auditorium)
- **Board Meetings focused on Options 5 and 7**
  - January 27 @ 7pm (location TBD)
  - February 10 @ 7pm (location TBD)
- **Community Meetings to gain stakeholder feedback**
  - February 5 @ 6pm (location TBD)
  - February 19 @ 6pm (location TBD)

Thank You!