Yellow Springs Schools: School Facilities Task Force
May 15, 2019 6-8 PM

Participants
Abby, Desiree, Benji, Chad, Chris, Ian, Kat, John

Ex officio: Mario, Mike

Board members: Steve Conn, Aida Merhemic, Sylvia Ann Ellison, Steve McQueen

Guests: Steve Wilczynski and Rodney Wiford with Fanning Howey, David Roach

Operating Rules We Follow
- Keep the best interest of the students and teachers of Yellow Springs Schools AND the best interest of the Yellow Springs community in mind.
    - Best for today and for the long term.
- Welcome everyone's ideas.
    - Listen to find the value in what others are saying.
- Participate actively, and honestly share your perspective.
- Disagree without being disagreeable.
- Use headlines.
- Logistics: arrive on time, cell phones off, come prepared.

Fanning Howey Presentation
Steve introduced the presentation by talking about Fanning Howey and the project charge from YS School District.
- Fanning Howey is an architectural firm specializing in the educational design of K-12 school buildings.
- Fanning Howey was asked to provide an independent view of the district's facilities from a physical and an educational standpoint.

Rod presented the slides focused on the physical evaluation. **I have included notes ONLY when the discussion went beyond what was on the slide.**

Physical Assessment Middle School/ High School

Slide 4 – 1988 modular:
- IAQ is indoor air quality. Air quality is a concern in modular because they do not typically have good air handling systems.
- He is concerned about the crawlspace under the modular created when the modular was enclosed by brick
- The modular is not energy efficient and it is acoustically poor
- Question – could it be used for storage since we have so little storage? Answer: he did not see anything that would prohibit this.
- Question – should we expect the modular to fall apart? Answer: no, but the known issues are poor air quality, poor acoustics, and the possibility of mold from the poor air quality.

Slides 6 & 7 building envelope
- Some of the problems shown in this slide are due to poor maintenance; some are due to expansion/contraction from weather over many years.
- The cracks shown are not necessarily structural, but they do open the building to weather.

Slide 8 – interior (6 photos including kitchen and stairway)

- These pictures illustrate the need for space.
- The kitchen and serving area are too small
- The band room is small and is not ADA accessible
- Stairwells are used for storage

Slide 9 – interior (6 photos showing that first impressions from the building are poor)

- Shows leaks in the ceiling that could be from the roof or from poor plumbing
- Might be leaks in some classrooms
- Cracks in windows
- Ceiling tiles missing

Slide 10 – interior (6 photos including stairwell and exposed ceiling)

- Exposed wiring
- Code violation because the balusters at the top of the stairwell have spaces wider than permitted
- Old chalkboards which impact air quality

Slide 12 – interior (4 photos showing accessibility problems)

- Doors are not ADA compliant
- Stairs in multiple places not ADA compliant
- Obstacles in the hallways not ADA compliant

Slide 13 – hazardous materials (AHERA)

- AHERA is asbestos hazard emergency response act which requires schools to inspect their schools for asbestos-containing building material, to prepare management plans, and to take action to prevent or reduce asbestos hazards
- The slide indicates the expected cost to address the hazards for the different portions of the building.
- Note that much of the asbestos hazard is not an active hazard unless someone gets into it by drilling or grinding.
- The galbestos mentioned in the slide is the corrugated metal façade on the 3 story building. It is illegal today because over time galbestos can release asbestos into the environment

Slide 15 – HVAC and plumbing

- Building codes do not require a sprinkler system

Slide 16 – electrical

- “Panel board” refers to circuit breaker panel

Slide 17 – technology

- The telephone system is new, but appears to be affected by poor quality power system. It does not have any external power supply or battery backup

Slide 18 – technology

- Access control refers to all of the entrances to the building

Physical Assessment Mills Lawn School

Slide 22 – building envelope

- Emphasis was on the number of ways that outside air can get inside making the building very energy inefficient
- Lower left picture shows code violations on the way into the music room
- Middle of the bottom picture shows an overhang that is not supported.

Slide 23 – building envelope

- Highlighted freeze/thaw issues, ugly door, many non-insulated windows, unsafe railing

Slide 26 – building accessibility

- Lofts are not accessible, might not be approved by fire marshal
- Bathrooms not all ADA compliant
- Steps not ADA compliant
- Cabinets in the hallway not ADA compliant
- Ramps added outside that have edges

Physical Assessment Summary

Slide 34 – summary

- Renovation costs address everything they identified, but renovation will not necessarily create an optimum educational environment
- Replacement costs do not include the cost of demolishing the current buildings
- Their rule of thumb for determining renovate or build new is if the renovation costs exceed 2/3 of building new, you should seriously consider which way to go.

Slides 35-36 – phasing approaches

- Fanning Howe evaluated the needed renovations and created three categories that might enable us to phase the timing of the renovations: critical, priority, deferred
- There are two spreadsheets that support the totals they included in each phase. Every item to be renovated is categorized into critical, priority, deferred/
    - Mills Lawn Physical Assessment with priorities.xls
    - YS HS MS Physical Assessment with priorities.xls
- Replacement of the modular is definitely included in the critical phase.
- Question – what is the expected lifetime of the renovation? Answer: as long as the new building.
- Question – Do they have a rule of thumb about how much maintenance is required to maintain the buildings? Answer: They do not have it, but could develop it.
- Question – should we consider the energy inefficiency of the buildings and the payback of potential energy savings? Answer: yes.
- Question – what is more important – stellar construction or stellar maintenance? Answer: did not really answer the question. Rather he pointed out that today's computer aided design helps really optimize the building. He can't judge the quality of our construction or maintenance.
- Question – What is the suggested timing of the phases? Answer – depends on how long you want to live with the problems. Critical might be in the next 1-3 years.
- Question – when should our maintenance costs cause us to consider new build (analogy of needing to buy a new car when your car repairs get too high)? Answer – with a new building you will solve a lot of problems that the renovation will not address.

- Question – do we increase costs by phasing? Answer: probably yes. It might be higher costs at a later time; you might end up doing something twice if you don't plan well.

Slide 37 – investment in the future

- This new building size is calculated based on the square foot per student
- The formula assumes all classrooms are used all day long, and teachers may have to move from room to room

Educational Assessment Middle School High School

The educational assessment is intended to address how well the current buildings address the educational needs of the district including such topics as PBL, co-teaching, different modalities. Steve noted that the cost of renovations is easy to calculate while the value of an improved learning environment is harder to quantify.

Slide 40 – three story building

- There are no load bearing interior walls, which makes it possible to reconfigure the rooms.
- It has limited benefit because each floor has such a small improvement.

Slide 41 – three story building exterior

- It does not portray the image the MS/HS wants to portray
- Current elevator is a disaster

Slide 42 – convoluted circulation

- It is hard to address this problem without major surgery

Slide 43 – entrance

- Poor security situation – once you get in the door, you have direct access to the entire building
- There are no codes for school security, but there are best practices
- Their phase recommendation adds security at the doors as a high priority, but not an entrance vestibule

Slide 59 starts a section with multiple ideas for improvement. Steve called them "what-ifs"
He also noted that although the ideas have costs on most pages, each page may not be possible in isolation. For example, the idea identified on slide 62 (turn the kitchen area into administration office space) is only possible if part of the changes identified in slide 61 (turning the art room into kitchen space) is made.

Slide 67 shows the school with all proposed changes.

Group Discussion

Take-aways from presentation

- All recommended renovations are close to the cost of new buildings
    - However, the identified cost for the new buildings uses assumptions (full time usage of every classroom with no teacher home space) that will not work for YS.
    - Rod and Steve provided a rough estimate of 10% increase in cost to address this.
- We do have options in the recommended renovations

- Fanning Howey did not review the ODCC assessment or Mike's designs prior to their work in order to have an unbiased assessment. Mike reported that the OFCC assessment recommended 29M in improvements which is relatively close to the Fanning Howey recommendation of 31.6M, especially considering 2 years have passed.

Board Discussion
Steve C brought up our questions to the board and said there would be board discussion. He provided some answers that evening.

- Some variation of Project Based Learning is expected to continue which will require collaboration spaces.
- The next strategic plan is expected to start some time after the new superintendent arrives so that she has the time to get to know the schools and the community.
- Energy efficiency is important
- The board would like the look & feel of the schools to reflect the positive energy and activities found within the buildings.
- The new superintendent does support our work, and our efforts will not be discarded.

Desiree suggested we need to describe project based learning in a more understandable way. It leads to 21st century job skills; it is not the fad of the day.

There had been some discussion about calling the schools "arts magnet schools' but the facilities included in the vote last year did not include all needed arts facilities. Rather it was thought the arts facilities might be locally funded.

We have added the new superintendent to our mailing list.

Updated Meeting topics:
We discussed an overall work flow of:

1. Educate the task force to understand the need and the finances – going on now
2. Prepare for public forums so that we agree on what to share, how to share it, and how to capture public ideas.
3. Share with the public in a series of public forums to understand the community's perspective on what they think the school should do to address the problems and aspirations. We will invite people to public meetings and we will also go to different organizations such as neighborhoods, churches, and other community meeting opportunities.
4. Share what we learned and begin developing our plan
5. When we have a plan (with packages and options), share with the public again in the same way we did the current reality of the buildings.
6. Share what we learned from the public and update our recommendations to the board incorporating the community's feedback.
7. Report to the board.