

HUDSON CITY SCHOOLS MASTER FACILITY PLAN

2016



CONTENTS

1. Introduction.	1	21st Century Education.	29-32
What is a Master Facility Plan?	3	Facility Refresh.	33
Why.	4-5	Central Office Function.	34-35
Why Now?	6	District Identified Needs.	36
2. Facility Planning Process.	7	7. Master Facility Plans.	37
3. Master Plan Development.	8	Defining Costs.	39
4. Building Condition Analysis.	9	Costs Summary.	40
Physical Condition Analysis.	11	Facility Plans.	41
Asset Preservation.	12-13	8. Master Facility Plans.	43
Building Condition Analysis.	14-17	Silver Plan.	44
Educational Condition Analysis.	18	9. Master Facility Plans.	51
5. Capacity Analysis.	19	White Plan.	52
Enrollment.	21-22	10. Master Facility Plans	59
Existing Capacity.	23	Blue Plan.	60
6. Prioritization.	25	11. Community Engagement.	67
Prioritization.	27	Community Engagement.	69
Asset Preservation.	28		



INTRODUCTION



WHAT IS A MASTER FACILITY PLAN?



WHAT IS A MASTER FACILITY PLAN?

For Hudson City Schools, the Master Facility Plan is a holistic and strategic plan to address the long-range needs and vision of the District. The Master Plan must support the long-range vision for excellence in education for the District while maintaining and preserving facility assets. The final plan is a balanced solution for optimizing building conditions, student capacity, and education practices within an achievable budget.

THE PROCESS TO DEVELOP THE MASTER PLAN INCLUDES THE FOLLOWING STEPS:

- Develop a full understanding of current conditions and maintenance needs of the facilities.
- Analyze student capacity for current and projected enrollment.
- Develop potential changes to support best practices in education.
- Analyze various options for a Facility Master Plan.
- Develop cost modeling and analysis of the various options.
- Develop a strategy and steps to implement the Facility Master Plan.



OUR RESPONSIBILITY TO IDENTIFY AND ADDRESS PRIMARY FACILITY CHALLENGES

Aging Facilities - While Hudson High School (1992) and Ellsworth Hill Elementary (2007) are considered newer facilities, our oldest building, which is a significant part of Hudson Middle School, was built in 1927. The elementary schools on North Hayden Parkway were opened in the 1950s and 1960s: Evamere (1958); East Woods (1964), and McDowell (1967). While several of these buildings still have significant usable life, they will require renovation to enable them to serve our students well for the next 25-30 years.

Central Office Inefficiencies - In 1989, land was purchased for the new Hudson High School, including the three homes on Hudson-Aurora Road, west of the high school main entrance. At that time it was decided that the central office administration would move into the three houses until acceptable offices could be constructed. Twenty-five years later, these three small houses, designed for family living, continue to serve as the District's central offices. The houses create operational redundancies in equipment, and inefficiencies in terms of maintenance, operations, communication between central office personnel (i.e. copiers, kitchens, meeting spaces, reception responsibilities, face-to-face communication) and conducting business with the public.

Rapid Development and Changes in Education and Technology - Most of our buildings were designed when education followed the “sage on the stage” or lecture model. Today, we know that learning can be enhanced through interactivity and increased social engagement, and by students participating in multiple roles (listener, critic, presenter, mentor). This type of learning requires flexible spaces which would enable students and teachers to transition through different modalities of instruction and adjust to evolving technology and educational practices.



WHY?



PAY IT FORWARD

In Hudson, we have been fortunate, that the generations before us planned carefully for future educational needs. Two great examples are the concept of the main campus and the high school. It is essential that we continue to carefully plan for and create educational spaces that will meet our students' learning needs today, and for many years to come.

FISCALLY RESPONSIBLE

Deliberate planning to address school facility needs is effective and efficient. When school Districts wait until there is a facility emergency (i.e. leaking roof, HVAC system failure, etc.), options for addressing the needs become limited, less efficient, and more expensive.



STRETCHING THE LIFE OF FACILITIES TO THE POINT OF DIMINISHING RETURNS

Our Business Office and Maintenance Staff are diligent in maintaining and operating our buildings as efficiently as possible. Maintenance and energy management plans have enabled us to receive 5-Star Energy Ratings on each of our buildings. However, the older the building, the more challenging and more expensive it becomes to operate efficiently. This Facility Plan carefully analyzes and explores options where it may be more beneficial to replace facilities than to complete necessary renovations required for long-term operation.

LIFE CYCLES OF EXISTING FACILITIES

If one thinks of our facilities in thirds: high school, middle grades, and early elementary, it is important that our community plans ahead so that our school facilities do not come to the end of their usable life at the same time. The “new” high school is 25 years old and will serve this community for many decades to come. However, it is essential that we think long-term in renovating or constructing facilities in grades K-8 so as to stagger the needs of constructing facilities for future generations.

PERIOD OF OPERATIONAL FINANCIAL STABILITY

The implementation of this plan will not be possible without the support of the Hudson City School District Community. Due to previous support for operating funds, the District is in a period of financial stability. If state funds are not significantly reduced, our schools will remain financially stable for several years before expenses increase to the point where additional funds are requested through an operating levy.



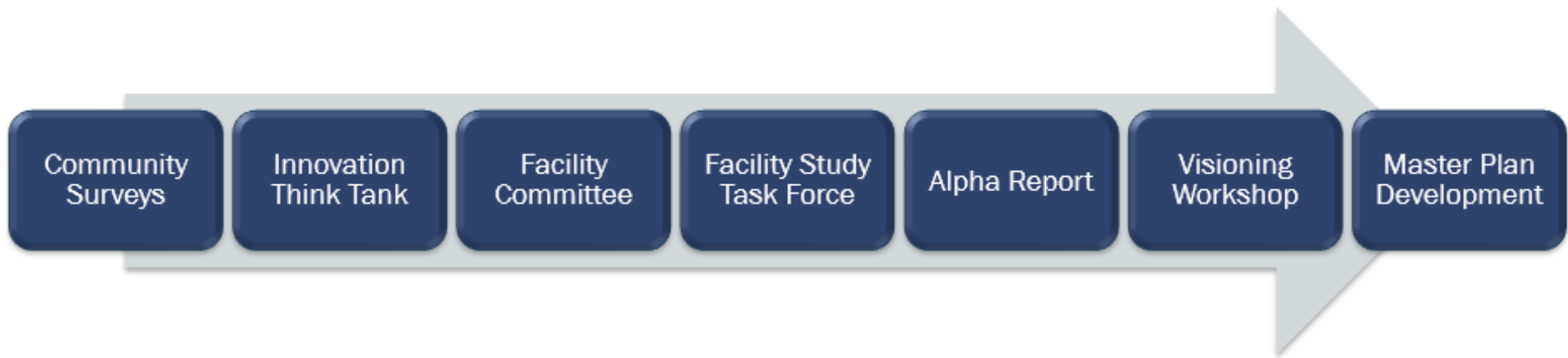
FACILITY PLANS WILL TAKE YEARS TO IMPLEMENT

Even if this plan were fully supported today, by nature of its magnitude, it will take 4-5 years to address all of our facility needs. Knowing that we cannot press rewind on a student’s education, it is essential that we get started soon.

PERIOD OF LOW INTEREST RATES

While there are no guarantees they will stay that way, we are in a period of historically low interest rates. If rates continue to stay low, it will be significantly less expensive for the community to renovate buildings or pay for construction costs now than when rates rise.

WHY NOW?



Community Surveys	Innovation Think Tank	Facility Committee	Facility Study Task Force	Alpha Report	Visioning Workshop	Facility Master Plan
<ul style="list-style-type: none"> Through various survey events our constituents have communicated to us that adequate and updated facilities are important. 	<ul style="list-style-type: none"> In 2011, the district brought together a diverse group to brainstorm key issues including operational efficiencies. Key themes surfaced regarding grade level alignment and administrative office consolidation. 	<ul style="list-style-type: none"> In 2012, a standing facility committee was created to help prioritize the allocation of resources and educate a broader group on facility life cycle planning and facility maintenance. 	<ul style="list-style-type: none"> In 2013, a task force was assembled to study, evaluate and recommend how the district can best use existing facilities to enhance the educational experience and achieve greater operational efficiencies. 	<ul style="list-style-type: none"> In 2015, Alpha Facility Solutions converted our static facility data into a dynamic capital forecasting system called CapitalForecastDirect, a Schooldude cloud-based product. Alpha Solutions produced a comprehensive report that we refer to as the Alpha Report. 	<ul style="list-style-type: none"> In 2015, the district conducted an Educational and Facility Visioning Workshop that concluded with a formal report in 2016. The results showed a desire to integrate student-centered, flexible spaces that support 21st century learning. 	<ul style="list-style-type: none"> In 2016, the district synthesized the collective information learned from all prior efforts to develop the Facility Master Plan.



To develop the Facility Master Plan for Hudson, the team started by analyzing the facility conditions, educational practices, and student capacity in all of the facilities. The analysis of the District's facilities focused on two primary conditions. The first being the physical condition of the facilities, and the second being the educational condition of the facility. The student capacity was analyzed by considering enrollment projections and desired grade groupings in buildings.

From the analysis, the team prioritized the desired outcomes and developed probable cost models for each consideration. The final options for the Master Facility Plan were developed based on a balanced consideration of costs, educational practices, and maintenance costs of facilities.

BUILDING CONDITION ANALYSIS



**PHYSICAL CONDITION ANALYSIS
EDUCATIONAL CONDITION ANALYSIS**



To understand the physical condition of the current facilities, the Alpha Capital Forecasting Report was utilized to help identify and prioritize the most critical items throughout the District that will require maintenance, replacement, or repair. At the very least, the District wants to preserve the existing facilities as long as possible.



Hudson City School District

CapitalForecastDirect Implementation Services Report

February 24, 2016



Before



After



In order to preserve and extend the life cycle of major capital assets, the owner must invest in those assets. Asset preservation efforts can take the form of preventative maintenance, minor repairs, major repairs, and major renovation. Investment in asset preservation increases the likelihood that District assets will remain viable as long as possible. From a planning perspective, staggering the projected renewal date for facilities is an effective long-range planning strategy. We want to avoid needing to replace all school buildings at one time.

Generally speaking, preventative maintenance and minor repairs are planned and budgeted for in the District's general fund. As critical building systems and components start to age we begin to experience failures. This can manifest itself in a variety of ways. Examples include roof leaks, power failures, water pressure issues and more frequent equipment breakdowns. Although preventative maintenance will prevent and delay these kinds of issues for a long period of time, eventually time catches up with us. The structural components and materials start to deteriorate and repairs become more frequent and more costly. This is the point at which major renovation and renewal must take place. Hudson City School District has a Permanent Improvement Fund that helps to fund these kinds of investments. However, the Permanent Improvement (PI) Fund has its limitations. Of the \$1.3 million generated by the PI fund, roughly half of it is used to fund educational technology initiatives and school bus replacement.

The Hudson City School District school building portfolio is aging. The oldest building, Hudson Middle School, was originally constructed in 1927. The chart on the next page demonstrates the most active period of construction was between 1959 and 1989 when three additional buildings were constructed and expanded. The buildings on our main campus range in age from 50 to 89 years.

Date Range

Building	1920-1949	1950's	1960's	1970's	1980's	1990's	2000's
Hudson Middle School	1927	1955	1961	1972			
East Woods			1962, 1964, 1967	1972, 1978, 1979			
Evamere		1959	1960	1975	1989		
McDowell			1966		1989		2007
Hudson High School						1992	2007
Ellsworth Hill							2007
Square Feet	69,712	40,375	185,566	117,285	15,662	309,671	104,058

Our goal is to get 75 years (or more) of useful life from our school buildings if possible. We must certainly invest in the form of major renovations at our oldest facilities in order to reach that goal, which we believe is our fiduciary responsibility.

The District Facility Team has intimate knowledge of each of our school buildings. They work year round to inspect, maintain, and repair facilities. Over time, building conditions are evaluated for signs of wear and deterioration. Once issues are identified, we have professional firms further evaluate and develop corrective action plans that include cost estimates. Additionally, the District, in 2015, implemented a capital forecasting system that uses building modeling to project facility investment needs based on building component and system life cycles and regionally adjusted replacement costs. Using a combination of building knowledge and industry standard building modeling, the District is able to accurately forecast the level of investment needed to keep our existing buildings operational. As these buildings have aged, the required level of investment has begun to accelerate significantly.

The building envelope includes roof systems, exterior walls and doors, windows and storefront systems. These building components are critical to the learning environment and operational efficiency and should be addressed in coordination with any major interior renovation. The chart below shows the building envelope investment level needed to address expired building components by school building.

Building Envelope Expiring Components							
	Evamere	East Woods	McDowell	Ellsworth Hill	Middle School	High School	Total
Exterior Doors	\$ 61,882	\$ 157,565	\$ 58,731	\$ -	\$ -	\$ 288,263	\$ 566,441
Exterior Windows	\$ 447,237	\$ 525,216	\$ 301,665	\$ -	\$ 1,505,370	\$ -	\$ 2,779,487
Exterior Walls	\$ 58,506	\$ 54,622	\$ 16,018	\$ 18,164	\$ 53,699	\$ -	\$ 201,009
Roofing	\$ 379,701	\$ 784,596	\$ 717,704	\$ 181,942	\$ 860,092	\$ 518,120	\$ 3,442,156
	\$ 947,326	\$ 1,521,999	\$ 1,094,117	\$ 200,106	\$ 2,419,162	\$ 806,384	\$ 6,989,093

Clean and adequate power distribution is another critically important component system that needs to be addressed in an aging facility. This system supports a whole host of important functionality including life safety systems, HVAC systems, educational and business technology, lighting, communication systems, kitchen equipment, and other systems. The chart below demonstrates the costs to address expiring electrical and fire protection systems in our buildings.

Electrical /Fire Protection Expiring Systems							
	Evamere	East Woods	McDowell	Ellsworth Hill	Middle School	High School	Total
Electrical	\$ 727,392	\$ 1,005,263	\$ 770,980	\$ 51,464	\$ 1,863,365	\$ 288,263	\$ 4,706,728
Fire Protection	\$ 182,833	\$ 153,363	\$ 173,524	\$ 88,396	\$ 261,337	\$ -	\$ 859,452
	\$ 910,225	\$ 1,158,626	\$ 944,504	\$ 139,860	\$ 2,124,702	\$ 288,263	\$ 5,566,180

The District desires to provide an efficient climate controlled environment with adequate ventilation in every building, classroom and office area. Where practical we seek to do this in common areas as well. Existing climate controlled spaces rely upon equipment that is manufactured to perform for a limited number of years and needs to be replaced once the equipment exceeds that time period. The chart below shows the investment needed to both achieve the desired goal for climate controlled spaces and to replace existing, expired HVAC systems.

HVAC Expiring Systems/ Climate Control Investment							
	Evamere	East Woods	McDowell	Ellsworth Hill	Middle School	High School	Total
HVAC-Air Conditioning	\$ 1,726,502	\$ 840,345	\$ 1,281,408	\$ -	\$ 6,853,832	\$ 2,713,066	\$ 13,415,153

As buildings age, mineral buildup occurs within the water distribution pipes. That buildup can cause the domestic water distribution piping to lose pressure and ultimately leads to leaks. Sanitary sewer pipes can lose flow pressure and cause backups and flooding. Old plumbing fixtures also contribute to flow problems and can impact water quality. Plumbing repairs to distribution pipes are costly because often walls and floor systems have to be demolished in order to gain access to problem areas. Our models and observations indicate that we should replace many sections of our plumbing systems throughout the District to ensure long term viability of the buildings. The chart below shows the investment level planned for renewing and or replacing these systems by building.

Domestic & Sanitary Plumbing Expiring Systems							
	Evamere	East Woods	McDowell	Ellsworth Hill	Middle School	High School	Total
Plumbing-Domestic Water	\$ 621,068	\$ 1,159,676	\$ 589,448	\$ -	\$ 1,122,315	\$ -	\$ 3,492,507
Plumbing-Sanitary	\$ 580,564	\$ 1,084,045	\$ 551,005	\$ -	\$ 826,969	\$ 1,566,795	\$ 4,609,379
Plumbing Fixtures	\$ -	\$ -	\$ -	\$ -	\$ 1,016,706	\$ -	\$ 1,016,706
	\$ 1,201,632	\$ 2,243,721	\$ 1,140,453	\$ -	\$ 2,965,991	\$ 1,566,795	\$ 9,118,592

In addition, interior specialty components and equipment are important to the function of a school building. When undertaken, these projects require specialized planning and engineering services, as well as, professional project management services. These soft costs can range from 5% to 10% of the construction material and labor costs. In order to preserve the functionality of our existing facilities these investments are critical.

The building condition information included in this Master Facility Plan is contained in the CapitalForecastDirect (Alpha Report) system. We update the information as District projects are completed and cost indexes change. Prior to inclusion in this report, our facility team prioritized the systems that need immediate attention. The chart below shows the level of investment needed for each school building in the District, including soft costs, in order to ensure that these facilities remain viable for the next 25 to 30 years. This does not include costs related to reprogramming spaces or costs related to updating finishes like carpet and tile, paint, furniture, and technology equipment.

Expiring Systems Summary Total by Building							
	Evamere	East Woods	McDowell	Ellsworth Hill	Middle School	High School	Total
Total	\$ 4,978,644	\$ 6,109,232	\$ 4,802,725	\$ 366,605	\$ 14,728,841	\$ 6,646,257	\$ 37,632,306
Adjustment*	\$ (1,244,661)	\$ (1,527,308)	\$ (1,200,681)	\$ (91,651)	\$ (3,682,210)	\$ (1,661,564)	\$ (9,408,076)
Plus: Soft Cost @7%	\$ 261,379	\$ 320,735	\$ 252,143	\$ 19,247	\$ 773,264	\$ 348,929	\$ 1,975,696
Adjusted Total	\$ 3,995,362	\$ 4,902,659	\$ 3,854,187	\$ 294,201	\$ 11,819,895	\$ 5,333,622	\$ 30,199,925

During the three day workshop on educational visioning, the District representatives identified a strong desire to transform the current educational deliveries and facilities to support their evolution into the 21st century educational practices and 21st century educational spaces to support those practices. Key concepts for transforming the facilities were identified and recorded. The goal was set to create more flexibility and a variety of spaces to support multi-modal learning styles, collaboration, communication, and creativity.

Understanding the current facilities in the District do not easily support these concepts, the facilities would need to be re-programmed (renovated) to create the spaces and environments desired to support the evolving approach towards student-centered learning. Most of the elementary schools and the middle school were designed and built based on the traditional model of singular purposed classrooms with the teacher giving daily instruction to students, and arranged along corridors. Many of the schools lack areas for small group collaboration, self-directed learning, and project-based learning labs. Additionally, most of the buildings are built with interior masonry walls which are inflexible and cannot be easily adapted to these evolving practices in education.



Educational Visioning

Hudson City Schools
Hudson, OH

November 2015
Frank Locker Educational Planning



CAPACITY ANALYSIS



ENROLLMENT
EXISTING CAPACITY

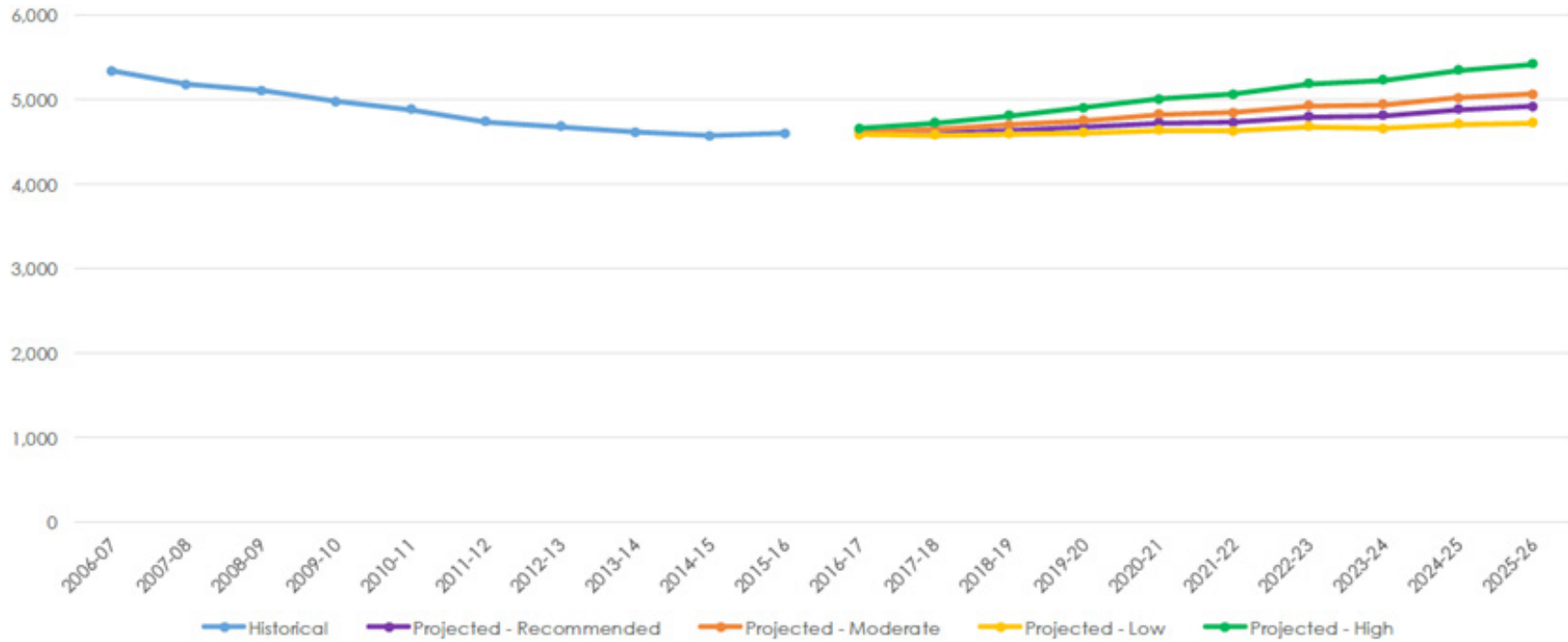


Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	Lowest	Peak	Average	Median
K	280	275	302	297	293	294	295	295	294	295	275	302	292	294.5
1	312	304	299	328	323	318	319	320	320	320	299	328	316.3	319.5
2	293	328	320	314	345	339	334	336	337	336	293	345	328.2	335
3	327	303	339	331	324	357	351	345	347	348	303	357	337.2	342
4	333	344	319	356	348	341	375	369	363	365	319	375	351.3	352
5	312	342	354	328	367	358	352	386	380	374	312	386	355.3	356
6	384	328	360	372	345	385	376	369	406	399	328	406	372.4	374
7	331	390	332	365	377	350	391	382	375	412	331	412	370.5	376
8	400	339	400	341	374	387	359	401	391	384	339	401	377.6	385.5
9	359	408	346	408	348	382	394	366	409	399	346	409	381.9	388
10	390	363	412	350	412	351	386	399	370	413	350	413	384.6	388
11	403	407	379	431	365	431	367	403	416	386	365	431	398.8	403
12	403	400	404	376	427	362	427	364	399	413	362	427	397.5	401.5

 = Lowest
 = Peak

The District has consistently monitored and projected student enrollment to anticipate student capacity at all grade levels. The Master Facility Plan utilized the most recent projections for student enrollment prepared by Dejong-Richter in February 2016. Future development is factored into the enrollment projections, however the District continues to monitor potential housing development estimates, and other issues that could alter the current projections.

Hudson City Schools Historical / Projected Enrollment



Based on the recommended projected enrollment prepared by Dejong-Richter, the team studied options for various grade-level configurations in alignment with recommendations from the education visioning outcome. The projected enrollments were studied and it was decided to use the peak enrollment numbers as the basis for school capacity for the Master Facility Plan. The current and potential student capacity of each school building was analyzed to determine the best “fit” of grade levels in each building without major reconfigurations if possible. Capacity was determined by analyzing the number of classroom spaces available to support student learning.



CURRENT GRADE CONFIGURATIONS CURRENT CAPACITY CURRENT ENROLLMENT

HIGH SCHOOL	9, 10, 11, 12	2,000	1,575
MIDDLE SCHOOL	6, 7, 8	1,200	1,100
EAST WOODS	4, 5	775	661
MCDOWELL	3	525	288
ELLSWORTH HILL	PK, 2	525	364
EVAMERE	K, 1	550	563



PRIORITIZATION



ASSET PRESERVATION
21ST CENTURY EDUCATION
FACILITY REFRESH
CENTRAL OFFICE FUNCTION
DISTRICT IDENTIFIED NEEDS

Kids' lives really matter,
our kids really matter
to me.



The most difficult task of any Master Facility Plan is to establish a realistic list of priorities that are attainable. For the Hudson City School District, the desired amount of maintenance improvements and educational improvements were substantial. After detailed analysis, it became apparent the desired improvements would exceed reasonable funding limits. The District set a limit of acceptable costs for investing into their facilities, requiring careful consideration and prioritization of improvements. The prioritization of improvements was a lengthy and thoughtful process. The final options for the Master Facility Plan incorporate the highest priorities for investment but do not include every improvement identified through the process.



The primary goals set for the Master Facility Plan were as follows:

- Asset Preservation - Maintain and improve the overall physical condition of our existing facilities.
- 21st Century Education – Modify the buildings to better support current and evolving practices in education for our students.
- Facility Refresh – Replace materials and finishes that are worn or wearing to maintain a suitable learning environment.
- Central Office – Relocate personnel and functions of central office to improve efficiency and operations, improve the environmental conditions, and service to the community.
- District Identified Needs – Invest in operations, safety, and functions in addition to the items listed above.

The concept of asset preservation refers to the District’s effort to prolong the useful life of an asset. The concept can apply to individual pieces of equipment, building components, building systems and entire buildings. We approach asset preservation by undertaking a program of preventative maintenance and by repairing or replacing building components and systems. Effective preventative maintenance programs improve the likelihood that an asset will continue to function for the duration of the manufacturer specified useful life and beyond. Within the concept of this Master Facility Plan, we are primarily referring to the replacement of building components and systems that are on the declining side of useful life. The life of these assets in some cases can be repaired to extend the life considerably or in other cases the cost benefit analysis will suggest that replacement will yield a better return on investment.

The District places a high priority on investing limited financial resources in a way that serves to preserve assets that support our educational and operational strategies. Our fiduciary responsibility motivates us to wrestle with questions like, “how do we invest scarce resources in a manner that will result in the best long term outcome for the District?” We believe that asset preservation must be a significant part of a Master Facility Plan that seeks to stagger major facility projects. This approach avoids the potential of multiple school buildings needing to be replaced at the same time. In this plan, asset preservation resources have concentrated on electrical and network systems, building envelope components like roofing, windows and doors, air conditioning, and plumbing systems.



What do we want our students to be able to do? Our children are expected to have global competencies that include creative and analytical thinking, and collaboration with peers and adults. Classrooms must be designed so students can work with-in groups but also have individual think and work time. The classrooms, hallways, and common spaces must be designed to facilitate learning. Schools need to be designed to allow for movement and flexibility. Our students are required to solve problems, research, create, and to meet a variety of learning expectations throughout their day. Classroom spaces will be made into a variety of modules to meet the broad range of student needs. Hallways will become potential hubs for learning. Using all available space will maximize our facility learning environment. Hudson has a long tradition of excellence in academics, the arts, extra-curricular, student leadership, and service. We want to design schools which support this long-standing tradition of student engagement.





Key Words

Flexible, Adaptable, Open Layout
Supports Multiple Educational Delivery Methods
and Learning Modalities
Small Learning Communities (100 Students)
Collaboration Zones, Breakout, and Presentation Spaces
Integrated Media Centers and Extended Learning Areas
Interconnected Classrooms and Teacher Planning Centers
Maker Spaces, Art, & Music

Key Concepts

Support Multiple Learning Modalities
Project Based Learning
Small Group Work / Student Collaboration
Technology with Mobile Devices
Flexibility for Change
Student-Centered
Teacher Collaboration





The evolution and transformation of education in the last ten years has seen significant change and as a result, education facilities need to adapt. Changes are occurring both nationally and internationally in how we educate students of all ages. Listening to students, teachers, and parents, the Hudson City School District identified a strong desire to transform their facilities to better support the evolving practices in education. The Master Facility Plan team identified potential changes that would create more flexibility in spaces for a variety of learning experiences, changes to support multi-modal learners, and changes to enhance communication, collaboration, and creative thinking.



Examples include:

- New flex-lab spaces to support large group and project based learning
- New open & collaborative hub spaces located centrally to a group of classrooms (creating learning communities)
- New small-group classroom spaces for student collaboration and community mentoring
- Installation of “white board” surfaces for more opportunity to explore ideas
- Incorporate large doors or movable walls to support cross-curriculum and team-teaching
- Plan for more integrated technology
- Incorporate flexible and comfortable furniture
- Update materials, lighting and similar elements to create an inspiring environment that supports a culture of innovation and thoughtful learning

In order to make these significant changes to the existing facilities, it will require substantial reprogramming of space, essentially a complete renovation of most of the spaces.

Where a full renovation and reprogramming of space is not necessary, some spaces may receive a refresh of finishes. Although the actual scope will differ from space to space, depending on the actual conditions, in general a refresh would include replacement of flooring, repainting of walls, and repair/replacement of ceilings and lighting. The intent of the refreshed areas is to provide continuity of the learning environment and quality of space adjacent to the areas being reprogrammed and renovated.





In 1989, as part of the facility planning process, land was purchased for the new High School on Hudson-Aurora Road at a time when enrollment in the Hudson City Schools was on the rise. This purchase included three homes just west of the high school property. At that time, it was decided the houses would be used, temporarily, for the administrative offices. These three houses were built in 1955, 1962, and 1972. As with any house built 44-60 years ago, there are significant challenges with maintenance alone. Within the last two years, the houses have had crumbling porches, sewer back-ups, and flooding in the basements. Sewer line, chimney, and roof leak repairs have been required. In addition, the conversion of residential housing into office space is challenging due to aging and limited electrical and heating/cooling systems.

CENTRAL OFFICE FUNCTION

Another challenge is the inefficiency created by the three separate houses and the impact upon school district operations. The Central Office staff of thirty includes the Superintendent, Treasurer, Assistant Superintendent/Curriculum and Instruction, Pupil Services, Human Resources, Facilities and Operations, mandatory state reporting coordinators, Payroll, Accounts Payable, Hudson Community Education and Recreation, and the business operations. Numerous operational redundancies such as copy machines, office equipment, and kitchen facilities exist. The working conditions in these houses can be challenging at times. The conference areas are limited in space which impact the ability to meet with staff and community members. Bathrooms are in hallways or access to a bathroom is through someone's office or a conference room. Storage is extremely limited and even includes long-term, permanent records being stored in basement utility rooms.

Consolidating the central offices into one location will enable the different departments to work together more efficiently and eliminate redundancies in operations, as well as provide one location for all visitors to central office.



Throughout the Master Facility Plan, we have focused our efforts primarily on buildings that house students. Support facilities also play an important role in delivering an outstanding educational experience. Included in this plan are \$2.7 million of improvements to address outdoor security lighting, updates to the autoshop vocational education area, update of a facility maintenance space and renovations to both Lavelli Stadium and Ada Cooper Miller Natatorium. It is important to note that in the last 5 years, the community partners and District have raised approximately \$10 million of private donations to build Scott Malson Field, Hudson Memorial Stadium, and Malson Athletic Center.



MASTER FACILITY PLANS



COSTS SUMMARY FACILITY PLANS

WELCOME TO HMS!

OUR HOPES

My hope is to have a perfect attendance!

That my hopes come true!

I hope to make new friends!

My hope is to make my friends in all my classes!

That everyone would accept themselves for who they are 😊

I hope that I make a lot of friends!

A peace-filled year!

I hope to get good grades!
All kids should feel loved!

To have fun!

I hope to be awesome!

For a good year!

#1 BE PROACTIVE
YOU ARE
in charge
OF YOU

The costs shown in the Master Facility Plans indicate an estimate for the magnitude of costs associated with the anticipated scope for each category of work. The costs were determined based on historical cost data from similar renovation, refresh, and new construction projects in Ohio. The costs were projected for a 2018 construction start with 2.5% annual inflation factor. The final costs will vary and therefore the finite details of the scope of work will be developed and adjusted as needed to meet the cost expectations.



SILVER PLAN

Renovate Middle School (6, 7, 8) Plus Required Maintenance	\$34,500,000
Renovate East Woods, McDowell, Ellsworth Hill and Evamere (Keep Existing Grade Configurations)	\$13,400,000
Move Central Office to McDowell	\$1,600,000
Maintenance and District Identified Needs	\$21,500,000
High School Improvements	\$350,000
Total:	\$71,350,000

WHITE PLAN

New Middle School (6, 7, 8)	\$46,000,000
Renovate East Woods, McDowell, Ellsworth Hill and Evamere (Keep Existing Grade Configuration)	\$13,400,000
Move Central Office to McDowell	\$1,600,000
Maintenance and District Identified Needs	\$20,200,000
High School Improvements	\$350,000
Total:	\$81,550,000

BLUE PLAN

New Middle School (5, 6, 7, 8)	\$57,500,000
New Grade Configuration with Minor Renovations (7 New CR at Ellsworth Hill)	\$13,600,000
Move Central Office to Evamere (Selected Deconstruction Costs Not Included)	\$1,600,000
Reduced Scope of Maintenance and District Identified Needs	\$8,500,000
High School Improvements	\$350,000
Total:	\$81,550,000

SILVER PLAN

	PROPOSED GRADE CONFIGURATIONS	PROPOSED CAPACITY	PROJECTED PEAK ENROLLMENT	CENTRAL OFFICE
HIGH SCHOOL	9, 10, 11, 12	1500	1,527	
MIDDLE SCHOOL	6, 7, 8	1,200	1,200	
EAST WOODS	4, 5	775	750	
MCDOWELL	3 & Central Office	350	350	±10,000S.F.
ELLSWORTH HILL	PK, 2	525	425	
EVAMERE	K, 1	600	625	

WHITE PLAN

	PROPOSED GRADE CONFIGURATIONS	PROPOSED CAPACITY	PROJECTED PEAK ENROLLMENT	CENTRAL OFFICE
HIGH SCHOOL	9, 10, 11, 12			
MIDDLE SCHOOL	6, 7, 8	1,200	1,200	
EAST WOODS	4, 5	775	750	
MCDOWELL	3 & Central Office	350	350	±10,000S.F.
ELLSWORTH HILL	PK, 2	525	425	
EVAMERE	K, 1	600	625	

BLUE PLAN

	PROPOSED GRADE CONFIGURATIONS	PROPOSED CAPACITY	PROJECTED PEAK ENROLLMENT	CENTRAL OFFICE
HIGH SCHOOL	9, 10, 11, 12			
MIDDLE SCHOOL	5, 6, 7, 8	1,575	1,575	
EAST WOODS	3, 4	775	725	
MCDOWELL	K, PK	400	375	
ELLSWORTH HILL	1, 2	675	675	
EVAMERE	Central Office			±11,000S.F.



MASTER FACILITY PLANS



SILVER PLAN

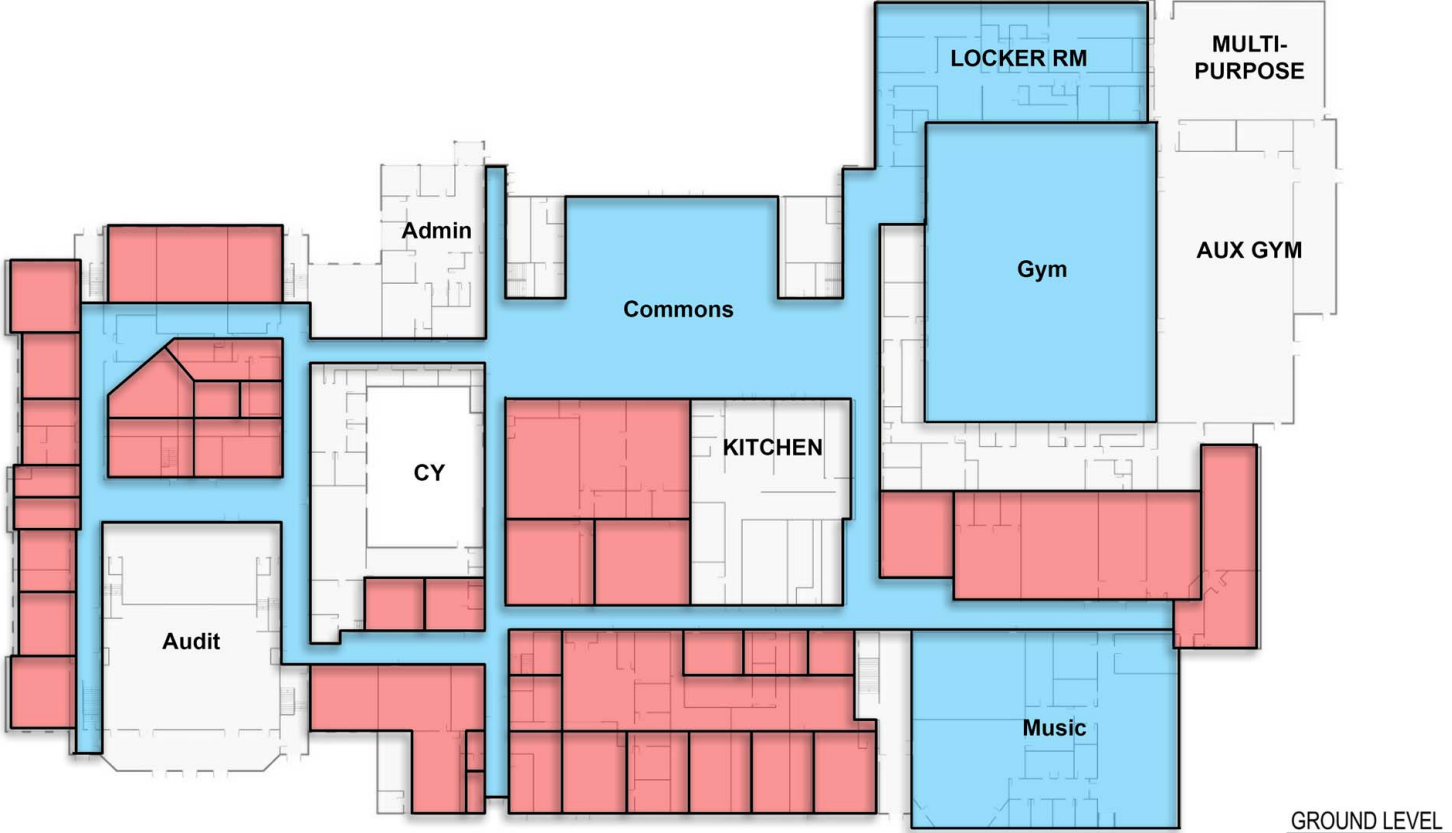
SILVER PLAN

- Refresh and renovations will be completed for each building, with limited renovations completed at the High School and Ellsworth Hill.
- Middle School renovations will expand the lifespan of building approximately 10 to 15 years.
- Install Air Conditioning for Evamere and McDowell.
- Grade level configurations remain the same.
- Complete district identified maintenance priorities that include electrical and network systems, building envelope, plumbing systems, HVAC, and some site improvements which include central campus parking, traffic flow solutions, utilities and playground updates.
- Central offices move to McDowell.
- Lowest initial costs to taxpayers.

Renovate Middle School (6, 7, 8) Plus Required Maintenance	\$34,500,000
Renovate East Woods, McDowell, Ellsworth Hill and Evamere (Keep Existing Grade Configurations)	\$13,400,000
Move Central Office to McDowell	\$1,600,000
Maintenance and District Identified Needs	\$21,500,000
High School Improvements	\$350,000
Total:	\$71,350,000

Conceptual Drawing

Refresh Finishes - [Blue Box]
Reprogramming - [Red Box]



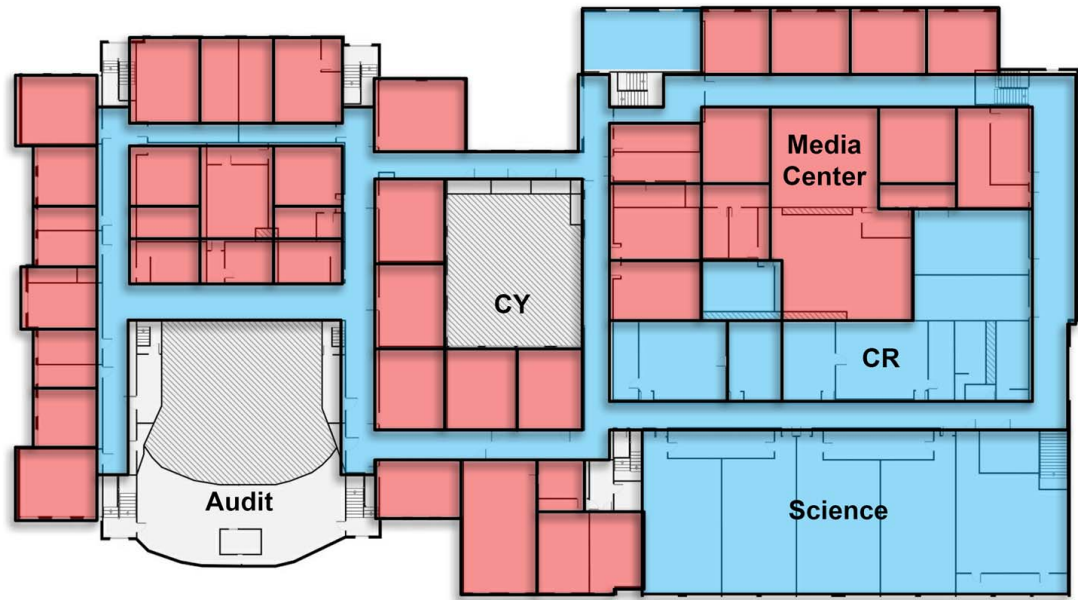
Silver - 6th, 7th, 8th Grade

Hudson Middle School

Hudson, Ohio



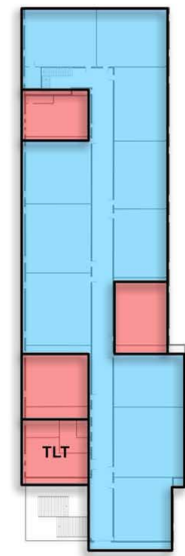
Conceptual Drawing



Silver - 6th, 7th, 8th Grade

UPPER LEVEL

Conceptual Drawing

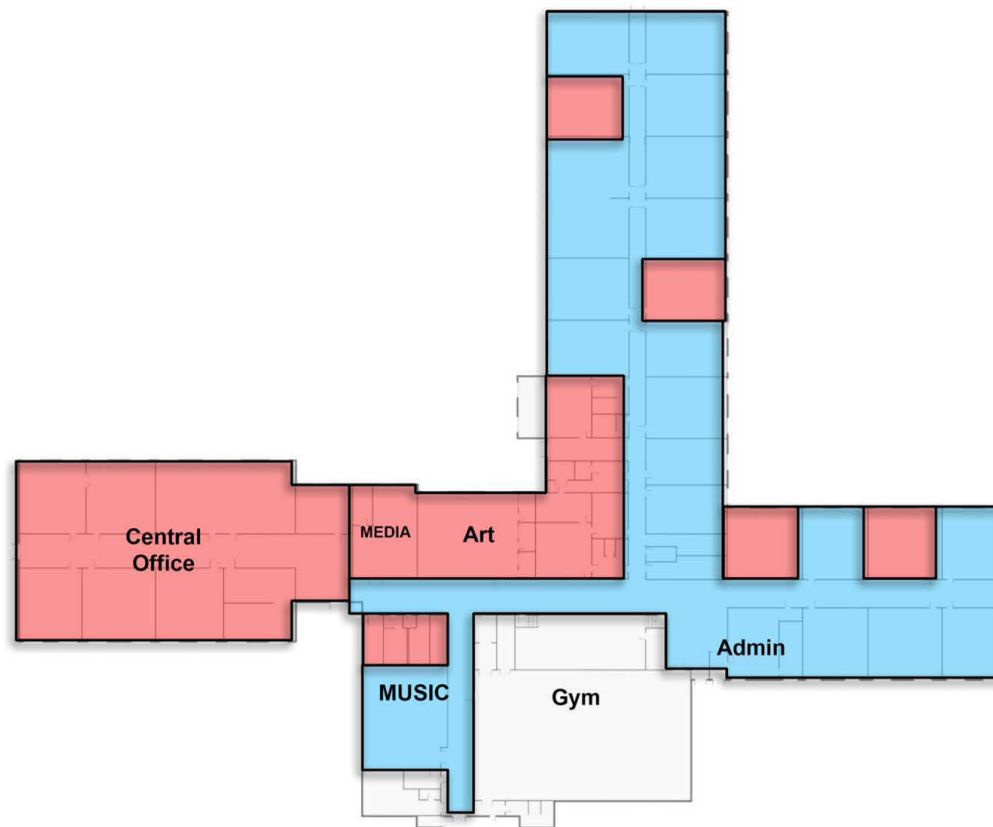


Silver - 4th, 5th Grade

Hudson East Woods School | Hudson, Ohio



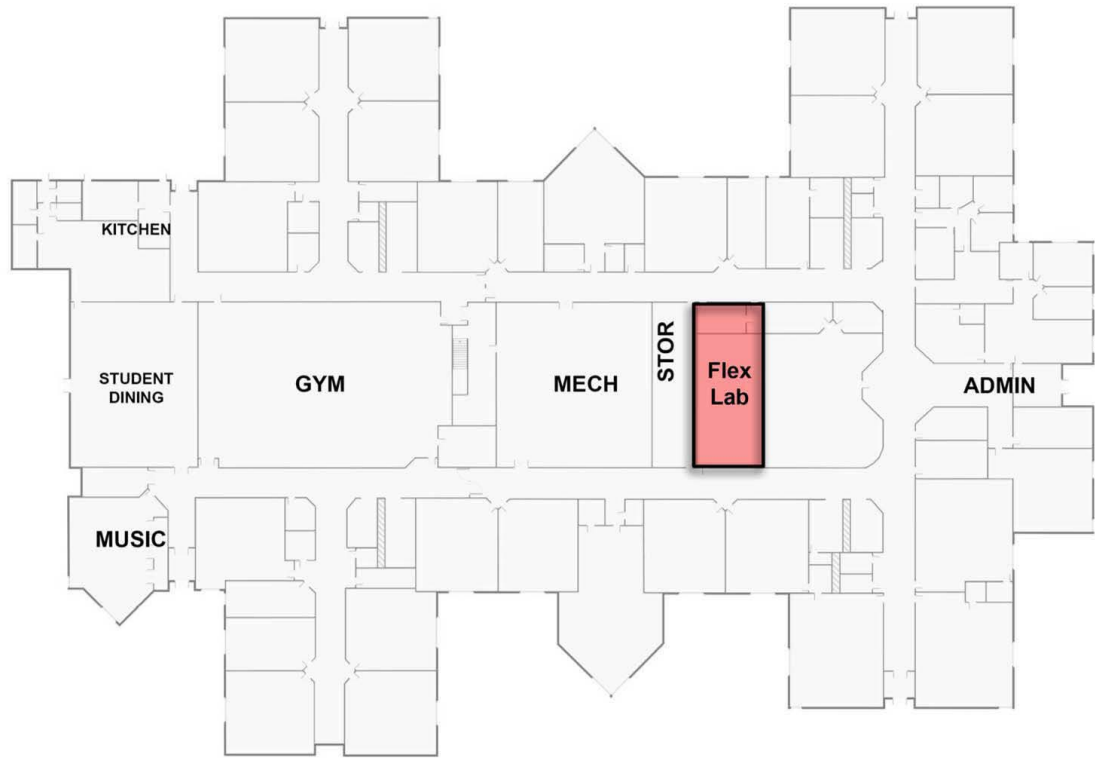
Conceptual Drawing



Silver - 3rd Grade and Central Office

Conceptual Drawing

Reprogramming - 



Silver - PK, 2nd Grade

Conceptual Drawing

- Refresh Finishes - [light blue box]
- Reprogramming - [pink box]
- New Construction - [orange box]



Silver - K & 1st Grade

Hudson Evamere School

Hudson, Ohio



MASTER FACILITY PLANS



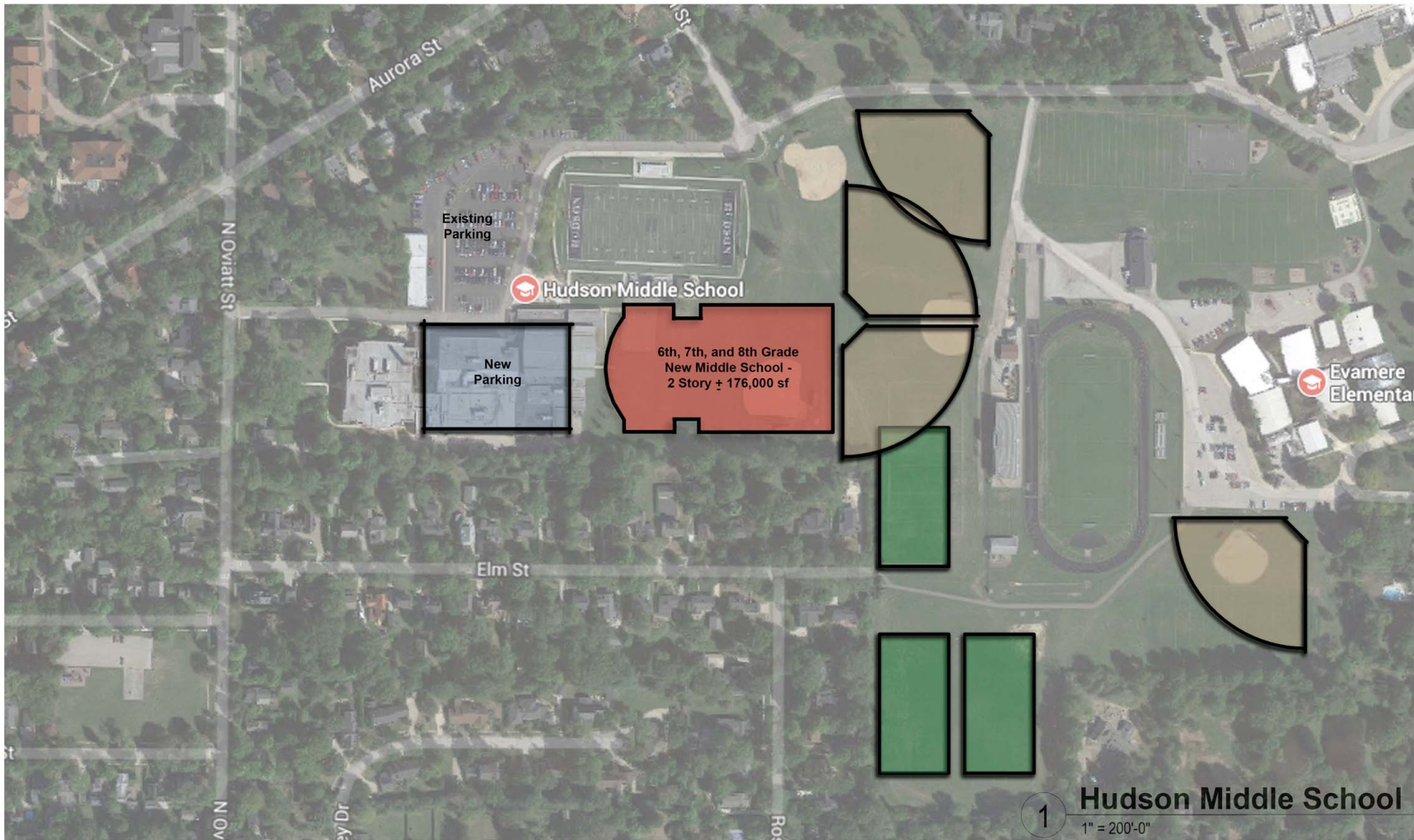
WHITE PLAN

WHITE PLAN

- A new Middle School for grades 6, 7, and 8, which provides a lifespan of 75+ years.
- Refresh and renovations will be completed for Evamere, McDowell, and East Woods, with limited renovations completed at the High School and Ellsworth Hill.
- Install Air Conditioning for Evamere and McDowell.
- Grade level alignments remain the same.
- Complete district identified maintenance priorities that include electrical and network systems, building envelope, plumbing systems, HVAC, and some site improvements which include central campus parking, traffic flow solutions, utilities and playground updates.
- Central Offices move to McDowell.

New Middle School (6, 7, 8)	\$46,000,000
Renovation East Woods, McDowell, Ellsworth Hill and Evamere (Keep Existing Grade Configuration)	\$13,400,000
Move Central Office to McDowell	\$1,600,000
Maintenance and District Identified Needs	\$20,200,000
High School Improvements	\$350,000
Total:	\$81,550,000

Conceptual Drawing



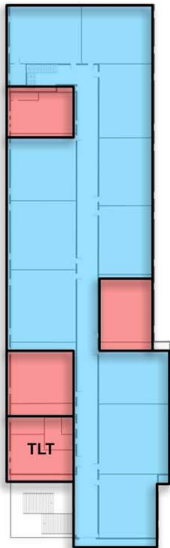
White - 6th, 7th, 8th Grade

Hudson Middle School

Hudson, Ohio



Conceptual Drawing



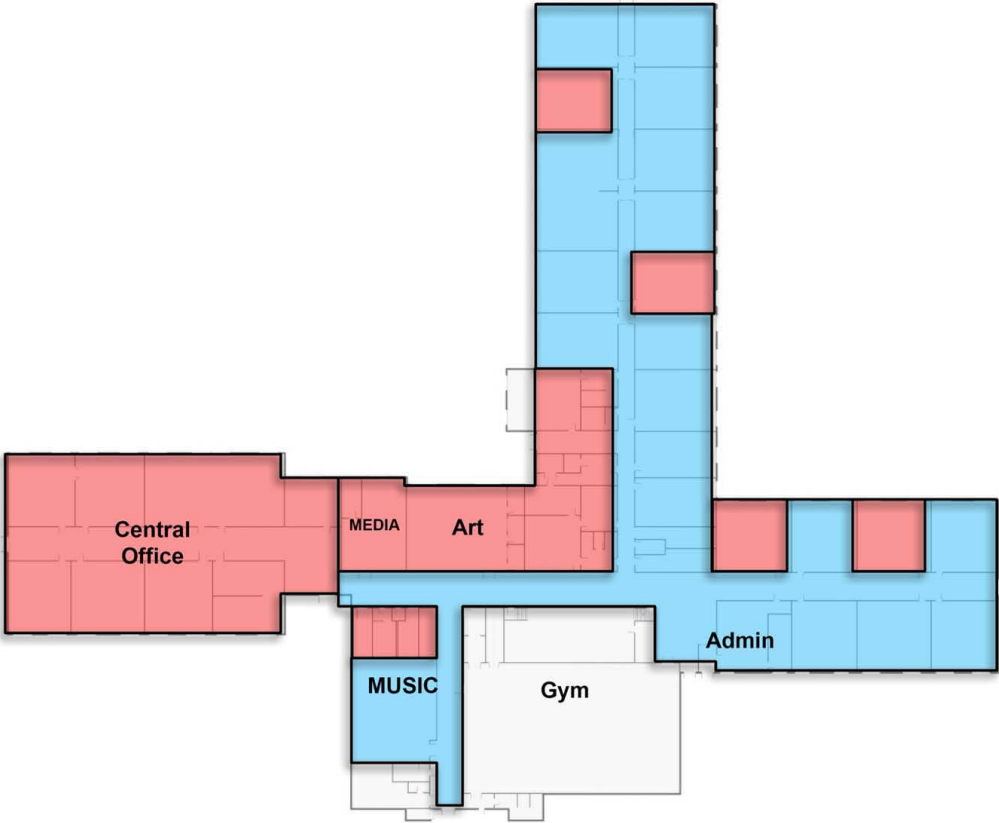
Cummunity & Flex Use C.R.

1st Floor Plan

2nd Floor Plan

White - 4th, 5th Grade

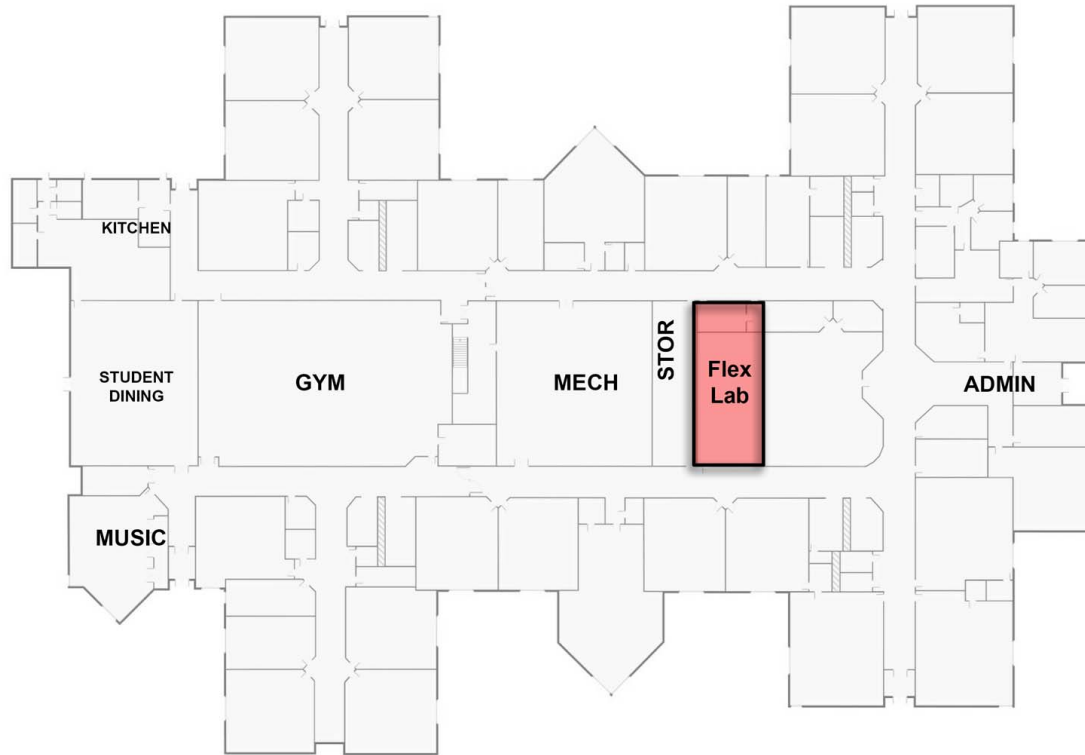
Conceptual Drawing



White - 3rd Grade and Central Office

Conceptual Drawing

Reprogramming - 





White - PK. 2nd Grade

Hudson Ellsworth Hill School | Hudson, Ohio



Conceptual Drawing

- Refresh Finishes - 
- Reprogramming - 
- New Construction - 



White - K & 1st Grade

Hudson Evamere School

Hudson, Ohio





MASTER FACILITY PLANS



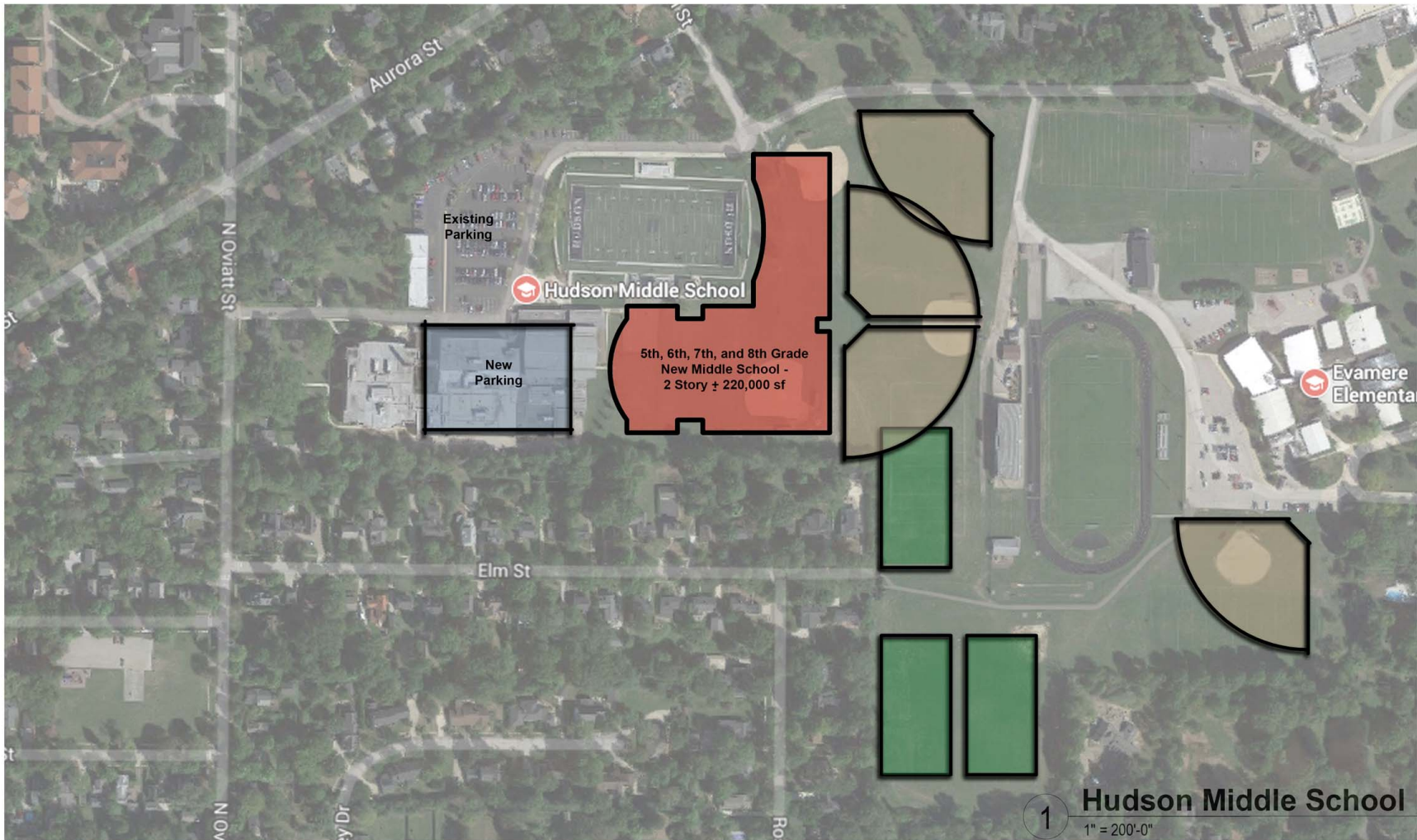
BLUE PLAN

BLUE PLAN

- A new Middle School for grades 5, 6, 7, and 8, which provides a lifespan of 75+ years.
- A vast majority of students are in new or newer facilities.
- Grade levels are realigned to reduce the number of transitions among the buildings.
- Installs Air Conditioning for McDowell.
- Locate Central Office at Evamere with selective deconstruction to the older parts of Evamere.
- Complete modified district maintenance priorities restructured due to the overall plan and the scope of the Middle School with smaller scale site improvements.
- Enables a strategic approach to longterm staggering investments in our facility.

New Middle School (5, 6, 7, 8)	\$57,500,000
New Grade Configuration with Minor Renovations (7 New CR at Ellsworth Hill)	\$13,600,000
Move Central Office to Evamere (Selective Deconstruction Costs Not Included)	\$1,600,000
Reduced Scope of Maintenance and District Identified Needs	\$8,500,000
High School Improvements	\$350,000
Total:	\$81,550,000

Conceptual Drawing



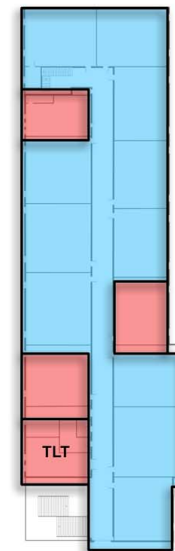
Blue - 5th, 6th, 7th, 8th Grade

Hudson Middle School

Hudson, Ohio

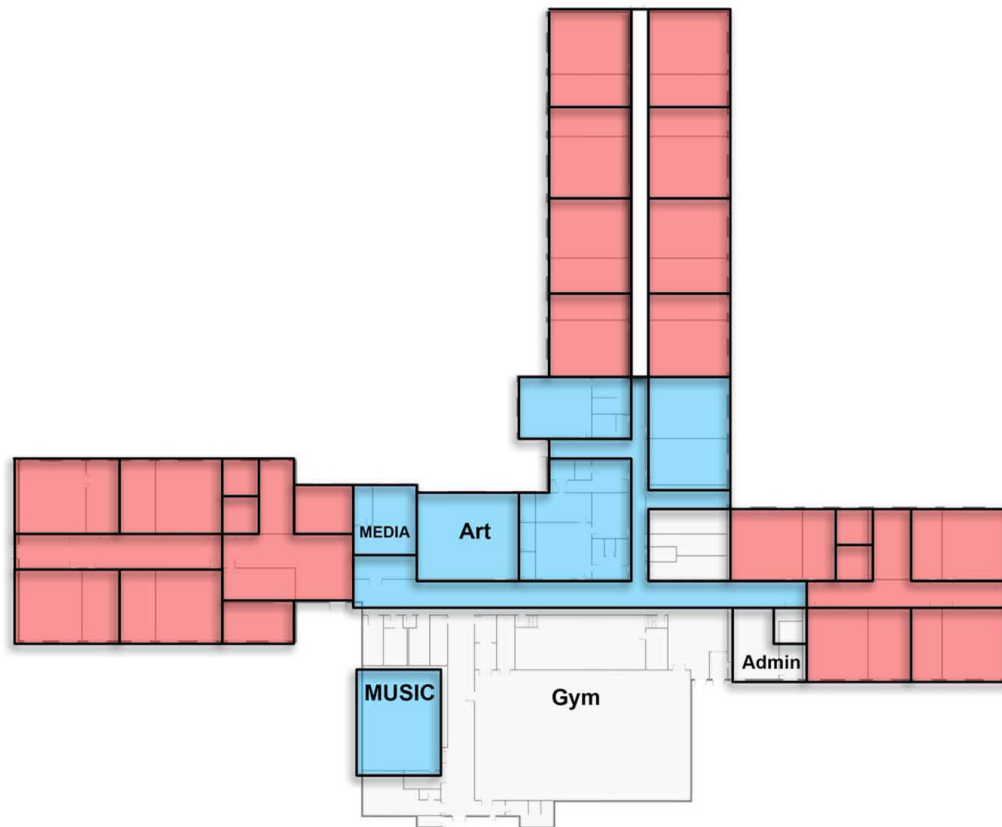


Conceptual Drawing



Blue - 3rd & 4th Grade

Conceptual Drawing



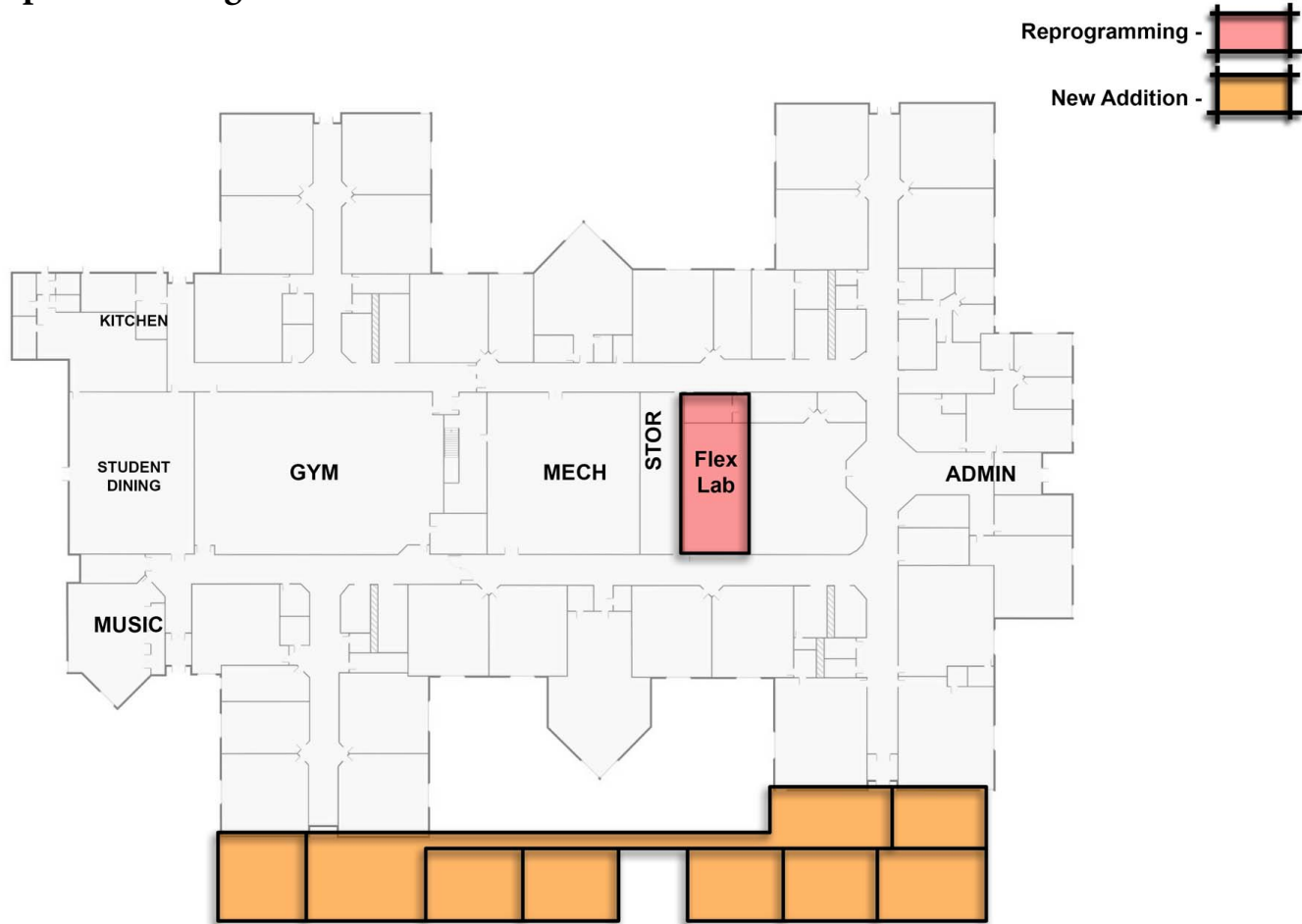
Blue - K, PK

Hudson McDowell School

Hudson, Ohio



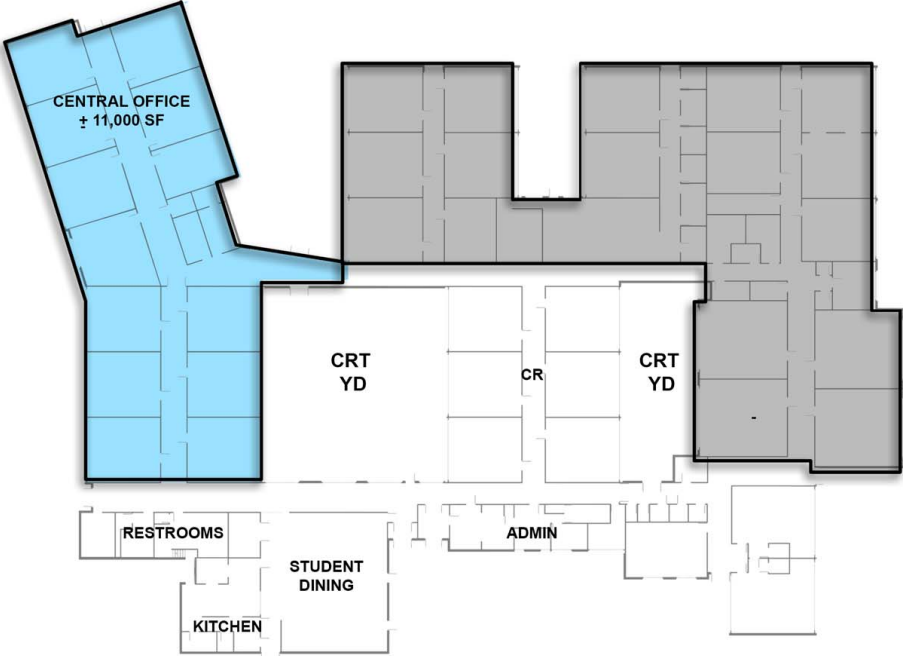
Conceptual Drawing



Blue - 1st, 2nd Grade

Conceptual Drawing

- Refresh Finishes - [Blue Box]
- Reprogramming - [Red Box]
- Future Demo - [Grey Box]



Blue - Central Office



COMMUNITY ENGAGEMENT





The Hudson City School District has partnered with The Impact Group as part of the community engagement strategy regarding facilities. The Impact Group will assist the District in facilitating focus groups. Focus groups are one of the methods we will use to gather in-depth, valuable community input and insight regarding the Hudson City School District's Master Facility Plan. This information is critical to moving forward.

The Impact Group has been a trusted partner in helping to gather community feedback. In addition, they have facilitated hundreds of successful groups for the benefits of schools, community, and essentially students. During the focus groups, a general overview of the facility planning process and an explanation of three options under consideration by the district will be delivered by Superintendent, Phil Herman, or his team. After the members of the focus group have a chance to learn about the information, leaders from the Impact Group will facilitate discussions.



Twenty-one focus groups will be held. They will include parents, service club organizations such as morning Rotary, Kiwanis, community foundations, staff, students, community leaders, and citizens. Information about participating in a focus group will be posted on the District website, announced in the Hudson Hub-Times, and posted on social media.

The Impact Group will also conduct an anonymous online poll. The poll will be posted as a link on the Hudson City School District's website, the Hudson City Schools District Facebook page, as well as, delivered in an email sent to registered users on the Hudson City School District website.

At the culmination of the focus groups and on-line polling, the Impact Group will provide a comprehensive review and summary of the results. This information will be posted on the website and reported to the community. The information will also be used by the Board of Education and administration to help narrow the facilities options and revise the Master Facility Plan.



**HUDSON CITY
SCHOOLS**

