



CH-UH CSD Citizens Facilities Committee

Recommendations to the CH-UH School Board
July 12, 2011

Facilities Committee | **Charge & Purpose**

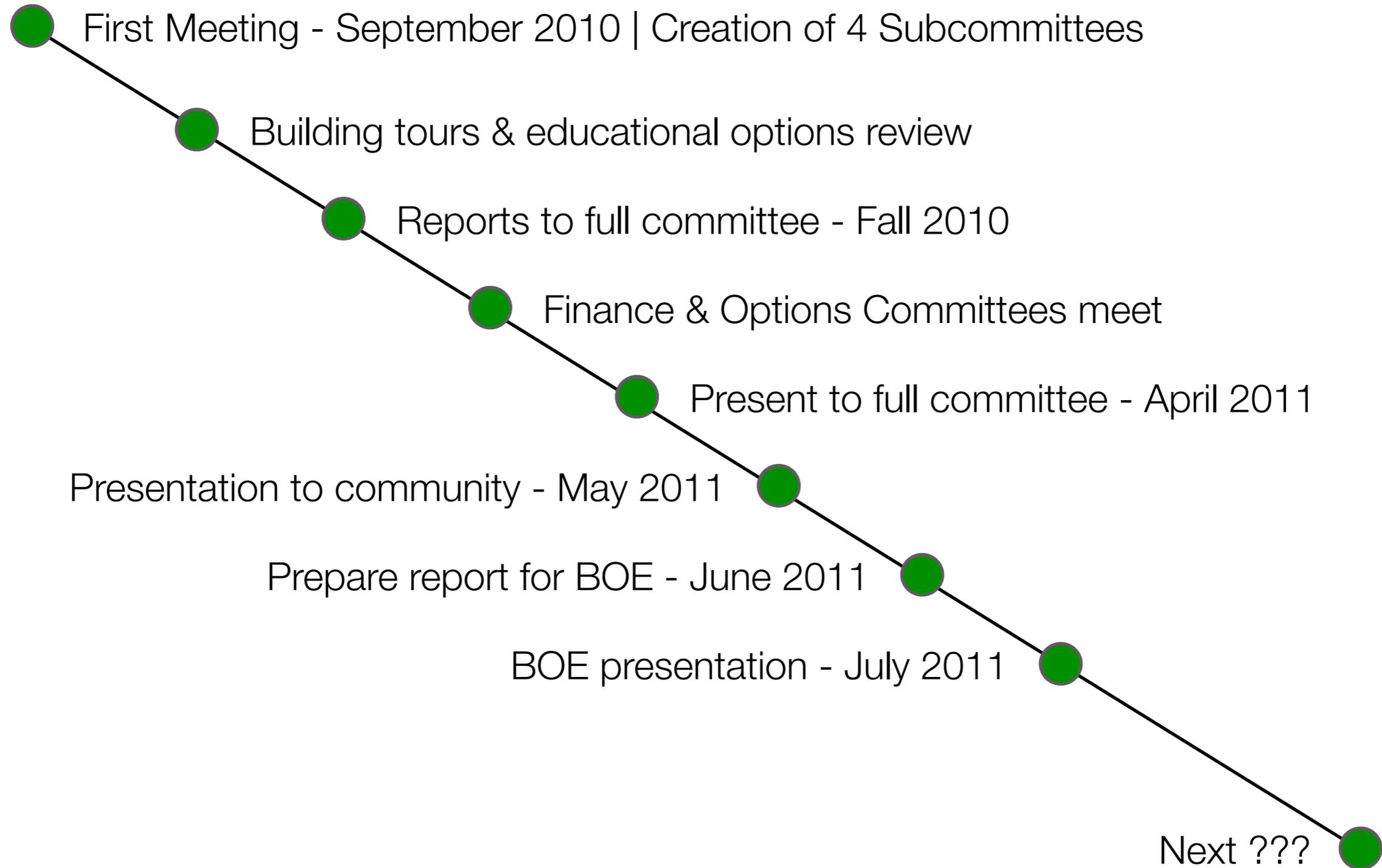


The Facilities Committee is an independent, cross section of the Cleveland Heights – University Heights community. The committee was charged with performing the following tasks:

- Review and analyze the validity of the Ohio School Facilities Commission master facilities assessment.
- Review and analyze learning environments.
- Investigate facilities planning options.
- Consider funding options.
- Develop and present to the Board of Education a set of specific recommendation.

The committee was supported by District representatives and independent experts during the process. The committee's recommendations are specific to the viewpoints of the citizens who participated in the process.

The Process | **Meetings & More**



Summary of Findings



- **What do we need to do? Develop, adopt and implement a comprehensive renovation/replacement plan for all District buildings.**
 - **Urgent need**.....this needs to be a top priority for the District
 - Because.....we're throwing good money after bad on stop-gap repairs
 - Consider.....the schools are doing a great job educationally today
 - But.....they can be more efficient with better outcomes (in new/updated spaces)
- **We have the financial wherewithal to afford such a project**
 - But.....the community's support is required because it will require a ballot initiative
- **Hire experts**
 - With world class experience/expertise and an understanding of our community
 - Need experts to guide us through the process
 - Substantive community input is valuable
- **This project must be sustainable for 50+ years**
 - Both educationally and physically
 - These new/updated facilities must last us as long if not longer than their predecessors

Facilities Subcommittee | **Summary**



- Between October 21st and November 6th the committee took three tours and inspected 10 of the district's 11 buildings (except Boulevard) that are currently in use as schools.
- The committee observed hallways and classrooms, boiler rooms, maintenance tunnels, attics, libraries, cafeterias & kitchens, auditoriums, athletic facilities and locker rooms and rooftops.
- After each tour and at a meeting dedicated to developing this report, members of the committee compared observations about each school and shared ideas about the overall condition of buildings.
- Several committee members toured Emerson School, a 1922 building, which was recently renovated as part of Lakewood's facilities improvement process. It provided a context for evaluating our buildings and valuable information about the facilities improvement process.
- The OSFC uses a three point scale to rate 23 specific elements for each building. The points rate each element as (1) satisfactory, (2) needs repair, and (3) needs replacement.
- Ratings on the 23 elements for each school were consistently in need of repair or replacement. All buildings were typically rated as borderline on the six categories. Every building had at least one satisfactory category and one poor. Every building earned an overall rating of borderline.
- Our school visits did not provide any basis for challenging the state assessment. Based on our systematic review of buildings, the State's assessment of the appearance and mechanical systems of our buildings is accurate.
- The committee is not in a position to agree or disagree with the State's replacement cost estimates.

Facilities Subcommittee | **Problems**



Facilities Subcommittee | **Assets**



Facilities Subcommittee | **Summary**



- Despite the best efforts of staff to create a clean, comfortable and respectful atmosphere for learning, district buildings are well worn and troubled by outmoded systems, layering of new technology over old, and underfunded solutions to facility needs.
- Additions to the nine buildings built prior to 1970 undermine their architectural and physical integrity, often reduce natural light, and are the source of many facilities problems. They create inefficient spaces and operating systems; maintenance challenges; and an incoherent maze of pipes, wiring and controls that detract from the atmosphere, safety and operation of the buildings.
- Changes in educational technology have created new challenges for electrical systems and the utilization of space.
- The schools are structurally sound. No school is on the verge of collapse.
- Many buildings have the benefit of new roofs, windows and other upgrades.
- Older buildings have historic value and architectural integrity.
- Many buildings have multiple large spaces including gyms, cafeterias and auditoriums which allow for varied school and public uses.

Educational Subcommittee | **Summary**



- **A student can get a great education in the Heights Schools today**
 - However, there is data that students perform better in newer/updated physical spaces
- **The district lacks flexible spaces that can yield higher outcomes at lower costs**
- **Evolved from large “factory” like schools**
- **To facilities supporting: customizable, collaborative & quickly adaptable approaches**
 - Support a culture of best practices, sustainability and of choice
 - Support rich technological experiences
 - Support 365 x 24 x 7 for all members of our community
- **Encompass more than just students – teachers, parents and community too**
 - Leverage community partnerships
 - Leverage structure elements for efficiency (like small schools)
 - Leverage grade level configurations for efficiency (like K-3 and 4-8 campuses)

Options Subcommittee Conclusions | 1



- The cost of doing the **minimally required repairs and improvements to our buildings is estimated at over 40 million dollars**, with one estimate for the cost of renovating our present buildings with no change in square footage, location or configuration at more than 225 million dollars.
- Multiple **analyses indicate that our current facilities are inefficient in their use of space**, and that it may be possible to significantly reduce facilities, from the current 1,300,000 square feet to as little as 800,000 square feet.
- Based on the 800,000 square foot overall footprint, an estimate for the cost of a comprehensive, **district wide building plan could range from 170 to 180 million dollars.**
- It may be possible to realize operational cost savings from this reduction in square footage.
- A district-wide fix of facilities would need to be **phased in over a 5 to 7 year time period** to avoid disruption of student instruction.

Options Subcommittee Conclusions | 2



Developing Options

Based on these conclusions, the committee worked to develop options to recommend in line with our original charge. During this process it became clear to the committee that with every step we developed more questions than we did answers. As we attempted to flush out the details and viability of potential options we became aware of the complex issues involved and the myriad of questions that must be addressed, such as:

- **The High School** – this building is so large and complex, the committee could have spent all of its time just on addressing the needs of this one building
- What are the **demolition costs**?
- What are the **actual construction costs**?
- How do these options effect existing **partnerships**, and what are possibilities for new partnerships?
- How do we incorporate plans for **athletic facilities**?
- **Each building is unique** and must be considered individually in terms of whether to renovate or demolish and build new.
- What are the **educational benefits** of different grade level configurations?
- What sort of **single use spaces** (auditoriums, gyms etc.) do we want to maintain?

Options Subcommittee Conclusions | 3



- The more we looked at costs and projected costs savings the more we realized we need greater input from the community and the Board because of the scope and impact of what this project is.
- We found while differing little percentage wise in cost and projected savings, the variations in scenarios examined have significant differences. Differences in how they impact the community, how they would be received, and (theoretically as we never examined) how long they would take to build.
- What we can recommend at this time is not specific scenarios but the detailed information we need and community input required for the Board to create scenarios to consider.

Options Subcommittee Conclusions | 4



Teaching and learning in our schools today is moving away from some traditional teaching methods to a model where:

- It is acknowledged that children learn and grow at different rates and should be exposed to a wide variety of learning philosophies and models.
- Teachers have the opportunity to flexibly interact with students and each other in a wide variety of settings.
- Students work collaboratively and are actively engaged in creating their own learning.
- Schools are highly integrated with the community.
- In the year 2014 state testing will be based on this kind of 21st century learning and skill set. We must create schools that best support the kind of teaching and learning that is happening in our schools, and by which our students and schools will be assessed in the future.

Finance Subcommittee | **Summary**



- The finance committee recommends as a primary funding source, a single voted bond issue.
- The committee has been advised by an independent expert, that the District could raise by voted bond, up to \$166 million without exceeding legal debt limits.
- The District has the capacity to leverage additional funds through non-voted options that include but are not limited to, tax anticipation notes, lease certificates of participation, OSFC reimbursements and private donations.
- The District has \$40 million in deferred capital costs, based on a recent study.
- The committee believes a major building project must eliminate the deferred capital costs and generate significant annual operating savings.
- The District needs to examine any and all State funding programs that may reduce the community's costs.

Scope of Work | Time



From 1915 to 1965 (spare for the Depression and WWII), the District was either planning construction, building a school, or adding to a building almost every single year. This project is comparable to doing all of this in the span of less than ten years. (Orange = Closed; Red = Gone; () = New Building)

1915 Roosevelt	1916 (Fairfax)	1917 (Coventry)	1919 RoxEl	1921 Noble	1921 (Coventry)	1922 (Taylor)
1923 (Boulevard)	1925 Noble	1925 Rox Jr.	1926 Heights	1927 Oxford	1928 Canterbury	1929 Oxford
1930 Heights	1940 Canterbury	1947 Belvoir	1948 Heights	1948 Northwood	1950 Belvoir	
1953 Millikin	1954 Noble	1954 Northwood	1954 Belvoir	1954 Wiley	1956 Wiley	1956 Rox Jr.
1958 Heights	1958 Canterbury	1959 Heights	1960 Heights	1961 Heights	1964 BOE	1968 Canterbury

Scope of Work | **Size**



It is important to keep in mind the size of what needs to be done.

It has been **40 years since a comprehensive renovation program was conducted** and aside from the four 1970s buildings and a few additions, most work at the buildings was paint, carpet, drop ceilings, new bathrooms and new windows. Much of the work from the 1972 program is now viewed to be of questionable utility and value.

If we reduce our physical plant to **1MM square feet** from the current 1.3MM this would be comparable to renovating or building new:

- **10** Wal-Mart stores



- **400** 2,500 square foot single family homes



- **Just under 2 Terminal Towers** at 577,000 square feet each



Five Focal Points | **Think BIG**

“Make no little plans. They have no magic to stir men's blood and probably themselves will not be realized. Make big plans. Aim high in hope and work. Remembering that a noble, logical diagram once recorded will not die.”

- Daniel H. Burnham

Five Focal Points | **Urgency**



Recommendation One | The District MUST Act and Act Soon

- The longer it takes for the District to address these issues, the higher the cost will be.
- Inaction means neighboring Districts will field newer, more efficient buildings. Cleveland, East Cleveland, Euclid and Lakewood have major projects completed or underway. Mayfield and Beachwood have large renovation projects in motion. South Euclid has newer buildings and Shaker has always maintained their physical plant.
- Failure to act means CH-UH will fall behind all of these systems in the quality of its structures.

Five Focal Points | **Build**



Recommendation Two | Renovate or Replace Buildings

- Balance replace versus renovate (with the preference to renovate historic properties).
- Balance walkable neighborhood buildings versus consolidated grade level efficient campuses.
- Include updated sports facilities, auditoriums, Pre-K and community learning centers.

Five Focal Points | **Cost**



Recommendation Three | A Facilities Project Is Financially Feasible

- Need to pass the 2011 operations levy first, which is completely separate from this discussion.
- Determine the exact yearly operational saving such a project will yield.
- Determine viability of partnerships and collaborations with businesses and non-profits to drive down the cost.
- Work with the community to determine a reasonable/realistic project size voters will embrace.
- We cannot guarantee we will receive monies from the State.

Five Focal Points | **Experts**



Recommendation Four | Hire Experts To Craft A Detailed Plan

- A comprehensive and systematic district-wide plan for the renovation or replacement of our schools must be thoroughly researched and enacted.
- Additional input from the community, the District's teachers, support staff and professional consultants is needed before any potential facilities options are created.
- Need to understand the timeframe and phases of the project so current educational delivery is not affected.
- Seek assistance in solidifying community partnerships.
- Create a concrete plan for the reutilization or disposition of any current facilities no longer needed.

Five Focal Points | **Longterm**



Recommendation Five | This Project Must Be Sustainable For 50+ Years

- The final physical plant that the District builds must be designed to last 50+ years.
- These buildings must meet not only the educational needs of today, but be designed to accommodate the District's educational needs for the next 50 years.
- This recommendation is a check and balance – if these facilities were online now – answer the question: how would they impact the current educational philosophy?

Final Thoughts

- **The need is real, it is substantive and it costs the District, both in operating costs and educational opportunities for our students.**
- **We have the ability to fund this project utilizing a number of revenue options.**
- **The District MUST act in regard to improving its facilities. Failure to do so means dollars wasted on stop gap repairs while our facilities increasingly fall behind neighboring and peer districts.**