

Canton Public Schools

Feasibility Study Report

1.03.19



Agenda

- Review Feasibility Scope
 - Task 1 – 8th-Grade Academy
 - Task 2 – Pre-K Placement at Elementary Schools or Rodman Building
 - Task 3 – District Offices

Feasibility Study Scope

Task 1 - Evaluate the feasibility of **renovating the Rodman Building** to serve as **an 8th-Grade Academy**

Task 2 - Evaluate the feasibility of **relocating Pre-K students** in several scenarios:

- At each elementary school, in modular classrooms
- At each elementary school, integrated into the building
- At the Rodman building

Task 3 - Evaluate the feasibility of **renovating the Rodman Building to**

- Improve **District offices**, and
- Support both District offices **and an expanded Pre-K program.**



Task 1

Evaluate the feasibility of renovating the Rodman Building to serve as an 8th-Grade Academy

Considerations

- Structural evaluation of the Rodman Building
- Why an 8th-Grade Academy?
- What would the student educational experience be like?
- What are the potential impacts?

Structural Evaluation

- Building evaluated by structural engineer
- Building structure allows for flexibility in modifying and improving building layout
 - Columns & stair walls to remain
 - Most interior walls can be removed, modified, or relocated

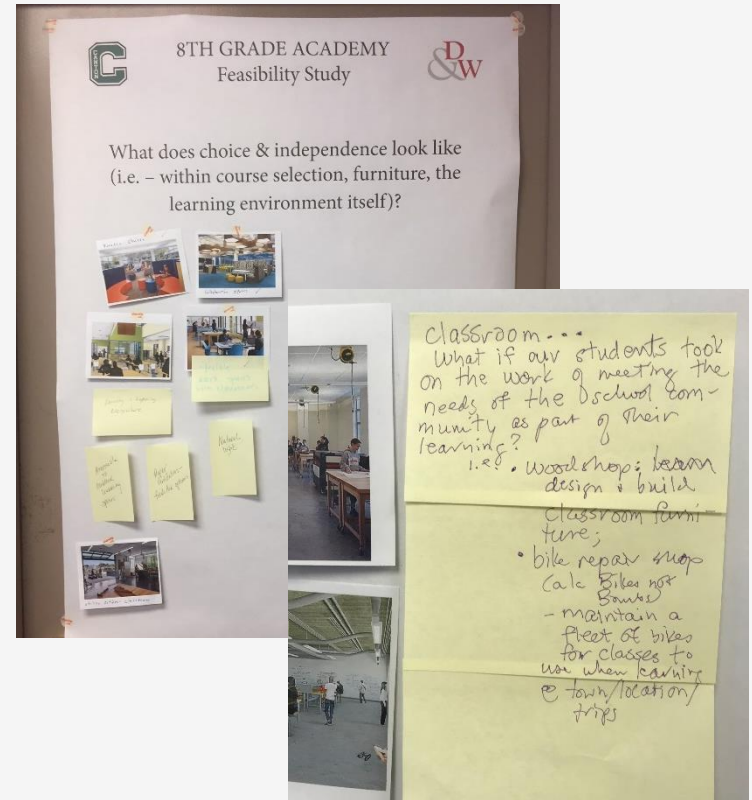


Why an 8th-Grade Academy?

- Grade reconfiguration to relieve overcrowding at elementary schools
 - 8th grade moves to Rodman
 - 5th grade moves to middle school
- Educational experience focused on developmental needs of age group
- Easier transition from MS to HS
- Potential space sharing between MS and HS
- Advanced educational opportunities for MS students

8th Grade Academy Workshop

- How do 8th graders & high school students participate within the same community?
- What are students doing in the classroom?
- How are students organized?
- What programs and services are offered?
- What does choice and independence look like?
- What tools and resources can students access?
- What does professional culture & collaboration look like?



What would the student experience be like?

- Students take on meeting the needs of the school & community
- Program rooted in “doing”, inquiry, design-thinking
 - tech/engineering, place-based learning, project-based learning
- Student ownership & leadership
- Opportunities for outdoor education
- Dynamic, flexible learning environments with student choice in resources, furniture, etc.
- Advanced high-school level courses when appropriate
- HS students as mentors

What are the impacts?

- Duplication of staff, including nurse, guidance, specialists, SPED
- Need for additional administration – 8th grade-only principal
- SPED services
- Disruption of professional collaboration
- Schedule – MS & HS currently on different schedules
- Transportation issues
- Additional operation and maintenance costs
- Renovation costs, additional parking required; traffic pattern already an issue

General Findings

Benefits:

- Campus-like proximity between 8th grade and HS
- Advanced opportunities for 8th graders
- Specialized, developmentally-appropriate program

Impacts:

- Moderate level of facility upgrades required
- Staffing, scheduling, transportation, SPED service delivery
- Contractual issues
- Operational, maintenance, and renovation costs
- Duplication of resources

Conclusion

Following the 8th Grade Academy Workshop, the Working Group concluded that although an 8th grade academy provides developmentally-appropriate educational benefits, the foreseeable district-wide impacts outweigh these benefits.

Task 2

Evaluate the feasibility of relocating Pre-K students in several scenarios:

- At each elementary school, in modular classrooms
- At each elementary school, integrated into the building
- At the Rodman building



Pre-K Program Requirements

- 8-9 Pre-K Classrooms (with internal bathrooms)
- Family Room
- OT/PT Room
- Speech and Language Room
- Staff Room
- Administration Area
- General Office/Waiting Area
- Nurse
- Indoor Motor Room

Criteria for Pre-K at each Site

- Direct access to the main building from modular classrooms
- Classrooms with internal bathrooms
- Proximity to Kindergarten classrooms for shared materials, supplies
- Proximity to large group spaces (i.e. – gymnasium, cafeteria, library, etc.)
- Proximity to parking to support a direct Pre-K parent drop-off and pick-up without going through the main building
- Proximity to playgrounds

Option 1 - Pre-K in Modular Additions at Each Elementary School



1.a.i - Lt. Peter M. Hansen Elementary School



1.b - John F. Kennedy Elementary School







1.a.ii - Lt. Peter M. Hansen Elementary School



1.c - Dean S. Luce Elementary School

Option 1 - Pre-K in Modular Addition at Each Elementary School

| | | | | |
|--------------------------|---|--|---|---|
| <p>Option</p> |  |  |  |  |
| | <p><u>1.a.i</u> Lt. Peter M. Hansen Elementary School</p> | <p><u>1.a.ii</u> Lt. Peter M. Hansen Elementary School</p> | <p><u>1.b</u> John F. Kennedy Elementary School</p> | <p><u>1.c</u> Dean S. Luce Elementary School</p> |
| <p>Total Cost</p> | <p>\$2,654,744</p> | <p>\$2,629,126</p> | <p>\$2,648,766</p> | <p>\$2,593,260</p> |

Option 1 - General Findings

- Modular additions at each elementary school are feasible
- Not all program requirements are met based on site location, including Indoor Motor Room, Family Room, etc.
- Leveraging spaces within existing school buildings is required to meet Pre-K program needs
- Pre-K students utilizing staff (i.e. Nurse) and spaces within each building puts further strain on facilities
- Work required to adjust access roads, playgrounds, and parking at each site

Option 2 - Pre-K Integrated at Each Elementary School



2.a - Lt. Peter M. Hansen Elementary School






2.b - John F. Kennedy Elementary School



2.c - Dean S. Luce Elementary School

Option 2 - Pre-K Integrated at Each Elementary School

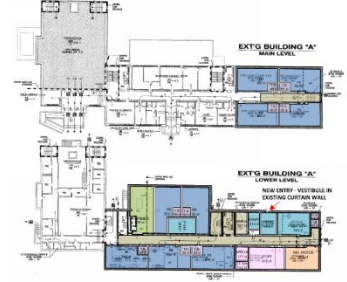
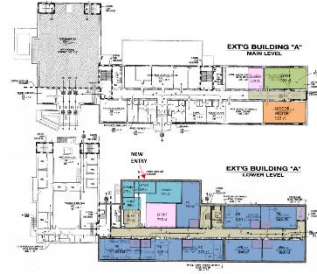
| | | | | |
|------------|--|---|---|--|
| Option | |  |  |  |
| | | <p align="center"><u>2.a</u> Pre-K Integrated into Lt. Peter M. Hansen Elementary School</p> | <p align="center"><u>2.b</u> Pre-K Integrated into John F. Kennedy Elementary School</p> | <p align="center"><u>2.c</u> Pre-K Integrated into Dean S. Luce Elementary School</p> |
| Total Cost | | \$2, 654,744 | \$2,648,766 | \$2,593,260 |

Option 2 - General Findings

- Integrating Pre-K students at each elementary school is feasible
- Elementary schools have, on average, 4 sections per grade level; locating Pre-K inside and displacing another grade level would require 4 modular classroom additions OR splitting a grade level
- Not all Pre-K program requirements are met in this option, including classrooms with internal bathrooms, Indoor Motor Room, Family Room
- Pre-K students utilizing staff (i.e. Nurse) and spaces within each building puts further strain on staff & facility
- Work required to adjust access roads, playgrounds, and parking at each site

Option 3 - Pre-K at Rodman Building

Option



3.a
**8 Pre-K Classrooms at
 Rodman Building**

3.b
**9 Pre-K Classrooms at
 Rodman Building**

Total Cost


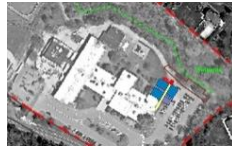
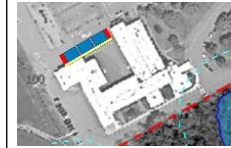
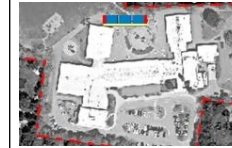



\$5,200,886



\$5,646,738

Option 3 - General Findings

- Keeping the Pre-K program at Rodman while it continues to grow is feasible
- A centralized Pre-K program allows the District to deepen the quality of its program within one facility where all program needs are met
- Pre-K program can grow to 9 classroom sections without additional strain on the staff or facility at each elementary school
- Improved playground location
- Light and moderate levels of work required

Pre-K Options Summary

| | | | | | | | |
|------------|---|---|---|--|---|---|---|
| Option |  |  |  |  |  |  |  |
| | <p>1.a.i Lt. Peter M. Hansen Elementary School</p> | <p>1.a.ii Lt. Peter M. Hansen Elementary School</p> | <p>1.b John F. Kennedy Elementary School</p> | <p>1.c Dean S. Luce Elementary School</p> | <p>2.a Pre-K Integrated into Lt. Peter M. Hansen Elementary School</p> | <p>2.B Pre-K Integrated into John F. Kennedy Elementary School</p> | <p>2.c Pre-K Integrated into Dean S. Luce Elementary School</p> |
| Total Cost | \$2,654,744 | \$2,629,126 | \$2,648,766 | \$2,593,260 | \$2, 654,744 | \$2,648,766 | \$2,593,260 |

| | | |
|------------|---|---|
| Option |  |  |
| | <p>3.a 8 Pre-K Classrooms at Rodman Building</p> | <p>3.b 9 Pre-K Classrooms at Rodman Building</p> |
| Total Cost | \$5,200,886 | \$5,646,738 |

Conclusion

Option 3.b – the 9-classroom Pre-K option at Rodman – is considered the best option.

- Most cost-effective
- Fully supports all program needs without any added strain to existing elementary facilities
- Allows a centralized program to continue to grow

Task 3

Evaluate the feasibility of renovating the Rodman Building to:


- Improve the quality of spaces for District offices, and
- Support District offices and an expanded Pre-K program.



Criteria Used to Test Feasibility

- Idealized space summary for District offices as determined in the District-wide Master Plan Study
- Location of Pre-K program as identified in Task Two, Option 3.b – 9 classrooms, 5 classrooms on lower level and 4 classrooms clustered on main level

Pre-K in Rodman Building with District Offices

| | | | | |
|------------|--|--|--|---|
| Option | | | |  |
| | | | | District Offices |
| Total Cost | | | | \$9,782,278 |

General Findings

- It is feasible for the Rodman Building to be renovated using medium and light levels of renovation to support District offices
- Given the District's request to leave District offices as they are, the Rodman Building would be able to support the current layout of District offices and the new Pre-K Option 3.b – the 9-classroom option – as identified in Task 2.

Final Options

Three potential pathways forward for the Pre-Kindergarten program:

1. Continue practice of District offices at the Rodman Building and decentralize Pre-K students into neighborhood schools using modular additions.
2. Continue practice of District offices at the Rodman Building and decentralize Pre-K students into neighborhood schools, integrating them into the existing building and relocating another grade level into modular additions.
3. Continue practice of District offices and Pre-K at the Rodman Building and renovate the space for long-term use.