Section A - Background

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Franklin Regional School District District-Wide Facility Study
Franklin Regional School District
Mission Statement

We, the Franklin Regional School community, strive for excellence, learning, achievement, and citizenship in all we do.
A World-Class Vision
Foundational Planks

1. A safe and healthy educational environment by serving as effective stewards of all district resources and capital assets.

2. A world-class educational system that develops college and career-ready students.

3. Improved performance and growth levels in all areas - academic, artistic, and athletic.

4. Outstanding customer service, family partnerships, stakeholder relationships, and community engagement through communication that is professional, responsive, clear, and timely.

5. Fiscal integrity, efficiency, and governance effectiveness in all operational areas.
21st Century Learning Environment

• Creates physical environments that support the learning of 21st century skills.

• Provides 21st century architectural designs for group, team, and individual learning.

• Allows equitable access to quality learning tools, technologies, and resources.

• Enables students to learn in relevant, real world 21st century contexts.

• Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills.

• Promotes expanded community involvement in learning.

Shared Values

1. Everyone is expected to act with honesty and integrity.
2. Everyone can learn.
3. Everyone deserves the opportunity to be valued and respected.
4. Everyone is a contributing partner in the educational process.
5. Everyone is entitled to an environment that promotes high expectations and accountability through challenging and meaningful work.
6. Everyone is expected to embrace a lifelong quest for learning.
7. Everyone is responsible for the effective use of resources.
8. Everyone is expected to appreciate the importance, contribution, and impact of diversity in our global society.
9. Everyone is entitled to and shares responsibility for maintaining a safe, supportive environment.
10. Everyone is expected to learn to engage in dialogue and discuss differences with civility.
The following elements, which are outlined in the Department of Education’s PlanCon A Instructions, must be included in the District-wide facility study:

- An overview of the school district that considers such factors as geography, population, and wealth. Are there any distinguishing characteristics that will have an impact on facilities such as geography separate population centers?

- An overview of the school district’s educational program that highlights any special facilities needs. Are there instructional practices or planned curriculum that will require special design features?

- An analysis of projected enrollment. What is likely enrollment for each grade structure? Are projections five to ten years into the future reasonable and reliable? Is there a predictable growth potential in certain areas of the district? It is not sufficient to base construction plans on PDE’s “current enrollment plus 10 percent.” The “10 percent rule” is to be used solely for reimbursement.

- An analysis of each building’s physical condition. What is the condition and projected useful life of each building’s major components (heating, HVAC, plumbing, etc.)? Are there code violations? Is the building accessible? Is the building structurally sound? Is the building energy efficient? What will it cost to upgrade each building to current standards?

- An analysis of construction options. What choices does the district have considering the above analysis? What are the pros and cons of each alternative?

- Cost estimates for each option.

- A summary depicting building, options and costs.

- Documentation regarding the author’s credentials. What education, registration or licensure and experience qualify the authors to perform the study?
The Process

An Inclusive Process
This Study established an inclusive process that included representatives from the Board of School Directors, the District Administration, Staff, Students and the Community. Regular workshops and work sessions with specific teams were held to develop, review and assess the needs of the District and to develop building improvement options.

The Board’s Finance Committee and the full Board of School Directors received regular updates on the progress of the Study and were given the opportunity to provide feedback and guidance on the solutions that were evolving from the process.

Town Hall Meetings
• September 27, 2016
• January 12, 2017
• March 27, 2017
• April 24, 2017

Tours of Other School Facilities
Facility Tours with Board Representatives, District Administration, Staff and Community Members:

• Bethel Park High School
• Eden Hall Upper Elementary School (Pine-Richland School District)
• Freedom Area Elementary School
• Montour High School
• Moon Area High School
• Moon Area Middle School
• Mount Lebanon High School
• Quaker Valley Middle School
• Seton Hill University Arts Facilities
• South Fayette Elementary School
• South Fayette Intermediate School
Seeking Thoughtful Solutions
At the outset of the Study, a timeline was established that defined regular work sessions and identified the key teams of participants involved in the Study.

An additional Town Hall Meeting pushed the schedule back one month, but otherwise the milestones were generally met and the process was concluded in a timely manner.

The process has been consistent with the level of planning and design that will be need as the District prepares to move forward with the capital improvements that will result from the Study. Extensive exploration and evaluation of existing conditions, regional examples of success at other school districts, options, and costs have included District representatives in every step of the process.

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### Process Timeline

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### FRANKLIN REGIONAL SCHOOL DISTRICT
District-Wide Facility Study - PROCESS TIMELINE

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The Board of Directors certifies that it has accepted a district-wide facility study prepared in response to Educational Facilities Planning Act (E.F.P.A.) 28 P.R.S. § 7.040, “School Construction Design & Planning Criteria.” At least two copies of the study will be available for public inspection throughout the planning process for this project at:

[Building or location where facility study will be available for public review]

The district-wide facility study must have been completed within the preceding five years of the vegetables to execute or plan for any new construction or major project involving the following data:

The completion date of the district-wide facility study is:

Authors:

[Author list]

The following information summarizes the nature and scope of the study:

1. In accordance with the school district’s assessment of factors affecting geographic, demographic, population, wealth, the overview must include:
   - population and wealth statistics
   - a map showing the general location of the school district in the state or geographic region
   - a map of the school district showing the general locations of all existing buildings and proposed sites in the school district
   - information on any distinguishing characteristics, such as geographically separate population centers, that will have an impact on facilities

2. In accordance with the school district’s educational program. The overview must address for all grades (K-12):
   - instructional programs in planned curriculums by grade structure (elementary, middle, secondary, etc.)
   - special facility needs, if applicable, needed to support planned curriculums

3. In analysis of projected enrollment. The analysis must include:
   - the likely enrollment for each grade structure ten years into the future
   - a discussion of the feasibility of the enrollment projections

4. In analysis of each building’s capacity as it relates to the educational program. The analysis must address:
   - how many students a building can house
   - the type of educational programs required by the educational program described above
   - length of the school day and number of classes per day, if applicable
   - size of particular rooms and adequacy of those rooms, if applicable
   - grade alignments

5. In analysis of each building’s condition. The analysis must address:
   - the building’s physical condition
   - the projected useful life of each building's major components (electricity, HVAC, plumbing, etc.)
   - code violations
   - accessibility

6. In analysis of construction options. The analysis must address:
   - the alternatives available to the district based on the above analysis
   - cost estimates for each alternative
   - the pros and cons for each alternative
   - a summary page depicting options and costs
   - Energy Portfolio Summary (See Attachment C in Part 1 Instructions)

7. Documentation regarding the author’s credentials including education, registration or licenses and experience for each author

[Date]

[Author’s Signature]

[Attachment]

[Section A - Background - 7]
Author’s Credentials

About VEBH Architects

VEBH Architects
470 Washington Road, Pittsburgh, PA 15228

phone: 412.561.7117
web: www.vebh.com

VEBH Architects has served public school districts and educational projects for more than half a century. Our firm was formed in 1945, and has been stationed in the same South Hills Pittsburgh address since 1950.

Our history has always included school design work and we have designed hundreds, if not thousands, of projects to improve local schools. Our designs have included new school buildings, significant expansions, alterations, and repairs that have extended the life of existing schools.

We offer true expertise and passion for educational design and service. Our philosophy of design that focuses a perspective on each student creates great schools. Our portfolio of recent work includes projects that have been recognized for creating outstanding 21st century learning environments and building design components that are exhibits for the curriculum.

Our design team offers important experience with challenging new building, improvements and renovation projects. Our experience includes identifying, prioritizing, designing, budgeting and tracking these projects. We plan carefully to allow capital improvements to be constructed in multiple phases and while maintaining safe, effective learning environments.

Our educational design projects and studies are completed to meet the requirements of the Pennsylvania Department of Education.

VEBH Educational Design Services

- Master Planning / Feasibility Studies
- Project Programming and Pre-Planning
- PlanCon Documentation
- Architectural Planning and Design
- Site Development Planning and Landscape Design
- Interior Design
- Sustainable Design / LEED Certification
- Project Cost Analysis
- Buildings Systems Analysis
- Value Engineering
- Construction Documents and Specifications
- Bidding and Negotiating
- Government Agency / Code Review
- Construction Contract Administration

Services via Consultants

- Mechanical Engineering
- Electrical Engineering
- Data Network and Security System Design
- Energy Analysis
- Structural Engineering
- Civil Engineering
- Food Service Facility Design
- Hazardous Material Survey and Testing

Miscellaneous Services

- Site Selection / Analysis
- Environmental Studies
- 3D Modeling and Illustration
- Movable Furnishings and Equipment
- Acoustical Engineering and Design
- Detailed Construction Cost Scheduling
- Construction Phase Planning
- Post Construction Evaluation
- Land Survey Coordination
- Geotechnical Survey Coordination
Professionals who guided this Study

Daniel Engen, AIA, Principal, VEBH Architects
Mr. Engen’s 25 years of experience includes leadership with communities during the Master Plan / Feasibility Study process that encourages holistic solutions that seeks long term results to school facility challenges. His depth of care and creativity for educational projects has fostered a quality reputation in the K-12 industry and made many lasting impressions for Western PA students. As a principal / architect, Mr. Engen has led the successful design of many local school projects such as, the new Freedom Area Elementary School, Pine-Richland School District’s Eden Hall Upper Elementary School and Stadium, Blackhawk School District’s Highland Middle School, Moon Area High School, Fox Chapel School District’s Dorseyville Middle School, North Hills School District’s McIntyre Elementary School and many others.

Cassandra Renninger, RA, LEED GA, Senior Associate, VEBH Architects
Ms. Renninger adds more than 18 years of school design experience that has accumulated through her work with some of the finest schools in our region. She has served as a lead planner, designer and manager for major projects in multiple school district to deliver 21st Century teaching and learning facilities that support STEAM (Science, Technology, Engineering, Arts, Mathematics) instruction. As project manager, Ms. Renninger has successfully designed many local school projects, including Edgeworth and Osborne Elementary Schools in the Quaker Valley School District, Pine-Richland High School, the Intermediate School and High School for the South Fayette School District, Forest Hills High School and many others.

James Kosinski, PE, LEED AP, Principal, Tower Engineering
For more than 26 years Mr. Kosinski has worked with a wide range of educational clients and has developed significant experience with advancing technology, changes in design standards, higher expectations of comfort levels, greater awareness of environmental concerns, and the needs and availability of practical energy conservation costs within budget constraints.