

MIDD-WEST SCHOOL DISTRICT

Work Session

West Snyder Elementary School

Library

Thursday, April 23, 2015

A QUALITY EDUCATION FOR ALL, FOR LIFE

I. OPENING CEREMONY

II. CALL TO ORDER: 7:00 p.m. Mr. Victor L. Abate

III. ROLL CALL: Mr. Victor L. Abate

<u>BOARD OF SCHOOL DIRECTORS</u>	<u>PRESENT</u>	<u>ABSENT</u>	<u>LATE ARRIVAL</u>
Mr. Victor L. Abate, President	X		
Mr. Jeremy M. Tittle, Vice President	X		
Mr. Corey L. Smith, Treasurer		X	
Mr. Ronald L. Hoffman		X	
Mrs. Nancy O. Kroh		X	
Mr. Christopher T. Nesbit	X		
Mr. Shawn A. Sassaman			7:05 PM
Mrs. Sherryl L. Wagner			7:15 PM
Mr. Ronald E. Wilson		X	
Mr. Richard J. Musselman, Superintendent (Non-Voting Member)	X		
Ms. Allyson L. Folk, Secretary (Non-Member)	X		

OTHERS

Ms. Lynn Y. Naugle, Business Manager
Mr. Gary L. Thomas, Supervisor of Buildings and Grounds
Mr. Todd R. VanKirk, Principal, West Snyder Elementary School
Mrs. Marcia Cramer
Mr. Jay P. Darkey
Mrs. Melanie Matthews
Mrs. Melodee Minium
Mrs. Beth Rowles
Mr. Tommy Rubillo
Miss Jesse Schlief
Miss Michele Snook
Mrs. Misty Wagner
Mrs. Vicki Zeigler

IV. ITEM FOR WORK SESSION

A. Discussion on the Renovations for West Snyder Elementary School

Mr. Abate asked Mr. Darkey to tell the Board what the next step is in what we need to do, and then we'll move from there.

The next step, and this is to just piggyback on the Board presentation that I did last Monday, is really to get the PlanCon Part A, which is the Project Justification, submitted to PDE. In order to submit that, the Board will have to vote to approve the PlanCon A. So, my goal, particular tonight, is to get a comfort level and some direction from the Board with regard to the scope of the schematic design phase.

Mr. Abate commented that we have two voting meetings in May.

Mr. Darkey stated that his goal tonight was to be able to give you a comfort level with PlanCon A so that you could even vote at the earlier meeting if you would prefer because I will be ready. I will have the documents ready.

Mr. Abate conferred that he will be ready for May 11.

Mr. Darkey responded yes. With that being said, my goal is not to talk as much as I did at the last Board meeting. It's really to listen more tonight to the community, to the Board regarding the scope, but what I'd like to do is maybe just review the project, and I would also like to go over briefly the PlanCon A documents so you have a familiarity with them. They're bureaucratic. They're a little bit convoluted and dry, but I'd at least like to show you what sort of things PDE is looking at. With that being said, if you don't have any questions right now, I'll just go over the proposed scope of things.

Really, there have been just a few minor changes to the scope based on what we talked at the interview process. It was a very thorough interview process, and really we were in schematic design at that point based on what the Board was looking at there. I think the main focus and my recommendation and even some of the wants and needs that the teachers and the staff sort of conveyed prior to the interview process I have tried to incorporate this into the design.

The first item that I would like to talk about is really the main entrance to the building. There was talk about equity between this elementary school (West Snyder) and Middleburg Elementary School. Obviously, we are not going to go to that extreme that they did, but there are design elements and things like that that we can pick up and utilize in this plan. Like I've always said, this is a really nice plan because it was a high school originally and also a middle school. It's got a lot of elements that a typical elementary school doesn't have to begin with. However, to get the biggest bang for the buck, I really believe that we have to develop a secure entrance to the building along with that to include the nurse and the guidance suite within that administrative office. Really, in essence, build an identifiable or character to this project through the addition of a new office area to the front of the building with a secured entrance where you come in the vestibule, enter into the office, sign in and then you enter out/you buzzed out into the building. Beginning of the day when buses are here, kids are being dropped off, they're going through the vestibule into the building, these doors get locked down after the start of the day so everything does through the office. One thing we were focusing on with the design of this, we're obviously expanding it over to where the existing guidance office was but also trying to line up the new main entrance with the cafeteria because of the way they stage in the morning, bus drop off coming straight in being able to stage in the cafeteria. Also, when parents come in or visitors, having that in close proximity to the

office door to the cafeteria as well. One of the items on the wish list, or it's more of the want list because the plumbing count in this facility is under what the current codes require for the capacity. There is a new gang toilet room. So building that into the main entrance area adjacent to the cafeteria an open boys and girls gang toilet room which is fully handicapped accessible, sinks on the outside for supervision purposes so teachers can watch the students come back out and make sure they're washing their hands, but once again, close proximity to the cafeteria and really sort of creating a larger central space in the middle of the building also allowing, right now the current exit doors are about right here, getting them closer for bus loading and unloading closer to the actual classroom wings.

Mr. Abate inquired what happened to the classrooms that were there.

Mr. Darkey responded that there is one classroom there, and there was a faculty room and then more of an MDF or storage closet/IT closet there. What we wanted to do was take an opportunity to align some of these grades a little better. There was one classroom probably about in this location right in here. It really wasn't grouped or clustered with the other grades.

Mr. VanKirk agreed and stated that it has to do with the noise level, though, too. That classroom is constantly affected by noise level from the cafeteria and especially in designing it is the way that he has the restrooms there, it keeps that flow right there in that area. Plus, when parents come and visit, coming in they go right into it. That's generally where they're going anyway. They are coming in to eat with their kids.

Mr. Darkey stated like he said before, the yellow areas are where there's been program or curriculum change within the existing. The blue is really sort of new or new construction or what I am considering new usage. So, looking at moving the faculty room, which is in this location, down one more so that it has a closer proximity to the cafeteria as well. It has its own restroom area and then having two special ed classrooms that sort of fill out those areas, taking that MDF room and locating it across the hallway, the new rack on the wall.

Mr. Abate stated that when we did a walk through, the special ed teacher, I think it was Mrs. Edmiston, said something about a restroom.

Mr. VanKirk responded that yes, we are going to address that. What we're looking at, we have a handicapped accessible restroom there, but what we would like to do is bump one right behind that that it's specifically for her students. Because looking the numbers, she has a high number of students that need to be able to have restroom facilities right there. The plumbing is right there, and we can make that work. Even with the storage area there, there's enough room there to put another restroom and probably with a changing table and a chair lift.

Mr. Darkey was in agreement. It's going to have to be a little larger than a typical handicapped with a changing table and the chair lift.

Mr. VanKirk stated that right now that area is just a storage area. We can modify it to make it work.

Mr. Darkey stated that part of what makes this all work, realigning the utilization, is this is where the existing art classroom is. That was another item.

She wanted to utilize what used to be the shop area, which makes a world of sense because we can get an area that we're not getting any capacity and pick up a classroom capacity there. That's helping out our reimbursement calculation and formula. That allows us also to take the classroom that used to be here and get these groupings better together where you have the three third grade classrooms together. You're getting your fourth grade classrooms all sort of stacked and grouped together as well. The other item that's a program change is that right now there is currently sort of a small group instruction area, but it's an after-school program that they run. So, we looked at taking the speech area that is currently here, putting that after-school and calling it a small group instruction for PDE purposes, and then relocating the speech area down into this special ed classroom.

Mr. VanKirk stated that it all makes sense. It flows.

Mr. Darkey commented that we're getting kind of everything grouped together properly. What this also allows us to do is there's currently four fifth grade classrooms. Everything else has three. So, who knows where the bubbles are going to be, but this allows us by getting rid of that area in there gives us a 1,340 square-foot classroom whereas normally they're 810 is right across the hall. It gives you a larger area where you could have some storage in there. It also gives you flexibility if you had a bubble of a kindergarten, or you wanted to move the pre-k up there in the future if another kindergarten came in as a bubble. It gives you sort of a little bit more flexibility for classroom space.

Mr. VanKirk stated that it could be used as large group instruction, too, and it would still be in this area here with the fifth grade.

Mr. Abate inquired where the bubble was we had a few years ago. What grade are they in now?

Mr. VanKirk responded fifth grade. Yes, we have a pretty big third grade, but fifth grade was the big bubble.

Mr. Darkey stated that the reason he would not call it a multi-purpose, I would give it a classroom identifications for capacity. The other classroom area that we're picking up that's above and beyond is actually in this room (library) we're sitting in it right now. The door is here. If you go across right to the windows so it has its own exterior window area, this is a pretty nicely sized actually classroom about almost 800 square feet and without doing a whole lot and to gain capacity for that. I would also recommend putting a door here and maybe even a window into the library so they could utilize it as well, and this really doesn't get isolated from the rest of the library.

Mr. VanKirk commented that one of things that that room could be used for, too, is a book room because right now we have the book room for the classrooms way at the other end. With the art room going there, we could switch it right over here which makes sense. It's right next to the library.

Mr. Darkey stated that one of the other design feature we talked about was taking the sinks out of the existing restrooms because you're going to get sort of a finish upgrade and putting those out here creating sort of a nook or a recessed area so that we have the same sinks that are down at the new gang toilets out here so there's a similarity or parity to that. Something that's come about that's a little different than what we talked about at the interview process was; this

came about directly from the equity issue in the elementary schools, and obviously Middleburg Elementary School has a lot of break out areas. Right now the existing wall, this is just a corridor, it's not loaded on either side right now. There is just exit doors going out to the outside. I think pretty inexpensively, or even to do it as an alternate so the Board could at least have pricing to have some flexibility whether they want to do this or not, would be to put break out areas off this corridor. That would be a water fountain area. I am calling them small group but in essence they're classroom spaces to give a similarity or an equity to this school versus Middleburg Elementary School.

Mr. VanKirk commented that it also would create an area that we could keep and maintain or store the computers in the carts because the carts are plugged in along the hallway now. Here's a space we could actually use that. Absolutely, little break out areas or whatever.

Mr. Darkey stated that one area that is not highlighted or colored in right now is I'm trying to get a faculty or handicapped accessible toilet up into this wing as well in the fifth grade wing also. Other than that, those are the major changes. This is the art classroom. When I'm here every week, I'm working out of this classroom so I'm getting to know this area very well. Right now there is a door that goes across here, and we can't create a dead end corridor. You can't go back more than 20 feet, and there's a floor surface change where it's concrete here and the Terrazzo butts up against where that doorway is. Looking at putting the entry to the art room in there. This is an existing room right now. We'd look at potentially putting the kiln room and storage as well. As far as rest of the facility goes, particularly on this end, we'd be looking at finish upgrades, and I'll go over those in more specifics here in a few minutes, but there's not a whole lot that has to be done outside of. There's some cracking in the Terrazzo. The Terrazzo is going to be resurfaced throughout the facility, ceiling tile, paint, some of the fixtures, toilet fixtures to go to low flow in the locker room areas. We were talking about a sound system upgrade potentially as an alternate in the auditorium. We even talked about maybe some upgrades to the lighting and things like that on the stage to do as an alternate so the Board has the flexibility. Other than that, there's really not a whole lot in this area outside of some cosmetic and finish upgrades that we'd be looking at throughout this facility.

Mr. Nesbit inquired if Mr. Darkey could reveal where water fountains would be with the updates to the restrooms and so forth.

Mr. Darkey responded that right now the high low water fountains would be between the sinks at every gang toilet room. Also, there is one that's going to be in this location about where it is now on the wall but recessed back in. It's recessed now also but have a little alcove in that area. We'd have to get one up into this area as well because it's tight up there. I'd do the calculations for a plumbing count, but I think you are going to need about four per code, water coolers/water fountains.

Mr. Abate inquired about the restrooms on the side of the band room and where the new art room is going to be over there.

Mr. Darkey responded that there are restrooms down here.

Mr. Abate inquired if they were going to stay there.

Mr. Darkey responded that he was just planning on renovating those. That's what he is recommending. He didn't see a need to really get in there and spend a lot of money on those because that's sometimes some expensive renovations. It's the most expensive you can get into is the toilet renovations. Just keeping that as a renovation. They have that and then obviously the restrooms in the locker room areas. There are the offices with their own restrooms. Then there are restrooms off of the lobby going into the gym as well. Those are existing.

With that being said, the scope, and I'm just going to review this very, very quickly, but this is the scope we've been talking about really from the beginning of the interview process, and I think one of the things we originally talked was the three options for the HVAC system. I have kind of kicked out the keep the existing boilers. I don't think that makes a whole lot of sense. My recommendation would be to go, and let's explore the geothermal first, let the engineers. If that doesn't work, or the wells have to be too deep, or there's too many of them, my recommendation would be to go to gas-fired boilers with some underground LP tanks or something like that to feed them or fuel them. So, I'd like to get some feedback on that. I think everybody. I see people nodding their heads, but I'd like to formally. We really need to get that tested. I have contacted some geothermal testing companies that do the drilling to do that. I'd like to move forward with that if that's the route we're going to go if it makes sense, and I think it does make sense as a base bid.

Replace the '56 electrical system. I think that's low hanging fruit. It's got to be done especially if we're upgrading the HVAC system.

The sanitary piping. I'm in the process of contacting someone to get pricing to scope that. I don't necessarily want to tear it all out or assume that we're going to tear it all out. That's a no brainer because what's bad has to be replaced no matter what.

The new roof system. I think that's a no brainer as well. The Trimco system makes all the sense in the world. Unless I'm told otherwise, I think that should be done and forward with as part of the bid process.

Code compliant fire alarm system. That's going to be required by code. The system right now is outdated, and it's getting hard to find parts, and it doesn't have the strobes right now.

This is one that I'd like to get some feedback on as far as spending some money on the front of the building at the main entrance and the office area.

Mr. Abate inquired that he initially talked about coming out.

Mr. Darkey responded that it does come out a little bit. In the front probably only about 800 square feet. We are going to try to make it work because we're going a little longer now instead of deeper. With those break out areas, we're about at 2,000 square feet of new addition so it shouldn't be getting into a huge storm water or land development plan. Trying to keep it under that radar. When we have some conversation later on, I'd like some feedback about that. I think it makes all the sense in the world as far as the nurse and the guidance office going into the main suite because there's an efficiency built into that.

The art classroom being relocated. Once again, that gives us the flexibility to kind of reutilize areas and regroup some classrooms and make some things make sense.

The gang toilet room. That's just a no brainer. It will be a fully handicapped accessible feature, and once we do the plumbing calcs, we're going to need additional fixtures.

The handicapped accessible toilet room. As we talked about, even adding an additional one to back up against the one in the kindergarten hallway makes a world of sense for the special needs students.

New classroom doors and hardware. That's something I really want to go around, and I want to take a hard look at. The '50s for sure. Really, those doors, there's no ifs, ands, or buts, they've got to be replaced. The hardware and the doors need to be replaced. I got to take a harder look at the '80's ones to get a feeling of those, a sense of those.

Exterior doors and hardware. A lot of them, the hollow metal ones, are rotting out and on the bottom are rusted out and have to be replaced, and if we're going to be doing the card access system and expanding that, that makes sense to do.

New PA system. I'll let you speak to that, Todd.

Mr. VanKirk responded that yes, it definitely needs a new one.

Mr. Musselman stated that you already have network drops in all of your rooms so you could put phones in at any time.

Mr. VanKirk commented that that's one of the biggest things.

Kitchen replacement. I have my kitchen consultant coming in. We were just talking about that. It's going to be Thursday of next week to meet with the kitchen folks and go over the equipment, and I'll get back to the Board and report back what we find out on that.

Mr. Musselman interrupted Mr. Darkey regarding the classroom doors like out here in this wing. I know you had some concerns about handicapped accessibility.

Mr. Darkey responded yes. These ones that were done in the '80s are 3-foot wide openings. They don't have the proper clearances on them, and they're sort of set back, and even if you move the door out, which is going to create, once you take the frame and everything and move it out, it's going to be a mess anyway. Let me just show you what I'm proposing. I'm glad you brought that up, Rick. I actually have gone ahead and shown what we would be doing. What I'd like to do is actually create the 18-inch pull side and just sort of just get that done right now. We'd have to take into account what that does to the flooring as well. We may have to basically cut out the Terrazzo and redo areas within the set back area, and I think that's the right thing to do. On the ones in the '50s, not as bad only because they're out flush with the wall. So we can get the clearances and get inside.

Mr. Musselman inquired if that would be an alternate as far as the doors.

Mr. Darkey responded that we could. The only thing I want to be careful about is how the code officials attack this with us because if we don't show it, and we just say it's existing, and we're under that percentage, the 20%, we still have to do some things to upgrade. Once we show it, I think they're going to want it. The code official is basically going to say, well, that's part of what the 20% improvement you have to make to this renovation is. So, I think that's one we got to kind of decide whether is it the right thing to do, and we just do it.

Mr. Abate inquired how many are we talking here.

Mr. Darkey responded we are talking about one, two, three, four, five, six, seven. Seven. Eight. The art classroom as well. So, eight.

Mr. Musselman inquired if the library needs one.

Mr. Abate responded no, but that room he is going to add on here.

Mr. Darkey stated that this isn't as bad because we can still get the clearance with these doors.

So, we were talking about the kitchen. The water piping in the kitchen is a no brainer. That's rusty water. We've got to get that fixed. We just did a project where we replaced probably three quarters of the water piping in a kitchen. That's also hard on the equipment as well. So it's got to be replaced.

Dividers with the permanent walls. The two locations in the fourth and fifth grade wing pretty simple to do. Put CMU walls in.

Water fountains. We talked about. They're going to be replaced throughout. We're going to add some where the new gang toilet room is across from the cafeteria, but we're going to replace all of them.

Renovate existing restrooms.

Install the key card system. Ten locations. That's something we can break out and do as an alternate so you don't have to do all ten locations, but when the doors are going in, we want to have the hardware and the infrastructure and the wiring ready to go and electrified so when they do do it eventually it's all there.

Mr. VanKirk commented that we did the main entrance. That is the only one that is done. It's not throughout the building. There are some other doors like the back door here is, but the one on the end here is not.

Mr. Darkey stated that wherever it says CA (Card Access) is where we were looking at doing it in those open classroom areas.

Mr. VanKirk commented that's right. The side door is, too.

Mr. Darkey stated that the idea is if we are replacing these doors throughout, we might as well make them available so in the future if they want to add to them we have the power and everything ready to go even if it's coiled up in the ceiling above it.

We talked about the renovation of the existing restrooms, card key.

Security camera system. A whole new digital system that would be what I would recommend pursuing. That's another one that could be an alternate, but I think it's desperately needed based on the system you have now.

Mr. VanKirk was in agreement.

Mr. Darkey stated it's a security issue, too.

Resurfacing Terrazzo floors. For the money you're going to spend to do that and renew these, there are areas where we're going to need to cut out that have cracked and settled over the years that we want to fix, but we're going to do that in a tasteful way as far as accenting if we have to. Things like that because it's hard to match that sometimes with the aggregates but for the big bang for the buck in resurfacing Terrazzo floors.

Paint interior of the facility. To me, we'll look at that harder and see if everything has to be done, but if something has been touched, we probably need to paint it. At the end of the day, you're going to regret it so we might as well put that into our budget and our estimate for it because the last thing I want to do is try to think you're saving money and at the end of the project have an area that looks like an old portion of the school instead of renewing everything.

Replacement of the ceiling tiles. This would probably be one area (library) you don't have to replace the ceiling tiles. We'll have to look at it once the wall goes in obviously with the HVAC and everything, but throughout the '50s and even in the '80s, there's been some humidity issues in here that they're curling and cupping on the ends. These are actually in really nice condition in here. We'll look at that. We'll look at it in more detail, though. I'm not just going to cart blonk say all the ceiling tile is going. We also have to look at how that feeds into the HVAC and the electrical improvements as well.

New casework in the classrooms. Right now we have a line item covering a certain linear footage of casework. So, in design development that's when we're planning on meeting with the teachers, finding out what their specific needs are, what kind of wall cabinets, but nothing over the top. It's going to be plastic laminate casework, some countertops. Figure out if they want to get computers in the rooms. All in all the VCT in the classrooms is in good shape. I don't see a whole lot. There weren't a whole lot on the wants and needs list that the staff put together as well. I think the casework in the classrooms is going to be one of the biggest things done in the classroom areas.

Appropriate height for the serving counter goes back to the kitchen improvements. We're going to be looking at that. Also, I am going to have the kitchen consultant look at flow for serving. I don't want to make any huge moves or anything, but I want to make sure that it works for them. Right now they're bottlenecking a little bit. So, we're going to take a hard look at that as well.

Dumpster enclosures in the back. Right now it's just boxes and things like that that need to be cleaned up. Pretty simple.

Wrap exterior wood soffit with aluminum. Most of it has been wrapped when it was done I think when they last did the roof project, but there are a couple of areas where it is still wood. We want to get that wrapped to make it maintenance free. That's mostly back in the receiving area outside the kitchen.

Shower fixtures in the locker rooms. Trying to address controls specifically in there.

Infrastructure for the short throw projectors in the classrooms. I think that's one where the projector itself the District could phase in when they put the mounts in but to have the power and the data there is important so they could have that flexibility.

Sidewalk from the fifth grade to the play area. That's low hanging fruit. It should be done. Right now, it's just a pad outside those stairs to get them over there. On a wet day, it's not so much fun.

Repaving the existing blacktop area. That's going to be a decent size number to mill that and overlay it, but it's something that really needs to be done as part of the renewing of this facility.

Mr. Abate inquired if he was talking about out back and the front.

Mr. Darkey responded that he would look at all of the paving in a bituminous area. I think we were running some initial numbers on that. It was about \$171,000 or \$172,000.

Mr. Abate inquired that it would take care of any problem areas.

Mr. Darkey responded any low spots, soft areas, things like that, yes, absolutely. We would proof roll it and find out where we have to do a little more than just milling and overlaying because there may be some areas that we'd have to do more.

Then this is something that I really want to build into whatever we're doing in the scope, and that's to protect the Board, give the Board the option of getting some prices for certain things and make determinations. We talked about that potentially with those break out areas, but the sound system for the auditorium, the sound system for the stadium which would make that a lot more useable for the school where they could have the entire school go out there and get them altogether at one time which they can't do now, break out areas we discussed, and the play area separated from receiving. That's something that we got to look at hard. Maybe that's a scheduling issue, but it's not safe right now because delivery trucks come right through the paved play area to get back to that receiving area, and we have some ground and some area to do some things, but I think we need to take a real hard look at that in at least the end of schematic design to design development we'll look at that.

Handicapped play area for special needs students. I know you have some newer playground equipment that has been installed but to actually have a specified special needs playground area.

Mr. Abate commented that they talked about having it covered for the heat in the summer.

Mr. Darkey responded exactly. The tarps that allow through some of the light but cut down on the sunrays. That's something I'd like to get proposed and take a look at if we have to do it as an alternate, we do it as an alternate, but we master plan it at least into this facility so we have that.

We talked a little bit about this making the entire facility handicapped accessible. What level or what extent do you want to go to because some of the restrooms, gang restrooms and in the locker room areas where there are lips in the shower, things like that. We could go through and do that. I don't think we'll have to by code based on the scope of what we're doing, but it's something the Board should make the decision on.

Mr. Abate commented that if we are going to do that it should be towards the auditorium, the public areas, because you have the grandparents and the parents, and the aunts and uncles coming in. If we have the handicapped accessible down at this end for the students, we should have for adults. That's just my opinion.

Mr. Nesbit commented that it could be a little challenging on the west end restrooms by the gym.

Mr. Darkey stated that what happens typically you are going to lose toilet counts.

Mr. Nesbit stated that it's one stall and one urinal in the men's room. I don't know what the ladies room has.

Mr. VanKirk responded three.

Mr. Nesbit stated that it's tight getting in that door.

Mr. VanKirk agreed that it is tight.

Mr. Darkey stated that the entrance would have to be changed, obviously. You can't make that turn actually. It's not accessible now.

Mr. Abate commented that he will have to figure it out.

Mr. Darkey responded he will. I just want to know the extent. That's why we're talking about the scope. We can do anything.

Mr. Nesbit stated that one thing he did want to ask is we were talking about the play areas and resolving some issues with the blacktop out back, but if I remember correctly, we've got water issues in the playground area between the blacktop going back across the backside of the field. Has that been looked at at all?

Mr. Darkey responded no, but it will be. It will be as part of our site evaluation. What I'm getting right now is prices to do a full site survey with all of the grading plans, all the walkways, all the drives, all the utilities/underground utilities. I want to get a comprehensive survey done of everything that we'll include in a set of drawings, and when we get that grading back, that's when we'll have the civil engineers take a look at it.

Mr. Nesbit inquired if that will all be done before PlanCon A.

Mr. Darkey responded no. That's a great Segway. PlanCon A, I will go through exactly what they sort of look at. We'll discuss that actually in PlanCon B, and PlanCon B document, which is a site document and a plan, which is a scheduled area plan, which is basically this. I have to outline and do the square

footage of all of the different spaces and then plug that into their forms, but PlanCon B is a review with the state architect. So, I have to submit those plans, the site plan and the building plan, to them as part of PlanCon Part A and then schedule a meeting, and a District representative, probably Mr. Musselman, and myself, or whoever the District wants there, will go up and talk with Mr. Vogel at PDE, and he'll review all of those types of items. He'll even say if there are existing water issues on the site, and that's when we'll bring out those submissions here. How are those going to be addressed, and we'll have to talk about regarding and things like that.

That's when that all sort of gets addressed but with that being said, PlanCon Part A, and I'm going to rifle through this. It has a cover sheet. This is all of the things that need to get covered in PlanCon A that I have to check off. It gets into detailed information about who's going to be the contact, things like that. PlanCon Part A, PDE wants to take a snapshot of your entire District. They want to see all of your buildings, the capacity in all of your buildings, all those types of things. So, I'm going back right now, and I'm getting that information from the high school, the middle school, Middleburg Elementary School, and I'm plugging that in, but the second page just sort of goes over some general parameters of the project like the construction type, condition of the buildings. They ask some specific questions about the site, briefly describe the work in general, which I've already gotten most of this work completed. They want to know the acreage, how many acres is on this for the proposed site that this is. It's just going through some general information and background data. Then they're asking about community use of the building, public roads that access them, the condition that they're in, how the building is accessible, is that going to change as part of the project, and so on. The site conditions – this is where they'll talk about that. They also talk about safety conditions. We'll have to put a little blurb in there. Then they get into some more specific type of items as far as the land use. Is there a multi-county comprehensive land use? We're doing that due diligence right now with the township and the county as well to plug in that information. Then, they go through the Project Accounting Based on the Estimates and the estimates; this is where we're in good shape because we did so much work during the interview process. This is really schematic design estimates is what they are, and they basically relate back to the scope that we just talked about. There may be a few things that have changed from that but all in all, I am comfortable with the cost estimates. The state wants you to break them down to show what's new and existing. Then this is where they start deciphering out what's reimbursable and what's not, basically. So, this just shows that the Board has been presented with the cost estimate for what the current scope of schematic design is. This understanding that this all changes. You'll go through B, which is the schematic design review. Then it goes to C. We're not doing because that's land acquisition, which we're not doing. D is getting into project accounting/financing, basically, for the project. That's when they want to know how you guys are planning on paying for it. Then we get into E which is the design development portion, and there's a whole other cost estimate based on that scope that gets presented that the Board will vote on at that point when we get to that point as well. So, it's a systematic. They do a pretty good job. They line it up with how the design process goes, and they want to make sure. The whole intent of this is not only just to figure out the reimbursement calculations, which ultimately is what they're trying to do, but they also want to make sure that the Board has been presented everything and that they're understanding what they're getting so to speak. So, they break out the site development costs, asbestos, if there's any asbestos abatement, roof replacement, site acquisition which we're not going to be doing. They actually

ask a proposed bid date. They're trying to make us think about the process at this time so they even know how quickly we're going to move through the PlanCon process. Then they get into doing classroom capacities for all of your schools in the District (Middleburg, West Snyder). The next level on the next page is actually the middle school and the high school which I have to do still. Then they have a summary of all of those which we have completed, but this goes through all of the schools, all of the facilities that you have. It gives them an idea of when they were built originally, when they were renovated, the site size, the grade levels, and then the current FTE (full-time equivalency) for students which is in essence their capacity. So, this is sort of your master planning the way the state makes sure that you're looking at the big picture so to speak, but you guys are at the end sort of at that. This is more important I think when you're the first, second project. So they can see what you're planning on doing with the other schools. You're already really done with the other three. Then it gets into the enrollment projects which are kind of silly. I'll get your current projections and current enrollments right now to fill in these areas. Then we have to use their 2012 enrollment projections which is basically what they were using when they put on their last moratorium. They have not updated that, and we're required to use that. So, that doesn't make any sense right now. Sometimes they don't make sense. Then it goes through, and this is where they calculate Act 34 requirement, which you're not going to have on this project. That would be if you had a substantial new addition that was a certain percentage, 20%, over what the existing was, which we don't have. We're not even close to. So, an Act 34 public hearing won't be required, which is nice because you don't have to go through the regs, but the way I like to operate we keep everybody in the public informed anyway so we're not really. I hope the public feels informed throughout this whole process. That's my goal anyway.

Mr. Abate commented that we are giving them the opportunity to.

Mr. Darkey stated that then they get into the specifics. I talked about a scheduled area plan. They get into the specifics of what we're proposing for this project, and this is where they want the square footages, the units for the kindergarten, the regular classrooms. This is where you can see that 660, that 660-square foot plus. They won't give you credit if it's under that. You've got about two or three classrooms in here that are under that. They were done in the '50s, but we're fixing that with the project to get the capacity back up. This is where you kind of fill in all that information. They're asking about small group instruction, large group instruction, and then locker rooms. It goes through the whole building program. I am done with that plan. I've done it. That will be submitted as part of the PlanCon A, which we'll review at the B review, but that's just sort of detail of the program. That's where it sits for capacity sakes. This is if you had a high school or middle school, and they're x'd out.

Mr. Abate inquired when he met with staff if he was able to give the staff what they wanted, what they felt they needed. Do they feel comfortable with what's going on here?

Mr. Darkey responded I think, and maybe, Todd, you can answer that a little more clearly. I haven't been able to meet with the staff. I've gotten their initial comments, the wants and needs that we got prior to the interview. I think we've addressed all of those needs, but the typical process will be once we get through schematic design and this scope, we're going macro to micro. So, when we get into design development, we'll start looking at specific spaces. That's when we'll

look at the casework and what type of casework it is, and I typically, as part of my due diligence, I like to meet with all of the staff. Whether it's done, and I'll leave this up to you as far as, if it's done in grade levels, I can meet with the kindergarten teachers all at once, or because I am going to be on site so much, I don't have a problem going around to each classroom when they have a break and actually meeting with them and talking with them and just kind of getting/flushing some things out and listening to what. They were able to come up with some things that make sense to do that aren't overly expensive and can be added to the project fairly easily.

Mr. VanKirk responded that one of the things that was expressed to me already from the last meeting that we had when he did his presentation the teachers that were there from our school in the crowd they were amazed how much of everything that they talked about he had everything in there. We had talked about the handicapped accessible room. We talked about the handicapped accessible bathroom.

Mr. Darkey stated that we will be getting into a little more detail. This is more broad based, I think, although I'm feeling pretty comfortable as we go forward that they've looked at this pretty hard already and thought about it. That's part of the process. Then they get into special ed classrooms. I'm not going to bore you with this stuff. This is the scheduled area where they do their calculations based on the existing square footage. One of the big things about this is where we're over because it used to be a high school. So, we've got a lot of square footage that we're not getting any capacity or even using. An example would be the industrial arts area, but the state understands that. It goes through the scheduled area in detail, and you have to explain. They used to not have this. They give you canned answers now actually. Then this is where they start their formula basically. They're going to start the formula to do the calculation for reimbursement, adjusted FTE. This is all part of the calculations that they're starting to set up to do their reimbursement calculations that are estimated. They won't finalize it until PlanCon Part G after the bids actually come in. Then we'll actually know what the numbers are. Up to that point, they're just estimations. The final item is the sign off of the Districtwide facility study which has to be no later than two years old. I think we're in pretty good shape with that. Basically done in January 15th of this year. They'll ask the Board of Directors to certify that they've accepted a Districtwide facility study. We'll have that, and they basically have to say they have two copies on hand in their office, the District Office for public review. That's in essence what I'm asking to be voted on next month for PlanCon A.

Mr. Abate inquired if he will be ready for the 11th.

Mr. Darkey responded oh, yeah, absolutely. That may save us some time in that meeting having to go over it in detail unless you want me to.

Mr. Abate responded no, we're good.

Mr. Darkey stated that other than that he is just looking for comments, feedback, anything like that from anyone regarding things we need to consider, think about as we're moving forward with the project with the understanding that we still got, this is a process, and we still have three or four more phases to go.

Mr. Nesbit stated that one of the things that we talked about also was bus flow coming in the front. Has there been any other discussions about that with staff?

Mr. VanKirk inquired as far as concerns and stuff.

Mr. Nesbit responded yes. The loop that they're making, is that the best option? There was discussion about adding additional parking out front.

Mr. VanKirk responded that we did not talk about adding additional parking. There are times when we could certainly use more parking, but as far as the flow of the traffic, it seems to be adequate, and I think moving the drop-off point where we're going to be moving it up, I think it's going to significantly help that a little bit.

Parent from the audience commented that the parent drop off in the morning is good. In the afternoon, it's not ideal.

Mr. Darkey inquired if it was a staging issue in the afternoon.

Mr. VanKirk stated that it's kind of hard to explain. The afternoon they kind of all, it's a perimeter the way they park that go in, and then the students come out, and they escort them out. There is a teacher out there that monitors it along with a couple of aides, but that is the only thing that could be an issue. Maybe rethinking that.

Parent from the audience commented that you have cars parked the wrong way. One thing I've found, and I pick up my kids nearly every day, is that there's cars parked, and I don't know directions, facing the school, and then there's cars parked facing the mountain. So, when you're driving to leave, I've had seven-year olds start to dart across.

Mr. Darkey responded that it's not a good scenario.

Parent from the audience commented no, because you can't really have them there, and sometimes the teachers will walk them to their car, or the parents will come out but having them faced like that is not safe.

Mr. Darkey responded that ideally we want them coming right off the sidewalk into a car, and that's it.

Mr. Musselman inquired if this was a process, though, in the back that you have. Do you have a loop that parents pull around? I know it takes a little bit longer to dismiss.

Mr. VanKirk responded that the way they do it now it's not even like a loop. They just park.

Mr. Darkey inquired it's a free for all, and they come up and get them.

Ms. Snook commented that you just park one, two, three this way facing going out this way, and then everybody else is to park in the parking spots facing going that way, but parents don't. Parents will be parked facing the school, and then they're pulling out and coming where the children are coming across to get in cars.

Mr. Musselman responded correct, and that's what I'm saying. I've seen that, but what I'm asking is, is that would it be better if we actually created a loop or something like that.

Ms. Snook commented that that's what we do in the morning to drop off.

Mr. Musselman responded correct, and I'm saying in the evening to dismiss, would it be better if there was a loop or something else, a different process.

Ms. Snook responded it probably would. My concern is that there are so many more kids picked up in the evening. You're going to have cars backed up.

Mr. Musselman stated that it does take time. It will take a little more time but if it's safer and better than what is being done.

Ms. Snook commented that a concern is that it is so narrow coming in and out of there, you're going to have cars backed up.

Mr. Darkey stated that we will look at it.

Mr. Musselman stated that it's a great thing to look at here.

Mr. Darkey responded that it's good feedback.

Ms. Snook commented that the teachers do a good job of watching the kids. They really do. The ones that are out there.

Mr. Darkey responded that we will take a hard look at the bus drop off and bus circulation as well. That's another issue that will come up. That's one of their points or topics that they bring up under Part B as well.

Mr. Nesbit inquired that if we are going to go through this repaving the parking lots and so forth, are you guys interested in adding any additional parking either out front or widening the road that goes from the front to the back so two cars can pass easier. Have you had any experience with the traffic flow there when there's games and things like that?

Mr. Sassaman commented that he knows it's tight. How much paving can we add before the county is going to make us go through that process?

Mr. Darkey responded that he has to verify that. I think as soon as we add any impervious we're into them looking at a storm water. Sometimes they'll give you 1,000 square feet or something like that as a free pass, but we're going to be over that anyway.

Mr. Sassaman commented that if we add parking, we're going to add \$80,000 to \$100,000 of extra expenses for storm water and all that stuff on top of any additional paving.

Mr. Darkey responded right.

Mr. Sassaman commented that he is still interested in it.

Mr. Nesbit commented that he was a little bit lost and asked to explain it to him.

Mr. Sassaman responded that if we add more paving, they are going to make us put a storm water pond in. So, the minute you add basically any paving, you're going to add an \$80,000 pond somewhere on the property to compensate for it.

Mr. Darkey responded right.

Mr. Sassaman stated so you are not getting anything back for that money. You're actually losing some ground. If it makes sense, it still makes sense to do it, but you're not just incurring the cost of the paving.

Mr. Darkey responded right. Exactly. It's the land development and the storm water aspect of it.

Mr. Musselman inquired if there was less paving in the back, could you add paving to the front so you're still in the same but yet you've changed it.

Mr. Darkey responded yes. You can share and flip flop. If you take away percentage, they'll give you credit for putting it in the front. Absolutely.

Mr. Musselman stated that he knew that in the back we talked about the play area, but then again, I'm sitting here thinking about football season and different things like that. That's a big deal.

Mr. Darkey commented that's a good point. So, during football games, is it overrun?

Mr. Musselman responded it's full.

Parent from the audience stated that she has five kids, and we walk home from school, but there's not a safe path for them to walk home. I did bring up that in the fall, and I don't see it was addressed. I did do some research. It says, "How Do You Get a Student Walking Route Declared Hazardous," which it is, because I've gotten a phone call from the Principal saying your kids can't walk on this part because it's hazardous. It says that the School Board must contact the District Traffic Unit so that PennDot can come out and review that, but we do have a lot of kids in this area, and they can't take a bus because they're too close, and if it's nice out, and they do want to walk and to get exercise, I just want a safe path that they can take them from the school to the sidewalk.

Mr. Darkey inquired where the path was right now. Give me an idea.

Mr. VanKirk responded that it's across the grass is really where it's at.

Mr. Nesbit stated top right corner.

Mr. Darkey referred to the drawing. Up here?

Mr. Nesbit responded yes, it goes from that corner there diagonally down to the left. Which wing does it come out of?

Multiple responses said second grade.

Parent from the audience stated it's a little gravel. There's one way that goes kind of behind some soccer nets.

Mr. Darkey responded that he can actually see it.

Parent from the audience stated it would be nice to have some path for my kids that's safe not necessarily along the road where the buses are.

Mr. Darkey inquired they are currently walking down this path back to this corner.

Parent from the audience responded yes.

Mr. Darkey inquired if there was a crosswalk over into this area or anything like that.

Parent from the audience responded that there's not. There are kids that live over on that side that a crosswalk would be helpful for. My family lives on this side so we don't have to cross there. Sometimes instead of diagonally they'll go straight.

Mr. Darkey inquired straight across here (referring to the drawing).

Parent from the audience responded no, the other way. Then there's like sidewalks and roads that way as well.

Mr. Darkey inquired so some access into that development or those houses over there.

Mr. Musselman inquired that would count for the impervious square footage as well.

Mr. Darkey responded he will have to find out what the township or the municipality considers impervious. Sometimes different materials you can use are considered.

Mr. Musselman commented you can use those even for parking areas, but the labor of putting those down is a lot more. Is there more labor?

Mr. Darkey responded he won't say it's necessarily more labor, but the problem is with those typically is you still have to use better management practices. So, like similar to what you do is they still make you put a like a little area where the runoff can go and things like that. It may be a little swale or something like that. That adds to the cost of it, but yes that all sort of plays into it.

Mr. Nesbit inquired if we have an existing path, it just hasn't been maintained properly. Does that change the discussion?

Mr. Darkey responded it depends what the material is on there. Is it stone dust?

Mr. Thomas responded that it was paved at one time.

Mr. Darkey stated that's good. That's good news. Is it just torn up?

Mr. Thomas responded that it just deteriorated. I don't think it was a thick base or anything under it.

Mr. Darkey responded that we'll take a look at it. Other things to consider? It's all good stuff.

Mr. Musselman stated that he knows Mr. Darkey is going to talk to everybody, but, Gary, the hose bibs on the outside of the building and stuff I don't know where we're at with those. I know some of the older buildings they didn't put hose bibs but in order to maintain something just being able to clean it and pressure spray it and different things like that every summer. I don't know if those are being addressed when you're looking at the plumbing.

Mr. Darkey responded that they will be. Absolutely. We'll get to that. That's more the design development phase level. We'll get into that detail and talk to Gary about it and even the custodians I'd like to talk to and get their take on it.

Mr. Musselman stated it's minor, but it's a big thing whenever you're talking maintaining your building.

Mr. Thomas stated that where they're renovating that one restroom, that's where one custodial closet is and taking that away.

Mr. Darkey responded yes. Those are things I think we can all work with though as we get into design development.

Mr. Nesbit inquired about the office vestibule area. You were talking about coming out a few feet. Originally, you were going to come out, I think it was like eight or ten feet originally. I guess if we're going to come out three feet, I want to make sure that we're not selling ourselves short. There's a difference from three feet to four feet five feet. It can't be that significant I guess. So, when we're looking at that I want to make sure that we're not trying to save a buck.

Mr. Musselman inquired roughly what are the sizes of those offices, and have you guys thought about what would go where.

Mr. Darkey responded just to give you an idea, it's hard to see with the blue (referring to drawing). It's about 12-foot 4 inches with the height/depth of it, and the width is 10-feet 8 inches. It's a decent size office area, and these are all mirrored that way. This is the conference area in the corner. Pretty standard. Pretty straight forward office design with a corridor that goes down. Has a back door out as well. This would be the door out once you sign in.

Mr. Musselman inquired how big Todd's office is now. Do you know? I'm just curious.

Mr. VanKirk responded he had no idea.

Mr. Darkey responded this is the reception area right here. I would guess it's 8 x 10. That would be my guess.

Mr. Musselman stated that in that office space there is guidance, nurse suite across the hall.

Mr. Darkey responded yes. In the admin office you would come in, reception would be here, nurse's area adjacent to it off of the waiting area so if students came in the receptionist, if the nurse wasn't in, could sort of double duty that and make sure that students get taken care of and that we know they're there.

The school knows they're there and be taken care of. Within the nurse's suite, an exam room with storage and then there's a sink, toilet and shower area adjacent to the main area of the nurse's room. Then you have the offices, the conference room. This is a work room that would be behind. It's sort of similar to what they have right now set up for the receptionist but also could be used by all the office workers as well. Then you have just general storage there, toilet room to be used by the admin staff. Around the corner would be the guidance. The thought process there is that if students want to come in this door they could come in to the guidance area and then off of the guidance area, an office, and this would be their main area where they have a table set up, some shelving to do their group meetings and things like that.

Mr. Musselman commented that he sees he does have those doors that we can actually lock to block off the building when we do have outside events. I see that there.

Mr. Darkey responded yes. I tried to zone the building a little bit because this is such a public area on this side of the building to be able to put doors that would lock from this direction so the public couldn't get access. This is really the public entrance to the auditorium. Gymnasium is located here, and then these could be locked down. You've always got to give access for egress out flowing with the circulation so people from this side would be able to go through, but the intent is to lock it down so people can't go this way in the evening. So, you've really sort of isolated this side of the building locking out the maintenance area as well. The nice thing about getting the art room back in here is also you're getting sort of the elective, more noisy, active areas away from the classrooms also.

Mr. Nesbit inquired going back to the guidance. You have a door that you say for students to be able to come into the guidance office from that side.

Mr. Darkey responded yes.

Mr. Nesbit inquired if that would be a secured door.

Mr. Darkey responded yes, actually, it's locked from the inside. That's a good point.

Mr. Nesbit inquired that they have to be let in.

Mr. Darkey responded no, actually not. The way that we typically work it is that during the day they're accessible from this side because you don't want the receptionist buzzing people in and out. Buzzing them out is one thing but really you're creating a secure area from the inside to get out. So, typically, you have a card. All the staff has a card that they'll buzz through to get out similar to what they have at the front door to get out this door and to get out this door as well. That's tied to a fire alarm system so the lock basically comes off if the fire alarm is engaged.

Mr. Nesbit stated that his concern would be a student coming in that door, walking by the guidance office and having free access to the rest of the office without anybody seeing them.

Mr. Darkey responded that you could schedule that to be locked as well. It

doesn't have to be a free flow because you're right. It would make more sense to come in the office, announce that you're there and go through.

Mr. Nesbit inquired if we wanted a separate entrance for the guidance, we may be better suited to have one in the hallway directly into the guidance room.

Mr. Darkey responded yes. Right here. Yes, that's a possibility.

Mr. Abate stated that you still need that door there.

Mr. Darkey responded yes. You still need this for egress. This is required. Right now the way your office is it's a dead end. You can't get out of that. This would be locked from the inside. You can lock it both ways if you want, but it has to be locked from the inside for security reasons because if somebody does get in here, they can just run down and get out.

Mr. Nesbit commented that he was more concerned about students get in without being seen.

Mr. Darkey responded he understood. It's a good point.

Mr. Rubillo stated that at one of the meetings before I believe one of the teachers or someone said something about a washer and dryer for emergency reasons. Is there a washer and dryer in the scope anywhere? Is that something that is allowed?

Mr. Darkey responded yes, in the kitchen area typically they'll put a washer/dryer. Was there something more specific? It is allowed, yes.

Mr. Nesbit stated that they wanted a separate one because they share it now.

Mr. Thomas commented the nurse's office.

Different conversations were going on as far as where a location could be. The last suggestion was by the large restroom.

Mr. Darkey responded that's a good place to put it. If we're going to do it somewhere in here, we're going to do that bathroom for the special needs students. That would be it.

Mr. VanKirk commented other schools don't have it.

Mr. Darkey responded it's District specific, though. I've seen them in nurse's offices before. Typically, we put them in the kitchen area.

Mr. Abate inquired if he had met with the designer yet for the kitchen area.

Mr. Darkey responded no. Next Thursday we are going to really try to hammer down that scope.

Mr. Abate inquired the exhaust fans and everything else.

Mr. Darkey responded yes, the hoods and everything. Absolutely.

Mr. Abate inquired about the phone system and all that in your office here where the restroom is now.

Mr. VanKirk responded the MDF and wires.

Mr. Abate inquired if it was still going to be located in there.

Mr. VanKirk responded he hoped not.

Mr. Darkey responded no, it will have its own MDF area. That's neat. I was in there today.

Mr. Abate stated no, it's not.

Mr. Darkey commented that you can multi-task.

Mr. Nesbit inquired if the cafeteria is adequate in size.

Mr. Darkey responded that it is. I'm really hoping to open up the ceiling in there a little bit, maybe do some cloud areas so that this main entrance this really kind of all flows.

Mr. Nesbit inquired if he wants to leave it wide open.

Mr. Darkey responded that would be his goal to actually to kind of get rid of that whole wall.

Mr. VanKirk commented that he likes the idea of having it open, but again, part of the discussion was we talked about like with security because when the students are in there, where would they go, and I don't know if it's an opportunity for maybe a pull-down gate or something. I don't know. Something we could kind of talk about. I mean it's definitely adequate, and I like the way this flows for the reason why we want to use it, but we want to think about if something would happen, what would we do.

Mr. Nesbit stated that one of the concerns before, too, was noise levels. I know there's no classroom in the floor plan directly across, but there is one right around the corner. So, I guess one of the things we talked about was taking the existing cafeteria, the half wall there, and actually putting glass across there to help keep noise from going down the hallway. Is there anything that can be done? You're talking about with the ceiling, for example, specialty tiles.

Mr. VanKirk responded yes, that's what we're talking about the cloud helping out with some of that.

Mr. Darkey responded we're trying to get the sound up and around up into that area.

Mr. VanKirk stated that that can be part of the conversation because I don't know from that particular classroom what the noise level would be like coming through the wall, but I do know the classroom across from it is an issue.

Mr. Musselman inquired that there would be no difference than what it is now.

Mr. Darkey responded correct.

Mr. VanKirk responded other than the cloud.

Mr. Nesbit inquired that's without the half wall.

Mr. Musselman responded yes. I think it would look nice there. It would make it look big as you come in.

Mr. Darkey stated that he just did an intermediate school. It's the first time that he had really done an open cafeteria. It was right off the main entrance. You came in, and my worry was noise and how that all worked, and I'll tell you it turned out really well. I wasn't completely sold on it at first, but when it was all done, and I saw it operating, it was really kind of neat. It's very sort of similar to this concept. Because at one time on that project, I will say I had it closed off, and there was a corridor created there, and I'm glad that we talked about it, and we decided not to do that.

Mr. VanKirk stated that something he can speak to and because of being in the high school the noise level here, it is not out of control at all compared to other elementaries that I've heard and even high school when we're talking eighth grade. So, it is not bad.

Mr. Darkey commented that acoustic consideration we will do whatever we can to sort of deaden that noise.

Mr. Nesbit inquired about talking before about additional security measures with security doors, for example. It looks like you have one down on the right-hand side down by the guidance office we talked about. Would it be appropriate to have additional ones to lock wings down, for example? Where do we stand on that?

Mr. VanKirk responded that he isn't sure what the fire code would be with those because like the ones at the high school were fire doors.

Mr. Darkey responded that you can use those doors to close off, but it depends on the flow of the egress is how they got to swing. Yes, you could very easily lock off these wings. Would it be from public?

Mr. Nesbit responded no. I'm thinking more of an intruder. This is obviously outside my expertise, but it's just a concern as far as how can we best address that situation.

Mr. VanKirk responded like even like the issue at the high school again with their doors, they would not recommend to lock them down even though like during some of our practices and conversations that was one thing that came up, but the end result was because of the fire they would not lock them. They could close them but lock them.

Mr. Darkey responded it's something we can have further conversation about, though. You could have, if there was an intruder, sort of a panic button that would automatically close doors to wings, and the concept there is you don't have a sight line down a straight hall. That's the concept so someone going through doesn't have a clean shot so to speak.

Mr. Nesbit inquired about individual security for rooms. Is there anything out there that they recommend so teachers in their classrooms other than locking the door?

Mr. Darkey responded that they used to have side lights. Everybody put side lights on doors and windows in doors so you can see, hear and things like that. Then the movement is to go away from those. They don't want anything where you can break aside and open up a door from inside. It seems like they change that every year. It goes back and forth. There's other rationalization that says windows aren't such a bad thing to have so you can see out. They go back and forth. I don't know where the current stance is on that to be honest with you. I know that we have been putting in solid core doors, and we haven't been putting in side lights beside the doors. A lot of times those get covered with paper anyway by teachers because teachers don't want people looking in anyway. So, it's a privacy issue. You can go to seminars. I went to one where they were talking about what teachers should do in an emergency if there is a lockdown or shut down where you're taking a belt off, and you're literally standing to the side. That's why you don't want the side light there with a belt on the handle holding it back with the students in a line beside her. There's just a whole bunch of stuff that's going on right now. I don't think anybody really knows what the best thing to do is right now because you could go to three different seminars, and you'd hear three different things and sometimes contradictory.

Mr. VanKirk responded true, but I think definitely new locks for on the doors, new doors. All that stuff is a must as far as our security and the fact that teachers would be able to lock them easily. At the high school they have the deadbolt that they can utilize. You just turn it from the inside.

Mr. Darkey stated that one thing we could do is have a security expert come through and just do a walk through and give us a recommendation if you want. That's an option.

Mr. Abate stated that we're going to have solid core doors for each room with the ability to lock. I don't want to build a prison. I want the children to be safe absolutely. Not a fortress. That's just my personal opinion.

Mr. Darkey gave an example of what they talked about. At one point, they talked about do you want straight lines down corridors, or do you want to jog corridors. They've gone back and forth on which is the best route to do that because in one hand they want to be able to have people duck out so there's not a straight shot or visual down a corridor, and then they said, but then that allows people to hide, and you can't find the person. It just goes around and around.

Mr. Musselman inquired if they are putting in any special glass now. I'm just asking. I know they have a glass. It's not just safety glass, but it takes a lot. You can still break through it, but it takes a lot. You have to work at it to get through that glass.

Mr. Darkey inquired for classroom windows.

Mr. Musselman responded not classroom windows. Usually, in the main entrance areas and stuff like that. It's difficult to get through. It's not just a safety glass.

Mr. Darkey stated it's not a ballistic glass.

Mr. Musselman responded no, but it doesn't just crumble or whatever. It takes a while.

Mr. Darkey commented you can take a hammer. I've seen it.

Mr. Musselman stated right. Every minute is time for people to prepare, to get ready for law enforcement, all that stuff. It's just buying time is what it is. I didn't know if that was a standard now. I wasn't sure.

Mr. Darkey responded that he wouldn't say it's a standard. At the main entrance, a common question we get right now is exterior windows because the thought is if somebody walks around. There's nothing to stop someone from walking around a building and breaking through. Especially, a lot of exterior doors have glass in them. Areas like here (referring to drawing). Maybe there's an opportunity to do that, but the camera system would pick it up and give you time to get around it. Then, what level do you put all the glass in the windows? It's something that you can spend a lot of money on. It's definitely something that we can look at. There were some comments initially about okay if you line up the entrance with the cafeteria, if there were ever if somebody just came driving through here. We really don't want to create a big glassed entrance necessarily that someone could easily blow through. You basically put a small arched knee wall. The windows are maybe at the higher level so there's actually masonry walls below. You're still allowing light in, but it's not the store front area that you're looking at. Things like that we would be looking at as means for safety especially at the entrance, but everybody focuses on the entrance, and you're only as good as the weakest link. If these doors are left open or have glass in them, they become the weak link, and we've got to try to cover them.

Mr. Musselman stated that we have several entrances, too.

Mr. Darkey responded that we have one down here at the end and at the end of each wing.

Mr. Musselman added auditorium, gym.

Mr. Abate asked if there were any more comments from the Board or audience.

Mr. Rubillo inquired as it stands right now the only expansion that we're talking about is in the front right there at the office.

Mr. Darkey responded that's correct. This area here and then these blue areas in these locations which are the break outs. Right now that's just a corridor. There's nothing on either side.

Mr. Rubillo inquired if any of those would affect the impervious.

Mr. Darkey responded they do. They'll count against it. The office area, there's a small strip of grass in front of it that we'd be going into so that's why it would be affected, and then these ones also have a little bit of walkway in them that we could get credit for, but they will also count against that impervious.

Mr. Rubillo inquired if we knew what the percentage of where we're at with impervious.

Mr. Darkey inquired about the overall site.

Mr. Rubillo responded yes, where we stand.

Mr. Darkey responded that we're doing the due diligence on all of that stuff right now. Billable area. That small amount of addition, depending on what we do, macadam or paving wise, we're doing that calculation to find out where we're at. We have to find out what area that we're allowed because we don't want to go over that. I know as far as the building additions 2,000 square foot probably wouldn't be kicking us over. We'll have to look at the drives and everything to reaffirm that we're not going over that.

Mr. Abate asked if any Board members had anything else.

V. **CLOSING CEREMONIES**

VI. **ADJOURNMENT**

Mr. Victor L. Abate

There being no further business, Mr. Abate adjourned the work session at 8:24 p.m.

Recording Secretary:

Chairperson:

Date: